

**Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2021–2022**

Due to Provost's Office: April 15, 2022

College of Education and Human Services

The Purpose of These Documents

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Deans will describe what is unique about their College, document progress on enrollment, program development, and faculty development; document and develop recruitment and retention initiatives; and, finally, record and celebrate faculty, staff, and student successes and achievements.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at http://www.wiu.edu/aasp/university_planning/. Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

WIU Vision

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

WIU Mission

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

WIU Core Values

Academic Excellence

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

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Personal Growth

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

Social Responsibility

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

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1. What is unique and special about your College?

The mission of the College of Education and Human Services is to educate and empower future practitioners and leaders by creating a dynamic and diverse community committed to authentic and innovative research and service opportunities. We provide our students with opportunities that integrate learning with real-world experiences, critical thinking, and ethical practice to tackle complex challenges in our society. In fulfilling this promise, we are poised to create the next generation of socially conscious leaders and practitioners who create healthy, safe, and equitable environments in their professions, organizations, and communities.

The College of Education and Human Services houses seven academic units – Department of Counselor Education & College Student Personnel, School of Education, Department of Health Sciences & Social Work, Department of Kinesiology, School of Law Enforcement & Justice Administration, Department of Military Science, and the Department of Recreation, Park, and Tourism Administration. COEHS has the largest enrollment of all of the Colleges at WIU, including the largest undergraduate major, Law Enforcement and Justice Administration. Below are some of the strengths of College along with some examples of how these different strengths are exemplified by our programs.

Students learn early in their programs to be strong supporters for their communities. For example, Health Sciences & Social Work students meet with legislators in Springfield to learn about the legislative process that impacts their field. Counselor Education faculty and students provide counseling support for the transgender population in the Quad Cities. The School of Education's Arlington & Arlene Seymour Center for Rural Education Advocacy, Policy, and Research supports the region through professional development and developing research collaborations with schools.

Students contribute in excess of 750,000 hours to schools, businesses, and agencies within the region. For example, Counselor Education students provide the community clinical mental health therapy. Exercise Science students work with clients for a personal exercise training experience. Dietetics, Kinesiology and Health Sciences students provide diabetes resources through the Bella Hearst Center. The School of Education addresses the teacher shortage crisis through a master's degree program that fast tracks college graduates into the teaching profession.

Hands-on experiences help our students hone their skills. For example, students in the fields of dietetics and hospitality management operate the Knoblauch Cafe. The Emergency Operations Center and the McCamey Crime Lab serve as educational labs for Law Enforcement, Fire Science, and Emergency Management. The Recreation, Park, and Tourism Administration Department's Horn Field Campus, which houses an outdoor climbing tower

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and high ropes and team building courses, helps students develop leadership, facilitation, and communication skills.

From curriculum to internships, our students are immersed in the field from the beginning of the WIU experience. For example, Fire Protection Services students can graduate with both their degree and a paramedic certificate. Social Work students, in partnership with Illinois Department of Children & Family Services (DCFS), complete more than 75% of the requirements for their Child Welfare Employee License. Emergency Management students learn competencies related to the Federal Emergency Management Agency (FEMA), the Department of Homeland Security, the National Incident Management System (NIMS), the Army 525 and Air Force 10-2051 training expectations, as well as GIS, drone, and next generation 911 technology. Recreation, Park, & Tourism Administration students' experience includes a 480-hour internship, small-group conversations with industry leaders during field trips, and the ability to earn industry desired certificates - an effective combination garnering the department an average 90% job placement rate for their graduates.

Our focus for the next 5-15 years is to create the following opportunities for our students, faculty, and staff:

- Encourage educational innovation, personal growth and social responsibility
- Create engaged world-changers ready to navigate a complex global community
- Create habits and resources with design thinking approaches to education and human services issues
- Use research, data-based decision making with an entrepreneurial mindset to maximize our impact and be proactive in the changing landscape of our professions and society

2. Enrollment growth possibilities in your College

Include in this description, where possible, market data, audience profiles, national trends, employment data, and other indicators of market potential.

- **Yield Rate-** We are implementing new yield (converting admitted students to matriculated students) strategies at the Department-level and College-level including a College-wide meeting on the topic; and, plan to enhance those efforts in 2022-2023.
- **Transfer Students** - COEHS has lost 37% of our market share of transfer students over the past five years and we intend on regaining this loss by focusing on updating and increasing our 2+2 agreements with the top transfer schools identified in the 2021 Fact Book. Additionally we will seek out additional institutions that have a direct connection to our programs, and in so doing, build connections with relevant co-curricular student organizations at those community colleges as well as look for opportunities to participate in events, fairs, guest lectures, and other such events.

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- **Graduate/Doctoral Student Retention** - Different from the other Colleges at WIU, the majority of the COEHS graduate/doctoral student population is part-time and presumably balancing careers, families, and studies. (The majority of the WIU part-time graduate students on the Macomb campus are aged 25-34, and 40-49 add to the range for the Quad Cities campus.) We plan to survey this population to make sure we are meeting their needs. We believe that by focusing on retention and student success, we can increase undergraduate and graduate enrollments because of the career positioning of these professionals.
- **International Market** - Thirty seven (37) international students are enrolled in COEHS graduate/doctoral programs. With the increased capabilities/comfort with Live Stream and online courses due to the pandemic, we will work to increase the number of remote learners. (In-person graduate student enrollment is often tied to the number of assistantship opportunities. With a flat budget for assistantships and the required increased pay per hour, we don't anticipate enrollment growth through the assistantship process.)
- **Traditionally Underrepresented Students** - By implementing the EPP Diversity Pipeline initiative through the Illinois State Board of Education, we aim to increase the racial diversity in the undergraduate School of Education population which will increase overall enrollment. The requirement of this state mandate will involve a significant amount of campus-wide effort including admissions, financial aid, diversity office, faculty in all educational teaching areas, etc.
- **Retention** - Between leaving WIU for another school and leaving WIU due to academic performance, COEHS lost 85 undergraduate students last year. Understanding the non-GPA reasons for departure and identifying areas of academic support are on our agenda for the coming year.
- **Post-Baccalaureate Certificate** - We will be looking at each of our certificate programs with an eye toward enrolling certificate holders in their next degree program.

3. Barriers to growth in your College

Human Resources: At the beginning of the year, the faculty identified recruitment barriers primarily focused on lack of human resource and expertise as identified on pages 24-25 of the [2021-2025 COEHS Recruitment, Retention, and Student Success Plan](#). We have been working to address these concerns throughout the year.

Student Needs: As we (hopefully) exit the pandemic, we will need to assess the changes in mindset of our current and prospective students regarding their preferences for live stream classes, online classes, and a traditional classroom setting.

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The level of current student engagement in co-curricular student organizations and co-curricular activities has waned during the pandemic despite the addition of College-level Live Stream programming to what our departments already host. It will take time and significant effort to shift student behavior patterns that emerged during the past two+ years.

Technology: Technology solutions are critical for our growth - fully implementing email marketing software, funding for texting software, etc. We regularly encounter technology barriers to our goals and dedicate staff time to finding cost-sensitive solutions yet we still have unmet needs.

Justice, Equity, and Inclusion Practices & Culture: Another challenge is creating an environment where students feel seen and heard, regardless of who they are or from where they come. Justice, equity, and inclusion matter deeply to the current generation of prospective and returning students as illustrated in numerous webinars, articles, reports, and expressed views of the WIU Black Student Association. As you will read further into the report, we have revamped our hiring processes to better address this issue through personnel (faculty and staff). Simultaneously, we are increasing the multiculturalism capacity of our faculty and staff through workshops, sessions, and adding it as a required standing item on departmental meeting agendas. We are also mindful that College-sponsored/invited speakers and topics reflect a wide representation of racial, gender, and gender expression. It will take consistent, intentional, and noteworthy efforts to match our practices and culture with the expectations of our students.

Facilities & Equipment: While we are making steps to spruce up our spaces and replace broken and/or outdated equipment, aging facilities and limited funding plague our College and have an impact on student/family perceptions when they tour campus.

Career Interests: Parallel to state and national trends, prospective student-interest in public service careers like teaching and social work has decreased significantly. We are publicizing and connecting our students to resources like the DCFS scholarship program for social workers and participating in ISBE initiatives to raise the profile of the teaching profession; however, reversing these career path trends will take time and significant effort.

4. Enrollment

Institutional Research will create a “College Profile” for Deans and Chairpersons/Directors. Please note that most information can be found in the Fact Book. Include the following:

- a. 5 years of headcount enrollment by new freshmen, new transfer, new graduate, and continuing undergraduate and graduate students in your College*
- b. 5 years of headcount enrollment by race/ethnicity, gender, and country of origin*
- c. 5 years total credit hour production by Department/School*

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- d. Identify faculty-student ratio by College and Department/School, with explanation of disciplinary norms*

[Click here to access spreadsheets](#) that contain the following information:

Table A: COEHS - 5 Years of Headcount Enrollment (New Freshmen, New Transfer, New Graduate, & Continuing Undergraduate and Graduate Students)

Table B: COEHS - 5 Years of Headcount Enrollment (Race/Ethnicity, Gender, Country to Origin)

Table C: COEHS - 5 Years of Total Credit Hour Production

Table D: COEHS Faculty Student Ratio

5. Degrees conferred

Include the following:

- a. Total number of degrees conferred for most recent academic year*
- b. Total number of degrees conferred for most recent academic year per department and/or program*
- c. Number of degrees conferred for most recent academic year per race/ethnicity, gender, country of origin*

[Click here to access the spreadsheet](#) that contains the following information:

Total Number of Degrees Conferred (per Academic Department and/or Program; per Race/Ethnicity and Gender)

6. Retention of students

List retention initiatives for the following:

- a. Current students*

Click here for the [COEHS Recruitment, Retention, and Student Success Plan](#) including a list of this year's retention initiatives listed under the Short Term Strategies section pages 11-13.

- b. Transfer students -*

While our retention initiatives are aimed at all undergraduate, graduate, and doctoral students, we hosted an orientation session specifically for transfer students leading up to the Fall 2022 term and hosted zoom office hours at the start of each semester to specifically provide opportunities for transfers students who might feel like new-student events are not for them.

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7. Recruitment of students

List recruitment initiatives for the following:

a. First-year students -

Click here for the [COEHS Recruitment, Retention, and Student Success Plan](#) including a list of this year's recruitment initiatives for both undergraduate and graduate students listed under the Short Term Strategies section pages 10-11.

b. Graduate students -

While our recruitment initiatives are aimed at all undergraduate, graduate, and doctoral prospective students, we hosted a COEHS yield/orientation event and a virtual open house specifically for graduate and doctoral-level students.

8. Recruitment and retention of faculty and staff

Describe the following:

a. Initiatives to retain faculty and staff

During 2021, COEHS worked to develop and implement an onboarding process for all new faculty and staff as well as provide some additional professional development. A description of these efforts is provided below.

In January of 2021, the College hosted a welcome back meeting for all faculty and staff. As part of this virtual event, faculty and staff learned about programming associated with the Internationalization and Social Justice Committees, watched presentations on LEJA's Recruitment Strategies and Kinesiology's Curriculum Mapping and Assessment Plans, and received updates from the Dean's Office Staff on College projects. In mid February, the Dean's Office held virtual town hall meetings with each school/department. These meetings were designed to learn more about the particular needs of the different academic units. In August, the College hosted a back to school virtual event to introduce the new faculty members, celebrate award winners and tenure and promotion candidates, and share some information about resources and upcoming events.

Faculty Specific Initiatives

In the fall of 2020, all tenure track faculty were surveyed to get a sense of the type of professional development related to teaching, research, and service that they might find helpful. Based on the survey results, two different virtual programs were held for faculty. On Friday, March 26, the COEHS Dean's Office hosted a virtual panel discussion on service in the academy. More specifically, panel members discussed how to become involved in service at the multiple levels of the University, in the community, and in one's profession as well as

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how to maintain balance with respect to service. Panel members included: Dr. Debra Allwardt (Health Sciences & Social Work); Dr. Hal Marchand (Health Sciences & Social Work); Dr. Katherine Perone (Health Sciences & Social Work); Dr. Jeremy Robinett (Recreation, Park & Tourism Administration); and Dr. Emily Shupe (Kinesiology). On Wednesday, April 28, the COEHS Dean's Office hosted a virtual panel discussion on research and publishing. Panel members shared their insights on research collaboration, identifying appropriate publishing venues, approaching feedback from reviewers and other topics. Panel members included: Dr. Nyazi Ekici (Law Enforcement & Justice Administration); Dr. Ritchie Gabbei (Kinesiology); Dr. Andrea Hyde (Education); Dr. Tim Piper (Kinesiology); and Dr. Eric Sheffield (Education). Additionally, at the beginning of the academic year, the Dean's office met with all tenure track faculty to talk about the different expectations related to the tenure process.

During the Spring 2021 semester, the College created an onboarding timeline for new faculty. The timeline outlined the different responsibilities of the Dean's Office and the Academic Unit starting in May until the time the faculty member began in the fall. In May/June, the emphasis was on welcoming the new faculty members and providing them resources about the academic unit, the College, the University, and the local communities. In July, the Dean's Office continued corresponding with new faculty and working on getting their technology needs identified as well as introducing them to the technology resources available on campus. Finally, in August, the Dean's Office participated in the New Faculty Orientation process and involved the new faculty in the college-wide professional development activities for faculty.

Staff Specific Initiatives

During the spring of 2021, the Dean's Office initiated a two step onboarding process for new civil service staff. In June/July, the new employee will receive a welcome email from the Dean's Office providing general information about University orientations, important events/dates within the College and University, what to expect from the school/department along with new employee information. In July/August, the Dean's Office continues communication with the new employee by providing a list of resources available which includes training sessions, and items to complete prior to the start of their employment with the new department/school. This was designed to provide a smooth transition to their new department/school. To ensure success for the new employee, individual monthly training sessions and staff workshops are conducted by the Dean's office administrator.

b. Plans to hire faculty and staff

During the summer of 2021, the Dean's Office asked each academic unit to identify their faculty and staff needs. For all vacant staff positions, departments were asked to provide any updates to job responsibilities. Since staffing positions have been reduced so much, all staff positions were forwarded to the Provost's Office for replacement. In terms of faculty hires,

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academic units were asked to provide the following information: (1) program(s) to be served by the new faculty member; (2) whether the program(s) identified in (1) are programs of potential growth; (3) whether the program(s) is distinct or unique; and, (4) how critical the faculty line was for the academic unit. They were also asked to rank order the positions if they had more than one. Based on the information provided by the units, the Dean’s Office rank ordered the positions and submitted them to the Provost’s Office for approval. The Dean’s Office also identified four possible CT Vivian hires for the College. As resignations and/or retirements have come in this year, the Dean’s Office works with the directors/chairs to identify whether additional hires can be made.

9. Courses

Include the following:

- a. *Total number of general education courses*
- b. *Total number of FYE courses*
- c. *Total number of major courses*
- d. *Total number of independent study, internship, and other courses*
- e. *Total number of graduate courses*
- f. *Number of courses offered through Macomb campus*
- g. *Number of courses offered through QC campus*
- h. *Number of courses offered through Online campus*

| | SPRING | FALL | SUMMER |
|-------------------------|--------|------|--------|
| GEN ED COURSES | 30 | 38 | 7 |
| FYE COURSES | 1 | 2 | 0 |
| MAJOR COURSES | 195 | 256 | 23 |
| INDEPENDENT STUDY | 27 | 21 | 24 |
| INTERNSHIP | 28 | 24 | 23 |
| Other | 70 | 91 | 59 |
| Graduate Courses | 165 | 171 | 84 |
| # Courses-Macomb Campus | 138 | 242 | 0 |
| # Courses-QC Campus | 37 | 27 | 8 |
| ONLINE | 244 | 181 | 95 |

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10. Number of new and revised academic programs

Include the following:

- a. *New major options (include audience for the program and aspect of mission served by the program)*

New Undergraduate Options

Fire Protection Services – Fire Medic Option (Spring 2021)

- This will be the main option for students interested in obtaining a paramedic license along with the Bachelor Degree in Fire Science. Most fire departments require their firefighters to have a paramedic license (or obtain quickly upon hire). This will make the graduates of this program option highly marketable.
- This option directly meets the mission of “preparing students to meet the difficult challenges firefighters and fire service administrators face in the delivery of public safety services.”

New Graduate Options

Masters of Teaching – Elementary Education Option & High School English Option (Spring 2021)

- These options will assist with the current teacher shortage in Illinois (and around the country). Students in this program can receive a temporary teaching license (and therefore serve as the teacher of record for a particular classroom). Each year, hundreds of teaching positions go unfilled. The MAT program, including these two new options, helps to provide teachers for these vacancies. The program had 82 students enrolled in its first year of operation.
- As mentioned above, this option is meeting a regional and statewide need resulting from the current teacher shortage.

- b. *New minors (include audience for the program and aspect of mission served by the program)*

COEHS did not create any new minors during 2021.

