

WEBER STATE UNIVERSITY

COLLEGE ANNUAL REPORT

College: Jerry and Vickie Moyes College of Education

Academic Year:2010-2011

A. Introduction: *(Include a brief summary of ongoing strategic goals and objectives for the college.)*

- 1) Have a Capital Campaign Steering Committee in place.

Capital Campaign committee is in place with a chair selected. Committee has met three times and will meet again during August 15-19 week.

- 2) Have a finalized capital campaign plan and schedule completed.

Primary goals and secondary goals have been identified for each department and the college. Some potential donors have been identified and matched with goals. Three visits have been made and a long-term schedule for cultivation visits is being developed.

- 3) Complete the long-range plan for College growth and participation at WSU Davis.

A framework for departments to review current enrollment and strategically plan regarding future enrollment has been developed. I will be meeting with each department during opening of school meetings to review those frameworks and to provide departments with a charge and timeline for completion.

- 4) Encourage and fund a writing support group.

Not done/back burner for now.

- 5) Gather Info and publish a College year-end highlights newsletter.

Have gathered information but plan to post on college website rather than a newsletter.

B. Summary of Significant Activities, Initiatives, Achievements, and/or Events Arranged by WSU Core Themes

Core Theme I. Fostering learning through engagement and support

Listed in individual department reports

Core Theme II. Providing responsive educational programs

- a. Identify the number of certificates and degrees awarded.

Child & Family Studies

Early Childhood AAS

1

Early Childhood

8

Early Childhood Education	12
Family Studies	39

Health Promotion and Human Performance

Athletic Therapy	11
Athletic Training	12
Athletic Training (clinical)	1
Athletic Training (scientific)	4
Health Promotion	21
Human Performance Management (Well)	15
Human Performance Management (Spr/Rec)	4
Master of Athletic Training	7
Physical Education (track1)	8
Physical Education Teaching (track 2)	5

Teacher Education

Elementary Education*	73
Composite Elementary/Special Ed	6
Master of Education	48
Special Education	12

- b. Describe specific college efforts to recruit and retain students; highlight specific effort to recruit and retain underserved students.

- **The Teacher Assistant Pathway to Teaching**

The Teacher Assistant Pathway to Teaching (TAPT) Program was created by the WSU Teacher Education Dept. in the 1995-96 academic year. The TAPT Program was specifically created because of requests from the superintendents of six school districts that feed into Weber State. The school districts are No. Summit, Morgan, Box Elder, Weber, Davis and Ogden City. The superintendents had a critical need for English as a Second Language/Bilingual teachers in their respective districts. In 2006-07, the superintendents asked Weber State to expand the TAPT program to include not only ESL teacher assistants or volunteers but also Early Childhood teacher assistants, and those who were working with Special Education students in the schools. Approximately 190 students are enrolled in the TAPT program.

- **Teachers Of Tomorrow (TOT) and Future Educators of America (FEA) programs**

At each of the schools where the concurrent enrollment course Education 1010 is taught a chapter of FEA has been established to help students interested in pursuing a career in education learn more about the profession. As these students transition to Weber State they join the TOT Program and are paired with faculty advisors in their content and teacher education departments and participate in the university FEA chapter. Students from all chapters attend conferences here on campus and leaders are selected to present at national conferences. Scholarships are also available to students in the TOT program.

- c. Provide evidence of the currency and responsiveness of programs.

- **GOOGLE Teacher Education**

Project Google WSU Teacher Education is an idea for a unique, multifaceted approach to program and faculty renewal. The activities that are included in the project are designed to: 1) increase faculty's knowledge of their current program and provide them with an opportunity to examine its strengths, weaknesses, and possibilities; 2) gather feedback from multiple sources both internal and external to the university in order to evaluate the effectiveness of the current program in preparing graduates who can effectively teach in 21st century schools; 3) provide opportunities for faculty to explore alternative ideas, models, practices, and methods suggested in current research or as modeled at other institutions across the nation; 4) create an opportunity for faculty to work individually and in small research groups to update and increase awareness, knowledge, and skills in their own research areas as well as contribute new ideas to curriculum and program renewal by reporting findings and contributing ideas both verbally and through visual representations.

Project Google WSU Teacher Education started with a full day retreat on December 9th where all facets of the teacher education program including curriculum, field experiences, assessments, student recruitment and retention, licensure, etc., were shared both verbally and visually with all faculty and staff in the department. The objectives of the project were discussed thoroughly as well as activities, assignments, and timeline. Research teams were then formed and teams selected activities and assignments to be completed by the completion timelines established.

At department and lunch with TEd meetings throughout the semester teams and individuals shared findings and ideas, and participated in discussions about what has been discovered to that point. A room has been dedicated to the Google project with visuals outlining all facets of the Teacher Education program as well as all new information, search results, ideas, etc. A Google WSU Teacher Education website was developed to allow faculty and other interested parties to track the project.

A full day retreat will be held at the beginning of the fall semester where all faculty and staff will review, discuss, and consider all information and ideas identified through the Google process. A final report on where we want to go with WSU Teacher Education will be drafted that includes summaries of findings as well as both short and long term action items that will be assigned to individuals or teams. All action items will include a timeline for completion. A second report will be completed within two weeks of the end of the semester that will focus on the process that was undertaken with Google WSU Teacher Education. It will provide feedback regarding what worked, what didn't work, additional ideas that participants believe could strengthen or improve a similar effort in the future.

d. Provide evidence that your graduates are experiencing next-step success.

Listed in individual department reports

e. Outcomes of program reviews or accreditation reviews.

There were no program reviews or accreditation visits this year.

Core Theme III. Serving as a leading partner in the educational, cultural, and economic development of the region (through on-campus and outreach programs)

a. As appropriate, describe efforts to support k-12 education.

- **Student Success Alliance**

Twice a year the Dean meets with the Student Success Alliance Regional Council which includes six area school superintendents and the Utah School for the Deaf and Blind. The Alliance has as its central purpose to establish and maintain a formal and continuing collaboration between all member partners to ensure that all students enrolled in this region of Northern Utah have maximum opportunities and support to be successful at all levels of public education.

- **SSA Recruitment Committee**

This committee is made of up HR directors from the school districts represented on SSA and WSU advisors and program directors. They meet monthly to discuss areas of need in the represented school districts and to explore, plan and implement strategies to recruit students into programs to help fill these needs.

- **Teacher Professional Development**

MCOE partners with local school districts to offer course work and programs to licensed teachers and paraprofessionals for continued professional development and licensure. Among these are several grants which provide licensure and additional endorsements in addition to pedagogical and content training for teachers.

- **USOE Relicensure Course**

Twice each year the Teacher Education Department offers a course for teachers with expired Utah teaching licenses to complete their professional development requirements and update their teaching skills in order to reinstate their license.

- **Preparing Research-based Inclusive Multidisciplinary Educators (PRIME) Grant**

This grant provides the opportunity for teachers and paraprofessionals who are working with students with disabilities to obtain their Utah special education licensure and become highly qualified to teach these students in schools. This program provides tuition and on site coursework and field experiences in high needs schools.

- **Partnership for Effective Mathematics and Science Teaching and Learning (PEMSTL) Grant**

Through this grant, university faculty provided support in content instruction, professional learning community, and pedagogical skills to work with diverse student populations to teachers in Title I schools. The grant is intended to help increase teacher retention in these high needs schools as well as student learning in math and science.

- **Teacher Education Graduation Service Projects**

Students in the teacher education programs are required to complete a 30 hour service project in one of the area schools, prior to student teaching. They register with the WSU Community

Involvement Center and many complete projects with schools that have requested service help from WSU students. Students present their service project reports during senior synthesis.

- IHC-UNR Childhood Obesity Assessment study.

WSU faculty have partnered with IHC and UNR to interact with 7 area schools districts to research childhood obesity and the impact of school recreation/physical education programs.

- WSU Family Literacy Program

This program provides parenting education to parents of children enrolled in Head Start. It teaches literacy skills to parents and is offered in English and Spanish.

- Healthy Marriage Initiative

This is a Federal grant which provides relationship education to the parents of Head Start children. It includes a couple's class to improve current relationships, a single's class to prepare people for future relationships. Classes are taught in both English and Spanish

- Teacher Education Program

- Each semester the faculty of the Teacher Education program work with the districts and schools across the Wasatch front to set up field experiences and student teaching for licensure candidates in the teacher education program. During this time faculty work with teachers in the schools to improve the preparation of the program graduates.

- Faculty and staff meet with monthly with district, institution and State Office representatives to discuss the changing needs of Utah schools and how all the entities can work together on issues facing schools and teachers.

- The teacher education program and the master of education program have program advisory councils comprised of past and present students, teachers, principals, and district representatives.

- K-12 educators and district HR personnel are invited to participate in senior synthesis courses to share expertise, advice, and information with graduating students.

b. As appropriate, describe efforts to support regional economic development.

c. As appropriate, describe efforts to regional cultural development.

- Story Telling Festival

Each year the Story Telling festival provides opportunities for faculty, students and families from the surrounding school districts to participate in and attend the festival. Faculty members across campus work with school district personnel to promote storytelling in the classroom and assist teachers in the use of storytelling in the language arts curriculum. Students across the districts are learning stories and have the opportunity to be coached in this art form as they perform at the school, district and festival level. Campus faculty are also working with local schools on research into the impact of storytelling on student learning.

C. Future Strategic Goals and Initiatives for the College

- Continuation of Capital Campaign efforts.
 - eight personal visits minimum
 - overall plan completed with timeline

- Complete Google Teacher Education activities—report to me/provost
- Departments complete strategic growth plans
- Hire K-3 licensed faculty member in CFS and develop Early Childhood/K partnership with Ogden District
- Have completed TEAC preparation plan in place with timeline & accountability
- Successfully plan/host Big Sky Conference (Teacher education Summit)
- Develop structure and policy for storytelling operations
- Develop policy guide for endowment committee

WEBER STATE UNIVERSITY

DEPARTMENT OF CHILD AND FAMILY STUDIES ANNUAL REPORT

Department:	Child and Family Studies
College:	Jerry and Vickie Moyes College of Education
Academic Year:	2010-2011

A. Introduction: (Include a brief summary of ongoing strategic goals and objectives.)

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 and/or other faculty meetings.*
- 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.*

A complete table of our ongoing strategic goals and objectives with outcomes are included in attachment A.

B. Summary of Significant Activities, Initiatives, Achievements, and/or Events Arranged by WSU Core Themes. (Focus upon results, issues, and next steps.)

