

Indiana State University

2004 - 2005 Academic Annual Report

Department of Curriculum, Instruction & Media Tech.

Year in Review

Accomplishments

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's 5-10 top accomplishments for the 2004-2005 year that will help contribute to this effort?

The following accomplishments represent the excellent work of the faculty through the programs offered in the Curriculum, Instruction, and Media Technology Department. 1. Library Media Program The library media program which leads to licensure as a library media specialist continues to grow. Throughout the past academic year, course registrations in the entry course, CIMT 306 Foundations of Libraries and Librarianship, from the time period Summer I 2004 through Spring 2005 show 85 students were added to the program. The on-line program serves students throughout the United States with a high quality program of study, and it is accredited by NCATE and the Indiana Professional Standards Board. See assessment data. 2. Internal Program Review The departmental faculty completed an internal program review for both the Masters of Education in Curriculum and Instruction and the Doctor of Philosophy in Curriculum and Instruction during August 2004. Several recommendations from the external evaluators were reviewed and acted upon throughout the past academic year. Specifically, the external evaluators recommended that the curriculum for the Masters of Education in Curriculum and Instruction be carefully reviewed. Their recommendations encouraged a more practical and less theoretical program for teachers who desired to earn a masters degree. This recommendation has manifested itself in a revised curriculum for the degree which is currently under curricular review. Once approved, the program will be marketed to teachers as a cohort-based program meeting face to face in on-campus as well as off-campus locations. In addition, some courses will be available on-line. The anticipated starting date for this program is January 2006. 3. Assessment Courses and programs within CIMT are being assessed through student work as well as through culminating surveys. In January, CIMT and EESE faculty members met jointly to develop graduate level survey instruments and assessment processes to further enhance programmatic assessment strategies. Two survey instruments were redeveloped to ask graduates from the program as well as their employers how well the students were meeting program and employment outcomes. Aggregated findings from the surveys were very positive overall. Two areas that were highlighted as areas of need by the students and employers are classroom management and meeting the needs of special education students. In response to these findings, the faculty carefully crafted seminars into the new masters program to address these concerns. Furthermore, curricular revision on the Ph.D. in Curriculum and Instruction will begin this summer. The foci of the internal review based on finding from preliminary exams are ensuring students have academic content and practical experiences in both curriculum and instruction. Aggregated assessment from the preliminary exams suggest that students need stronger conceptual anchors so their learning is more porta

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which

areas do you feel your department needs to improve?

The combined annual reports of CIMT faculty provide aggregated data in each area of scholarship. Books or Monographs – 1 Chapters -3 Articles Published -5 Electronic Media -5 Conference Presentations -19 Books or Journals Edited -3 The expressed hope of faculty members is to produce scholarly work. This is evident in the publications and conference presentations. We do especially well converting classroom and fieldwork into scholarly publications and presentations.

Unfortunately, our scholarly work is shortchanged by the significant amounts of time spent in the field with undergraduate students who are engaged in community activities and experiential learning. In addition, limited monetary support for professional travel minimizes opportunities to attend more than one conference a year. Given the professional demands of administration, accreditation, teaching and technology, faculty have not had the additional travel support to attend conferences and present in research-based settings. This is an area of growth especially with the Ph.D. students in our programs.

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

Departmental faculty are deeply engaged with the Project PRE grant requiring time in schools, in learning communities, and committees. This endeavor reduces the opportunities to participate in new grant writing initiatives. Nevertheless, the department did receive two externally funded grants last year. One is the Lilly Creativity Workshop grant and the other is the Bi-lateral Training Grant between ISU and the Kosovo Police Service School funded by the Department of Justice. The combined awards are \$208,000. Off-campus professional services continued to grow through activities associated with Project PRE as well as separate opportunities to provide professional guidance in a number of public and private settings. Faculty are engaged in training, professional development, grant writing, consulting, and mentoring activities locally and in Indianapolis as well as other communities. The following aggregated data from annual reports is available. The faculty are particularly active providing services to schools and are in demand consulting and working on a number of educational and training projects. An area of improvement is grant writing.

Best Practices

Describe the progress your unit has made thus far. Were you able to take these steps? What steps or goals have been particularly difficult to achieve and why? What practices, actions, initiatives are you doing that could be considered eminent?

Field Experiences - all field experiences in the undergraduate/graduate teacher education and library media programs are cross-referenced with the literature in the field and fully assessed. Student performance remains high and the faculty perspectives based on the analysis of the data are that the students are doing very well. Faculty members attended the problem based learning seminars in the summer 2004. Continued development of case-based learning activities are being developed in classes taught at undergraduate and graduate levels. No specific data set is currently available regarding student performance on case based learning. The school improvement program is being developed. The first class in a sequence of four classes is offered this summer 2005. Subsequent semesters will offer one class per semester. The most difficult steps are getting together when the faculty are available. The demands of field based work and being short faculty has significantly increased the pace of work. Simply doing the work, discussing it, and then developing new agenda items to work on is a challenge in the current situation with scarce human resources. Our field work is excellent - second to no program in the state.

Student Credit Hours

What did you learn? What steps will you take during 2004-05 to meet your department's student credit hour target by fall 2005?

All SCH targets were met this past year. The demands on faculty are stretching them since we are three faculty members short due to retirements and resignations.

Budget

Identify and describe any collaborative efforts that have been undertaken by your department with other academic or administrative units to maximize resources to meet departmental goals. Please also consider collaborative opportunities with external partners.

