



School of Education Annual Report

May 1, 2009 - May 1, 2010



Submitted June 1st, 2010
Bette S. Bergeron, PhD
Dean

School of Education

Annual Report

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SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE
SCHOOL OF EDUCATION

I. Introduction.....	2
A. Current State of the School.....	3
1. Faculty.....	3
2. Students.....	4
B. Curriculum and Scholarship.....	7
1. Accreditation Reviews.....	7
2. Program Reviews.....	7
3. Certification Scores/Unit Assessment.....	8
4. New Programs.....	14
5. Summary of Faculty Scholarship Outcomes.....	17
C. Development Efforts and Outreach.....	23
D. Summer Session.....	35
E. Points of Pride.....	37
 II. School Strategic Plan	
A. Alignment with University Strategic Plan.....	44
B. Analysis of Progress in Achieving Goals.....	47
1. Progress Towards Meeting Goals.....	47
2. Strategies to Achieve Unfilled Goals.....	54
3. Overall Progress in Achieving the Strategic Plan.....	62
C. Updates to the Strategic Plan.....	69
 III. University Strategic Plan Appendix Information	
A. List of Activities.....	74
1. External Awards for Curricular Innovation.....	74
2. External Grants for Curricular Innovation.....	74
3. Program Recognition Awards from External Groups.....	74
 IV. Appendices	
Appendix A: SOE Program Assessment Summary.....	77
Appendix B: SOE Research Citations.....	85
Appendix C: School of Education Outreach Activities (AY 2010).....	102
Appendix D: SIUE East St. Louis Charter High School Summary.....	109
Appendix E: Summary of Technology Enhancements (AY 2010).....	111
Appendix F: School of Education Media and Marketing.....	114
Appendix G: School of Education “Points of Pride”.....	118
Appendix H: SOE Strategic Action Plan (AY 2010).....	124

Table 1. SOE Full-Time Faculty.....	3
Table 2. SOE Student Enrollments 2007-2009.....	4
Table 3. SOE Student Credit Hours 2007-2009.....	4
Table 4. SOE Degrees Awarded 2007-2009.....	5
Table 5. Graduate Enrollment Comparison 2008-2010.....	5
Table 6. KHE Enrollment Trends 2008-2010.....	6
Table 7. Assessment of Professional Teaching (APT) 2008-2010.....	9
Table 8. School-Level Administrator Pass Rates 2005-2010.....	9
Table 9. SPPA Exam Pass Rates 2008-2010.....	10
Table 10. Competence to Teach.....	10
Table 11. Teaching Models and Techniques.....	11
Table 12. Novice Teacher Survey 2006-2009.....	12
Table 13. State Administration Survey 2008-2009.....	13
Table 14. One- and Five-Year Surveys: Relative Strengths.....	13
Table 15. One- and Five-Year Surveys: Relative Weaknesses.....	14
Table 16. Faculty Scholarship Summary 2008-2010.....	18
Table 17. SOE Funded Grants AY 10.....	18
Table 18. SOE Unfunded/Submitted Grants AY 10.....	19
Table 19. External Grants AY 08-10.....	20
Table 20. Summary of Off-Campus Graduate Cohorts.....	24
Table 21. SOE Development Summary 2006-2010.....	32
Table 22. SOE Summer Enrollment 2008-2010.....	36
Table 23. SIUE and SOE Strategic Plan; Overview.....	44
Table 24. Proposed SOE Annual Strategic Goals AY 11.....	70
Table 25. External Grants for Curricular Innovation.....	74

I. INTRODUCTION



The School of Education (SOE) has experienced an unprecedented year in terms of its continued growth of quality academic programs, faculty research, and outreach activities that have fully involved faculty, staff, and students from across the SOE. The SOE is responding effectively to the region by revising and providing academic and outreach programs that reflect the educational and societal needs of children, families, and agencies of our region. And despite the state's current financial challenges, the SOE's faculty and staff have collaborated in their efforts to become more efficient in the School's fiscal and resource management while focusing on maintaining the quality and integrity of the programs and services provided by the SOE. These decisions also clearly reflect 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 the previous Annual Reports from 2008 and 2009, this philosophy, in turn, is also reflected in the SOE's strategic action goals and the University's academic imperatives.

As illustrated in the choice for this year's Annual Report cover, one of the most evident ways in which the SOE has engaged in actualizing its guiding principles has been through its emerging involvement with the SIUE East St. Louis Charter High School (CHS), which will be described in more depth under the report's section on Outreach (pgs. 28-30). Through a *student-centered* focus, the new relationship between the SOE and CHS will involve faculty, staff, and students across both units in making all entities more *accountable* for the academic success of CHS students, demanding *quality* and excellence in all experiences provided at the CHS, opening *access* for students by providing them with the educational experiences that will make them career- and college-ready, responding to the needs of *diverse* youth, and providing a model for responsive community *outreach*. The emerging partnership between the University, SOE, and CHS provides future opportunities and challenges as the School of Education revisions its mission and engages in purposeful long-term strategic planning, which will be the primary goal for the coming 2011 academic year.

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 2007, 2008, and 2009 (*source: SIUE Fact Book, 2010 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.
- There has been a steady increase in the number of full professors; however, 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 2007			Fall 2008			Fall 2009		
Rank	M	F	Total	M	F	Total	M	F	Total
Professor	5	3	8	7	5	12	8	5	13
Associate Professor	9	12	21	10	14	24	11	18	29
Assistant Professor	21	20	41	18	17	35	16	13	29
Total TT Faculty	35	35	70	35	36	71	35	36	71
Instructors	3	13	16	3	17	20	3	16	19
Total Full-Time Faculty	38	48	86	38	53	91	38	52	90

What is not evident in Table 1 is the loss of a minority faculty member, who left the SOE mid-year due to family circumstances. While the SOE has revised its search process to more effectively focus on the recruitment of a diverse pool of faculty candidates, the SOE

has been unsuccessful during AY 10 in hiring candidates from underrepresented minority groups.

During AY 10, the SOE conducted nine tenure-track faculty searches and two searches for Visiting Assistant Professors. All tenure-track positions were replacements for faculty no longer at SIUE (i.e., none were new position lines). Of the nine searches, only four were successfully filled; all were hired with the rank of Assistant Professor. Factors that contributed to the failed searches included difficulties finding candidates to meet position criteria in hard to staff areas (e.g., Speech-Language Pathology), lack of competitiveness in the SOE's offer, and family obligations. It was also suggested that Illinois' current budget challenges, which have been widely covered in the media, may have been an additional contributor to the failed searches. The two Visiting Assistant Professor positions have been successfully filled. These positions were created to cover expanding needs in the area of Early Childhood Education and the temporary vacancy in Administration due to a faculty's administrative reassignment to the Charter High School.

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, and 2009 (*source: SIUE Fact Book, 2010 ed., pgs. 58, 62, 66*).

Table 2. SOE Student Enrollments 2007-2009

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

Table 3. SOE Student Credit Hours 2007-2009

	2007	2008	2009
Lower Undergraduate	7,833	6,636	8,224
Upper Undergraduate	30,068	33,063	30,092
Graduate I	11,819	10,766	11,985
Graduate II	0	24	0
<i>TOTAL</i>	<i>49,720</i>	<i>50,489</i>	<i>50,301</i>

Table 4. SOE Degrees Awarded 2007-2009

	2007	2008	2009
Undergraduates	451	478	411
Graduates/Professional	267	265	214
TOTAL	718	743	625

In analyzing student enrollment trends, the most relevant finding relates to the steady growth in the SOE's graduate numbers, which have increased by 41% between AY 2007 and AY 2009. 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. Described in the Annual Reports from 2008 and 2009, a P-12 Graduate Working Group was formed to address the SOE's previous downward trends in graduate enrollment and to strategize opportunities for future growth. The success of this Working Group, which continues to meet four times a year, is evidenced in the data provided in Table 5, below. When comparing graduate enrollment from spring of 2008 to spring of 2010, *enrollment has increased by an unprecedented 33%*. The graduate programs that have experienced the most growth have been Educational Administration, which has grown from 114 students in 2008 to 205 in 2010 (+80%), and Curriculum and Instruction, which has grown from 69 students in 2008 to 99 in 2010 (+43%).

Table 5. Graduate Enrollment Comparison 2008-2010

Spring, 2008	Spring, 2009	Spring, 2010
542	642	721

Also of note is the rapid growth of students in programs related to the Health Sciences, which is reflective of the University's focus on this emerging area. For example, during the spring 2010 semester the Department of Kinesiology and Health Education (KHE) offered, for the first time, double sections of the Exercise and Wellness courses. 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, Health Education) are also at maximum capacity. Table 6 provides an overview of the one-year growth in these areas. The KHE faculty have begun the process of reviewing the curriculum in all of its programs in an attempt to streamline and update the content of

related courses to best prepare students for their chosen occupations or advanced educational training.

Table 6. KHE Enrollment Trends 2008-2010

	Spring, 2008	Spring, 2010	% Increase
Physical Education/Teacher Ed	64	73	+12%
Health Education	57	70	+19%
Exercise & Wellness	78	98	+21%

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 programs received notification during AY 10:

- Educational Leadership (building administrator): National recognition (8/28/09)
- Educational Leadership (district administrator): National recognition with Conditions (8/27/09); Conditions to be addressed by February 2011.
- Literacy Specialist: National recognition (1/30/10); the SOE's Literacy Specialist program is the only nationally accredited program in the region.

In the fall of 2010, the Speech-Language Pathology (SPPA) program will have its formal site visit from the American Speech-Language-Hearing Association. The faculty are currently completing their self-study in preparation for this critical accreditation visit. SPPA submitted its re-accreditation report for the graduate program in February of 2010, which was accepted by the Council of Academic Programs in Speech–Language Pathology and Audiology (CAA). The graduate program continues in good standing.

2. Program Reviews

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 certification

Because the Basic Skills and Content tests are “gatekeeping” assessments, 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 will be in place beginning in the fall of 2010 related to the passing scores of the Basic Skills test. These changes have been enacted by the Illinois State Board of Education and approved by the state legislature in an attempt to insure that teacher education candidates demonstrate proficiency in basic skills prior to entrance into the professional programs. The cut scores on the subsections of the Basic Skills test will be increased by one standard deviation in all areas except for mathematics, which will be increased by two standard deviations. While the SOE’s pass rates on the Basic Skills Test will remain at 100%, as passage of this exam is required for entry into the professional programs, it is anticipated that the new cut scores could dramatically decrease the number of students who will be qualified for certification programs and therefore may impact student retention rates within the University.

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 therefore provides some useful data regarding the effectiveness of the SOE’s preparation programs. Results for 2008/2009, with

comparisons from the previous year, are provided in Table 7. As indicated in Table 7, the pass rates of the SOE's students on the Illinois APT Exam remains consistently high.

Table 7. Assessment of Professional Teaching (APT) Pass Rates 2008/2009

Test Level	Number Taking Test (compared with 07-08)	Pass Rate (compared with 07-08)
APT Birth to Grade 3	21 (25)	100% (100%)
APT Grades 6-12	104 (80)	99% (100%)
APT Grades K-12	107 (93)	97% (99%)
APT Grades K-9	107 (116)	98% (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 six-year period. As indicated on the Table, candidates in the SOE's School Administration program are successful in passing this exam, and pass rates have been increasing since AY 06. Additionally, 18 candidates have taken the exam for the Superintendency since February of 2009, and all candidates have passed this exam.

Table 8. School-Level Administrator Pass Rates 2005-2010

<i>School Administration Exam Results</i>			
<i>Principal</i>			
AY	Number Tested	Number Passed	SOE Pass Rate
AY 05	67	66	98.5
AY 06	99	87	87.9
AY 07	87	79	90.8
AY 08	54	51	94.4
AY 09	88	84	95.5
AY 10*	38	38	100

*(AY 10 data is incomplete, and includes tests only to February of 2010)

Students in the 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 the past three years.

Table 9. SPPA Exam Pass Rates 2008-2010

National Examination in Speech-Language Pathology Pass Rates		
	SIUE	National
2008	96%	84.7%
2009	100%	<i>(not available)</i>
2010	93%	<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. Included in these data points are surveys conducted within the SOE as well as part of a state collaborative. 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."

These data indicate that, overall, candidates feel that the SOE's programs have prepared them for their future classrooms. Students' satisfaction in these key areas has increased in most program areas as compared with the previous year.

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>					
Program	Mean (2005-06)	Mean (2006-07)	Mean (2007-08)	Mean (2008-09)	Mean (2009-10)
Early Childhood	3.16	3.5	3.2	3.34	3.34
Elementary Education	3.22	3.34	3.14	3.18	3.35
Special Education	3.56	3.2	2.92	3.21	3.30
Secondary Education			3.32	3.27	3.32
Physical Education				3.62	3.20

Table 11. Teaching Models and Techniques

<i>Survey Item: I learned a variety of teaching models and instructional techniques.</i>					
Program	Mean (2005-06)	Mean (2006-07)	Mean (2007-08)	Mean (2008-09)	Mean (2009-10)
Early Childhood	3.36	3.5	3.13	3.32	3.30
Elementary Education	3.42	3.44	3.41	3.44	3.51
Special Education	3.81	3.52	3.08	3.32	3.45
Secondary Education			3.03	3.02	3.35
Physical Education				3.54	3.10

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. A summary of data and initial analysis from AY 10 is provided in Appendix A. Across all programs, candidates demonstrated ability to affect student learning. 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 assesses 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 University is provided with data from its own graduates as well as comparative data from the state.

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. Overall, graduates from SIUE respond similarly to graduates from other state public institutions. Strengths include graduate’s satisfaction with their interactions with faculty, overall program quality, and student teacher supervision. Reported satisfaction in advising has decreased, perhaps due to the increased advising load of the SOE’s academic advisors. Consistent concerns are noted in the areas of teaching students who are English Language

Learners, preparing for multicultural education, and preparation in the use of instructional technology; these weaknesses are also noted in the state's data. The SOE continues to focus on these three areas within its annual strategic planning goals.

Table 12. Novice Teacher Survey 2006-2009

Novice Teacher Satisfaction W/ Teacher Preparation Program IL State Survey, 2006-2009								
	2006		2007		2008		2009	
	<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	91%	93%	96%	94%	96%	95%	94%	94%
Program Advising	84%	83%	84%	82%	91%	83%	79%	80%
Overall program quality	94%	93%	94%	92%	96%	92%	94%	90%
Student teacher supervision	88%	90%	86%	90%	97%	92%	90%	91%
Preparation to teach ELLs	27%	23%	18%	21%	16%	22%	20%	21%
Preparation for multicultural ed	59%	57%	60%	58%	62%	59%	53%	55%
Preparation for accommodations	68%	69%	72%	71%	72%	72%	77%	69%
Preparation to use technology	66%	68%	64%	71%	70%	71%	68%	71%
Developmentally appropriate instr	91%	84%	88%	87%	94%	88%	85%	85%
Preparation for assessment	84%	85%	86%	85%	93%	85%	89%	82%
Managing student behavior	69%	64%	64%	63%	61%	65%	77%	62%
Preparation for content	85%	84%	82%	85%	87%	84%	84%	85%
Establishing classroom equity	67%	72%	72%	72%	75%	76%	83%	74%

Table 13 overviews data from selected questions on the state survey of novice administrators. Although the N for SIUE is quite small, some general two-year trends can be suggested. For example, it appears that graduates of the Administration program feel prepared for their administrative roles and are very satisfied with their choice of program and University. However, the data also indicates that 2009 graduates are less satisfied with their interactions with faculty and advising as compared to 2008 graduates. These concerns are to be addressed by the Administration program faculty.

Table 13. State Administration Survey 2008-2009

	2008		2009	
	<i>SIUE (N=28)</i>	<i>IL</i>	<i>SIUE N=14)</i>	<i>IL</i>
Interaction w/ faculty	100%	93%	85%	95%
Program Advising	86%	75%	64%	69%
Choice of university	97%	96%	93%	94%
Choice of program	97%	96%	100%	97%
Preparation for administrative roles	100%	90%	100%	89%
Preparation to lead diverse schools	79%	85%	85%	85%
Faculty expertise	89%	87%	86%	86%

The newest state survey is administered to classroom teachers five years after graduation from a public university in Illinois. Tables 14 and 15 include areas of relative strength and relative weaknesses when comparing responses from the SOE's graduates after one- and five-years out.

Table 14. One- and Five-Year Surveys: Relative Strengths

Area surveyed	1-year survey	5-year survey
Satisfied with decision to become a teacher	98%	99%
Satisfied with overall quality of the teacher education program	94%	92%
Prepared for or successful in addressing issues of socioeconomic diversity	60%	96%
Prepared for or successful in teaching reading (& writing-5-year survey) in the subject area	65%	93%
Prepared for or successful in working with school administration	53%	96%
Prepared for or successful in working with parents/guardians	57%	86%

Table 15. One- and Five-Year Surveys: Relative Weaknesses

Area surveyed	1-year survey	5-year survey
Prepared for or successful in teaching English language learners	20%	46%
Prepared for or successful in using strategies used in multicultural education	53%	67%
Prepared for or successful in using technology for the classroom	68%	73%
Prepared for or successful in working in a high accountability environment	71%	64%

When reviewing the data provided, it appears that some of the surveyed skills are more fully developed after experience in the field. However, four specific areas indicated in Table 15 suggest that teaching experience did not close the knowledge and skills gap between the first and fifth years of teaching. 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:* A task force and planning group of faculty members have completed a proposal for an Ed.D. in Educational Leadership. The proposed degree would include the courses and experiences currently offered in the superintendent's program; however, candidates would not need to complete the Ed.D. in order to be certified as a school superintendent. Those who choose the Ed.D. option will be engaged in rigorous field-based inquiry on current topics related to school administration and complete a comprehensive action research project that will have direct relevance and impact on current challenges to the field. The proposal is currently under review by the Illinois Board of Higher Education. It is hoped that the first cohort of students can be officially admitted in the spring of 2011.

- *Master of Arts in Teaching (MAT):* Enrollment in the MAT program for Secondary Education has been steadily increasing over the past three years. Beginning in the summer of 2010, the Department of Curriculum and Instruction (C&I) will offer two cohorts of the MAT for the first time, which will be divided by content areas. Due in part to a federal grant that East St. Louis School District received, C&I is offering a STEM MAT cohort this year, with a strong focus on Math and Science. The on-campus cohort will be working towards certification in English Language Arts, History, or Foreign Language.
- *Elementary Education:* C&I's Elementary Education program has successfully changed the junior level field experience from two mornings a week to one full day each week, in response to suggestions and feedback from its Advisory Board (teachers and administrators) and the Elementary Education Council (student representatives from each cohort). The faculty also initiated a review of all other field experiences, including student teaching. The program has also incorporated aspects of Stanford University's "dSchool" design thinking approaches in response to an ongoing professional collaboration with this institution.
- *Secondary Education:* The Secondary programs now require students to participate in both a Middle and High School practicum placement the semester before they student teach. This change supports the SOE's imperative to provide all educator preparation students with diverse student placements, which is also one of NCATE's imperatives.
- *Early Childhood Education:* To meet a growing demand on campus for Early Childhood Education (EC), the EC program added a second cohort to prepare teachers to work with children from birth to third grade. In addition, the Early Childhood On-Site Program (EChOS) continues to grow; the focus of this program is on providing access to non-traditional students. During AY 10, faculty collaborated with the East St Louis Head Start to plan for a third cohort, which will begin in East St Louis in the summer of 2010.

- *Special Education (SPE)*: SPE has modified or dropped several courses in order to improve the sequencing of undergraduate courses within the curriculum, and requirements in the graduate program were also changed to better align with the professional teaching standards and improve course accessibility to students. These changes will be effective beginning in the fall of 2010.
- *Speech-Pathology-Audiology (SPPA)*: The SPPA program received Senior Assignment funding for AY 10, which was used to support student travel and registration to present senior assignment projects at professional meetings and to review and improve students' understanding of professional ethics and best practices. Content and objectives to address best practices and professional ethics were developed, and SPPA held its first undergraduate orientation in the fall of 2009 with a specific component created by seniors that addressed professional ethics. The program collected pre-and post-data and held a focus group conducted by a faculty member in Psychology to determine benefits of the project. Pre-and post-data indicated significant student learning regarding professional ethics and best practices in speech-language pathology as a result of these changes.
- *Health Sciences*: Faculty in Kinesiology and Health Education (KHE) participated in campus-wide working groups to investigate the feasibility of offering a Baccalaureate Degree in Health Sciences as well as an interdisciplinary Health Sciences Doctoral Degree. Both degrees would significantly impact KHE's Exercise and Wellness and Health Education programs. The timelines for the establishment of these degrees are undetermined at this time, but these initiatives clearly reflect the institution's focus on health professions.
- *Senior Assignments*: The Committee on Assessment has approved funding for Special Education, Exercise and Wellness, and Elementary Education programs to initiate faculty development and refinement of programmatic Senior Assignments. During the spring 2010 semester, all of the SOE's

program areas, with the exception of the Department of Curriculum and Instruction, participated in the annual Senior Showcase.

- *Informal Education:* The Department of Educational Leadership (EDL) is collaborating with colleagues from Curriculum and Instruction, History, Business, Physics, and Public Administration and Policy Analysis (PAPA) to develop a master's degree in "Informal Education" that will include interdisciplinary "cognates" in such areas as Museum Studies, Public Administration, and Science. Significant input has also been provided by the Office of Educational Outreach, the Graduate School, and a panel of leaders from many of the region's non-profit agencies. It is proposed that this new degree will be housed in EDL's Instructional Technology program area.

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.

5. Summary of Faculty Scholarship Outcomes

As previously recorded in the 2008 and 2009 SOE Annual Reports, the School of Education's faculty scholarship outcomes are most typically evidenced through dissemination of research in publications in peer-reviewed professional journals and paper or poster presentations at conferences. The dissemination of work through published books, book chapters, or proceedings is not as prevalent within the SOE. However, faculty engagement in and success with external grants has been increasing.

Table 16 provides an overview of the faculty's productivity in publications and presentations, with comparisons over the past three years. 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 72 tenured/tenure-track faculty (including those with administrative assignments), 64 responded to the request for information (89% of the tenure-track faculty). A total of 86% of all of the SOE's tenure-track faculty reported having a peer-reviewed publication and/or presentation during AY 10. Overall, trends

indicate relatively few changes over the past three years, with a marked decrease in the number of published proceedings (which are atypical for most educational fields), and slight decrease overall in terms of the numbers of works published. Presentations at international conferences are increasing in prevalence. A complete listing of citations is provided in Appendix B.

Table 16. Faculty Scholarship Summary 2008-2010

	Type of Scholarship	AY 08	AY 09	AY 10
<i>Publications</i>	Journal Articles- Peer Reviewed	63	49	48
	Journal Articles- Non Peer-Reviewed/Invited	8	12	5
	Proceedings- Peer- Reviewed	10	11	1
	Proceedings- Invited	0	0	1
	Books- Peer-Reviewed	5	4	2
	Books- Non Peer-Reviewed/Invited	4	1	1
	Book Chapters- Peer-Reviewed	5	12	3
	Book Chapters- Non Peer-Reviewed	4	8	10
<i>Presentations</i>	Peer-Reviewed	109	110	103
	Non Peer-Reviewed/Invited	14	18	15
	Local/Regional (combined reviewed/non reviewed)	34	33	26
	National (combined reviewed/non reviewed)	78	73	64
	International (combined reviewed/non reviewed)	11	22	28
<i>Creative Activities</i>		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. Tables 17 and 18 provide a descriptive analysis of the SOE faculty's external grant activity.