Core Theme I. Fostering learning through engagement and support

- a. For general education courses, provide evidence of student attainment of applicable general education learning objectives. Include a summary of the data that were collected, changes to be implemented within these units as a result of the data, and plans for the ongoing assessment of outcomes within these areas.

The department has one general education course, CHF SS 1500. The mission of the Social Science general education area is twofold: 1. to provide students with a basic understanding of humans and their behavior within their environments; and 2. to assist students in their efforts to contribute to society in their particular professions and as responsible citizens of their various communities. The overall mission of the CHF SS 1500 course is that it is a survey course which addresses the developmental aspects of individuals across the lifespan. Course content encompasses the study of biological, cognitive, social, and emotional developmental changes of the healthy individual in the context of the family and society. It emphasizes and demonstrates the vital connections between theory, research, and application. Data has only been kept to date in the form of students grades on assignments, exams, papers, etc. At this time the assessments that individual faculty use are: Written, oral communication, abstract logic or reasoning, use of library or other research sources for research papers, critical thinking, cognitive learning, and individual or group problem solving. When students complete the course they should be able to: Describe a social science approach to studying and understanding human behavior, describe basic assumptions about humans and their behaviors from a social science perspective, explain the basic elements and operation of a sociocultural system, and explain the interactions between individuals and their sociocultural and/or natural environments.

The department is in the process of determining a more concrete data collection format for this course with ongoing assessment of outcomes in all areas.

- b. For courses within the major, provide evidence of student achievement of program learning objectives. Include a summary of the data that were collected, changes to be implemented within these units as a result of the data, and plans for the ongoing assessment of outcomes within these areas.

The department looks at the courses within each of the majors as a whole and evaluates program learning objectives by the two major programs within the department. These programs are Early Childhood Education (ECE)/Early Childhood (EC) and Family Studies (FS). Attached to this document are the two program reports that directly respond to this question. Please see attachment B and C.

- c. For general education and/or major students who participated in high impact learning experiences (e.g., undergraduate research, service learning, study abroad, capstone experiences), and provide evidence of student achievement of learning objectives.

Three teams of CHF students presented at the 2011 WSU Annual Undergraduate Research Symposium. Jacob Harper, Alyssa Harper, Denae Hoog, Cydney Viall, and Angela Ward made an oral presentation on displays and views of affection in adulthood as influenced by childhood environment. Marcie Dawson, Tina Palick, and Celeste Thompson presented a poster on undergraduate students' changing their academic majors. Andrew Chris and Michelle Burton presented a poster on blended family dynamics impacted by religiosity and mediated by dyadic adjustment.

Andrew Chris and Michelle Burton presented a poster on blended family dynamics impacted by religiosity and mediated by dyadic adjustment at the 2011 Utah Council on Family Relations (UCFR) Conference.

Daryl Budd, David Dille, and Elizabeth Dille presented a paper "An evaluation of the WSU CFSSA: Examining the motivating and discouraging factors which influence student involvement" at the 5th Annual Utah Conference on Undergraduate Research in February 2011. They also made a presentation entitled "Student Associations: Hidden treasure in the university landscape" at the 2011 UCFR Conference.

Chris, Andrew & Burton, Michelle (2010). The impact of religiosity on blended family dynamics as moderated by dyadic adjustment. Paul Schvaneveldt, Faculty Mentor.

This information was also briefly addressed in the program reports (attachment B and C).

- d. Describe faculty scholarly and/or creative activity.

Dr. Jim Bird, Professor

Dr. Jim Bird is the Principal Investigator and Executive Director of CCR&R 2010-2011 Contract worth \$559,000. He initiated a multi-college text purchase plan. Six different Utah colleges/universities joined together to purchase the same Human Development text. This allowed for collective bargaining and resulted in a reduced price to students for the next few years. Jim served on a number of different committees: Chaired the early childhood selection committee, Member of the Tenure and Promotion Committee, Member of COE Technology Committee, COE member of Faculty Senate. Chair EC committee, which included completing the year end report. Jim has also attended four conference this past year: Critical Issues in Childhood, Salt Lake City, Participant Worth Publishing Company Symposium – Member of focus group for incorporating technology in higher education and the CHF representative in TEAC accreditation workshop. Jim has also been active in integrated SmartBoard and IPAD technology in courses, updated On-line course work, advised over 20 students, and coordinated the Concurrent Enrollment, which includes 6 high schools.

Mrs. Joyce Buck, Instructor

*Joyce attended the NCFR Annual Conference in November 2010 and also the Love and Logic Conference in March 2011. She has done numerous presentations in the community including and 8-week course on Love and logic at the Ogden Repertory Academy. Joyce also had article titled "Grounding--by the Rules" published in **Wisdom for Parents: Key Ideas from Parent Educators**, edited by Robert Keim and Arminta Jacobson (2011). Joyce is a member of the College of Education Curriculum Committee and the department representative for the Library. She has also served as a committee member for 3 BIS students. Joyce is also the academic advisor to the Golden Key Honor Society and co-advisor to the Child and Family Studies Student Organization.*

Dr. Randy S. Chatelain, Associate Professor

Dr. Randy Chatelain is a Clinical Member of the American Association of Marriage and Family Therapist and also a member of the National Council on Family Relations and the Utah Council on Family Relations. He also is a Board Member for the Utah Council on Family Relations. Randy is the past chair of the Utah Commission on Marriage but is still involved with the Northern Utah Marriage Coalition, which is a collaborative effort between the Marriage Commission, Utah State University Extension, and Weber State University. The Northern Utah Marriage Coalition has been offering a Northern Utah Marriage Celebration here at Weber State. Randy presented a workshop and then was the emcee for the main event and keynote speaker. Randy had presented numerous community presentations (11) this past academic year. He attended the UCFR Conference here at Weber State on April 1, 2011 and on Feb 10, 2011, a full

day therapy training by Dr. Barry McCarthy titled “Restoring and Revitalizing Marital Sexuality”. The Utah Commission on Marriage hosted the training. Randy also attended the Utah Association of Marriage and Family Therapist on May 20-21, 2011. It is a two-day conference and training where John and Julie Gottman presented on Marital Therapy.

Dr. Chloe D. Merrill, Professor/Chair

Dr. Chloe Merrill has served as chair of the department since July 2009. She is a Certified Family Life Educator, Certified in Family and Consumer Sciences, and a Certified Professional Coach. Chloe holds a current State of Utah teaching certificate in Early Childhood Education, a State of Utah Secondary Teaching Certificate, and a State of Utah Vocational Teaching certification in Textiles and Clothing and Child Care. Chloe is currently chairing the 23th Families Alive conference to be held at Weber State University on October 13-15, 2011. Chloe is currently serving as President of the Affiliate Councils Board for the National Council on Family Relations. She is directly responsible for 11 Regional-State Affiliates and 24 Student Affiliates both nationally and internationally. Chloe is also currently on the Board of Directors for the Professional Women’s Network (PWN), which is an international association. She is currently serving on 4 BIS student committees as well as the Moyes College of Education Technology committee. This past academic year she has given 2-keynote presentation to professional organizations, 7-community presentation, and conducted a leadership workshop at the National Council on Family Relations Annual Conference. Chloe has written numerous grants that have been funded to help the department.

Dr. Volkan Sahin, Instructor

Dr. Volkan Sahin has served on the Universities Environmental Issues committee and the Early Childhood/Early Childhood Education committee within the department. Volkan presented at the Association for Early Childhood International (ACEI) Conference in New Orleans. He received funding from the Moyes Endowment for this conference. Volkan supervised two Cooperative work students within the community as well on monitored their portfolios. Volkan utilized technology in his courses throughout the semester.

Dr. Paul L. Schvaneveldt, Associate Professor

Dr. Paul Schvaneveldt has one publication, in press, at the current time. He has completed 2 professional presentations and also has one upcoming in June. Paul has done community presentation and also completed Lasting Intimacy Through Nurturing Knowledge & Skills (LINKS) Certification. At Weber State University Paul is a committee member for Student Affairs Faculty Advisory Committee, Search Committee for Faculty positions in Early Childhood Education, and the Family Studies Committee. He is also the faculty mentor for the “men in Child and Family Studies Student Group” which is a subgroup of the Child and Family Studies Student Organization (CFSSA). Paul also gives service in to his professional organization. He is Chair of the International Section, National Council on Family Relations, President for the Utah Council on Family relations, Past Program Chair, Utah Council on Family Relations Annual Conference, Editorial Board Member, Family Science Review, and Editorial Board Member, Marriage and Family Review. Paul is also the Vice Chair, Strongermarriage.org (Utah Commission on Marriage). Office of Work and Family Life, Department of Workforce Services, State of Utah. He also continues to direct and manage the Weber State University Family Literacy Program and also serves as Co-Principal Investigator of the Healthy Marriage Initiative with Ogden Weber Community Action Partnership (Head Start).

Dr. Wei Qiu, Assistant Professor

In the 2010-11 School Year, Dr. Wei Qiu continued with two research projects: one on parenting attitudes in China and America, and the other on child perceptions of marriage and family relationship in four countries. She made 3 presentations at international and national conferences and has submitted 3 conference proposals to present in the coming school year. She wrote a grant (\$7387.97) to study the impact of iPad use on children’s development in early care and education classrooms. The grant has been approved by the Academic Resources and Computing Committee at Weber State University. Currently she is working on a manuscript to be submitted to the Early Childhood Education Journal. Wei also served on numerous department and university committees during the academic year.

- e. Describe significant student scholarly and/or creative activity.

Michelle Burton did a Special Project Presentation for the CIC event on April 6, 2011. Joyce Buck was her faculty sponsor. This presentation addressed her volunteer work at Gear Up.

Students were invited to submit a course "toolbox" for CHF 2400, listing relationship principles as "tools." There were some great submissions, including two actual treasure boxes with concepts/principles on cards. One box also contains a Talking Stick and some treats. One submission is a feather duster with foam "feathers" on it containing a notation of the concept on the feather. Pictures were taken of a couple of these submissions and are located in Dr. Chloe Merrill's office.

Thirty-seven students in the CHF 4650 Family Life Education Methods class designed and presented two-session workshops in the community on Family Studies topics. They also created a detailed packet describing how to present their workshop. Packets included all of the explanation, handouts, teaching strategies and content needed to present their workshop. All these workshops were then burned onto a CD and a copy was given to each student in the class for their future use as Family Life Educators.