- c. *New certificates, emphases, or other (include audience and aspect of mission served)*

Post-Baccalaureate Certificate in Emergency Management (Fall 2021)

- Emergency Management is an evolving and growing field of study. LEJA reviewed current needs, best practices, school strengths, our student needs, and career and grant opportunities and have determined that because of the need for practitioners to respond to natural disasters (tornadoes, floods and hurricanes) and manmade disasters (shootings, terrorist activities, and biochemical attacks) this public safety-oriented

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curriculum advances our School's operational and tactical approach for which we have a national reputation of excellence. This new curriculum meets all anticipated accreditation requirements plus allows us to offer specific specialty areas of expertise depending on the disaster and the stage of response and recovery.

- This certificate provides a unique niche to market the emergency management program. Having the PBC in emergency management will put our graduates ahead of the competition with a solid blend of law enforcement, homeland security, and emergency management best practices and experiences.

Post-Baccalaureate Certificate in Community Engagement & Public Safety Leadership (Fall 2021)

- The primary objective of this certificate is to develop and improve the leadership and engagement skills of students working in, or seeking, positions in public safety administration. Public safety administrators must develop the communication and leadership skills necessary to build bridges between groups that mistrust each other, and to motivate change in a public safety culture that is slow to admit errors and assume new responsibilities.
- This certificate fills a unique niche in marketing the public safety administration program.

Integrated Baccalaureate degree in Recreation, Park, and Tourism Administration and Master's degree in Sport Management (Fall 2021)

- This integrated degree provides a seamless transition for students who are interested in applying organizational strategies and management skills gained from the administrative and operational competencies learned through the two curricula, to employment in the sports industry.
- This integrated program assists students with obtaining two degrees in a timely manner and allows the graduates of this integrated degree to be more marketable.

11. Eliminated academic programs

List eliminated majors, minors, other

The B.S. Ed. in Bilingual/English as a Second Language Education major was eliminated in the Spring of 2021. These two areas were switched to options under the B. S. Ed. in Elementary Education in the fall of 2020 with final approval occurring in the Spring of 2021.

12. Faculty activities

Include the following:

a. Achievements

- Dr. LaPrad received the College Award for Multicultural Teaching
- Dr. Rockwood received the College Award for Excellence in Teaching

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- Sheri Moon and the Infant/Preschool staff received word that their Silver Circle of Quality status was renewed for three Years
 - Dr. Barr was named Director of our new Center for Rural Education (established early last fall)
 - Dr. Meeker is close to having the Early Childhood Learning Lab up and running in the QC area
 - Proposal to offer the Sport Management Program on the QC campus was approved.
 - Sport Management Program External Program Review Report submitted.
 - 5 Courses (NUTR 209, 304, 404, 406, and 407) approved for online offering (Kanauss).
 - Dr. Plos received the College Award for Excellence in Community and University Service.
 - Dr. Plos received the Provost Award for Excellence in University & Community Service.
 - Received Sodexo scholarships.
 - The Kinesiology Department submitted accreditation documents for the Exercise Science program to be recognized by the International Universities Strength and Conditioning Association (Piper).
 - Dr. Katherine Perone is serving as the Veteran Liaison for the department.
 - Dr. Tracy Davis spent the fall semester on sabbatical working with Educational Leadership for the development of a doctoral program in Diversity, Equity and Inclusion in Higher Education. Additionally, he speaks nationally on these issues and trains emerging higher education leaders on these important topics.
 - Dr. Rebecca McLean is on a year-long sabbatical focusing on her research on empathy.
- b. *Professional development*
- Dr. Bories and Dr. Narvaez are working on two modules for the Team-Based Learning Collaborative (Linear Kinematics and Forces and Linear Kinetics).
 - Professional Development - Certificate of Completion (2021 August): Best Practices in Teaching Online (BPTO) – Drs. Park and Sonkeng.
- c. *Outreach and significant service*
- Dr. Katherine Perone is serving as the Veteran Liaison for the department.
 - Dr. Marchand has been asked to serve on two federal health advisory committees in May and June 2022. He has served on these programmatic panels for the past 22 years.
 - Dr. Lorette Oden continues to serve on the IBHE Diversifying Faculty in Illinois (DFI) Board

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- Dr. Lorette Oden has been asked to serve as a co-chair for the newly formed Anti-Racism Task Force
- Ms. Julie Eggleston developed a collaboration with organizations in the community to assist the TR students with gaining meaningful field work experiences. The organizations included Bickford Cottages of Macomb, the Lamoine, as well as the McDonough County Special Recreation Association.
- Ms. Julie Eggleston assisted the Youth Task Force with spearheading, programming, promoting, and facilitating the Winter Wanderings virtual series through the task force for the ROE # 26 and the Peace Corps Fellows program.
- Professor Henning was appointed a member of the FESHE Bachelor Committee Work Group.
- Omega Gamma Phi, the Professional Fire Fraternity, has been revived and the FPS students are participating in state and national events.
- Dr. Birnbaum hosted the annual Assistive Technology Conference in January.
- Dr. LaPrad was key in developing this year's Anti-Racist Inquiry Series for Faculty: Looking Inward: WIU Educators Examining Race.
- Dr. Stinnett hosted the annual Love of Literacy Conference here on campus in February.
- Dr. Szyjka once again served as the Director of Science Olympiad for West Central Illinois and Board Member of the Illinois Science Teachers Association.
- Dr. Sheng served as a program evaluator for the Waukeegen School District.
- Dr. Lorette Oden continues to serve on the IBHE Diversifying Faculty in Illinois (DFI) Board.
- Dr. Lorette Oden has been asked to serve as a co-chair for the newly formed Anti-Racism Task Force.
- Dr. Matthew Beck was invited to serve on the American School Counseling Association's (ASCA) School Counselor Summit. This prestigious honor is extended to approximately twenty Counselor Educators across the country who are selected by the ASCA executive committee. The invited School Counseling faculty gather in Washington DC to discuss issues and trends in the field of school counseling.
- Dr. Erin Lane serves on the Iowa School Counseling Association's executive board. She also led the Counseling programs's extensive CACREP accreditation process which resulted in the continuation of our status as a fully accredited program. As part of that process, Dr. Lane streamlined the way the Counseling program collects and utilizes student learning outcomes and data.

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- Dr. Haley Wikoff serves on the American School Counseling Association’s Ethics committee.
 - Dr. Haley Wikoff was invited to be the keynote speaker at the Wyoming School Counseling Association’s state conference, on the issue of supporting LGBTQ students in public schools. She is also leading the Counseling program’s initiative to provide free assessments to transgender individuals seeking hormone therapy or gender affirming surgeries.
 - Dr. Julie Brines started her first year as a faculty member in the fall semester, while her only full-time CSP faculty colleague was on sabbatical. During her first semester, Dr. Brines led the CSP Days planning committee and served as a program coordinator for both the Student Affairs and Higher Educational Leadership tracks. She also attends Students Conduct hearings and serves as secretary of WIU’s University Professionals of Illinois (UPI) local chapter.
- d. *Research (books, articles, conference presentations, other)*
- **Dr. Marchand** is currently re-writing and updating an air-safety and security manuscript and presentation that include recent data that shows the impacts of health safety concerns for the flying public and airline personnel.
 - **Dr. Marchand** is also working on a presentation that addresses health and environmental factors related to tuberculosis sanitariums in the West.
 - **Piper, T.J. & Lukkarinen, M.D.** (In Press). Descriptive investigation: Exercise induced nausea and self-treatment. *Journal of Australian Strength and Conditioning*.
 - **McLean, D., McLean, R., & Kress, V.** (In Press) Meaningfulness and Selecting Clinical Mental Health Counseling as a Career. *The Journal of Humanistic Counseling*.
 - **Dr. Megan Owens** presented at the 2021 ACA conference on Online Camp Communities.
 - **Dr. Megan Owens** presented at the 2021 IPRA conference on Programming with youth development in mind.
 - Sullivan, A.C., **Piletic, C.K.**, & Hilgenbrinck, L.C. (2021). TOYs: The call for a “community” within NCPEID. Panel discussion at the national APE conference.
 - **Piletic, C.K.**, Sullivan, A.C., & Hilgenbrinck, L.C. (2021). Uncovering the APE TOY Culture. Free communication presentation. Virtual July 2021 for National Consortium for Physical Education for individuals with disabilities.
 - Shapiro, D., **Piletic, C. K.**, Zdroik, Z., & Pitts, B. (2021). Paraspport? What is that? The absence of disability, disability sport and persons with disabilities in sport business management textbooks. Poster presentation. virtual July 2021 for National Consortium for Physical Education for individuals with disabilities.

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- Taliaferro, A., **Piletic, C.K.**, & Bittner, M. (2021). NCPEID Consortium Conversations webinar focused on APE/APA practicum considerations - update. Panel discussion presented virtually June 2021 for National Consortium for Physical Education for individuals with disabilities.
- Zdroik, J., Shapiro, D., **Piletic, C.**, Pitts, B. (2021) Examination for disability related content across sport business management textbooks. Paper presented virtually at 2021 National Conference for North American Society for Sports Management.
- Kule, A., **Ekici, N.**, Ozer, M. and Gultekin, S. (Eds.) (In press). *Fear and Risk Perceptions of College Students Regarding Terrorism* Understanding Deviance, Crime, Social Control, and Mass Media: The Construction of Social Order. Lanham, Maryland: Hamilton Books of Rowman Littlefield.
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- Chapter 15-Facilitating Group Learning (Kanauss).
- Despite the pandemic, the faculty in the Department of Counselor Education and College Student Personnel have continued to excel in their research,

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publications and presentations. During the 2021-22 academic year, all faculty will/have attended and/or presented at professional conferences.

- Dr. Carrie Alexander-Albritton co-presented at the Association of Counselor Education and Supervision conference in Atlanta.

13. Grant activities and external funding

- LEJA received a \$2 million dollar grant award for the remodeling and hardening of an Emergency Operation Center (EOC) on campus in the former Currens Library.
- Dr. Lee received \$198,588.00 in grant funding for year two of her Online Gateway Early Childhood Credentialing program
- Dr. Delany-Barmann, Paciotto, & Meeker received a \$50,000 Spencer Foundation Grant
- Sheri Moon received several rounds of Child Restoration Grant monies
- Collaborating on a 100k Strong Grant (Miguel Narvaez).
- Received Grant from Dot Foods for the Food Pantry (Shupe).
- Dr. Davis received a grant to develop racial equity and interfaith cooperation curriculum and was appointed to WIU's Anti-racism Task force.

14. Value of programming

Explain how departments, programs, and other aspects of your College add value to the educational experiences of Western's students.

- All COEHS programs require some type of practicum, internship, or student teaching experience prior to graduation. Students have the opportunity to apply knowledge and theory to their practice prior to the transition to their careers.
- Many COEHS programs encourage and/or require students to be involved in research projects. They often have the opportunity to present their own research at local, regional and national conferences.
- In Spring 2021, COEHS programs conducted a virtual transition session for first year students who were transitioning to their department advisors. Members of each school/program held a short introductory session along with time for questions and answers. In addition, the College created a Western Online course for all transitioning students. This course included specific information about the transition sessions as well as student resources.

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15. Student success

List the following:

a. Student clubs and organizations in the College

[Click here](#) for a list of our co-curricular student organizations. We met with the executive officers of the clubs on January 28 and will continue meeting with the group each semester.

b. Results of any student surveys in your College, including surveys on student success, program development, student satisfaction, etc.

The COEHS Dean's Office administered a student survey to 2,283 students in April 2021. One hundred twenty-five (125) surveys were returned. Data was collated, reviewed and analyzed. The results have been supplemented with university-level and national-level data (April-present) for both recruitment and retention and the following areas were identified as important for student retention and success.

- Financial support
- Holistic wellness support
- Professional growth programming
- Sense of community (especially for graduate and online students)
- Desire to feel like someone cares
- General success support (especially motivation tools)

c. All new initiatives in the College regarding student success

- Digital Billboards in 4 academic buildings (total of 10 screens; new content every 7-10 days)
- Student Newsletters (3-4 times per semester)
- Platform for department representatives to share articles, ideas, and activities aimed at retention
- Host social (1), wellness (8), professional development (3), and cultural (1) events
- Online Q & A session/online office hours each semester
- Recognition of student achievements via awards, digital bulletin board, social media, personal notes, social media, and student newsletter profiles
- Area on College webpage for student success information
- *Orientation sessions* in June, July, August to re-recruit incoming students who have registered for classes to make sure they matriculate
- *Your Path To Graduation* Sessions and Course Content (1 session per program for a total of 10 sessions – with students, faculty, advisor, and department chair)

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- Creation of two (2) student lounges

We also created multiple avenues for student feedback

- Student Advisory Board
- Digital Suggestion Box
- Student Organization Officer Meetings
- All-Student Town Halls

d. All initiatives to support underrepresented student populations in your College

[Click here](#) for an overview of the Equity and Inclusion initiatives all of which are aimed at creating a welcoming and inclusive environment for our students.

16. Alumni highlights

List notable highlights from College alumni.

- Former BSW students recently sat on a panel during Black History Month to discuss their experiences as students in the BSW program.
- Alumni Social at the IPRA Conference.
- RPTA Advisory Board.
- RPTA Chair Newsletters.
- RPTA Alumni regularly serve as guest speakers, mentors and internship supervisors.
- RPTA Professional Development Conference.
- Monthly Birthday Emails with departmental updates.
- Amy Wilson (CSP) published a new book, Inclusive Supervision.
- One of our recent students is the policy adviser for the Office of Illinois Lieutenant Governor Juliana Stratton.
- Sarah Russel, MSED in Educational Studies, was chosen as Iowa Teacher of the year
- Scott Reifer, VP of Communications, Chicago White Sox, gave a guest lecture in SM 558 Organizational Theory in Sport course on Feb. 10, 2022.
- Dr. Kelly Myers (Crowley), PT, ATC – passed her DPT boards in Oct. – University of Iowa DPT degree.
- Dr. Laura Lins – Orthopedic Surgeon – UW-Madison
- Tom Adams – Athletic Trainer for Professional Baseball
- Graduates of the Department of Counselor Education and College Student Personnel are highly sought after by employers across the country. Our job placement rate after graduation is typically 100% for students looking for positions in their field.
- Sara Cunningham (CSP) is the Vice President of Student Development in St. Louis.
- Stephanie Milner (CSP) finished her law degree.
- Molly Holmes (CSP) serves on the WIU Alumni advisory board.

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- Phyllis McCluskey Titus (CSP) is retiring from ISU.
- Hal DeLaRosby (CSP) and Marlon Blake (CSP) are teaching doctoral courses for WIU.
- Lisa Miller (CNED) received the Illinois Association of Career and Technical Education Career Guidance Award.
- Eryka Berglund (CNED) was named Lead Clinician for Mental Health Outpatient Service at the Robert Young Center.
- Nicole Cisne-Durbin (CNED) serves as the president and CEO of Family Resources, Inc.
- Dr. Joseph Campbell (CNED) is an assistant professor in the Department of Counseling and Human Services at Indiana University, South Bend.
- Dr. Jacob Glazier (CNED) is an assistant professor of Psychology at University of West Georgia.
- Audrey Adamson (CNED) was named Director of Center Preparation and Employer Engagement at WIU.

17. Community and/or regional engagement from College:

List notable community and regional engagement activities.

- Multiple external assistantship sites – RPTA, Kinesiology
- Rural Health Coaches for Memorial Hospital in Carthage - students from Kinesiology and Health Sciences & Social Work
- DCFS Partnership Program – social work students
- Minority Health Month - health sciences students
- Global Public Health Telebrigades
- Police Testing
- Physical Education for All Workshop – unified sport information for local teachers
- Partnership with TBK sports complex in Quad Cities
- Adapted Physical Activity Motor Clinic – students from the local special education cooperative
- Camp Rocky - camp for local students
- Foos for Families - fundraising event for local organization
- Senior Olympics
- Horn Field Campus
- Emergency Operations Center
- CSI Experience Summer Camp
- LEJA Career Fair
- LEJA's online progression training series – public safety preparedness and corrections & justice administration enhancement

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- Center for Best Practices in Early Childhood Education – STARNET and Provider Connections both support workforce development, learning, and DEI initiatives in early childhood education
- Community Based Organization for the Quad Cities region Logan Square Parent Mentor program
- Maurice Kellogg Science Education Center – staff development for educators; Rocketry Club
- America Reads volunteer program – assisting with reading skills of elementary school students
- WIU Infant & Preschool Center – includes children from the community
- WIU Quad Cities Spanish Bilingual Early Learning and Family Empowerment Lab – working with city of Moline to make this a reality for one of Moline's childcare deserts
- Alternative Licensure program – currently there are 65 students who are full-time teachers in IL schools
- Seymour Center for Rural Education – grant funds to help support Alternative Licensure program as well as research addressing issues impacting rural education
- 2+2 Agreement with Highland Community College – elementary education program
- Grow Your Own Teacher Program with Moline School District #40 and Black Hawk Community College – future teachers program
- Equity-based research in local schools during COVID-19
- Staff development and consultation on Play and Language in diverse Kindergarten settings, including Dual Language Classrooms
- Cohort programs with mentor support in ESL/Multilingual endorsement pathways
- Great River Teacher Corp scholarship program – requires a three year commitment to teaching in a regional rural school

18. Conclusion

As this document reflects, the College of Education and Human Services has had a productive year. The leadership of the College set the goals and direction through a systematic multi-stage collaborative approach with all relevant constituent groups. We were guided by the tenets of Rogers Diffusion of Innovation Theory whereby we diffused change and innovation through the creation of awareness of the need for the change, monitored the process of adaptation, reviewed and tested the adaptation processes, and modified and consistently used the modified versions to ensure success. As a consequence, we have seen a renewed commitment to the recruitment and retention of our students. Our academic units are significantly more involved in this process. We continue to work on strategies for increasing our yield and retaining the students we have recruited. In addition, we have worked hard to recruit alternative streams of students such as international students and working professionals. In addition, we have made a conscious effort to incorporate diversity, equity

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and inclusion initiatives as part of our professional development with staff as well as our work with students. We look forward to continuing this work in the upcoming years. The College continues to review its curricula across the board and determine what changes need to be made in order to provide the best education for our students. We also continue to make positive strides in our community engagement and outreach efforts. Finally, we are very proud of all of the accomplishments of our students, faculty and staff. The productivity of our faculty and staff continues to be robust, as evidenced above, even during this pandemic.

