

**Jerry & Vickie Moyes College of Education**  
**Annual Report 2008-2009**  
**College Highlights**

- 1) The college has refined its mission statement and college goals to nest within the university mission and goals. In conjunction with this each department has also evaluated their program goals and assessments and revised them to correlate with the college, and thus, the university mission and goals. As part of this process, individual programs have updated their assessment plans, curriculum grids, student outcomes, and assessment results and have submitted this information for posting on the university assessment website.
- 2) The college recruiter worked with all departments and programs to implement community/university recruiting activities and programs.
  - Successfully established a Future Educators Association Chapter at Weber State,
  - Planned, coordinated, scheduled, and ran an FEA fall conference and a spring conference/competitions, -Worked hand in hand with the Student Senator to pull off a successful Education Emphasis week,
  - Focused Recruitment on the Masters Programs with continued participation in WSU's Grad Council and graduate school fairs and university visits,
  - Coordinated with the new WSU transfer advisor to make inroads for our programs with Utah Community Colleges,
  - Focused and ongoing recruitment for Health Promotion by holding open houses and disbursing information, Presented locally, statewide, and nationally the initiatives of the College of Education and the community partners,
  - Continued involvement as chair of the Student Success Alliance Recruitment Committee and was honored by the Ogden Weber Chamber of Commerce with the Partnership in Education Award,
  - Successfully created an alliance with the regional FCCLA organization and will be able to connect with students interested in Child and Family Studies more readily,
  - Continued recruitment and outreach to students in the six-served districts through fairs, classroom visits, on-campus events.
- 3) The Athletic Training Masters Degree admitted its first group of students this past year.
- 4) The College was host to the 2009 International Society for Teacher Education seminar. The successful completion of this seminar was a campus collaborative effort, with the leadership coming from the college. There were 78 attendees from 22 different countries and all five continents. The post-seminar evaluations spoke highly of the seminar and the planned events.

- 5) Through the college endowments, the college was able to provide:
  - \$23,435 for new and upgraded technology in faculty offices, labs, and classrooms throughout the college.
  - \$27,168 for faculty travel
  - \$38,149 for faculty projects
  - \$93,438 for scholarships.
- 6) Awarded \$193,600 to teacher education students via the THBell loan incentive program.
- 7) Provided \$300,237 in tuition support for TAPT students.
- 8) The college tenure document was revised and approved by faculty senate.
- 9) Successfully completed four program reviews and accreditation of the athletic training program.
10. Child and family Studies Department hosted a very successful Families Alive Conference.
11. Storytelling Festival was again outstanding.

College Mission Statement: The College of Education is committed to developing and maintaining healthy and responsible individuals, families, and schools in a global and diverse society through roles related to the preparation and support of practitioners and educators, service to campus and community, and the discovery and advancement of knowledge.

In support of the five Weber State University overarching goals and the College mission, the Jerry and Vickie Moyes College of Education has established goals for each of the University goals.

WSU GOALS	RELATED COE GOALS	RESULTS OF COLLEGE EFFORTS
<p>1. To create an outstanding, learner-centered experience in a multi-campus environment</p>	<ul style="list-style-type: none"> <li>•Support departments in providing learning opportunities for students through a variety of instructional methodologies in multiple setting</li>   <li>•Ensure that individual departments have identified essential knowledge and skills for their students.</li>   <li>•Ensure that individual departments assess students’ knowledge and skills for student evaluation and program improvement</li> </ul>	<ul style="list-style-type: none"> <li>•Funding provided for TE to run the USOE Relicensure course. Eight faculty members participated in teaching this course.</li>   <li>•Departments were provided with support to revise department and program goals to align with college/university.</li>   <li>• Departments worked to update program assessments aligned with revised goals and update information on university assessment site.</li> <li>•</li> <li>•Department annual reports continue to reflect the assessments of program student goals and program improvement.</li> </ul>
<p>2. To support students, faculty and the community through technology, administrative systems, outstanding service and the physical campus</p>	<ul style="list-style-type: none"> <li>•Ensure <u>that college administrative structures</u> enhance advisement, program delivery, faculty scholarship and growth, and community connection</li>   <li>•provide appropriate technologies in order for faculty, staff and students to access, gather, organize, and present</li> </ul>	<ul style="list-style-type: none"> <li>•Established administrative procedures for faculty, staff, and students to access the college endowment funds.</li> <li>•Completed revisions to the tenure document to clarify the tenure criteria for faculty and reviewers.</li> <li>• Additional classrooms received upgraded teaching station equipment or program related technology. Faculty computers were upgraded as needed.</li> <li>•The David O McKay building transistion from key</li> </ul>

	<p>information relative to their discipline</p> <ul style="list-style-type: none"> <li>•ensure that buildings are properly maintained for optimal educational environment</li> </ul>	<p>entries to passcards was completed.</p> <p>Building evacuation/emergency plans and training were completed.</p>
<p>3. To develop a campus environment of support and engagement for students, faculty and staff.</p>	<ul style="list-style-type: none"> <li>•provide appropriate, accurate, and timely advisement and recruitment for students within its programs</li> <li>•assist, support, and provide funding for faculty and staff professional development and research activities, and encourage faculty in scholarship and grant writing</li> <li>•provide student orientation to community/campus support services</li> <li>•encourage and support student organizations related to college programs and provide funding for student professional growth and scholarship related activities</li> </ul>	<ul style="list-style-type: none"> <li>•Full time recruiter for the college continued to become more involved on campus, in the community and with local school districts.</li> <li>•\$65,317 allocated to support faculty and staff for professional development and research.</li> <li>•Continued collaboration with teacher education and Davis School District in providing EDUC 1010 as a concurrent enrollment class to encourage students to explore teaching as a career option. This provided students with several opportunities to visit campus.</li> <li>•Sponsored, in conjunction with local school districts, the on campus summer bridge program to support high school graduates as they transition to the university.</li> <li>•College recruiter assisted the university efforts to support education students through the career fairs, graduate fairs, advertising and marketing.</li> <li>•As part of the college recruitment efforts, \$5,428 was provided for student organizations and student scholarship.</li> </ul>

<p>4. To foster connections and support with /from external communities.</p>	<ul style="list-style-type: none"> <li>•assist and encourage faculty and staff to develop collaborative relationships with other professionals</li> </ul>	<ul style="list-style-type: none"> <li>•Supported faculty participation in the 2009 ISTE seminar.</li> <li>•Funding and administrative support provided for steering committee which has members from across campus</li> </ul>
<p>5. To enhance the campus environment through inclusion and diversity.</p>	<ul style="list-style-type: none"> <li>•encourage the recruitment and support of students from diverse backgrounds</li> <li>•encourage the recruitment and support of faculty from diverse backgrounds</li> <li>•support activities, programs and policies that encourage appropriate dispositions with regard to professional behavior, ethics, diversity and respect for self and others</li> </ul>	<ul style="list-style-type: none"> <li>•Funding provided to support the Diversity Conference and the Weber Edge program</li> <li>•The TAPT program enrollment was increased from 30 to 100 students, many of whom are non-traditional and/or minority students.</li> <li>• Provided a new \$4,000 scholarship in conjunction with the Multicultural Youth Conference.</li> <li>•Were able to retain three new hires (diverse) from 2008/9 in spite of budget cuts.</li> <li>•Support through funds and faculty time for the Diversity Conference, Holocaust Commemoration, ISTE seminar, Storytelling Festival, Reading &amp; Writing Conference, and African-American Youth Conference</li> </ul>

### **Additional College Goal for 2009-2010**

For the 2009-2010 academic year, the college will continue its efforts to meet the goals as set forth above. A few more specific short term goals for the '09-'10 year are as follows:

- 1) Support faculty research and scholarship by funding the writing support group and training for grant writing.
- 2) Increase International connections through the development of foreign student teaching protocols and other international program initiatives.
- 3) Successful national accreditation of the Masters Degree in Athletic Training.
- 4) Maintain current programs and faculty in spite of current economic conditions.
- 5) \* Collaborate with Departments in the development of a long-range plan for delivery of programs and courses at WSU Davis and during summer.