Students in the CHF 2600 course did approximately 500 hours of community service just spring semester. They worked with several partners such as OWCAP Head Start, Treehouse Museum, Center for Grieving Children and Many public elementary schools. Approximately 60% reported that they would continue volunteering. Students also within the Family Studies program must complete a program portfolio that shows at least three different artifacts in the 11 different content areas the program reflects. This past year 96% of the students demonstrated outstanding work in the demonstration of their portfolios. Three percent of the students demonstrated good/excellent work and 1% showed average performance with their portfolio. An example of the portfolio can be found in Dr. Chloe Merrill's office.

Core Theme II. Providing responsive educational programs

- a. Identify the number of certificates and degrees awarded.

Graduates By Major	Summer 2010	Fall 2010	Spring 2011
<i>Early Childhood</i>	4	3	1 (AAS)
<i>Early Childhood Ed</i>	0	7	5
<i>Family Studies</i>	7	19	14
<i>Child Dev. Minor</i>	3	3	1
<i>Family Studies Minor</i>	5	14	21
<i>Total</i>	19	46	42

- b. Describe specific college efforts to recruit and retain students; highlight specific effort to recruit and retain underserved students.

The Moyes COE recruiter has worked closely with the CHF department this past year to help with the department needs and media exposure.

A new department brochure that highlighted programs and graduates was printed and is now being distributed.

The department academic advisor does 10-12 on campus orientations per year; visits Head Start for advising one yearly; visits Davis Campus twice; participates in Major Fest, Multicultural Fair, Scholarship Day, speaks with Upward Bound Students, and visits concurrent enrollment classes.

The Child and Family Studies Student Organization (CFSSA) has also initiated a "Men of Child and Family Studies" subgroup to help recruit men into the major.

Child and Family Studies Major/Minor Numbers

	Summer 2010	Fall 2010	Spring 2011
<i>Early Childhood</i>	34	89	80
<i>Early Childhood Ed</i>	32	86	75
<i>Family Studies</i>	56	124	117
<i>BIS</i>	9	17	20
<i>Child Dev. Minor</i>	10	23	18
<i>Family Studies Minor</i>	42	93	97
<i>Total</i>	183	432	407

- c. Provide evidence of the currency and responsiveness of programs.

The department faculty and staff continue to research and implement currency information, research, and teaching techniques into each individual course and the various programs as a whole. Student feedback is considered by all and seen as important in meeting student needs.

Programs within the department follow national standards: National Association for the Education of Young Children and correspond to the Utah State Core Curriculum for Early Childhood Education for EC/ECE and National Council on Family Relations for Family Studies.

- d. Provide evidence that your graduates are experiencing next-step success.

The department is working on collecting data that looks at graduate's next-step success in a more concrete format. At the current time we know that 95% of students that graduate with an EC/ECE degree that are looking for a job are hired either in the school system to teach or at local daycare centers. About 18% of the family studies majors go on to graduate school with a 98% acceptance rate. About 36% indicate that they plan to apply to graduate school in the future. About 36% family studies majors that seek employment do so in family service agencies. A large percent indicated that they were attracted to the field for their own personal use.

- e. Outcomes of program reviews or accreditation reviews.

There were no program reviews or accreditation reviews this past year.

Core Theme III. Serving as a leading partner in the educational, cultural, and economic development of the region (through on-campus and outreach programs)

- a. As appropriate, describe efforts to support Prek-12 education. **(Added Pre)**

The department provides CHF SS1500 – Human Development as a concurrent enrollment course. At this time there are 7 different courses being taught in the various school districts serviced by WSU. This provides eligible high school juniors and seniors to fulfill both high school and university graduation requirements at the same time by attending WSU-approved high school classes taught by WSU and department-approved teachers. Our department representative works closely with the teachers to provide professional development opportunities as well as to assure WSU standards are maintained.

This coming academic year the department will add CHF 2400 – Family Relations to the concurrent enrollment listings for the department. Training was held on May 21, 2011 for the various high school teachers that will be teaching the course.

The WSU Family Literacy Program provides parenting education to parents of children enrolled in Head Start. It teaches literacy skills to parents and is offered in English and Spanish.

The Healthy Marriage Initiative is a Federal grant that provides relationship education to the parents of Head Start children. It includes a couple's class to improve current relationships, a single's class to prepare people for future relationships. Classes are taught in both English and Spanish.

- b. As appropriate, describe efforts to support regional economic development.

One of the main focuses of the department is to help develop health people and enable them to be good workers in any employment situation. With some of the various programs offered through the department we also help low-income families recognize their potential and help them learn how to more effectively handle their money.

Many graduates have also become “coaches” of one kind or another (life coaches, marriage coaches) which helps with the economics of the community as they start their own businesses.

The department helps individuals and families look at the family and economic resources they have and how to manage them better.

The Child Care Resource and Referral area also helps families find child care services for those as they are looking for employment. They also train individuals to provide State regulated child care facilities which helps with economic development.

- c. As appropriate, describe efforts to regional cultural development.

The department is has an active advisory board that bring expertise in representing the important areas of our community that deal with families of all types, This board not only helps to assist and advise the department in accomplishing its mission but also to address the issues and concerns that currently confront the families in our community. The meetings between the advisory board and department look at concerns that agencies are facing and how the department and other areas can help deal with the multicultural issues that come forth.

C. Future Strategic Goals and Initiatives for the College

The department will be developing future goals and initiatives at the department fall retreat in August. We will also evaluate current and ongoing goals. See attachment A.

D. Other Important Department Information

The Healthy Marriage Project

The Healthy Marriage Project is funded by a federal grant from Administration for Families and Children, Office of Head Start and by a significant contribution from the Jerry and Vickie Moyes College of Education Endowment at Weber State University. The Healthy Marriage Project is partnership between the Department of Child and Family Studies at Weber State University and the Ogden-Weber Community Action Partnership (Head Start). The primary goals of Healthy Marriage Project Initiative at the Ogden/Weber Community Action Partnership were to provide relationship education to the parents of children enrolled in Head Start in Weber County. The participants were instructed on developing healthy, stable marriages for those who choose marriage or cohabitation and, for those who are single, to acquire the skills and knowledge needed to develop healthy, sustainable marital relationships in the future. The participants were able to improve marital satisfaction, quality communication skills, decrease negative communication skills, increase conflict resolution abilities, increase stability and commitment to marital relationships, and gain more realistic expectations of future marital relationships. Courses were taught in English and Spanish.

The WSU Family Literacy Program

The WSU Family Literacy Program is a partnership between the Department of Child and Family Studies at Weber State University, The Ogden-Weber Community Action Partnership (Head Start), The Elizabeth Stewart Treehouse Museum, Deseret Industries, The George S. and Dolores Doré Eccles Foundation, and the UBS Bank Foundation. The major focus of the program is to train the parents of Head Start children to be more engaged in literacy activities with their children with the goal of promoting greater levels of family literacy activities with preschool aged children. The current WSU Family Literacy Program uses an

individualized instruction approach with parents to promote greater parental involvement with home-based literacy activities. Memberships to the Elizabeth Stewart Treehouse Museum are a critical component to the success of the WSU Family Literacy Program. The Treehouse Museum offers families the opportunity to engage in active learning and literacy development. The vast majority of families participating in the program live below or near the poverty level and cannot afford books and educational games for their children. The Ogden Deseret Industries thrift store donates books and educational games for the families participating in the program. Each month, approximately 400 books and 40 educational games are donated to the families in the program. The project teaches parents culturally appropriate parenting strategies, focusing on daily literacy activities, visiting educational centers (i.e., library, Treehouse Museum), reducing punitive parenting practices, and increasing positive family interactions. Major improvements were identified in the parents' daily literacy activities with their children, such as engaging with children in dialogic reading strategies, storytelling, rhyming activities, letter and word identification, and many other literacy activities. Correspondingly, significant improvements were identified in the child's literacy activities, including reading a story with a parent and independent reading. Parenting behaviors were also positively impacted in the establishment of routines, contributing to family work, appropriate discipline, and most importantly creating a special time for reading each day.

Child Care Resource and Referral (CCR&R)

In the fiscal year 2010-2011 Child Care Resource and Referral continued the Kids in Care program that paid for child care while unemployed parents looked for work. New programs housed in the CCR&R were Infant Toddler classroom support in child care centers and mentoring of Child Development Associate Credential candidates in child care centers. Mentoring of home child care providers was continued by a full time consultant.

CCR&R staff members served on Office of Child Care committees that reviewed curriculum, awarded quality improvement grants, and assisted in the development of a state wide child care Quality Recognition Information System. Curriculum developed by Crystal Knippers was approved for use across the state and was accepted as part of the Utah Professional Development recognized training list.

Over 2,200 referrals to regulated child care were provided to families this year. Child care professionals accessed more than 50 training opportunities.

Melba S. Lehner Children's School (MSLCS)

The Melba S. Lehner Children's School has continued to serve the needs of families from the Ogden area. Approximately thirty-six families from the greater Ogden area have been served by our fixed hour preschool per semester. Our extend hours program has served families associated with Weber State University. This included twenty-four families, with toddlers and forty families of preschool aged children. All families in both our extended day and fixed hour programs were included in a parent education program as well as classroom care and education of their children.

The lab school served as a training ground for students in Early Childhood, Early Childhood Education and Elementary Education. With the addition of a K-6 license at the state level, our program has been a training lab for approximately eighty additional practical experience students per semester. Our teachers have provided these students with feedback and guidance. Although this has required accommodation on our part, we feel that all students are getting a positive opportunity to become better teachers.

This year, the school has also opened its doors for a summer program. Although there were children's school summer programs in the past, we have not had one for a long time. The specific purpose of offering a summer program this year was again to accommodate the influx of university students required to take the department's courses CHF 2610 and 2620.

The Family Education Center (FEC)

The current vision for the Family Education Center (FEC) is to strengthen inter-personal relationships between parents and their children, teachers, and community members. It is a clearinghouse where people can call and find out where they can find community programs to help them. It helps provided parents and teachers with effective tools to build healthy, rewarding relationships so their children can grow up with what they need to thrive and succeed. The FEC is also be involved in the development of new approaches to Family Life Education through a variety of mediums. Students are involved by creating workshops that are delivered in the community and also doing practicum work at various community agencies.

The 23rd Families Alive Conference: Strategies for Resilient and Successful Families will be held October 13-15, 2011. Keynote speakers will be Jim Fay, Co-Founder, Love and Logic Institute; Ellen Galinsky, President and Co-Founder of Families and Work Institute; and Jim Bird, Professor of Child and Families Studies.