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Due to Dean's Office: **March 15, 2022**

Counselor Education and College Student Personnel

The Purpose of These Documents

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at http://www.wiu.edu/aasp/university_planning/. Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

WIU Vision

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

WIU Mission

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

WIU Core Values

Academic Excellence

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

Personal Growth

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

Social Responsibility

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

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1. Department/School mission statement:

College Student Personnel:

The College Student Personnel programs prepare and graduate effective leaders and reflective practitioners doing socially and ethically responsible work in the field of student affairs.

Counselor Education:

Counselors teaching counselors: knowledge, development, inspiration and transformation

2. Degrees offered in Department/School:

College Student Personnel:

- Master of Science (M.S.) - College Student Personnel: Student Affairs Track (Macomb)
- Master of Science (M.S.) - College Student Personnel: Higher Education Leadership Track(Quad Cities)

Counselor Education:

- Master of Science in Education (M.S.Ed.) - Clinical Mental Health Counseling
- Master of Science in Education (M.S.Ed.) - School Counseling

3. List specific recruitment and retention activities:

The Department of Counselor Education and College Student Personnel engages in numerous recruitment and retention activities throughout the year. This past year, we have dramatically increased our social media presence in an effort to recruit more students as well as maintain contact with prospective students who inquire about the programs. We are utilizing the skills of our Graduate Assistants and Student workers to assist us in staying up to date with social media. Additionally, we have been presenting in undergraduate classes and meetings about both graduate programs. Counselor Education and College Student Personnel programs each held their major recruitment events (CSP Days and CNED screening interviews/ experiences) in February.

Once students have begun either of the programs, the Department and student organizations hold numerous events to keep students engaged and connected to their studies. College Student Personnel hosts monthly alumni hour events that connect current students to professionals in the field. The student organization, WISPA, coordinates social events for current students on a regular bases. In Counselor Education, the student organizations, Chi Sigma Iota (honorary) and Counseling Association and the faculty offer educational sessions, alumni panels and social events as a means of increasing student engagement/ retention.

4. List student learning outcomes for majors:

College Student Personnel:

Students who graduate from the College Student Personnel program (Student Affairs and Higher Education Leadership tracks) at Western Illinois University will be able to:

- Identify approaches to address contemporary issues facing higher education;
- Articulate histories, values, and philosophies of higher education;

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- Study leadership (as a role and process) to create learning environments (virtual or in-person) that support the inclusion of all students and members of campus communities while attending to issues of privilege, power, and oppression.
- Define and assess organizational and human resources including, but not limited to: policies, practices, procedures, and structures;
- Gather, apply, and deploy methods of research and assessment to improve, shape, and benefit student learning and higher education; and
- Describe the concepts and principles of student development and learning theories that advance intrapersonal, interpersonal, and cognitive complexity;

Counselor Education:

The Department of Counselor Education's programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and was the first counselor education program accredited in Illinois in 1987. The eight CACREP common-core areas as defined by their *Standards for Preparation* are:

- PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE - studies that provide an understanding of all aspects of professional functioning.
- SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.
- HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.
- CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors.
- HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in a multicultural society.
- GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
- ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.
- RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

5. Describe Department/School strengths:

Within the Department of Counselor Education and College Student Personnel, both programs have a long history of national recognition as exemplary programs. After almost 20 years of separation, the programs were rejoined together in July, 2019. Since it's reformation, the department has consistently shown strengths of strong teaching, scholarship and research endeavors by faculty; high job placements for graduates of both programs; and partnerships

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within both the Quad Cities and Macomb communities, as well as on-campus collaborations.

6. Describe Department/School challenges:

The greatest challenges of the Department of Counselor Education and College Student Personnel primarily stem from recovering from the effects of the pandemic (decline in student and faculty connections, shifting to and from online and face to face learning; increase in student absences, etc.) a lack of the necessary funding to support basic programmatic requirements and the ongoing need for additional faculty.

The College Student Personnel program lost a faculty line in the 2019 cuts. That has left us with two faculty who are running two programs (Student Affairs and Higher Education Leadership) on two campuses. This is a virtually impossible task that has the Department overly reliant on adjuncts who are not trained as educators. Each semester, we are required to hire adjuncts to cover courses that are equal to more than the teaching load of the full-time faculty member that was cut. Students regularly complain about the inconsistency of adjuncts instead of full-time faculty. With Dr. Davis' work with the Educational Leadership doctoral program development, his time has been even more taken away from the CSP programs, leaving us with only one full-time faculty (in her first year) dedicated to CSP programs on two campuses. We are in desperate need for at least one additional faculty member in CSP.

The Counselor Education program is also in need of additional faculty if they are to increase enrollment. CACREP requires a student to faculty ratio of 12:1. At this point, our enrollment is at the maximum capacity for our accreditation. I recently received the resignation of a Counselor Education faculty member, which means we will need to conduct a search to replace in the fall of 2022 (during the hiring cycle for the profession). While CACREP will allow the department to be out of compliance with the student to faculty ratio after a late resignation and a pending search, we will still not be able to admit more students than we graduate annually until we can hire additional faculty.

While every department sustained significant budget cuts this past year, our programs were hit particularly hard. As noted in previous reports, the initial CSP budget (2019) was enough to cover phone and copy machine expenses, but there was not enough left over to pay for paper for the copy machine. That and all other office supply expenses were covered by the CNED budget. Faculty did not have phones in their Macomb offices and there was only one phone line for the CSP program in Macomb. While the change in copy machine and phone expenses has been helpful for Macomb based offices, the we never had phone expenses (except one line) on either campus (QC phones were not charged to departments). As such, we have never paid phone expenses. The budget cut equal to those costs have been problematic to our department, which needed the funds from Counselor Education to help offset the budget deficit in College Student Personnel. Again, I would like to request a re-evaluation of the Department's budget.

Communication and quick turnaround of program needs is always a struggle when working 80 miles apart. The pandemic caused this concern to become much bigger than it had been previously. In order to assist with this, I was spending one day a week in Macomb with CSP faculty. The pandemic made that not possible, in that faculty were also not on campus. With the lifting of some of the protocols, I have returned to more regular Macomb campus office hours. In the fall, I also taught a course for the first year Student Affairs students in Macomb. I am scheduled to teach the course again in the fall. While I realize that the decision to spend time weekly on the campus away from my primary office location is one that I have chosen (and not

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typical of Department Chairs), I feel it is important to have a consistent presence on both campuses, since we have programs and faculty on each. As such, this is something I plan to do and will continue to pay for personally, as the Department does not have enough funds to pay for regular travel to Macomb.

7. Identify opportunities for your Department/School in the short term:

- We are shifting the Higher Education Leadership (HEL) from a hybrid program to entirely online. This would allow enrollment of students across the country. We are “piloting” this initiative in the fall, offering first semester HEL students’ courses with live stream, synchronous class meetings to replace the three, monthly face to face classes in the Quad Cities. We are hopeful this pilot will be effective in allowing us to recruit students from across the globe.
- We plan on the continuation and expansion of Social Justice Summit and other diversity initiatives to increase respect and appreciation for diverse students, faculty and ideas on both campuses.
- We hope to begin the implementation of offering assessments to transgender individuals seeking hormone therapies and/ or gender affirming surgeries this spring or summer.
- Following a hiatus during the pandemic, the Robert Young Center’s WIU Counselor Education clinic has re-opened. Both Practicum and Internship students are seeing clients twice a week again. We hope to work towards expanding the clinic’s capacity to work with community members.

8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.

- Strategic Planning sessions as a full department.
- Develop additional recruitment and marketing strategies that highlight all programs within the Department.
- Re-instatement of Quad Cities School Counselor Academies, and expansion of Macomb School Counselor Academies. These events bring over 100 area school counselors to each campus two-three times per year for professional development. These events are vitally important for undergraduate recruitment.
- Continuation and expansion of College Student Personnel graduate assistantships on both campuses. The students in these positions (approximately 35 between both campuses) play an important role in undergraduate student retention, serving as mentors/ allies for students through residence halls, Greek life, Student Activities, the Multicultural Center, Academic Advising and other university programs.
- Develop an emerging partnership with Augustana College in Moline to increase WIU graduate assistantships on their campus. At one time, Augustana College hall directors (and student affairs personnel) were graduate assistants who were enrolled in the Counselor Education program. We would like to re-instate this program and offer enrollment in either College Student Personnel or Counselor Education. If we are successful in that endeavor, we would like to extend the opportunity to St. Ambrose University’s hall directors and student affairs personnel as well.

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9. How will you measure the success of the plans outlined above?

- Curricular changes will be measured by successful implementation in 2022-23.
- Recruitment efforts will be measured by admissions data.
- Student Services collaboration will be measured by creation of programs/ initiatives/ goals on both campuses.
- New and previously held events will be scheduled on both campuses.
- New partnerships with area colleges will be established or in process.
- New mission and vision statement will be created and implemented.

10. List major faculty and staff achievements:

Despite the pandemic, the faculty in the Department of Counselor Education and College Student Personnel have continued to excel in their research, publications and presentations. During the 2021-22 academic year, all faculty will/have attended and/or presented at professional conferences.

Additionally, the following faculty had these accomplishments:

- Dr. Tracy Davis spent the fall semester on sabbatical working with Educational Leadership for the development of a doctoral program in Diversity, Equity and Inclusion in Higher Education. Additionally, he speaks nationally on these issues and trains emerging higher education leaders on these important topics. He also received a grant to develop racial equity and interfaith cooperation curriculum and was appointed to WIU's Anti-racism Task force.
- Dr. Rebecca McLean is on a year-long sabbatical focusing on her research on empathy.
- Dr. Leslie O'Ryan is working with an international organization and will be providing tele-health crisis/ mental health services to those in Ukraine. She will also be assisting with an educational conference in Scotland this spring.
- Dr. Carrie Alexander-Albritton co-presented at the Association of Counselor Education and Supervision conference in Atlanta.
- Dr. Matthew Beck was invited to serve on the American School Counseling Association's (ASCA) School Counselor Summit. This prestigious honor is extended to approximately twenty Counselor Educator's across the country who are selected by the ASCA executive committee. The invited School Counseling faculty gather in Washington DC to discuss issues and trends in the field of school counseling.
- Dr. Erin Lane serves on the Iowa School Counseling Association's executive board. She also led the Counseling programs's extensive CACREP accreditation process which resulted in the continuation of our status as a fully accredited program. As part of that process, Dr. Lane streamlined the way the Counseling program collects and utilizes student learning outcomes and data.
- Dr. Haley Wikoff serves on the American School Counseling Association's Ethics committee. Additionally, Dr. Wikoff was invited to be the keynote speaker at the Wyoming School

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Counseling Association's state conference, speaking on ways to support LGBTQ students in public schools. She is also leading the Counseling program's initiative to provide free assessments to transgender individuals seeking hormone therapy or gender affirming surgeries.

- Dr. Julie Brines started her first year as a faculty member in the fall semester, while her only full-time CSP faculty colleague was on sabbatical. During her first semester, Dr. Brines led the CSP Days planning committee and served a program coordinator for both the Student Affairs and Higher Educational Leadership tracks. She also attends Students Conduct hearings and serves as secretary of WIU's University Professionals of Illinois (UPI) local chapter.

11. List major student achievements and recognitions:

- Kywn Townsend Riley - recently won the Chicago Reader's 2021 Best of Chicago Competition, in the "Best New Poetry Collection of 2021" category for her spoken word album, "and She Worthy."
- Kirwin Seger – NASPA NOW Award for Inclusion - NASPA's NOW Professional Recognition recognizes the exceptional contributions from new professionals and graduate students within NASPA.

12. List alumni activities:

Graduates of the Department of Counselor Education and College Student Personnel are highly sought after by employers across the country. Our job placement rate after graduation is typically 100% for students looking for positions in their field.

College Student Personnel Alumni:

- Amy Wilson published a new book, Inclusive Supervision.
- Sara Cunningham is the Vice President of Student Development in St. Louis.
- Stephanie Milner finished her law degree.
- Molly Holmes serves on the WIU Alumni advisory board.
- Phyllis McCluskey Titus is retiring from ISU.
- Hal DeLaRosby and Marlon Blake are teaching doctoral courses for WIU.

Counselor Education Alumni:

- Lisa Miller received the Illinois Association of Career and Technical Education Career Guidance Award.
- Eryka Berglund was named Lead Clinician for Mental Health Outpatient Service at the Robert Young Center.
- Nicole Cisne-Durbin serves as the president and CEO of Family Resources, Inc.
- Dr. Joseph Campbell is an assistant professor in the Department of Counseling and Human Services at Indiana University, South Bend.
- Dr. Jacob Glazier is an assistant professor of Psychology at University of West Georgia.
- Audrey Adamson was named Director of Center Preparation and Employer Engagement at WIU.

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School of Education

The Purpose of These Documents

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at http://www.wiu.edu/aasp/university_planning/. Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

WIU Vision

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

WIU Mission

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

WIU Core Values

Academic Excellence

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

Personal Growth

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

Social Responsibility

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

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1. Department/School mission statement:

The mission of the School of Education is to bring knowledge, skills, and insights from our multiple disciplines to bear on questions educators face in their professional and personal lives. This distinctive orientation will prepare self-reflective lifelong learners, transformational leaders, and socially conscious practitioners in our ever-changing global society.

2. Degrees offered in Department/School:

Undergraduate Degree Programs:

Bachelor of Science in Education, Elementary Education, with options in
Elementary Education (Grade 1-6 Licensure)
Early Childhood Education (Birth-Grade 2 Licensure)
English as a Second Language Education (Grade 1-6 Licensure & ESL Endorsement)
Multilingual Education (Grade 1-6 Licensure & ESL & Bilingual Endorsements)

Bachelor of Science in Education, Middle Level Education (Grades 5-8 Licensure), with options
in
Literacy
Math
Science
Social Studies

Bachelor of Science in Education, Special Education (Grade K-Age 21 Licensure)
Bachelor of Science in Education, SPED/ELED (Dual Licensure)
Bachelor of Science in Education, Educational Studies (Non-Licensure)

Undergraduate Minors

Middle Level Literacy
Educational Studies
Teaching English to Speakers of Other Languages

Graduate Degree Programs

Master of Arts in teaching, with tracks in
Early Childhood (Birth-Grade 2 Licensure)*
Elementary Education (Grade 1-6 Licensure)
History (Grade 9-12 Licensure)*
Math (Grade 9-12 Licensure)
SPED (Grade K-Age 21 Licensure)
Science (Grade 9-12 Licensure)

Master of Science in Education, Curriculum & Instruction
Master of Science in Education, Educational Leadership (Principal Licensure)
Master of Science in Education, Educational Studies with tracks in
Language and Culture
Professional Education

Master of Science in Education, Reading with tracks in
Reading Specialist (Reading Specialist Licensure)
Reading Teacher (Reading Teacher Licensure)

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Master of Science in Education, Special Education with tracks in
LBSI Certification
Advanced Studies for Certified LBS1 Teachers
Educational Specialist (Superintendent Licensure)
Doctor of Education, with options in
PK-12 School Leadership (Superintendent Licensure)
Organizational Justice, Equity, and Inclusion

Post Baccalaureate Certificate Program

Teaching English to Speakers of Other Languages

Minors

Middle Level Literacy
Educational Studies
Teaching English to Speakers of Other Languages

*Awaiting final state approval

3. List specific recruitment and retention activities:

School of Education

Undergraduate Program Recruiting Strategies

1. Attend all Discover Western recruitment events on Macomb and Quad Cities campuses or virtually.
2. Send out post cards to those who attended Discover Western events.
3. Send out e-mail messages to prospective students on data bases provided by the Admissions Office (Accepted Students databases).
4. Work with SOE Scholarship Committee to be strategic in awarding scholarships to prospective students so that as many receive scholarships as possible and top students receive the large amounts.
5. Personal tours of campus and Horrabin Hall will be provided to those students and parents who could not attend Discover Western or who wish a live meeting.
6. An SOE representative and Teacher Education personnel will attend a session with community college counselors.
7. Phone conversations will be held with interested parents who could not come to campus or wish to get information over the phone.
8. Students from local schools will be invited to campus when it is again safe to do so.
9. SOE personnel will be available to give talks in local schools about becoming a teacher and our teacher education programs when it is safe to do so.
10. Faculty will attend the WIU Teacher Fair (either live or virtually) to discuss our programs with administrators present.
11. Investigate a living learning arrangement in one of the WIU dormitories for education majors.

