READING, FOUNDATIONS, AND TECHNOLOGY

Annual Report 2020-21

Reading, Foundations, and Technology Department

2020-2021

MISSION

The mission of the Department of Reading, Foundations, and Technology is to cultivate ethical instructional leaders with the professional knowledge, skills, and dispositions necessary to thrive in a culturally diverse, technologically advanced, and ever-changing global society.

VISION

The vision of the Department of Reading, Foundations, and Technology is to develop ethical instructional leaders who are committed to and exemplify our core values.

WE VALUE
Civic and Global Engagement
Student-Centeredness
Creative and Critical Inquiry
Ethical Reasoning and Professional Integrity
Equity and Social Justice
Professional Knowledge, Skills, and Dispositions
Cultural Humility
Digital Citizenship

GOALS

I. Engage in initiatives to increased enrollments in RFT programs.
II. Heighten the academic profile of the RTF Department and its individual programs.
III. Promote activities that enhance student success and engages students in service-learning experiences.
IV. Implement practices to cultivate a diverse and inclusive culture and climate in the RFT Department.
V. Plan and promote opportunities for students and faculty to engage in a global society.

1. **What were your goals at the beginning for the 2020-2021 academic year?**

   Along with the ongoing departmental goal listed above, targeted goals were outlined.

   - Continue working on departmental cohesiveness. **RFT IV**
   - Integration of new faculty members within the department. **RFT IV**
   - Revise and update the departmental mission and vision statements. **RFT II & IV**
   - Revise and update MAT curriculum, seek DESE content area matrice approval, clean up the website and GradCas pages, and fully implement the new online program delivery. **RFT III**
   - Develop a secondary undergraduate program in Vocational Business Education. **RFT II & III**
   - Investigate the addition of a library science graduate program. **RFT II & III**
   - Stabilize the education service courses (EDC 249, EDC 350, EDC 345 SFR 486 & SEC 302) offered in the department by appointing a lead instructor for each course, coordination of syllabi revisions with secondary and mid-level programs, creation of a shared instructor resources Blackboard site, and mentorship of per-course instructors. **RFT II & III**
   - Clean-up Mid-level curriculum. **RFT II & III**
   - Revise and update departmental and program websites. **RFT II**
   - Create professional recruitment materials, videos, print materials, etc. **RFT II**

2. **Describe your progress on your previous year's goals.**

   - The following goals were completed:
     - Revise and update MAT curriculum, seek DESE content area matrice approval, clean up the website and GradCas pages, and fully implement the new online program delivery. **RFT III**
     - Develop a secondary undergraduate program in Vocational Business Education. **RFT II & III**
     - Clean-up Mid-level curriculum. **RFT II & III**
   - Work will continue on the following goals and will become focus areas for the 2021-21 academic year:
     - Continue working on departmental cohesiveness. **RFT IV**

       This a personal goal that I implemented as department head my first year. It will remain in place. It is very important to the sustained success of the department.

     - Integration of new faculty members within the department. **RFT IV**

       Mentoring tenure-track faculty and tenured faculty seeking promotion is an ongoing responsibility of the department head and tenured faculty. Each tenure-track faculty member is assigned a mentor, and tenure and promotion seminars are conducted once per semester.

- Revise and update the departmental mission and vision statements. **RFT II & IV**

  Fall of 2020, the RFT faculty revised the departmental mission, vision, and goals based on the University's Strategic Plan. The department will review and revise Fall of 2021 in alignment with the College of Education.

- Investigate the addition of a library science graduate program. **RFT II & III**

  A parliamentary email was sent to Dr. Thomas Peters, Directory of Meyer Library. A meeting is scheduled summer of 2021 to discuss the possibilities for a graduate certificate.

- Stabilize the education service courses (EDC 249, EDC 350, EDC 345 SFR 486 & SEC 302) offered in the department by appointing a lead instructor for each course, coordination of syllabi revisions with secondary and mid-level programs, creation of a shared instructor resources Blackboard site, and mentorship of per-course instructors. **RFT II & III**

  Work was completed on SEC 302 and EDC 345. Dr. Julia Novakowski was assigned as lead instructor for SEC 302, and Dr. Dennis Rudnick was appointed as lead instructor for EDC 345.

  Dr. Jamie Atkinson is the lead instructor for EDC 249 and EDC 350. He will begin work Fall of 2021 with the secondary coordinators and BSED Committee to revise the syllabi and develop the instructor resource Blackboard site. In addition, he will mentor all per-course instructors assigned to teach both courses.

  Work is slated to begin on SFR 486 by the Fall of 2022.