Table 17. SOE Funded Grants AY 10

Project Title	Agency/Sponsor	Unit	Award Amount
Teaching with Primary Sources-LOC	EDUCATION AND RESEARCH CONSORTIUM OF THE WESTERN CAROLINAS-LIB OF CONG	SOE	\$100,000
Teaching with Primary Sources-LOC	EDUCATION AND RESEARCH CONSORTIUM OF THE WESTERN CAROLINAS-LIB OF CONG	SOE	\$191,000
Mathematics and Science Leadership Initiative 2—Secondary Mathematics	ILLINOIS STATE BOARD OF EDUCATION	C&I*	\$244,311

Early Intervening Services and Responses- ISBE/USDE	ILLINOIS STATE BOARD OF EDUCATION	SECD	\$455,000
Exercise Dose and Nonalcoholic Fatty Liver Disease	NATIONAL INSTITUTES OF HEALTH - DDKD	KHE	\$102,882
ARRA NIDDK Exercise Dose and Non Fatty Liver Disease-Supplement	NATIONAL INSTITUTES OF HEALTH - DDKD	KHE	\$49,263
Abraham Lincoln and the Forging of Modern America-NEH	NATIONAL ENDOWMENT FOR THE HUMANITIES	C&I	\$152,328
SIPDC FY09/10	ILLINOIS COMMUNITY COLLEGE BOARD	SOE	\$357,110
Madison County Illinois Drug Court Treatment Enhancement	MADISON COUNTY PROBATION AND COURT SERVICES DEPARTMENT	PSYCH	\$48,690
SIPDC WIA Adult Education FY2010	ILLINOIS COMMUNITY COLLEGE BOARD	SOE	\$25,000
Healthy Bodies, Healthy Minds: Promotion Early Literacy Skills	ROBERT WOOD JOHNSON FOUNDATION	SECD	\$74,952
Multimedia Program Development for Redeploy Illinois	MADISON COUNTY PROBATION AND COURT SERVICES DEPARTMENT	PSYCH	\$2,427
Children First Foundation Internet Curriculum	CHILDREN FIRST FOUNDATION	PSYCH	\$1,912
Back to Basics Transition to Teaching (BTBT3)	EAST ST. LOUIS SCHOOL DISTRICT #189	C&I	\$67,000
Total			\$1,971,875

**The PI of this grant is in CAS.*

Table 18. SOE Unfunded/Submitted Grants AY 10

Project Title	Agency/Sponsor	Unit	Status	Proposed Funding
St. Clair County Probation and Court Services Recidivism Project	ST. CLAIR COUNTY PROBATION & COURT SERVICES	PSYCH	Rejected	\$4,210
Second Change Juvenile Mentoring Initiative	CHILDRENS HOME AND AID / DOJ	PSYCH	Rejected	\$35,959
Second Change Juvenile Mentoring Initiative	CHILDRENS HOME AND AID/DOJ	PSYCH	Rejected	\$67,527
Examining Character Education: A Case Study	SPENCER FOUNDATION	EDL	Rejected	\$39,945
ARRA: Obesity Prevention Program to Promote Early Literacy in Head Start Children	NATIONAL INSTITUTES OF HEALTH	SECD	Rejected	\$425,903
Child Obesity Prevention Program to Promote Early Math and Reading Achievement	NATIONAL INSTITUTES OF HEALTH	KHE	Rejected	\$428,855
<i>Piasa Bluffs Writing Project†</i>	NATIONAL WRITING PROJECT	C&I	Pending	\$46,000
I Can Do It You Can Do It- Mentor/Mentee Physical Activity Program for Individuals with Disabilities	SLIPPERY ROCK UNIVERSITY	KHE	Pending	\$15,000
An Evaluation of the Relaxation Skills Violence Prevention (RSVP) Program in a Juvenile Detention Setting	U.S. DEPARTMENT OF JUSTICE	PSYCH	Pending	\$258,889
Exploring Female-friendly STEM Education Strategies through Mobile Robots in Wireless Sensor Networks Curricula	NATIONAL SCIENCE FOUNDATION	EDL/ CAS	Pending	\$300,386
Exercise Dose and Weight-Loss Maintenance	NATIONAL INSTITUTES OF HEALTH	KHE	Pending	\$393,250
Total Pending				\$1,013,525

†NOTE: The Piasa Bluffs Writing Project has been funded, approval is not yet official as of 6/1/10.

Comparisons between funded and submitted/unfunded grants from AY 08 to AY 10 are provided in Table 19. As indicated in the data, the SOE's faculty members were successful in increasing external funding from \$1,065,193 in AY 08 to \$1,971,875 in AY 10. *These data reflect a three-year increase in funded grants of 85%.* In addition, faculty members in all units of the SOE have been involved with external grant activities. This is clearly a "Point of Pride" for the SOE (see pg. 37).

Table 19. External Grants AY 08-10

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

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

- Dr. Karen Lux (Kinesiology and Health Education) was recognized by the editors of the *Journal of Physical Education, Recreation, and Dance* (JOPERD) for the quality of a recent article submission which was used as an exemplar in a Reviewer's Workshop held at the AAHPERD annual convention. Dr. Lux was also acknowledged by the International Association for Physical Education in Higher Education for her exceptional research paper presentation at the annual convention.
- Dr. Caroline Pryor, Associate Professor in Curriculum and Instruction, has been elected as the Chair of the Research, Evaluation, and Assessment Division for the Mid-Western Educational Research Association. She has also been elected as the Director of Publications for the AERA Special Interest Group on Democratic Citizenship in Education.
- Dr. Yuliang Liu, Associate Professor in Educational Leadership, and Dr. Bette Bergeron, Dean, were selected as grant reviewers for the National Science Foundation.

- Nineteen SOE faculty members were approved as URCA Assistant mentors for the fall 2009 semester. These faculty submitted proposals to mentor undergraduates in their laboratories on faculty-led projects. Selected faculty members included Allison Fahsl, Steffany Chleboun, and T.K. Parthasarathy from SECD; Ann Taylor, Caroline Pryor, Gloria Reading, and Ralph Cordova from C&I; Kay Covington from Kinesiology; and Betsy Meinz, Chris Rosnick, Cindy Nordstrom, Danice Brown, Eva Ferguson, Jeremy Jewell, Jon Pettibone, Laura Pawlow, Mike Dudley, Paul Rose, and Steve Hupp from Psychology.
- Drs. Barbara O'Donnell, Caroline Pryor, Gloria Reading, Jessica Krim, Erik Kirk, Karen Lux, Betsy Meinz, Chris Rosnick, Danice Brown, Eva Ferguson, Jeremy Jewell, Jon Pettibone, Laura Pawlow, Lynn Bartels, Mike Dudley, Paul Rose, Alison Fahsl, Steffany Chleboun, T.K. Parthasarathy, and Wendy Fuchs were selected as spring, 2010 URCA mentors.
- Dr. Elizabeth Sherwood (C&I) is a consultant for an NSF grant in collaboration with University of Texas-Austin, *Building BLOCKS for Science: What SCIENCE young children should know and be able to do when they enter kindergarten*. She offers bi-monthly on-site professional development for 25 Austin teacher researchers, and provides ongoing mentoring to five teachers through group Skype conversation and collaborative viewing of their video clips and email.
- Drs. Stephen Hupp, Dan Segrist, Laurie Puchner, and Christopher Rosnick received 2010/11 STEP awards.
- Dr. Laura Pawlow was selected to lead the university-wide Undergraduate Research and Creative Activities (URCA) program.

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:

- The Department of Curriculum and Instruction held an Action Research Symposium where 55 graduate students from the Masters of Art in Teaching,

Curriculum and Instruction, and Literacy Programs defended their final projects in preparation for completion of their degree.

- Six students in Speech-Language Pathology presented at the Illinois Speech-Language-Hearing Association Annual Convention held in February, 2010.
- Psychology students Jennifer Ritchie, Heather Jeffers, Justin Little, and Laura Schulz received a second place award for their poster (titled *Differences and Similarities Between College Students' Values and Their Parents' Values*) at the Missouri Undergraduate Psychology Conference at Lindenwood University.
- Psychology students Jillian Elhoffer and Meghan George won a first place award at the Great Plains Students' Psychology Convention for their poster titled *Yes I Can! (Get Some Job Satisfaction) -- An Organizational Initiative Affecting Weight Loss, Mood and Job Satisfaction*.
- Christopher Berghoff, a recent graduate from the Department of Psychology, was the recipient of the 2009 Outstanding Thesis Award, which recognizes distinguished scholarship and research at the master's level.
- Erica Henderson, Kay Hadley, and Amanda Dent, graduate students in Speech-Language Pathology, presented clinical case studies at the Illinois Speech-Language-Hearing Association Convention held in Rosemont, IL.
- Community Health Education students traveled to the Illinois Association of Health, Physical Education, Recreation and Dance Annual Convention in November 2009 to present posters highlighting their Senior Assignment work related to the initiation of health promotion programs in local community schools.
- Dr. James Panico from SECD successfully mentored his student, Jean Crompton, into the highly competitive URCA Associate program; Jean was one of only 23 students from across the University selected to receive funding to run a student-led independent research project.

I. C. DEVELOPMENT EFFORTS AND OUTREACH

Outreach is considered as one of the School's guiding principles, both in terms of outreach to enhance academic programs and service to the region. During AY 10, the SOE's faculty, staff, and students participated in an unprecedented amount of outreach activities. A more comprehensive listing is provided in Appendix C; highlights for AY 10 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 the community 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.
- The *Weight Management Clinic* (WMC), led by Dr. Erik Kirk in the Department of Kinesiology and Health Education, serves as a community resource focusing on the prevention and treatment of obesity in adults.
- Area families and their children are provided with assessment and tutoring services through the *Cougar Literacy Clinic*, conducted by the Department of Curriculum and Instruction's graduate literacy faculty and students.
- The Department of Special Education and Communication Disorders provides valuable outreach to the entire Metro East area through the *Speech-Language-Hearing Clinic*. This Clinic offers a variety of evaluation and treatment services both in the on-campus clinic as well as in off-campus sites to people with communication problems. Approximately 70 clients are served each year.

Academic Outreach. Integral to its strategic action goals related to outreach, accessibility, and diversity, the SOE has focused on expanding its academic programs to

meet the needs of a broader range of students. As described in detail in the AY 08 and AY 09 SOE Annual Reports, a primary focus has been on expanding P-12 graduate programs into the community. This focus, led by the SOE P-12 Graduate Working Group, has resulted in a marked increase in the number of graduate students enrolled in the SOE and in the number of sites where programs are provided. As indicated in Section I.A.2. of this report (pg. 4), the SOE's graduate programs have experienced an unprecedented growth of 33% over the past three years. Table 20 below summarizes the status of current off-campus sites.

Table 20. Summary of Off-Campus Graduate Cohorts

Location	Start/End Year	Program	AY 09	AY 10
Belleville – Whiteside Middle School and Central Jr. High	Spring 2008/Spring 2010	EDAD	23	15
	Spring 2010/Spring 2012	EDAD	N/A	22
	Spring 2008/Summer 2010	LITERACY	7	7
Benld	Spring 2007/Spring 2009	ELEM	13	N/A
Centrاليا Jr. High	Spring 2008/Spring 2010	EDAD	14	13
	Spring 2008/Fall 2009	ELEM	17	16
Litchfield	Summer 2009/Summer 2011	EDAD	32	27
	Summer 2009/Spring 2011	CI	17	17
Red Bud SWIC Campus	Fall 2008/Summer 2010	ELEM	17	12
	Spring 2009/Spring 2011	EDAD	29	24

In addition to a focus on outreach with P-12 graduate programs, the SOE has also been successful in expanding the access of 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 with certification in Early Childhood Education while continuing to work fulltime. This program is housed in the Departments of Curriculum and Instruction, but

also incorporates several courses offered through the Department of Special Education and Communication Disorders. Beginning in the summer of 2010, a new cohort will be offered in East St. Louis as part of a collaborative with the East St. Louis Early Head Start staff.

- The School of Education is collaborating with East St. Louis District #189 and Southwestern Illinois College in a statewide *Grow Your Own (GYO)* initiative in the area of Special Education. This evening program is offered on-site in East St. Louis. As with the EChOS program, GYO is designed specifically for nontraditional students, and has been tailored to provide access for school-based paraprofessionals.
- 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 US Department of Education's Transition to Teaching grant, and is scheduled to begin in the summer of 2010.

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

- The School of Education continues its outreach to regional educators through the *Teaching with Primary Sources Program*, a national educational initiative through the Library of Congress Educational Outreach Division. The program collaborates with P-12 teachers, schools, and educational organizations by offering professional development programs that promote inquiry-based, standards-based, learning experiences incorporating the Library of Congress' rich reservoir of online primary source materials.
- The School of Education is collaborating on a statewide initiative entitled "*Illinois ASPIRE*" (*Alliance for School-based Problem-Solving and Intervention Resources in Education*) which provides professional

development for school-based teams of educators focused on providing early intervention services for students that are aligned with the general school curriculum. Funded through the Illinois State Board of Education, this initiative is directed out of the Department of Special Education and Communication Disorders.

- The *Southern Illinois Professional Development Center*, housed within the School of Education and administered through the Illinois Community College Board, 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.
- The School of Education continues to offer area teachers high quality professional development to extend content and pedagogical knowledge of Abraham Lincoln through the National Endowment for the Humanities - *Abraham Lincoln and the Forging of Modern America Summer Institutes*. P-12 teachers from across the country spend a week in study both on the SIUE campus as well as in Springfield, IL. This initiative is directed through the Department of Curriculum and Instruction.
- SOE's *Piasa Bluffs Writing & New Literacies Project*, also housed in the Department of Curriculum and Instruction, has received \$46,000 in continued funding from the National Writing Project to scale-up its intellectual community of teachers-teaching-teachers. Now in its third year, PBWnLP's primary goal is to improve learning in local classrooms by helping teachers become teacher-researchers and teacher-leaders.

Student Outreach. SOE's students have volunteered significant time in providing service to a variety of outreach activities on campus and throughout the community. The

following is a partial listing of these student-led outreach activities (a more comprehensive listing is included in Appendix C).

- The campus chapter of Eta Sigma Gamma, the National Honor Society in Health Education, received a National Chapter Recognition Award for their contributions to the local community.
- Student members of Lambda Theta, the SIUE chapter of Kappa Delta Pi, have been very active in the community by volunteering 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. Kappa Delta Pi is an international honor society in Education whose mission is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service. This year, Lambda Theta was recognized as an outstanding chapter at the international level, receiving the Achieving Chapter Excellence or ACE award.
- The Physical Education Teacher Education (PETE) students and faculty worked 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.
- More than 40 undergraduate Psychology students (supervised by graduate students and Dr. Steve Hupp) implemented the Second Step violence prevention program to approximately 1000 children in the SIUE/St. Clair County Head Start program.
- Early Childhood Education candidates provided family night events, with a focus on adult family members interacting with children in fun literacy activities, for six area state-funded PreK programs at the following schools: South Roxana, Webster and Kreitner in Collinsville, Wakeland Center (Triad), East Alton Early

Childhood Center and at Smart Start Learning Center in Belleville. The students worked with over 170 children and their families.

- The Student Education Association received a grant of \$1000 from the Illinois Education Association to assist local educational activities. The SIUE Chapter selected the Madison County Detention Center to provide educational materials and supplies.
- The 2010 NSSLHA Loves dinner was held at the Sunset Hills Country Club in Edwardsville in the spring of 2010. Funds raised from the dinner and silent auction were donated to Paws for Ability, an organization dedicated to enriching the lives of individuals with disabilities through the placement of service dogs to increase independence, educating the public on service dogs in the community, and assisting with animal rescue.
- Students in Faustina Blankson's International Health class supported the citizens of Haiti by creating and selling special ribbons. Funds raised directly benefited the victims of Haiti's recent devastating earthquake through the purchase of medical supplies.

SIUE East St. Louis Charter High School. One of the most comprehensive and extensive outreach activities conducted through the SOE for AY 10 has been its increased engagement with the SIUE East St. Louis Charter High School (CHS). The CHS outreach activities are also considered as one of this year's "Points of Pride" for the SOE (see pgs. 40-41). As described in the Introduction to this Report (pg. 2), engagement with the CHS exemplifies each of the principles of the School's student-centered focus: diversity, outreach, accountability, quality, and access. A summary of the activities related to the emerging partnership between the SOE and CHS is provided below. Additional information can be found in Appendix D, which provides a summary of CHS activities, and Appendix E, a summary of technology-related activities conducted through the SOE.

Highlights of the SOE's outreach to the Charter High School include the following:

- A "Race to the Top Coordinator," Dr. Frances Karanovich (Educational Leadership), was assigned by the Provost's Office to assist in identifying areas of strength and improvement needed to enhance the academic experiences of the students.
- Dr. Jennifer Bolander (Curriculum and Instruction) was selected through the SOE Diversity Committee to serve as the school's Faculty in Residence, focusing on providing staff with professional development specifically in the areas of literacy and assessment.
- An "Audacity of Hope" family reading night was attended by over 50 students and family members.
- The school hosted its first "Culture Fest," a family-community outreach effort. Displays were provided by the French, Social Studies, and Language Arts students. Students from drama and debate classes also made formal presentations.
- A Saturday Junior Academy was developed to provide students with expanded learning opportunities in the areas of reading, math, writing, and test-taking skills just prior to taking the annual Prairie State Achievement Exam. All of the juniors participated in at least one Saturday session.
- Plans are in discussion to collaborate with District 189 to develop the curriculum for the Charter High School that will provide graduates with the skills and experiences needed to be career- and college-ready.
- Workshops for CHS staff were held on the topics of Introduction to Clickers and Advanced SmartBoard.
- Binod Pokhrel, SOE Technology Specialist, assisted in installing and configuring three mobile carts with smart technology and setting up a computer lab (30 + computers) at the CHS school site.

Beginning on July 1, 2010, Dr. Fran Karanovich will assume duties as the Director of the Charter High School. Additionally, the governance structure of the CHS will be changed to include joint responsibilities of the SOE and the Office of Institutional Diversity and

Inclusion (Provost's Office). This emerging collaborative will be an important component of the SOE's strategic planning for AY 11.

Development. During the 2010 fiscal year, the SOE's development activities concentrated on continued cultivation of relationships with alumni and identifying prospective future major donors. The following activities were accomplished from July, 2009 through April, 2010:

- The Alumni Hall of Fame Committee met in July to review applications and choose the two 2009 recipients for the School of Education.
- Two new summer youth camps were held in July/August in partnership with the Illinois Mathematics and Science Academy. A grant in the amount of \$38,400 was received from the Boeing Company to fund the camps. Similar camps are being planned for the summer of 2010; the SOE has requested support from Boeing in the amount of \$53,000.
- An alumni newsletter was mailed to 17,000 alums in September, 2009. An online alumni newsletter was emailed to alums in April, 2010.
- A "Meet the Chancellor" event was held during September for the School of Education's Academy of Fellows group. Forty-five members attended the event.
- The DOD attended Madison and St. Clair County Teachers Institutes in October, 2009 to distribute information to alums and update information.
- The School participated in Homecoming weekend by hosting a tent/booth at Reunion Row. Over 125 alums, students, parents, and visitors stopped by the tent to participate in our "Spinning Wheel" activity. The Department of Kinesiology and Health Education also had a tent at Reunion Row and won the campus' Chili Cook-off event. The Dean and DOD attended the Alumni Hall of Fame reception to honor the SOE's two 2009 awardees.
- An Emeritus faculty reception was held in October of 2009. Twenty-four Emeritus faculty members, current faculty, and spouses attended the event.
- The Dean and DOD held an alumni reception in Ann Arbor, MI in October. The Dean met with alumni in Atlanta in February.

- A Thanksgiving campaign was held, raising over \$4,000 for the School. This number almost tripled the amount received in a similar campaign during FY 09. Thanksgiving cards were mailed to all donors who gave in the past year, Advisory Board members, Emeritus Faculty members, and alums that had received congratulatory cards in FY 08.
- 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 DOD participated and graduated from the CORO Women's in Leadership Program during the fall of 2009.
- The School's Executive Advisory Board met in September 2009 and March of 2010. The board consists of 24 alums/community leaders.
- The scholarship committee met in January to choose recipients for School of Education scholarships.
- Four new scholarships/awards were created this year including: the Dr. Valerie Meyer Literacy Education Award, Outstanding Masters in Teaching Student Award, Roy L. Olive Educational Leadership Graduate Award, and the Learning, Culture, and Society Outstanding Project Award. Funds from these new awards totaled over \$10,000.
- An UnEvent fund-raiser (direct mailing) was sent to past donors and alumni contacts in February. Over \$1,000 has been raised from this mailing as of March, 2010.
- Two new grants were written and submitted by the DOD in FY10. Grants to the Alton Foundation and Build-A-Bear Foundation are still being reviewed and funding is pending.
- A Capital Campaign Steering Committee is currently being developed. Four alums have committed to serving on the committee.
- The School's web site has been updated to include alumni highlights and giving opportunities.
- Face-to-face meetings with former and prospective donors have been organized; 65 meetings were held through April of 2010.

- Congratulatory cards are sent to alumni on a regular basis to acknowledge new positions, awards, and other noteworthy events that appear in the news (totaling 354 contacts through March of 2010).
- Personal phone calls are made by the DOD on a monthly basis to thank all donors who contributed \$100 or more.
- The DOD sent emails to the 498 students graduating from the School of Education in May of 2010 inviting them to join our School of Education Alumni Facebook group.

Table 21 overviews the donations that have been received through March of 2010, as compared to the fundraising activity from the two previous academic years. It should be noted that the data from 2009-2010 is incomplete, as it only reflects donations through March, 2010. It should also be noted that the figures below do not include the Boeing grant for the summer IMSA camp; the SOE has requested and anticipates receiving approximately \$53,000 for this initiative. A targeted goal for AY 11 will be on cultivating identified individuals as prospective major donors as part of the University-wide capital campaign.

Table 21. SOE Development Summary 2006-2010

	2006-2007	Individual Donors	2007-2008	Individual Donors	2008-2009	Individual Donors	2009-2010	Individual Donors
Phone Campaign	\$24,616	860	\$35,437	870	\$20,945	635	\$23,789	748
Thanksgiving Card Campaign	\$25	1	\$3,665	85	\$1,660	54	\$4,111	85
Payroll Deduction	\$3,855	39	\$3,919	39	\$4,570	26	\$4,458	27
Grants					\$48,400	2		
Art & Architecture Fundraiser					\$8,840			
Spring Solicitation					\$1,505	34		
UnEvent Campaign							\$1,080	26
SOE Newsletter							\$640	14
Miscellaneous Contributions	\$24,851	106	\$9,272	319	\$61,222	1093	\$29,428	478
Final totals to Departments	\$53,347	1006	\$52,293	1313	\$147,142	1844	\$63,506	1378

*Numbers include up through 03/31/10

Outreach Marketing. In order to more effectively promote the SOE's outreach activities, particularly in terms of sharing information about academic programs and service initiatives, the SOE has focused more specifically on marketing strategies. Jo Wottowa, the SOE's Marketing and Media Technology Specialist, has been collaborating with entities across the University, including the Office of Educational Outreach and University Marketing and Communication, to develop strategies that effectively promote the SOE's various initiatives through a range of avenues including the School's web site and social media outlets. Specific highlights related to outreach marketing for AY 10 are provided below; a comprehensive review is provided in Appendix F.

- *Web site revision:* With over 90,000 unique visitors last year, the SOE's web site remains the School's greatest asset in communicating with potential students. In order to maximize the effectiveness of the SOE's site, SOE staff met repeatedly with University specialists (as well as external consultants) to develop a site plan that defines the objectives of the School's web site, and then allowed the School to measure how effectively it is meeting those objectives through annual site audits as well as through analytic feedback. The School launched a brand new web site in January that features a layout consistent with the University web site and marketing campaigns, and which more effectively communicates program and SOE updates with current and prospective students.
- *Facebook:* In addition to its website, the School of Education is now reaching out to prospective and current students through Facebook in order to offer an overview of the School and share media from events with viewers. In using Facebook in this manner, the School is able to expand upon its web site in a way that shares the personality of the School with its "fans." Followers of the SOE's Facebook page are provided with periodic updates on related news from the School as well as videos and images from those events. In addition to the School's Facebook page, the SOE is also beginning to offer "subpages" that cater directly to specific sections of its audience. For example, the School now has multiple student organizations, including SOE Alumni, represented on Facebook sites.

- *Social Media:* In addition to Facebook, the School of Education is communicating via Twitter, a personal blog from the Dean, and YouTube. Like the Facebook page, all of these networking efforts serve the purpose of sharing the current successes of SOE's faculty and students. By utilizing these numerous forms of networking, a wider audience can be reached as a means of communicating directly with the SOE.
- *Print Media:* In order to give the School's print materials a professional look that is congruent with the marketing efforts of the University, the SOE has begun to create a marketing plan that identifies its objectives, target audience, and secondary audiences. Completed projects during AY 10 include creating a collection of "Academic Program Profiles" that offer an "at-a-glance" overview of each specific program offered. These Profiles have become an exemplar for the University. Future plans include developing a poster that highlights the SOE's graduate offerings, with a specific emphasis on off-campus locations, to be placed at school sites around the region. Also in the planning stages is an identity piece that will serve to provide prospective students with an overview of the variety of the School's programmatic offerings.

As reported in the SOE's 2009 Annual Report, the School of Education continues to make a systematic effort to increase summer offerings through planned enrollment management, which has been discussed at Administrative Team and Executive Committee meetings throughout the academic year. These discussions continue to focus specifically on the School's graduate outreach initiatives and on increasing access for educators in the field. Enrollment management and enhancement strategies for the summer session have included the following:

- Sequencing courses to offer fewer sections of electives and subsequently increase enrollments in those that are offered.
- Assessing the rotation of course offering across the three semesters (fall, spring, and summer) to maximize enrollments for each individual semester.
- Ensuring that core courses are offered in the summer and during at least one other semester in the academic year.
- Coordinating courses for school educators in two- or four-week blocks to accommodate students' summer schedules.
- Continuing course offerings off-campus, particularly for field-based educators.
- Maintaining wait lists, particularly for potential high-enrollment courses, and adding sections as warranted.
- Providing online and/or hybrid options for core or foundations courses as appropriate.
- Encouraging enrollment in summer courses with targeted listserv announcements, hallway posters, and electronic announcements on Blackboard.

