

**College of Education  
Reading, Foundations, and Technology  
Departmental Annual Report 2016-2017**

**A. Academic Programs**

- a. Develop a table that includes the name of each program in your department, its level (BSED, MSED, certificate, etc.) and the enrollment head count and SCH for the past 5 years. This information is available on the Dashboard.

Program	Level	2012-13	2013-14	2014-15	2015-16	2016-17	Increasing Static Decreasing
Literacy/Reading	MSED	109/588	151/792	174/883	84/895	103/1185	Decreasing/Increasing
Literacy	CERT				2/9	1/13	Decreasing
Educational Technology	MSED	98/561	123/676	108/674	54/628	51/564	Decreasing
Educational Technology Cert	CERT	3/17	13/73	18/89	7/66	2/12	Decreasing
Middle School	BSED	282/3343	236/2834	229/2795	140/3168	140/3249	Decreasing/Static
MAT	MA	231/1461	196/1194	183/1169	76/847	63/620	Decreasing
MAT-Joplin	MA	66/196	62/231	47/207	21/193	15/130	Decreasing
MATL	MA				8/75	28/338	Increasing
SETL	S.Ed.				6/54	10/127	Increasing

- b. Develop a table that includes the name and level of all the programs in your department and the number of graduates for each of the past 5 years.

Program	Level	2012-13	2013-14	2014-15	2015-16	2016-17	Increasing Static Decreasing
Literacy/Reading	MSED	15	22	23	13	6 (SU and FA only)	Possibly static. Will calculate when SP17 data available
Educational Technology	MSED	5	5	18	17	10 (SU and FA only)	Possibly static. Will calculate when SP17 data available
Middle School	BSED	36	36	21	30	16 (SU and FA only)	Possibly static to decreasing. Will calculate when SP17 data available
MAT	MA	20	19	12	15	13 (SU and FA only)	Static after 2014 decrease

MAT – Joplin	MA	5	3	1	6	1 (SU and FA only)	Decreasing to static. Will calculate when SP17 data available.
MATL	MA						New degree – anticipate graduates SP18
SETL	S.Ed.						New degree – anticipate graduates SP18

**c. Develop a table that includes the name and level of all the programs in your department and the number of diverse candidates for each of the past 5 years.**

Program	Level	2012-13	2013-14	2014-15	2015-16	2016-17	Increasing Static Decreasing
Literacy/Reading	MSED	5	7	6	5	5	Static
Educational Technology	MSED	22	22	20	16	9	Decreasing
Middle School	BSED	37	34	18	18	15	Static since 2014
MAT	MA	31	32	17	11	8	Decreasing
MAT-Joplin	MA	8	8	5	5	3	Decreasing
MATL	MA					1	
SETL	S.Ed.					1	

**d. What conclusions do you draw from the above three tables regarding enrollments, recruitment efforts needed, number of diverse candidates, etc.**

*Literacy/Reading* encountered a drop in enrollment in 2015, but appears to be climbing out of the dip, which is why it is recorded as Decreasing/Increasing. Enrollment numbers for next year will see if the recovery continues. However, the enrollment numbers for the last two years are still a decrease from years 2013 and 2014, but consistent with year 2012. It appears the years 2013/2014 and 2014/2015 may be aberrations. The Accelerated Master’s option provides an enrollment boost for this program and is a popular choice for students. Development of the MSED in Literacy as a totally online degree has increased enrollments and broadened the base of potential students reached by word-of-mouth advertising. The graduation rate for this program is currently static. The number of graduates will likely decrease next year as the lower enrollment number of students for 2015 becomes eligible for graduation. The MSED-Literacy program has maintained steady diversity numbers, but diverse student enrollment lags behind other graduate programs in the department. A concerted effort needs to be made to continue to attract and retain diverse candidates. The Literacy program also provides student credit hours to the department through the literacy emphasis option in the elementary education program.

*Educational Technology* shows a 50% decrease in enrollment from 2015 to 2016. As mentioned under the Literacy program above, I feel the enrollment numbers for years 2013/2014 and 2014/2015 may not be accurate. However, they were double-checked in Banner with the same results. The Educational Technology program should pursue an active recruiting plan and expand their marketing reach to the business community where appropriate. Program personnel should also recruit within the school districts utilizing professional development credits as they have done in the past. A recruitment plan must be in place to attract new students to the program. The number of graduates is static for the last three years.