- Due to budget constraints, the following goals were not worked on during the 2020-21 academic year but remain as goals for the 2021-22 academic year:
  - Revise and update departmental and program websites. **RFT II**
  - Create professional recruitment materials, videos, print materials, etc. **RFT II**

- Goals for 2021-22
  - Continue working on departmental cohesiveness. **RFT IV**
  - Integration of new faculty members within the department. **RFT IV**
  - Revise and update the departmental mission and vision statements. **RFT II & IV**
  - Investigate the addition of a library science graduate program. **RFT II & III**
  - Stabilize the education service courses (EDC 249, EDC 350, EDC 345 SFR 486 & SEC 302) offered in the department by appointing a lead instructor for each course, coordination of syllabi revisions with secondary and mid-level programs, creation of a shared instructor resources Blackboard site, and mentorship of per-course instructors. **RFT II & III**
  - Revise and update departmental and program websites. **RFT II**

- Create professional recruitment materials, videos, print materials, etc. **RFT II**
- Develop strategies to improve recruitment and retention rates. **RFT I & IV**
- Fill the two open faculty lines and request additional instructor lines (targeted diversity hires). **RFT II & IV**

3. **How did your goals support the University's annual action plan?**

FOCUS AREA – PLANNING A. Reevaluate the University's mission, vision, and value statements.
   o   Revise and update the departmental mission and vision statements. **RFT II & IV**

FOCUS AREA – ACADEMIC AND CAREER INITIATIVES
   o   Develop a secondary undergraduate program in Vocational Business Education. **RFT II & III**
   o   Investigate the addition of a library science graduate program. **RFT II & III**

FOCUS AREA – DIVERSITY, EQUITY, AND INCLUSION
   o   Revise and update the departmental mission and vision statements. **RFT II & IV**
   o   Stabilize the education service courses (EDC 249, EDC 350, EDC 345 SFR 486 & SEC 302) offered in the department by appointing a lead instructor for each course, coordination of syllabi revisions with secondary and mid-level programs, creation of a shared instructor resources Blackboard site, and mentorship of per-course instructors. **RFT II & III**

4. **With new dashboards, enrollment reports, and more, you've reviewed much data. What trends do you see first? What data has formed your next steps?**

   o   Enrollment data for the department has shown a steady increase over the last two years. See the table below for program enrollment numbers.
      - Fall 2019 14.6%
      - Fall 2020 18.3%
      - Fall 2021 (Projected based on 6/1/2021 data) 20.1%
      - Summer 2020 6.2 %
      - Summer 2021 20.1%

   o   Student Semester Credit Hour production has increased over the last five years.
      - 2015 – 11718 (32% of COE)
      - 2016 – 12164 (32% of COE)
      - 2017 – 12403 (31% of COE)
      - 2018 – 12598 (31% of COE)
      - 2019 – 12701 (31% of COE)
      - 2020 – 13134 (31% of COE)

- Diversity in the student population has decreased over the last three years.
  - 2018 – 10% RFT
  - 2018 – 10.6% COE
  - 2019 – 8 % RFT
  - 2019 – 9.2 % COE
  - 2020 – 7.8% RFT
  - 2020 – 10.1% COE

- Faculty diversity has decreased over the last three years. However, it should be noted that these numbers do not reflect LGBTQ individuals.
  - 2018 – 35 % RFT
  - 2019 – 24% RFT
  - 2020 – 20% RFT (COE – 17%)

- Enrollment in graduate certificate programs has increased from eight students in Fall 2014 to fifty-five in Fall 2020. See table below.

Graduate Certificate Student Enrollment, Fall Semesters 2014-2015

Department	Program Area	Program	FA14	FA15	FA16	FA17	FA18	FA19	FA20
RFT	EDT	Educational Tech Specialist - GRCT	8	6	2	1	0	0	0
RFT	EDT	Educational Technology - GRCT			3	4	3	6	6
RFT	EDT	Online Teaching and Learning - GRCT							24
RFT	RDG	College Teaching - GRCT							0
RFT	RDG	Literacy - GRCT		6	8	13	7	11	12
RFT	RDG	Dyslexia - GRCT						18	7
RFT	FDN-MAT-TL	Teaching and Learning Grad Cert							4
RFT	FDN-MAT-TL	Teacher Leadership - GRCT		3	3	0	0	0	2
		Totals	8	15	16	18	10	35	55