In planning for the summer 2010 courses, careful attention was paid to analyzing marketing strategies from the previous year. For example, efforts were made in 2009 to continuously update a spreadsheet, provided on the SOE's web site, with information on

summer courses. A glossy postcard was also produced and distributed to area schools and educators that included the SOE's web site as well as the phone number of OCECA's Assistant Director for Graduate Programs. By tracking the "hits" on the SOE's web site and phone calls to the Assistant Director, it was determined that neither the spreadsheet nor the postcard was as effective as anticipated. Analysis showed that the most effective strategies were email blasts sent by OCECA to an extensive listserv of regional schools and phone calls to the Assistant Director for Graduate Programs that were attributed to the mailed post cards. Therefore, a specific focus for summer 2010 was on direct electronic communication with prospective students that included web site links as well as phone contact information.

Unique challenges are being faced in anticipation of summer 2010 enrollments due to the extensive layoff of novice teachers across the Metro East region. This most dramatically effects graduate enrollments, and it is anticipated that the final numbers for summer 2010 will show a reduction as compared to the summer of 2009 (see Table 22). In order to be proactive, special efforts were made in planning for summer 2010 courses that would assist novice teachers in earning credits needed for additional endorsements in areas of high need, such as special education.

Table 22. SOE Summer Enrollments 2008-2010

	SU 2008	SU 2009	SU 2010*
Undergraduate	616	616	635
Graduate	557	664	537

**Note: Summer 2010 numbers are as of May 9, 2010*

The accomplishments of the School of Education and its faculty and staff during the 2010 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. As has been reported previously, the SOE's faculty, staff, and students are engaged in a broad range of initiatives that exemplify the quality of work across the School, and have been recognized for their leadership and service from both internal and external constituencies. Appendix G 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. *Faculty/Staff Outcomes in External Grants.* Over the past three years, SOE faculty and staff across all departments have been engaged in external grant activities to enhance research, service, and instruction. As a result of their efforts, external funding has increased from \$1,065,193 to \$1,971,875, an impressive 85% increase in productivity. Funding sources have included the National Institutes of Health, Library of Congress, National Science Foundation, and Illinois State Board of Education. Currently, an additional \$1,013,525 in funding is pending approval.
2. *Student Leadership.* SOE's students continue to be exemplars in academic success and service for the University and their peers. For example, out of the 18 SIUE Senior Standouts recognized by the University in the spring of 2010, 11 were associated with the SOE. Additional examples of SOE students who have earned recognition include:
 - Tara Eaton, a student in KHE, was named the SIUE Outstanding Teaching Assistant.
 - Christopher Berghoff, a recent graduate from the Department of Psychology, was the recipient of the 2009 Outstanding Thesis Award, which recognizes distinguished scholarship and research at the master's

level. Drs. Andrew Pomerantz, Dan Segrist, and Jonathon Pettibone were among the Psychology faculty members that supported Christopher's work. Chris has started his PhD studies in clinical psychology at SUNY-Albany.

- In 2009, psychology students Jennifer Ritchie, Heather Jeffers, Justin Little and Laura Schulz received a second place award for their poster (titled *Differences and Similarities Between College Students' Values and Their Parents' Values*) at the Missouri Undergraduate Psychology Conference at Lindenwood University.
- In 2010 Jillian Elhoffer and Meghan George won a first place award at the Great Plains Students' Psychology Convention for their poster titled *Yes I Can! (Get Some Job Satisfaction) -- An Organizational Initiative Affecting Weight Loss, Mood and Job Satisfaction*.
- In 2009, Psychology student Laurie Estilette won the Outstanding Non-Traditional Student Award (honoring Laurie's leadership roles in the university and community).

In addition, two student organizations were also recognized for leadership at the national level:

- The *Lambda Theta Chapter of Kappa Delta Pi* at SIUE was awarded the Achieving Chapter Excellence Award, which is the highest recognition that KDP bestows on its institutional chapters and which signifies its place in the top 5% of over 600 national chapters. Lambda Theta was recognized for professional development opportunities, as well as its many community service projects which include serving meals at Ronald McDonald House, planning and enacting Literacy Alive activities at partnership schools, volunteering at the Community Hope Center, supporting special education students in Nigeria, and hosting Breakfast with Santa for area children. This organization is advised by Dr. Barbara O'Donnell, Associate Professor in Curriculum and Instruction.

- KHE's *Gamma Delta Chapter of Eta Sigma Gamma*, the National Honor Society in Health Education, was selected to receive a National Chapter Recognition Award at the National Meeting of Eta Sigma Gamma. The award is based on the chapter's activities as well as participation in projects involving teaching, research, and service. Dr. Mal Goldsmith was the organization's faculty advisor.
3. *Association of School and Community Careers (ASCC)*. ASCC was developed as a result of discussions conducted by the SOE Undergraduate Working Group as a strategy for increasing the retention of students within the University and for providing a social avenue through which faculty and students could share a range of program and career options offered through the SOE. Initial student leadership has been provided by Dean's Dozen volunteers, who developed the charter for the Association. These students also crafted the following mission statement for ASCC: "In order to enhance academic quality and retention, the Association for School and Community Careers exists to provide the SOE with a multidisciplinary community of students, faculty, and alumni and to offer students at all levels the opportunity to explore a variety and diversity of professional career options." AY 10 activities have included informational meetings at Reunion Row and Residence Halls, the creation of a Facebook page, an ADVICement meeting with prospective students, a stress management seminar led by Dr. David Cluphf, a social evening at the SIUE Bowling center, and participation at Springfest. ASCC is advised by Gretchen Fricke, Director of OCECA.
 4. *Service/Outreach*. As documented in the Outreach section of this report (pgs. 23-34) and in Appendix C, the SOE's faculty, staff, and students have been fully engaged in a range of outreach activities in support of the community. These initiatives provide students with opportunities to enhance the quality of their academic experiences while providing critical service to children, families, and community agencies. Over 40 community groups and agencies,

in addition to the SOE's extensive list of P-12 school partners, were affected by the SOE's outreach activities in AY 10. Selected highlights of the SOE's outreach activities include:

- SOE students, staff, and faculty raised funds to support victims of Haiti's earthquake as well as nearly 20 different community agencies across the Metro East region.
- Community service continues to be provided through four exemplary clinics: Cougar Literacy Clinic (Curriculum and Instruction), Speech-Language-Hearing Clinic (Special Education and Communication Disorders), Weight Management Clinic (Kinesiology and Health Education), and Attention and Behavior Clinic (Psychology).
- Professional development workshops were provided to share expertise with a broad range of constituents and agency partners, including the Leadership Forum, ROE Mid-Winter Conference, Response to Intervention: Roles and Responsibilities of School Professionals, Southern Illinois Regional Mental Health Conference – Piecing It All Together, Fit Fest: Health, Wellness & Fitness Expo, Adult Education Conference, Evidence Based Practices in RTI, A Celebration of National Board Certification, and the annual Early Childhood reception.
- The SOE continues to develop its Academy of Fellows, which currently has over 350 members. The purpose of the Academy is to provide professional leaders from across the region the opportunity to engage with students, staff, and faculty through a variety of venues. During AY 10 a "Town Hall" meeting with the Chancellor was offered, and a database has been developed to more effectively bridge the expertise of the Fellows with instructional and outreach opportunities within the SOE.

5. *SIUE East St. Louis Charter High School.* The School of Education's engagement with the SIUE East St. Louis Charter High School (CHS) is an emerging Point of Pride that clearly exemplifies each of the School's five guiding principles. During the spring 2010 semester, a team from the SOE

and representatives from the Office of the Provost collaborated in a review of academic and enrichment programming and technology capabilities at the school as part of a “Race to the Top” initiative. As a result, both challenges and opportunities emerged that have led to a restructuring of the school’s governance that will be implemented on July 1, 2010. A complete summary of the SOE’s spring initiatives at the CHS is provided in Appendix D; highlights are offered below:

- Dr. Jennifer Bolander (Curriculum & Instruction) was selected through the SOE Diversity Committee to serve as the school’s Faculty in Residence, focusing on providing staff with professional development specifically in the areas of literacy and assessment.
- An “Audacity of Hope” family reading night was attended by over 50 students and family members.
- The school hosted its first “Culture Fest,” a family-community outreach effort. Displays were provided by the French, Social Studies, and Language Arts students. Students from drama and debate classes also made formal presentations.
- A “Poetry Jam” was held by students, which resulted in a bound copy of student-created poems.
- The Saturday Junior Academy was developed to provide students with expanded learning opportunities in the areas of reading, math, writing, and test-taking skills just prior to taking the annual Prairie State Achievement Exam. All of the juniors participated in at least one Saturday session.

6. *SOE Technology Integration.* The SOE continues to be a leader in its integration and application of a range of technologies to enhance the quality of academic programs, develop effective strategies related to program assessment and accountability, highlight the SOE’s activities, provide access to prospective students, and support the School’s outreach. A comprehensive summary of the SOE’s technology initiatives related to Media and Marketing were described in the Outreach section of this report (pgs. 32-34). Appendix

E includes a summary of technology-enhancement initiatives related to instruction, assessment, and outreach. Highlights of the SOE's technology initiatives include:

- Redesigning the School's web site, consistent with the University's new design and branding.
- Initiating a range of social media tools, including Facebook, YouTube, and Twitter to engage a wider range of current and prospective students with the SOE and its programs.
- Updating 11 SOE classrooms with new amplifiers, projectors, and computers; installing SPSS and Office 2003/2007 in all classrooms. Procurement of two portable carts and laptops for instructional use.
- Implementing various assessment tools, database, and online field and course evaluation tools to effectively support the School's assessment data system.
- Installing converters and hard drives in the Speech-Language-Hearing Clinic to effectively provide feedback of client outcomes.

II. STRATEGIC PLAN



II. A. ALIGNMENT WITH UNIVERSITY STRATEGIC PLAN

The strategic plan developed for AY 10 clearly reflects the SOE's guiding principles and builds upon the goals of the previous academic year. The following areas were identified in the annual strategic planning for AY 10:

- Leadership Development
- Accountability
- Community Outreach
- Diversity
- Student Access
- Interdisciplinary Initiatives

These goals were developed in collaboration with the SOE Administrative Team, SOE Executive Committee, 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 10 with those identified by the institution is illustrated in Table 23.

Table 23. SIUE and SOE Strategic Plan; Overview

SIUE Strategic Goals	SOE Strategic Goals AY10
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"> • <u>Accountability</u> <ul style="list-style-type: none"> ○ 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. • <u>Student Access</u> <ul style="list-style-type: none"> ○ 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

	<p>take advantage of existing and future instructional technologies.</p> <ul style="list-style-type: none"> ○ 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. • <u>Diversity</u> <ul style="list-style-type: none"> ○ Enhance the diversity of the SOE’s student body, staff, and faculty through consistent, appropriate, and equitable practices and policies. ○ Prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge to their workplace. • <u>Interdisciplinary Initiatives</u> <ul style="list-style-type: none"> ○ Collaborate across the SOE’s departments in the integration of professional standards in identified academic areas, including technology and ELL education, to insure that graduates are fully prepared for workplace realities.
<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"> • <u>Accountability</u> <ul style="list-style-type: none"> ○ 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. • <u>Interdisciplinary Initiatives</u> <ul style="list-style-type: none"> ○ 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.
<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"> • <u>Leadership Development</u> <ul style="list-style-type: none"> ○ 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. • <u>Diversity</u> <ul style="list-style-type: none"> ○ 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. • <u>Interdisciplinary Initiatives</u> <ul style="list-style-type: none"> ○ Enhance cross-departmental and cross-campus initiatives related to scholarly activities of faculty

	<p>and students.</p> <ul style="list-style-type: none"> ○ 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.
<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"> • <u>Diversity</u> <ul style="list-style-type: none"> ○ 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.
<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"> • <u>Leadership Development</u> <ul style="list-style-type: none"> ○ 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. • <u>Community Outreach</u> <ul style="list-style-type: none"> ○ 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.
<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"> • <u>Community Outreach</u> <ul style="list-style-type: none"> ○ Work entrepreneurially with the community to increase funding for the SOE's service, research, and academic initiatives.
<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"> • <u>Leadership Development</u> <ul style="list-style-type: none"> ○ Develop specific strategies for supporting faculty and SOE administrators in achieving individual goals related to leadership in teaching, scholarship, service, and/or administration. • <u>Accountability</u> <ul style="list-style-type: none"> ○ Systematically use assessment data for program improvement and report on progress annually. • <u>Interdisciplinary Initiatives</u> <ul style="list-style-type: none"> ○ 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.

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 strategic goals. A full overview of the School's six goals, with recommended action steps developed at the beginning of the academic year and progress indicators towards meeting these goals, is provided in Appendix H. Progress indicators reported in this Appendix include input from each of the School's academic departments.

SOE Goal 1: Leadership Development
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 some of the action steps recommended for the School's goal of Leadership Development. Specific action steps that have been accomplished include the following:

- Faculty output on funded grants has increased substantially (see SOE "Points of Pride," pg. 37).
- A committee was established to create an SOE "Excellence in Teaching Award," consistent with University policy. Recommendations are being made to propose this as a permanent Standing Committee for the School.
- The Academy of Fellows initiative has been expanded, and faculty and staff are using a revised database to tap the expertise of local professionals who are engaged in the Fellows. A specified Facebook site has been created to communicate with the Fellows.
- The Ed.D. proposal was completed and has been submitted to the IBHE. An ad hoc committee was formed to plan implementation strategies with respect

to admission criteria, marketing, curriculum sequence, and accreditation; the committee will continue meeting through the summer and fall of 2010

- Departments are consistently implementing and assessing their evaluation systems for NTT faculty.

SOE Goal 2: Accountability
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 substantial progress on the objectives of the goal related to Accountability, which is critical for unit-wide state and national accreditation. Specific areas of progress include the following:

- The SOE is implementing, reviewing, and refining its comprehensive assessment system, including dispositions, for all graduate certification programs. (*NCATE goal*)
- The SOE is implementing, reviewing, and refining its electronic system for tracking assessment data across all programs, school-wide.
- The SOE and its academic units are systematically summarizing, reporting, and using program level data to improve programs in the School (*NCATE goal*)
- A majority of the educator preparation field assessments have been placed online.
- All academic departments are engaged in refining program assessment systems, and are using program data to review program effectiveness.
- Academic units are engaging in senior assignment initiatives to enhance the capstone experiences for their students; a majority of undergraduate programs participated in the University's annual Senior Showcase for the first time.

SOE Goal 3: Community Outreach
Respond effectively to expressed needs of SOE constituents to enhance service and outreach for community members, educators, and youth.
Work entrepreneurially with the community to increase funding for the SOE's service, research, and academic initiatives.
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 (pgs. 23-34), and has been considered as one of the SOE's "Points of Pride" (pgs. 39-40). Some of the specific accomplishments related to Outreach for AY 10 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 will begin coursework in East St. Louis in the summer of 2010.
- Several workshops were held for regional professionals on topics that have included Response to Intervention, Augmentative and Alternative Communication, and Learning Tools in Technology. Most initiatives have included partnerships with a variety of agencies including the Madison County Regional Office of Education, The National Association of Young People Who Stutter, Madison County Health Department, and Commission on Adult Basic Education.
- SOE student organizations, faculty, and staff held fundraisers to support over 20 different agencies in the Metro East region.
- 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.
- The School has focused on enhancing its visibility and outreach to the community through revisions of its web site and the initiation of new social media tools including a blog, Facebook, and Twitter.
- Four new scholarships were developed in support of SOE students.

- New connections are being made with Alumni through the SOE Alumni Facebook page, news links on the SOE's web site, participation in Reunion Row, and face-to-face meetings held regionally and nationally.
- Participants in the Academy of Fellows continue to be engaged with the School through service on committees, guest speaking, and course delivery.

SOE Goal 4: Diversity
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 insure that candidate pools are diverse in their composition.
- The SOE's web site is being revised to include e-resources and information related to diversity.
- Required field experiences in the secondary education program have been revised to insure that students have diverse placements prior to student teaching.
- 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. Drs. Michael Afolayan and Jennifer Bolander have served in this capacity for AY 10.
- 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 second year.

SOE Goal 5: Student Access
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.

An Undergraduate Working Group has been established to focus specifically on issues of student access and retention. The work of this group, as well as specific initiatives within the academic departments, have contributed significantly to the accomplishment of several goals related to Access. These accomplishments include the following:

- The Association for School and Community Careers (ASCC) was created to provide prospective and current students with an opportunity to explore a range of careers and program majors within the SOE. Initial leadership of ASCC was provided by Dean’s Dozen students. ASCC is considered as one of the SOE’s “Points of Pride” for AY 10 (see pgs. 39).
- Special Education (SPE) faculty have modified admission deadlines to accommodate students taking the Illinois Test of Basic Skills.
- Both SPE and Speech-Language Pathology programs have modified admissions deadlines to accommodate transfer students; SPE continues to articulate with Community Colleges for required course work.

- “Early” admission for top-ranked students is in discussion for C&I; future implementation is possible for the fall 2010 freshmen class.
- Implementation is underway to move back admission deadlines in educator preparation programs to provide students with information on program acceptance earlier, in time to make alternative program arrangements.
- The Early Childhood program is in the process of developing an optional non-certification pathway. The Early Childhood Off-Campus 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 course work in a shorter period of time and in the evening; this has opened access for nontraditional students.
- The SOE accepts the state’s Associate of Arts in Teaching degrees, which include Early Childhood Education and Special Education, therefore increasing access to a more diverse pool of candidates.
- Each department is considering and, when appropriate, implementing courses in online and/or hybrid formats to increase student access. Discussions have been held within the P-12 Working Group Related to the feasibility of using synchronous video classrooms to increase the access of students in rural communities to the School’s graduate programs.
- All departments are engaged in strategic enrollment management to insure 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.

SOE Goal 6: Interdisciplinary Initiatives
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 insure 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.

Some progress has been made during AY 10 to meet the goals established for Interdisciplinary Initiatives. The most prominent action steps have included the following:

- Faculty have been engaged in a cross-campus planning group to develop a master's program in "Informal Education." This interdisciplinary group has included faculty in Educational Leadership, Curriculum and Instruction, History (CAS), Physics (CAS), and Public Administration and Policy Analysis (CAS), as well as the Graduate School and Office of Educational Outreach. The new curriculum is preliminary planned to be housed within the SOE's Instructional Technology program.
- Some faculty are engaged in cross-departmental teaching, particularly in covering summer classes.
- Preliminary discussions have been held to explore the potential of creating a dual major in Elementary Education and Special Education.
- Faculty in Kinesiology and Health Education are serving on campus-wide committees that are developing proposals for an interdisciplinary PhD program in Health Science and a new undergraduate degree in Health Science.
- The SOE continues its collaboration with the Illinois Math and Science Academy and Boeing to provide a summer camp for area youth.

- Faculty in Curriculum and Instruction have been engaged at the University level with discussions related to the implementation of the campus' new STEM Center.
- Discussions are underway regarding a variety of international initiatives including China (EDL) and Ghana (KHE); a possible partnership with institutions in Germany is being proposed with multiple units across the SIU system including SIUE's School of Education.

In summary, the School of Education made substantial progress on a majority of its strategic goals that were identified at the beginning of the academic year as being a priority for the School. Further information specific to each of the School's six goals can be found in Appendix H.

2. Strategies to Achieve Unfilled Goals

As noted in the previous section, the School of Education has made substantial progress with its strategic plan in each of the six identified goal areas, and particularly with goals related to Accountability and Outreach. The following section outlines significant "action steps" or outcomes that were unfulfilled during AY 10 and, where appropriate, strategies to achieve these goals.

Goal 1: Leadership Development

- Create and implement a School-wide support and mentoring system for junior faculty.* Although some progress has been made regarding this goal, including "brown bag" discussions with junior faculty and planned mentoring within some of the departments, a systemic approach to mentoring has not been fully developed School-wide. This will be a continued goal for the Associate Dean for Diversity and Faculty Development and the SOE's Professional Development Committee.
- Implement professional development specific to the needs of chairs, program directors, and SOE leaders (including specific training in conflict resolution and fiscal management).* While some informal training occurred during

Academic Team and Executive Committee meetings, and some chairs attended campus-led workshops on administrative law and search processes, a planned and integrated approach to leadership development was not fully implemented during AY 10. This will be a priority goal for the Associate Dean for Diversity and Faculty Development and will be incorporated into the AY 11 goals for each of the SOE's chairs. It is also hoped that the SOE will be able to engage with the University in meeting these goals.

- c. *Create the environment and avenues for sharing research school-wide, including a web presence.* The implementation of this action step was delayed in part due to time necessitated by the complete revision of the University's web site, which led to the redesign of the SOE's site. Now that the revision is complete, the Associate Dean for Diversity and Faculty Development can work with the SOE's Marketing and Media Technology Specialist to develop avenues to electronically share resources related to research. In addition, it is hoped that the School's Research Committee can consider ways for faculty to share research across the SOE, perhaps through "brown bag" presentations or a School-wide consortium.
- d. *Determine avenues for promoting the leadership of senior faculty.* This has been an ongoing unfulfilled goal for the SOE. During the previous two academic years, the Dean planned lunches with the senior faculty to tap their input and feedback regarding the School's initiatives and future goals. However, due to the current fiscal constraints, these lunches were not implemented in AY 10. Other opportunities for the development of senior faculty members will be planned through the School's Office of Diversity and Faculty Development for AY 11.
- e. *Determine avenues for supporting the professional development of staff.* Initial plans were explored with SIUE Human Resources to create a School-wide staff "advisory committee" to promote leadership within the staff and assist the Dean's Office in proposing avenues for professional development; this action step was not recommended by HR, however. In addition, attendance at regional or state professional meetings was curtailed due to the

budget freeze. Some School-wide meetings were held with secretarial staff, including a session on the School's revised search process and budget meetings with the SOE's Business Manager. During AY 11, it is hoped that informal meetings can be held with Dean's Office staff and departmental secretaries to review essential roles and responsibilities to address the current shortages faced by many units. It is also anticipated that the Associate Dean for Diversity and Faculty Development will meet with staff to generate recommendations for in-house meetings on topics of interest (e.g., specific technology programs, stress management, conflict resolution), which can be facilitated by experts internal to the SOE and the University community.

- f. *Seek avenues to apply for national recognition for programs that have the potential for demonstrating leadership through excellence in academics, service, and/or scholarship.* Two of the SOE's student organizations were recognized for excellence in service by national associations. To further expand upon this outcome, however, it is hoped that departments will consider applying for recognition for their academic programs offered through their related professional organizations in AY 11, and that individual faculty members consider seeking recognition nationally for their scholarship. This action step is to be coordinated by the Associate Dean for Diversity and Faculty Development.
- g. *Review the current structure of the JCTP (Joint Council on Teacher Preparation) to insure appropriate governance; revise if warranted.* The structure of the JCTP, which involves faculty in both the SOE and CAS, has been an ongoing goal for the SOE. Due to an extensive amount of external reporting required by the state and federal governments of educator preparation programs, this goal was not fully explored during AY 10. The Associate Dean for Academic Affairs will consider the applicability of its implementation for AY 11.

Goal 2: Accountability

- a. *Review assessments to measure candidates' impact on PreK-12 student learning for validity; revise if warranted.* All educator preparation programs include a measure of student impact in their program assessment plans. However, an emphasis on teachers' impact on student learning, and the evaluation of teacher education programs based on this impact, has become a priority of both state and federal policymakers in proposed redesign of educator preparation programs. In anticipation of future program changes, all educator preparation programs will be required by external agencies to reevaluate how they are measuring the impact of student teachers and graduates on P-12 student learning, and collect specific evidence on this impact.
- b. *Review current processes for evaluating student teachers (e.g., number of visits, grading scale) and other interns across all programs; revise as warranted.* While some progress has been made towards meeting this goal in individual programs, a systemic school-wide approach needs to be made in terms of accountability and performance measures related to candidates' field experiences in anticipation of changes to be required by the state of all educator preparation programs. The Associate Dean for Academic Affairs will continue to coordinate with program directors and chairs in implementing this ongoing goal.