\* Continued from last year.

## Department of Child and Family Studies Spring 2009 Goals Report

Department Mission Statement: The mission of the Department of Child and Family Studies is to prepare students through contemporary educational practices to become Early Childhood and Family Life Educators who respect diversity. These practitioners will create environments that enhance the lives and healthy development of adults, children, and families over the lifespan.

We assess our goals by:

1. Reviewing our goals at our annual Fall retreat.
2. Collecting data with student outcomes assessments.
3. Collecting data from graduating seniors.
4. Collecting data from graduates three years after graduation.
5. Obtaining information on faculty and student activities.

WSU GOALS	RELATED COE GOALS	RELATED DEPARTMENT GOALS	ASSESSMENT PROCEDURES RESULTS
1. To create an outstanding, learner-centered experience in a multi-campus environment.	Support departments in providing learning opportunities for students through a variety of instructional methodologies in multiple settings.	<p>Involvement in undergraduate research.</p> <p>Practicum, cooperative work experience, student teaching.</p> <p>Schedule courses at other campuses.</p> <p>Continue to develop online courses.</p>	<p>12 students made conference presentations.</p> <p>Practicum, 52 students: Cooperative Work Experience, 10 students; Student Teaching in Melba S. Lener Children's School, 30, Student Teaching in Public Schools, 13.</p> <p>Number courses at other campuses: 12 sections (4 courses)</p> <p>Number of online courses: 20 sections (8 courses).</p>



	<p>Provide appropriate technologies in order for faculty, staff and students to access, gather, organize, and present information relative to their discipline.</p> <p>Ensure that buildings are properly maintained for optimal educational environment.</p>	<p>Have increased use of technology in our teaching. Keeping technology up-to-date Increase online courses.</p> <p>Request improvements as identified.</p>	<p>A proposal was granted for funds for 8 laptops for staff in MLCS.</p> <p>A proposal was granted for funds to continue the upgrade for our media stations. All faculty and staff received new computers. Three faculty members implemented new online courses. Several faculty have added web-based elements to their courses.</p> <p>New furniture was installed in our classrooms. Installation of new carpet for the Melba S. Lehner Children's School.</p>
<p>3. To develop a campus environment of support and engagement for students, faculty and staff.</p>	<p>Providing appropriate, accurate, and timely advisement for students within its programs.</p> <p>Assisting and supporting faculty and staff professional development and research.</p>	<p>Academic advisor keeps up with student needs, changes in university requirements and changes in online procedures.</p> <p>Maintain our regular sabbatical schedule and in-service training.</p> <p>Provide travel-funding support for participation and presentations at professional meetings.</p>	<p>Attends workshops to learn new procedures.</p> <p>One faculty member in the Fall, one in the Spring had sabbaticals.</p> <p>Six faculty and four staff members received travel support from the department.</p>

	<p>Providing student orientation to community/campus support services.</p> <p>Encouraging and supporting student organizations related to college programs.</p>	<p>Encourage proposals for funds from the Dean's travel fund and RSPG.</p> <p>Complete adjunct supervision plan.</p> <p>Support staff professional travel, conference and workshop attendance.</p> <p>Academic advisor serves at informational meeting on and off campus.</p> <p>Encourage student service through CFSSA.</p> <p>Encourage students to apply for funding for professional travel.</p>	<p>Five faculty and three staff received funding from the Dean's travel fund.</p> <p>Staff regularly attends campus training and workshops.</p> <p>Academic advisor: does 10-12 On Campus Orientations per year; does visits to Head Start for advising; visits Davis Campus twice; participates in Major Fest, Multicultural Fair, Scholarship Day, speaks with Upward Bound Students, and visits concurrent enrollment classes.</p> <p>CFSSA is very active – in-service and off campus service projects at Head Start and the Tree House Museum again this year.</p> <p>Students encouraged to apply, three were funded.</p>
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<p>4. To foster connections and support with/from external communities.</p>	<p>Assist and encourage faculty and staff to develop collaborative relationships with other professionals.</p>	<p>Maintain community advisory Board.</p> <p>Hold meeting with prospective employers</p> <p>Maintain connection with Head Start.</p> <p>Serve on community and state committees, commissions, and task forces and are involved in national organization.</p> <p>Do workshops and other presentations for community, state, national and international groups.</p> <p>Do workshops and other presentations for community, state, national and international groups.</p>	<p>Board meets Fall and Spring- new members were added this year.</p> <p>Keep in contact with Head Start-students hired; two members of Advisory Board are Head Start Staff. Faculty member serves as consultant to Head Start.</p> <p>Faculty is very active: Committees: Community (6), State (4); National (5) Offices Held: Community (4); State (5); National (4). Faculty also served on numerous department, college and university committees.</p> <p>Workshops/presentations: Community (35); State (8); National (5); International (2)</p>
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	<p>Encourage faculty in scholarship and grant writing.</p> <p>Provide funding for faculty, staff and students in professional growth and scholarship related activities.</p>	<p>Present Families Alive conference every three years.</p> <p>Encourage faculty scholarship.</p> <p>Encourage proposals to the Deans Fund and RSPG for research funding.</p> <p>Encourage students to apply to department fund to support professional travel.</p>	<p>Successful Conference September 2008</p> <p>Three faculty published articles, book chapters and/or books. Several also served on Masters and BIS committees.</p> <p>On going process. Several proposals submitted and funded.</p> <p>Four applied and were granted.</p>
<p>5. To enhance the campus environment through inclusion and diversity.</p>	<p>Encourage the recruitment and support of students from diverse backgrounds.</p> <p>Encourage the recruitment and support of faculty from diverse backgrounds.</p> <p>Support activities, programs and policies that encourage appropriate dispositions with regard to professional behavior, ethics, diversity and respect for self and others.</p>	<p>Academic advisor chairs a committee working on this goal.</p> <p>Seek diverse applicants for vacant faculty positions.</p> <p>Always follow-up on any concerns students have in this area.</p> <p>Students assessed on dispositions.</p> <p>Student referrals are made for transgressions.</p>	<p>COE recruiter hired, has been oriented to Department needs and media exposure.</p> <p>Two diverse applicants were hired this year after successful search.</p> <p>Assessment of EC/ECE/FS students are strong on professionalism, ethics, and respect for others. 4 faculty made referrals of student for academic and/or professional problems.</p>

		Department focus on recruiting students and majors.	Have been working on increasing attention to multicultural curriculum.  This has been the major effort by the entire department this year. Numerous strategies and presentations were accomplished to increase student SCH's and add numbers to our majors.
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## Department of Health Promotion and Human Performance Spring 2009 Goals Report

Department Mission Statement: The Department of Health Promotion and Human Performance supports and enhances the mission of the university by promoting and integrating into the university experience the applied sciences of exercise, health, nutrition, leisure services, physical education, coaching and athletic training through effective, impactful and collaborative instruction, scholarship and service. As a department, our primary purpose is to promote health and enhance human performance through our professional preparation and service programs.