Child and Family Studies Advisory Board

During the past academic year, at the urging of the Child and Family Studies Chair Dr. Merrill, the Advisory Board has made strides in becoming an effective and responsive resource and sounding board for the Department. A careful look was made regarding the composition of the board. A very concentrated effort was then made to add members that would bring expertise in representing the important areas of our community that deal with families. Adding a juvenile court judge, as well as individuals from law enforcement and private education has helped to round out our board. It was also agreed that an important part of the function of the board is not just to assist and advise the department in accomplishing its mission but also to address the issues and concerns that currently confront the families in our community. Our board members act as our eyes and ears. Our board members are given time at each of our meetings to discuss the concerns that their agencies are facing and how the department and other board members can help to deal with these issues. The sense of camaraderie is growing as is the collaboration among the members. It is wonderful to see the synergy that is occurring. The coming Families Alive Conference has also been a focus of the board. Many members have volunteered to present or suggested colleagues that could fill in the areas that address issues currently facing families. The conference is developing into an event that will provide extremely beneficial information to individuals from the University as well as the community. The consensus of the members is that being on the board is an amazing opportunity to make a very positive difference in the lives of the children and families in our community.

CFSSA

The Child Family Studies Student Association (CFSSA) is a student affiliate of NCFR and is based on outreach to Weber State University and the community it is supported by. During the year the CFSSA hosted four Open Hour sessions for the students at Weber State, made visits to classes in the Child and Families Department to invite fellow students to sign up and be part of the student organization, fundraisers, attended NCFR Conference and received two awards, CFSSA Open House, participated in the Activity Showcase at new student orientations, WSU Block Party activities, one of the five finalists for Crystal Crest Organization of the Year, CFSSA Opening Social, four community service projects, Week of the Young Child activities, Career Round Table, informational kiosk, and formed the Men of CFSSA.

ATTACHMENT A

Department of Child and Family Studies Goals 2010-2011 – Year End 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 and/or other faculty meetings.
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>Evaluate assessment measures yearly.</p>	<p>8 students made conference presentations. 6 students are continuing work on research</p> <p>Directed Readings, 6 students; Practicum, 51 students: Cooperative Work Experience, 6 students; Student Teaching in Melba S. Lehner Children's School, 20 students, Student Teaching in Public Schools, 20.</p> <p>Number courses at other campuses: 7 sections (4 courses)</p> <p>Number of online courses: 26 sections (12 courses). One class is currently under development.</p> <p>Assessments coordinate with national standards: National Association for the Education of Young Children for EC/ECE and National Council on Family Relations for Family Studies.</p> <p>EC/ECE program is evaluated with a</p>

	Ensure that individual departments assess students' knowledge and skills for evaluation and program improvement.	Evaluate programs yearly. Assessments coordinate with national standards, knowledge and skills focus.	written outcomes exam, student teaching evaluation, beliefs and practices questionnaire, and portfolio construction. ECE are also evaluated with Teacher Education measures. Family Studies students take an outcomes exam and construct portfolios of their work both in line with NCFR Standards.
2. To support students, faculty and the community through technology, administrative systems, outstanding service and the physical campus.	<p>Ensure that college administrative structures enhance advisement, program delivery, faculty scholarship and growth, and community 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>See below.</p> <p>Have increased use of technology in our teaching.</p> <p>Keeping technology up-to-date</p> <p>Continue to look at increasing online and hybrid courses.</p> <p>Request improvements as identified.</p>	<p>A grant was writing to obtain 6 sets of switcher boxes for the classrooms with SmartBoards so that both the Mac and PC computers can be used.</p> <p>Carl Perkins Grant Money was received to help update equipment and Manipulatives for the EC program. An additional SmartBoard and 2 iPad2 were also received through the Perkins grant</p> <p>Several faculty have added web-based elements to their courses.</p> <p>New equipment for the media stations in each classroom when needed.</p>
3. To develop a campus environment of support and engagement for students, faculty and staff.	Providing appropriate, accurate, and timely advisement for students within its programs.	Academic advisor keeps up with student needs, changes in university requirements and changes in online procedures.	Attends workshops to learn new procedures.

	Assisting and supporting faculty and staff professional development and research.	<p>Monitor and reinstate as soon as possible our regular sabbatical schedule and in-service training.</p> <p>Provide travel-funding support for participation and presentations at professional 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>Schedule was created to be followed when this is reinstated.</p> <p>\$300.00 per faculty member given to each department. 7 faculty and 4 staff members used this money for the year.</p> <p>Five faculty, three staff members and 1 student received additional travel support from other fund sources.</p> <p>In process, to be completed next year.</p> <p>Staff regularly attends campus training and workshops.</p>
	<p>Providing student orientation to community/campus support services.</p> <p>Encouraging and supporting student organizations related to college programs.</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>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 are just some examples.</p> <p>Students encouraged to apply, funding of \$250.00 was given through CO/WSU.</p>
4. To foster connections and support with/from external communities.	Assist and encourage faculty and staff to develop collaborative relationships with other professionals.	<p>Maintain community advisory Board.</p> <p>Hold meeting with prospective employers</p>	<p>Board met six times this year – new goals and direction are being undertaken.</p> <p>Meetings were held with 5 different agencies to look at what was needed to have students be employed.</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>Collaborate with other departments and community agencies.</p> <p>Encourage faculty in scholarship and grant writing.</p> <p>Do workshops and other presentations for community, state, national and international groups.</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>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 (5); National (5) Offices Held: Community (4); State (5); National (4). Faculty also served on numerous department, college and university committees.</p> <p>Collaboration with Psychology for joint minor is being discussed. Hill Air Force Base is a major new collaboration that is being nurtured as are other community agencies.</p> <p>Faculty have written 6 grants this past year – all funded – for various projects and research.</p> <p>Workshops/presentations: Community (32); State (8); National (7); International (3)</p> <p>Conference to be held October 13-15, 2011.</p> <p>Two 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>One applied and granted.</p>
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<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 to work closely with COE recruitment on recruitment and retention.</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. Student referrals are made for transgressions.</p> <p>Department focus on recruiting students and majors.</p>	<p>COE recruiter has worked closely with the CHF department this past year to help with the department needs and media exposure.</p> <p>Two EC/ECE positions were advertised. Two new faculty members were hired to start July 1, 2011.</p> <p>Any student concerns were followed up on immediately either by appointment (verbal) or written contact.</p> <p>Assessment of EC/ECE/FS students are strong on professionalism, ethics, and respect for others. Two faculty made referrals of students for academic and/or professional problems.</p> <p>Working on increasing attention to multicultural.</p> <p>Numerous strategies and presentations were accomplished to increase student SCH's and add numbers to our majors.</p>
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ATTACHMENT B

Early Childhood/Early Childhood Education

Outcomes Results 2010-2011

April 20, 2011

Department of Child and Family Studies, Weber State University, Ogden, UT

Prepared by Jim Bird, Ph. D.

Student Outcomes

A. Student Assessments

Four outcome measures were implemented at the end of Fall 2010. Spring 2011 assessments had not been completed at the time of this report. These measures are designed to help determine the progress of students majoring in Early Childhood (EC) and Early Childhood Education (ECE), and assess the department's curriculum. The measures will also become part of the TEAC accreditation report in 2013.

The four measures were a student teacher evaluation, student outcome exam, teacher work sample, and a final student portfolio. The results from these assessments indicate that the program continues to provide an educational arena that encourages ethical instructors who plan open ended, developmentally appropriate activities that support both the National Association for the Education of Young Children (NAEYC) and the Utah State Core Curriculum for Early Childhood Education. The following is a synopsis of the findings.

1. Student Teacher Evaluation.

The Student Teacher Evaluation rating scales has been used for 7 years. This assessment reflects both the National Association for the Education of Young Children and Utah State Core Early Childhood Education criteria.

The professional lead teacher in the Melba Lehner Children's School administers this assessment based on the student teacher's performance in their classroom. The questions are clustered into 5 areas; Guidance, Planning, Family, Teamwork, and Personal. The form uses a 3 point criteria; Exceeds Criteria = 3, Meets Criteria = 2, Doesn't Meet Criteria = 1. A minimum score of 2 is required for passing.

Five student teachers were evaluated at the end of Fall 2010. The overall average was 2.53. The average for ECE majors was 2.72, and EC majors 2.25. These scores indicate that the students met all of the criteria. Table 1 indicates the averages for each of the five areas.

Table 1 Student Teaching Rating Scale Fall 2010 (n=5)

AREA				CRITERIA
Fall 2010	TOT	EC	ECE	PERFORMA
	AVG	AVG	AVG	NCE
GUIDANCE	2.47	2.17	2.67	Meets
PLANNING	2.64	2.40	2.80	Meets
FAMILY	2.40	2.17	2.56	Meets
TEAMWORK	2.65	2.25	2.92	Meets
PERSONAL	2.40	2.13	2.58	Meets

An examination of the averages for each of the five individual questions demonstrates that the students received a “Meets Criteria” for all of them. The area that received the overall highest average was Teamwork (2.65). This score was closely followed by Planning, 2.64. The overall lowest area was Personal for the Early Childhood majors (EC), 2.13. This area examines the students’ ability to reflect on their practices with children and their own personal teaching traits.

Implications: In summary, the 5 student teachers that were evaluated in Fall 2010 met all of the criteria. This data appears to support the department’s instructional programs as it pertains to guidance, developmental planning, respecting and supporting families, cooperative and collaborative teamwork, and ethical and considerate teaching practices. Additionally, this information indicates that the student teachers go beyond minimal requirements and/or are consistently prepared ahead of time, which is a strong complement to the EC and ECE majors. Information on assisting students in developing strategies for reflecting on their teaching and personal traits may need to be strengthened in courses.

2. Student Capstone Exam.

The Capstone Essay Exam consists of 6 questions. This exam has been used since 2000. In 2010 the questions were aligned with the Utah State Early Childhood Core Curriculum. This comprehensive essay examination is given at the end of the semester to the students registered in the Early Childhood Senior Seminar (CHFAM 4990A), which is a capstone course for Early Childhood and Early Childhood majors. Students need to score a minimum of 80% in order to pass this test.

The questions assess the students’ ability to describe, in written form, their understanding of pertinent early childhood principles and practices. These include the goals, theories, and strategies of guidance; guidelines for constructing developmentally appropriate curriculum that includes an anti-bias strand relative to elements of diversity; using components of various developmental and learning theories for planning and evaluating instruction; describing the purpose of the NAEYC Code of Ethical Conduct and its major principles; explaining the process for deciding when a child’s behavior required outside consultation and/or referral; and describing an effective family involvement program in the school using the Epstein model.

Table 2 indicates the average percent that students received on each question of the comprehensive exam for Fall 2010.