Goal 3: Community Outreach

- a. *Increase the SOE's presence and visibility with regional policymakers.* It has become increasingly evident, given the rapid nature of change specific to educator preparation reform and evaluation and a variety of P-20 initiatives across the state, that the SOE must be fully engaged with policymakers in order to inform policy and legislative action. Also critical is the ability to share the stories of the SOE's successes with these critical stakeholders. The Dean has made it a priority to increase the visibility of the SOE through active participation in state meetings and organizations. However, access to

legislative policymakers in particular has been limited. Working in collaboration with University Marketing, plans for AY 11 include direct communication with regional legislators through selective correspondences, including mailed copies of the SOE's fall STRIDES. The Dean is also working with the Illinois Deans of Public Colleges of Education to plan a Springfield "Day on the Hill," and is working to insure representation on critical state committees including the Illinois P-20 Council.

- b. *Work collaboratively across the campus to provide a variety of summer opportunities for the region's youth.* With the exception of the proposed IMSA summer camp, which is awaiting financial support from Boeing, the SOE does not engage in providing summer experiences for the region's youth. This is in part due to the teaching loads of the SOE's faculty during the summer semester (i.e., most faculty teach a full load of three courses) and the need to find financial support for these endeavors. Given limits to fiscal and personnel resources, the Administrative Team will consider whether this is a feasible goal to maintain for AY 11.
- c. *Engage in the campus capital campaign.* The University has set a very clear goal for the Deans and Development Officers to focus specifically on cultivating major donors as part of the capital campaign, which is still in its "silent phase." The SOE Dean and DOD attended the campus' spring professional development workshop on cultivating major donors, attended the fall "lawn party," and have been working with the SIUE Foundation and Alumni Office to identify potential donors. However, progress has been slow in part due to the limited number of Education alumni who have the financial means to be a major donor and the wide range of responsibilities of the DOD that extend beyond an exclusive focus on major gifts. The Dean and DOD are currently in the process of creating an SOE Capital Campaign Committee, and will be working with that critical group in AY 11 to continue the process of donor identification and cultivation.

Goal 4: Diversity

- a. *Increase the number of qualified candidates for faculty positions that are from underrepresented populations.* The lack of diversity in the SOE's faculty continues to be a source of concern. During the AY 10 faculty search process, one candidate who was a representative of a minority group was offered a position but countered with a proposal that was financially unsustainable (and inappropriate given the rank of Assistant Professor). As a result, none of the SOE's searches concluded with a finalist who represented an ethnic minority. The SOE continues to review and refine its search manual and processes in order to maximize the potential of diverse candidate pools. However, a sharper focus on working directly with institutions and organizations that represent diverse candidates, and more explicit training of SOE search committees, must be established for AY 11. This action step will be a priority for the Associate Dean for Diversity and Faculty Development.
- b. *Revise the SOE's web site to include e-resources and information related to diversity.* This action step was put on hold due to the delay in implementing the campus' new web redesign. Subsequently, the SOE has redesigned its web site which does include a link to the Office of Diversity and Faculty Development. The Associate Dean for Diversity and Faculty Development will continue to work with the Marketing and Media Technology Specialist to update this site and include resources related to diversity for both students and faculty.
- c. *Review programs for integration of diversity issues (including English Language Learners); make recommendations for revisions as warranted.* 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. 12), this action step is critical for the SOE's academic programs. Last year, faculty members from the SOE and CAS attended a state-wide workshop on infusing issues related to ELL learners into teacher preparation. During AY 10, faculty members from Educational Leadership and Curriculum and Instruction had proposed a

collaborative plan to develop modules on ELL issues to be used in foundation courses. Due to the year's fiscal challenges, however, the internal funding to support this work was frozen. Preparing all educators to work effectively with students who are ELL and engaging students with appropriate multicultural educational experiences must be a priority for the SOE in AY 11. This work will be facilitated by the Associate Dean for Academic Affairs.

- d. *Expand the work of Project PRIME to develop a cadre of future teachers at the middle and high school levels, specifically within communities serving underrepresented groups.* Project PRIME is a student organization that promotes the recruitment of students who are minorities into educational fields. This organization is coordinated out of the SOE's Office of Diversity and Faculty Development. This Office will continue to focus on supporting the work of PRIME in AY 11 and expanding its involvement through the SOE and into the community. In addition, it is anticipated that PRIME participants can play an important mentoring role with students at the SIUE East St. Louis Charter High School.

Goal 5: Student Access

- a. *Consider appropriate new/existing programs to be adapted to an e-learning environment.* Individual faculty members have been successfully using a range of online and hybrid methodologies to provide students with increased access to targeted courses; this has been particularly successful with graduate 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 students. The SOE's technology would need to be upgraded to allow for this mode of delivery, and specific professional development would also be required to most effectively use this methodology.

- b. *Review characteristics of the “Millennial Generation” and how these impact students’ access to programs, learning environments, and learning styles; revise programs/policies as warranted.* Initial progress was made in meeting this goal through focused discussions and readings within the Administrative Team and preliminary work of the SOE’s Technology Committee that included focus group interviews with SOE students. However, the resources needed to continue the implementation of this action step were restricted due to budgetary constraints. This will continue to be an area of focus for both the SOE’s Technology Committee and Office of Diversity and Faculty Development in AY 11.

Goal 6: Interdisciplinary Initiatives

- a. *Review potential for dual certification programs at both the undergraduate and graduate levels.* Initial discussions have been held regarding the feasibility of a dual major in Elementary and Special Education; this particular combination would make its graduates highly competitive in what is currently a very difficult market environment. While there has been interest in both departments in pursuing this proposal, discussions have been put on hold to focus on immediate enrollment demands and the consequential impact on personnel resources (e.g., related to the unprecedented growth in Early Childhood Education and staffing shortages in Special Education). Pursuing a range of potential dual majors across the SOE (and the University), and the potential positive impact on students’ competitiveness in the job sector, is a continued goal for AY 11.
- b. *Collaborate with the University in the implementation of an interdisciplinary STEM Center that has the potential for national recognition.* This action step has been put on hold due to the delayed arrival of the STEM Center’s new Director. However, faculty members from the SOE have been participating in a planning committee in preparation for the full implementation of the Center beginning in the summer of 2010.

Overall, the School of Education has made significant progress in each of its six annual strategic goal areas; however, as has been described in this section, some action steps were unfulfilled during AY 10. It can be suggested that challenges faced by the SOE related to current fiscal and resource challenges played a role in impeding the implementation of some of its goals. As will be described in Section II.C., updates to the SOE's strategic plan will include a focus on fiscal management in anticipation that this persistent challenge will continue.

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 success of the School in achieving its annual goals, but also in planning effectively for future short- and long-term strategic action.

Overall Progress: Strengths. As reported in Section II.B.1., the SOE has made substantial progress in each of its strategic goals for AY 10. This has been made possible due to several factors attributed to the commitment and expertise of the School's faculty, staff, and students.

- *Commitment to student success.* Within each of its identified strategic goals, a focus is maintained on insuring the success of the SOE's students. This has been accomplished, for example, 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 through new social media tools and a redesigned web site, fully engaging in the University's undergraduate research initiatives, and providing mentoring through the undergraduate research initiatives and advising of student organizations. This strength will continue to be leveraged by pursuing additional initiatives that include developing new program pathways for students who are not pursuing certification and creating innovative dual majors that take advantage of cross-disciplinary expertise in both the SOE and across the University. It will also

be important to continue 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 learn how the SOE can most effectively continue to provide future students with opportunities for access and success. Additionally, the SOE will need to 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.

- *Commitment to working across disciplinary and/or institutional “silos.”*
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 has occurred through more formalized School-wide structures, such as the Graduate P-12 Working Group and Undergraduate Working Group, as well as more informal collaborations across and between departments. This work has had a direct and positive impact on student enrollment, increased student access, and the implementation of community outreach. Institutionally, faculty and staff are working effectively with peers on scholarship, grants, the STEM Center, and innovative new academic programs such as the “Informal Education” degree and initiatives related to the Health Sciences. As the School continues to develop academic programs to enhance students' professional preparation and increase retention through varied programmatic options, it will be critical for this collaboration to continue. The existing commitment to working across disciplinary “silos” can also be leveraged in continuing to expand the faculty's research endeavors, particularly in terms of external funding. Finally, an interdisciplinary commitment will be essential as the SOE and campus community engage in transforming the SIUE East St. Louis Charter High School to insure academic excellence and success for its students.
- *Effective uses of technology to enhance instruction and visibility.* As has been reported previously, the SOE's integration of technology is considered one of its ongoing “Points of Pride” (pgs. 41-42). Faculty and staff have worked to

insure that all of the SOE's classrooms are fully equipped with "Smart" technologies, and in-house professional development has been provided to support the integration of technology into instructional delivery and students' course experiences. Many faculty members are using cutting-edge technologies with their students, including "dSchool," webdriver, and video capture. A comprehensive school-wide "shared drive" has been implemented to insure that all SOE faculty and staff have access to critical resources and policies, and communication with current and prospective students has been enhanced through a total web site redesign. A comprehensive data system has been implemented School-wide that allows programs to track student progress and inform program improvement; this system is particularly critical due to increased accountability expectations from the state and federal government and for future reaccreditation. Connections are also made with students, alumni, and potential donors through online links to news as well as through access to a variety of social media tools. The work of the School's faculty and staff related to appropriate uses of technology are exemplars for the University. This strength will continue to be leveraged as the School uses the expertise of its faculty and staff to further enhance the educational experiences of its students, share innovative practices across academic units, enroll international students in appropriate programs, and share its many successes with an increasingly wider audience.

- *Commitment to community outreach.* As has been fully described in this report, one of the School's strengths has been the capacity of the faculty, staff, and students to fully engage with the community. This outreach provides students with high quality placements in which to complete a range of practicum experiences, internships, and student teaching that have a critical impact on students' professional preparation. The experiential work of the SOE's students also benefits educators, students, and clients at the placement sites by providing access to new instructional strategies, research, critical health services, and/or resources. Outreach through workshops and conferences has provided regional professionals with access to new

information and the potential for enhancing their own effectiveness in their careers. By engaging with community agencies and schools, SOE faculty inform their own instructional practices while also supporting their scholarly endeavors. Perhaps most importantly, engagement in outreach provides critical services and resources to children, families, and others in our community, which has in turn positively impacted the quality of life in the region. This outreach has been accomplished through fundraisers, food drives, and provisions of services that have included screenings, assessments, and access to resources. A continued commitment to outreach will not only enhance the educational experiences of SOE students and strengthen its programs, but also provide opportunities for the School and its faculty, staff, and students to actualize the University's goal to "achieve an integral and indispensable relationship with Illinois and the St. Louis metropolitan area" (SIUE Long-Term Goal 5: Active Community Engagement). Accessing connections made within the community will also be critical as the SOE more fully engages in the University's capital campaign.

Overall Progress: Weakness/Challenges

When reviewing the School of Education's progress towards achieving its AY 10 goals, some weaknesses or challenges have emerged that have impeded progress. These challenges are primarily situated externally (i.e., outside of the SOE), and will have the potential of continuing to impact the SOE's long-term strategic planning if not directly addressed.

- *Challenges related to the state's fiscal status.* Perhaps the challenge that has most profoundly impacted the SOE's implementation of its strategic goals during AY 10 has been the ongoing fiscal challenge related to the state's current budget shortfalls. The freeze on spending has specifically impacted the implementation of a variety of initiatives related to professional and leadership development, and has had some impact on ongoing instructional initiatives (specifically related to the implementation of a plan to address the integration of best practices in ELL into the educator preparation programs). The most profound impact from the

budget shortfalls, however, has been related to freezes on staff positions. As of June 1, the SOE has four clerical staff vacancies; two of these positions will be permanently cut from the School's base budget in order to meet its budget targets for AY 11. These ongoing shortages have directly and negatively impacted staff and faculty morale, student services, recruitment, and overall productivity of the School. Attempts have been made during AY 10 to address the negative impacts of this challenge through continued dialogue with faculty and staff through departmental and School meetings, email updates, and monthly Dean's Dialogues. A Staffing Task Force was created to review critical duties of clerical personnel and provide short- and long-term recommendations for the School; this Task Force included representation from professional staff, clerical staff, faculty, and administration. Regular communication will continue to be key in overcoming the effects of this challenge, as will the direct and active involvement of all of the School's stakeholders. In addition, in order to clearly focus on the imperatives generated by current resource shortfalls, fiscal management will become one of the School's strategic goals for AY 11.

- *Challenges related to the diversity of faculty and student body.* Although it has been a strategic goal for three years, the SOE has made few substantive gains in increasing the ethnic diversity in its faculty or student body. This has had 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. In order to overcome this weakness, the SOE has previously redefined one of its Associate Dean positions to focus on Diversity and Faculty Development, created an Office of Diversity and Faculty Development, and developed a comprehensive search process that has as its focus the recruitment of a more diverse pool of candidates. The SOE is also currently engaged in the Golden Apple initiative, which focuses on the recruitment of future teachers who are underrepresented, and in supporting the student organization Project PRIME which has as one of its goals the recruitment of minority students into educational professions. During the spring 2010 semester,

Psychology students conducted a climate assessment that focused on the perceptions of the SOE's faculty and students regarding its diversity; recommendations were shared with the faculty. Despite these focused initiatives, however, a more systematic approach to attracting and recruiting diverse faculty and students will need to be developed for the SOE in order to overcome and address the implications of this weakness. This important goal will be directed by the Associate Dean for Diversity and Faculty Development and the SOE's Diversity Committee.

- *Challenges related to external agencies.* During AY 10, the SOE was engaged in an unprecedented number of reports and meetings related to changes in required state and federal assessment procedures and upcoming changes to educator preparation programs. These initiatives have taken an inordinate amount of time from the Associate Dean for Academic Affairs, Director of OCECA, Associate Director for Graduate Programs, departmental program directors, and chairs which could otherwise have been spent on more innovative initiatives related to critical areas such as revising programs to include preparation in English Language Learning, the integration of multicultural instruction into curriculum, or planning for interdisciplinary programs to expand access and professional opportunities for students. In a time of staffing shortages, these external requirements have also further strained personnel, particularly within OCECA, and limited time that staff could have spent on areas such as focused recruitment and advising. 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 proactive to these changes as possible. Attendance at state and regional meetings should be coordinated to allow for maximum participation, with clear channels for communicating information learned to all affected personnel. This communication can be augmented using the SOE's strengths in technology, including the shared drive and blog, and in involving constituents through its effective outreach endeavors. The involvement of external constituents will, in turn, continue to strengthen the SOE's community partnerships. An additional strategy, related to one of the

SOE's Outreach goals, will be to more fully engage and inform regional and state policymakers regarding proposed reforms and their impact on programs and students. Departments should also take this opportunity to review programs in light of anticipated changes to continue the ongoing process of enhancing the quality of course and field experiences.

II. C. UPDATES TO THE STRATEGIC PLAN

The School of Education's strategic plan for AY 11 is twofold. First, the SOE will refine its annual strategic action goals to build upon successes and challenges from AY 10, which will provide short-term guidance for the School and its departments. Simultaneously, the School will engage in a collaborative strategic planning process that will generate long-term goals for the School. Both of these processes are described below.

Strategic Action Goals. The annual strategic goals for AY 11 will be built directly on the successes and remaining challenges from AY 10, and will take into consideration the academic imperatives that will be generated through the Office of the Provost. This planning will begin at the summer Deans' Retreat, with goals shared at the SOE's retreats with the Administrative Team (Department Chairs, Associate Deans, and Dean) and full SOE Executive Committee, as well as with the School's Executive Advisory Committee and at the fall meeting of the SOE's faculty and staff. From these meetings, specific "action steps" or outcomes will be collaboratively generated. The annual goals are therefore considered as a "living" document that takes into account the ongoing initiatives directed by the University as well as immediate needs of the School and its faculty, staff, and students.

Based on the review of the AY 10 annual goals, eight strategic action goals are proposed for consideration for AY 11. These goals directly relate to 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 24.

Table 24. Proposed SOE Annual Strategic Goals AY 11

SOE Annual Strategic Goal	SIUE Academic Imperative(s)
Leadership Development (ongoing) <ul style="list-style-type: none"> • 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. 	Faculty Development Student Success
Accountability (ongoing) <ul style="list-style-type: none"> • 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. 	Academic Quality/Effective Assessment
Community Outreach (ongoing) <ul style="list-style-type: none"> • 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. 	Educational Outreach
Diversity (ongoing) <ul style="list-style-type: none"> • 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. 	Student Success Educational Outreach
Student Access (ongoing) <ul style="list-style-type: none"> • 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. 	Academic Quality/Effective Assessment Student Success Enrollment Management Educational Outreach
Interdisciplinary Initiatives (ongoing) <ul style="list-style-type: none"> • Collaborate across departments to develop program options to enhance the marketability and academic experiences of the SOE's graduates. 	Faculty Development Student Success

<ul style="list-style-type: none"> • 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 insure that graduates are fully prepared for workplace realities. • 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. 	Academic Quality/Effective Assessment
Fiscal Management (new) <ul style="list-style-type: none"> • 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 insure 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. 	Enrollment Management Student Success
Charter High School Governance (new) <ul style="list-style-type: none"> • 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 insure 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. 	Student Success Educational Outreach

Long-Term Strategic Planning. In addition to its continued focus on annual strategic action goals, in AY 11 the School will engage in a strategic planning process from which long-term goals will be generated. This process will begin with preliminary planning during the SOE's summer 2010 Administrative Retreat and during the fall 2010 SOE faculty and staff meeting. It is anticipated that this process will include consideration of the following:

- Review and possible revision of the SOE's student-centered philosophy and related guiding principles.

- Review and possible revision of the SOE's mission and goals (currently posted on the SOE's web site).
- Creation of a vision statement reflective of the SOE's mission and goals.
- Review and possible realignment of the proposed Conceptual Framework with the School's mission and goals.
- Review of the School's current academic programs in light of program demand, projected enrollment trends, University initiatives, and School goals.
- Recommendations regarding the creation of new programs, revised programs, and/or the elimination of programs based on program review, University initiatives, and the SOE's mission.
- Review and possible reorganization of the School's current departmental structure, in consideration of existing/proposed programs and School goals.
- Consideration of revising the School's name, given the current and proposed range of academic programs and focus.
- Development of specific five-and ten-year strategic goals based on the review of the School's goals, mission, programs, departmental structure, and anticipated University goals.
- Consideration of resource management strategies in order to effectively implement the changes recommended through the strategic planning process.

It is anticipated that the long-term strategic planning process will require at least one full academic year to complete. It will be critical to involve throughout this process the direct input of the SOE's faculty, staff, and students as well as review and feedback from constituents. In addition to the use of School-wide Task Forces, increased engagement can be accomplished by utilizing the School's existing social media outlets, community advisory boards, and student organizations. The long-term strategic planning process will be critical in redefining the School of Education to align with existing areas of programmatic quality, emerging strengths, and University imperatives.

III. UNIVERSITY STRATEGIC PLAN APPENDIX MATERIALS



III. A. LISTS OF ACTIVITIES

1. External Awards for Curricular Innovation

During AY 2010 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 25.

Table 25. External Grants for Curricular Innovation

Project Title	Agency/Sponsor	Unit	Award Amount
MATHEMATICS AND SCIENCE LEADERSHIP INITIATIVE 2 - SECONDARY MATHEMATICS (MASLI2-SM)	ILLINOIS STATE BOARD OF EDUCATION	C&I/CAS	\$244,311.00
ABRAHAM LINCOLN AND THE FORGING OF MODERN AMERICA	NATIONAL ENDOWMENT FOR THE HUMANITIES	C&I	\$152,328.00
TEACHING WITH PRIMARY SOURCES	LIBRARY OF CONGRESS	SOE	\$200,000.00
TEACHING WITH PRIMARY SOURCES	LIBRARY OF CONGRESS	SOE	\$191,000.00
BACK TO BASICS TRANSITION TO TEACHING (BTBT3)	U.S. DEPARTMENT OF EDUCATION / EAST ST. LOUIS DISTRICT #189	C&I	\$67,000.00
<i>PIASA BLUFFS WRITING PROJECT*</i>	<i>NATIONAL WRITING PROJECT</i>	<i>C&I</i>	<i>\$46,000.00</i>
Total Instructional Grant Funding			\$900,639.00

**Notice has been received that the Writing Project will be funded; as of June 1, 2010 this approval is still recorded as pending on Graduate School records.*

3. Program Recognition Awards from External Groups

The SOE has received program recognition from the following external groups related to the accreditation process of educator preparation programs:

- Educational Leadership (building administrator): National recognition (8/28/09)
- Educational Leadership (district administrator): National recognition with Conditions (8/27/09); Conditions to be addressed by February 2011.
- Literacy Specialist: National recognition (1/30/10)

Additional recognition includes the following:

- Students 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. SIUE was an awardee for a third year in a row.
- The campus chapter of Eta Sigma Gamma, the National Honor Society in Health Education, received a National Chapter Recognition Award for their contributions to the local community.
- 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: SOE Program Assessment Summary

SOE PROGRAM ASSESSMENT SUMMARY

AY 2010

UPDATED ACCREDITATION REVIEWS

Program Reviews-NCATE/Specialized Professional Associations

- Educational Leadership (building administrator): National recognition (8/28/09)
- Educational Leadership (district administrator): National recognition with Conditions (8/27/09); Conditions to be addressed by February 2011.
- Literacy Specialist: National recognition (1/30/10)

UPDATED TEST SCORES

State Teacher Certification Pass Rates 2008-2009 (From the Title 2 Report)

Assessment of Professional Teaching (APT) 2008-2009

Test Level	Number taking test (compared with 2007-2008)	Pass rate (compared with 2007-2008)
APT Birth to Grade 3	21 (25)	100% (100%)
APT Grades 6-12	104 (80)	99% (100%)
APT Grades K-12	107 (93)	97% (99%)
APT Grades K-9	107 (116)	98% (98%)

Basic Skills Test 2008-2009

Number taking test (compared with 2007-2008)	Pass rate (compared with 2007-2008)
334 (309)	100% (100%)

Illinois Content Test Rates 2008-2009

Test	Number taking test (compared with 2007-2008)	Pass rate (compared with 2007-2008)
Early childhood education	23 (25)	100% (100%)
Elementary education	107 (116)	100% (100%)
Learning behavior specialist I (special education)	48 (42)	100% (100%)
Physical education	27 (33)	96% (100%)
Special education general curriculum test	48 (42)	100% (100%)
Overall (including secondary education)	345 (316)	98% (99%)

UPDATED FROM OUR INITIAL EXIT SURVEY

Exit Survey-Initial programs – mean for each program – 2008/2009

Notes:

- Data not disaggregated by program
- Means for items the following items are based on the following scale. A=Strongly Disagree(1) B=Disagree(2) C=Agree(3) D=Strongly Agree(4)
- Criteria for these categories include the following. Does Not Meet-less than 3; Meets-3; Exceeds-greater than 3

I gained the necessary competence in the knowledge, skills, and dispositions needed to teach in my certification area(s). (Total Mean=3.26)

Category	Does Not Meet Criteria	Meets Criteria	Exceeds Criteria
Number of Candidates Across Programs	29	230	134

Overall: 93% met/exceeded criteria (2007-08: 93%)

I learned a variety of teaching models and instructional techniques. (Total Mean=3.32)

Category	Does Not Meet Criteria	Meets Criteria	Exceeds Criteria
Number of Candidates Across Programs	25	212	156

Overall: 94% met/exceeded criteria (2007-08: 94%)

UPDATED INFORMATION-2009 SURVEY RESULTS-EDUCATIONAL ADMINISTRATION GRADUATE ASSESSMENT

	SIUE* (n=14)	IL*
Interaction w/ faculty	85%	95%
Program Advising	64%	69%
Choice of university	93%	94%
Choice of program	100%	97%
Preparation for administrative roles	100%	89%
Preparation to lead diverse schools	85%	85%
Faculty expertise	86%	86%

***Very satisfied and somewhat satisfied**

UPDATED INFORMATION-Initial Programs-IL Survey

2009 Data	SIUE	IL
Interaction w/ faculty	94%	94%
Program Advising	79%	80%
Choice of program	99%	98%
Overall program quality	94%	90%
Student teacher supervision	90%	91%
Preparation to teach ELLs	20%	21%
Preparation for multicultural ed	53%	55%
Preparation for accommodations	77%	69%
Preparation to use technology	68%	71%
Developmentally appropriate instr	85%	85%
Preparation for assessment	89%	82%
Managing student behavior	77%	62%
Preparation for content	84%	85%
Establishing classroom equity	83%	74%

UPDATED INFORMATION

Assessment: Illinois Public Colleges Teacher Graduate Survey – One year after graduation

Initial program completers state-wide who are teaching in Illinois public schools and their supervisors are surveyed during the spring of the first year of full-time teaching.

Aggregate responses are available for all public state universities and institution-specific data is disaggregated.