The graduation rate is expected to show a decrease next year reflecting the smaller numbers in the program. Diversity shows a noticeable decrease for 2016. The EDT faculty are knowledgeable about the needs of International students and works closely with them to facilitate their success, so this decrease may be a function of lower enrollments overall. It is expected the level of diversity may decrease in 2017 as a result of the political climate for International students.

The *Middle School* program has static enrollments over the past two years following a large decline in numbers in 2015. Graduation rates have remained relatively static across the past five years, showing only a small decrease. The change in the number of diverse students is noticeable. It is possible this decline is a result of lower student numbers in the program overall. An active recruitment plan may attract additional students overall with increased diversity of students as value added. The Middle School program has a new coordinator beginning in 2016-2017 who is actively engaging in student recruitment by attending recruitment events on campus and collaborating with public schools to involve students. She recently hosted an event on campus for middle level students that offered tutoring in their chosen areas, as well as campus tours. While this may not provide immediate enrollment numbers, it may make a difference in five years. The Middle School program also provides student credit hours to the department through the middle level emphasis option in the elementary education program

The *MAT* program has experienced a steady decline in enrollment over the past 5 years. This decline is also occurring for the Joplin program. Previous recruitment campaigns have failed to increase enrollments, and program faculty feel the struggle to get content area courses is the main hindrance. Due to low enrollments, faculty will utilize distance technology in the form of ZOOM during the 2017 summer session to serve students in the West Plains and Joplin areas. The *MAT* in Springfield/West Plains and Joplin is within the static range, and may show an increase after SP17 graduation data is available. Enrollment of diverse students is down across the Springfield/West Plains, and Joplin programs which may be tied to lower student numbers in general. The *MAT* program needs to undertake a massive recruitment program and needs to consider restructuring to make the program more attractive to potential students, including a focus on recruiting and retaining diverse students.

The *MATL* program is in its second year of existence and is showing enrollment increases. Cohorts were developed in Nixa and Springfield, with these two sites each under consideration for a second cohort for 2017-2018. The first graduates of this program are expected in SP18. The program coordinator meets personally with school personnel to explain the program to acquire access to degree sites. He hosts receptions at each potential school site to disseminate information and attract students. In addition to the above activities, this program needs to develop a recruitment plan which increases the enrollment of diverse students.

The *SETL* is taught in conjunction with the *MATL* until enrollments reach sufficient levels to offer a separate section of each. The degree is not showing the growth present in the *MATL*, but does show an increase from the first year to the second. As with the *MATL*, the first graduates of this program are expected in SP18. Recruitment follows the same process described in the *MATL* section. Both degrees need to develop a recruitment plan with the goal of increasing the enrollment of diverse students.

**e. Briefly describe departmental plans to incrementally increase enrollments in individual programs or in the department as a whole.**

*Literacy/Reading* distributes program information through ELE 302, SEC 302 and RDG 318 courses in order to interest students in the MSED – Literacy early in their professional education coursework. The coordinator also takes part in on-campus recruitment events. The MSED – Literacy is offered entirely online, which allows the program to go beyond geographic barriers to recruit students. The program may

find it beneficial to do targeted recruitment at area elementary schools to heighten awareness of the online degree. Recruitment events at area colleges which do not offer a master's level literacy degree should be attended. Networks and contacts should be made at these institutions.

*Educational Technology* is completely online making it is possible to market the degree in public schools, off-site locations, and in business arenas. School districts such as Springfield, Nixa, Republic and Rogersville should be targeted with a plan to include the schools' technology professional development as credit in the degree or certificate. In addition, there are areas in the business sector that have employees who develop websites, make multi-media presentations, prepare videos, etc. Marketing to these businesses may increase the number of students obtaining the Educational Technology Certificate. The coordinator and faculty members attend on-campus recruiting events and promote the degree and certificate at conference presentations.

The *Middle School* program is an undergraduate program, and as such, must either recruit students early in their education before they have settled on a major or, during recruiting events, recruit students who want to add additional grades to their certifications, or attract students who wish to change their grade certification major. The coordinator currently takes part in on-campus recruitment fairs and works with area public schools to attract students. She brought several middle level students on campus for tutoring and campus tours which may increase future enrollments. The coordinator is also part of a team of faculty engaging in activities to increase enrollment of underrepresented students.

The *MAT* program must develop a plan to increase enrollment on the Springfield, Joplin, and West Plains campuses. There have been discussions on restructuring the summer workshop model with the goal of increasing enrollment. Program faculty feel the difficulty students face obtaining content area courses is a strong factor in the declining enrollments. A survey of current and past students may help pinpoint areas of concern to be addressed. Recruitment events for graduate or soon-to-be graduates should be attended, as well as targeting retired and displaced workers. However, these groups have been a recruitment focus before with low results. The increase in enrollment of diverse students must be part of any recruitment plan for this program.