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12. Investigate the possibility of creating a virtual information session(s) to drive prospective students in area high schools to interact with current teacher education students and faculty.
13. Create a new flyer highlighting our SOE undergraduate programs to distribute on social media and to area high school counselors.
14. Plan to make a professionally produced promotional video by interviewing recent graduates of WIU's teacher preparation program on the journey to teaching success. This could be shared on our SOE website as well as SOE's Facebook site.
15. Using the Freedom of Information Act to request contact information for schools in Illinois and contiguous states to share our program information with potential students.
16. Establishing Grow Your Own Teacher Programs/2+2 Programs with regional school districts/community colleges

Undergraduate Program Retention Strategies

1. Students who drop below a 2.5 GPA as pre-education majors and then 2.75 GPA once they have been accepted to TEP may appeal to take additional courses in their program. The UG committee works to develop a plan with each student they approve so they can continue. These plans are revisited twice per year.
2. The UG advisor and UG coordinator will work with those who are struggling academically before students reach probation status.
3. The director will also identify those with failing grades and incompletes for follow-up strategies.
4. Maintain organizations like Kappa Delta Pi, the Rocket Club, Student Education Association, and the Council for Exceptional Children, which should start back up again once COVID-19 has subsided. CEC traditionally has a children's book initiative to raise money and also donates books around the country. We encourage our students to get involved in extracurricular activities.
5. Undergraduate students in conjunction with *University Housing and Dining* and the SOE director have set up a living arrangement for education majors in one of the dorms that will start in fall 2022.
6. Faculty strive to make personal connections. The UG committee will suggest to faculty to offer class points for civic and service activities in specific classes.
7. Students will again present with faculty at conferences once COVID subsides. Several areas have done this in the past.

Graduate Program Recruiting Strategies

1. Attend graduate school recruitment events when notified of interested parties in each specific program. This might extend to include open house events (virtual or face-to-face), alumni meetings or events sponsored by the graduate school. Follow up with attendees as necessary.
2. Distribute School of Education graduate program(s) flyers or website links to superintendents of school districts, Regional Offices of Education, or in-service teachers.
3. Hold phone conversations or Zoom meetings with interested program candidates.
4. Explore and consider hosting local area school informational meetings that pertain to any of the graduate programs.
5. As necessary, revise the graduate program flyer or website content so it can be distributed through various social media or other electronic means.
6. Arrange to produce area specific promotional videos through the Communication Department at Western Illinois University. Professionally edited videos can then be embedded into the School of Education or graduate program websites.
7. Explore the work of designing Facebook pages or Twitter handles in addition to graduate program websites. These platforms will be monitored and updated as needed.
8. For select programs, create program newsletters that will be posted either on the School of

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Education or program specific websites that emphasize news, current events or points of interest/pride.

9. Investigate the possibility of school district or Regional Office of Education partnerships for arranging individual or cohort enrollment into graduate programs.
10. Regularly visit GradSchoolMatch for potential candidates. Attempt to make contact through the internal messaging system. Update director profiles as necessary.
11. Once a year, establish a goal in terms of percentage growth for the upcoming school year. Figures could then be reported on a yearly basis as part of one of the programmatic updates submitted to relevant parties.
12. Process Graduate School transmittals and/or welcome letters in a timely manner as to not “lose” potential candidates to programs outside the institution.
13. Using the Freedom of Information Act to request contact information for schools in Illinois and contiguous states to share our program information with potential students.

Graduate Program Retention Strategies

1. At the time of the once-a-semester University Graduate School meeting, graduate program faculty in the School of Education (SOE) will meet afterwards to share and solicit information about retention and recruitment or other matters of importance.
2. Graduate program coordinators will make program updates available at the beginning of each semester after the 10-day enrollment period ends or upon request of the SOE Director. To facilitate transparency, each coordinator will submit the report to the Director of the School of Education/Dean as well as all of the graduate coordinators. The report will contain the breakdown of University defined “active” candidates enrolled in programs, areas of specialization, as well as those projected to graduate.
3. Program coordinators or graduate program advisors will meet with each candidate, after acceptance into the program but prior to enrolling into a course, in order to outline a course of study as well as to establish rapport. As necessary, if students are defined by the University as a “no show” in terms of enrollment into a course, then the program coordinator or advisor will attempt to follow up with the candidate to get them advised and enrolled. Students who have taken courses, but fail to enroll in subsequent semesters will be contacted by the graduate coordinator or advisor for each of the respective programs. Proper records/spreadsheets with this information will be maintained.
4. The Program Advisory Committees will meet once per semester to discuss ideas for both retention and recruitment or other areas of concern.
5. Faculty will contact students who are not making satisfactory progress towards degree completion to: (1) offer consultation; (2) suggest a referral to the writing center and/or; (3) discuss options for taking an incomplete.

4. List student learning outcomes for majors:

BSED Educational Studies (non-licensure)

1. identify, compare, and contrast salient features; analyze policy differences between teaching and learning in formal school and informal non-school contexts

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2. recognize demographic changes occurring in the United States and how these change the ways we think about informal education opportunities
3. explore and analyze access and equity issues in informal education, on a practical and policy level, as these relate to marginalized groups
4. identify potential career paths involving teaching and learning outside schools
5. describe and utilize the social, emotional, cognitive, and physical characteristics that can impact learning during childhood, adolescence, and adulthood; describe and critically evaluate the status of the major extant psychological theories of cognition and motivation and their relevance (or lack thereof) for educational practice; describe, as currently understood in the field, the cognitive processes (e.g., attention, storage, retrieval) that underlie human learning and apply these to problems of learning and instruction, including both those that involve general problem solving and domain-specific tasks and skills

BSED Elementary Education/ELED (Grades 1-6) option

1. know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation
2. demonstrate a high level of competence in use of English language arts; know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas
3. know, understand, and use fundamental concepts of physical, life, and earth/space sciences; design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science
4. know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability; consistently engage problem solving, reasoning and proof, communication, connections, and representation
5. know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world
6. know, understand, and use—as appropriate to his or her own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students

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7. know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health
8. know, understand, and use—as appropriate to his or her own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students
9. plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
10. understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
11. understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
12. use his or her knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments
13. use his or her knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom
14. know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student
15. be aware of and reflect on his or her practice in light of research on teaching, professional ethics, and resources available for professional learning; continually evaluate the effects of his or her professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally
16. know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, and physical growth and well-being of children

BSED Elementary Education/ELED (Grades 1-6) option

1. know and understand young children's characteristics and needs, birth – age 8
2. know and understand the multiple influences on early development and learning
3. use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
4. know about and understand diverse family and community characteristics
5. support and engage families and communities through respectful, reciprocal relationships

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6. involve families and communities in young children's development and learning
7. understand the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children
8. know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection
9. understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities
10. know about assessment partnerships with families and with professional colleagues to build effective learning environments
11. understand positive relationships and supportive interactions as the foundation of his or her work with young children
12. know and understand effective strategies and tools for early education, including appropriate uses of technology
13. use a broad repertoire of developmentally appropriate teaching/learning approaches
14. reflect on his or her own practice to promote positive outcomes for each child
15. understand content knowledge and resources in academic disciplines: language and literacy; the arts—music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies
16. know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines
17. use his or her own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child
18. identify and involve oneself with the early childhood field
19. know about and uphold ethical standards and other early childhood professional guidelines
20. engage in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource
21. integrate knowledgeable, reflective, and critical perspectives on early education
22. engage in informed advocacy for young children and the early childhood profession

BSED Elementary Education/ESL Option

1. demonstrate a comprehensive command of the language of instruction, subject matter, methods of inquiry, and structure of the discipline(s) and create learning experiences that make the content meaningful to all students while building on the students' linguistic and cultural diversity

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2. understand how individuals grow, develop, and learn and provide effective learning opportunities that support the intellectual, social, linguistic, and personal development of all students
3. understand how students differ in their approaches to learning based on their cultural backgrounds and individual experiences and create instructional opportunities that are adapted to diverse learners
4. understand instructional planning and design instruction based upon knowledge of the discipline, educational materials, technology, diversity of the community, and curriculum goals
5. understand the use of individual and group motivation and behavior to establish a caring, inclusive, safe, and linguistically and culturally rich community of learning
6. understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills in the learning of both content and languages
7. use knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom
8. understand various formal and informal assessment strategies and use them to support the continuous development of all students
9. understand the role of the community in education and develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being
10. be a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seek opportunities to grow professionally from interactions with students, their parents, and other professionals
11. understand education as a profession, maintain standards of professional conduct, and provide leadership to improve the learning and well-being of students for whom English is a new language

BSED Elementary Education/Multilingual Option

1. demonstrate a comprehensive command of the language of instruction, subject matter, methods of inquiry, and structure of the discipline(s) and create learning experiences that make the content meaningful to all students while building on the students' linguistic and cultural diversity
2. understand how individuals grow, develop, and learn and provide effective learning opportunities that support the intellectual, social, linguistic, and personal development of all students
3. understand how students differ in their approaches to learning based on their cultural backgrounds and individual experiences and create instructional opportunities that are adapted to diverse learners
4. understand instructional planning and design instruction based upon knowledge of the discipline, educational materials, technology, diversity of the community, and curriculum goals
5. understand the use of individual and group motivation and behavior to establish a caring, inclusive, safe, and linguistically and culturally rich community of learning
6. understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills in the learning of both content and languages
7. use knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom
8. understand various formal and informal assessment strategies and use them to support the continuous development of all students
9. understand the role of the community in education and develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being
10. be a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seek opportunities to grow professionally from interactions with students, their parents, and other professionals
11. understand education as a profession, maintain standards of professional conduct, and provide leadership to improve the learning and well-being of students for whom English is a new language

BSED Middle Level Education (Grades 5-8)

1. understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in his or her practice; demonstrate his or her ability

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- to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents
2. understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter; use his or her knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes; demonstrate his or her ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge; design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition)
 3. understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools; work successfully within middle level organizational components
 4. understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment; employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition)
 5. understand his or her complex role as a teacher of young adolescents; engage in practices and behaviors that develop his or her competence as a middle level professional; be an informed advocate for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members; demonstrate a positive disposition and engage in ethical professional behaviors

BSED Special Education (K-Age 21)

1. understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities
2. create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination
3. use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities
4. use multiple methods of assessment and data-sources in making educational decisions
5. select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities
6. use foundational knowledge of the field and his or her professional Ethical Principles and Practice Standards to inform special education practica, to engage in lifelong learning, and to advance the profession
7. collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences

Master of Arts in Teaching/Alternative Teacher Licensure

1. develop developmentally appropriate content area curriculum
2. design and maintain "best practice" based classroom management procedures
3. implement appropriate classroom pedagogy based on current learning theory
4. design and implement appropriate student assessment instruments
5. utilize assessment and other student feedback to adjust curriculum, management, and pedagogy
6. meet professional educator licensure requirements

Master of Science in Education, Curriculum and Instruction

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1. understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, psychosocial, and physical areas; design and implement developmentally and challenging learning experiences
2. provide developmentally appropriate environments that incorporate cognitive, linguistic, psychosocial, and physical dimensions of learning where students take intellectual risks, practice democracy, work collaboratively and independently, as well as feel a sense of autonomy; arrange learning environments are in ways that are caring, inclusive, stimulating and safe
3. understand that learners bring into the classroom different abilities, talents, prior learning experiences, and different sets of values, so he or she knows how to access information about the values of diverse cultures and communities to assist learners as he or she develops attitudes of respect and appreciation for others
4. utilize content knowledge and curricular innovations to create sound, research-driven, and integrative learning experiences across the disciplines
5. understand and use a variety of instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
6. design and implement learning opportunities within and across the disciplines that engage learners purposefully in applying content knowledge
7. effectively employ formative and summative assessments to systematically observe, monitor, and document student learning; understand the strengths and weaknesses of various assessment practices and recognize the need for students to monitor their own learning
8. initiate positive, interactive relationships with families and communities as they support children's learning and development
9. systematically analyze, evaluate, and reflect upon teaching and learning experiences to incorporate best practices as he or she strives to improve instruction in their classrooms
10. seek opportunities for collaboration to improve schools and advance knowledge and practice in their field

Master of Science in Education, Educational Leadership (Principal Licensure)

1. apply knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders (ELCC Standard 1.0)
 - A. collaboratively develop, articulate, implement, and steward a shared vision of learning for a school (1.1)
 - A. collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals (1.2)
 - B. promote continual and sustainable school improvement (1.3)
 - C. evaluate school progress and revise school plans supported by school stakeholders (1.4)
2. apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment (ELCC Standard 2.0)
 - A. sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students (2.1)
 - A. create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program (2.2)

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- B. develop and supervise the instructional and leadership capacity of school staff (2.3)
 - C. promote the most effective and appropriate technologies to support teaching and learning in a school environment (2.4)
 - 2. apply knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning (ELCC Standard 3.0)
 - A. monitor and evaluate school management and operational systems (3.1)
 - A. efficiently use human, fiscal, and technological resources to manage school operations (3.2)
 - B. promote school-based policies and procedures that protect the welfare and safety of students and staff within the school (3.3)
 - C. develop school capacity for distributed leadership (3.4)
 - D. ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning (3.5)
 - 2. apply knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners (ELCC Standard 4.0)
 - A. collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment (4.1)
 - A. mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community (4.2)
 - B. respond to community interests and needs by building and sustaining positive school relationships with families and caregivers (4.3)
 - C. respond to community interests and needs by building and sustaining productive school relationships with community partners (4.4)
 - 2. apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling (ELCC Standard 5.0)
 - A. act with integrity and fairness to ensure a school system of accountability for every student's academic and social success (5.1)
 - A. model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school (5.2)
 - B. safeguard the values of democracy, equity, and diversity within the school (5.3)
 - C. evaluate the potential moral and legal consequences of decision making in the school (5.4)
 - D. promote social justice within the school to ensure that individual student needs inform all aspects of schooling (5.5)
 - 2. apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies (ELCC Standard 6.0)
 - A. advocate for school students, families, and caregivers (6.1)

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- A. act to influence local, district, state, and national decisions affecting student learning in a school environment (6.2)
- B. anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies (6.3)
2. apply knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor (ELCC Standard 7.0)
- A. synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences (7.1)
 - A. complete a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment (7.2)
 - B. determine an on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution (7.3)

Educational Specialist, Educational Leadership (Superintendent Licensure)

1. apply knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders
2. apply knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district
3. apply knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning
4. apply knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners
5. apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling
6. apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district,

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- state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies
7. apply knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor

Educational Doctorate, Educational Leadership (Superintendent Licensure)

1. apply knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders
2. apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment
3. apply knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning
4. apply knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners
5. apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling
6. apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies
7. apply knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor

Educational Doctorate, Educational Leadership (Organizational Justice, Equity, & Inclusion)

Student Learning Outcomes currently being developed as this is a new program

Master of Science in Education, Educational Studies

1. demonstrate competence in the core knowledge base of educational studies

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2. apply knowledge and skills developed in the program to specific, educationally relevant problems and/or issues
3. demonstrate in-depth mastery of at least one specific educationally relevant problem or issue
4. read, interpret, and evaluate scholarly literature
5. write and present information in a professional manner

Master of Science in Education, Reading

1. understand the theoretical and evidence-based foundations of reading and writing processes and instruction
2. use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing
3. use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction
4. create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society
5. create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practice, approaches and methods, curriculum material, and the use of assessment
6. recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibly

Master of Science in Education, Special Education

1. know, reflect on, act in accordance with, and be committed to professional standards governing his or her subject matter, expectations for learners as described in the appropriate content standards, and making such content meaningful and empowering for all learners
2. know, reflect on, act in accordance with, and be committed to research-based best practices that promote the growth, development, learning, and empowerment of all individuals representing the social fabric of our diverse society
3. know, reflect on, act in accordance with, and be committed to research-based principles governing the planning of instruction, the creation and maintenance of positive, safe learning communities, the implementation of appropriate technological tools, and the use of varied approaches to impact, assess, and empower learning
4. know, reflect on, act in accordance with, and be committed to the importance of professional dispositions, especially those that advance fairness and the belief that all individuals can be empowered to learn
5. know, reflect on, act in accordance with, and be committed to the principles that govern the application of his or her knowledge of subject matter, the empowerment of learners, and the acquisition of practical and professional skills during field and clinical experiences, and to the continual improvement of professional performance

23.