Table 2 Capstone Exam Fall 2010 (n=11)

AREA	Average	Criteria	EC Average	ECE Average
Classroom Environment	96%	Meets	87%	98%
DAP Curriculum	90%	Meets	70%*	95%
Assessment & Evaluation	90%	Meets	88%	91%
Professionalism & Ethics	93.33%	Meets	90%	94%
Support Student Learning, Laws	96%	Meets	90%	98%
Support Student Learning, Parents	89%	Meets	90%	89%
Overall Average	91.2%	Meets	86%	94%

As Table 2 indicates, the overall average of the 11 students was 91.2%, which is over the 80% cutoff criteria. Each major also received scores above the 80% level, EC = 86%, ECE = 94%. An examination of each question revealed question 2, DAP Curriculum, for the EC majors was below 80% (70%). An inquiry into this question demonstrated that one student received a score of 10 from a possible 25. This student had received an overall percentage of 68% on the capstone exam. The student did not pass the course and will be required to retake it and receive minimum of 80% to complete the major.

Implications: With the exception of one student, 10 students met, or exceeded, the minimum 80% on the capstone exam. The highest areas were in both designing a developmentally appropriate classroom environment, and supporting student learning through an understanding of pertinent education laws (96%). The lowest percent was a question designed to assess strategies for working with parents in the educational setting. However, it needs to be acknowledged that the students still scored an average of 89%.

As evidenced by one student not passing the exam, the capstone assessment serves an important evaluation of student's ability to articulate, in written form, the components that are important to effective teaching in an early childhood setting. This student will be provided with additional opportunities to learn and articulate the principles set forth by this exam.

3. Teacher Work Sample.

Each student teacher in the Children's School submits Work Samples (TWS) that correspond to the following six rubrics: contextual factors; objectives/intended learning outcomes; assessment plan; design for instruction & instructional decision-making; analysis of student (child) learning; and reflection & self-evaluation. The TWS particularly addresses the students' ability to meet NAEYC's Standard 4c, understanding content knowledge in early education, and 4d, building meaningful curriculum.

The Teacher Work Samples are based on the educational activities the students had implemented during their student teaching. The instructor for the Advanced Planning and Guidance course (CHFAM 4710) reviews the Work Samples and rates them on a 3-point scale; exceeds criteria (3), meets criteria (2), and doesn't meet criteria (see example below). The

Advanced Planning and Guidance course (CHFAM 4710) is taken by the student teacher concurrently with student teaching.

The Candidates Work Samples need to contain items that relate to the rubrics, as listed below:

- A. Contextual Factors: The teacher uses information about the learning-teaching context and student individual differences to set learning objectives and plan instruction and assessment.
- B. Objectives/Intended Learning Outcomes: The teacher sets a measurable objective based on the Children's Schools goals.
- C. Assessment Plan: The teacher uses assessment tools aligned with the objective to assess student learning before, during, and after instruction.
- D. Design for Instruction & Instructional Decision-Making: The teacher designs instruction from assessments, taking into account students needs and interests. The teacher uses ongoing analysis of student learning to make instructional decisions.
- E. Analysis of Student Learning: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- F. Reflection and Self-Evaluation: The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

Table 3 lists the average scores, and if the criteria were passed by the 11 students. A score of 2 or higher reflects meeting or exceeding the criteria.

Table 3 Fall 2010 Teacher Work Samples (n=11)

Area	Overall Avg N=11	Criteria	EC Avg (n=2)	ECE Avg (N=9)
Contextual	2.45	Meets	2.38	2.47
Objectives/Intended Outcomes	2.48	Meets	2.67	2.44
Assessment Plan	2.52	Meets	2.67	2.48
Design for Instruction and Instructional Decision-Making	2.41	Meets	2.63	2.36
Analysis of Student learning	2.45	Meets	2.50	2.44
Reflection and Self Evaluation	2.18	Meets	2.00	2.22
Overall Average for all areas	2.42	Meets	2.47	2.40

As indicated in Table 3, the average scores for all 11 teachers resulted in an overall "Meets Criteria" (avg=2.42). Additionally, the overall scores both the Early Childhood and Early Childhood Education received "Meets Criteria", 2.47 and 2.40, respectively.

Implications: An examination of each area by each of the majors reveals that the EC majors scored lowest on "Reflection and Self Evaluation", 2.00. This is consistent with the findings from the Student Teacher Evaluations listed in Table 1. Again, it supports the suggestion that course work on assisting students in self-reflection may need to be enhanced.

4. Final Student Portfolio.

The student portfolio contains artifacts that reflect the students' learning from their combined early childhood courses with an emphasis on their student teaching. This portfolio contains information that demonstrates the student's competencies in the six NAEYC professional standards; Promoting Child Development and Learning, Building Family and Community Relationships, Observing, Documenting and Assessing, Using Developmentally Effective Approaches to Connect with Children and Families, Using Content Knowledge to Build Meaningful Curriculum, and Becoming a Professional.

The instructor for the Advanced Planning and Guidance course (CHFAM 4710) reviews the student's portfolio and rates them on a 3-point scale; exceeds criteria (3), meets criteria (2), and doesn't meet criteria (see example below). The Advanced Planning and Guidance course (CHFAM 4710) is taken by the student teacher concurrently with student teaching.

Eleven portfolios were submitted. The overall average was 2.36, out of a possible 3 points. The EC average was 2.5, and ECE was 2.33. These scores demonstrate that all 11 students either met or exceeded the six criteria.

Implications: As evidenced by the above information, the eleven students were able to maintain evidence that support their application of early childhood education principles and practices.

Conclusions of assessment information

The results from these assessments indicate that the program continues to provide an educational arena that encourages ethical instructors who plan open ended, developmentally appropriate activities that support creativity and the development of the whole child.

The information gleaned from these assessment tools suggests the department's curriculum is effective in teaching students how to implement instructional programs as they pertain to guidance, developmental planning, respecting and supporting families, cooperative and collaborative teamwork, and ethical and considerate teaching practices. Additionally, this information indicates that the student teachers go beyond the minimal requirements and are consistently prepared for teaching, which is a strong complement to the EC and ECE majors.

Furthermore, all four assessments are based on the NAEYC standards, with a number of them corresponding to the Utah State Core Curriculum for Early Childhood Education. The results from these assessments demonstrate students majoring in Early Childhood and Early Childhood Education, and have completed their early childhood student teaching, meet the NAEYC standards for Promoting Child Development and Learning; Building Family and Community Relationships; Observing, Documenting and Assessing; Teaching and Learning; and Becoming a Professional.

One area that the Early Childhood faculty will consider are incorporating additional course work on assisting students in self-reflection. This suggestion stems from both the Student Teacher Evaluation and Teacher Work Sample.

B. Student Practicum Activities

During the 2010 – 2011 academic year, 20 students completed their student teaching in the Melba Lehner Children's School. Another student completed an alternative early childhood education license.

In addition to the 20 student teachers, approximately 200 early childhood, early childhood education, and elementary education students who took CHF 2610, Guidance, CHF 2620, Curriculum Planning, and CHF 4710, Advanced Planning and Guidance, completed practicum experiences. Each student was required to participate two hours per week for 10 weeks.

Implications: The Melba Lehner Children's School is an effective early childhood program that provides exemplary training to early childhood and elementary education majors.

C. Community Involvement

Twenty-two students enrolled in CHF 2600, Introduction to Early Childhood Education, completed approximately 500 hours of community service spring, 2011, semester. These students worked with several partners including Ogden Weber Community Action Partnership (OWCAP) at Head Start, Treehouse Museum, Center for Grieving Children and many public elementary schools. At least 60 percent reported that they would continue volunteering.

Implications: The early childhood major provides important student involvement in community programs that serve children.

ATTACHMENT C

2010-2011 Family Studies Program Report – 2010-2011
Child and Family Studies Department, Weber State University
Prepared by Randy S. Chatelain, Ph.D., Chair, Family Studies Committee
Date: April 25, 2011

During the year 2010-2011, a total of 40 students graduated in the Family Studies Major – up from 36 majors the previous year. An additional 40 students graduated with a Family Studies Minor. During Fall Semester in the Family Studies Program, declared students included 119 Majors, 51 Minors, and 12 B.I.S. students in the Family Studies program. Spring Semester had 112 Majors, 86 Minors and 19 B.I.S. declared students.

The Family Studies Major is typically a four-semester program, designed around the National Council on Family Relations' Criteria to become a Certified Family Life Educator. Each of the outcomes criteria (#1 through #11) correspond the Substance Areas, or certification standards, of the National Council on Family Relations (NCFR) which are:

- | | |
|----------------------------------|---------------------------------------|
| 1. Families in Society | 7. Parent Education and Guidance |
| 2. Internal Dynamics of Families | 8. Family Law and Public Policy |
| 3. Human Growth and Development | 9. Professional Ethics |
| 4. Human Sexuality | 10. Family Life Education Methodology |
| 5. Interpersonal Relationships | 11. Professional Development |
| 6. Family Resource Management | |

Again, The Family Studies Major is designed around these eleven Substance Areas and the curriculum guidelines under each area. Each Substance Area has specific core courses and support courses in the Family Studies Major that are designed to support one or more of the Substance Areas. Beyond an academic understanding of human development, relationships and families, students are taught how to work with families and to teach family members the knowledge and skills necessary to be competent individuals, to form healthy relationships and to have successful families.

According to our Department's Exit Survey, an impressive 91% of our graduating Family Studies Majors indicated an intent to become a Provisional Certified Family Life Educator, through the National Council on Family Relations. This Provisional Certification requires an application after graduation and is part of the process of becoming a Certified Family Life Educator, through NCFR.

The chart below identifies the required courses in the Family Studies Major and lists them in sequence, according to the blocks that students are encouraged to take them. Also listed is the number of students enrolled in each course for both Fall and Spring Semester, plus an average enrollment number across semesters. Because of Family Studies Minors, B.I.S. students and students across campus who desire to take our courses, the numbers exceed the core number of majors in the program. In the third block senior classes, the numbers reflect primarily student majors.

Pre-Professional Core		Fall Sem. 2010	Spring Sem. 2011	Average
1400	Marriage as an Interpersonal Process	106/3	111/3	109
SS1500	Human Development			
2100	Family Resource Management	67	62	65
2400	Family Relations	115/4	117/4	116

Block 1				
2990B	Seminar in Family Studies	20	25	23
3850	Current Research Methods	27	28	28
4500	Childhood and Adolescent Development	21	29	25
HLTH 3500	Human Sexuality			
Block 2				
DV3350	Diversity Within Families	22	35	29
3450	Adult Development	22	25	24
3550	Parenting Education	10	13	12
3650	Family Processes	21	29	25
Block 3				
4400	The Family in Stress	88/3	89/3	89
4650	Family Life Education Methods	21	16	19
4860	Practicum	14	18	16
4990B	Senior Seminar in Family Studies	21	17	19

Enrollment tends to be consistent from Fall to Spring Semester. The numbers are higher in the pre-core courses, which feed students into the Family Studies Major. The numbers are also higher in the 4400 Families in Stress course, which serves as an elective class in other programs across campus and attracts students interested in an upper division course that would be personally beneficial.