Student Enrollment and Faculty Count, Fall Semesters 2012-2020

				FA14	FA15	FA16	FA17	FA18	FA19	FA20	
			COE Graduate Enrollment	721	742	731	695	702	782	950	
			COE Undergraduate Enrollment	1391	1480	1490	1490	1401	1337	1248	
			COE Total	**2112**	**2222**	**2221**	**2185**	**2103**	**2119**	**2198**	
Department	**Program Area**	**Program**	**Group**	**FA14**	**FA15**	**FA16**	**FA17**	**FA18**	**FA19**	**FA20**	
				FA14	**FA15**	**FA16**	**FA17**	**FA18**	**FA19**	**FA20**	
RFT	EDT	Educational Technology - MSED	Students Enrolled	44	46	35	34	36	40	35	
			EDT Faculty	2	2	2	2	3	3	2	17.5
				FA14	**FA15**	**FA16**	**FA17**	**FA18**	**FA19**	**FA20**	
RFT	MID	Middle School - BSED	Students Enrolled	108	122	117	118	116	119	102	
RFT	MID	Teach Cert-Middle School	Students Enrolled	2	4	6	6	2	2	6	
			MID Faculty	0.5	0.5	1	1	1	0.5	1	108
				FA14	**FA15**	**FA16**	**FA17**	**FA18**	**FA19**	**FA20**	
RFT	RDG	Literacy - MSED	Students Enrolled	66	64	80	87	92	97	101	
RFT	RDG	Teach Cert-Spec Read Tchr K-12	Students Enrolled		4	2	10	10	16	13	
			RDG Faculty	7.5	5.5	7	7	8	7.5	7	16.28
				FA14	**FA15**	**FA16**	**FA17**	**FA18**	**FA19**	**FA20**	
RFT	FDN-MAT-TL	Master of Arts in Teaching - MAT	Students Enrolled	78	69	61	44	41	42	73	
RFT	FDN-MAT-TL	Master of Arts in Teaching & Learning - MATL	Students Enrolled		7	25	29	20	34	62	
RFT	FDN-MAT-TL	Teacher Leadership - EdS	Students Enrolled		3	7	7	7	11	33	
			FDN-MAT-TL Faculty	5.2	5.2	5	4.8	4.8	4	4	42

5. **What data do you find to be the most significant for your future plans?**

All data supplied by the University is beneficial and provides evidence of targeted interventions. Longitudinal enrollment data, diversity data, and retention rates are utilized to target specific programs and areas for improvement.

6. **What data surprised you?**

I am the most concerned with retention rates. Losing fourteen students is too many. The data also indicates that we must do a better job recruiting diverse students (7.8%).

7. **Did you make a change?**

Yes, retention and recruitment were added to the 2021-22 departmental goals. While retention and recruitment are always a primary concern, the department will take a more in-depth look at the data to develop new strategies for tackling these areas.

8. **Why?**

Retention and recruitment is an ongoing University and College initiative.

9. **Has the department reviewed program learning outcomes this year?**

Yes. All programs were reviewed, revised, and submitted CIQAPPs and EPP Program Reviews during the Spring 2021 semester. Feedback has not been received from the EPP Program Review committee. If additional information is needed, program coordinators and faculty will revise were required.

10. **Has your department assessed student learning? This could be discussing strengths and weaknesses, looking at student surveys about their learning, getting feedback from employers, reviewing Exit Essays on public affairs from seniors, etc. These are just a few possibilities for how you might do that.**

Yes, programs meet annually with advisory councils and share both program and student learning data. Input is gathered from the advisory council and utilized to make program improvements. Data shared with stakeholders include exit survey data, program-specific assessment data, mid-semester student survey data, and curriculum updates.

11. **Pick two to three areas/programs/majors/minors that you are trying to improve or create. Why are you focusing your attention there?**

One program and three graduate certificates were targeted for improvement.
   - A. Master of Art in Teaching (MAT)
      - i. The curriculum was dated, the program was 39 hours, and the delivery system was a mixture of traditional and online formats.

      ii.   Other MAT regional programs are fully online (asynchronous) and range from 30 to 36 hours.
- B.   Graduate Certificates
  - i.   Online Teaching & Learning was fully implemented Fall of 2020. Certificate promotion was a primary concern.
  - ii.   College Teaching was fully implemented in the Fall of 2020. Certificate promotion was a primary concern.
  - iii.   Dyslexia enrollment numbers had significantly decreased in 2019. The decline was directly linked to DESE requirements. New strategies were developed and implemented. Summer enrollment numbers for the Dyslexia certificate are showing signs of a rebound. Currently, ten new students have enrolled in the certificate program.

12. Did you add or delete programs this year?

Yes, we added a program (Vocational Business Education).

13. What led to the addition/deletion of the program?

The Vocational Business Education program curriculum was developed and approved during the 2020-21 academic year. The RFT department decided to add this program based on the history of the previous program offered in the College of Business and based on inquiries by potential students. The RFT department currently has two faculty members with a background in Vocational Business Education. Based on the information collected, the addition of this program was appropriate.

14. How has the department assisted student learning in regard to diversity, inclusion, and/or equity?

The RFT department is responsible for deliver of the multicultural education course (EDC 345). The lead instructor, Dr. Rudnick, works with all EDC 345 instructors to ensure a cohesive course. In addition, Dr. Novakowski integrated culturally responsive teaching into SEC 302. The integration of culturally responsive teaching in SEC 302 lays the foundation for middle and secondary programs.