The MATL is actively and successfully recruiting in local school districts to obtain school sites and students for their cohort model. Program faculty need to expand recruitment efforts to outlying school districts where it is difficult to obtain a master's degree. Recruiting students at diverse school district sites may increase the diversity of the cohorts.

The SETL is taught in conjunction with the MATL and has the same recruitment process and recommendations for future recruitment plans.

## **B. Assessments for Data-Driven Decision Making**

Assessments, both at the unit (EPP) and program level have been designed and engaged in the Taskstream system. Each program has key assessments related to state and national standards. Programs annually review their data to ensure standards are being met and continuous improvement occurs. In addition, the MSED-Literacy program is currently approved by the International Literacy Association SPA which requires the program use assessments adherent to ILA standards. The EDT program is making course, program, and assessment changes that will enable it to make application for membership to the International Society for Technology in Education SPA. Once achieved, SPA membership reviews must be resubmitted on a regular basis to ensure programs are using data to continuously improve their programs.

### C. Faculty Resources

- a. **Develop a table that lists each program in your department and the full-time FTE and part-time FTE allocated to each program listed. Also include the percentage of full-time vs. part-time FTE.**

Program	Level	Full-time FTE Springfield	Part-time FTE Springfield	Full-time FTE off-site	Part-time FTE off-site	%FT/%PT Springfield	% courses taught full-time vs part-time Springfield
Foundations	Service Courses	4	8	0	2	33% / 67%	58% / 42%
Educational Technology	Service Courses	2	0	0	1	100% / 0%	100% / 0%
Educational Technology	MSED	2	0	0	0	100% / 0%	100% / 0%
Middle School	BSED	1	1	0	3	50% / 50%	91% / 9%
Reading/Literacy	Service Courses	6	3	1	3	67% / 33%	90% / 10%
Reading/Literacy	MSED	5	3	0	0	63% / 37%	81% / 19%
MAT	MA	2	1	0	0	67% / 33%	33% / 66%
MATL	MA	2	0	0	0	100% / 0%	100% / 0%
SETL	S.Ed.	2	0	0	0	100% / 0%	100% / 0%
SFR courses	Service Courses	2	1	0	0	67% / 33%	75% / 25%

\* Service courses offered for programs housed in other departments should be listed as such, e.g. foundations, reading, special education.

- b. **What conclusions do you draw from this data? Briefly describe any faculty resources needed, including how this would affect program quality and enrollment?**

*Foundations and MAT* have the greatest number of courses taught by per course. The high number of per course in *Foundations* is attributed to the EDC 345 course. A tenure-track faculty member began teaching FA16, but 3 of 6 sections on the Springfield campus are taught by per-course. Since this course is required of all education majors, it would benefit from the continuity of tenure track instructors. The options are to hire an additional faculty member or reassign a faculty member from another program. The high number of per course for the MAT program on the Springfield campus is derived from the supervision of the required internships. The summer workshop is taught 100% by full-time faculty.

- c. **How would you propose funding the needed resources?**

The College of Education Strategic Hiring Plan ranks the priority of program position requests. There is a need for an EDC 345 instructor, which is part of the COE Strategic Hiring Plan. This need will be addressed in order of priority for the College. Another option is to reassign a faculty member from another program to teach EDC 345.

## D. Quality of Programs and Advising

### a. Describe how the department evaluates teaching effectiveness.

RFT uses the standard College of Education student evaluation forms. Emails and visits from students in reference to a faculty member are also given consideration. Once a year, faculty prepare an Annual Review form of which one part is a report on their teaching load with a reflection on their performance. The matrix below shows the criteria for teaching effectiveness in the RFT departmental guidelines for promotion and tenure:

*Teaching is defined as course instruction that is conducted under the auspices of MSU. It includes on-campus and off-campus teaching; research advisement in which instruction is the primary objective (directing Seminar projects, membership on RFT student committees); dissertation committees; preparation of course materials; development of new courses and online courses, procurement and preparation of class and laboratory equipment and supplies; program direction, advisement, paper or project grading and supervision of practice, fieldwork, and internship experiences.*