After taking the pre-professional core courses, students are encouraged to take their courses in the blocks, which are taught on Monday, Wednesday and Friday. Groups of students often take three semesters of the same classes together, which tends to develop a strong, working relationships with the students within a block. Throughout the courses, students make many individual and group presentations, which adds to their professional and teaching skills.

Students will also take two Community Based Learning Courses – 2990B Seminar in Family Studies and 4860 Practicum. Their senior Practicum course requires students to participate in 125 hours of volunteer service at a practicum site in the extended community. In their practicum, students share the skills they have learned in the program and are required as family life educators to teach adults in the community. Beyond the practicum, 54% of the graduating majors participated in additional Community Based Learning experiences and all of those students rated their experience as “beneficial”.

All majors take the 3850 Current Research Methods in Child and Family Studies. They learn about research and what good research entails, then work in small groups to actually do a research project. So all Family Studies Majors have participated in an undergraduate research experience. Some students will even go on to present their research at state and even national conferences. This year, 27% of the graduating majors presented their workshop at conferences or symposiums.

In 4650 Family Life Education Methods, all majors learn how to design and present workshops, and learned teaching skills they will need as Family Life Educators. Each student creates a packet that completely describes a two-session workshop that students will then go out and present in the community. This year alone, forty, two session workshops were given in the community. This packet is considered to be one of their senior projects and is required to be of a professional quality. At the end of the semester, the students share their workshop packet with all the other students in the class, so students graduate with a collection of workshops that they could potentially use as Family Life Educators.

In their 4990B Senior Seminar in Family Studies course, students synthesize their whole Family Studies major experience and create an extensive portfolio that contains all of their assignments and discuss details about what they have learned from their courses. This impressive portfolio has proven personally valuable for the student and useful in the process of seeking employment or graduate studies.

As a part of our student's professional development, the Child and Family Studies Department has an impressive student organization -- the Child and Family Studies Student Association or CFSSA. This student organization has in the past received the Crystal Crest Outstanding Student Organization Award and was a finalist this year for the Crystal Crest Award. Family Studies students are a strong component of this student organization, with 45% of the graduates having participated as members of CFSSA and 27% served as officers.

In conjunction with the CFFSA and as a part of student's professional development, there is a strong department effort to promote student membership in the Utah Council on Family Relations (UCFR) and participation in the Utah and the National Council on Family Relations (NCFR) annual conferences. Of the graduating Family Studies Majors, 36% attended the annual UCFR Conference and 36% also attended the NCFR Annual Conference in Minneapolis, Minnesota at considerable personal investment.

Overall, the Family Studies Program is a strong program that attracts a lot of students. Of the graduating Family Studies Majors, 72% reported being attracted to the field for their own personal use of the knowledge and skills learned in the Family Studies program. Beyond learning valuable life skills, students receive a strong preparation for going on into graduate programs or in gaining employment. Of the graduating student majors, 18% had applied to graduate school and an additional 36% indicated that they planned to apply to graduate school in the future. As for employment, 36% of the graduating Family Studies Majors were employed in a job related to their Family Studies field and an additional 36% are seeking employment in the field of Family Studies.

Implications for Future Goals and Efforts.

As indicated above, the Family Studies Program is a strong program doing a lot of things well. Although we can always improve, there is considerable effort expended just to maintain these good results. This year, we refined our Graduating Student Exit Survey that will help us track and evaluate the important outcomes for our major, including: student organization participation, UCFR and NCFR membership and participation, community service learning, application and acceptance into graduate school, employment in related fields, and generally how to enhance our program. By consistently administering this Exit Survey each semester, we will be able to more effectively track progress and/or declines in these important areas.

One of the main areas of concern is improving employability for our students. As a faculty, we are collaborating with other departments that could help enhance the employability of our graduates. We are also in the process of designing suggested areas of emphasis or minors that could strengthen a student's employability and/or graduate school acceptance. Each year, we continue to bring in representatives from graduate programs to help our students become familiar with potential graduate programs and how to best apply to related graduate programs. We have also found the Practicum experience valuable in helping students obtain employment in the Family Studies field.

Following a hiring freeze over the last few years, the Child and Family Studies Department will be doing a Family Studies faculty position search next Fall Semester. This position will replace a

faculty that retired and will be specifically designed to strengthen the Family Studies Program. This process is often time and energy consuming, but can be a critical process in strengthening our program.

The Family Studies Program is an “approved program” for becoming a Certified Family Life Educator through the National Council on Family Relations. In late 2012, our Family Studies Program will go through a review and re-approval process. Prior to that review, the Family Studies faculty will thoroughly review the eleven Substance areas and the NCFR Curriculum Guidelines. The intent is to make changes in our courses and program to more fully support the NCFR Curriculum Guidelines.

Recruiting is one of the ongoing challenges for our Family Studies Program. This year, considerable effort went into producing an impressive new Department Brochure that highlights our program and graduates from our Family Studies program. We continue to work closely with Stephanie Heath, the College of Education Recruiter in her efforts to attract students into our Family Studies Program. The Department also has an excellent advisor for our students, Darcy Gregg. She not only advises students, she tracks student progress and does outreach activities to help recruit students. Darcy was a finalist for the “Friends of the Students” Crystal Crest Award and is a valuable part of our recruitment process.

Lastly, Dr. Chloe Merrill, the Child and Family Studies Department and the Child and Family Studies Department Advisory Board have been very busy planning the 23rd Families Alive Conference that will be held October 13-15, 2011. This well recognized community event that will showcase our department. Students across campus will be able to register for university credit to attend the conference and people from the community will be able to attend a free educational lecture on Thursday evening by Jim Fay, Co-Founder of the “Love and Logic” parenting program. This is one more example of how actively involved we are in promoting our Child and Family Studies Department and the Family Studies Major within the Department.

WEBER STATE UNIVERSITY

COLLEGE ANNUAL REPORT

College: Jerry & Vickie Moyes College of Education
Department: Master of Education

Academic Year: 2010-2011

A. Introduction: (Include a brief summary of ongoing strategic goals and objectives for the college.)

To support the University, the Moyes College of Education, and the Department of Teacher Education, the on-going goals of the Master of Education in Curriculum and Instruction program are 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.

B. Summary of Significant Activities, Initiatives, Achievements, and/or Events Arranged by WSU Core Themes. (Focus upon results, issues, and next steps.)

Core Theme I. Fostering learning through engagement and support

a. For general education courses, provide evidence of student attainment of applicable general education learning objectives. Include a summary of the data that were collected, changes to be implemented within these units as a result of the data, and plans for the ongoing assessment of outcomes within these areas. **(Not applicable)**

b. For courses within the major, provide evidence of student achievement of program learning objectives. Include a summary of the data that were collected, changes to be implemented within these units as a result of the data, and plans for the ongoing assessment of outcomes within these areas.

c. For general education and/or major students who participated in high impact learning experiences (e.g., undergraduate research, service learning, study abroad, capstone experiences), and provide evidence of student achievement of learning objectives.

Response for b and c above:

The Master of Education Program has nine program outcomes and during MED 6091 (capstone course for the MEd program) students are asked to self-evaluate mastery of these nine program outcomes. An average of 93% of our MEd students (42 students for the past year) view these nine outcomes fully or mostly met. (For specific percentages of each of the outcomes see attached sheet titled Student Self-evaluated Mastery of Program Outcomes in which comparisons are made for the previous four years). In addition, during MED 6091, students are asked to fill out a survey relating to their personal satisfaction with the MEd program. On a Likert scale, respondents mark from 1 (negative) to 5 (positive). For the 2010-2011 year there were 42 respondents and the percentage of those students who fully (5) or mostly agree (4) with the 16 statements relating to personal satisfaction of the MEd program averaged 93 percent. (For specific percentages for each of the questions and for comparison to previous years, see Summary Report of Student Satisfaction of the MED Program attached to this report.)

As a result of the analysis of the data, we see generally positive results. There are areas where we need to improve including the following:

- There are two outcome goals where we fall below 90% mastery; they are in our Diversity course (86%) and in our Curriculum and Assessment course (88%). We need to improve these results and assure that our students are above 90% mastery in these two areas. From reading the comments and feedback from the students, they desire more work in assessment and evaluation and more applicable and practical work in issues relating to diversity in K-12 classrooms.

- In analyzing the data from the Student Satisfaction Report, there are two of the 16 questions or areas that we fall below 90% satisfaction. The first area relates to course scheduling. Sixty-nine percent of students indicated they were satisfied with the times courses were scheduled, indicating 31% were not satisfied. In reading comments, there was dissatisfaction with the number of courses offered during summer blocks of 2010. Students feel since that is when they are not teaching, they prefer to take more courses. Thus, for summer of 2011 we have scheduled more courses and are offering almost our full core and many of the electives required in our Licensure Tracks. Eighty three percent of students indicated they are satisfied with courses and requirements had a practical orientation, meaning 17% of our students were not fully or mostly satisfied. This is an issue our graduate faculty needs to address and challenge each instructor to create assignments and learning activities with more practical orientations for the theories and concepts presented.

All of our MEd students are required to do a Master of Education project to culminate their MEd degree. Students develop research, scholarship, and writing skills during the program and then complete their project (receiving 1 credit hour for the proposal writing class and 3 credits for completing the project). The project, including the proposal, takes a minimum of one year to complete. During the past year we have had 49 students complete their Master of Education project and graduate from our program. At the time of the final defense of their project, students receive a grade for their project (MED 6090, Masters Project) and the three-member committee uses two different rubrics evaluating the student's knowledge, skills, and dispositions. One rubric relates to the project and final defense of the project and the other relates to the candidates dispositions. These rubrics both demonstrate academic achievement, personal growth in doing scholarly writing and presentations, and positive dispositions of our students as they complete the Master of Education degree.

d. Describe faculty scholarly and/or creative activity.

Since the Master of Education Program utilizes the expertise of the same faculty as Teacher Education, I will not reiterate faculty scholarly and/or creative activities since it is addressed in Dr. Jack Mayhew's Teacher Education report.

e. Describe significant student scholarly and/or creative activity.