We assess our goals by:

1. Reviewing our goals at the administrative level annually.
2. Collecting data with student outcomes assessments.
3. Collecting data from graduating students.
4. Obtaining information on faculty and student activities.
5. Maintaining and updating an Action Plan to accomplish strategies to achieve goals (calendar driven).

WSU GOALS	RELATED COE GOALS	RELATED DEPARTMENT GOALS	ASSESSMENT PROCEDURES RESULTS
1. To create an outstanding, learner-centered experience in a multi-campus environment	<ul style="list-style-type: none"> <li>• support departments in providing learning opportunities for students through a variety of instructional methodologies in multiple setting</li> </ul>	<ul style="list-style-type: none"> <li>• involvement in undergraduate research</li> <li>• practicum, cooperative work experience, student teaching, clinical education experience</li> <li>• schedule courses at other campuses</li> </ul>	<ul style="list-style-type: none"> <li>• 9 students made conference presentations</li> <li>• Practicum, 140 students; Cooperative Work Experience, 108 students; Clinical Education, 54 students.</li> <li>• Number of courses at other campuses: 84</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure that individual departments have identified essential knowledge and skills for their students.</li> <li>• Ensure that individual departments assess students' knowledge and skills for student evaluation and program improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• continue to develop online and hybrid classes</li> <li>• Addition of Master of Science in Athletic Training</li> <li>• Accreditation of Athletic Training Program</li> <li>• Program Review of Human Performance Management Major</li> <li>• Program Review of Health Promotion</li> <li>• Complete Outcome Assessment of Health Promotion Major and prepare to submit the program for accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of online courses: 61</li> <li>• Master of Science in Athletic Training had 8 students enrolled for the 2008-2009 academic year with new applications coming in.</li> <li>• Commission on Accreditation of Athletic Training Education (CAATE) reviewed Self Study and site visit (Fall 2008). Athletic Training program earned a 10 year accreditation which is the highest rating.</li> <li>• Human Performance Management Major completed a Program Review (Spring 2009). Overall it was a positive review with many strengths of the program identified and areas to be examined.</li> <li>• Health Promotion completed a Program Review (Spring 2009). The programs strengths were identified and recommendations made.</li> <li>• Outcome assessment is compulsory; however, accreditation is optional for both undergraduate and graduate programs in health education. The Health Promotion Program Director and faculty will assemble a task force to determine how</li> </ul>
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		<ul style="list-style-type: none"> <li>• Physical Education Teaching K-12 Accreditation</li> <li>• Evaluate assessment measures yearly</li> <li>• Evaluate programs yearly</li> <li>• Assessments coordinate with national standards</li> </ul>	<p>best to articulate between individual certification as a certified health education specialist (CHES) and graduation from an accredited program.</p> <ul style="list-style-type: none"> <li>• The Physical Education faculty opted to not submit the NASPE/NCATE rejoinder because of the change to TEAC by the College of Education. The faculty began preparing for data collection this year to begin collection in 2009-2010 school year.</li> <li>• Assessments coordinate with national standards: University Outcomes Assessment can be found online at <a href="http://programs.weber.edu/assessment/participants/HPHPhumanperfmngmnt.htm">http://programs.weber.edu/assessment/participants/HPHPhumanperfmngmnt.htm</a></li> </ul>
<p>2. To support students, faculty and the community through technology, administrative systems, outstanding service and the physical campus</p>	<ul style="list-style-type: none"> <li>• Ensure that college administrative structures enhance advisement, program delivery, faculty scholarship and growth, and community connection.</li> </ul>	<ul style="list-style-type: none"> <li>• See below</li> <li>• Scholarships for students</li> </ul>	<ul style="list-style-type: none"> <li>• Athletic Training Program was approved for an Activity Waiver of \$2,200 for the student leader of their Athletic Student Organization</li> <li>• Launch of the Student Wellness program (Fall 2009). All students enrolled at WSU will be able to take part in improving their personal wellness as they participate in the program. Two students in the HPHP program will do a year-long fellowships that will provide scholarship for tuition and a stipend.</li> <li>• Physical Education students have been able to view their teaching videos on Web CT from their computers at home.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide appropriate technologies in order for faculty, staff and students to access, gather, organize, and present information relative to their discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased use of technology in our teaching</li> <li>• Keeping technology up-to-date</li> <li>• Human Performance Laboratory</li> <li>• Dana Thornock Exercise Biochemistry Laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation (TOPS2) software was introduced and used in PEP 3520, PEP 4990 and student teaching observations.</li> <li>• Athletic Training incorporating the use of iPod Touch into the classroom of AT 3200 and MSAT 6200 (Fall 2009).</li> <li>• Athletic Training received from the Dee Family Technology an award, the Use of a Forceplate with Balance Software System to Measure Proprioception.</li> <li>• Class laboratories for Exercise Physiology, Kinesiology and Nutrition. 950 LS Nutrition 1020 students were assessed in the lab. The Lab/classroom was remodeled making it a thirty computer workstation classroom (completed fall 2008). Purchase of new Isokinetic machine (spring 2009).</li> <li>• Older computers are replaced and updated on a scheduled basis.</li> <li>• Acquisition of additional equipment for Gel Electrophoreses and spectrophotometer. Implemented venipuncture. Collaborating with Psychology Department for a brain study (BDNF) and stress hormones. 4-5 interns from program. Anticipate Directed Research projects (Spring 2010).</li> </ul>
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	<ul style="list-style-type: none"> <li>• Ensure that buildings are properly maintained for optimal educational environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Stress Laboratory</li> <li>• Improve the operations related to program and facility management</li> </ul>	<ul style="list-style-type: none"> <li>• Increased use of Stress Laboratory by students, faculty and employees on campus, over 1,100 client visits during 2008-2009 academic year.</li> <li>• Replacement of used, out-of-warranty equipment in the Fitness Arena (Fall 2008), addition of new equipment, installation of 8 new flat screen TV's.</li> <li>• Weber Rocks Climbing Wall Manger hired fall 2008. 1,613 students, 712 general public and 130 employees used the wall this academic year. Hosted 2 Boulder competitions, 1 Climbing festival and gear demonstration, added 2 indoor academic climbing wall classes spring 2009.</li> <li>• Implementing internship/fellowship for HPHP students to gain experience in facility management for 2009-2010 academic year.</li> </ul>
3. To develop a campus environment of support and engagement for students, faculty and staff.	<ul style="list-style-type: none"> <li>• Providing appropriate, accurate and timely advisement for students within its programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic advisor keeps up with student needs, changes in university requirements and changes in online procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Attends workshops and training sessions, NACADA and UAOA annual conferences, and monthly meetings with the other WSU College Advisors, as well as the Advisor Information Series events, to learn new programs, procedures and techniques, stay updated on policy and personnel changes, mentor new advisors, network with other advisors at Weber and across the state and nation.</li> <li>• Was asked to serve on the Registrar's committee to prepare and provide training for</li> </ul>