5. Describe Department/School strengths:

School of Education Strengths:

Energetic, focused, hard working faculty

A generally very experienced group of faculty

Branding

High Quality Programs, both licensure and non-licensure/undergraduate and graduate

Diversity of people and a diversity of ideas—among faculty, staff, and students

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Large growth in graduate program student numbers
Recruitment/retention plan
Data driven decision making
Strong grant writing/awarding
Energetic, focused, hard working GA's and Office Manager
Numerous Centers providing real life, experiential learning opportunities
Strong foundation funding/accounts
Faculty/Staff creativity

6. Describe Department/School challenges:

Lack of Unit A faculty due to recent retirements
A quickly growing number of graduate students, particularly in the MAT program
A growing number of faculty closing in on retirement; at the same time, a growing number of professionally under-experienced faculty
Undergraduate recruitment in an era when little/no high school graduates are considering teaching/educating as a career
The sheer size of the School/Need a full time Assistant Director
Lack of Unit A faculty
Lack of Unit A faculty
Lack of Unit A faculty :-)
Start up Funding for proposed QC early childhood learning lab
Involvement with the state consortium for Early Childhood Education

7. Identify opportunities for your Department/School in the short term:

Hire new Unit A faculty, particularly in Literacy, Special Education, Social Studies Education, & Science Education
Incredible growth of the MAT program student numbers
Program focused on working parprofessionals
Hire new Unit A faculty
Hire new Unit A faculty :-).
Early childhood learning lab in the QC area
New Center for Rural Education
Renovating/revitalizing the Reading Center
Re-engage local and regional schools & Districts—get back to planning an open house
Further engage with our region's community colleges to smooth transfer articulation
Further engage with our region's community colleges to create 2+2 programs
Further engage with our region's high schools and community colleges to support grow your own teacher education programs
Recruitment/Retention work
Learning and Living Community Dorm Floor for education majors

8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.

Establish Early Childhood Lab School in QC area
Renovate/revitalize Reading Center such that it becomes a community resource

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Host an open house with Macomb teachers, staff, administration
Host an open house with regional teachers, staff, administration
Re-start the Administrator Round Table Events
Continue developing the new Center for Rural Education
Develop new licensure areas of the MAT Alternative Licensure Degree Program
See more grant opportunities to support all of the SOE initiatives
Hire a Unit A literacy faculty
Hire a Unit A special education faculty
Hire a Unit A social studies faculty
Hire a Unit A science education faculty
Diversify our student population via targeted recruitment activities
Examine and revise program curriculum to reflect current scholarship/disciplinary understandings
Encourage faculty publication/scholarship/grant writing
Increase student engagement by way of the new living/learning community dorm floor
Re-engage student organizations that have struggled due to the pandemic
Create ways to more strongly support our students via mentoring programs, particularly our students of color
Provide better mechanisms by which local and regional educators can more easily access the resources housed in the School of Education
Complete the renovation of HH 30 as a graduate seminar/professional collection space
Develop and get approval for additional focus areas for the MAT program: 9-12 history; early childhood; k-12 music; middle level as the means to address the region and state's dire teacher shortage
Revise program curriculum to respond to low enrolled courses by combining courses where it can be done
Advocate for the elimination of the EdTPA requirement for teacher licensure
Support students in passing the state tests for licensure via the purchase of study materials and tutoring sessions
Meet the Early Childhood Consortium student number goals via the newly developed para professional and MAT programs
Continue the development of an international teacher pipeline
Hire more Unit A faculty :-)...

9. How will you measure the success of the plans outlined above?

The use of the Reading Center school/community members
Number of local/regional events we host for school faculty, staff, administrators
Growth of activities connected to the Rural Center
Receiving final approval for new MAT program areas
Number of new faculty hires
Additional grant monies garnered
Measure growth of our students in terms of diversity
The degree to which curriculum/program updates are made
Measure the "foot traffic" among school/community members in our various centers
Whether or not EdTPA is eliminated
Number of international students entering the pipeline and their success
Number of students passing/not passing state licensure tests
Count our Early Childhood students

10. List major faculty and staff achievements:

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Dr. Birnbaum hosted the annual Assistive Technology Conference in January
Dr. LaPrad was key in developing this year's Anti-Racist Inquiry Series for Faculty: Looking Inward: WIU Educators Examining Race
Dr. Stinnett hosted the annual Love of Literacy Conference here on campus in February
Dr. LaPrad received the College Award for Multicultural Teaching
Dr. Rockwood received the College Award for Excellence in Teaching
Dr. Lee received \$198,588.00 in grant funding for year two of her Online Gateway Early Childhood Credentialing program
Sheri Moon and the Infant/Preschool staff received word that their Silver Circle of Quality status was renewed for three Years
Dr. Godwyll published a manuscript in Innovative Teaching and Learning
Dr. Rockwood published a manuscript in Thresholds in Education
Dr. Delany-Barmann, Paciotto, and Meeker guest-edited an edition of Thresholds in Education on teaching ESL/marginalized students during the pandemic
Dr. Delany-Barmann published a co-authored book chapter on Study Abroad Programs
Dr. Hasebe published a co-authored manuscript on peer Bullying in Critical Questions in Education
Dr. Birnbaum published two books—one on assessment of special needs students and one on differentiated instruction for special needs students
Dr. Sheng published a co-authored manuscript in The Learning Organization
Dr. Delany-Barmann, Paciotto, & Meeker received a \$50,000 Spencer Foundation Grant
Dr. Barr was named Director of our new Center for Rural Education (established early last fall)
Dr. Meeker is close to having the Early Childhood Learning Lab up and running in the QC area
Dr. Szyjka once again served as the Director of Science Olympiad for West Central Illinois and Board Member of the Illinois Science Teacher's Association
Dr. Sheng served as a program evaluator for the Waukeegen School District
Sheri Moon received several rounds of Child Restoration Grant monies
Sheri Moon partnered with Social Work to mentor two interns in the Infant and Preschool Center, establishing a new mentor relationship with Social Work
Numerous faculty presented at state, regional, national, and international conferences
Faculty worked for approval to add new areas of licensure to the MAT program: ELED (1-6) and 9-12 English

11. List major student achievements and recognitions:

Winter OPTA Award Winners:

Meghan Flanagan (ELED - M) from Peoria, IL
Kelly Joiner (ML) from Bushnell, IL
Allison Richter (SPED) from Troy, IL
Jacob Viaene (ELED - QC) from Moline, IL

Spring OPTA Award Winners:

Brianna Bobb (ELED - QC)
Anastacia (Staci) Crowe (ECH)
Katlynn Davis (ELED - M)
Charnelle Fara (ML - Soc St)
Danielle Harris (SPED)
Mallorie Hennenfent (SPED)
Chloe Kaempfe (ELED - M)

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Miachel Kerschieter (ELED - QC)

Nicole Neuweg (ECH)

College Scholar?

12. List alumni activities:

Sarah Russel, MSED in Educational Studies, was chosen as Iowa Teacher of the year

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Health Sciences and Social Work

The Purpose of These Documents

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at http://www.wiu.edu/aasp/university_planning/. Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

WIU Vision

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

WIU Mission

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

WIU Core Values

Academic Excellence

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

Personal Growth

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

Social Responsibility

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

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1. Department/School mission statement:

Department of Health Sciences and Social Work

Mission: Our mission is to promote fully engaged and service-oriented professionals and leaders striving to improve the health, safety, and well-being of their communities.

Vision: We are a diverse and dedicated department committed to providing relevant and meaningful educational, research, and service opportunities that impact the ever-changing needs of the communities we serve.

2. Degrees offered in Department/School:

B.S in Health Services Management

B.S. in Public Health

B.S.W. – Bachelor of Social Work

M.S. in Health Sciences (Public Health or School Health Options)

PBC – Post Baccalaureate Certificate in Health Services Administration

3. List specific recruitment and retention activities:

Fall 2021/Spring 2022 Recruitment and Retention Activities for HSSW

Fall 2021:

*Short videos were created. Two students were filmed by University Television describing what they liked about being a student in the HSSW department. These short videos are being edited and will be included in emails to potential students.

*Discussions about targeting working professionals to return to school to major in Health Services Management or Public Health remain ongoing. Westinghouse in Moline was identified as a potential source of students. Working professionals with a 2 year nursing degrees were also identified as a target student. Discussions about creating an asynchronous online option for the working professional to complete their degree is ongoing.

* An integrated degree for HSM/MBA was created and currently undergoing approval. Once completed, a marketing campaign to attract students will be implemented. This marketing campaign will target high school students who may be interested in earning two degrees in five years.

* The public health degree was identified as a STEM degree allowing international students to stay in the U.S. for up to 3 years in order to find a career.

* Meetings with Randy Glean were held to determine how best to market the undergraduate degrees to attract more international students. Barriers were identified. Discussions about managing the barriers are ongoing.

* An email was sent out inviting Macomb High School students and their parents to attend a virtual open house for HSSW. HSSW worked with admissions to offer students \$1,000 for attending the event.

* Another open house was offered in connection with the COEHS open house.

* A plan to track students who have been admitted to the any major in HSSW, but not yet enrolled was created. Faculty and TSAs will work together to attempt at least 8 different types of communication, known as omni-communication to attract students. The types of communication will include: emails, handwritten notecards, and postcards. Students will be tracked to see which type of communication works best in attracting a response.

* At Macomb Wellness High School Days, students and one faculty member created a seminar on self care. High school students were offered a chance to win a prize by entering a raffle. The raffle asked students for contact information and if they had any questions about college as well as their interest in attending future seminars. Students indicated that they had an interest in having seminars on self compassion and scheduling time to increase

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productivity.

***One teacher observed that the high school students were best engaged by college students and noted that WIU should send college students to talk to freshman high school students about their major.

*** A few high school students attending the seminar approached social work students after the seminar. They shared how they had been discouraged from becoming social workers, because of their background. They inquired if they could become social workers, despite their past difficulties. Social work students overwhelmingly supported these students and encouraged them to attend college and become a social worker. Social Work students did amazingly well and reported that they felt like motivational speakers, which they were, and they did a phenomenal job.

*** Of the four social work students who presented the seminar, all four overwhelmingly indicated that the event was inspiring to them, and that they definitely wanted to offer another seminar to high school students on other topics. Additional social work students indicated an interest in also being part of future presentations.

TSA's offered a seminar on time management, which was well received. Students expressed an interest in learning more about this topic area.

*At Rushville Industry High School Wellness Days, there was a snowstorm and the event was cancelled.

*At Rushville Industry High School Career Day, HSSW had a table. Students completed a questionnaire and were entered into a raffle to earn a prize. Students were asked about their potential major, and the types of seminars they would be interested in attending. Students overwhelmingly expressed an interest in attending a seminar on how to be successful in college/increasing productivity as well as self compassion/self care.

*Three open houses are being planned for the spring 2022. The open houses will have a seminar component on the topics that students indicated an interest in. High school counselors as well as interested students will be issued a link for to attend a virtual open house with a seminar component.

Additional videos are being created. These videos will feature students and identify a "Day in the life" of a student. Filming will take place in April. These videos will be used for marketing to potential HSSW students.

Retention Events:

Hot Cocoa Event. HSSW kicked off the winter season with a festive Hot Cocoa Event. Students from Ben Brewer's class and Lori Smith Okon's class, in addition to other students attended the event. Fifty Five participants attended.

Planned upcoming events:

- Movie night
- Ice Cream Social
- Speakers from the field of public health, health sciences management and social work are being planned.

4. List student learning outcomes for majors:

BSW - Student Learning Outcomes

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

5. Describe Department/School strengths:

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The Department of Health Sciences and Social Work offers a diverse number of majors, which include undergraduate programs in Health Service Management, Public Health, and Social Work. The department also offers a minor in Occupational Safety and a Master of Science in Health Sciences – Public Health or School Health Option and a Post Baccalaureate Certificate in Health Services Administration. The programs offered in this department, although diverse, provide opportunities for students to better understand the role collaboration will play in their future careers. All of the programs offered in this department work well together both at the department level and to the students advantage when they graduate and pursue their individual career paths.

The department also has faculty who have real world experiences. They have practiced and in some instances are still practicing in their fields. Such wealth of experiences enhances the learning opportunities for students and expands their scope of knowledge. Students benefit from the small class sizes. They obtain more opportunities for one-on-one interactions with their instructors. Students are also involved in meetings where their voices are heard.

6. Describe Department/School challenges:

The department is experiences a dearth of personnel, especially in the area of health sciences. There is a need to hire additional instructors to support health services management and the public health programs at the undergraduate and graduate levels. Additional personnel can teach courses as well as assist with much needed recruitment and marketing efforts for the department. The department also has a challenge of hiring full time support staff. Currently, there is not support staff in the department.

7. Identify opportunities for your Department/School in the short term:

The department's opportunities include the implementation of initiatives to improve retention of students, implementation of recruitment initiatives, high placement of students in outstanding internship and practicum sites, showcasing the work/accomplishments of students, among other opportunities. The department is educating the next group of professionals for the service industries. Showcasing the work of these students can be beneficial to the department.

The department also has opportunities to grow/develop in the area of fundraising. We need to identify potential funders for the areas we offer in the department. Such funding could be a source of scholarships for students.

8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.

The main goals for the department are:

1. Recruitment, enrollment management and retention of students in all of the programs.
2. Continue to improve awareness and to intentionally work on diversity, equity, inclusion and justice discussions and activities.
3. Encourage students to participate in student organizations and to engage in activites at the university.
4. Remain fiscally responsible with resources.
5. Improve the assessment tools utilized in the department, particularly for health sciences

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- programs.
6. Continue to review and revise the curriculum, as needed, for all of the programs.
 7. Encourage faculty to participate in research and scholarly activities, especially for probationary faculty.

9. How will you measure the success of the plans outlined above?

Success will be measured by:

1. Seeing an increase in the number of students who select the majors offered in this department.
Seeing an increase in new students enrolled in the department.
2. Having the department host events focused on diversity, equity, inclusion and justice.
3. An increase in the number of students who become involved in the student organizations and seeing more activities hosted by the student organizations.
4. Not going over budget.
5. Submitting meaningful reports and plans each year. Focusing on the main competencies for each program, assessing and reporting on the data for each area.
6. The curriculum committees meeting to carefully review the curriculum and making recommendations for revisions.
7. Having more faculty submit scholarly and research activities during the year.

10. List major faculty and staff achievements:

1. Dr. Katherine Perone is serving as the Veteran Liaison for the department.
2. Dr. Marchand is currently re-writing and updating an air-safety and security manuscript and presentation that include recent data that shows the impacts of health safety concerns for the flying public and airline personnel.
3. Dr. Marchand is also working on a presentation that addresses health and environmental factors related to tuberculosis sanitariums in the West.
4. Dr. Marchand has been asked to serve on two federal health advisory committees in May and June 2022. He has served on these programmatic panels for the past 22 years.
5. Dr. Lorette Oden continues to serve on the IBHE Diversifying Faculty in Illinois (DFI) Board
6. Dr. Lorette Oden has been asked to serve as a co-chair for the newly formed Anti-Racism Task Force
7. Several faculty are also serving on university committees

11. List major student achievements and recognitions:

1. Sixteen social work practicum students presented posters on an environmental issue and policy, and their impact on racism, inequality and poverty. The poster presentations were accomplished through a grant supported by the Council on Social Work Education and the New York Community Trust.
2. One student completed an in-course honors project in EOS 310 with Dr. Hal Marchand.
3. Another student is working with Dr. Marchand to complete an Honors thesis by the end of this semester.

12. List alumni activities:

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Former BSW students recently sat on a panel during Black History Month to discuss their experiences as students in the BSW program.

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Department of Kinesiology

The Purpose of These Documents

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at http://www.wiu.edu/aasp/university_planning/. Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

WIU Vision

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

WIU Mission

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

WIU Core Values

Academic Excellence

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

Personal Growth

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

Social Responsibility

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

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1. Department/School mission statement:

Mission:

Our mission is to study human movement from broad perspectives to prepare professionals to lead advocacy for lifelong exercise, health, management and wellness in their communities. The department strives to meet its mission by offering sound learning opportunities to students for reaching their highest potential in their chosen area of study. The department employs a student-center approach by emphasizing educational experiences and by also supporting efforts to engage in original research and university and community service activities.

2. Degrees offered in Department/School:

B.S. Exercise Science
B.S. Nutrition and Dietetics
B.S. Nutrition and Foodservice Management
B.S. Physical Education Teacher Education
M.S. Kinesiology
M.S. Sport Management

3. List specific recruitment and retention activities:

Undergraduate Programs:

- Ongoing email contacts with every batch of accepted students interested in undergraduate programs.
- Discover Western event attendance and recruiting efforts.
- Zoom calls with prospective students.
- Personal tours of Brophy Hall for prospective students.
- Developing strategies to partner with community colleges for a 2+2 agreement.
- Membership on a university committee to recruit underrepresented students.
- Working with the COEHS Global Community and Social Justice Committee that focuses on strategies to improve retention for international students.
- Asking each current scuba student and each member of the scuba club to regularly post on their social media items about scuba diving at WIU.
- The scuba minor is designed with increasingly interesting activities, abilities, and responsibilities at each level of training (KIN 108, KIN 208, KIN 308, & KIN 408). The more scuba classes a student takes, the more they will be able to do in the real world after leaving WIU. A case in point, is all of the foreign trips set up for students to dive in a wide variety of conditions. Some of these trips are restricted to advanced and higher certified divers.
- Participate in Health Fairs in the community.
- Participate in Career Fairs at area high schools.
- Guest lecture in local Health classes.
- PE Program developed a recruitment video for You Tube.
- Frequent posts on the WIU Phys Ed Facebook page.
- Held Professional Development Event for PE teachers on Unified PE.