The significant scholarly activity of our MEd graduate students is the completion of their master's project. As already indicated 49 students completed their MEd project during the academic year 2010-2011. Many of the students voiced their satisfaction with the knowledge and skills gained from completing their project. On our program evaluation students complete in our capstone course, there is a question relating to the project. It states: "The Master's Project, Presentation, and Portfolio were valuable part of the program," to which 93% of students responded fully (5) or mostly agree (4) with the statement. In the student satisfaction survey, two questions related to completion of the Master's Project. One question was "Graduate demonstrated the ability to find and report on a significant educational question that has usefulness and applicability through the development of a written culminating project" to which 95% of students felt this objective was fully (5) or mostly (4) met. A second question is "Graduate demonstrated the ability to synthesize personal and professional experience in the graduate program through the development of the project and the portfolio" to which 98% of students felt this objective was fully (5) or mostly (4) met.

Core Theme II. Providing responsive educational programs

- a. Identify the number of certificates and degrees awarded.
For the academic year 2010-2011 (Summer 2010, Fall 2010, and Spring 2011) we had two graduations. Fall 2010 graduation, which included students completing in summer and fall, there were 28 graduates. Spring 2011 there were 21 graduates. Thus **49** students received the Master of Education degree during the academic year 2010-2011.
- b. Describe specific college efforts to recruit and retain students; highlight specific effort to recruit and retain underserved students.
Our College of Education recruiter, Stephanie Heath, does some recruiting for our program, but the main method of recruiting new students is “word of mouth.” Teachers hear about the merits of this program from others who are graduates of the program. Those interested in one of the licensure tracks make contact with the Program Director and read about the various tracks on the MEd website. We seek to recruit and retain underserved students but have only a small percentage of our students from underserved populations. We have few international students; we do respond all over the world to student inquiries relating to admission questions. International students are encouraged to apply but few meet the academic requirements for admission.
- c. Provide evidence of the currency and responsiveness of the Master of Education Program.
Districts in our surrounding area encourage their teachers to acquire a master’s degree. We believe our program is strong, viable, and enriching for those students who participate. We believe that our program licensure tracks are the result of responding to current student needs. Our MEd Policy Committee examines our curriculum and critically judges how current our program is. Curriculum changes are made as needed.
- d. Provide evidence that your graduates are experiencing next-step success.
Each year we do a one-year survey and a three-year survey of our past graduates. Our graduates are varied and some go on to get Administrative Endorsements, PhD’s, Ed.D.’s, and other endorsements that allow them to become reading coaches, math specialists, etc. We have several open-ended questions on our survey where graduates can share what their master’s degree has meant to them personally and professionally. Some of the comments we received are “greater professionalism,” “improved classroom management,” “improved teaching skills,” “more staff development opportunities,” “greater self-confidence,” “personal goal achievement,” “improved lesson planning and assessment skills,” and “more aware of and sensitive to student needs.” It is refreshing and uplifting to read students’ remarks relating to next-step success as a result of their Master of Education degree. The program reviews and student satisfaction surveys that are attached and addressed in Core Theme I are also indicators that our MEd graduates experience next-step success and advancement in their careers.

Core Theme III. Serving as a leading partner in the educational, cultural, and economic development of the region (through on-campus and outreach programs)

- a. As appropriate, describe efforts to support K-12 education.
Our faculty are actively engaged in K-12 education. The majority of our faculty work with and serve on the committees of our graduate students on their master’s projects. Many of these projects are completed in schools and classrooms where our students are teachers carrying out action research projects. The research projects improve teaching, learning, and the environment of our K-12 classrooms. The Master of Education program supports professional development of our master’s candidates and strengthens and enriches their knowledge, skills, and dispositions as K-12 teachers, or in the case of our licensure track students, potential K-12 teachers.

Our MEd Advisory Council meets once a year and has representation from the surrounding districts including superintendents and also content people from campus departments, current and past MEd students, and others. This committee is a great example for supporting a K-16 alliance. In addition, our faculty are on a variety of committees that support K-12 education. For example, the past two years I have served on an executive board for the Ogden City School District (OCSD) titled Elementary Math MSP Grant; this board is a partnership between WSU and OCSD to

consider and make recommendations on all programming and financial decisions for the specified grant program. The grant provides coursework for the elementary math specialist endorsement and faculty from Teacher Education and the Mathematics Department at WSU teach the courses. OCSD recruits teachers to participate in the program and participants come from every elementary school in the district with target grades 3-6. Many of our Teacher Education faculty serve on committees and boards that collaborate in K-12 partnerships such as this example.

- b. As appropriate, describe efforts to support regional economic development.
We support continuing education and educational degree advancement with the number of master's degrees we offer. The 49 graduates of our program have increased knowledge and skills to add to the classrooms in which they are presently teaching, the classroom and school in which they hope to teach (for those who have gained licensure via the MEd program), or for those graduates not in a K-12 environment they can apply their knowledge and skills to the arena in which they work.
- c. As appropriate, describe efforts to regional cultural development.
(Not applicable)

C. Future Strategic Goals and Initiatives for the Master of Education Program

The following are our goals and initiatives for the Master of Education Program for the 2011-2012 year:

1. Promote the recruitment and support of students from diverse backgrounds including underserved minority students in our own community. We will work with our College of Education recruiter to target a variety of populations that are underserved in our community. We will also continue to communicate with interested international students who show an interest in our program and give them the support they need in applying for our program.
2. Refine the newly established MEd Retention and Referral process. During the past year we had several students referred for academic and dispositional concerns. We realized we needed to work on this process. We had a subcommittee from our MEd Policy Committee prepare a detailed referral process. We now need to make students aware of the policy and procedures and also make our entire graduate faculty aware of this R & R process.
3. Foster connections, collaborations, and positive relationships with other professionals in the K-16 community including K-12 teachers and administrators, individuals and departments involved in K-12 partnerships on the campus of WSU, and other groups and entities interested in the Master of Education Program.

WEBER STATE UNIVERSITY

COLLEGE ANNUAL REPORT

College: Jerry and Vickie Moyes College of Education	Academic Year: 2010-11
Department: Department of Health Promotion and Human Performance	

Department Mission Statement:

The Department of Health Promotion and Human Performance supports and enhances the mission of the college/university by promoting and integrating into the university experience the applied sciences of exercise, health, nutrition, leisure services, physical education, coaching, athletic training, and athletic therapy 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.

A. Introduction: *(Include a brief summary of ongoing strategic goals and objectives for the college.)*

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| Curriculum | <ul style="list-style-type: none">▪ Conduct outcome assessment of recreation minor and explore the possibility (feasibility study) of adding a major (Hospitality, Tourism Major) under the Leisure/Recreation program.▪ SS1030, Healthy Lifestyles 1030 currently is one of a number of courses that fulfill the General Education Social Science requirement. This upcoming academic year the requirement is being reviewed. In the best interest of students, and General Education objectives we will ensure that Hlth 1030 keep its current requirement status.▪ Enhance/update the Physical Education activity program for general education students. |
| Community Service | <ul style="list-style-type: none">▪ Respond to community service needs in areas unique to the department's expertise and continue to secure and better manage partnerships, lease agreements/service contracts for wellness programs, i.e. BASICS Sports Medicine. |
| Facilities | <ul style="list-style-type: none">▪ Continue to work with college/university administration with the planning and completion of the Davis Center, Stromberg Student Activity addition and the proposed Ice Hockey multi-purpose Field House project. |
| Faculty Additions | <ul style="list-style-type: none">▪ Attract and hire faculty for Physical Education, Athletic Training and potentially the Recreation/Leisure program. |
| Capital Campaign | <ul style="list-style-type: none">▪ In coordination with College/University administration, increase supplementary sources of funding for facility projects, department endowments, program enhancement, student support, Health and Physical Education Center revenue budget and equipment replacement improvements. |

B. Summary of Significant Activities, Initiatives, Achievements, and/or Events Arranged by WSU Core Themes. *(Focus upon results, issues, and next steps.)*

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| Department Student Growth | <ul style="list-style-type: none">▪ 60% department growth in Health Promotion and Human Performance programs over the last five year period with approximately 1,100 students in our majors/minors programs and nearly 3,000 students enrolling in the physical education activity classes annually. A recent Signpost article reported that Health Promotion and Human Performance is one of the five fastest growing departments on campus. The department also supports numerous students pursuing BIS degrees with emphasis areas from our programs. These numbers have also demonstrated growth consistent with the majors and minors.▪ 94 office campus classes; 56 online classes; 10 Community Based learning classes; 52 concurrent classes. |
|----------------------------------|--|

Replaced and Added Faculty	<ul style="list-style-type: none"> Timothy Speicher hired to replace David Berry in the Athletic Therapy program. Jennifer Walker hired as an instructor in the Physical Education program to replace Cuauhtemoc Carboni.
Masters Degree in Athletic Training	<ul style="list-style-type: none"> The Masters of Science in Athletic Training program was added in the 2008-2009 school year and has grown to 19 students enrolled this 2010-2011 academic year.
Stromberg Activity Center Addition	<ul style="list-style-type: none"> Participated in the feasibility study conducted by EFT Architects and campus administration to determine the needs and requirements of constructing a student activity center in conjunction with the Health and Physical Education Center.
Facility Related Community Service	<ul style="list-style-type: none"> 108 Community assessments/Human Performance Laboratory 68 Women In Motion participants BASICS Sports Medicine - addition of South Ogden, Holladay and South Jordan sites and joining with CrossFit group of Layton, Utah. Extreme Volleyball, Spring 2011. <i>Arise: Youth Spectacular 2010</i>. Staged 3,500 youth from 30 LDS stakes in the greater Ogden area for this event at the Stewart Stadium. July 2010. Participated in the Weber County RAMP program hosting 185 children in the pool over 3 Saturdays during summer 2010. Hosted the Archery World Cup on the PE Playfield/Soccer Field, PT Turf Field and the Lower Quad, August 2010.

Core Theme I. Fostering learning through engagement and support

a. For general education courses, provide evidence of student attainment of applicable general education learning objectives. Include a summary of the data that were collected, changes to be implemented within these units as a result of the data, and plans for the ongoing assessment of outcomes within these areas.

The department goal for re-evaluation for currency, to meet the market needs including enrollment trends and student interest to be assessed in 2012.

b. For courses within the major, provide evidence of student achievement of program learning objectives. Include a summary of the data that were collected, changed to be implemented within these units as a result of the data, and plans for the ongoing assessment of outcomes within these areas.