### Provide evidence/documentation of the following.

1. High student evaluations and/or student feedback (not to count for more than 50% of teaching) (on a 5 pt. scale, >4.00 where 5 is the highest; <2.0 where 1 is the highest)
2. Course syllabi reflect current research, theory and evidence-based practices and are revised regularly. Content and applications of the syllabi follow an appropriate sequence in both basic and advanced programs
3. Active involvement in continuing improvements in curriculum design, course development, program review, assessments, evaluation studies, participation in professional development activities including the following specific activities: Actively participating and collaborating (e.g., committing to and completing share of group tasks in timely manner, sharing relevant information with other program faculty in a timely manner, contributing to program and departmental discussions and related tasks) with program faculty related to program issues
4. Effective use of instructional technology in the classroom
5. Development of web-based courses
6. Course or curriculum development
7. Special access opportunities such as distance learning delivery
8. Providing opportunities for out-of-class application, field work, or service learning
9. Academic advising including number of advisees, portfolios, thesis/seminar advisement, and special projects.
10. Continual professional education, advanced study, e.g. certificates
11. Honors and awards for teaching
12. Written comments by students
13. Student outcome data related to course objectives and program assessments
14. Peer evaluations by appropriate program faculty
15. Publications and presentations related to teaching
16. Cooperative scholarship with students, including publications, presentations
17. Chair of thesis committee
18. Member of thesis or doctoral committees
19. Excellence in teaching including enhancement of higher order thinking skills and scholarly student outcomes
20. Periodic, ongoing B- 12+ involvement in relevant schools and/or agencies
21. Meeting departmental/university responsibilities in regard to program and course design and implementation (e.g., collaboration with peers, completion of tasks in a timely manner)
22. Applying theory to practice inherent to the specific discipline
23. Using evaluation data in planning and implementing instruction

### b. Describe departmental processes to assist faculty with less than adequate teaching effectiveness.

Faculty with low teaching averages discuss growth areas with department head and/or program coordinator. Based on these discussions, supports are agreed upon on an individual basis. Examples of these supports include mentoring by faculty who are successful in the target area, team teaching, or course reassignment.

**c. Describe how your department supports per course faculty to teach more effectively.**

Per course instructors are chosen and closely monitored by the program coordinator and/or faculty within the program. Observations of content faculty, student evaluations, and student comments and concerns are taken into consideration during evaluation. Per course faculty who are struggling then follow the process of discussions with the program coordinator and the department head to decide supports or assistance needed. If the program coordinator and/or department head decide a per course instructor is ineffective to the point where it would be detrimental to students, the per course instructor is not rehired. There may also be circumstances where a per course instructor would be removed prior to the end of the semester, but this situation has not arisen to my knowledge. In addition, the office of the Associate Provost holds a new per course orientation each fall and spring.

**E. Faculty Research and Scholarship**

**a. Complete the table below with the numbers of books, book chapters, refereed journal articles, presentations and grants submitted or awarded during 2013.**

	2013	Publisher or Name of Journal	Name of Conference/Sponsor	Funding Agency/Amt funded
# of Books	1	Rowman and Littlefield (1)		
# of Book Chapters	0			
# of Refereed International/National Journal Articles	7	Association of Literacy Educators and Researchers (2)  Journal of Contingencies and Crisis Management (1 )  The English Journal (1)  Critical Questions in Education (1)  Journal of Qualitative Inquiry (1)  Journal of Educational Technology Development and Exchange (1)		

# of Refereed Regional/State Journal Articles	3	The Missouri Reader (3)		
# of Peer-reviewed International/National Presentations	12		<p>13<sup>th</sup> International Congress of Qualitative Inquiry (1)</p> <p>Academy for Educational Studies Annual Meeting (7)</p> <p>Association of Teacher Educators Annual Summer Conference (1)</p> <p>Association of Teacher Educators Annual Conference (1)</p> <p>International Literacy Association: Literacy and Social Responsibility Special Group (1)</p> <p>International Center for Academic Integrity (1)</p>	
# of Peer-reviewed Regional Presentations	9		<p>Ohio Valley Philosophy of Education Annual Meeting (1)</p> <p>Southeast Philosophy of Education Annual Meeting (1)</p> <p>25<sup>th</sup> Annual Regional Consortium for Education and Technology - Southwest (3)</p>	

			<p>Literacy Research Association (2)</p> <p>Educational Paradigms Conference (1)</p> <p>34<sup>th</sup> Annual Midwest Educational Technology Community (1)</p>	
# of State Presentations	3		<p>Missouri Association of Reading Recovery Educators (1)</p> <p>Arkansas Reading Association Literacy Conference (1)</p> <p>Arkansas K-8 Comprehensive Literacy Conference and Reading Recovery Academy (1)</p>	
# of Grants submitted	3			<p>Missouri Department of Higher Education (1) \$225,271.00</p> <p>Springfield Public Schools (2) \$1,140.00 and \$750.00</p>
# of grants awarded	1			<p>Missouri Department of Higher Education (1) \$225,271.00</p>
Other	0			

