1. Brief list of key initiatives undertaken and noteworthy outcomes achieved in the following areas:

   a. Student engagement and success

**Accreditation**

- The Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) continues the accreditation of the College of Education at Oregon State University at the initial teacher preparation and advance preparation levels.
- The PhD with a Major in Counseling program, the MS with a Major in Counseling: School Counseling program, and the MS with a Major in Counseling: Clinical Mental Health Counseling program were accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**New Hires & Re-Structured Positions**

- Six newly hired tenure-track faculty will begin work this fall including one Provost Initiative hire. Faculty hires were in the areas of Mathematics Education, Science Education, Community College Leadership, and ESOL/Bilingual.
- Hired an Associate Dean of Academics, who is also a Professor of Science Education.
- Seven instructors have had their positions revised or expanded to bring greater coherence to double degree endorsement areas and other programs. Endorsement areas have been reduced.
- Newly focused instructor and professional faculty positions are forging stronger ties to PHHS, CEOAS, and Science in order to strengthen existing endorsement areas and create a STEM-focused elementary education program.

**Student Teachers Engage with Schools**

- The College of Education continues to build strong relationships with local school districts and support student and alumni success. For example, in 2011-2012, the College of Education placed 192 student teachers and counselors in Oregon schools and processed 235 licensure requests for current and former students.
- The Professional Teacher Education Master’s Program in Secondary Science and Mathematics Teaching engaged in more than 900 hours of clinical practice in schools, where faculty, students, and public school teachers partner to learn new teaching practices. In addition, students must take 60 hours of reflective classroom experience as a prerequisite before joining the program.
- The *Mathematics Studio Fellowship Program – A Model for Mentoring New and Master Teachers*—funded by the National Science Foundation (DUE – 0934953) is a six-year project with OSU, Teachers Development Group, and Oregon/Washington School Districts to recruit
highly qualified preservice teachers to work in high needs districts, designing an innovative preservice Master’s program to coordinate university and school based learning.

b. Research and its impact

Major Publications


- **Kathryn Ciechanowski** contributed to the field of ESOL and Bilingual Education: (In press). Conflicting Discourses: Linguistic and Critical Analyses of Pocahontas Texts in Bilingual 3rd Grade Social Studies. *Journal of Literacy Research*.


- **Rebekah Elliott** authored a book for teachers, entitled “*Developing essential understanding of mathematical reasoning for teaching mathematics in prekindergarten-grade 8*” to enhance teachers’ mathematical knowledge of teaching.


- **Larry Flick** contributed to the field of engineering education Bledsoe, K. E. & Flick, L. B. (2011). Concept development and meaningful learning among electrical engineering students engaged in a problem-based laboratory experience, *Journal of Science Education & Technology*, Available online http://www.springerlink.com/content/a8423209t4782842/


• **Jean Moule** authored a textbook to the field of cultural & linguistic diversity: Cultural competence: A primer for educators (2nd ed.). Belmont, CA: Wadsworth.

• **Margaret Niess** contributed to the field of teaching with technology the primary being: (in press). Central Component Descriptors For Levels of Technological Pedagogical Content Knowledge. Special issue on Technological Pedagogical Content Knowledge. *Journal of Research on Technology in Education*.

• **Rick Orozco** made three contributions to the field of Latino education the primary being: (2011). “It is certainly strange...”: Attacks on ethnic studies and whiteness as property. *Journal of Education Policy*, 26, 6, 819-838.

• **Deborah Rubel** was co-author on two contributions to the field of Counseling the primary being: Champe, J. & Rubel, D. (2012). Application of focal conflict theory to psychoeducational groups: Implications for process, content and leadership. *The Journal for Specialists in Group Work*, (Equal contribution).

• **Darlene Russ-Eft** made eight contributions to the field of higher education the primary being: (2012). Evaluation within organizations: So, what are the values? In M. Lee (Ed.). *Human resource development as we know it: Speeches that have shaped the field*. New York, NY: Routledge.

• **Ken Winograd** made two contributions to the field of multicultural education the primary being: Sports Biographies of African-American Football Players: The Racism of Colorblindness in Children’s Literature. *Journal of Race, Ethnicity and Education*, 14, 331-349.

