

College of Education

ACADEMIC REPORT FOR 2010-2011

2009-2010 Programmatic Achievements

1. Brief list of key initiatives undertaken and noteworthy outcomes.
 - a. Student engagement and success
 - The Education Double Degree, now in its eighth year, continues its remarkable **enrollment growth**. The total number of Double Degree students is now over 1,400 and includes students from throughout the university.
 - The College of Education continues to build **strong relationships with local school districts** that contribute to student success. In 2010-2011, the College placed about 500 student teachers and counselors in Oregon schools, and processed about 300 licensure requests for current and former students.
 - Teacher and counselor education programs at the Cascades Campus continued their growth with increases in enrollment in elementary, secondary, and counseling education programs, **responding to the demand for education programs in Central Oregon**.
 - Collaborations with Ecampus support continuing improvement and innovation to several College programs, including the **on-line masters degree in education and organizational development and human resources education masters degree**.
 - Mike O'Malley and Ken Winograd served as faculty advisors for the Education Students for Peace and Justice student club, **engaging students in the College and throughout the university**.
 - b. Research and its impact
 - The Western Center for Community College Development continues its work in developing and providing **professional development for community college faculty** with support from the Oregon Department of Education.
 - Darlene Russ-Eft is serving as the external evaluator for an Oregon Department of Education funded grant that investigates the **learning of algebra in the context of technical education** and, with support provided by the National Arts Strategies, is initiating work on the evaluation of an **evaluation of a Chief Executive Officer development program in the arts**.
 - Jessica White is collaborating with colleagues in the Center for Teaching and Learning and Biology Department on the **improvement of college teaching** including the development of a Graduate Teaching Assistantship Development Program in conjunction with a Howard Hughes Medical Institute grant through the College of Science.
 - Cass Dykeman and Deborah Rubel are collaborating with counseling graduate students to **provide counseling services to Corvallis elementary schools** through a grant from the Linn-Benton-Lincoln Educational Service District.

c. Outreach and engagement

- The SMILE Program's outreach initiatives reached youth at elementary, middle school, and high school in **underserved communities throughout Oregon**, and include professional development for teachers in those communities.
- Through collaboration with the Corvallis School District, the College is increasing the **engagement of Education Double Degree students in sustainability activities** at OSU and in the local community.
- The teacher education program at the Cascades Campus is collaborating with Central Oregon school districts to **provide professional development** activities for practicing teachers.

d. Community and diversity

- The College of Education continues to integrate diversity work and community building into its regular activities, including devoting a significant amount of time from each All College meeting to community discussions and maintaining a frequent presence at the university-wide **Diversity Action Planning meetings**.
- All tenured faculty in the College participated in **Affirmative Action Search Advocate training**.
- Kathryn Ciechanowski, Rick Orozco, Alex Sanchez and other College faculty have collaborated with faculty from the College of Liberal Arts in the development of a proposal for a **Center for Latino/a Studies and Engagement**.
- College faculty and staff continue to play a large role in the Oregon state chapter of NAME (**National Association of Multicultural Education**).

e. International-level activities and accomplishments

- Darlene Russ-Eft is providing leadership for an international study that is **defining and validating competencies for instructional designers**. The study is supported by the International Board of Standards for Training, Performance, and Instruction and includes translations into Japanese, Chinese, Korean, and Spanish.
- Darlene Russ-Eft gave **invited keynote speeches at international conferences** in England, Bosnia and Herzegovina.
- The College hosted **visiting scholars** from Korea (Teacher Education).
- Bridgid Backus, a graduate of the community college leadership program, presented a paper at the **Asian Chapter of the Academy of Human Resource Development** meeting in Shanghai, China.

Brief assessment of what worked and areas that need improvement; major barriers.

a. What worked:

- Development of a partnership with the College of Science that has resulted in the movement of the Department of Science and Math Education into a newly organized College of Education and development of a proposal for a STEM Center.
- Development of an abbreviated Category I proposal that describes the reorganized College of Education that is aligned with the Provost's reorganization guidelines.
- Continued enrollment growth of the Education Double Degree, with steady increase of both enrolled students (declared majors) and graduates.
- Success in fundraising, exceeding campaign goals, and enabling the renovation of the interior of Education Hall.
- Support for SMILE (Science and Math Investigative Learning Experiences) in their transition to Student Affairs.
- Effective budget management in all areas of the College that has made it possible to end the 2010 fiscal year with a modest positive fund balance.

b. What needs improvement:

- Implementation of College wide focus on strategic areas of science, math, engineering, and technology (STEM) education and cultural/linguistic diversity.
- Integration of science and math education faculty with College of Education faculty so as to create strong culture of excellence in the newly formed College.
- Investing in marketing and advancement initiatives that promote the College internally and externally.

c. Major barriers:

- Challenges of providing leadership and appropriate accountability for widely distributed teacher education programs (in collaboration with other colleges and the Cascades Campus).
- Increasing expectations for accountability of teacher education programs from state, federal agencies, and public interest groups.
- Competitive environment for external research funding in education.

2. Brief summary of major faculty and student awards

- Samia Yaqub, a graduate of the community college leadership doctoral program, received the **2011 Dissertation Excellence Award** from the Research and Planning Group of California Community Colleges in recognition of her research on Latina student perceptions of learning communities.
- Chris Valdez, a graduate of the community college leadership doctoral program, was **appointed president of Edison Community College** in Piqua, Ohio.
- Darlene Russ-Eft serves as **President of the Academy of Human Resource Development** and Executive Vice President of the International Board of Standards for Training, Performance, and Instruction.

Results and Outcomes

1. Performance on college-level metrics

- Provided by Institutional Research

2. Initiatives to leverage E&G and other base resources and to improve administrative efficiencies

- The College collaborates with the Colleges of Liberal Arts and Science in the operation of the Arts and Sciences Business Center, which supports increased administrative efficiencies, and is exploring other areas of collaboration that will increase efficiencies in managing Ecampus and external grants and contracts.
- The College successfully has proposed increases to differential tuition for the community college leadership doctoral program and counseling doctoral program.
- The College has increased enrollment in strategic self-support Ecampus programs.