	<ul style="list-style-type: none"> <li>• Assisting and supporting faculty and staff professional development and research</li> <li>• Providing student orientation to community/campus support services.</li> <li>• Encouraging and supporting student organizations related to college programs</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain our regular sabbatical schedule</li> <li>• Support faculty development</li> <li>• Provide travel funding support for participation and presentations at professional meetings.</li> <li>• Encourage proposals for funds from the Dean's Travel fund and RSPG</li> <li>• Support staff professional travel, conference and workshop attendance</li> </ul>	<p>the new CatTracks degree evaluation program which was rolled out for faculty and staff use Spring 2009, and will be available to students Fall 2009.</p> <ul style="list-style-type: none"> <li>• Continually updating database of all HPHP students to track majors/minors, graduation and follow-up.</li> <li>• Enrollment figures attached.</li> <li>• One faculty on sabbatical during fall 2008 semester.</li> <li>• One faculty served as President of AAHPERD and her teaching contract was bought out for her time as President elect, President year and past president year.</li> <li>• Nine faculty and two staff members received travel support from the department.</li> <li>• Nine faculty and two staff members received travel funding from the Dean's travel fund. Five received funding from RSPG.</li> <li>• Two staff members were able to attend conferences in their areas.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Academic advisor serves at informational meetings on and off campus</li> <li>• Athletic Training Student Organization</li> <li>• Encourage students to apply for funding for professional travel</li> </ul>	<ul style="list-style-type: none"> <li>• Academic advisor: does 10 On campus orientations per year; visit Davis Campus at least once a month; participates in Major Fest, Multicultural Fair, Scholarship Day, Education Emphasis Week.</li> <li>• MCOE Recruiter, along with Program Directors, and Advisement Coordinator, scheduled Open House sessions for each of the program areas and the facility.</li> <li>• All Athletic Training students who desire admission in to the Athletic Training Education program are encouraged to become members.</li> <li>• 9 students applied for funding for presentations.</li> </ul>
4. To foster connections and support with/from external communities.	<ul style="list-style-type: none"> <li>• Assist and encourage faculty and staff to develop collaborative relationships with other professionals.</li> <li>• Encourage faculty in scholarship and grant writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Employee Wellness Program</li> <li>• Human Performance Laboratory</li> <li>• Women In Motion</li> </ul>	<ul style="list-style-type: none"> <li>• Annual participation rate 25%. Services include a comprehensive health assessment and follow-up and wellness classes. The program also provides internship opportunities for Human Performance Management Majors.</li> <li>• The lab provided services for 96 community clients. Services included body composition, maximal oxygen consumption tests, and resting energy expenditures.</li> <li>• Outreach group training program for women with a body mass index greater than 30 coordinated by Julie Hansen. 40 women participated with a goal to run the Ogden Marathon (Summer 2009). Initiated some pilot</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide funding for faculty, staff and students in professional growth and scholarship related activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Human Performance Center/BASICS Sports Medicine</li> <li>• Serve on community and state committees, commissions, and task forces</li> <li>• Do workshops and other presentations for community, state, national and international groups.</li> <li>• Encourage faculty scholarship</li> <li>• Encourage proposals to the Deans Fund and RSPG for research funding</li> </ul>	<p>obesity research to apply for grants, Measuring Energy Expenditure and Diet Analysis, Anthropometric Changes, Healthy Brain Initiative. Women In Motion is now a part of Utah Partnership for Healthy Weight, part of Utah Department of Health, the only entity from any higher education institute in Utah to have involvement.</p> <ul style="list-style-type: none"> <li>• Services Private Sector and WSU Athletes. Average 2-3 WSU interns per semester, undergraduate research opportunities and faculty research collaboration. Attract Jr/Sr High students to WSU campus year round, potentially influencing high school students to WSU. On-campus services provided: massage therapy, physical therapy, nutritional counseling, fitness classes and various boot camps.</li> <li>• Faculty is very active: Community, state and national committees: Dr. Monica Mize, President of AAHPERD, Geri Conlin, Secretary (2008) and Executive Director (2009) of UAHPERD, Dr. Valerie Herzog, Chair, Convention Program Committee, Rocky Mountain Athletic Trainers' Association. Faculty also served on numerous department, college and university committees.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Improve the operations related to program and facility management</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops/presentations: Community (12), State (7); National (2)</li> <li>• UAHPERD Conference held at WSU, November 2008, 275 in attendance.</li> <li>• 13 faculty published articles, book chapters and/or books. Several also served on Masters and BIS committees.</li> <li>• Dr. Cuauhtemoc Carboni was recipient of the Hemingway Collaborative Award, a grant of \$17,000 to support a project “Moving away from obesity, a multi-dimensional approach. Working with two professors from Child &amp; Family Studies. The project will serve the community, the children of head start and WSU students with opportunities to work in the community with service learning.</li> <li>• Dr. Jordan Utley secured ARCC funding and a Dee Technology grant for the use of iPods in Athletic Training education.</li> <li>• Dr. Patricia Cost, approved and funded, \$675,000 grant, Riverdale Health and Emergency Preparedness Fair (March 2009).</li> <li>• Continue to look for ways to fund the R&amp;R account set up for maintenance and upkeep of the Stromberg Complex.</li> </ul>
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<p>5. To enhance the campus environment through inclusion and diversity.</p>	<ul style="list-style-type: none"> <li>• Encourage the recruitment and support of students from diverse backgrounds.</li> <li>• Encourage the recruitment and support of faculty from diverse backgrounds.</li> <li>• Support activities, programs and policies that encourage appropriate dispositions with regard to professional behavior, ethics, diversity and respect for self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek diverse applicants for vacant faculty positions</li> <li>• Always follow-up on any concerns students have in this area</li> <li>• Students assessed on dispositions</li> <li>• Student referrals are made for transgressions</li> </ul>	<ul style="list-style-type: none"> <li>• COE Recruiter and HPHP Academic Adviser</li> <li>• Spring 2008 faculty searches resulted in the hiring of four faculty, three started fall 2008 and one spring 2009, two females and two males, one of diversity.</li> <li>• Assessed on disposition in student teaching and accreditation standards.</li> <li>• Have been working on increasing attention to multicultural curriculum.</li> </ul>
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## Teacher Education Department Spring 2009 Goals Report

Department Mission Statement: Weber State University teacher educators prepare practitioners for a diverse society. Graduates of our programs reflect on practice, engage students in learning and collaborate for professional development. They demonstrate the knowledge, dispositions, and performances of INTASC standards for entry-level teachers.