**Invited Talks**

• Randy Bell: Delivered the President’s Keynote Address at the Annual Meeting of the Association for Science Teacher Education in Clearwater, Florida.

• John Falk: Invited Plenary Speaker at 6th Science Centre World Congress at Cape Town Science Centre, Cape Town, South Africa. *Evidence of impact of science centres on public understanding of science: a US case study*. September 8, 2011.


• Maggie Niess: *Central Component Descriptors for Levels of Technological Pedagogical Content Knowledge*. Video presentation at the 13th Annual ISSEI conference at the University of Cyprus, July 2-6, 2012.


• Deborah Rubel: Invited presentation “Comparing Post-positivist, Constructivist, and Feminist Grounded Theory: Implications for Questions, Data Collection, and Analysis,” and “A Swift
New Externally Funded Projects

In fiscal year 2011-2012, faculty in the College of Education submitted proposals for funding in excess of $10 million to various sources, including, but not limited to the National Science Foundation; US Department of Education; Oregon Museum of Science & Industry; Hispanic Communications Network; Ford Family Foundation; Association of Science-Technology Centers; Northwest Health Foundation. College of Education faculty members were collectively awarded seven projects totaling more than $4.125 million. Highlights include:

- Randy L. Bell received three grant awards in 2011, totaling more than $2.7 million. These included awards from the US Department of Education, the State Council for Higher Education in Virginia, and the Virginia Department of Education.
- John H. Falk received three grant awards in 2011 totaling over $1.4 million. These included awards from Stanford University and the National Science Foundation.
- Nam Hwa Kang received a grant award in the amount of $26,868.00 from the National Science Foundation.

Ongoing Externally Funded Projects

College of Education faculty directed 11 on-going funded projects, totaling more than $32.3 million.*

- Jennifer Bachman is currently involved in several partnerships and projects to include a front-end evaluation project for *Pushing the Limits*, a rural library science program with Dartmouth University; Algebra in Context Math Science Partnership with a regional high school; and the Access Algebra project with the Oregon Museum of Science and Industry.
- Randy L. Bell is Co-PI for a multi-institutional $28.5 million i3 project providing professional development to elementary and provisionally licensed science teachers across the state of Virginia. [*University of Virginia’s remaining $2.9 million sub-award moved to OSU with Dr. Bell]*
- Lynn Dierking is Co-PI on a 7-year ongoing $1.2 million NSF/DRL funded project in collaboration with The Franklin Institute Science Museum and the Institute for Learning Innovation entitled “The Impact of Informal Science on Girls’ Interest, Engagement and Participation in Science Communities, Hobbies and Careers: A Research and Dissemination Project.” to conduct a research effort to explore the role that free-choice/informal science learning plays in supporting girls’ long-term interest, engagement, and participating in science communities, hobbies, and careers.
- Rebekah Elliott has an ongoing project in Bend with OSU colleagues and the Teacher’s Development Group, Portland bring OSU math education preservice teachers together with experienced middle school teachers to investigate how students learn math.
- Molly Engle undertook the evaluation of Oregon Open Campus, an O&E Division initiative that is a statewide community-based education partnership that provides local access to learning in order to meet Oregon’s unique educational needs. Engle also undertook the...
evaluation of the effectiveness of the Regional Administration program initiated by OSU Extension Service in September, 2011.

• **Mark Fermanich** is continuing his work as National Expert on fiscal sustainability under the Teacher Incentive Fund, Cohort 3 grant subcontract with the University of Wisconsin.

• **Rebekah Elliott & Larry Flick** are completing a three-year research and development grant, *Algebra in Context*, Oregon ESEA Title II Mathematics and Science Partnership, to support mathematics, science, and career & technical education teacher collaboration to advance detracked high school Algebra student achievement in a socio-economically diverse, Gates Foundation small-school.

• **Rebekah Elliott** is completing *Researching Mathematics Leader Learning* a National Science Foundation Teacher Professional Continuum Grant to build theory and use theory to design innovative leader professional development. This research builds foundational knowledge on how and what leaders of professional development need to know to build mathematical knowledge for teaching.