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Graduate Programs:

- Ongoing email contacts with every batch of accepted students interested in graduate programs.
- MOU Agreement finalized with UANL for graduate program (Signed on 2/21/22).
- Hosted 2 graduate students from UANL for a 10-week period where they shadowed athletic trainers in various athletic teams and therapists in the area (Advanced Rehab & Sports Medicine Services).
- Promotional presentations in undergrad Sport Management courses in nearby community and 4-year colleges and universities (e.g., Quincy University, Culver-Stockton College).
- Attend internal and external career fairs (e.g., WIU Graduate Program Expo, Chicago area).
- Attend academic conferences to promote the programs.
- Increase social media activities (e.g., Created LinkedIn page).
- Developed a weekly Sport Management Program newsletter.
- Host Open House/Informational sessions in May 2022.

Undergraduate and Graduate Programs:

- We started up the new bulletin boards to recognize and publicize successful students including the Acknowledgements board and Careers board.
- Created block diagram posters showing the various degree programs offered in Kinesiology that will be displayed in Brophy and perhaps handout for events like Discover Western.
- Planning for short videos about students and the department.

4. List student learning outcomes for majors:

B.S. Exercise Science:

The learning outcomes from each course help us achieve the mission of the Exercise Science Program at WIU, which is to develop competent and contributing professionals by:

- Providing a science-based curriculum addressing the physical and psychological aspects of human movement
- Promoting a physically active lifestyle across the lifespan within a diverse society
- Providing practical experiences and service-learning opportunities in a variety of environments
- Preparing leaders in such professional fields as strength and conditioning, wellness, fitness, allied health, sport and movement analysis, and activity programming
- Preparing students for success in graduate study and professional programs.

B.S. Nutrition and Dietetics:

- Determine the science underlying the properties of various food components, and reactions that occur during food preparation/processing and storage.
- Apply knowledge of biochemistry and physiology to human nutrient metabolism.
- Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions in nutrition –related clinical and customer service.
- Assess and resolve managerial problems and use quantitative reasoning concepts, critical thinking related to food and nutrition in a global, cultural and diverse society.
- Develop interventions to affect change and enhance wellness in diverse individuals and groups.
- Demonstrate effective and professional oral and written communication and documentation.

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B.S. Nutrition and Foodservice Management:

- Determine the science underlying the properties of various food components, and reactions that occur during food preparation/processing and storage.
- Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions related customer service in nutrition and foodservice.
- Apply best practices and industry standards related to protocol and promotion in nutrition and/or foodservice commercial, public, and non-profit environments.
- Assess and resolve managerial problems related to nutrition and foodservice in a global, cultural and diverse society.
- Develop interventions to affect change and enhance wellness in diverse individuals and groups.
- Demonstrate effective and professional oral and written communication and documentation.

B.S. Physical Education Teacher Education:

- Describe and apply specialized content knowledge for teaching preK-12 physical education.
- Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- Describe the historical, philosophical and social perspectives of physical education issues and legislation.
- Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
- Achieve and maintain a health-enhancing level of fitness throughout the program.
- Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students
- Plan for and manage resources to provide active, fair and equitable learning experiences.
- Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.
- Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.

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- Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.
- Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.
- Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.
- Engage in behavior that reflects professional ethics, practice and cultural competence.
- Engage in continued professional growth and collaboration in schools and/or professional organizations.
- Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

M.S. Kinesiology:

- Interpret and apply the knowledge and/or skills of Kinesiology learned within coursework specific to the area of study in the classroom (Application of Content Knowledge and/or Skills).
- Review, report, analyze, and apply research methodologies and statistical analysis procedures most often used within the field of Kinesiology.
- Demonstrate a graduate level of foundational “scientific knowledge” within the discipline of Kinesiology.
- Demonstrate an awareness of and value for diversity in the field of Kinesiology, while also becoming advocates for inclusivity of programs for all persons working and participating in programs within the physical activity, sport, wellness, exercise, and rehabilitation professions.

M.S. Sport Management:

- Explore, analyze, and appreciate complex problems in the field of sport management and develop innovative solutions.
- Interpret and apply the knowledge and/or skills of sport management learned in the classroom (Application of Content Knowledge and/or Skills).
- Prepare and present a purposeful presentation and/or document designed to increase knowledge, to foster understanding, or to promote change in the listeners'/readers' attitudes, values, beliefs or behaviors (Oral and Written Communication).

5. Describe Department/School strengths:

- WIU offers an Exercise Science program that gives students a broad enough exposure to pertinent topics so that they can thrive in a variety of Exercise Science professions.
- WIU offers a number of topics and experiences on special courses that other regional schools do not offer, such as:
 - A high degree of hands-on lab experiences in a number of classes (as many as 7 courses have experiential lab components).
 - Experience working with older adult exercisers (KIN 300).
 - Experience testing and training clients in a real-world setting (KIN 463).

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- o Experience with detailed program design:
 - KIN 343- Cardiorespiratory program design.
 - KIN 347- Strength and conditioning program design.
 - KIN 463- Personal training program design (16 sessions) for a WIU staff member.
- o A 400-hour internship that is the capstone of the program and set entirely in an area of student career interest.
- WIU has a long history of developing strong professionals, that are well-known throughout the Midwest as being very high performing and industrious workers.
- WIU has professors that actively involved students in research projects.
- Diverse expertise and background of faculty in the department.
- Exploring collaborations with community organizations (e.g., Carthage Hospital, WIRC) in addition to partnerships.
- Dedicated faculty are invested in students' academic success.
- Classes emphasize practical skills and allow students to become familiar with the use of specific laboratory equipment.
- Several classes use additional online resources to support teaching (e.g., nearpod and kahoot!).
- Sport Management has a rich history in the Department of Kinesiology and as being one of the oldest programs in the country.
- Dedicated, stand-alone degree in Sport Management and is transcribed on the diploma.
- Maintained strong enrollment numbers despite ongoing Covid-19 global pandemic and nationwide decline of college enrollment, with an average of 50 graduate students enrolled each fall throughout the past seven years.
- Only two of our peer institutions offer a M.S. degree in Sport Management. The two that offer a degree are both online degrees.
- Strong relationship with the Department of Athletics and Campus Recreation through the offering of the many graduate assistantships to support their departments.
- The majority of Sport Management students are on graduate or teaching assistantships.
- The organized student association (Sport Management Association) brings a cohesive effort for the students' professional development through inviting guest lecturers from academia and practical fields, attending conferences, and taking annual trips to various venues for behind the scenes look at the sporting industry.
- The program has a global network of alumni in all areas of the sport industry who are loyal and committed to the Sport Management program, providing their insights and expertise in the form of guest lectures, panel discussions, and mentoring of the emerging professionals.
- The curriculum is guided by the robust COSMA principles, encompassing both strong foundational knowledge and practical, hands-on experiences and applications that will equip students with the necessary skills to become the next generation of empathic leaders in the increasingly global industry.
- Well-known program that enjoys a strong reputation in the sport industry for preparing quality graduate students for a wide variety of career choices within the global sport industry.
- More than 800 graduates of the M.S. degree in Sport Management have found leadership roles, such as athletic director, public relations coordinator, social media coordinator, general manager of a professional sport franchise, or as associate athletic directors.

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- The program requires an internship experience regardless of the selected academic route (thesis versus non-thesis), providing a valuable work experience, the ability to put into practice the knowledge acquired in the classroom, and the opportunity to make meaningful and professional connections that could lead to full-time employment.
- A full-time student will typically complete the requirements for the degree in two years or less.
- The Sport Management faculty is committed to cater towards the unique demands of each student, providing both in-person, fully remotely taught courses, and a livestream option.
- All courses in the graduate Sport Management program are taught by dedicated, full-time faculty members who hold degrees from nation's top public universities and who are actively engaged in scholarship activities, such as conducting qualitative field research in the field, writing book chapters and reviews, and giving scholarly presentations at national conferences (e.g., NASSM, NASSS, COSMA).
- The Sport Management Program offers accelerated degree programs, such as the Integrated 4+1-degree plans with the Departments of Broadcasting & Journalism and the Recreation, Park, and Tourism Administration at Western Illinois University, and soon to be with Augustana College.
- The Sport Management program is part of the dual degree with UANL (Mexico).
- The Sport Management program has been approved to offer the degree on the second campus.
- The Sport Management program has established a strong partnership with TBK Bank Sports Complex in the Quad Cities region to offer more external graduate assistantships to students. For Spring 2022, they hired three graduate assistants with a promise to expand the number in the near future.
- No other Scuba Program in the whole country takes the time in each course to ensure that every WIU scuba student is confident, competent, and safe to dive in the appropriate open water situation.
- No other Scuba Program has as many options offered for students to choose from when deciding what kind of scuba diver, they want to be.
- Nutrition and Dietetics boasts a high placement rate (above national average) for supervised internships.
- Beautifully renovated Conference Room through financial gifts from Emeriti Faculty Dr. Miriam Satern and Dr. Cheryl Cohen.
- The Department of Kinesiology continues to be able to support 10 Teaching and Graduate
- The Scuba Program has arranged travel to Nassau, Bahamas to put into practice what students learn in Brophy pool. The Director of the Scuba Program provides these types of opportunities annually.
- Department of Kinesiology completed a diversity training conducted by administrators for the Multicultural Center.
- Extremely high placement average for post-graduation internship programs, much higher than national average.
- Only Illinois University to offer dietetics internship course to help with internship placement.
- Only Nutrition and Foodservice Program in Illinois.
- Food Pantry that serves over 150 student per week.

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6. Describe Department/School challenges:

- Lack of capital equipment line item in the budget limits the ability to purchase state of the art equipment, replace old and broken items needed in labs and for the Scuba Program.
- The lab equipment in the William Lakie Human Performance Lab is outdated and in dire need of replacement.
- The Bod Pod and Hydrostatic Weighing system is no longer fully functional and needs replacement.
- The Brophy Hall 135 Fitness Room needs updating with replacement equipment for devices that have broken down over the years (numerous recumbent bikes, treadmills, rowers, and strength equipment) are in need of replacement.
- The Brophy Hall Weight Room needs updating with replacement equipment for devices that have broken down over the years (numerous training bars, training plates, medicine balls, etc.) are in need of replacement.
- Faculty numbers and expertise is limited in specific content areas and requires some faculty to go into overload year after year.
- Declining enrollment numbers due to lack of recruitment options amid the ongoing global Covid-19 pandemic.
- Increasing competition from other similar graduate degree programs offered in the state of Illinois and nationwide.
- Only two full-time faculty teaching Nutrition and Dietetics and Nutrition and Foodservice Management courses.
- Need of Masters program in Health/Wellness/Nutrition.

7. Identify opportunities for your Department/School in the short term:

- The MOA with Universidad Autonomo Nuevo Leon (UANL) in Monterey Mexico could lead to a very positive impact on the number of incoming students.
- The International Universities Strength and Conditioning Association (IUSCA) program accreditation could lead to an increase in the number of students who seek WIU due to our potential to offer specialization in the Strength and Conditioning area of concentration within Exercise Science.
- Use the Sport Management Program's 50th anniversary celebration events to connect with alumni for recruitment and for potential professional development opportunities for students as well as GA positions.
- Finish development and implementation of the undergraduate Inclusive Sport Management degree to increase enrollment numbers and as a recruitment tool.
- Increase partnerships with the sporting community, regional sport organizations, and other educational institutions in the Quad Cities region for securing sufficient graduate assistantships to increase the recruitment of our first QC campus Sport Management cohort.
- Complete the 4+1 Integrated bachelor's to master's programs with Augustana College and WIU's School of Management.
- Reach out to other institutions with undergraduate programs in Sport Management to launch accelerated degree plans, e.g., St. Ambrose, Black Hawk College.
- Revisit the reorganization of departments with Health Sciences.
- Seek out new Programming/Curricular Innovation – certification programs.
- Add 2+2 programs with Nutrition and Dietetics and the Exercise Science Programs.

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- Finalize the agreement with the Testing and Training International to increase recruitment for Dietetics students.
- Explore the Quad Cities for expansion for the Kinesiology Program.
- Increase Online course offering options.
- Increased international students in Nutrition and Dieteticw taking online courses.

8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.

- We hope to gain IUSCA accreditation, after our final site visit in April, so we can begin to advertise and recruit for the program in Fall 2022.
- Our curriculum for the IUSCA accreditation is a novel way to combine our Exercise Science curriculum with the Coaching Minor so that we can better prepare future strength coaches.
- The Honors Fraternity, Phi Epsilon Sigma, and the Exercise Science Student Association have both been meeting again and reviving their respective regular pre-COVID activities.
- Set off a marketing plan and recruitment efforts for the QC campus and Sport Management.
- Sport Management faculty will collaborate on providing high quality of education to students on both campuses as well as different options of learning modalities.
- Finalizing the development of a new undergraduate Inclusive Sport Management degree and taking through all levels of degree and curriculum approval processes. With plans to offer Fall 2023.
- Initiating new diversity-oriented research projects and seeking both internal and external grants.
- Engaging in student-led research and collaborating for conference presentations and journal publications.
- Organizing a student research symposium.
- Assign a new Graduate Coordinators for both graduate programs.
- The Sport Management faculty will realign in order to have a presence on both campuses.
- As the 2+2 program conversations take place with community colleges, include the Scuba Program and opportunities to take these courses (KIN 108/208) at WIU so when transfer, students are farther along to complete the minor.
- Evaluate the transition to all online for the last two years for the Nutrition and Dietetics program.
- Begin the recruitment of students from the Caribbean region.
- Explore the STEM designation for the Nutrition and Dietetics Program.
- Pursue additional externally funded graduate assistantships for the Kinesiology Graduate Program.
- Formalize and increase our community involvement so the Department of Kinesiology becomes a hub for our campus and community neighbors. Possibly connecting this initiative to the establishment of the Institute, housed in the Department of Kinesiology.
- Bring HyVee Kids Fit back to campus and hosted by the Department of Kinesiology.
- The PETE Program is proposing a complete overhaul of the curriculum and will be ready for offer fall 2022.
- Completing the search for a C.T. Vivian Diversity Teaching Scholar for the PETE Program.
- Development of additional online dietetics courses.
- Return of Food and Culture events hosted by the Food and Culture Club.
- Additional Grant funding for the WIU Food Pantry.
- Additional faculty member in Nutrition and Dietetics.

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- Ability of the Student Association for Nutrition Education to participate in nutrition programs such as health fairs, working with Big Brothers/Big Sisters, special needs cooking classes with the Macomb Park District.

9. How will you measure the success of the plans outlined above?

- Monitor student retention and enrollment for all programs.
- Measured by how many community colleges establish articulation agreements with our programs. The department does not have any agreements at this time. Only the former Athletic Training Program had a 2+2 agreement.
- Determine if students from community colleges actually register for KIN 108 prior to transferring to WIU to continue with their scuba education.
- Number of external GA positions & number of new graduate students.

10. List major faculty and staff achievements:

- Research: Articles:
 - Park, J., & Williams, A.** (2022). Perceived barriers to careers in sport and stereotypes toward women in sport: Exploring Division I female college athletes' experiences in athletic and educational settings. *Journal of Issues in Intercollegiate Athletics*, 15, 1-23.
 - Plos, J.M., Crowley, K., Polubinsky, R.L., & Cerullo, C.** (2021). Implementing suicide prevention training into an athletic training curriculum: An introductory model. *Athletic Training Education Journal*, 16 (2), 87-100.
 - Dr. Sonkeng published an article in the *Journal of Sport Management*.
 - Maharjan, P., **Hyllegard, R., Narvaez, M. & Radlo, S.** (20xx). Transfer of motor skills: A comparative study of college-level musicians and athletes. *International Journal of Motor Control and Learning*, in review.
 - Bories, T. L., Hyllegard, R., Maharjan, P. & Brown, J.** (2021). The effect of self-awareness on the ability to recognize personal motion. *Journal of Human Sport and Exercise*, in press.
 - Kovacs, C. & Dohm, C.** (2021). Effects of a Demand-Valve SCUBA Regulator on Cardiorespiratory Response During Submaximal Exercise Under Normobaric Conditions: A Pilot Investigation, *International Journal of Aquatic Research and Education*, 13, (3), Article 3.
 - Clerkin, K.D., Pohl, C.J., Shupe, E. R., & Kim, M.J. (2021). Influencing nutritional habits of college students using a food pantry. *Journal of American College Health*, 69(8), 937-941.
- Conference Presentations:
 - Park, J., Park, J. Y., & Lee, J.** (2022 June). Exploring the functions of mentoring relationship in athletic and academic settings: A qualitative study of NCAA Division II

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college athletes. North American Society for Sport Management (NASSM), Atlanta, GA.