Criterion for passing:

This survey provides qualitative data about relative strengths and weaknesses in our teacher education programs. Relative strengths are areas where more than 90% of candidates were satisfied or felt prepared. Relative weaknesses are areas where less than 75% of candidates were satisfied or felt prepared. Patterns of either increase or decrease in levels of satisfaction or perceived preparation are also indicative of relative strength or weakness.

Select Findings (with comparisons to previous surveys; SIUE graduates):

Extent to which your teacher education program prepared you to (% extremely or mostly prepared)

Question	2005	2006	2007	2008	2009
Accommodate students with exceptionalities	78.4%	67.6%	72%	72%	77%
Teach English language learners	24.3%	26.9%	18.3%	16%	20%

Use strategies for multicultural education	59.5%	58.8%	60%	62%	53%
Use technology for classroom instruction	56.8%	66.2%	64%	70%	68%
Address issues of socioeconomic diversity	64.9%	47.1%	60%	67%	60%
Teach reading skills in your subject area	75.7%	70.6%	72%	64%	59%
Work with school administration	45.9%	35.8%	46%	51%	53%
Work with parents or guardians	48.6%	33.8%	52%	64%	57%
Work in a high accountability environment	57.4%	54.4%	56%	67%	71%

What did we learn about our SIUE candidates one year after completion?

Note: These items represent some highlights.

- Some Relative Strengths
 - 98% were satisfied with the decision to become a teacher (100%-2008)
 - 94% were satisfied with the overall quality of the teacher education program (96%-2008)
 - 90% were satisfied with the student teaching supervisor (97%-2008)
- Some Relative Weaknesses (except where noted, results were fairly consistent over the past 5 years)
 - 20% felt prepared to teach English language learners
 - 53% felt prepared to use strategies used in multicultural education
 - 68% felt prepared to use technology for classroom instruction
 - 60% felt prepared to address issues of socioeconomic diversity
 - 65% felt prepared to teach reading skills in their subject areas (*decreasing* scores over the past 5 years)
 - 53% felt prepared to work with school administration (steady *increase* over the past 5 years)
 - 57% felt prepared to work with parents/guardians
 - 71% felt prepared to work in high accountability environments (steady *increase* over the past 5 years)

Actions to take based on data:

Faculty members should discuss what, if any, curriculum changes are needed to enhance: teaching English language learners, use of technology for classroom instruction, use of strategies used in multicultural education, how to address issues of socioeconomic diversity, how to teach reading skills in the subject area, working with school administrators, working with parents/guardians, and preparation for working in a high accountability environment.

UPDATED INFORMATION**Assessment: IL State Teacher Graduate Fifth Year Assessment: 2009 Survey****Results – Five years after graduation**

The Teacher Graduate Fifth Year Assessment project is an assessment of teachers and other certificated educators in the fifth year following completion of an initial teacher certification program from one of the twelve public colleges of education in the state of Illinois. Aggregate responses are available for all public state universities and institution-specific data is disaggregated. 1071 surveys were returned statewide (39%), with 59 responses from SIUE (49.5% of SIUE graduates returned the survey).

Criterion for passing:

This survey provides qualitative data about relative strengths and weaknesses in our teacher education programs. Relative strengths are areas where more than 90% of candidates were satisfied or felt prepared. Relative weaknesses are areas where less than 75% of candidates were satisfied or felt prepared. Patterns of either increase or decrease in levels of satisfaction or perceived preparation are also indicative of relative strength or weakness.

Select Findings (After five years; SIUE graduates):

- 99% were satisfied with the decision to become a teacher
- 92% were satisfied with the overall quality of their teacher education programs
- 46% felt successful teaching English language learners
- 67% felt successful using strategies used in multicultural education
- 85% felt successful accommodating instruction for students with exceptionalities
- 73% felt successful using technology for the classroom
- 96% felt successful addressing issues of socioeconomic diversity
- 93% felt successful teaching reading and writing skills in their subject areas
- 96% felt successful working with school administration
- 86% felt successful working with parents/guardians
- 64% felt successful working in high accountability environments

What did we learn about our SIUE candidates?

When comparing the 5-year survey results with the 1-year survey results, several trends are apparent.

Areas of *relative strength* when comparing responses after 1-year and 5-years

Area surveyed	1-year survey	5-year survey
Satisfied with decision to become a teacher	98%	99%
Satisfied with overall quality of the teacher education program	94%	92%
Prepared for or successful in addressing issues of socioeconomic diversity	60%	96%
Prepared for or successful in teaching reading (& writing-5-year survey) in the subject area	65%	93%
Prepared for or successful in working with school administration	53%	96%
Prepared for or successful in working with parents/guardians	57%	86%

It appears that some of the surveyed skills are more fully developed after experience in the field.

Areas of *relative weakness* when comparing responses after 1-year and 5-years

Area surveyed	1-year survey	5-year survey
Prepared for or successful in teaching English language learners	20%	46%
Prepared for or successful in using strategies used in multicultural education	53%	67%
Prepared for or successful in using technology for the classroom	68%	73%
Prepared for or successful in working in a high accountability environment	71%	64%

For these areas, experience in teaching did not close the knowledge and skills gap between the first year of teaching and fifth year of teaching. These areas should be viewed with concern.

Actions to take based on data:

Faculty members should discuss what, if any, curriculum changes are needed to enhance: teaching English language learners, use of technology for classroom instruction, use of strategies used in multicultural education, and preparation for working in a high accountability environment.

UPDATED INFORMATION

Additional Program Assessment Data-Initial Programs

As part of an effort to align SIUE Assessment Plans for all programs with the Unit Assessment Plan and to comply with NCATE (i.e., summarize more data across programs), additional assessment data was collected. These assessments, *Effect on*

Student Learning, Senior Assignment, and Planning Instruction were program-specific. These additional assessments allowed the Unit to evaluate important issues across all programs.

Assessment: Candidate Effect on Student Learning

Each program developed and administered an assessment of candidate effect on student learning. Data was reported by program as the number of candidates who exceeded, met, or did not meet program expectations for this assessment.

Criterion for passing:

Each program specified the criterion for candidates to exceed, meet, or not meet program expectations for this assessment. It was expected that at least 80% of all candidates would meet or exceed expectations.

Findings:

Program (and number of candidates)	Findings
Early childhood (n=29)	97% of candidates exceeded or met expectations
Elementary education (n=115)	100% of candidates exceeded or met expectations
Secondary education (n=71)	99% of candidates exceeded or met expectations
Physical education (n=57)	95% of candidates exceeded or met expectations
Health education (n=8)	100% of candidates exceeded or met expectations
Special education (n=47)	98% of candidates exceeded or met expectations
All programs (n=327)	99% of candidates exceeded or met expectations

What did we learn about our candidates?

Across all programs, candidates demonstrated ability to effect student learning. Between 95% and 100% of all candidates met or exceeded program-specific expectations.

Actions to take based on data:

Continue to refine assessment to increase validity and reliability and alignment with SPA/State standards

Submitted by: Dr. Mary Weishaar, Associate Dean

APPENDIX B: SOE Research Citations

SOE Research Citations AY 2010

SOE faculty are indicated in blue.

Articles

Peer-Reviewed

Branding, D., Bates, P., & **Miner, C.** (2009). Perceptions of self-determination by special education and rehabilitation practitioners on viewing a self-directed IEP versus an external-directed IEP meeting. *Research in Developmental Disabilities, 30*, 755-762.

Bushrow, K & **DeWeese, D.**(2009) Writing: Is basic good enough? *Critical Issues in Teacher Education, 16* (1) 22-31).

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Cluphf, D.J. & **Lox, C. L.** (2009). Journals and program assessment. *Assessment Update, 21*, 5-7.

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Córdova, R., Hudson, J., Swank, P., Matthiesen, A., Bertels, M. (2009). Reclaiming and composing our professional lives: A young writing project learns a language of inquiry to establish, thicken and sustain its work. *Scholarlypartnershipedu 4*(2), pp. 23-37.

Dudley, M. G. (2009). Jumping out of an airplane: A TA's perspective on teaching effectiveness. *Eastern Education Journal, 38*, 1-17.

Dudley, M. G., & Mulvey, D. (2009). Differentiating among outgroups: Predictors of congruent and discordant prejudice. *North American Journal of Psychology, 11*, 143-156.

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Everett, G.E., Ferrero-Baker, B., **Hupp, S. D. A.,** & **Jewell, J. D.** (2009). From the ground up: Establishment and operation of a university-based clinic in a NASP approved specialist degree program. *Trainers' Forum, 28*, 31-42.

Ferguson, E. D. (2009) Motivation improves learning in school — But what kind of motivation is needed? [Review of the book *Contemporary motivation research: From global to local*

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- Hackbart, S.J., Lecheminant, J.D., Smith, J.D., & **Lox, C.L.** (2009). The influence of an environmental cue and exercise on food consumption in college students. *International Journal of Exercise Science*, 2, 94-105.
- Hunt, J.** (2009). How the Bulldogs got their groove back: The transition of the University Schools from laboratory school to charter school. *Journal of Philosophy and History of Education*, 59(1), 102-107.
- Kaburakis, A.**, Pierce, D., Fleming, O., Clavio, G., Lawrence, H., and Dziuba, D. (2009). "It's in the likeness". NCAA Student-Athletes' Rights of Publicity, EA Sports, and the video-game industry. The Keller forecast. *Entertainment and Sports Lawyer*, Vol. 27, No. 2, 1-39
- Kaburakis, A.** & McKelvey, S. (2009). Third Circuit Ruling on Facenda Jr. v.NFL Films Prolongs "Voice of God" Saga. *Sport Marketing Quarterly*, Vol. 18, No. 2, 107-111
- Karanovich, F.** (2009). The Evolution of Charter Schools: From Concept to Public Schools of Choice. *Journal of Philosophy and History of Education*, 59(1), 204-209.
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- Knowlton, D. S.**, & Sims, J. (2009). Generative strategies and computer-based instruction for teaching adult learners. *Tech Trends*, 53(3), 54-60.
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- Kaburakis, A.** (2009). Litigation opportunism, or systemic change de jure? The ongoing legal war and impending crucial battles that may change the NCAA... or confirm its unique position in the world of sport. *World Sports Law Report*, Vol. 7, Iss. 9, 1-4
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Books

Peer-Reviewed

- Combs, M.** (2010). *Developing Competent Readers and Writers in the Primary Grades (4th ed.)*. Englewood Cliffs, NJ: Prentice-Hall/Merrill Education.
- Kaburakis, A.** (2009). ECJ Jurisprudence and recent developments in EU sport betting. In Gardiner, S., Parrish, R., and Siekmann, R. (eds.) *EU, Sport, Law and Policy*. The Hague, The Netherlands: T.M.C. ASSER International Sports Law Centre Press

Other

- Liu, Y.** (2009). *How do nonverbal cues affect impression formation and relational development in computer-mediated communication?* (ISBN 978-3-639-19749-5). VDM Publishing House Ltd.

Book Chapters

Peer-Reviewed

- Forbringer, L. L., & Fahsl, A. J.** (2009). Differentiating instruction to help students master basic math facts. In *Mathematics for every student Responding to diversity - PreK – 5*. Reston, VA: National Council of Teachers of Mathematics.
- Pryor, C. R. & O'Donnell, B. D.** (2009). Developing an early-childhood-math- science learning community: Using coaching assignments to improve pre-service teaching. In C. Mullen (Ed.), *The Handbook of Leadership and Professional Learning Communities*. NY: Paulgrave Macmillan.
- Sherwood, E.** & Freshwater, A. (2009). Early learning standards in action: Young children exploring motion. In C. Copple & S. Bredekamp (Eds.), *Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (3rd ed.)*. (on attached CD-ROM). Washington, DC: National Association for the Education of Young Children. (Reprinted from *Beyond the Journal: Young Children on the Web*, September 2006. Retrieved August 19, 2009, from <http://journal.naeyc.org/btj/200609/SherwoodBTJ.pdf>

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- Hupp, S. D.A.,** LeBlanc, M., **Jewell, J. D.,** & Warnes, E. (2009). History and overview. In J. Matson (Ed), *Practitioners Guide to Social Behavior and Skills in Children*. New York, NY: Springer Publishing.
- Jewell, J. D.,** Sytsma, S., **Hupp, S. D.A.,** & **Everett, G.** (2009). Etiology and relationships to developmental disabilities and psychopathology. In J. Matson (Ed), *Practitioners Guide to Social Behavior and Skills in Children*. New York, NY: Springer Publishing.

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- Reschly, D. J., & **Bergstrom, M. K.** (2009). Response to Intervention. In T. B. Gutkin & C. R. Reynolds (Eds.), *The Handbook of School Psychology* (4th Ed.). New York: Wiley.
- Rose, P.** & Conlon, K. E. (2009). Materialism: An evolutionary perspective. In F. Saito (Ed.), *Consumer Behavior*. Huntington, NY: Nova Science Publishers.
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Conference Presentations

Peer-Reviewed

- Bergeron, B. S.** & **Lox, C.L.** (2009, February). *Leadership development and strategic decisions: Implementation and implications of an innovative planning model*. American Association of Colleges for Teacher Education, Chicago, IL.
- Bergstrom, M.**, Foley, R., & **Fuchs, W.** (2009). *Collaboration Among Universities and P-12 Schools within the RtI Model*, presentation at Illinois Chapter of Council For Exceptional Children: Teacher Education Division, Bourbonnais, IL.
- Bolander, J.**, Wilkens, E. and Jerich, K. (2010, February) *Helping Student Teachers Successfully Navigate Their First Years of Teaching*. Paper presented at the Association of Teacher Education (ATE) Annual Conference, Chicago, Illinois.

- Brewer, G. A., Clark-Foos, A., **Meeks, J. T.**, Knight, J. B., & Marsh, R. L. (February, 2009). *The Role of Declarative Knowledge in Encoding Prospective Memories*. Paper presented at the annual meetings of the Southeastern Psychological Association, New Orleans, LA.
- Brown, D.L.**, Blackmon, S. M., Satiani, A. (2009, February). *The challenges faced by instructors in incorporating multiculturalism and diversity into psychological education*. Presented at the 26th annual Winter Roundtable on Cultural Psychology and Education. New York, NY.
- Bushrow, K.**, and **DeWeese, D.**, (2009, November). *Teaching writing across the grade levels: How can we help writers develop and pass the state writing tests?* Illinois Association of Teacher Educators Conference. National Louis University/Lisle Campus.
- Chleboun, S.**, MacDonald, C., Shimony, J., Synder, A., Raichle, M., Foster, E., & Brody. (2009, November). *Resting state functional MRI and attention following brain injury*. American Speech Language and Hearing Association Annual Convention. New Orleans, LA.
- Clark-Foos, A., **Meeks, J. T.**, Knight, J. B., Brewer, G. A., & Marsh, R. L. (2009, February). *Semantic Sense Affects Source Monitoring*. Poster presented at the annual meetings of the Southeastern Psychological Association, New Orleans, LA.
- Cluphf, D.**, & **Vogler, E. W.** (2009, October). *Collaborative lesson planning in PE: A case study*. National Association for Sport and Physical Education (NASPE) Physical Education Teacher Education Conference. Myrtle Beach, SC.
- Combs, M.**, **Breck, S.**, **Bushrow, K.**, **Bolander, J.** and **Pryor, C.** (2010, February). *The Role of Context in Learning to Teach in Secondary Education*. Paper presented at the Association of Teacher Education (ATE) Annual Conference, Chicago, Illinois.
- Denkyirah, A. M.** (2009, July). *Integrating service learning (SL) with special education personnel preparation*. Paper presented at the 11th Biennial Conference of the International Association of Special Education, University of Alicante, Alicante-Spain.
- Denkyirah, A. M.** (2009, July). *Effective transitions for infants and toddlers with autism spectrum disorders*. Paper presented at the 11th Biennial Conference of the International Association of Special Education, University of Alicante, Alicante-Spain.
- DeWeese, D.** & **Afolayan, M.** (2009, February). *Learning how to learn about each other: a multicultural approach to the implementation of a secondary teacher preparation program*. Association of Teacher Educators Annual Conference. Dallas Texas.
- DeWeese, D.**, **Smith, R.** and **Pokhrel, B.** (2009, February). *"Learning how to learn about each other: a multicultural approach to the implementation of a secondary teacher preparation program."* ATE 2009 Conference, Dallas, Texas.
- Dudley, M. G.** (2009, February). *Improving performance in Stats class: Does memorizing formulae matter?* 9th Annual Meeting of the Society for Personality and Social Psychology, Tampa Bay, FL.
- Everett, G. E.** (2009, October). *School-based time-out: The how's of previous implementation*. Poster accepted for presentation at the 42nd Annual Convention, National Association of

School Psychologists, Chicago, IL.

Everett, G. E., Ferrero-Baker, B., **Jewell, J., & Hupp, S. D. A.** (2009, February). *University-based clinics: Benefits, challenges, and lessons from year one*. Paper presented at the 41st Annual Convention, National Association of School Psychologists, Boston, MA.

Fahsl, A., & Forbringer, L. (2009, April). *Clickers in the classroom: Increasing student interaction*. 10th Annual Midwest Conference on the Scholarship of Teaching and Learning. South Bend, IN.

Fahsl, A. & Groves-Scott, V. (2009, October). Enhancing faculty development through the use of clickers. *Turning Technologies National User Conference*, University of Nevada Las Vegas, Las Vegas, NV.

Ferguson, E. D. (2009, June). “*Need to Belong and Social Interest*” presented at the convention of the North American Society of Adlerian Psychology, Tucson, AZ.

Forbringer, L. (2009, April). *Do your classes click? Using interactive remotes to increase participation and learning*. 2009 NCTM Annual Meeting. Washington, DC.

Forbringer, L. (2009, November). *Do your classes click? Using interactive remotes to increase participation and learning*. Teacher Education Division of the Council for Exceptional Children 32nd Annual Conference. Charlotte, NC.

Fuchs, W. W. (2009). *Advocacy for Improved Partnerships Among Teacher Educators in the Preparation of General Educators for Diverse Classrooms*, presentation at Association of Teacher Educators National Conference, Dallas, TX.

Fuchs, W. W., & Weishaar, P. (2009). *Preservice Teachers’ Knowledge of Response to Intervention*, poster presentation at Council For Exceptional Children: Teacher Education Division National Conference, Charlotte, NC.

Hicks, J. L., Clark-Foos, A., Marsh, R. L., & **Meeks, J. T.** (2009, April). *Time-Related Intentions are Affected by Background Activities*. Paper presented during the Ellis-Battig Symposium at the 79th Annual Meeting of the Rocky Mountain Psychological Association, Albuquerque, NM.

Hubert, K. & **Chleboun, S.** (2009, November). *Journaling with aphasia*. American Speech Language and Hearing Association Annual Convention. New Orleans, LA.

Hunt, J. (2009). *The use of financial forecasting software by selected Illinois school districts in a time of fiscal crisis: Good planning or rearranging the deck chairs?* Paper presented to the National Council of Professors of Educational Administration in San Antonio, TX.

Hunt, J. (2009). *James Michener as high school teacher: 1936-1941*. Paper presented at the 2009 International Society for Educational Biography Conference. San Antonio, TX.

Hunt, J. (2009). *Teaching school finance in an era of declining resources: Reinventing the pedagogy*. Paper presented to the Eighth Annual Meeting of the American Association for the Advancement of Curriculum Studies. San Diego, CA.

- Hupp, S.,** Bradshaw, K., Stary, A., & Wakefield, K. (2009, November). *Assessing beliefs about evidence-based treatments for children using the Specific Therapeutic Approaches Rating Scale (STARS)*. Presentation made at the Social Learning and the Family pre-conference meeting at the Association of Behavioral & Cognitive Therapies (ABCT) national conference. New York, NY.
- Hupp, S., Jewell, J.,** Ogden, W., Smith, M., Bray, S., & Fujiki, M. (2009, November). *The effect of a videotaped Victim Impact Panel at changing cognitions and behaviors related to drinking and driving*. Poster presented at the Association of Behavioral & Cognitive Therapies (ABCT) national conference. New York, NY.
- Hupp, S.,** Srivastava, M., White, S., Havera, F., McBride, J., & Sturgeon, D. (2009, November). *Using the Specific Therapeutic Approaches Rating Scale-Child Form to Monitor Graduate Students' Beliefs about the Effectiveness of Evidence-Based Psychosocial Interventions*. Poster presented at the Association of Behavioral & Cognitive Therapies (ABCT) national conference. New York, NY.
- Jewell, J. D.,** Malone, M., & Sturgeon, D. (2009, November). *A longitudinal evaluation of a cognitive behavioral group therapy program used with juvenile probationers*. Poster presented at the Association of Behavioral & Cognitive Therapies (ABCT) national conference. New York, NY.
- Kaburakis, A.,** Sharp, L., and Pierce, D. (2009, November). *Integrating fields in Sport Law: Using the O'Brien v Ohio State University case to teach principles of Contract Law, NCAA Compliance, and International Arbitration*.
- Kaburakis, A.** (2009, October). *The Bridge to the World of US College Basketball. Session I: "How you can help your players..." Scholarship opportunities for Greek and international athletes in US colleges and universities. Amateurism policy and recent developments. Session II: "How you can help yourself..." Coaches' opportunities for graduate studies, involvement with NCAA coaches, and NCAA teams*. American Community Schools of Athens. International Coaching Clinic. Athens, Greece.
- Kaburakis, A.** (2009, October). *Bridges to Higher Education. Combining Education and Athletics. Administrators, Academic Advisors, Coaches, Parents, and Prospective Student-Athletes session*. American Community Schools of Athens. International Coaching Clinic. Athens, Greece.
- Kaburakis, A.,** Lawrence, H., Cole, E., and Turley, T. (2009, June). *Don't Sue the Compliance Administrator! Assessing Institutional Liability During a Campus Visit*. 2009 National Association for Athletics Compliance Annual Conference as part of the National Association of Collegiate Directors of Athletics Annual Convention, Orlando, Florida.
- Kaburakis, A.,** Clavio, G, and Pierce, D. (2009, March). *Fun, Fantasy, and Video Games. The new intellectual property theory*. 22nd Annual Sport and Recreation Law Association Conference, San Antonio, Texas.
- Kaburakis, A.,** Pierce, D., Lawrence, H, and Clavio, G. (2009, March). *NCAA Student-Athletes' likenesses, EA Sports, and the video game industry: Compromising amateurism?* 22nd Annual Sport and Recreation Law Association Conference, San Antonio, Texas.

- Kaburakis, A.** (2009, April). *Current trends in Sports Management and Law*. TSE Consulting, Directors symposium and Academic Advisors workshop, Lausanne, Switzerland.
- Karanovich, F.** (2009) *Illinois Charter Schools (1996 – 2009): Public School Reform Legislation Creating Choice Opportunities to Prepare a Competitive Workforce*. Paper presented at the Society of Philosophy and History of Educational Annual Meeting in St. Louis, MO.
- Karanovich, F.,** Aldridge, S., & Thompson, A. (2009). *Expulsion Hearing: Simple Procedures or Procedural Nightmare*. Carousel of Panels at the Illinois Association of School Boards, Illinois Association of School Superintendents and the Illinois Association of School Business Officials (Triple I) Conference in Chicago, Illinois.
- Karanovich, F.,** Searby, L. & **Rosnick, C.** (2009). *S.N.A.P. and T.W.I.L.: No Matter What You Call It, New Professors Get Support*. Paper presented at the National Association of College Professors of Educational Administration annual conference in San Antonio, TX.
- Kirk, E.P.,** LeCheminant, J., Donnelly, J.E. (2009, October). *Long-term aerobic exercise combined with an ad libitum diet reduces abdominal adipose tissue in overweight individuals*. The Obesity Society Annual Meeting: Washington, D.C.
- Kirk, E.P.,** Reeds, D., Finck, B. and Klein, S., (2009, May). *Acute and Chronic Calorie-Restriction Have Different Effects on Liver and Muscle Insulin Action*. American College of Sports Medicine Annual Meeting: Seattle, Washington.
- Kirk, S. M., & Fuchs, W. W.** (2009). *Promoting cognitive development through obesity prevention in preschool children*, poster presentation at Midwest Educational Research Association, St. Louis, MO.
- Kirk, S. M., Fuchs, W. W., Kirk, E. P.** (2009, October). *Promoting Cognitive Development through Obesity Prevention in Preschool Children*. Poster accepted for presentation - refereed. **Presented:** Annual Conference for the Mid-Western Educational Research Association (MWERA), St. Louis, MO.
- Klein, N., Puchner, L. & Taylor, A.** (2009, January). "Training Teacher Leaders to Support Diversity of Sexual Orientation". Presented at the 2009 Leadership for Diversity Conference, Peoria, IL, Jan. 31, 2009.
- Knight, J. B., Brewer, G. A., Clark-Foos, A., **Meeks, J. T.,** & Marsh, R. L. (2009, February). *Lure Interference in Event-Based Prospective Memory*. Poster presented at the annual meetings of the Southeastern Psychological Association, New Orleans, LA.
- Knowlton, D. S.** (2009, October). *Finding our souls through a radical classroom milieu: Professor explications and students' reactions*. Paper presented at the annual meeting of the Academy of Educational Studies' Critical Questions in Education Conference, St. Louis, Missouri.
- Knowlton, D. S.** (2009, October). *Feedback for learning through the gadgets*. Presentation at the University of Missouri-St. Louis Teaching and Technology Conference, St. Louis, Missouri.