• **Shawn Rowe** is working on a $2.6 million National Science Foundation (NSF) grant to build three exhibits at Hatfield that collect data automatically, and then customize how they deliver information to the visitor. Rowe’s current grants include Cybrlaboratory -- Exploring Customization and Continuity; Communicating Ocean Sciences Informal Education Network: Scientists And Educators Working Together To Promote Ocean Literacy; Oregon Coast Aquatic and Marine Science Partnership.

• **Darlene Russ-Eft** continues work on an international study defining and validating competencies for training managers. Russ-Eft initiated work on four evaluation projects (1) CEO development program by National Arts Strategies; (2) PIRE project [Support provided by the National Science Foundation]; (3) the OSU bioenergy education project [Support by Agriculture and Food Research Initiative of the U.S. Department of Agriculture; and (4) GK-20 project at University of Reno, Nevada [Support provided by the National Science Foundation].

  c. Outreach and engagement, including international-level activities

• Utilizing the Mid-Valley Partnership (MVP) as a core group, the College is the lead organization in the Math Teacher Education Partnership an initiative of the Association of Public and Land-grant Universities (APLU). The College leads a dozen Oregon universities and school districts in this partnership program that brings together similar partnership nationwide. This year the organization will outline its research agenda.

• Randy Bell is working with the Association of Public and Land-grant Universities to develop and revise the National Research Council’s Next Generation Science Standards.

• Rebekah Elliott is collaborating with OSU Mathematics Department on National Science Foundation, Noyce Fellowship grant for master’s students in Science and Mathematics Professional Teacher Licensure Program. The grant supports teaching of prospective teachers.

• The Science and Mathematics Education program in the College of Education hosted eight visiting scholars during 2011-2012. Visiting scholars work with the program faculty and graduate students in informal discussions where there may develop opportunities for collaborative work and conduct research.
d. Community and diversity enhancement initiatives

- In 2011-2012, the College of Education awarded $90,000 in University Graduate Laurels Block Grant monies and over $50,000 in other scholarship/fellowship monies totaling over $140,000 to talented students representing the largest award year in recent memory.

- Under the guidance of Dr. Derron Coles, the Science and Mathematics Education faculty of the College of Education, in partnership with the Educational Opportunities Program (EOP) has implemented a diversity initiative to address the lack of science and mathematics educators from culturally diverse backgrounds and provide scholarships to potential students. The Laurels program has contributed $335,000 over the last four years.

- College of Education faculty (Joe Johnson) represented the Community College Leadership Program at the monthly meetings of the Oregon Presidents Council (OPC); the Oregon Community College Association Annual Conference at Salishan; and the Oregon Leadership 9th Annual Summit. Johnson presented a workshop on community college leadership and the role of community college presidents at the Washington Executive Leadership Academy.

e. Other appropriate initiatives

- The College of Education participated in the OSU Food Drive, advertising drive events regularly through OSU Today, which informed the campus community about our philanthropic efforts. Through fundraising activities/events, cash/check donations, payroll deductions, and food contributions, the College of Education raised a total of 5,985.95 pounds of food and hunger awareness.

- Every year, the College of Education hosts a winter sports event and invites cooperating teachers, faculty, staff, and their families to attend. The event, coordinated by University Events, is usually very well attended and it strengthens the ties between the College and Oregon Schools wherein our student teachers are placed.

2. Brief assessment of the efforts in areas in (1): what worked; areas that need improvement; major barriers [Reference in brackets are to FY12 College Goals]

Progress

- Faculty joined together to hire six tenure-track faculty with strong research records or capacity and demonstrated capabilities in attracting external funding. [Goal I & IV]

- Each of the three online masters degrees has been organized around a professional faculty coordinator with tenure-track faculty holding overall responsibility for program quality and coherence. Programs are poised for growth. [Goal II]

- Faculty were also directly involved building coherence and conceptual focus to programs by redefining instructor positions and identifying where a new full-time position will replace part-time instructors. [Goal II]

- Significant progress was made in developing workload policy and positions descriptions adjusting position descriptions in support of faculty scholarship and pursuit of external funding. [Goal III]
• Reviewed a half dozen professional databases and are moving toward a decision to move to a better data collection and management system. Louis Brooks has provided support. [Goal IV]

• Website is up and running providing core functionality and presenting core information about the college. [Goal V]

Continuing Work & Improvement

• Dr. Randy Bell as the new associate dean for academic affairs will help refine workload policy, position descriptions, incentives for online teaching and seeking external funding. [Goal I]