Gang, A. C., **Park, J.**, Lee, J., Jo, E., & Park, J. Y. (2022 April). Football fans and citizenry: Analyzing the dynamics of social interaction in physical and virtual spaces before and during COVID-19. North American Society for the Sociology of Sport (NASSS), Montreal, Canada.

Park, J., Park, J. Y., Lee, J., Gang, A. C., & Jo, E. (2022 February). Understanding sources of support for career development in higher education: Lived experiences of Division I female student-athletes. Applied Sport Management Association (ASMA), Indianapolis, IN.

Gang, A. C., **Park, J.**, & Lee, J. (2021 November). FIFA World Cup as a source of cultural capital? Unmet expectations of symbolic recognition in the elite sport habitus. Sport Management Association of Australia and New Zealand (SMAANZ), Virtual Synchronous.

Dr. Sonkeng accepted to present at 2022 NASSM in Atlanta, and NASSS in Montreal, Canada.

Kovacs, C. (2021). Scuba Diving and Kinesiology: Development of a Unique Academic Program at Western Illinois University. Presented at the Illinois Alliance for Health, Physical Education, and Dance Conference, Tinley Park, IL. December

- Collaborating on a 100k Strong Grant (Miguel Narvaez).
- Dr. Bories and Dr. Narvaez are working on two modules for the Team-Based Learning Collaborative (Linear Kinematics and Forces and Linear Kinetics).
- Professional Development - Certificate of Completion (2021 August): Best Practices in Teaching Online (BPTO) – Drs. Park and Sonkeng.
- Proposal to offer the Sport Management Program on the QC campus was approved.
- Sport Management Program External Program Review Report submitted.
- Dr. Sonkeng received 2022 Summer Stipend and 2022 Provost Travel Award.
- 5 Courses (NUTR 209, 304, 404, 406, and 407) approved for online offering (Kanauss).
- Contributing to the Work entitled Nutrition Counseling and Education Skills: A Practical Guide (Authored by Judith Beto and Betsy Holli) (Kanauss).
- Chapter 15-Facilitating Group Learning (Kanauss).
- COEHS Excellence in Community and University Service Award (Plos).
- Provost Award for Excellence in University & Community Service (Plos).
- Received Grant from Dot Foods for the Food Pantry (Shupe).
- Received Sodexo scholarships.
- Submitted accreditation documents for the Exercise Science program to be recognized by the International Universities Strength and Conditioning Association (Piper).

11. List major student achievements and recognitions:

- Kamal Hunte was accepted to present at 2022 NASSS Conference in Montreal, Canada.

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- Azalea Phinata has been individually nominated for the annual Intercollegiate Broadcasting System (IBS) Media Awards.
- Kamal Hunte has been nominated for the Graduate Student Professional Developing Funding Department Application.
- Recent Alumni Hires:
 - Thomas Harrison hired by American Junior Golf Association (Georgia).
 - Angelo Maltese hired as the Associate Director of Championships and Special Events at the NJCAA National Office in Charlotte, North Carolina.
 - Tyler Johnson hired as Asst Athletic Director at Fayetteville College (NC).
- Student Publications:
 - **Maharjan, P.**, Hyllegard, R., Narvaez, M. & Radlo, S. (20xx). Transfer of motor skills: A comparative study of college-level musicians and athletes. *International Journal of Motor Control and Learning*, in review.

Bories, T. L., Hyllegard, R., **Maharjan, P. & Brown, J.** (2021). The effect of self-awareness on the ability to recognize personal motion. *Journal of Human Sport and Exercise*, in press.
- Three students successfully completed entire Sports Health & Wellness Minor – Mason Staubus, Jasmine Williams, Sydney Scott.
- Acceptance to a Doctorate of Physical Therapy Program (DPT): Andrew Kovachevich, Mason Staubus.
- Acceptance into a Master's in Athletic Training Program: Jasmine Williams.
- Athletic Training Students Passed Board of Certification examination on first attempt (Andrew Kovachevich, Sabrina Kleparski).

12. List alumni activities:

- Scott Reifer, VP of Communications, Chicago White Sox, gave a guest lecture in SM 558 Organizational Theory in Sport course on Feb. 10, 2022.
- Dr. Kelly Myers (Crowley), PT, ATC – passed her DPT boards in Oct. – University of Iowa DPT degree.
- Dr. Laura Lins – Orthopedic Surgeon – UW-Madison
- Tom Adams – Athletic Trainer for Professional Baseball

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School of Law Enforcement and Justice Administration

The Purpose of These Documents

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WIU Vision

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

WIU Mission

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

WIU Core Values

Academic Excellence

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

Personal Growth

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

Social Responsibility

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

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1. Department/School mission statement:

Mission — School of LEJA

The mission of the School of Law Enforcement and Justice Administration is to provide quality, broad-based, interdisciplinary courses which provide students with the educational tools necessary to meet the challenges of the criminal justice/public safety systems.

The WIU Fire Protection Services Program is dedicated to preparing its students to meet the difficult challenges facing firefighters and fire service administrators in the delivery of public safety services. In support of this mission, the Fire Protection Services Program is founded on three strategic objectives:

- The delivery of an academically rigorous and relevant curriculum.
- Prepare future firefighters for successful careers in the fire service.
- Prepare current firefighters for senior leadership positions.

Vision — School of LEJA

The School of Law Enforcement and Justice Administration strives to educate and inspire future public and private servants who will contribute to the public good, provide for the safety and welfare of the civil body politic, shine as an exemplary reflection of the values and work ethic of Western Illinois University, as they engage in the most noble careers, "To Protect, To Serve," To Save Lives, and To Protect the Property of the people (Peel, 1829).

2. Degrees offered in Department/School:

B.S in Law Enforcement and Justice Administration

B.S. in Emergency Management

B.S. in Fire Protection Services

Master of Arts in Public Safety Administration

PBC in Police Executive Management

PBC in Emergency Management

PBC in Community Engagement and Public Safety Leadership

PhD in Public Safety Administration (under construction)

3. List specific recruitment and retention activities:

Recruitment efforts include: hosting LEJA Open Houses, EM Open Houses and Fire Protection Open Houses for admitted students and interested students several times each semester,

Visiting area schools to include, Moline, West Prairie, Illini West, Rushville/Industry, Pekin High School, Lake County Tech Center, SRC, Highland CC, and ICC, etc.

Hosting Emergency Management Day and a Fire Protection Day events

Participating in the Educational Summit and Regional Board of Education School Board Meetings for the Western Division of Schools

Attending the Illinois Valley Central District (IVC) College and Career Fairs to promote all of the School's programs

For the FPS Program alone the School has:

Conducted Zoom Presentation - The Scholarship Scene

Manned a Recruitment Table - Illinois Fire Chiefs Conference

Hands-on activities - Emergency Management Recruiting Event

Hands-on activities - Experience QRTF Event

Hands-on Activities - Career Fair Rushville

Face-to-Face Presentations – 3 Discover Western Events

Zoom Presentations - Lake County Technical School x 3

Hands-on Activities - Student Activity Fair

Additionally, the School sends out regular correspondence to all interested potential students concerning the latest news from our programs and courses.

Furthermore, the School posts all employment opportunities on our Facebook page for current and recent

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graduates to review. We average between 3 – 10 posts per week.
Meets with 5 – 10 students and their families per week on campus to discuss our programs and degree options.
Facilitates the mock trial competition at ISU and at Mississippi College
Offers Law School admittance advice, LSAT preparation, and personal statement reviews.
Presents to MYLO student groups.
Presents to Boy Scout groups.
Presents tours of crime lab and EOC to visiting dignitaries.
Presents interactive demonstrations to Police and Fire Explorer groups.

The School is also working toward a partnership with the Macon County Law Enforcement Training Center to offer internship/assistance in attending the police academy to enable the students to be marketable for immediate hire by small law enforcement agencies unable to find academy slots.

Further, The School of LEJA is exploring possibilities with the Illinois State Police allowing for some academic credit for certified officers who successfully complete the 29-week state certified academy

Retention efforts include engaging fraternity members in professional association conferences and events like IESMA and the State Emergency Operations Center in Springfield and the IESMA Training Summit

- Engaging and involving students in the Camera Essentials Course out of Peoria for criminalist minors.

Additionally, we have put on several UAF Part 107 and drone usage courses for students and professionals involved in EM, LEJA, Homeland Security, and FPS fields.
The LAE Fraternity has a planned visit to the Peoria Coroner's Office.

The Investigator Fraternity has toured the Illinois State Police Academy and has visited the McDonough County Sheriff's Office and County jail. Further, the Fraternity has brought in an FBI Cybercrimes expert, a Western Illinois Regional Counsel Victim Services expert, an Illinois Department of Natural Resources Conservation Officer and a female Pennsylvania State Patrol Trooper who discussed her role working undercover as a vice and narcotics investigator for over a decade.

The School participates in numerous Veteran related events and activities. The School also works with legislative personnel and the Black Caucus on social justice reform and public safety concerns.

Advising Pre-Law school students on LSAT exams and preparations.
Reviewing and assisting with resumes and interviews for career placement and planning.
Throughout the year faculty have conducted numerous TV and radio interviews, produced publications, accepted invitations for community presentation and class lectures from various institutions/universities, and provided a very visible social media presence through Linked in and the School's Facebook page where we advertise job openings for current and prior students.

The FPS Program offers a firefighting practicum.

4. List student learning outcomes for majors:

LEJA Outcomes:

The program is designed to provide professional knowledge, understanding, and skills for criminal justice, public safety, and loss prevention personnel and, at the same time, develop an educational base for further development into staff and administrative positions in criminal justice and private security agencies. The program offers flexibility for a Constitutional, liberal and professional education to meet

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the anticipated needs of the criminal justice network in the 21st Century. The student learning outcome is to develop the skills and to find employment in city, county, state, and federal agencies, in private security, corrections, courts, and in adult and juvenile court services.

EM Outcomes:

As recent incidents of floods, fires, hurricanes, tsunamis, the current pandemic, and manmade disasters have occurred and as technological improvements in GIS and virtual accessibility have radically changed the methodology and response to situations, there was a significant need to expand our Program and enhance the educational requirements needed in this field. Thus, WIU's EM curricula was entirely redesigned so students would receive up-to-date materials and instruction. This new instruction includes:

- **A strategic/operational track** for those seeking employment in disaster management.
- **A tactical track** for those seeking employment in first response agencies.
- **FEMA-endorsed** accreditation requirements.
- **Army 525 and Air Force 10-2051 training expectations** required for civilian contractors.
- **FBI, CIA and DEA competencies.**
- Knowledge related to **National Incident Management System**. Modern technology including **GIS, drones, next generation 911** technology, digital transformation and comprehensive data systems.
- Scientific understanding of natural disasters, earth systems, climate and weather.

FPS Outcomes:

The objective of the FPS Program is to prepare students to meet the difficult challenges facing firefighters and fire service administrators in the delivery of public safety services. In support of this mission the Fire Protection Services Program is founded on three strategic objectives:

- The delivery of an academically rigorous and relevant curriculum.
- Prepare future firefighters for successful careers in the fire service.
- Prepare current firefighters for senior leadership positions.

5. Describe Department/School strengths:

The strength of the school is clearly the professional background and experience of the faculty. All faculty have the requisite educational degrees; but more importantly, they have all been leaders in their field for extensive numbers of years. They are called upon to teach the professionals throughout the state and nation and serve as leaders and board members on numerous state and national organizations relating to the field of public safety.

Another strength is our course content and course delivery (face-to-face and online). Our classes are updated every semester as the legislative enactments, Courts, and social justice demand that we are current and relevant. We now address the major competencies and beyond to assist our students as they step into their careers upon graduation. We provide them with the current laws, rules, best practices and technological know-how to begin their career from day one.

Another strength of the School is its strong partnerships with professional criminal justice, public safety agencies and individuals. This partnership leads to our fourth major strength- the internship program. Students are successful in obtaining competitive paid and unpaid positions from 1500 + agencies, businesses, and individuals to learn more about and prepare for their future employment.

6. Describe Department/School challenges:

The biggest barrier to the school's continued success is lack of administrative support. The shortage of faculty, adjuncts, budget, and marketing support makes it difficult to meet student curricular needs and engage them in meaningful interactive events. The shortage of faculty is a challenge not only to meet the course needs, but to recruit and ensure students receive a diversity

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of teaching methods and experience.

The biggest challenge within our program is staffing. This spring, we were forced to combine a face-to-face offering of a class with an online class. While this works, and the students did have the opportunity to complete the class as desired, the reality is that students that are living on the Western Illinois University Campus deserve the ability to participate in face-to-face offerings of classes.

The FPS major (not the fire administration major) is a face to face program. The skills and education per the curriculum mandates are much better met in person as it allows for face-to-face communication and hands-on activities. The more the students can be exposed to the tools of the trade, the better prepared they will be when they hit the job market. To make this happen, we need greater access to staff so that we can ensure these opportunities exist.

7. Identify opportunities for your Department/School in the short term:

The School has just been awarded the number one criminal justice program in the state and is recognized within the top programs nationally, yet that title is not marketed. Our newly revised Emergency Management curriculum is receiving national recognition as well in terms of interest among EM leaders and agencies. We have a state of the art EOC that is largely ignored. We have a state-of-the-art crime lab where the ceiling and walls are crumbling around us. Yet we use these facilities to market our program, to recruit students and state and federal legislators for dollars and support. Both of these facilities as well as the LEJA offices could use cosmetic upgrades commensurate with the value of our programs. The numbers of students, families, alumni, and dignitaries that visit our facilities or meet with our faculty easily rival, and most likely exceed, all other programs and events that bring people to campus.

We stand to be the first University in the nation to actually offer a Fire Medic B.S. degree program. Yet we struggle to provide faculty and assistance in the actual operation and implementation of the program.

Professors Henning and Greene are currently working together to revise and create consistency and a planned rotation between all the online course offerings. In the fire administration option. This is being done in a manner consistent with the Quality Matter initiative of the University.

8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.

We plan to once again host a CSI Summer Experience. In the past we have hosted it both physically and virtually and have had students attending from 14 states and beyond our maximum capacity. Many of those attending have enrolled in our programs for all four years.

We will continue to have Open Houses for each of our areas of study and Career Fairs to support student internship and employment opportunities from all over the U.S. and around the world.

As we have just revised our EM, FPS, criminalistics undergraduate programs, and created two new PBC's at the Master of Public Safety Administration level, most of our curriculum content will remain stable with the normal yearly legal updates. The course rotation and offerings will however, depend on professor availability.

We are working on offering a PhD in Public Safety Administration. The feasibility study is being sent and the courses and curriculum are in the process of being finalized.

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We will continue to zoom in with leaders in all fields related to the School so that students can directly learn from, interact with, and meet the leaders in their fields. These zoom meetings allow for first-hand accounts of incident management, issues of national and local concern, and descriptions of careers on a personal level.

The EM Program and the FPS Program are working deliberately toward moving in the direction of affording Quality Matters online courses for most of its online components. A faculty member has attended and completed the QM Applying the Quality Matters Rubrics (APPQMR) course and is enrolled in the QM Designing Your Online Course (DYOC) set for March.

9. How will you measure the success of the plans outlined above?

Obviously, the success of the recruitment programs and initiatives will be tied to student yield. When the Doctorate Program is sent to the Higher Education authorities, that too will show success.

The number of agencies and partners who choose to hire our faculty, to offer jobs and internships to our students and promote our program are also ways we measure our success.

10. List major faculty and staff achievements:

Receiving a \$2 million dollar grant toward the remodeling and hardening of an Emergency Operation Center (EOC) on campus in the Currens Library.

Professor Henning was appointed a member of the FESHE Bachelor Committee Work Group.

Kule, A., Ekici, N., Ozer, M. and Gultekin, S. (2022 in press). *Fear and Risk Perceptions of College Students Regarding Terrorism* (Ed.). Understanding Deviance, Crime, Social Control, and Mass Media: The Construction of Social Order. Lanham, Maryland: Hamilton Books of Rowman Littlefield.

Namli, U., Ekici, N., Kule, A., Bitner, C. and Daugherty, G. (2021). The Modus Operandi and Characteristics of Street Level Drug Distribution in "Regional Economy: Experience and Problems." The XIV International Scientific and Practical Conference (Gutman Readings): proceedings. May 12, 2021 / Ed. A.E. Illarionov. Vladimir branch of RANEP, Vladimir, Pp. 12-31.

Bitner, C., Ekici, N. and Daugherty, G. (2021). *The Impact of Job Challenge and Job Satisfaction on Police Performance*. Conference Proceedings in The Studies on Social and Education Sciences (SonSES). Available online at www.ihses.net. Pp. 175-184.

Kule, A., Demir, M., Ekici, N. and Akdogan, H. (2021). Perceptions of Generation Z Regarding Terrorism: A Cross-Regional Study. *Studies in Conflict and Terrorism*. DOI: 10.1080/1057610X.2021.1894737

Ekici, N. (2022). TV News Coverage: Year two of pandemic continues to hinder law

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enforcement.

<https://khqa.com/news/local/year-two-of-pandemic-continues-to-hinder-law-enforcement>

Alexander, D. and Ekici, N. (2022). COVID-19 and perceptions of police: Updated survey results and implications. *Security Magazine*.