- Knowlton, D. S.** (2009, April). *Feedback as learning component in the online classroom*. Presentation at the annual meeting of the United States Distance Learning Association, St. Louis, Missouri.
- Knowlton, D. S.** (2009, January). *Strategies for integrating West African music characteristics into the general music classroom*. Presentation at the annual meeting of the Illinois Music Education Association, Springfield, Illinois.
- Knowlton, D. S.** (2009, January). *Effectively rehearsing ensembles: Lessons from research and advice from learning theory*. Presentation at the annual meeting of the Illinois Music Education Association, Springfield, Illinois.
- Laster, B.P.; Dozier, C.; Cobb, J.; **McAndrews, S.**; Gurvitz, D.; Gauntly-Porter, D.; and Dubert, L. (2009, December). *Transformative Practices, Transformative Leadership: The Role of Clinic/Lab Experiences in Developing Literacy Leaders*, National Reading Conference, Albuquerque, NM.
- Lattinville, R., **Kaburakis, A.**, and Brinegar, J. (2009, April). *Coaches' contracts: Everything you wanted to know but were afraid to ask. And, how much does she make?* 2009 Women's Basketball Coaches Association National Convention, St. Louis, Missouri.
- LeCheminant, J.D., **Covington, N.K.**, Smith, J.D., **Lox, C.L.**, **Goldsmith, M.**, & Heden, T. (2009, October). *12-week time course changes in diet, physical activity, and body weight outcomes in adults using standard treatment guidelines for overweight and obese individuals*. North American Association for the Study of Obesity, Washington, D.C.
- Liu, Y.** (2009, June). *Providing formative feedback to maximize student satisfaction and learning in online courses*. Paper presented at the 7th International Conference on New Directions in the Humanities. Beijing, P. R. China.
- Logue, J.** (2010, April). "Reading Resistance Psychoanalytically," as Response to Barbara Applebaum at the annual meeting of the Philosophy of Education Society in San Francisco, CA.
- Lux, K.** (2009, September). *Are Physical Education Teachers Physically Active Role Models?* A poster presented at AIESEP Specialist Seminar.
- Marlette, S.** (2009, November). *Helping Teachers Make Sense of Science Content Standards*. A presentation at the Illinois Association of Teacher Educators Fall Conference, National Louis University, Lisle, Illinois.
- Mayo, C., and **Logue, J.** (2009, November). "Contentious Observation and Queer Youth." Paper presented at the annual meeting of the American Educational Studies Association, Pittsburgh, PA. November 4-8, 2010.
- McAndrews, S.L.** (2009, February). *Enhancing Critical Decision Making in Literacy Assessment and Instruction*, International Reading Association Annual Conference, Phoenix, AZ.
- McAndrews, S.L.** (2009, February). *Diagnostic Literacy Assessment and Instructional Strategies: IRA Marketplace Author Presentation*, International Reading Association, Phoenix, AZ.

- Meeks, J. T.,** Clark-Foos, A., Brewer, G. A., Knight, J. B., & Marsh, R. L. (2009, February). *Stimulus Effects on Rejection Processes in a Recognition Memory Test*. Poster presented at the annual meetings of the Southeastern Psychological Association, New Orleans, LA.
- Meeks, J. T.,** Cook, G.I., Marsh, R.L., Einstein, G.O. (2009, April). *Types of Interference From Event-Based Prospective Memories*. Paper presented during the Ellis-Battig Symposium at the 79th Annual Meeting of the Rocky Mountain Psychological Association, Albuquerque, NM.
- Meeks, J.T.,** Brewer, G.A., Knight, J.B, Marsh, R.L., & Clark-Foos, A. (2009, November). *On the Role of Imagery in Event-Based Prospective Memory*. Poster presented at the annual meetings of the Psychonomic Society, Boston, MA.
- Meeks, J.T.,** Cook, G.I., Marsh, R.L., Einstein, G.O., & Hicks, J.L. (2009, November). *Attentional Allocation Policies Affect Cue Detection and Interference on Both Related and Unrelated Tasks*. Poster presented at the annual meetings of the Psychonomic Society, Boston, MA.
- Meinz, E., Pettibone, J. C.,** Skelly, M., & Atkins, K. (2009) *The integration of statistics and research methods: A presentation and evaluation of one model*. Poster presented at the 2009 annual meeting of the National Institute on the Teaching of Psychology.
- Miner, C.** (2009, April). *Student-directed IEPs: Removing barriers through assistive technology*. Presentation at the CEC 2009 Convention and Expo, Seattle, WA.
- Miner, C.** (2009, November). *Changing attitudes, changing lives: Impact of student-directed IEPs on families and professionals*. Presentation at 2009 Annual TASH Conference, Pittsburgh, PA, November 20, 2009.
- Morice, L. C.** (2009, December). *Innovation on Belknap Street: Miss White's Home School, 1897-1914*. Paper presented at the annual conference of the History of Education Society (U. K.) at the University of Sheffield, England.
- Morice, L. C. & Hunt, J. W.** (2009, April). "Assistance without control"? *White Superintendents and Missouri's Black Schools, 1865-75*. Paper presented to the History and Historiography Division of the American Educational Research Association, AERA annual meeting, San Diego, CA, April 15, 2009.
- Moro, E., **Pawlow, L.,** Masters, J., **Segrist, D., & Pomerantz, D.** (2009, October). *Does the Degree of Body Weight Match Between Romantic Partners Affect Their Relationship?* Poster session presented at the annual meeting of the North American Association for the Study of Obesity, Washington DC.
- Mundschenk, N., & **Miner, C.** (2009, September). *Teachers as air traffic controllers: Evidence-based practices to manage surface behaviors*. Presentation at the CCBD International Conference, Denver, CO.
- Nelson, W. A.** (2010, February). *Designing and design-based research*. Paper presented at the Eastern Educational Research Association, Savannah, GA.

- Panico, J.,** & Knopik, J. A. (2009). *Elementary school students' perceptions of stuttering*. American Speech-Language-Hearing Association Convention, New Orleans, LA.
- Pierce, D., Lawrence, H., Brinegar, J., Wolf, K., Clayton, M., and **Kaburakis, A.** (2009, June). *Help Wanted: Interns, Externs and Volunteers*. 2009 National Association for Athletics Compliance Annual Conference as part of the National Association of Collegiate Directors of Athletics Annual Convention, Orlando, Florida.
- Pomerantz, A. M.** (2009, January). *Teaching multiculturalism without promoting stereotypes: Heterogeneity within cultural groups*. Paper presented at the annual convention of the National Institute on the Teaching of Psychology, St. Pete Beach, FL.
- Pryor, B.W., **Pryor, C.R.,** & Balester, V.M. (2009). *Understanding Student Attitudes for Data-based Decision Making: A Study of Beliefs Forming Attitudes toward Having Used a University Resource*. Paper presented at the meeting of the Midwestern Educational Research Association, St. Louis , MO.
- Pryor, C. R.** & Brown, K., with Signore, C. (SIUE Undergraduate Research Assistant) (2009). *Perspectives and Directions in Journal Publication! Updates and Tips*. Paper Presented to the annual meeting of the Mid-Western Educational Research Association, Saint Louis, Mo.
- Pryor, B.W., & **Pryor, C.R.** (2009). *Teachers' Intentions to Promote Parental Involvement: A Theory-based Study for Data-based Decisions*. Paper presented at the Illinois Educational Research Symposium. Champaign-Urbana , IL .
- Pryor, B.W., & **Pryor, C. R.** (2009, January). *Increasing and Enhancing Parental Involvement: An Effective Tool for Social Justice*. A paper presented to the conference of the Illinois Women in Educational Leadership, Peoria, IL.
- Puchner, L. & Klein, N. A.** (2009, December). "A Topic That Not Everybody in this Class Probably Has Any Desire to Know About": Middle school language arts teachers talk about sexual orientation. Presented at the 6th International Conference on Teacher Education and Social Justice, Chicago, IL.
- Puchner, L., Taylor, A.** & Powell, M. (2009, April). *Figuring It Out: An action research study of an action research project*. Presented at the 2009 Annual Meeting of the American Education Research Association, San Diego, CA.
- Puchner, L., Klein, N.,** & Anderson, J. (2009, February). *Sexuality, Books, and Middle School Language Arts*. Presented at the 2009 Qualitative Research Conference, St. Louis, MO., Feb. 7, 2009.
- Rankin, S., **Pawlow, L., Meinz, E., & Pomerantz, A.** (2009, October). *Factors Affecting Bias towards Weight Loss Methods*. Poster presented at the annual meeting of the North American Association for the Study of Obesity, Washington DC.
- Reading, G.,** (2009, January). *Taking the Middle East to the Elementary Classroom through literature and poetry*. Hawaii International Education Conference (HICE).

- Reading, G.** (2010, April). *Brighter futures: Introducing the Muslim world into the elementary classroom*. Association for Childhood Education International (ACEI).
- Reading, G.,** Paris, M., Elia, N., Jenkner, M. (2009, October). *Developing instructional and cultural competence while creating a human connection to the Middle East*. Illinois Association of Teacher Educators (IATE).
- Rose, P.** (2009, May). *Frontal systems functioning and excessive buying*. Poster presented at the meeting of the Midwestern Psychological Association, Chicago, IL.
- Rosnick, C.B.** (2009, November). *The Relationship Between Age, Intrusive Thinking, Life Stress, and Cognitive Performance*. Poster presented at the 62nd Annual Gerontological Society of America Scientific Meeting, Atlanta, GA.,
- Rosnick, C.B.** & Lachman, M.E. (2009, November). *Attentional Control and Cognitive Performance: An Intrusive Thinking Induction Experiment*. Poster presented at the 62nd Annual Gerontological Society of America Scientific Meeting, Atlanta, GA.
- Satiani, A., Johnson, K., **Brown, D. L.**, Blackmon, S. (2009, October). *Promoting social justice or injustice in supervision: Critical perspectives on racial identity*. Presented at the 9th annual Diversity Challenge. Boston, MA.
- Scoles, N., Sommers, T., Hillery, M., & Peterin, V. & **Chleboun, S.** (2009, November), *Reading abilities following an acquired brain injury*. American Speech Language and Hearing Association Annual Convention, New Orleans, LA.
- Searby, L., Tripses, L., & **Karanovich, F.** (2009). *Professors Collaborate to Prepare Graduate Students to Become Effective Protégés*. Poster presentation at the Scholarship of Teaching and Learning Annual Conference at Maryville University, St. Louis, Missouri.
- Segrist, D. & Pomerantz, A. M.** (2009, August). *Caffeine intoxication disorder: An exploration of diagnostic practices*. Paper presented at the annual convention of the American Psychological Association, Toronto.
- Segrist, D.J.** (2009, October). *Just what DID the doctor order? Exploring students' views about psychotropic medication*. Presented at the Society for Teaching of Psychology Best Practices Conference: Hot Topics-Best Practices in Teaching Controversial Issues in Psychology, Atlanta, GA.
- Sherwood, E.** (2009, November). *Growth of a teacher: Moving from what you've been taught to what you should teach*. Presentation at the History Seminar of the annual conference of the National Association for the Education of Young Children, Washington, DC.
- 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.
- Thomeczek, M.A.,** (2010, March). *Learning from MUVes...Really?* Paper presented at the meeting of the Society for Information Technology & Teacher Education, San Diego, CA.

- Williams, B., Pomerantz, **A. M., Pettibone, J. C., & Segrist, D.** (2009, August). *How impaired is too impaired? Empirical ratings of psychologist impairment*. Paper presented at the annual convention of the American Psychological Association, Toronto.
- Yu, T.** (2009, April). *The making of the master narrative on Tibet: Lessons for education*. Paper presented at the eighth annual meeting of the American Association for the Advancement of Curriculum Studies, San Diego, CA.

Other/Invited Presentations

- Hunt, J.** (2009). *One state's journey toward modifying principal preparation programs: Paternalism or partnership?* Paper presented at the 2009 meeting of the Society of Philosophy and History of Education. St. Louis, Missouri.
- Karanovich, F.** (2009). *District Technology Leadership: The Superintendent's Role*. Annual Online Technology Integration Conference between WIU doctoral students and Hebei China educational technology students. Western Illinois University, Macomb, IL.
- Latorre, M.P.** (2009). *Acting Lessons for Teachers*. Workshop presented at the 41st Annual Crucial Early Years Conference.
- Liu, Y.** (2009, May). *Experiences for effectively designing and teaching online courses*. Southwest University, Chongqing, P. R. China.
- Liu, Y.** (2009, May). *Experiences for effectively designing and teaching online courses*. Sichuan Normal University, Chengdu, P. R. China.
- Logue, J.** (2009, October). "Exploring Dynamics of Difficult Knowledge in Social Justice Education" Paper presented at the annual meeting of JCT Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Logue, J.** (2009, October). *Introduction to Deborah Britzman's Keynote Presentation*. Paper presented at the annual meeting of JCT Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- O'Donnell, B.** (2009, October). *Destination Inspiration*. Poster Presentation: Growing with Community Service Kappa Delta Pi 47th Biennial Convocation.
- Theodore, P. A.** (2009, September). *Neither Establishing nor Prohibiting: Exploring some of the Complexities of Taking a Neutral Stance toward Religion in Public School*. Society for the Philosophy and History of Education. St. Louis, MO.
- Weishaar, P.** (2010, April). *Twelve Ways to Incorporate Strengths-Based Planning into the IEP Process*. Presented publication at the 2010 National Council for Exceptional Children Convention and Expo, April 23, 2010 in Nashville, TN.
- Yu, T.** (2009, May). *The social construction of morality*. Northeast Normal University, Changchun, China.

- Yu, T.** (2009, May). *The process of educational research: A comparative perspective*. Northeast Normal University, Changchun, China.
- Yu, T.** (2009, May). *Character education in the U.S.A.: Lessons for Chinese education*. Shandong Normal University, Jinan, China.
- Yu, T.** (2009, May). *Moral education in the U.S. and China: Critical and comparative perspectives*. Beijing Normal University, Beijing, China.
- Yu, T.** (2009, May). *The social construction of morality: A cross-cultural inquiry*. Beijing Normal University, Beijing, China.

Proceedings

Peer-Reviewed

- Thomeczek, M.A.** (2010). *Learning from MUVES...Really?* Proceedings of Society for Information Technology and Teacher Education International Conference 2010.

Invited

- Weishaar, P.W. & Weishaar, M.K.** (2009). Assessment for high quality programs in university education. Published as part of the conference proceedings, *X International Scientific-Research Conference-Actual Problems of Educating and Upbringing of People in the Integrated Educational Environment*, November 25-26, 2009, Kiev, Ukraine.

APPENDIX C: School of Education Outreach Activities (AY 2010)

School of Education Outreach Activities

AY 2010

Community Outreach

- The Weight Management Clinic (WMC), led by Dr. Kirk in the Department of Kinesiology and Health Education serves as a community resource focusing on the prevention and treatment of obesity in adults.
- In calendar year 2009, the Attention and Behavior clinic served approximately 10 families and currently has a waiting list of approximately 5 families who will receive services beginning in August 2010.
- SIUE Cougar Literacy Clinic- serves K-12 students in need of reading and writing support. Participating students and their families have reported significant academic gains as well as an increased interest in reading and writing.
- Illinois ASPIRE continues to provide professional development to 42 surrounding districts in IL.
- The School of Education faculty has been working with the Illinois Math and Science Academy to develop a partnership to offer summer study opportunities for middle and high school students, as well as to impact the preparation of high quality teachers in science and math. This initiative not only addresses the university's commitment to science, technology, engineering, and mathematics (STEM) education, but also focuses on outreach to the community by providing quality curricular experiences for the region's youth.
- Early Childhood Education faculty contributed to the Leadership Forum, which met monthly with ISBE Early Childhood Block Grant program directors to collaborate on a variety of critical issues including developing strategies for coping with the current funding crisis, working with the state coordinator of Fight Crime: Invest in Kids, arranging a press conference with local law enforcement and state representatives at the Granite City Early Childhood Center to share views on the role of early childhood education in crime prevention, collaborating on strategies for alternative ways of supporting children and families as programs suspend services, and communicating with early childhood people throughout the state to create a network to share the current status of programs.
- Early Childhood Education faculty submitted a four member team application on behalf of Gateway Children's Nature Connection to attend the World Forum Nature Action Forum; this team has been accepted to be part of a group of 500 delegates from over 30 countries to convene in October 2010 at Arbor Day Farm in Nebraska and will be focusing on involving families in supporting children's emotional connections to nature.
- Dr Ann Taylor, Curriculum and Instruction, presented three workshops at the Girls in Math, Science and Engineering Conference hosted on 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.
- The Department of Special Education and Communication Disorders in collaboration with the Madison Regional Office of Education held a full-day

conference in January of 2010 as part of the Debra Hoge Memorial Lecture Series and the ROE Mid-Winter Conference. Over 12 different school districts in Madison County as well as students and faculty from SIUE participated in the conference that showcased learning strategies and digital learning tools that will assist educators in this ever changing digital world. In addition, eight different vendors were represented who demonstrated new technologies and offered a wide collection of available electronic resources.

- The School of Education held a full-day workshop as part of the Debra Hoge Memorial Lecture Series. Over 400 participants attended the workshop on “Response to Intervention: Roles and Responsibilities of School Professionals”.
- Dr. James Panico in the Department of Special Education and Communication Disorders was awarded an Excellence in Undergraduate Education (EUE) grant to help host a spring conference at SIUE in conjunction with *FRIENDS*, *The National Association of Young People Who Stutter* and *The Stuttering Foundation of America*. *FRIENDS* is a non-profit organization created to provide a network of support for children and teenagers who stutter, their families and the professionals who work with them. The conference brought together young children and teenagers who stutter, their parents, members of stuttering self-help groups, and speech-language pathologists from across the nation and provided undergraduate and graduate students in speech-language pathology and other interested students with a unique and innovative experience of learning from and working with children who stutter and their families.
- SPE faculty co-chaired the Southern Illinois Regional Mental Health Conference – Piecing It All Together Conference (PIAT).
- The School of Education continues to build its Augmentative and Alternative Communication (AAC) services and has increased its outreach from one district to five. It also expanded services to include on-site teacher training for those educators who have students in their classrooms using either low-tech or electronic alternative communication devices. The first AAC summer camp was offered in 2009 for families and children of all ages who use AAC. The department of Special Education and Communication Disorders also held an AAC Expo in January 2009 as part of its outreach project in Augmentative and Assistive Communication. Over 70 area speech-language pathologists, special educators, and students in Special Education and Speech-Language Pathology attended the Expo.
- Faculty in the Departments of Psychology and Special Education and Communication Disorders continue the SOE’s relationship with SIUE Head Start in East St. Louis. Graduate students provided assessment and intervention for over 1000 children enrolled at Head Start during 2009-2010. Also underway is the Second Step prevention program, which teaches problem solving skills and is implemented throughout the year with the assistance of undergraduates in the Psychology program as part of “Project SHARE” (Social Health and Academic Readiness).
- The SOE continues its Academy of Fellows initiatives, intended to encourage professional leaders from across the region to engage with faculty and students in

a variety of capacities including service on committees and sharing expertise by guest speaking in courses.

- The SOE supported the Arnold-Zimmer Trivia Night, an event to benefit the SIUE Scholarship Fund in honor of Adam, Lindsey, and Riley. Adam Zimmer was a graduate of the SOE's Special Education program, and was recognized by his peers and SECD faculty as a motivated and compassionate educator who had the potential to truly make a difference in the lives of young children. The Scholarship Fund is being established by their families to continue Adam and Lindsey's legacy at SIUE.
- Dr. Jeremy Jewell (Psychology) and his students initiated a program with the Madison County Detention Center entitled the "*Relaxation Skills Violence Prevention Program*" (RSVP). The focus of the program is to provide the Center's juvenile residents with the tools needed to help them effectively manage their anger and frustration. Initial results of the program indicate that those who participate tend to be less stressed, anxious, and fearful than their counterparts who do not participate.
- In February 2010 the Department of Kinesiology and Health Education collaborated with Campus Recreation and the Madison County Health Department to host "*Fit Fest: Health, Wellness & Fitness Expo.*" During this Expo, SIUE students, faculty, and staff had the opportunity to learn more about their current fitness levels and to receive baseline measurements of body fat, flexibility, muscular strength and endurance, blood pressure, and cardiovascular fitness.
- The Southern Illinois Professional Development Center, directed by Bevan Gibson, co-hosted a spring adult education conference in Chicago in partnership with COABE (Commission on Adult Basic Education), ProLiteracy, and IACEA (the voice of Adult Education in IL). Over 1400 attendees registered for this state-wide event.
- Illinois ASPIRE hosted a very successful conference on *Evidence Based Practices in RTI* at the Gateway Convention Center in Collinsville. John Hosp, an Associate Professor of Teaching and Learning at the University of Iowa was the keynote speaker, who focused his presentation on the implementation and progress monitoring of math instruction and intervention. Also presenting was Michelle Hosp, a Research Associate in the College of Education at the University of Utah, who presented on data-based decision-making in reading.
- The School of Education's Dean's Office held a "*Cans for Koozies*" food drive to benefit the Bunkum Road Food Pantry.
- The OCECA office collected children's items such as coloring books, crayons, markers, etc. for the SIUE Family Resource Center.
- On October 15th, the Early Childhood program hosted a reception for alumni, students, and community educators. Attendees enjoyed a dynamic presentation by nationally renowned early childhood specialist Dr. Nancy Carlsson-Paige, who spoke on elements critical to all children's healthy development including finding the time and space for creative play and fostering feelings of security in today's world. Over 100 participants enjoyed the evening's festivities.

- The SOE co-hosted “A Celebration of National Board Certification,” an event established to honor those teachers who had achieved National Board Certification over the past three years. The event included a musical performance by local students in the Suzuki program, followed by remarks from Lynn Gaddis, the Director of the Illinois NBPTS Comprehensive Support System and Pat Gauen, editor and columnist for the St. Louis Post Dispatch.

Student Outreach

- The campus chapter of Eta Sigma Gamma, the National Honor Society in Health Education, received a National Chapter Recognition Award for their contributions to the local community.
- Student members of Lambda Theta, the SIUE chapter of Kappa Delta Pi, have been very active in the community by volunteering 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. Kappa Delta Pi is an international honor society in Education whose mission is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service. This year, Lambda Theta was recognized as an outstanding chapter at the international level, receiving the Achieving Chapter Excellence or ACE award.
- Community Health Education seniors provided a nutrition education program through Girl’s Club, a program for girls ages 8-13 years who reside in two local housing projects in East St. Louis.
- The Physical Education Teacher Education (PETE) students and faculty worked 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.
- More than 40 undergraduate Psychology students (supervised by graduate students and Dr. Steve Hupp) implemented to the Second Step violence prevention program to approximately 1000 children in the SIUE/St. Clair County Head Start program.
- Early Childhood Education candidates in CI 421, Child, Family, and Community Resources, provided one hour family night events with a focus on adult family members interacting with children in fun activities with a literacy theme for six area state-funded PreK programs at the following schools: South Roxana, Webster and Kreitner in Collinsville, Wakeland Center (Triad), East Alton Early Childhood Center and at Smart Start Learning Center in Belleville. The students worked with over 170 children and their families.
- As part of the Earth Day Celebration on April 25, 2010, in Forest Park, Dr. Marlette and Dr. Sherwood organized 17 SIUE teacher candidates to work at the booth sponsored by Gateway Children’s Nature Connection. During this time,

teacher candidates worked with professionals from such organizations as Shaw Nature Preserve & Missouri Botanical Gardens to share environmental concepts with the public.