RFT graduate programs each have diversity, inclusion, and equity as critical components throughout the coursework. These key components differ depending on the program. For example, the Educational Technology program introduces students to the digital divide and its impact on various populations.

15. How are your general education classes going this year? What's your forecast for next year?

The department only offers one general education course (EDC 249 Schooling in America). Enrollment in this course remains steady.

The department also offers several service courses for other education programs. These are EDC 350, EDC 345, EDT 365, EDT 520, RDG 318, RDG 420, RDG 421, RDG 475, RDG 574 SEC 302, & SFR 486. Enrollment remains steady. Based on current Fall 2021 enrollment numbers, Reading courses will experience a significant increase.

16. **How do you envision the modalities changing during the next academic year as compared to the past year?**

Graduate programs will remain primarily online, except the MATL/SETL program, which will be delivered face-to-face and Zoom. Undergraduate programs (Mid-Level & Business Education) will be offered in a traditional face-to-face format. Service courses will be delivered in multiple formats (face-to-face, blended, and online) to provide flexibility to undergraduate students.

17. **If modality has changed, in general, why were changes made?**

Primarily, modalities reverted to pre-Covid. However, feedback from students was utilized, which impacted the decision to offer multiple formats for service courses.

18. **What's been your most effective recruiting or marketing strategy this year? (less exhaustive and more what has/has not worked)**

The most effective recruitment strategy has been establishing partnerships with K-12 schools. Dr. Jones has done a fantastic job meeting with school district personnel and selling the MATL/SETL programs. With smaller districts, Dr. Jones combines three or more districts to create a single cohort, requiring substantial coordination on this part.

In addition, other programs recruit Facebook, Instagram, and other social media tools, professional venues, email blasts, and working with graduate school initiatives.

19. **Did the department's retention rate go up, down or stay the same?**

The 2020 retention rate (first year to the second year) for the department was 84%, above the University retention goal of 80%. However, the loss of 16% of our students is cause for concern. In 2019 the retention rate for the department was 100%.

20. **What are your thought about retention rates in your college overall?**

The 2020 retention rate (first year to the second year) for the college was 82.7%, above the University retention goal of 80%. However, the loss of 17.3% of our students is a red flag. In 2019 the retention rate (first year to the second year) for the college was 87.7%.

21. **Share a student success story. (How do we know that cybersecurity won a contest? Or that the Chorale was invited to sing at the Inauguration? Remind me of some of these things.)**

There is nothing to report at this time.

22. **Share a faculty scholarship success story. I have publication records, but what is a stand-out faculty success story that you want me to highlight. (no more than two or three)**

In addition to scholarship success stories, teaching success was also included. Teaching should be included and celebrated within the College of Education.

- o Dr. Kewman Lee – AERA 2021 Best Paper Award (AERA SIG – International Studies)

    The Paper was entitled *Diverse standards: transnational Social languages in an online affinity space across borders*. Dr. Lee will be featured in the 2022 Mind's Eye.

- o Dr. Kayla Lewis - Master Online Course Recognition Award as Best Overall
    RDG 781/782 - Assessment and Remediation of Literacy Problems

- o Dr. Ching-Wen Chang - 2020-2021 FCTL Teaching Award for Excellence in Online Teaching.
- o Mrs. Annice McLean - 2020-2021 FCTL Teaching Award for Excellence in High-Impact Practices.
- o Mr. Norman Carr (Per-course faculty) - Master Online Course Recognition Award as Best Content and Activities
    EDT 520 - Technologies in a Contemporary School Setting

23. **Indicate your level of satisfaction with the following statements (Very Dissatisfied, Somewhat Dissatisfied, Neither Satisfied Nor Dissatisfied, Somewhat Satisfied, or Very Satisfied):**
    - o How satisfied are you with the department's scholarly productivity this past year? Compares productivity to prior years)
        Rating: Very Satisfied
        The faculty should be commended for their productivity considering the Covid related issues and restraints.
        - 2019-20 (11 publications and 32 presentations)
        - 2020-21 (8 publications and 18 presentations)

    - o How satisfied are you about the number of external grants submitted by faculty?
        Rating: Very Dissatisfied

24. **If you are not satisfied with the number of external grants submitted, what are your plans?**

    Dr. Pamela Correll and Dr. Brandon Aigner are currently working with CNAS on the NSF Noyce grant. If funded, the grant will provide scholarships for MAT students.

25. **Did you receive a major grant? From whom?**

    No

26. **Highlight any new partnerships.**

    The MATL/SETL program has an established partnership with the Blue Springs School District in Kansas City, Missouri, and the Waynesville School District in Waynesville, Missouri. These partnerships generated two cohorts (2020-21) consisting of a total of 45 students.

27. **Anything else you'd like to add?**

    N/A