We assess our goals by:

1. Reviewing our goals at the administrative level annually.
2. Collecting data with student outcomes assessments at the end of each level.
3. Collecting data from graduating seniors during senior synthesis.
4. Obtaining information on faculty and student activities.

WSU GOALS	RELATED COE GOALS	RELATED DEPARTMENT GOALS	ASSESSMENT PROCEDURES /RESULTS
1. To create an outstanding, learner-centered experience in a multi-campus environment	<ul style="list-style-type: none"> <li>•support departments in providing learning opportunities for students through a variety of instructional methodologies in multiple setting</li> </ul>	<ul style="list-style-type: none"> <li>• insure that teacher education programs are based on State and National Standards;</li> </ul>	<ul style="list-style-type: none"> <li>• WSU Teacher Education Department (TED) programs received accreditation from the National Council for Accreditation of Teacher Education (NCATE) in October 2006.</li> <li>• All TED programs are designed to meet the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards. Individual programs (e.g., Special Education) are designed to meet specialized professional association (SPA) standards (e.g., Council for Exceptional Children).</li> <li>• The Special Education Mild/Moderate BA/BS program was approved by the</li> </ul>

	<ul style="list-style-type: none"> <li>•ensure that individual departments have identified essential knowledge and skills for their students.</li>   <li>•ensure that individual departments assess students' knowledge and skills for student evaluation and program improvement</li> </ul>	<ul style="list-style-type: none"> <li>• prepare teacher candidates to demonstrate effective pedagogy, mastery of subject-area material, and professional dispositions;</li>   <li>• collect and disseminate data about the progress of teacher candidates for program evaluation and renewal</li> </ul>	<p>Board of Regents in September 2008. During spring 2009 applicants were admitted for fall 2009.</p> <ul style="list-style-type: none"> <li>• Critical Performance Indicators (CPIs) have been identified and are assessed in each level.</li> <li>• Data are collected at the end of each Elementary level, Secondary Core, and Clinical Practice semesters to assess students' knowledge, skills and dispositions.</li> <li>• Portfolios: All candidates compile a portfolio to demonstrate mastery of the 10 INTASC standards. Portfolios are evaluated at the end of each level.</li> <li>• Data are reviewed by the TED faculty annually for program evaluation and renewal. Data for the 2008-09 academic year will be reviewed at the 2009 fall retreat in August.</li> <li>• Summary of 2008-09 graduates who have received teaching licenses or have applied: <ul style="list-style-type: none"> <li>○ Early Childhood = 2</li> <li>○ EC/Elementary = 18</li> <li>○ Elementary Sp. Ed. = 8</li> <li>○ Elementary = 76</li> <li>○ Secondary = 74</li> </ul> </li> </ul>
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<p>2. To support students, faculty and the community through technology, administrative systems, outstanding service and the physical campus</p>	<ul style="list-style-type: none"> <li>•ensure that college administrative structures enhance advisement, program delivery, faculty scholarship and growth, and community connection</li> <li>•provide appropriate technologies in order for faculty, staff and students to access, gather, organize, and present information relative to their discipline</li> <li>•ensure that buildings are properly maintained for optimal educational environment</li> </ul>	<ul style="list-style-type: none"> <li>• Develop online courses</li> <li>• provide appropriate technologies in order for faculty, staff, and students to access, gather, organize, and present information;</li> <li>• provide safe, clean, and comfortable classrooms that promote learning</li> </ul>	<ul style="list-style-type: none"> <li>• Three faculty members were supported to develop online versions of their courses.</li> <li>• Four faculty and staff received computer upgrades.</li> <li>• The department administers and maintains the MAC lab (ED 303). Up to 40 students are served daily; 70 or more during the midterm and finals weeks. A new printer was purchased for the lab to replace an old, unreliable one.</li> <li>• Faculty and staff continued to organize classrooms to optimize learning.</li> </ul>
<p>3. To develop a campus environment of support and engagement for students, faculty and staff.</p>	<ul style="list-style-type: none"> <li>•providing appropriate, accurate, and timely advisement for students within its programs</li> </ul>	<ul style="list-style-type: none"> <li>• provide appropriate, accurate, and timely advisement for students;</li> </ul>	<ul style="list-style-type: none"> <li>• The Advisement and Student Teaching Policy Committee (ASTPC) was formed to enable faculty and staff to address critical issues related to advisement and student teaching. The committee met the third Thursday of each month. Dr. Ray Wong served as chair during the Fall 2008 semester and Dr. Richard Pontius chaired during the Spring 2009 semester. It was voted by the faculty to be a standing committee.</li> <li>• Mr. Daryl Attig, Student Teaching Coordinator, retired on September 30, 2008. A search was conducted for a new</li> </ul>

	<ul style="list-style-type: none"> <li>•assisting and supporting faculty and staff professional development and research</li> </ul>	<ul style="list-style-type: none"> <li>• assist and support faculty and staff professional development and research;</li> <li>• encourage and support undergraduate research efforts;</li> </ul>	<p>Coordinator during the fall 2008 semester. Ms. Ana Eldredge was offered the position and accepted in November 2008.</p> <ul style="list-style-type: none"> <li>• The Advising Coordinator, Ms. Kristin Radulovich, had formal appointments with approximately 15-25 students, 5-10 drop-ins, 25-50 emails and 25-50 phone calls each week. These meetings included students inquiring about the programs, students in the programs, students preparing for graduation/licensure, and other questions such as transferring course work. Monthly, the Advising Coordinator handled approximately 60-100 appointments, 20-40 drop-ins, 100-200 e-mail inquiries, and 100-200 telephone inquiries.</li> <li>• The Admissions / Licensure Specialist resigned during the spring 2009 semester. Existing staff members covered her responsibilities and will continue to do so for the 2009-10 academic year.</li> <li>• TED supported 14 faculty or staff to attend and/or present at a total of 27 state, national, or international conferences.</li> </ul>
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	<ul style="list-style-type: none"> <li>•providing student orientation to community/campus support services</li> <li>•encouraging and supporting student organizations related to college programs</li> </ul>	<ul style="list-style-type: none"> <li>• provide student orientation to community/campus support services</li> <li>• support student organizations related to department programs</li> </ul>	<ul style="list-style-type: none"> <li>• One faculty member took a sabbatical during the spring semester.</li> <li>• Three undergraduate students were supported in a research project under the guidance of Dr. Natalie Williams.</li> <li>• Four students were supported to attend the CEC National Convention in Seattle.</li> <li>• Two students were supported to attend and present at the Applied Behavior Analysis conference.</li> <li>• Elementary and Secondary programs conducted student orientations during the first week of each semester.</li> <li>• TED supports several student organizations, including the International Reading Association (IRA) and the Council for Exceptional Children (CEC). A new chapter of the Future Educators Association (FEA) was started this year.</li> </ul>
<p>4. To foster connections and support with /from external communities.</p>	<ul style="list-style-type: none"> <li>•assist and encourage faculty and staff to develop collaborative relationships with other professionals</li> </ul>	<ul style="list-style-type: none"> <li>• work with other academic departments in the arts and sciences to coordinate efforts and to ensure candidates' mastery of content knowledge and pedagogy;</li> </ul>	<ul style="list-style-type: none"> <li>• The University Council for Teacher Education (UCTE) serves as the coordinating committee for shared teacher education licensure programs university-wide. UCTE approves curriculum and program related policies for the shared licensing programs; its members are liaisons to their colleges</li> </ul>