- During CI 442 Science at the Elementary and Middle Level, Drs. Jessica Krim and Stephen Marlette located teachers at Webster and Renfro Elementary in Collinsville Unit 10 School District willing to host an inquiry science lesson. In teams, teacher candidates first investigated safety and resource considerations related to planning a science lesson in a self contained classroom. Afterwards, they taught the lessons. This activity ensures teacher candidates have the opportunity to practice what is modeled in their methods course. It also provides classroom teachers with fresh ideas and the opportunity to observe how their students respond to this type of instruction.
- During fall and spring SIUE Garden celebrations, Elementary Education students, under the direction of Dr. Stephanie McAndrews, provided literacy activities related to plants and animals for regional children.
- The Student Education Association received a grant of \$1000 from the Illinois Education Association to assist local educational activities. The SIUE Chapter selected the Madison County Detention Center to provide educational materials and individual supplies the students needed.
- The SIUE Chapter of the National Student Speech-Language-Hearing Association hosted their annual fund raiser during the “Loves” dinner and silent auction raising over \$2,000.00 for the PAWS for the Cause – Animal assistance for individuals with hearing impairments.
- In October 2009, students in the Department of Special Education and Communication Disorder’s NSSLHA chapter participated in the Walk for Autism in St. Louis. Through this walk, students were able to raise \$1200 for awareness and support of individuals with autism!!
- The SIUE Student Chapter of the Council for Exceptional Children (SCEC) adopted a family for the holidays. Teacher candidates purchased food, household supplies, toiletries, clothing, bilingual books, family games and videos.
- The CEC held a gift wrapping event as a fundraiser on Saturday, December 12th at Borders in Edwardsville.
- Students in Faustina Blankson’s International Health class supported the citizens of Haiti by creating and selling special ribbons. Funds raised directly benefited the victims of Haiti’s recent devastating earthquake through the purchase of medical supplies.
- Kappa Delta Pi held a “*Breakfast with Santa*” at Applebee’s Neighborhood Grill & Bar to benefit KDP’s many causes including the Ronald McDonald House, Children’s Hope Center, Literacy Alive, St. Patrick’s Soup Kitchen, Adopt-A-Soldier, Operation Smile, and Open Doors.
- Psi Chi (Psychology) held a toiletry drive in support of the Oasis Women’s Shelter in Alton.

Programmatic Recruitment Outreach

- OCECA staff attended the New Student Welcome and Community College Day to present programs and updates.

- Monthly visits were made to the SWIC Belleville campus, where staff hosted an information table on all SOE programs and met with students intending to transfer to SIUE.
- Faculty and staff from across the School of Education attended the SOE Open House for prospective students.
- Faculty and staff participated in a variety of ASCC academic events.
- Staff hosted an informational table for graduate students at the St. Clair County Teachers' Institute.
- Informational meetings were held in the following locations: Kaskaskia College (two meetings), Belleville Whiteside, Granite City EChOS.
- OCECA staff developed and maintained an e-mail list of over 18,000 local educators and sent numerous e-mail messages about SIUE events and opportunities.
- Educators in Madison and St. Clair Counties were surveyed regarding potential sites for graduate programs.
- OCECA staff hosted an informational table at the IMSA Workshops in Belleville and Troy.
- Forty-five public schools were visited by OCECA staff to promote graduate programs.

International Outreach

- Community Health Education Instructor Faustina Blankson will lead a group of students to Ghana, Africa in July of 2010 for a 5-week internship aimed at providing students the opportunity to learn about health issues in developing societies. Students will intern with non-profit and government organizations that provide health-related services and will assist in the planning, implementation, and evaluation of health programs.

APPENDIX D: SIUE East St. Louis Charter High School Summary

SIUE East St. Louis Charter High School

Summary of Activities (Spring, 2010)

- A “Race to the Top Coordinator,” Dr. Frances Karanovich (Educational Leadership), was assigned to the school to assist in identifying areas of strength and improvement needed to enhance the academic experiences of the students.
- Dr. Jennifer Bolander (Curriculum & Instruction) was selected through the SOE Diversity Committee to serve as the school’s Faculty in Residence, focusing on providing staff with professional development specifically in the areas of literacy and assessment.
- Plans are in discussion to collaborate with District 189 to develop the curriculum for the Charter High School that will provide graduates with the skills and experiences needed to be career- and college-ready.
- The entire junior class has been assessed using individual reading inventories.
- An “Audacity of Hope” family reading night was attended by over 50 students and family members.
- An EdAd 550 internship student has been working with Dr. Karanovich and school staff to assist in the preliminary design of the school’s initial RTI plan.
- Preliminary planning is underway to involve the Charter School with the National Writing Project, through which teachers will “learn about learning” and how to teach students to write across the curriculum.
- A Charter High School yearbook has been finalized.
- The school hosted its first “Culture Fest,” a family-community outreach effort. Displays were provided by the French, Social Studies, and Language Arts students. Students from drama and debate classes also made formal presentations.
- A “Poetry Jam” was held by students, which resulted in a bound copy of student-created poems.
- Five foundation scholarships for CHS students have been developed to support attendance at the IMSA summer science camp.
- The Saturday Junior Academy was developed to provide students with expanded learning opportunities in the areas of reading, math, writing, and test-taking skills just prior to taking the annual Prairie State Achievement Exam. All of the juniors participated in at least one Saturday session.
- CHS hosted a Career Day, in which 19 community members attended representing an array of professionals including lawyers, military recruiters, fitness professionals, artists, engineers, and educators.
- The CHS held the annual senior portfolio reviews. Two Fulbright Scholars (Kola Olatubosyn[Nigeria] and Réham Othman [Egypt]) served on the portfolio review team along with Mr. Wigginton, SIUE Board of Trustee Member, Amber Suggs, Student Trustee, and Jerry Blakemo, SIUE Vice President and General Counsel.
- Ms. Tina Chaffee (CHS staff member) and CHS students appeared on Channel 5 *Show Me St. Louis* promoting the CHS Poetry Jam.
- New positions have been created to expand the certified personnel positions to include a reading specialist/coach and special education teacher for the 2010-2011 school year and to add additional positions in math and science.
- SIUE personnel have been collaborating with District 189 to develop proposals for Title I and School Improvement Grant funding. The focus of funding will be to support literacy instruction and the staff’s professional development.

APPENDIX E: Summary of Technology Enhancements (AY 2010)

Enhancement of Instructional Technology

AY 2010

Classroom Updates

- Eleven Classrooms have been updated with new amplifiers, projectors and computers.
- Two new classrooms in the VC have been outfitted with “smart” technologies.
- Statistical Tool “SPSS” and Office 2003/2007 have been installed in all classrooms.

Unit/Assessment Updates

- SOE’s servers for data and online forms have been updated with a new server rack with new Uninterrupted Power Supply (UPS) to effectively support the School’s assessment data system.
- Various assessment tools, databases, online field and course evaluation tools have been implemented to effectively support the School’s assessment data system.
- School Wide Documents under SOE’s Shared drive have been made accessible from Off-campus and other operating systems including Macintosh. A Table of contents page is now available to make navigation easy.
- 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.

Instruction/Faculty Updates

- Office of Assessment has provided a new set of Student Response system “Clickers” which is very useful for off-campus teaching.
- A total of six faculty and staff workshops have been held within the School and for the University community.
- Portable checkout equipment has been purchased for off-campus teaching and presentations.
- A total of 40 computers have been updated with new replacements.
- Two new mobile laptop carts with 15 laptops each have been provided through IT.

Outreach Updates

- Academy of Fellows database was established with leaders serving as Ambassadors, Advisors, Scholars, and Teaching Fellows.
- Converters and Hard drives have been installed to effectively provide feedback of the client outcomes in the Clinic room in the Special Education department.
- Landro system has been installed in the Speech-Language-Hearing Clinic.
- DXA Scans have been installed in Kinesiology (Physiology) lab.
- SIUE East St. Louis Charter High School technology workshops offered:
 - Introduction to Clicker workshop: Nov 20th 2009 (Dr. Vicki Scott, Binod Pokhrel)
 - Advanced Smart board workshop : SIUE School of Education: Jan 22nd 2010 (Binod Pokhrel). This workshop introduced various tools available while using smart board or symposium
 - Learning tools for the 21st Century conference: Jan 21st 2010. Future trends in Instructional and Assistive technology: SIUE / Madison County ROE (Dr. Craig Miner and Binod Pokhrel); attended by CHS staff.
 - Smart board workshop: ESL charter School: Apr 14th 2010 (Dr. Jenny Bolander, Binod Pokhrel). This workshop introduced various tools available while using smart board or symposium. Hands-on experience, trouble shooting tips, searching, downloading and integrating smart lesson plans were introduced.
- Additional technology enhancements at the SIUE East St. Louis Charter High School:
 - Set up Student Response System “clickers” courteously donated by Quizdom Clicker company.
 - Identified and contacted vendors to purchase various state of the art equipment.
 - Installed and configured three mobile carts with smart technology.
 - Assisted in setting up a computer lab (30 + computers) with smart technology.
 - Assisted in purchasing and setting up READ 180 program (“ a comprehensive reading intervention program proven to meet the needs of struggling readers in transitional Grades 3-12”).
 - Assisted Acting Director, RTT Coordinator and Faculty in Residence on various technology issues like purchasing, inventory, faculty development, and hardware / software installation.

Prepared by: Binod Pokhrel, SOE Technology Specialist

APPENDIX F: School of Education Media and Marketing

School of Education Media and Marketing

AY 10 Overview

The recent restructure of University-level resources in the areas of marketing and Communication has put the School of Education in the wonderful position of being able to work directly with numerous offices to take advantage of their expertise in those areas. This new arrangement has created a spirit of collaboration and communication that is truly exciting and is sure to benefit the School of Education greatly. The School of Education employs a full-time Media and Marketing Specialist who is tasked with not only creating effective marketing assets at a School-level, but acting as a liaison between the School and the numerous University-level resources as well. This highly effective relationship has resulted in many successful ongoing marketing initiatives.

Web site revision

With over 90,000 unique visitors last year, our web site remains our greatest asset in communicating with potential students. In order to maximize the effectiveness of our site the School of Education meets repeatedly with University specialists (as well as external consultants) to develop a site plan that defines the objectives of the School's web site, and then allows us to measure how effectively we are meeting those objectives through annual site audits as well as through analytic feedback.

In constructing the site plan, we identified three primary concerns and began addressing them immediately:

1) The need for increased Search Engine Optimization (S.E.O.).

We are addressing this concern by adding meta data to every page in our website. This will help our pages to rank higher in the results generated in major search engines. We are also participating in a number of Social Networking and media sites that will have the effect of increasing our search engine "ranking" as well.

2) A higher level of graphical content to better communicate the spirit of the School.

It is very important that a web site appeals to multiple audiences while representing the people at the institution. We are increasing the "personality" of our web site by revisiting the text on high-level pages and adding high quality photographs from Campus Photography. These changes will help visitors connect emotionally to our site. In addition to this graphical content, we have also introduced video media to the web site as well as created a specific School of Education Channel on YouTube.

3) The need for clear data collection to track traffic and marketing campaigns.

We are now using Google Analytics to accurately track visitors to our web site. Through analysis of site changes and advertising piece release dates compared to site traffic, we are able to determine the effectiveness of those efforts. Additionally, recording areas of inquiry helps us to identify possible areas of content that are needed on the site. This later data is collected via the extensive use of forms on the web site.

With these three concerns identified and being addressed, we were able to progress forward with the launch of a new web site. The School launched a brand new web site in

January that features a layout consistent with the University web site and marketing campaigns, while communicating effectively with current and prospective students of the School of Education. Ongoing analysis of web site visitors shows that we are making positive progress with our web site and that the above areas of concern are being addressed.

As we continue the constant revision of the School web site, it is our intention to utilize various social networking tools and sites to compliment the information our web site provides. As a School, we have begun to make great strides in utilizing Social Networking to increase both our web presence and our social proof in an effort to communicate as effectively as possible with current and prospective students.

Social Networking

In addition to our website, the School of Education is now reaching out to prospective and current students through Facebook. We are currently using our Facebook page to offer an overview of the School and share media from our events with viewers. In using Facebook in this manner, we are able to expand upon our web site in a way that shares the personality of our School with our “fans”. Followers of our Facebook page, are treated to periodic updates that share exciting news from the School as well as videos and images from those events. In addition to our School Facebook page, we are also beginning to offer “subpages” that cater directly to specific sections of our audience. The School now has multiple student organizations represented on Facebook as well as an Alumni group.

In addition to Facebook, the School of Education is communicating via Twitter, a personal blog from our Dean, and YouTube. Like our Facebook page, all of these networking efforts serve the purpose of sharing the current successes of our Faculty and students while offering prospective students the opportunity to become a part of future successes. By utilizing these numerous forms of networking, we allow current students, prospective students, Faculty and staff, as well as community members to chose their preferred means of communication with the School and we can offer a consistent message regardless of which method they choose.

Print Media

In recent years, the School of Education has created marketing pieces largely in-house. While this allowed us to produce appropriate pieces in a very timely manner, it also adversely affected the quality, as well as the cost of the artwork. In order to give our high level materials a professional look that is congruent with the marketing efforts of the University we have began to create a marketing plan that identifies our business Objectives, target audience, and secondary audiences. This plan will serve to make sure that future marketing efforts are designed with these factors in mind.

By utilizing University resources we have been able to:

- 1) Create a collection of individual marketing pieces that offer a brief overview of every program in the School of Education. These Academic Program Profiles offer an “at-a-glance” overview of each specific program offered. The piece offers not only an overview of the program, but advisement information, a sample curriculum, and admission requirements as well. These pieces have proven so successful that we have modeled our program web sites to match the format of, and expand upon, the information the Academic Program Profiles provide. This has blossomed into a University-wide initiative

due in part to the successful implementation by the School of Education of these marketing pieces.

2) Enter the planning stages for designing a poster that highlights our Graduate Program offerings. This poster will display primarily in teacher lounges year round and offer a “tear-off” card to prospective students.

3) Enter the planning stages for creating an “identity” piece that will serve to provide prospective students with an overview of the School. The format will be a multi-page color brochure.

Continued Communication

None of the above initiatives would be possible without the increase in communication between the School of Education and the on-campus resources available to us. The offices mentioned above have created a support network in which we as a School are being guided in our marketing efforts by experts with our unique needs in mind. In addition to meeting regularly on the aforementioned projects, we have scheduled periodic meetings to ensure that all involved are on track with regard to marketing the School of Education as effectively as possible. As we look to the future, it is our intention to continue to evaluate and refine the marketing assets we currently have in place while enhancing their effectiveness through cross-promotion via emerging tools and technologies.

Submitted by: Jo Wottowa, SOE Marketing and Media Technology Specialist

APPENDIX G: School of Education “Points of Pride”

School of Education Points of Pride

AY 2010

Unit-Wide Points of Pride

- The School of Education's updates, application, and implementation of Instructional Technology throughout its program experiences.
- The SOE collected its first year of data using a comprehensive assessment system for advanced programs (including dispositions) using a new electronic database.
- The SOE successfully implemented an electronic system of review and approval for academic affairs program and course changes.
- A Staffing Task Force was convened to consider a variety of issues related to staffing across the School of Education, including the impact of the current hiring freezes. The Task Force, which was chaired by Curt Lox, included representation from all departments, the Dean's Office, and OCECA, as well as from faculty, clerical staff, and professional staff. The charges of this Task Force included prioritizing crucial roles and responsibilities of clerical and professional staff, determining specific impacts on student services and/or academic program quality that are a result of current and anticipated spending freezes, identifying short- and long-term strategies to insure that all critical tasks are completed, and making recommendations regarding strategies for insuring that all of the School's staffing needs are met. The Task Force met twice, and provided the Dean's Office with a range of both short- and long-term recommendations.
- The SOE continued to engage in the SIUE East St. Louis Charter High School. Drs. Michael Afolayan and Jennifer Bolander served in the role of Faculty in Residence at the school, and Dr. Frances Karanovich was appointed by the provost's office as the school's "Race to the Top Coordinator." SOE's Technology Specialist Binod Pokhrel also provided assistance in terms of inservice support and technical advice to the school's staff. Additional activities at the CHS included a Junior Academy, Audacity of Hope Parent-Student Reading Night, Culture Fest, and Poetry Jam.

Faculty/Staff Points of Pride

- Dr. Dave Cluphf, Kinesiology and Health Education was selected as a recipient of the SIUE's Teaching Distinction Award.
- Cindy McAndrews, an Instructor in the Department of Curriculum and Instruction, was awarded with SIUE's Teaching Distinction Award.
- Dr. Jean Harrison, Associate Professor of Special Education and Communication Disorders has received the Distinguished Service Award from the Southwestern Illinois Speech, Language, and Hearing Association. She was recognized for her exceptional service to the profession and her students.
- Mal Goldsmith, Professor of Health Education (KHE) has been elected President-elect of the American School Health Association. The mission of the American School Health Association is to protect and promote the health of children and youth by supporting coordinated school health programs as a foundation for school success.

- Dr. David DeWeese, Associate Professor in Curriculum and Instruction, has been elected President of the Illinois Association of Teacher Educators.
- Dr. Kathy Bushrow, Professor in Curriculum and Instruction, has been elected to the Executive Board of the Illinois Association of Teacher Educators.
- Dr. Curt Lox, Professor in Kinesiology & Health Education, and Dr. Laura Pawlow, Associate Professor in Psychology, were initiated into the prestigious Phi Kappa Phi Honor Society.
- Dr. Jeremy Jewell, a member of the Clinical Child and School Psychology program, was named a "Champion for Children" in 2009 by Children's Home+Aid, an Illinois organization which provides adoption, foster care, early childhood education, counseling, and child abuse prevention services. This award honors Dr. Jewell, who has published widely on such topics as juvenile delinquency, family environment and drinking and driving, for his work with children, youth and families.
- Dr. Mary Weishaar was elected as President-Elect for SIUE Chapter of Phi Kappa Phi, 2011-2012.
- Drs. Dan Segrist (Psychology) and Mary Weishaar (SECD/Dean's Office) have been invited to be consultant/mentors with the University's new Peer Consulting and Mentoring Program.
- Dr. Bette Bergeron, Dean, was elected as the Chair of the Illinois Association of Deans of Public Colleges of Education (IADPCE).
- Rhona Crail (OCECA) and Natalie Kizzire (KHE) were recognized with SIUE Employee Recognition Awards.
- Gretchen Fricke, Director of OCECA, received a Student Organization Adviser of the Year Honorable Mention Award.
- Dr. Elizabeth Sherwood (C&I) is a consultant for an NSF grant in collaboration with University of Texas-Austin, *Building BLOCKS for Science: What SCIENCE young children should know and be able to do when they enter kindergarten*. She provided bi-monthly on-site professional development for the 25 Austin teacher researchers and ongoing mentoring to five teachers through group Skype conversation and collaborative viewing of their video clips and email.
- Growing out of his Master Teacher-Researcher Fellowship with the St. Louis Art Museum (SLAM), Ralph Córdova and Michael Murawski (SLAM Director of Schools Services) have developed a partnership with the Piasa Bluffs Writing & New Literacies Project. This partnership helps SOE's teacher-candidates and graduate students learn to build bridges between in-school literacies as a way to interact with and learn from SLAM as a cultural landscape.
- Christi Donsbach, SOE Director of Development and Alumni Relations, was selected to participate in the Coro Women's Leadership program. This program focuses on the development of leadership skills for women in a variety of positions throughout the St. Louis region.
- Amy Wilkinson, the Director of the Teaching with Primary Sources initiative, was selected by the Library of Congress to attend a meeting in Washington with national researchers and educational specialists to focus on TPS assessment metrics for the national program.

Student Points of Pride

- Tara Eaton, a student in KHE, was named the SIUE Outstanding Teaching Assistant for the entire university.
- The *Lambda Theta Chapter of Kappa Delta Pi* at SIUE was awarded the Achieving Chapter Excellence Award, which is the highest recognition that KDP bestows on its institutional chapters. Barbara O'Donnell, Associate Professor in Curriculum & Instruction is the faculty advisor.
- KHE's *Gamma Delta Chapter of Eta Sigma Gamma*, the National Honor Society in Health Education, has been selected to receive a National Chapter Recognition Award at the National Meeting of Eta Sigma Gamma. The award is based on the chapter's activities as well as participation in projects involving teaching, research, and service. Dr. Mal Goldsmith was the organization's faculty advisor.
- Lewis and Clark Reading Council- Several SIUE Literacy students and Literacy graduates are members and participate in the Lewis and Clark Reading Council. Kim Winter is the current President, Diane Chalberg was elected as the new Vice President and Stephanie McAndrews was the past President and continues on the board of directors.
- This year, the National Science Teachers Association (NSTA) Student Chapter started the process of regaining recognition from the Student Senate. During this school year our membership increased from 5 officers (at the beginning of the school year) to over 30 members (at the end of the school year). Fundraisers were held to provide funding for the organization, and also to fund several students in their travel and attendance at the national conference in Philadelphia. Co-Advisors Dr. Stephen Marlette and Dr. Jessica Krim recognized year's officers: Tanya Black (President), Victoria Taylor (President Elect), Jamie Hogan (Vice President), Ashley Landrus (Treasurer), Jessica Crim (Secretary / Membership), and Audrey Sapp (Public Relations).
- A new student organization, the Association for School and Community Careers (ASCC) was formed under the advisement of Gretchen Fricke. A primary purpose of this organization is to provide underclassmen with opportunities to explore a range of career and major options that are provided within the SOE.
- The Student Education Association received a grant of \$1000 from the Illinois Education Association to assist local educational activities. The SIUE Chapter selected the Madison County Detention Center to provide educational materials and individual supplies the students needed.
- Matthew Graifer (graduate student in Sport Management) was selected to serve as the student speaker for the May 2010 Commencement.
- Christopher Berghoff, a recent graduate from the Department of Psychology, is the recipient of the 2009 Outstanding Thesis Award, which recognizes distinguished scholarship and research at the master's level. Drs. Andrew Pomerantz, Dan Segrist, and Jonathon Pettibone are among the Psychology faculty members that have supported Christopher's work. Chris has started his PhD studies in clinical psychology at SUNY-Albany.
- Jonathan Harwood, a Special Education major in the Department of Special Education and Communication Disorders has been selected to be the student speaker at the 9:00 commencement ceremony on December 19th.

- Laurie Estilette, a student in Psychology, has received the 2009 Outstanding Non-Traditional Student Award, which recognizes her leadership roles within the University and community.
- Sarah Rankin, also in Psychology, was nominated for the 2009 Prestigious Non-Traditional Student Award in recognition of her academic excellence.
- Erica Henderson, Kay Hadley, and Amanda Dent, graduate students in Speech-Language Pathology, presented clinical case studies at the Illinois Speech-Language-Hearing Association Convention held in Rosemont, IL.
- Two students in speech-language pathology received the Graduate Scholar Award for 2009-2010 – university wide competition.
- A student in speech-language pathology received the Competitive Graduate Award for 2009-2010 - university –wide competition.
- A student in speech-language pathology received the Paul J. Campisi award from SIUE Disability Services recognizing students with disabilities for their academic excellence.
- 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 – selected from applicants from State Universities across the bi-state area – SIUE awardee third year in a row.
- Six students in speech-language pathology presented at the Illinois Speech-Language-Hearing Association Annual Convention held in February, 2010 – papers were accepted from a pool of submissions across the State.
- In 2009, psychology students Jennifer Ritchie, Heather Jeffers, Justin Little and Laura Schulz received a second place award for their poster (titled *Differences and Similarities Between College Students' Values and Their Parents' Values*) at the Missouri Undergraduate Psychology Conference at Lindenwood University.
- In 2010 Jillian Elhoffer and Meghan George won a first place award at the Great Plains Students' Psychology Convention for their poster titled *Yes I Can! (Get Some Job Satisfaction) -- An Organizational Initiative Affecting Weight Loss, Mood and Job Satisfaction*.
- In 2009, Laurie Estilette won the Outstanding Non-Traditional Student Award (honoring Laurie's leadership roles in the university and community).
- In the spring of 2010, psychology majors Elise Valdes, Emily Kreke and Heather Hackel all won Senior Standout Awards for their outstanding academic achievements and contributions to campus life.
- In Spring 2010, four psychology undergraduates and two psychology graduate students were admitted to doctoral programs at the following universities: Illinois State University, University of Missouri-Columbia, Forest Institute of Psychology, University of South Florida and Cornell University.
- Neha Sharma, an undergraduate psychology major, was recently featured in the Alton Telegraph for her work with the Boys and Girls Club of Alton.
- Julianne Fowlin, a graduate of the IT program, has been accepted into the PhD program at Virginia Tech.

Academic Points of Pride

- This spring, the MASLI2-SM grant kicked off a cohort of almost 30 secondary mathematics teachers from schools throughout the region. When they are completed, they will have earned a masters degree. This initiative exemplifies College of Arts and Science / School of Education collaboration.
- The SOE initiated a collaborative joint supervision procedure for secondary education student teachers that included university supervisors from the College of Arts and Sciences and School of Education, as well as cooperating teachers.
- Secondary education field/student experiences were enhanced to include both a middle school placement and a diverse or high need school placement.
- On April 16, 2010, The Department of Curriculum and Instruction held the Action Research Symposium where 55 graduate students from the Masters of Art in Teaching, Curriculum and Instruction, and Literacy Programs defended their final projects in preparation for completion of their degree. The keynote address, *Continuing Your Professional Inquirer Stance* was delivered by Ann Moss, Regional Coordinator, Illinois NBPTS Comprehensive Support System.
- The SOE received notification from NCATE that our Literacy program received national recognition.
- Enrollments have continued to expand in the Administration graduate program. As reported by Dr. Linda Morice, the Administration program director, the spring 2010 enrollment grew to 180, which reflected an increase of 44 students as compared with spring of 2009.