<https://www.securitymagazine.com/articles/96956-covid-19-and-perceptions-of-police-updated-survey-results-and-implications>

Ekici, N. (2021). TV News Coverage: Study shows COVID-19 effects on law enforcement

<https://khqa.com/news/local/study-shows-covid-19-effects-on-law-enforcement>

Ekici, N. and Alexander, D. (2021). COVID-19's effects on police departments in Illinois, Missouri and Ohio. *Security Magazine*. Online at

<https://www.securitymagazine.com/articles/96082-covid-19s-effects-on-police-departments-in-illinois-missouri-and-ohio>

Alexander, Dean, "Family affiliated extremism and the siege at the U.S. Capitol," *Security magazine*, Feb. 22, 2021

<https://www.securitymagazine.com/articles/94660-family-affiliated-extremism-and-the-siege-at-the-us-capitol>

Alexander, Dean, Bitner, Chris, "The challenge of mask enforcement amid the pandemic," *Security magazine*, June 22, 2021.

<https://www.securitymagazine.com/articles/95466-the-challenge-of-mask-enforcement-amid-the-pandemic>

Alexander and Buettner, "COVID-19, anti-vaxxers and moving forward together," *Security magazine*, Nov. 17, 2021.

<https://www.securitymagazine.com/articles/96541-covid-19-anti-vaxxers-and-moving-forward-together>

"WIU professors take a closer look at how COVID-19 is impacting police departments," Peoria Public Radio, WCBU, Oct. 25, 2021.

<https://www.wcbu.org/local-news/2021-10-25/wiu-professors-take-a-closer-look-at-how-covid-19-is-impacting-police-departments>

"Could an inauguration protest happen in Alton?" Alton Telegraph (newspaper), Jan. 18, 2021.

<https://www.thetelegraph.com/insider/article/Could-an-inauguration-protest-happen-in-Alton-15879348.php>

"WIU Professor Continues To Research Domestic Terrorism & Extremism," WRMJ Radio, Jan. 18, 2021.

<https://wrmj.com/wrmj-interview-wiu-professor-continues-to-research-domestic-terrorism-extremism/>

Omega Gamma Phi the Professional Fire Fraternity has been revived and the FPS students are participating and state and national events.

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11. List major student achievements and recognitions:

The School of LEJA comprises approximately 1/5th (18.5%) of WIU's student population. Yet it receives only \$12,000 for its annual budget. The School is extremely successful in reaching out for donations, recruitment of students, and engagement of professionals to add to the value and experience of the program. We have maintained our designation as one of the top criminal justice programs in the nation and the state based upon our ability to keep current, interact and educate leaders and provide real-world guidance, assistance, and responses to our students and professional. We do this because we are public servants who by choice want to make a difference and lead us into a better tomorrow.

In a highly competitive job market, over 50 of our graduates have been hired by the FBI. We hold the distinction of having the most alumni who are employed as U.S. Secret Service agents. Our recent EM and FPS students are receiving employment offers at top salaries and choice positions.

Although we are unable to track the specific success of the students from our program upon graduation due to manpower and record keeping abilities, we do have an interactive internship map that clearly displays where they have been employed during their internships. After graduation, all data is kept by alumni and not shared with us. Further, we know that many students, if not all, are receiving employment as we receive numerous background investigation reports within months of completion of the degree program.

12. List alumni activities:

One of our recent students is the policy adviser for the Office of Illinois Lieutenant Governor Juliana Stratton.

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Recreation, Park and Tourism Administration Department

The Purpose of These Documents

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1. Department/School mission statement:

Mission

To provide an outdoor educational environment to support the university's mission of instruction, research and service.

Vision

- Outdoor education – environmental, cultural, historical
- Outreach and marketing
- Leadership development
- Interdepartmental programming
- Technology and the environment – define and lead

2. Degrees offered in Department/School:

BS in RPTA, MS in RPTA

3. List specific recruitment and retention activities:

- Recruiting current students to speak at high schools when allowable
- Partnering with ROE #26 to deliver Western Area Career System (WACS) cooking course
- Ongoing faculty involvement in community and region
- Coordinating messaging campaigns to our alumni to speak on our behalf
- Volunteering faculty to speak to high school clubs/organizations across the region and state
- Facilitating and maintaining close relationship with Admissions, Enrollment Management, and University Relations
- Updating and monitoring social media and webpage
- Participating in local and national organizations
- Highlighting program changes and improving relationship with First Year Advisors
- Working with University Relations to create geofencing opportunities to highlight the program

4. List student learning outcomes for majors:

Undergraduate Major Assessment Report: 2020-2021

I. Learning Outcomes #1: Foundations

Students graduating from the program shall demonstrate entry-level knowledge of the background, nature and scope of the profession, including the history, philosophy, and social and behavioral science that comprise the foundation of knowledge. Specifically:

1. The definitions of and understand the terms recreation, leisure, and play.
2. The history of the recreation profession including key individuals and their contribution to the field.
3. The social and individual benefits of recreation.

II. Direct Measurement:

Course: RPTA 111

Instrument: Comprehensive Final Exam

RPTA uses a comprehensive exam to measure students' understanding of the above foundational concepts important to their future career. Faculty teaching this course administered the

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comprehensive final exam at the conclusion of the semester. The following scoring system measured student understanding:

2 = Student completely met the learning expectation (grade = 80-100%)

1 = Student partially met the learning expectation (grade = 60-79%)

0 = Student did not meet the learning expectation (grade = 0-59%)

III. Results:

The measurement tool was a comprehensive final exam. The exam questions aligned with the learning outcomes for developing foundational knowledge of the field. Two sections were offered during the Fall 2020 and one section was offered during Spring 2021. Based on the assessment scale used, (36) students met expectations, (0) students partially met expectations, and (1) did not meet expectations. The results of the assessment derive from students' total grade for the final exam. There is no indication of specific deficiencies of student learning, as individual questions were not analyzed for this assessment.

IV. Impact:

The assessment data from the 2019-2020 academic year provided limited use for making substantive updates to this course for the 2020-2021 academic year. Instead, the assessment data from this year provided insight for an update to undergraduate assessment. Specifically, the RPTA Curriculum and Assessment committee met throughout this academic year to evaluate and update the undergraduate degree assessment. The accrediting body: Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT) for the RPTA program modified all the learning outcomes (including standards and assessment), thus the committee realigned the learning outcomes with more appropriate RPTA courses and new assessment instruments were identified. All three objectives were changed for this learning outcome.

Moving forward, the committee will assess one objective in RPTA 111, one objective across RPTA 422, 449, 454, and 476, and a course was re-integrated into the curriculum to address the third objective. These courses were identified, as the curricula directly address the new objectives. The committee believes these changes will appropriately address students' learning. This updated assessment plan will begin with the 2021-2022 academic year.

I. Learning Outcomes #2: Provisions of Services

Students graduating from the program shall demonstrate entry-level knowledge of the necessary services and processes for providing such services to constituents. Specifically:

1. Planning recreation programs
2. Designing recreation programs
3. Marketing recreation programs
4. Evaluating recreation programs

II. Direct Measurement:

Course: RPTA 235

Instrument: Recreation Program Plan

The Department of Recreation, Park and Tourism Administration (RPTA) uses a final project (Recreation Program Plan) to measure students' understanding of the above program development concepts important to their future career. The final project was administered at the conclusion of the semester. The following scoring system measured student understanding:

2 = Student completely met the learning expectation (grade = 80-100%)

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1 = Student partially met the learning expectation (grade = 60-79%)

0 = Student did not meet the learning expectation (grade = 0-59%)

III. Results:

The assessment of student learning was the capstone project: Recreation Program Plan. This instrument is a compilation of the skills acquired throughout the semester. One section was held in Fall 2020 and one section held in Spring 2021. Based on the assessment scale used, (23) students met expectations, (4) partially met expectations, and (1) students did not meet expectations.

IV. Impact:

The assessment data from the 2019-2020 academic year provided limited use for making substantive updates to this course for the 2020-2021 academic year. Instead, the assessment data from this year provided insight for an update to undergraduate assessment. Specifically, the RPTA Curriculum and Assessment committee met throughout this academic year to evaluate and update the undergraduate degree assessment. The accrediting body (COAPRT) for the RPTA program modified all the learning outcomes, therefore the committee realigned the learning outcomes with more appropriate RPTA courses and new assessment instruments were identified. All four objectives were changed for this learning outcome. Moving forward, the committee will assess two objectives through RPTA 235, one objective through RPTA 497, and one objective through RPTA 230. These courses were identified, as the curricula directly address the new objectives. The committee believes these changes will appropriately address students' learning. This updated assessment plan will begin with the 2021-2022 academic year.

I. Learning Outcomes #3: Management and Administration

Students graduating from the program shall demonstrate entry-level knowledge of administrative functions associated with leisure service employment. Specifically:

1. Legal aspects of the recreation profession.
2. Fiscal elements of the recreation profession.
3. Facility management processes in the recreation profession.
4. Policy administration in the recreation profession.

II. Direct Measurement:

Course: RPTA 322

Instruments: Employee Recruitment and Selection Assignment

During this assessment cycle, the Department of Recreation, Park and Tourism Administration (RPTA) only used the final project to measure students' understanding of the above administrative functions important to their future career. The assessment was administered at the conclusion of each semester. The following scoring system measured student understanding:

2 = Student completely met the learning expectation (grade = 80-100%)

1 = Student partially met the learning expectation (grade = 60-79%)

0 = Student did not meet the learning expectation (grade = 0-59%)

III. Results:

The assessment of student learning was the project: Employee Recruitment and Selection Assignment. This instrument addresses the objectives of this learning outcome acquired during the semester. One section was held during Fall 2020 and one section held during Spring 2021. Based on the assessment scale used, (27) students met expectations, (8) students partially met expectations, and (2) students did not meet expectations.

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IV. Impact:

The assessment data from the 2019-2020 academic year provided no use for making substantive updates to this course for the 2020-2021 academic year. Two primary situations occurred that led to an evaluation of the curriculum and assessment for this learning outcome. First, the assessment instrument did not directly measure all of the objectives associated with this learning outcome and some content addressing the learning outcome was previously removed from the course curriculum. Second, the accrediting body (COAPRT) for the RPTA program modified all the learning outcomes. Specifically, learning outcome #3 was significantly altered by COAPRT. The RPTA Curriculum and Assessment committee met throughout this academic year to evaluate and update the undergraduate degree assessment. This learning outcome was realigned with courses that appropriately address the new outcome objectives and new assessment instruments were identified. Moving forward, the committee will assess two objectives through RPTA 322 and one objective across RPTA 422, 449, 454, and 476 for Learning Outcome #3. These courses were identified, as the curricula directly address the new objectives. The committee believes these changes will appropriately address students' learning. This updated assessment plan will begin with the 2021-2022 academic year.

5. Describe Department/School strengths:

1. Faculty – the faculty are all experts in their specific areas with real world, hands on work experience
2. Curriculum – the curriculum has been streamlined to meet the needs of our students and provide them cutting edge training for the jobs they will seek
3. Course delivery – the RPTA department has been very responsive to Covid and now has the ability to deliver curriculum in a variety of learning formats
4. Alumni Relations – we are in constant contact with our alumni through our advisory board, which has helped shape our curriculum. Also, many alumni give their time to the department as guest speakers, internship supervisors, mentors and financial supporters of the program.
5. Student Retention – we do a very good job of retaining our students once they become our majors
6. Horn Field Campus – 92 acre outdoor facility used for outdoor education, recruitment and community building. This past year saw the completion of a pavilion to expand usage.

6. Describe Department/School challenges:

- Hiring an Outdoor Recreation faculty member (this is finally underway)
- Funding to support faculty research and travel, student travel and HFC Pavillion Phase II
- Recruitment of students – RPTA has made the shift from being a discovery major to a major set on discovering students. We have been very active in recruitment efforts. However, historically, as the overall enrollment of the University rises, so do the number of RPTA majors.

7. Identify opportunities for your Department/School in the short term:

1. Have an Outdoor faculty member in place
2. Continue to raise funds to support our people and creatively use appropriated and foundation
3. Remain steadfast in recruiting efforts for freshman and transfer students
4. Continue to foster and maintain relationships with internal and external stakeholders in the

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region

8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.

1. Retain our accreditation with COAPRT (4th oldest program in US)
2. Streamline the RPTA MS Program
3. Begin work to offer a professional track in the graduate program
4. Complete and update 2+2 agreements with regional community colleges
5. Continue to be a COEHS leader in recruitment and retention activities
6. Continue to expand external graduate assistantships in the Macomb, QC and Peoria areas

9. How will you measure the success of the plans outlined above?

By specific completion of each goal broken down into objectives where warranted

1. Accreditation visit is 3/21-3/24/2022
2. Curriculum and Assessment Committee is meeting every 2 weeks to complete this task
3. Curriculum and Assessment Committee is meeting every 2 weeks to complete this task
4. Dr. Robinett and Dr. McLean have been working with community colleges such as COD and EICC
5. Through Ms. Eggleston and Dr. Robinett, RPTA will continue to be the leader in COEHS recruitment and retention planning and offerings
6. This has been ongoing and we are the campus leader in this area.

10. List major faculty and staff achievements:

Ms. Julie Eggleston

Successful collaboration with organizations in the community to assist the TR students with gaining meaningful field work experiences. The organizations - Bickford Cottages of Macomb, the Lamoine, as well as the McDonough County Special Recreation Association.

Assisted the Youth Task Force with spearheading, programming, promoting, and facilitating the Winter Wanderings virtual series through the task force for the ROE # 26 and the Peace Corps Fellows program.

Dr. Michael Lukkarinen

Piper, T.J. & Lukkarinen, M.D. (In Press). Descriptive investigation: Exercise induced nausea and self-treatment. *Journal of Australian Strength and Conditioning*.

Presentation of a refereed poster at the 2020 International Conference on Sport and Society.

Lukkarinen, M.D., Piper, T.J. & Moore, M.C. (2020). Descriptive investigation: Exercise induced nausea and self-treatment. *International Conference on Sport and Society*. University of Granada, Granada, Spain.

Dr. Don McLean

Co-authored with Dr. Rebecca McLean and Dr. Victoria Kress a paper entitled "Meaningfulness and Selecting Clinical Mental Health Counseling as a Career" that is currently in press with *The Journal of*

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Humanistic Counseling.

Dr. Megan Owens

ACA conference

2022: Two presentations (practitioner: Alumni Development & research: Virtual Camp Connections)

2021: One presentation (research: Online camp community)

IPRA conference

2022: Two presentations (practitioner: Program Evaluation)

2021: One presentation (practitioner: Programming with youth development in mind)

Dr. Cindy Piletic

Publications

Pitts, Brenda G., Shapiro, Deborah R., Piletic, Cindy K., & Zdroik, Jennifer. (2022). Examination of Disability-Related Content Across Sport Management Textbooks. *Sport Management Education Journal*. Advanceonline publication. <https://doi.org/10.1123/smej.2020-0087>.

Piletic, C.K., Sullivan, A., & Dillon, S. (2020). Adapted Physical Education Advocacy and the Role of the NCPEID. *Palaestra*, 34(4), 50 - 58.

Presentations

Sullivan, A.C., Piletic, C.K., & Hilgenbrinck, L.C. (2021) The national APE TOYs: The call for a “community” within NCPEID. Panel presentation. virtual July 2021 for National Consortium for Physical Education for individuals with disabilities.

Piletic, C.K., Sullivan, A.C., & Hilgenbrinck, L.C. (2021). Uncovering the APE TOY Culture. Free communication presentation. Virtual July 2021 for National Consortium for Physical Education for individuals with disabilities.

Shapiro, D., Piletic, C. K., Zdroik, Z., & Pitts, B. (2021). Parasport? What is that? The absence of disability, disability sport and persons with disabilities in sport business management textbooks. Poster presentation. virtual July 2021 for National Consortium for Physical Education for individuals with disabilities.

Taliaferro, A., Piletic, C.K., & Bittner, M. (2021). NCPEID Consortium Conversations webinar focused on APE/APA practicum considerations - update. Panel discussion presented virtually June 2021 for National Consortium for Physical Education for individuals with disabilities.

Zdroik, J., Shapiro, D., Piletic, C., Pitts, B. (2021) Examination for disability related content across sport business management textbooks. Paper presented virtually at 2021 National Conference for North American Society for Sports Management.

Columna, L.A., Piletic, C.K., & Bittner, M. (2020). NCPEID Consortium Conversations webinar focused on APE/APA practicum considerations. Panel discussion presented virtually June 2020 for National Consortium for Physical Education for individuals with disabilities.

Dr. Robinett

Taylor Brooks, a '20 grad, and Dr. Robinett will be presenting at The Academy of Leisure Science Conference on Wednesday, March 2, 2022.

11. List major student achievements and recognitions:

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- Three students received scholarships from IPRF (IPRA foundation) to attend the state conference

12. List alumni activities:

1. Alumni Social at the IPRA Conference
2. RPTA Advisory Board
3. RPTA Chair Newsletters
4. RPTA Alumni regularly serve as guest speakers, mentors and internship supervisors
5. RPTA Professional Development Conference
6. Monthly Birthday Emails with departmental updates