	<ul style="list-style-type: none"> <li>•encourage faculty in scholarship and grant writing</li> <li>•provide funding for faculty, staff and students in professional growth and scholarship related activities</li> </ul>	<ul style="list-style-type: none"> <li>• enter into agreements with local school districts for the identification of sites and the placement of candidates in clinical settings where teacher candidates will work with quality teachers, work and interact with community members, and be mentored into the profession;</li> </ul>	<p>and departments regarding information related to teacher education. UCTE is as an administrative standing committee under the Office of Academic Affairs. Members are selected from teacher education faculty in colleges offering teacher education licensure programs. The UCTE meets each month during the academic year.</p> <ul style="list-style-type: none"> <li>• A proposal for a K-6 Elementary Education (BA/BS) program was developed in collaboration with the Child and Family Studies department.</li> <li>• The TED student teaching coordinator works with district representatives to facilitate the placement of approximately 100 -120 student teachers each semester.</li> <li>• Level 3 Elementary continued its partnership with Polk Elementary and T.O Smith Elementary schools in the Ogden District.</li> <li>• Project PRIME was funded for a third year by the Utah State Office of Education (USOE) to support outreach efforts to recruit cohorts of paraprofessionals or teachers working</li> </ul>
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		<ul style="list-style-type: none"> <li>work with local school districts to identify and pursue grant opportunities to support the cost of professional development</li> </ul>	<p>on emergency Letters of Authorization who serve students with mild-moderate high-incidence disabilities in Northern Utah. Dr. Fran Butler is the director of the grant.</p> <ul style="list-style-type: none"> <li>The Partnership for Effective Mathematics and Science Teaching and Learning (PEMSTL) is funded through the Utah System of Higher Education from the Department of Education. The grant partners with highly impacted schools in Ogden and Millard school districts to improve math and science instruction. PEMSTL was awarded \$150,000 in 2008-2009 and \$200,000 in 2009-2010 (adding schools in Washington School District). Dr. Kristin Hadley is the grant director.</li> </ul>
5. To enhance the campus environment through inclusion and diversity.	•encourage the recruitment and support of students from diverse backgrounds	<ul style="list-style-type: none"> <li>See Goal 3 above</li> <li>recruit and support students from diverse backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>See Goal 3 above</li> <li>The Teacher Assistant’s Pathway to Teaching (TAPT) program actively recruited and supported students from diverse and nontraditional backgrounds to enter and successfully complete the teacher education program.</li> <li>In collaboration with the Davis School District and Student Success Alliance Recruitment Committee, TED supported the delivery of EDUC 1010 Exploring Teaching as a concurrent enrollment</li> </ul>

	<ul style="list-style-type: none"> <li>•encourage the recruitment and support of faculty from diverse backgrounds</li>   <li>•support activities, programs and policies that encourage appropriate dispositions with regard to professional behavior, ethics, diversity and respect for self and others</li> </ul>	<ul style="list-style-type: none"> <li>• recruit faculty from diverse backgrounds</li>   <li>• prepare teacher candidates to effectively work with all students in an increasingly pluralistic society;</li> </ul>	<p>course. Over 100 high school students participated in the first offering of the course during the spring 2008 semester.</p> <ul style="list-style-type: none"> <li>• TED makes an active effort to attract qualified candidates for all faculty and staff positions.</li>   <li>• The department conducted a national search for a tenure-track faculty member to teach and coordinate the ESL Endorsement Program during the 2007-08 academic year. The search was successful and Dr. David Byrd assumed the position in July 2008.</li>   <li>• TED assesses student dispositions at the end of each level. Specific courses (3200 &amp; 3260) are designed to prepare candidates to work with individuals from diverse backgrounds.</li> </ul>
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**Status of 2008-09 goals:**

1. Revise the Elementary Education program from a 1-6 to a K-6 licensure program.  
Status: In collaboration with CHFS, revisions were completed and approved by the faculty. The proposal will be submitted to the appropriate college and university committees for approval during the 2009-10 academic year.
2. Obtain approval for a new Pre-Elementary Education Associates (A.S./A.A.) program.  
Status: Work on the proposal was begun but not completed.
3. Obtain approval from the Board of Regents to implement the new Special Education Mild-Moderate Bachelor's degree program.  
Status: Program was approved by the Board of Regents. Applicants to the program were reviewed during the spring 2009 semester for admittance in the fall 2009 semester.
4. Continue and expand partnerships with local districts in offering EDUC 1010 Exploring Teaching as a concurrent enrollment course.  
Status: Sections of the course were offered at Davis, Weber and Ogden school districts during the 2008-09 year.
5. Explore possibility of having the EDUC 1010 Exploring Teaching course designated as a general education course.  
Status: During the spring 2009 semester an ad hoc committee was established to develop a proposal.
6. Continue and expand recruitment efforts with Moyes College of Education Recruitment Coordinator and SSA Recruitment Committee.  
Status: The SSA Recruitment Committee met 6 times during the year. An FEA Competition was held during the spring semester with over 100 participants. Project Launch, a FEA camp is planned for summer 2009.
7. Continue the accreditation process and data collection efforts.  
Status: The department continued to collect data.
8. Expand current programs and seek opportunities for growth.
  - a. The department worked closely with Recruitment Coordinator, Stephanie Heath, to increase applicants to our programs.

**GOALS FOR 2009-10:**

1. Prepare to implement the K-6 Elementary program, pending approval.
2. Complete the proposal for the Pre-Elementary Education Associates (A.S./A.A.) program.
3. Complete and submit proposal to have EDUC 1010 Exploring Teaching designated as a general education course.
4. Continue to collect data for accreditation.

## Master of Education in Curriculum and Instruction Spring 2009 Goals Report

Department Mission Statement: To support the University, the Moyes College of Education, and the Department of Teacher Education, the mission of the Master of Education in Curriculum and Instruction program is to extend the professional knowledge, skills, and attitudes of educators, including those in schools, business, industry, and higher education. The program is designed to advance the theoretical and practical applications of curriculum and instruction for all learners.

We assess our goals by:

1. Reviewing our goals at the administrative level annually.
2. Reviewing our goals and assessment procedures with the MEd Program and Policy Committee annually.
3. Collecting data with student outcome assessments.
4. Collecting data at specific data points from MEd graduate candidates.