All Health Promotion and Human Performance Department programs are assessed on an on-going basis. Each program has its own assessment plan and is evaluated against the university/college department mission statements, relevant mark trends/student employment success, program goals, curriculum core requirements, professional accreditation standards and student learning outcomes.

In summary, the data collected by each program faculty indicates student enrollment increase and retention, curriculum relevance, educational satisfaction, meaningful, practical experience, i.e., internships, teaching practicums, clinical assignments and higher academic evaluation success.

Note: for specific evidence of the above generalizations, review 2010-2011 department programs assessment documents.

c. For general education and/or major students who participated in high impact learning experiences (e.g., undergraduate research, service learning, study abroad, capstone experiences), and provide evidence of student achievement of learning objectives.

- The WSU Student Wellness program partnered with HPHP to develop and teach a wellness coaching course with associated experiential coaching experiences. Through classroom discussions, a practice client

assignment, essay exam and in-class practice, all 22 students demonstrated average or above average competency pertaining to the most relevant and current coaching theories and techniques. Based on course evaluations, students found the experiential segments of the course most helpful and recommended future sections of the course include more. Several commented on their evaluation that this course had been one of the most helpful at WSU and that it has completely changed the way they view helping others make healthy behavior changes.

- The Stress Relief Center (formerly known as the Stress Lab) serviced 1,181 clients (students/faculty/staff) during fall 2010 and spring 2011. The Center is manned by students in the Health Promotion program and is an integral part of several health and wellness fairs that take place during the year as well as open house activities.
- 4 students made conference presentations.

d. Describe faculty scholarly and/or creative activity.

John A. Lindquist Award	Dr. Patricia Cost was the 2011 recipient of the John A. Lindquist award for her work with the students in the Health Program Planning and Evaluation course. Dr. Cost oversees her students as they plan, organize, carry out, and evaluate as many as eight projects a semester with such community partners as St. Anne's Homeless Shelter, Catholic Community Services, Riverdale City, Hooper City, the Huntsman Cancer Institute, and several public schools.
Woman of Wellness	Dr. Joan Thompson was nominated and selected as a recipient of the Woman of Wellness award from the WSU Women's Center. Dr. Thompson promotes nutrition and fitness in all facets of her professional and personal life.
Presentation	Dr. Valerie Herzog was selected to present a poster entitled "Athletic Training Educators Perceptions and Preferences for Using Games and Puzzles as Pedagogical Tools" at the National Athletic Trainers' Conference In Washington, DC.
Validation Study	Dr. Molly Smith, Dr. Geri Conlin and Tim Ruden , Human Performance Laboratory Coordinator, assisted in the research design and the completion of a validation study of a 3-dimensional accelerometer and oxygen uptake on 85 community volunteers with Kersh Wellness Corporation.
Research Project	Dr. Rodney Hansen and Dr. Geri Conlin assisted with research in collaboration with the Intermountain Health Care Northern Utah Childhood Obesity project collecting data at 5 different elementary schools from Syracuse to Logan and completing data entry of results.

e. Describe significant student scholarly and/or creative activity.

Presentation	MSAT student Alex Davis was accepted to present a peer-reviewed abstract at the National Athletic Trainers' Association Annual symposium entitled "Implementing a Bilingual Orthopedic Evaluation Teaching & Learning Library to Facilitate Communication Between Spanish Speaking Patients and their Care Givers." Funding for this study was awarded last year as a Hemingway Excellence Grant. Dr. Jordan Hamson-Utley, Graduate Thesis Chair/Mentor, other collaborators, Dr. Alicia Giralt, Dr. David Ferro, and Adrian Ramon.
Community Based Service Learning	Students in the Health Promotion program have planned, implemented, and evaluated over 50 community based service learning projects.

Projects/Field Experience Field Experience placements sites: Hill Air Force Base, WSU Stress Relief Center, Weber-Morgan Health Department, KcKay-Dee Community Health Information Center, Ogden Veterans Home, Select Health, Head Start, Utah AIDS Foundation, Midtown Clinic, BASICS Sports Medicine, Timeless Medical Spa, Ragnar Events, White Mountain Psychological Services, WIC, Planned Parenthood, Weber in Motion.

Core Theme II. Providing responsive educational programs

a. Identify the number of certificates and degrees awarded.

Although we do not offer any certificate programs like the Associate of Applied Science degrees available through other programs, it should be noted that most all of our students are required to pursue certification or licensure in order to be qualified to work in their prospective fields after graduation (i.e., Athletic Training students must be ATC certified, Human Performance Management students must be certified through organizations like ACE, AFAA, NSCA, or ACSM, Health Promotion students are certified through CHES.) Each of these certification programs require documentation or proof of specific coursework, degrees, etc. through qualified (in most cases - accredited) programs.

b. Describe specific college efforts to recruit and retain students; highlight specific effort to recruit and retain underserved students.

The College Recruiter in the Jerry and Vickie Moyes College of Education does a good portion of this, but our Department Advisement Coordinator assists with: Multi-cultural Youth Fair, Major-Fest, all new student Orientation sessions, Meet the Advisors at Davis campus, tours and information sessions for concurrent enrollment classes and numerous programs sponsored by the Access & Outreach office. We also have faculty and staff who serve as advisors and/or faculty liaisons for numerous clubs and organizations on campus like the Athletic Training and Master of Athletic Training student organizations, Men's and Women's Rugby clubs, Cycling club, and the new Triathlon club.

c. Provide evidence of the currency and responsiveness of programs.

The following are representative (one example) for each program. A more comprehensive review of student learning objective evidence can be read in the department program assessment plans.

Athletic Therapy

A senior exit survey was conducted and of 9 seniors graduating during the May term 2011, 5 (56%) completed the survey. Both quantitative and qualitative data was gathered. Students were asked to rate a variety of questions on a standard Likert Scale (1 Strongly Agree, 2 Disagree, 3 Neutral, 4 Agree and 5 Strongly Agree). When queried whether “the knowledge and skills learned in the athletic therapy program will help me be successful in my graduate program of study” to meet the learning outcome 1 and goal 3, the mean was 4

(agree).

Athletic Training

The Athletic Training Education Program uses several assessment tools to evaluate the quality of individuals courses/instructors, the quality of the clinical experiences and clinical affiliations. Using the Likert scale (referenced above) the students evaluated their clinical instructors and their clinical sites. From the first assessment in 2005, student satisfaction has steadily increased from $M=4.44$ to $M=4.78$ in 2010. Additionally, the students' satisfaction with their clinical rotation site, where they spend anywhere from 50-200 hours a semester, has increased from $M=4.56$ in 2005 to $M=4.66$ in 2010.

Health Promotion

The health educator, working with individuals, groups, and organizations is responsible for coordinating provisions of health education services. The health education students have planned, implemented, and evaluated 50 community service based service learning projects. The predominant sites (accounting for over half of student placements) have been Hill Air Force Base, WSU Stress Relief Center, Weber-Morgan Health Department, and the McKay-Dee Community Health Information Center. Additional sites have also included the Ogden Veterans Home, Select Health, Head Start, Utah AIDS Foundation, Midtown Clinic, BASICS Sports Medicine, Timeless Medical Spa, Ragnar Events, White Mountain Psychological Services, WIC, Planned Parenthood, and Weber in Motion.

Human Performance Management

The human performance management graduate will be able to incorporate foundational knowledge and skills related to the respective content areas in developing, implementing, managing and evaluating human performance programs. The students are assessed on successful completion of required curriculum including general education, support courses outside the department, and core courses within the department (Curriculum Grid). Of the graduating majors' (2009-2011) self-evaluation of "Core Knowledge and Skills" competency the following results were compiled. $M=3.88/5$, $N=28$ (based on the Likert scale referenced above).

Masters of Science in Athletic Training

The Master of Science in Athletic Training students evaluate their clinical experience using the ACI Clinical Evaluation Survey (assessment of approved clinical instructor/clinical instructor competence). The mean score was 4.39 out of 5 $\pm .748$ ($n=18$) indicating that Master of Science in Athletic Training students overall perceived their ACI/CIs to be above satisfactory at providing a quality clinical education experience.

Physical Education

Physical Education teacher candidates utilize assessments, reflections and practical application to foster student learning and inform instructional decisions. Physical Education students were involved in practicum experiences of various types in 43 different schools in six different school districts and in 5 private schools during the past academic year. All experiences were evaluated by faculty using empirical oversight and teaching reflection journals. The majority of students felt that the practical experience was one of the most valuable academic experiences of the program.

d. Provide evidence that your graduates are experiencing next-step success.

Athletic Therapy

Of the graduating May term seniors, only two confirmed admission to an allied health care professional program (PT and PA). Three indicated the need to still complete pre-requisite work before applying for admission. The remaining students did not respond to the survey.

Athletic Training

A larger portion of the students go on for further education and use their preparation in their

domestic life.

Health Promotion

Many of the graduates are employed in public health settings, schools. Others plan, implement and evaluate programs in schools, work sites and communities.

Human Performance Management

About 1/3 of graduates go on to graduate school, 1/3 are employed in areas that they have professionally prepared for and 1/3 use their professional preparation in their domestic life.

Physical Education

Typically graduates become physical education teachers and/or coaches. A few choose to work in various recreation programs or in other programs in the private sector. 85% of these graduates will get a job within one year of graduation; 10-20% immediately enter graduate school; eventually 90% of these graduates who become physical educators will attend graduate school. Most graduates secure jobs in the immediate area of the Wasatch Front.

Masters of Science in Athletic Training

90% of the masters students gain employment.

e. Outcomes of program reviews or accreditation reviews.

During the current academic year program reviews were not applicable. However, in previous years all programs have been reviewed with successful outcomes.

Core Theme III. Serving as a leading partner in the educational, cultural, and economic development of the region (through on-campus and outreach programs).

a. As appropriate, describe efforts to support k-12 education.

The HPHP health and physical education programs produce educators who are prepared and equipped to go out and teach upon licensure. Periodically we provide opportunities for public educators to teach for our programs in workshop or short term situations, working with interns, and post-degree trainings of various kinds.

b. As appropriate, describe efforts to support regional economic development.

BASICS Sports Medicine is growing and expanding. An overflow clinic was opened in South Ogden accommodating 4 additional massage therapists. The Holladay location opened in early 2010, employs 2 trainers, 2 staff, and 1 Physical Therapy assistant. BASICS has high expectations for the new South Jordan location based on the growth experienced at the Holladay site. BASICS currently employs 20 staff members (15 of which are current or former students of Weber State University). Additional employment opportunities are projected as each of these sites continues to attract clientele.

c. As appropriate, describe efforts to regional cultural development.

N/A