Scholarship Points of Pride

- The journal *Learning for Democracy* (C&I)), was named the official journal of the AERA SIG Democratic Citizenship in Education. The journal is investigating the potential of providing on-demand hard copy of issues, beginning Winter 2011-February issue, with online access to all past issues.
- Dr. Stacie M. Kirk has 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. Dr. Kirk will continue her work from a previous grant awarded from the Graduate School at SIUE to carry out a collaborative study with Special Education (Early Childhood) and Exercise Physiology (Obesity Prevention, Dr. Erik P. Kirk) in partnership with the East St. Louis Head Start program.
- Dr. Stacie Kirk and Dr. Wendy Fuchs with Dr. Eric Kirk from the Department of Kinesiology and Health Education received \$11, 857.00 from the Graduate School to carry out a collaborative study with Special Education (Early Childhood) and Exercise Physiology (Obesity Prevention) in partnership with the East St. Louis Head Start program. The purpose of the study is to: 1) determine the feasibility of implementing and sustaining a preschool obesity prevention program which may result in improved cognitive development, 2) use a progress-monitoring assessment tool to determine possible effects of the obesity prevention program on children's literacy skills and attention, and 3) implement a qualitative component allowing teachers to express their beliefs and attitudes about the feasibility and potential effects of the program.

- Dr. Anthony Denkyirah presented at the Biennial Conference of International Association of Special Education at the University of Alicante in Spain. Dr. Denkyirah also served on the editorial board of the *International Journal of African and African American Studies* and was an invited reviewer for *Current Issues in Education*.
- Dr. Eva Ferguson, Professor of Psychology, has been recognized by the honorary president of the Centro de Estudios Adlerianos for having such an impressive attendance at her lecture in Uruguay that it was described as a “historical event”.
- Dr. Caroline Pryor, Associate Professor in Curriculum and Instruction, has been elected as the Chair of the Research, Evaluation, and Assessment Division for the Mid-Western Educational Research Association. She has also been elected as the Director of Publications for the AERA Special Interest Group on Democratic Citizenship in Education.
- Dr. Yuliang Liu, Associate Professor in Educational Leadership, has been selected to serve as a panelist for NSF’s Informal Science Program.
- Dr. Bette Bergeron, Dean, was selected to serve on and chair a panel to review proposals for NSF’s I3 grants.
- Dr. Karen Lux, Assistant Professor in Kinesiology & Health Education, was recognized by the editors of *JOPERD* for the quality of her recent article submission, which will be used as an exemplar in an upcoming Reviewers’ Workshop held at the AAHPERD annual convention.
- Dr. Ralph Cordova recently received the news that the SOE has been awarded the maximum funds requested for the National Writing Project. The committee's feedback on the SOE’s application cited kudos for our department, dean, and the graduate school for supporting the scaling up growth of our writing project.
- The NEH Lincoln Workshop, directed by Dr. Carolyn Pryor, was funded for 2009-2010. As in 2008-2009, the applicant pool for 2010 was over 350 for 80 available slots. This is the third summer of NEH funding for SIUE and the SOE.
- Southern Illinois University Edwardsville’s Teaching with Primary Sources Program received an additional \$200,000 in April 2010 to continue offering K-12 professional development to 16 surrounding counties. In addition, a teacher-participant in TPS was selected to present work at a state professional conference. The program began in 2002 and has worked with over 545 teachers in their schools and on the SIUE campus to date. The SIUE TPS program introduces and integrates the Library of Congress’ digital collections to offer professional development promoting media literacy, citizenship, and diversity. Summer institutes are offered with different themes to include local historians and K-12th grade TPS teachers around the nation to create enriching, dynamic conversations and learning environments surrounding the use of the Library of Congress’ digital primary sources in the classroom.

APPENDIX H: SOE Strategic Action Plan (AY 2010)

School of Education Strategic Action Goals AY 10

Academic Goals	Recommended Action Steps	Progress Towards Goals
<p><u>SOE</u> <i>Leadership Development:</i> --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.</p> <p><u>SIUE</u> Committed Faculty and Staff</p> <p>Harmonious Campus Climate</p> <p><u>Academic Affairs</u> Faculty Development</p> <p>Student Success</p>	<ol style="list-style-type: none"> a. Create and implement a School-wide support and mentoring system for junior faculty b. Increase faculty output on funded grants c. Implement professional development specific to the needs of chairs, program directors, and SOE leaders (including specific training in conflict resolution and fiscal management) d. Create the environment and avenues for sharing research school-wide, including a web presence e. Support the continued development of the faculty "TWIL" professional development initiatives f. Continue to build the SOE's professional resource library; include electronic resources g. Determine avenues for promoting the leadership of senior faculty h. Provide School-wide professional development in the area of instructional technology, particularly in regards to technology's impact on the Millennial Generation i. Explore ideas related to developing an award or other means for recognizing faculty leadership within the SOE j. Review/revise training program for non-tenure track faculty k. Implement and assess the evaluation system for NTT 	<ul style="list-style-type: none"> • Meetings held w/ junior faculty re: P&T • Psychology continues a successful mentoring program with junior faculty; each assistant professor is assigned a mentor and attends three (departmental) mentoring meetings per year that are led by the chair • TWIL group continues to meet; increased self-direction • Technology workshops held by SOE staff (e.g., SmartBoard, clickers, WebDiver) • NTT evaluation ongoing w/in departments; C&I met with NTT faculty to review/revise evaluation process; implemented evaluation of supervision in Spring 2010; KHE implemented NTT review; all SECD NTT faculty with SECD Handbook • Explored staff "council" w/HR (not recommended); units encouraged to promote prof development; further plans impeded by funding freeze • Regular meetings held w/Academy of Fellows Committee; initial plans for "shadowing"; Town Hall meeting held with Chancellor; expertise database completed and emailed to Fellows • SECD used the Academy of Fellows to identify NTT for two courses in SPE-also used the Academy of Fellows to identify guest speakers for SPPA and SPE • Units working w/Outreach to increase opportunities for CPDUs • EdD proposal completed; under review by IBHE

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	<p>faculty</p> <ol style="list-style-type: none"> l. Determine avenues for supporting the professional development of the SOE's staff m. Develop the leadership potential of members of the Academy of Teaching Fellows n. Develop community leaders through the implementation of professional institutes and conferences o. Continue process for implementing the EdD in Educational Leadership; consider future interdisciplinary tracks p. Seek avenues to apply for national recognition for programs that have the potential for demonstrating leadership through excellence in academics, service, and/or scholarship q. Review the current structure of the JCTP to insure appropriate governance; revise if warranted 	<ul style="list-style-type: none"> • An ad hoc committee was formed to plan implementation strategies for the EdD with respect to admission criteria, marketing, curriculum sequence, and accreditation; the committee will continue meeting through the summer and fall of 2010 • KHE adjusted operating papers to provide incentive for faculty to apply for internal and external grants • SECD updated new faculty handbook • SECD provided venue for faculty to discuss research ideas, problems and present prior to professional meetings for feedback – SECD held 3 brown bags • SECD facilitated 2 professional development training sessions on interactive response systems – one provided by Vicki Scott from the Provosts Office and one provided by Binod from SOE
<p><u>SOE</u> <u>Accountability</u> --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.</p> <p><u>SIUE</u> Engaged Students and Capable Graduates</p> <p>Innovative High Quality Programs</p>	<ol style="list-style-type: none"> a. Implement, review, and refine a comprehensive assessment system, including dispositions, for all graduate certification programs (<i>NCATE goal</i>) b. Implement, review, and refine an electronic system for tracking assessment data across all programs, school-wide c. Systematically summarize, report, and use program level data to improve programs in the School (<i>NCATE goal</i>) d. Review assessments to measure candidates' impact on PreK-12 student learning for validity; revise if warranted e. Review current process for 	<ul style="list-style-type: none"> • Implementation underway to review, and refine a comprehensive assessment system, including dispositions, for all graduate certification programs • Implementation underway to review, and refine an electronic system for tracking assessment data across all programs, school-wide • State reports related to educator preparation programs developed and submitted in spring, 2010 • PSYCH assessment systems continue to be refined; a notable step in undergraduate assessment effort is the near completion of a comprehensive psychological knowledge and skills test that will eventually be used to assess learning gains between

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<p><u>Academic Affairs</u> Academic Quality/ Effective Assessment</p>	<p>evaluating student teachers (e.g., number of visits, grading scale) and other interns across all programs; revise as warranted</p> <p>f. Determine the feasibility of identifying and tracking signature assignments aligned with professional technology standards across the School's educator preparation programs; implement if warranted</p>	<p>sophomore and senior year</p> <ul style="list-style-type: none"> • The LCS program (EDL) has continued to refine its assessment system; EdAd is completing ongoing assessment for NCATE interim reporting; IT program is undergoing Program Review by the University, • KHE obtained American College of Sports Medicine accreditation for the Exercise and Wellness undergraduate and graduate programs • C&I revised Teacher Work Sample in the Master of Arts in Teaching based on data collected during 2008-2009 • C&I began process of restructuring the Action Research project in the CI Grad Program that serves as evidence of impact on student learning; piloted a revised project • Majority of field assessments have been placed online • Held capstone event, Inquiry Conference, for CI graduate students • SPE – reviewed and modified program requirements for the undergraduate and graduate programs; these changes better align with standards and provide better accessibility for Special Education Endorsement, letter of approval in Early Childhood • SPE has received Senior Assignment funding to review and improve assessment for the senior assignment project beginning fall 2010 • SPPA completed review of undergraduate program through Senior Assignment funds received in 2009-developed undergraduate orientation, modified course work and complete assessment through questionnaires and focus group – undergraduate assessment plan was approved by the Office of Assessment

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		<ul style="list-style-type: none"> 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 5 learning goals and over 90 learning objectives; the program also tracks clinical progress using this system beginning fall, 2009 and implemented a revised evaluation form for off-campus practicum
<p><u>SOE</u> <i>Community Outreach</i> --Respond effectively to expressed needs of SOE constituents to enhance service and outreach for community members, educators, and youth. --Work entrepreneurially with the community to increase funding for the SOE's service, research, and academic initiatives. --More fully engage alumni, retired faculty, and the community in the SOE's programs and initiatives.</p> <p><u>SIUE</u> Active Community Engagement</p> <p>Sound Physical and Financial Assets</p> <p>Excellent Reputation</p> <p><u>Academic Affairs</u> Educational Outreach</p> <p>Student Success</p> <p>Enrollment Management</p>	<ol style="list-style-type: none"> Evaluate partnerships with high need/urban districts; strengthen alliances Strengthen alliances with non-educational agencies Increase the SOE's presence and visibility with regional policymakers Collaborate with Scott Air Force Base in creating site-based programs for its residents Develop institutes/workshops for educators and professionals Engage the SOE's Academy of Fellows and Advisory Board as visible advocates for the School Work collaboratively across the campus to provide a variety of summer opportunities for the region's youth Enhance visibility of the School and programs through quality and consistent marketing materials More fully engage retired faculty members with the SOE (e.g., through committees and service activities) Engage in the campus capital campaign Enhance corporate partnerships in order to support SOE programs and scholarship 	<ul style="list-style-type: none"> MAT program to be implemented w/ESL District; EChOS program developed in collaboration w/ESL Center; possible literacy collaboration w/ESL Discussions held w/Econ Ed group but unable to proceed due to funding freeze; discussions held w/Character Plus to plan future workshops at SIUE Nelson (EDL) is pursuing plans to provide online CPDU credit in cooperation with Educational Outreach Permission granted from administration to contact policymakers regarding SOE's activities; to proceed in fall w/next STRIDES Facebook and blog sites established; fall Fellows "town hall" w/ chancellor held EdAd is hiring SoEd Fellows for part-time faculty positions; SECD used the Academy of Fellows to identify NTT for two courses in SPE-also used the Academy of Fellows to identify guest speakers for SPPA and SPE The LCS program Advisory Committee contains principals from the Madison and Alton school districts Summer IMSA/Boeing science camp planned; to be held in Belleville EdAd is participating in ISBE/IBHE meetings on restructuring the principal

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	<ol style="list-style-type: none"> l. Strengthen relationships with alumni; continue cultivation of potential donors m. Develop annual event for friend-raising n. Increase overall donations to the SOE and departments o. Develop guidelines for using foundation funds appropriate to the SOE's mission and donor expectations 	<p>preparation program</p> <ul style="list-style-type: none"> • Future KHE goals include expanding the Weight Management to surrounding communities (establish other clinic sites), developing and implementing an after school Adolescent Weight Management Clinic, and implementing a community testing clinic for health and wellness assessment • Ongoing communication b/n Jo W & marketing; website in process of total revision • KHE contacted three retired faculty members to help in the reconstruction of the department's history • SOE and KHE participated in the October Reunion Row during Homecoming • SECD in collaboration with the Madison Regional Office of Education held a full-day conference on Friday, January 29, 2010 • Dr. James Panico in SECD was awarded an Excellence in Undergraduate Education (EUE) grant to help host a spring conference at SIUE in conjunction with <i>FRIENDS, The National Association of Young People Who Stutter</i> and <i>The Stuttering Foundation of America</i> • Jon Pettibone (PSYCH) organized a gathering of academic psychologists from southern and central Illinois for an SIUE mini-conference called "Illinois Data" • Illinois ASPIRE continues to provide professional development to 42 surrounding districts in IL • SPE faculty co-chaired the Southern Illinois Regional Mental Health Conference – Piecing It All Together Conference(PIAT)

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		<ul style="list-style-type: none"> • SPE faculty provided professional development training at local school districts in the surrounding areas: Edwardsville Community Unit School District #7, Charter High School in East St. Louis, Granite City Community Unit School District #9, Waterloo Community School District • AAC Outreach (Augmentative and Alternative Communication project) – SPPA continues to build its AAC services throughout the region providing assessment and training in both educational and medical facilities • Head Start – SPPA and PSYCH continue their relationship with SIUE Head Start in East St. Louis; graduate students provided assessment and intervention for over 1000 children enrolled at Head Start during 2009-2010 • SECD student organizations SCEC and NSSHLA helped to develop collaborative alliances with non-educational facilities through fund raising and volunteer efforts; agencies such as PAWS for the Cause – Animal assistance for individuals with hearing impairments, Southern Illinois Regional Mental Health Conference – Piecing It All Together (PIAT), and “Walk for Autism” • EdAd established the Roy Olive Award (with significant donors); EdAd participated in recognition of alumna in St. Louis Business Journal’s “40 under 40” group • Review of capital campaign shared at spring Advisory Board meeting; Bette & Christi attended on-campus training in Jan 2010; attended fall “Lawn Party” kick-off event; SOE capital campaign committee under development • Online alumni site established; note contacts continue; visits held when possible; ongoing goal

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		<ul style="list-style-type: none"> • “Un-Event” implemented in spring 2010 with direct mailings; web presence established for the event • Draft policy regarding use of Foundation funding established & shared w/ ExComm; revisions to be considered once freeze has ended
<p><u>SOE</u> <u>Diversity</u> --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.</p> <p><u>SIUE</u> Engaged Students and Capable Graduates</p> <p>Committed Faculty and Staff</p> <p>Harmonious Campus Climate</p> <p><u>Academic Affairs</u> Student Success</p> <p>Educational Outreach</p>	<ol style="list-style-type: none"> Implement the recommendations of the SOE’s Diversity Committee, including the establishment of the Office of Diversity and Faculty Development within the School’s operating papers Continue to refine the SOE’s process for faculty recruitment; review the implementation process Increase the number of qualified candidates for faculty positions that are from underrepresented populations Revise the SOE’s website to include e-resources and information related to diversity Review programs for integration of diversity issues (including ELL); make recommendations for revisions as warranted Increase opportunities for teacher candidates to interact with faculty from ethnically diverse groups <i>(NCATE goal)</i> Review current field/intern placements for diversity across all programs to insure that all students are placed in at least one diverse setting; recommend new placements as warranted Establish a mentoring program for SOE students from underrepresented groups Increase student and faculty involvement with Project PRIME 	<ul style="list-style-type: none"> • Searches underway using revised policies • SECD conducted two faculty searches with particular attention to predominately Africa-American Institutions and networking and posting on NBASLH (National Black Association for Speech, Language and Hearing) • SPPA facilitated scholarships for three African-American students – all students received the Graduate Scholar Award for underrepresented students • LCS Advisory Committee is developing strategies to increase recruitment and admission of diverse students • SOE Website currently under complete revision; diversity resources to be added once conversion is complete • Foundation faculty working on developing ELL modules for foundations courses • Faculty in C&I and EDL received a Dean’s grant to incorporate ELL; plans on hold due to budget freeze • Secondary education placement system revised to include minimum of 2 distinct placements • MAT program planned w/ ESL District; possible literacy partnership w/ ESL District; new EChOS cohort to start at the ESL Center in summer 10

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	<ul style="list-style-type: none"> j. Expand the work of Project PRIME to develop a cadre of future teachers at the middle and high school levels, specifically within communities serving underrepresented groups k. Increase recruitment efforts within diverse communities and with underrepresented groups l. Continue to identify avenues for engaging with the East St. Louis Center and urban communities within the region m. Review and evaluate the Faculty in Residence program; make recommendations for refinement as warranted 	<ul style="list-style-type: none"> • Faculty in Residence program continues; Michael Afolayan selected for fall 2009, Jennifer Bolander in spring 2010 • All graduate level course work in SPPA contains learning objectives that address the communication needs of individuals from cultural and linguistically diverse backgrounds
<p><u>SOE</u> <i>Student Access</i> --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.</p> <p><u>SIUE</u> Engaged Students and</p>	<ul style="list-style-type: none"> a. Continue the work of the SOE Undergraduate Working Group to address issues related to retention and admissions b. Revise application processes to enable students to have advance notice regarding admissions and to streamline procedures c. Continue to assess the feasibility of off-campus undergraduate programs, particularly in partnership with school districts and/or community colleges d. Engage with the university in implementing direct admissions for eligible students entering SOE’s undergraduate programs e. Develop pathways for students who do not successfully complete student teaching (or other required practica) to enable them to complete a bachelor’s degree within four years f. Develop targeted programs for non-traditional students g. Assess the feasibility of 	<ul style="list-style-type: none"> • Undergraduate Working Group continues to meet regularly to focus on retention and review admissions policies • SPE modified admission deadline to accommodate students taking the Basic Skills • Students in SPPA have direct admission to the program if they are a Meridian or Presidential /Chancellor Scholar • Both SPE and SPPA modified admissions deadlines to accommodate transfer students; SPE continues to articulate with Community Colleges for required course work • “Early” admission for top-ranked students in discussion for C&I; future implementation for fall 2010 freshmen class • 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 course work in a shorter period of time and in the evening—this has facilitated

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<p>Capable Graduates</p> <p>Innovative High Quality Programs</p> <p>Excellent Reputation</p> <p><u>Academic Affairs</u></p> <p>Academic Quality/ Effective Assessment</p> <p>Student Success</p> <p>Enrollment Management</p> <p>Educational Outreach</p>	<p>establishing a pathway directly from undergraduate to graduate programs for qualified students</p> <p>h. Consider appropriate new/existing programs to be adapted to an e-learning environment</p> <p>i. Establish consistent enrollment targets for online/on-site/campus courses</p> <p>j. Evaluate the effectiveness of the SOE's strategic planning for summer programming; revise as warranted</p> <p>k. Continue to develop a long-term school-wide strategic plan for enrollment management</p> <p>l. Review characteristics of the "Millennial Generation" and how these impact students' access to programs, learning environments, and learning styles; revise programs/policies as warranted</p>	<p>enrollment of nontraditional students.</p> <ul style="list-style-type: none"> • EC non-certification option in review; to be implemented with the new ESL cohort • Additional Early Childhood cohort created to meet student demand • SPE developed the subsequent certificate as an avenue to MS degree; the endorsement coursework can also lead to MS • Collaboration with District 189 to deliver a STEM MAT on-site • EChOS developed second cohort & partnership w/ESL Center; GYO negatively affected by state funding; INSTEP tabled due to C&I focus on MAT & EChOS • The SPPA program continues to offer its <i>Fast Track</i> program for students who want to complete the masters program in speech-language pathology but who have not completed the necessary undergraduate pre-requisites; 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 wanting a change in career or graduates who were unable to find employment with their first degree • Individual courses considered for e-learning; no specific progress regarding program revision • E-mail correspondences found to be most effective for summer marketing; plan to produce limited print materials for distribution & to track both email & phone contacts • Weekly enrollment reports generated for chairs; ongoing discussions in light of potential financial limits

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		<ul style="list-style-type: none"> • SECD responses to enrollment data received from SOE – cancel course work, add sections, change times for course offerings as well as offering workshop formats—all part of enrollment management; SPE has responded to the need to review admission requirements and deadlines in order to facilitate enrollment in cohorts. • KHE continues to develop a long-term strategic plan for enrollment management • The Technology Committee designed and conducted a survey of undergraduate SoEd students regarding their learning characteristics with respect to technology and “millennialism”; focus group interviews were also conducted; results were shared with committee members and Bill Searcy; given the budget freeze, no professional development was planned or conducted beyond those conducted by SOE staff
<p><u>SOE</u> <i>Interdisciplinary Initiatives</i> --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 insure 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</p>	<ol style="list-style-type: none"> a. Review potential for dual certification programs at both the undergraduate and graduate levels b. Collaborate across departments in the development of a graduate program in outreach/community education or other disciplinary areas c. Collaborate with the university in identifying potential areas for a proposed interdisciplinary doctorate degree d. Develop and/or refine a School-wide capstone event that focuses on student achievement (e.g., the Inquiry Conference) e. Encourage inter- and intra-departmental scholarly activity f. Review issues related to the 	<ul style="list-style-type: none"> • Meetings held with cross-disciplinary working group to plan program outline for an informal learning degree; lunch w/ business members held in February 2010; KHE & PSYCH involved with early discussions regarding interdisciplinary pre-law minor; KHE collaborating in discussions regarding options within future “allied health” majors • TWIL provides forum for potential collaboration • Determination that a specific “core” of classes has existed historically but never officially approved; some graduate programs moving forward w/ adapting program-specific core courses • Some cross-dept teaching is occurring as needed by units; e.g., Betsy Meinz (Psych) and Gloria Reading (C&I) are teaching courses in EPFR and IT

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<p>to STEM Education.</p> <p><u>SIUE</u></p> <p>Innovative High Quality Programs</p> <p>Excellent Reputation</p> <p><u>Academic Affairs</u></p> <p>Student Success</p> <p>Educational Outreach</p>	<p>School's "foundations" courses and/or experiences to address interdisciplinary concerns and structures</p> <p>g. Create avenues to maximize faculty expertise through cross-departmental collaboration, including co-teaching and cross-departmental teaching as appropriate</p> <p>h. Collaborate with the Illinois Math Science Academy (IMSA) to implement initiatives related to math and science education</p> <p>i. Collaborate with the university in the implementation of an interdisciplinary STEM center that has the potential for national recognition</p> <p>j. Develop an aggressive recruitment plan for students pursuing STEM disciplines</p> <p>k. Review the SOE's current departmental/program structures for alignment with a wider STEM mission</p> <p>l. Collaborate with the University in developing international interdisciplinary initiatives to enhance teaching, learning, and scholarship</p>	<ul style="list-style-type: none"> • Preliminary discussions have been held to explore the potential of creating a dual major in Elementary Education and Special Education • ECHOS program is a collaborative effort across programs in SOE; ECHOS includes course work in Early Childhood SPE, SPPA, and EPFR • C&I collaborating CAS on MASLI grant; Ed Core faculty are supporting the grant by teaching targeted core classes for secondary math teachers • Several faculty members across the SOE participated in the URCA program • STEM initiatives on hold until arrival of the SIUE STEM Director in summer of 2010; C&I faculty integral to planning for the SIUE STEM Center • Discussions underway regarding a variety of international initiatives including China (EDL) & Ghana (KHE); university initiative w/Pakistan tabled; possible partnership w/ Germany and multiple units across the SIU system • SPE collaborated with SIUE International Office to recruit international students and provide assistantships in special education as part of the Richard Dremuk fund that will sponsor an international student in Special Education • Future plans in KHE include developing an interdisciplinary PhD program in Allied Health; developing and implementing a Masters in Public Health degree program; implementing a new specialties for the Exercise and Wellness Degree that aligns with American College of Sports Medicine Recommendations

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