• Work on the integration of the MAIS program is yet to be accomplished. [Goal II]

• The CSSA program has evolved over time as a “volunteer” program that needs faculty devoted to specific oversight in quality and coherence. This highly regarded program is undergoing review for adequate funding and support of faculty who deliver the program. [Goal II]

• As with the doctoral degree, we need to examine the meaning of the professional education masters degree, EdM, with respect to the MS. Within the merged college we have both degrees offered online and with better articulation of both degrees we should be able to increase the quality and number of degree completers. [Goals II & III]

• Serious advising load issues continue in college PhD/EdD programs. Some positive adjustments can be made with new faculty. We still need to examine the research focus of doctoral students in particular creating a clear and meaningful distinction between the PhD and EdD resulting in a high value professional doctoral in education. This is being pursued with the collaboration of the Graduate School. [Goal III]

• We still do not have a Development Officer. I have written a MOU for a Board of Visitors and am visiting with all previous Advisory Board members and working toward a board whose members are each committed to a $25K gift. [Goal IV]

• We need to start developing a longer-term strategic plan. With new faculty arriving, the time is right to invest significant effort at creating a sharper focus. While we have labeled our areas as STEM and Cultural and Linguistic Diversity, these may not be the best descriptors as we develop a plan to meet very exciting new ventures within the state and nation. [Goal IV]

• Website needs a supporting a position to maintain and grow the site in the service of educational programs and presenting the broader dimensions of college work. [Goal V]

3. Brief summary of major faculty and student awards

• Bell, Randy L. Science Educator of the Year—University Level. Virginia Association of Science Teachers, 2011.

• Bottoms, SueAnn: Oregon State LL Stewart Grant University award to collaborate with science faculty in the redesign of content courses for elementary education majors. $4,360.

• de la Hoz, Jenny (Graduate Student): Provost’s Distinguished Graduate Fellowship.

• Elliott, Rebekah: Oregon State LL Stewart Grant – University award to collaborate with other university faculty researching and designing practice-focused teacher education courses and programs. $4,358.
• **Kang, Nam Hwa**: The National Association Research in Science Teaching Equity Scholars Awards.

• **Good, Laura (Graduate Student)**: National Marine Educators Association Annual Conference Scholarship; Mamie Markham Research Award, Hatfield Marine Science Center; AGU Ocean Sciences Meeting Outstanding Student Presentation Award (jointly with Michelle Mileham); Graduate School Travel Award; College of Science Travel Award.

• **Pattison, Scott (Graduate Student)**: American Association of Museums Mid-Career Professional Network Fellowship to attend the American Association of Museums (AAM) Annual Meeting and Museum Expo, Minneapolis Saint Paul, MN, April 29th – May 2nd.

• **Stofer, Kathryn (Graduate Student)**: Holt Marine Education Award; College of Science Travel Award; Hatfield Student Organization Travel Award.

• **Washines, Elese (Graduate Student)**: American Indian Graduate Center Fellowship; American Indians in Science and Engineering Society Scholarship; 14 Confederated Tribes and Bands of Yakama Nation Scholarship.

4. **Brief summary of key initiatives to leverage E&G and other base resources and to improve administrative efficiencies.**

   • The reorganization of the College started over two years ago was officially approved May 16, 2012. The cumulative effect of reorganization has eliminated department chairs and created an administrative structure of dean, associate dean for academic affairs, and an interim dean for research. Support staff for the merged units remains the same as before the merger. Student services has been reduced from two to one head advisor as a result of more coordinated advising in the double degree with primary degree advisors.

   • Significant work has proceeded this year among the OUS deans of education to produce a legislative package creating true partnerships between school districts and teacher education programs. If successful, this will produce legislative funding for FTE targeted for operating these partnerships plus student scholarships. One potential effect will be to reduce the cost to the College of student teaching.

   • We have been examining the licensing of a new database to support student tracking, ongoing program improvement, and accreditation as mentioned above. If successful this will create a more systemic process of data collection reducing the current burden on staff.

2011-12 RESULTS AND OUTCOMES

1. **Performance on college-level metrics**

   • Provided by the Office of Institutional Research when they are available. Not all of the metric data is available until after the deadline for this report.