The Administrative Council in the College of Education spent the spring semester reviewing budgets and identifying collaborative processes for addressing budgetary shortfalls. The unit responses were beyond individual departmental initiatives, and were largely shaped by the need to cancel proposed faculty searches and support staff changes. The CIMT department ended the library media search and resources from that search were returned to Academic Affairs. A second search in the department ended because funding was needed to hire adjunct faculty to support growing library media program as well as return additional resources to Academic Affairs. The third search failed. Additional budgetary collaboration was achieved by transferring a support staff member of the CIMT department to another department's staff enabling savings in the college by reducing the support staff by one. Unfortunately, these collaborations are making it more difficult to achieve departmental goals.

Outreach

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

Currently, two master's programs are being revisited to increase outreach through web-based and also IPTV courses. As noted above, the Master's of Education in Curriculum and Instruction is under curriculum review that will enable the courses to be presented in off-campus settings. The Master's of Science in Educational Technology is being packaged differently so students can complete the degree in five semesters with only one semester during the summer spent on-campus. These on-campus courses will be available during the evenings and on weekends. The Library Media Program is being packaged with the core classes in the M.S. in Educational Technology program to have the entire master's degree available online. Discussion continues to have more and more of the Ph.D. program available through distance learning.

Assessment

For each program in the department, provide one or two examples of how the program is using assessment and evaluation (student outcomes, program review, and/or accreditation) to enhance student learning and program strength this year.

Undergraduate Teacher Education The undergraduate teacher education program collects teacher work samples in two blocked classes, CIMT 301/302 and CIMT 400/400L. The assignment is the same in each class. It consists of developing a unit for teaching, teaching the unit, assessing student learning and reporting out information on the students, the classroom, unit goals and standards, activities, assessments, unit effectiveness, and unit outcomes. Each area requires specific criteria to be addressed and reflected upon. Data compiled in fall 2004 from Livetext indicate that 96% of the students in CIMT 400/400L are proficient in meeting the expectations articulated in the work sample. The remaining 4% are satisfactory. **Transition to Teaching** The undergraduate teacher

education program collects teacher work samples in two blocked classes, CIMT 603 and CIMT 604. The assignment is the same in each class. It consists of developing a unit for teaching, teaching the unit, assessing student learning and reporting out information on the students, the classroom, unit goals and standards, activities, assessments, unit effectiveness, and unit outcomes. Each area requires specific criteria to be addressed and reflected upon. Data collected from the students indicate that 100% of the students are either at the proficient or satisfactory level. Library Media Program The library media program requires students to complete a 120 hour practicum. During the practicum, each student is supervised by an experienced library media specialist who acts as a mentor and guide as well as an evaluator. At the conclusion of the practicum, all students are evaluated on the sixteen proficiencies listed for the entire program of study. 1. Demonstrates an understanding of the concepts and tools of inquiry with an example used during the field or class experience of identifying information skills and the tools necessary for patrons to locate information. 2. Makes information literacy meaningful to learners through learning activities that integrate knowledge, educational goals, community expectations, and theory. 3. Designs both independent and group learning activities that represent a variety of learning theories and practices. 4. Creates a library media milieu with appropriate learning opportunities to support the intellectual, social, and personal development of the learners. 5. Becomes a team member in the planning, executing, and evaluation of an information literacy program that addresses the needs of patrons, staff and community. 6. Designs learning opportunities that demonstrate an awareness of the diverse physical, intellectual, emotional, and cultural needs of the patrons. 7. Uses a variety of instructional strategies to encourage development of lifelong learning and effective decision-making skills. 8. Creates a learning environment that promotes social and intellectual interaction and nurtures self-motivation for lifelong learning

Strategic Initiatives

Development Activities

What steps have you taken to support development activities in your department? How can your efforts be supported?

The department chair attended a week-long seminar at the Fundraising School to learn the ABCs of development work. There have been few opportunities to work with the development officer to further any fundraising for the department. At this time, one initiative did not work. A second initiative is in the works. Faculty have been asked to contribute to the department's foundation account.

Experiential Learning

Please provide examples of experiential learning in which your department was engaged in 2004-2005.

Teacher Education CIMT 302 Field Experiences - three weeks of teaching. CIMT 350 Community Experiences CIMT 400L Field Experiences - three weeks of teaching CIMT 401 Student Teaching - sixteen weeks of teaching CIMT 501 Student Teaching - sixteen weeks of teaching - Transition to Teaching Program CIMT 459/659 Library Media Practica 120 hours of service to a library. M.S. in Educational Technology - 120 hours of service in a technology facility.

Future Goals

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The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be

recognized as a Pre-eminent University?

The teacher education program courses in middle level, secondary level, and all grades licensure provide high quality teaching opportunities. The initial teaching activities in the local professional development schools enable students to work closely with a highly qualified teacher who knows her/his students and the content being taught. This expectation of teaching occurs twice prior to student teaching. One location is in a middle school and the other is in a high school. Beyond these powerful experiences, the pre-service teachers craft an extensive teacher work sample articulating their work with students, who the students are, what the teaching was meant to accomplish, and what the students did accomplish. These work samples are carefully reviewed by teacher education faculty and after the second experience, those work samples of a very high quality are also reviewed by a content area faculty from the student's major area of study. This process ensures that pre-service teachers are having excellent opportunities to teach and are also held accountable for their teaching and reflection. For every pre-service student, these teaching experiences are carefully reviewed by faculty members in teacher education and the content areas. Such teamwork enables the teacher education program to be distinguished. After students have substantiated themselves as capable novice teachers, they experience 16 weeks of student teaching. These events occur through the careful placement of ISU students into classrooms with highly qualified teachers who guide and mentor the student teacher. Throughout the sixteen weeks, eight weeks in a middle school and eight weeks in a high school, close communication between the student teacher, the university supervisor, and the classroom teacher enables high levels of success for the university student as well as the students s/he teaches in the classroom. Repeated comments from classroom teachers and administrators in the schools who accept ISU student teachers confirm that our student teachers are among the best in Indiana.