

Indiana State University

2004 - 2005 Administrative Annual Report

Blumberg Center

Year in Review

Achievements

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 accomplishments for the 2006-07 year that will contribute to this effort? (Please list in priority order and limit to no more than 8.)

1. Grants funded – amounts and services increased. The Blumberg Center received \$1,537,092 from state and federal grants and contracts during 2004-05—an increase of \$82,500 (5.7%) over last year. These projects provide a tremendous amount of service to the state and local communities, along with recognition for the College of Education and the University. The Indirect Funds from these grants totaled \$69,254 that also benefit ISU and the College of Education in a number of ways (e.g., funds for research). 2. Faculty/Student Involvement. The Blumberg Center has exceeded its 2004-05 annual goal to involve at least 15 faculty from 4 COE departments. To date, the Center has worked with 20 faculty members from 4 of the 6 COE departments (this is 29% of the COE faculty) in an increased number of activities providing numerous benefits to faculty and students. We have also continued providing valuable experiential learning for students from COE involved in the Blumberg Center's activities. One example of faculty and student involvement through Blumberg Center activities was an all-day workshop held in January at ISU. Our Creative Problem Solving for General Education Intervention Teams program was held for ISU and IU graduate students in School Psychology, and faculty from ISU and several other universities in Indiana. The workshop is based upon an experiential learning model. Several of the ISU School Psychology students who were trained in the CPS for GEI program, were later taught how to conduct focus group interviews. Their interviews of local school CPS for GEI teams were taped, and an ISU faculty member, Dr. Eric Hampton, Department of Educational and School Psychology, using a qualitative research approach, developed a report on the focus groups interviews. The reports by Dr. Hampton and others are shared with local school personnel, and provide opportunities for presentations and journal articles for participating students and faculty. 3. Outreach. The Blumberg Center continues to provide training programs to educators in West Central Indiana and across the state. The Blumberg Center staff and consultants, from July 1, 2003 through April 30, 2005, conducted 198 trainings reaching 3,499 people in Indiana, an increase of 53% in the number of people reached over last year's reported 108 programs that reached over 2,293 people during approximately the same time period. Our training programs are extremely well received and provide unique and significant training to public school personnel, pre-service programs, and agency personnel working with some of the most challenging students in public schools. One example of our training programs is our Creative Problem Solving for General Education Intervention Teams training program, began in 1998 by Bonnie Buddle. It had, by May 5, 2005, trained 1,654 Indiana educators from 239 school teams from across Indiana. This training program is in high demand, with the schedule for 2005-06 filled and w

Action Steps

In light of the new [strategic direction](#) of the University can you modify your action steps or develop new action steps that will aid in the implementation of the University's Strategic Indicators?

We believe that our action steps are in alignment with the new strategic direction of the University. A new director for the Center will begin July 1, 2005. This factor and future grant funds may promote modifications in the future.

Assessment

What are two ways in which you evaluated the quality or effectiveness in your area last year? What changes did you make based on those assessments?

We continued to use the four assessment systems reported in last years annual report: 1.) Goal Attainment Scaling for each goal and sub-goal. One of the changes that was made as a result of assessment of one of the goals, was to actually change the goals related to the percentage increase for the number of visits and views to our web site. 2.) Student and Faculty Confidential Feedback Forms. No changes were necessary. 3.) Web site tracking system. Our web site tracking system is dependent on ISUs tracking system. We have an inquiry in currently regarding changes made by ISU that may preclude our continuing to use this source of data. 4.) Focus group interviews and direct questions/discussions with clients were used in our CPS for GEI program. This led to modifications in our training program for school district CPS for GEI coaches along with other improvements in our training program. 5.) In addition to the four above, we used a Developmental Evaluation approach with approximately 20 field persons (professionals and parents) to provide feedback on an extensive web site under development regarding Reading Disabilities. The feedback led to numerous changes and added months to the anticipated launch date.

Future Goals

Future Goals

Please describe the progress you have made on these action steps.

Action Step #1: One graduate student (ELAF) has defended her dissertation based upon a study involving our FIEP training program. She is in process of completing the edits her committee requested. A seventy-five page report was completed by Dr. Eric Hampton on Focus Group Interviews of CPS for GEI teams. An article was submitted for review to a journal by several of the CPS-I Research team members. The editor has asked for revisions, so we are encouraged that it will be published. The research and evaluation team has continued work on several fronts with other reports in process or already posted to the Blumberg web site. Action Step #2: Events conducted this year for experiential learning opportunities for students and faculty included a one-day CPS for GEI training program at ISU in January and the Family Learning Weekend in October both reported on in other sections of this report. Two other events provided experience for 3 different School Psychology graduate students: a presentation to INCEC about Creative Problem Solving in February, and the conduct of a six-hour CPS for GEI workshop at CEC Annual Conference (also reported on as an achievement). Action Step #3: The BC Discussion Group met 10 times during 2004-05 with 12 different faculty members participating and an average of 8 in attendance. A web site was created to maintain copies of the agendas and proceedings for future use as the group meetings are planned to continue into the future. The topics of discussion regard interdisciplinary reading programs anticipating the move for the College of Education into a renovated University Hall in the future