WSU GOALS	RELATED COE GOALS	RELATED PROGRAM GOALS	ASSESSMENT PROCEDURES RESULTS
1. To create an outstanding, learner-centered experience in a multi-campus environment.	·Support departments in providing learning opportunities for students through a variety of instructional methodologies in multiple settings.	<ul style="list-style-type: none"> <li>·All graduate students will complete and present research findings of a project.</li> <li>·Track for graduate students seeking secondary licensure experienced much growth.</li> <li>·A new track for graduate students seeking elementary licensure established.</li> <li>·Teach classes in outlying districts.</li> </ul>	<ul style="list-style-type: none"> <li>· 49 students completed and presented a MEd project.</li> <li>· 34 new students admitted for secondary licensure.</li> <li>·This track approved and implemented during 08-09 year with 27 new students admitted for elementary licensure.</li> <li>·Classes each semester are taught in districts such as Tooele and also at Provo Canyon School.</li> </ul>

	<p>·Ensure that individual departments have identified essential knowledge and skills for their students.</p> <p>·Ensure that individual departments assess students' knowledge and skills for student evaluation and program improvement.</p>	<p>·Continued development of MEd on-line and hybrid courses.</p> <p>·Identify essential knowledge and skills for graduate students by identifying specific outcomes related to each MEd core course.</p> <p>·Assess graduate students' knowledge and skills for student evaluation and program improvement.</p> <p>·Complete Outcome Assessment of Master of Education Program for on-going NCATE or TEAC accreditation.</p>	<p>·Number of on-line courses offered in MEd program is two in addition to two hybrid courses. We will continue to encourage faculty to develop courses in these areas.</p> <p>·MEd Policy and Procedures committee reviewed knowledge, skills, and disposition outcomes for each core class.</p> <p>·Use specific assessment tools to collect data for each core course. Data are reviewed each semester by individual faculty members for their specific courses and also by program director. Student self-evaluated assessment of nine program outcomes indicates 86% of graduating students view outcomes fully or mostly met.</p> <p>·Program assessment is completed each semester in MED 6091, Graduate Synthesis Seminar. Data are analyzed, reviewed, and compared to previous years. For the past year, averaging percentages of 16 indicators of program satisfaction are 91% positive.</p>
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<p>2. To support students, faculty and the community through technology, administrative systems, outstanding service and the physical campus.</p>	<ul style="list-style-type: none"> <li>·Ensure that college administrative structures enhance advisement, program delivery, faculty scholarship and growth, and community connection.</li>   <li>·Provide appropriate technologies in order for faculty, staff, and students to access, gather, organize, and present information relative to their discipline.</li>   <li>·Ensure that buildings are properly maintained for optimal educational environment.</li> </ul>	<ul style="list-style-type: none"> <li>·Provide appropriate individual advisement for all students.</li>   <li>·Encourage and provide for faculty scholarship and growth through the Department of Teacher Education.</li>   <li>· Increase the use of technology in teaching and provide up-to-date technology in all teaching stations.</li>   <li>·Update and replace older computers and other technology.</li> </ul>	<ul style="list-style-type: none"> <li>·There are currently 223 students in the MEd program. The Program Director and MEd secretary provide on-going advisement as students have individual needs.</li>   <li>·Opportunities for professional growth and training are provided faculty through travel, attendance at conferences, and other professional development options. The majority of graduate faculty takes advantage of these possibilities.</li>   <li>·Implemented MAC and PC teaching in all T.Ed. Classrooms.</li>   <li>·Upgraded all faculty to current technology.</li>   <li>·On-going training provided for new software and hardware.</li>   <li>·Updates and replacements have been completed.</li> </ul>
<p>3. To develop a campus environment of support and engagement for students, faculty, and staff.</p>	<ul style="list-style-type: none"> <li>·Provide appropriate, accurate, and timely advisement for students within its programs.</li> </ul>	<ul style="list-style-type: none"> <li>·Provide appropriate, accurate, and timely advisement for students within the program.</li> </ul>	<ul style="list-style-type: none"> <li>·There are currently 223 students in the MEd program. There are 152 regular candidates, 28 elementary licensure candidates, and 43 secondary licensure candidates. The Program Director</li> </ul>

	<p>·Assist and support faculty and staff professional development and research.</p>	<p>·Assist and support faculty and graduate students in professional development and research to improve educational practices.</p> <p>·Offer an informational meeting for interested and newly admitted graduate students.</p>	<p>and MEd secretary provide on-going advisement as students have individual needs. We also provide group orientation and question &amp; answer sessions each semester.</p> <p>·Most faculty provided travel and funding support in Teacher Education for participation and presentations at professional meetings.</p> <p>·Provided opportunity for any graduate students to attend the Utah Council of the International Reading Association annual conference. Two graduate students were funded.</p> <p>·One graduate student was supported with money from the MEd gift fund to attend and present her research from her Project at a national conference.</p>
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	<ul style="list-style-type: none"> <li>·Provide student orientation to community/campus support services.</li>   <li>·Encourage and support student organizations related to college programs.</li> </ul>	<ul style="list-style-type: none"> <li>·Graduate students are encouraged and supported in participation in professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>·Hold informational and orientation sessions as needed.</li>   <li>·MEd secretary is available 20 hours per week and orients, advises, and supports individual students.</li>   <li>·COE recruiter offers orientation and informational meetings for interested graduate students in area school districts.</li>   <li>·Students are encouraged to join Utah Council of the International Reading Association and also Council for Exceptional Children.</li> </ul>
<p>4. To foster connections and support with/from external communities.</p>	<ul style="list-style-type: none"> <li>·Assist and encourage faculty and staff to develop collaborative relationships with other professionals.</li>   <li>·Encourage faculty in scholarship and grant writing.</li> </ul>	<ul style="list-style-type: none"> <li>·Maintain the MEd Advisory Council with membership including district superintendents, current and past students, and faculty from across campus.</li>   <li>·Encourage collaboration between T. Ed. faculty, campus faculty, and school district professionals in graduate student project committees.</li> </ul>	<ul style="list-style-type: none"> <li>·Will meet early Fall semester 2009 with our 23-member Advisory Council</li>   <li>·The majority of our 49 graduates had at least one member of their project committee from a school district, business, or the campus community.</li> </ul>

	<ul style="list-style-type: none"> <li>·Provide funding for faculty, staff, and students in professional growth and scholarship related activities.</li> </ul>	<ul style="list-style-type: none"> <li>·Support faculty in scholarship and grant writing.</li> <li>·Encourage faculty to serve on community and state committees, commissions and boards, and on national boards and organizations.</li> <li>· Encourage and provide for faculty scholarship and growth through the Department of Teacher Education.</li> </ul>	<ul style="list-style-type: none"> <li>·Faculty in Teacher Education have been active in grant writing. At least three grants have been written and funded to promote faculty scholarship.</li> <li>·Faculty are very active in service in the community, on state boards and committees, and on national boards and organizations.</li> <li>·Opportunities for faculty scholarship and growth are provided faculty members through travel, attendance at conferences, and other professional development options. The majority of graduate faculty takes advantage of these possibilities.</li> </ul>
<p>5. To enhance the campus environment through inclusion and diversity.</p>	<ul style="list-style-type: none"> <li>·Encourage the recruitment and support of students from diverse backgrounds.</li> <li>·Support activities, programs, and policies that encourage appropriate dispositions with regard to professional behavior, ethics, diversity, and respect for</li> </ul>	<ul style="list-style-type: none"> <li>·Encourage the recruitment and support of students from diverse backgrounds.</li> <li>·Students are assessed on their dispositions at five different data points in the program.</li> </ul>	<ul style="list-style-type: none"> <li>·Currently in our program we have 6 graduate students who are ethnically diverse. COE recruiter is sensitive to this need in the MEd program.</li> <li>·Teacher Education encourages the recruitment of faculty from diverse backgrounds.</li> <li>·Student dispositional data was gathered at the end of each semester. One student has been referred and advised relating to inappropriate ethical behaviors.</li> </ul>

	self and others.		All other graduate students have demonstrated appropriate dispositions.
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## Department of Child and Family Studies Spring 2009 Goals Report

Department Mission Statement: The mission of the Department of Child and Family Studies is to prepare students through contemporary educational practices to become Early Childhood and Family Life Educators who respect diversity. These practitioners will create environments that enhance the lives and healthy development of adults, children, and families over the lifespan.