## F. Student Achievements

Publications	Presentations	Other
		<b>Micki Barker</b> attended the MSTA Capitol Day in Jefferson City
	<b>Kelly Matney:</b> Presentation at the Critical Questions in Education Conference entitled <i>From ancient Greece to the high-tech high school: Socratic seminars, reading, and student reflections from a modern perspective</i>	
	<b>Sarah Keeth:</b> Presentation at the Critical Questions in Education Conference entitled <i>The evolution of an empathetic teacher: The effects of teacher bias on student engagement and learning</i>	
	<b>Allison Armstrong:</b> Presentation at the Critical Questions in Education Conference entitled <i>False prophets: The flawed promise of student engagement via integration of technology in the classroom</i>	
	<b>Amanda Wood and Samantha Ravens:</b> Presentation at the Critical Questions in Education Conference entitled <i>The awkward silence: Engaging high school students by tackling “tough” issues and uncomfortable topics</i>	
	<b>Tiffany Young:</b> Presentation at the MSU Graduate Interdisciplinary Forum entitled: <i>Complex trauma: How does it impact the lives of at-risk students?</i>	
	<b>Jennifer Walker, and Aidan Williams:</b> Presentation accepted at the Association of Middle Level Education Conference entitled: <i>Old strategy, new tricks: Rethinking lecture and interactive instruction for the Middle Level</i>	
	<b>Sadie Bayless, Audrey Lassalle, and Anna Herman:</b> Presentation accepted at the Association of Middle Level Education Conference entitled: <i>There are not bad questions: An exploration into appropriate questioning</i>	

	<p><b>Joshua Fellers, Brittany Williams, and Kaley Evans:</b> Presentation accepted at the Association of Middle Level Education Conference entitled: <i>Mix and fix: Problem solving through mixed ability grouping</i></p>	
	<p><b>Eric Snyder, Ashley Strobel, and Bitsy Blanchard:</b> Presentation accepted at the Association of Middle Level Education Conference entitled: <i>Simulations, role play, dramatization in middle school science</i></p>	
	<p><b>Jennifer Sowell, Grace Hopkins, and Haley Waddington:</b> Presentation accepted at the Association of Middle Level Education Conference entitled: <i>Can't we all just get along? Using discussion and debate for culturally responsive purposes</i></p>	
	<p><b>Austin Hon, Kristen Roberts, and Kilei Taylor:</b> Presentation accepted at the Association of Middle Level Education Conference entitled: <i>Inquiring minds want to know: Student-directed investigations as an interdisciplinary strategy</i></p>	
<p><b>Mary Hall, Dr. Beth Hurst, Dr. Pamela Correll, and Dr. Kayla Lewis</b> published Teachers' Perceptions of a Grade-level Focus on Independent Reading in <i>The Missouri Reader</i></p>		
<p><b>Amanda Barr</b> published Story Maps and Comprehension Development in Preschool in <i>The Missouri Reader</i></p>		
<p><b>Elizabeth Boxell</b> published a Book Review of Spit and</p>		

<p>Sticks: A Chimney Full of Swifts in <i>The Missouri Reader</i></p>		
<p><b>Christin Dumas Rawlin</b> published Using Skill-centered and Strategy-based Reading Instruction to Build Comprehension in <i>The Missouri Reader</i></p>		
<p><b>Erica Hatcher</b> published The Power of Online Portfolios for Young Children in <i>The Missouri Reader</i></p>		
<p><b>Luciane Hawkins</b> published Multicultural Perspectives: Culturally Relevant Literacy Instruction in <i>The Missouri Reader</i></p>		
<p><b>Amy Finkle</b> published Why Read Alouds and How will They Benefit My Students in <i>The Missouri Reader</i></p>		
<p><b>Lindsey Nilsen</b> published Implementing Flagging in <i>The Missouri Reader</i></p>		
<p><b>Michelle Martignoni</b></p>		

published Characters Coming to Life in <i>The Missouri Reader</i>		
<b>Frances Shipman</b> published a Book Review of Pete the Cat: Rocking in my School Shoes in <i>the Missouri Reader</i>		
<b>Brent Sweeney</b> published APP Review: Literacy leveler in <i>The Missouri Reader</i>		
<b>Jaimie Zaitz</b> published APP Review: Kahoot and Epic! in <i>The Missouri Reader</i>		