We assess our goals by:

6. Reviewing our goals at our annual Fall retreat.
7. Collecting data with student outcomes assessments.
8. Collecting data from graduating seniors.
9. Collecting data from graduates three years after graduation.
10. Obtaining information on faculty and student activities.

WSU GOALS	RELATED COE GOALS	RELATED DEPARTMENT GOALS	ASSESSMENT PROCEDURES RESULTS
1. To create an outstanding, learner-centered experience in a multi-campus environment.	Support departments in providing learning opportunities for students through a variety of instructional methodologies in multiple settings.	<p>Involvement in undergraduate research.</p> <p>Practicum, cooperative work experience, student teaching.</p> <p>Schedule courses at other campuses.</p> <p>Continue to develop online courses.</p> <p>Evaluate assessment measures</p>	<p>12 students made conference presentations.</p> <p>Practicum, 52 students: Cooperative Work Experience, 10 students; Student Teaching in Melba S. Lener Children's School, 30, Student Teaching in Public Schools, 13.</p> <p>Number courses at other campuses: 12 sections (4 courses)</p> <p>Number of online courses: 20 sections (8 courses).</p>



	<p>connection.</p> <p>Provide appropriate technologies in order for faculty, staff and students to access, gather, organize, and present information relative to their discipline.</p> <p>Ensure that buildings are properly maintained for optimal educational environment.</p>	<p>Have increased use of technology in our teaching. Keeping technology up-to-date Increase online courses.</p> <p>Request improvements as identified.</p>	<p>A proposal was granted for funds for 8 laptops for staff in MLCS. A proposal was granted for funds to continue the upgrade for our media stations. All faculty and staff received new computers. Three faculty members implemented new online courses. Several faculty have added web-based elements to their courses.</p> <p>New furniture was installed in our classrooms. Installation of new carpet for the Melba S. Lehner Children's School.</p>
<p>3. To develop a campus environment of support and engagement for students, faculty and staff.</p>	<p>Providing appropriate, accurate, and timely advisement for students within its programs.</p> <p>Assisting and supporting faculty and staff professional development and research.</p>	<p>Academic advisor keeps up with student needs, changes in university requirements and changes in online procedures.</p> <p>Maintain our regular sabbatical schedule and in-service training.</p> <p>Provide travel-funding support for participation and presentations at professional</p>	<p>Attends workshops to learn new procedures.</p> <p>One faculty member in the Fall, one in the Spring had sabbaticals.</p> <p>Six faculty and four staff members received travel support from the department.</p>

	<p>Providing student orientation to community/campus support services.</p> <p>Encouraging and supporting student organizations related to college programs.</p>	<p>meetings.</p> <p>Encourage proposals for funds from the Dean's travel fund and RSPG.</p> <p>Complete adjunct supervision plan.</p> <p>Support staff professional travel, conference and workshop attendance.</p> <p>Academic advisor serves at informational meeting on and off campus.</p> <p>Encourage student service through CFSSA.</p> <p>Encourage students to apply for funding for professional travel.</p>	<p>Five faculty and three staff received funding from the Dean's travel fund.</p> <p>Staff regularly attends campus training and workshops.</p> <p>Academic advisor: does 10-12 On Campus Orientations per year; does visits to Head Start for advising; visits Davis Campus twice; participates in Major Fest, Multicultural Fair, Scholarship Day, speaks with Upward Bound Students, and visits concurrent enrollment classes.</p> <p>CFSSA is very active – in-service and off campus service projects at Head Start and the Tree House Museum again this year.</p> <p>Students encouraged to apply, 3 were funded.</p>
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<p>4. To foster connections and support with/from external communities.</p>	<p>Assist and encourage faculty and staff to develop collaborative relationships with other professionals.</p>	<p>Maintain community advisory Board.</p> <p>Hold meeting with prospective employers</p> <p>Maintain connection with Head Start.</p> <p>Serve on community and state committees, commissions, and task forces and are involved in national organization.</p> <p>Do workshops and other presentations for community, state, national and international groups.</p> <p>Do workshops and other presentations for community, state, national and international groups.</p>	<p>Board meets Fall and Spring- new members were added this year.</p> <p>Keep in contact with Head Start-students hired; two members of Advisory Board are Head Start Staff. Faculty member serves as consultant to Head Start.</p> <p>Faculty is very active: Committees: Community (6), State (4); National (5) Offices Held: Community (4); State (5); National (4). Faculty also served on numerous department, college and university committees.</p> <p>Workshops/presentations: Community (35); State (8); National (5); International (2)</p>
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	<p>Encourage faculty in scholarship and grant writing.</p> <p>Provide funding for faculty, staff and students in professional growth and scholarship related activities.</p>	<p>Present Families Alive conference every three years.</p> <p>Encourage faculty scholarship.</p> <p>Encourage proposals to the Deans Fund and RSPG for research funding.</p> <p>Encourage students to apply to department fund to support professional travel.</p>	<p>Successful Conference September 2008</p> <p>Three faculty published articles, book chapters and/or books. Several also served on Masters and BIS committees.</p> <p>On going process. Several proposals submitted and funded.</p> <p>Four applied and were granted.</p>
<p>5. To enhance the campus environment through inclusion and diversity.</p>	<p>Encourage the recruitment and support of students from diverse backgrounds.</p> <p>Encourage the recruitment and support of faculty from diverse backgrounds.</p> <p>Support activities, programs and policies that encourage appropriate dispositions with regard to professional behavior, ethics, diversity and respect for self and others.</p>	<p>Academic advisor chairs a committee working on this goal.</p> <p>Seek diverse applicants for vacant faculty positions.</p> <p>Always follow-up on any concerns students have in this area.</p> <p>Students assessed on dispositions.</p>	<p>COE recruiter hired, has been oriented to Department needs and media exposure.</p> <p>Two diverse applicants were hired this year after successful search.</p> <p>Assessment of EC/ECE/FS students are strong on professionalism, ethics, and respect for others. 4 faculty made referrals of student for academic and/or professional</p>

		<p>Student referrals are made for transgressions.</p> <p>Department focus on recruiting students and majors.</p>	<p>problems. Have been working on increasing attention to multicultural curriculum.</p> <p>This has been the major effort by the entire department this year. Numerous strategies and presentations were accomplished to increase student SCH's and add numbers to our majors.</p>
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