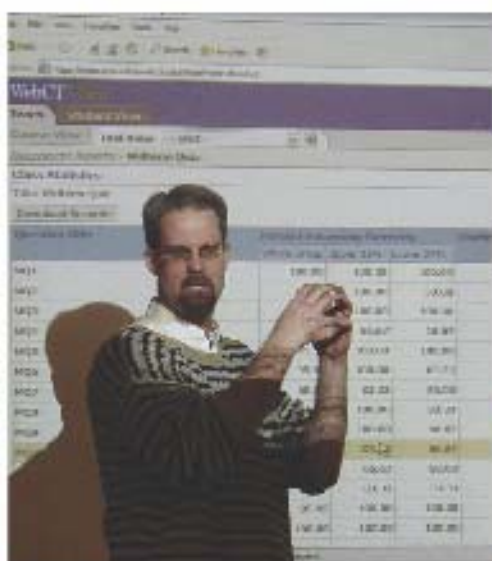




achievement



faculty mentors



diversity



Summary

During the 2007 fall semester, the College of Human Resources & Education revised its strategic plan to correspond more explicitly to the WVU 2010 Plan. The Annual Report based on the current strategic plan follows this summary. It is preceded by a one-page synopsis of key indicators for each of the five goals in the plan.

Relative to Goal One, the College has focused on the development and implementation of new programs designed to meet the needs of both traditional and non-traditional students. Accessibility to graduate education is a major component of all of the College's programs, with reliance on web-based or blended delivery in a large number of programs. Recruiting, retaining, and graduating a more diverse group of students has been emphasized.

Actions related to Goal Two include the hiring of 13 new faculty in the College during the time period covered by the report. Three of these faculty members bring additional diversity to the College. Support to faculty through various programs has been designed to enhance retention and faculty productivity.

Relative to Goal Three, the College has strengthened the integration of technology to enhance instruction and learning. Building renovations in Allen Hall included enhanced technological capacity in classrooms, offices, and the Teaching and Learning Technologies Center. Substantial investment in technology infrastructure has continued. During the two year period covered in this report \$155,844 was provided to support technology and an additional \$250,000 was invested in the upgrade of wiring and classroom technology. Support has also been provided to enhance learning communities. Off-campus cohort delivery of some graduate programs coupled with programs that foster student-to-student mentoring and faculty-to-student mentoring have been successful.

Actions related to Goal Four include the dissemination of knowledge through conferences and forums. The College has focused on supporting publication and grant-seeking efforts.

Relative to Goal Five, it should be noted that improving public education through the discovery and the exchange of knowledge is fundamental to improving West Virginia's health, economy, and quality of life. A better educated citizenry is essential in a more competitive global economic environment. The College also serves the state directly through the outreach programs it offers and the services provided to individuals in the Reading Clinic, the Speech Clinic, and the Hearing Clinic. In addition, the work of students in internships and externships offers quality care and instruction from professionals in training in the fields of Audiology, Counseling, Counseling Psychology, Reading, Rehabilitation Counseling, Special Education, Speech Pathology, and Teacher Education.

GOAL 1 Synopsis

Goal 1: Attract and graduate high-quality students.

Objective A is to enhance our academic programs. In the past two years, the College of HR&E has offered 11 online/e-Campus programs enrolling 374 students. We also operated two cohort programs enrolling 40 students.

Objective B is to market the courses and programs of the College. In the past two years, the College of HR&E has critiqued/updated marketing materials, including design/development of 12 marketing print pieces and two marketing web pages. In those two years, we received 356 first-time freshman applications and 487 first-time graduate applications.

Objective C is to increase undergraduate and graduate student enrollments and diversity. In the past two years, the College has developed a successful Teacher Education Student Ambassador program to recruit Secondary Education Math and Science majors. Enrollment of underrepresented groups in 2006-2007 included five American Indian or Alaskan Natives, 30 Asian or Pacific Islanders, 62 African Americans (not of Hispanic Origin), and 29 Hispanic students. These numbers were somewhat higher in 2005-2006 with five American Indian or Alaskan Natives, 43 Asian or Pacific Islanders, 69 African Americans (not of Hispanic Origin), and 35 Hispanic students.

Objective D is to increase graduation rates of underrepresented groups. In the previous two academic years, a total of 65 students from underrepresented groups graduated from the College of HR&E. These included three American Indian or Alaskan Natives, 24 Asian or Pacific Islanders, 24 African Americans (not of Hispanic Origin), and 14 Hispanic graduates.

GOAL 2 Synopsis

Goal 2: Recruit and retain high-quality faculty committed to the land-grant mission.

Objective A is to recruit new faculty who are committed to the land-grant mission and who represent diverse groups. In the past two years, the College of HR&E has hired 13 new faculty members, seven women and six men. Of this group, one is Hispanic American, one is Asian American, and one is Indian. Institutional visibility of the College has been evident in the leadership positions held by faculty in 15 national professional associations and journals and 11 leadership positions in state associations.

Objective B is to enable faculty productivity. Faculty have been supported in their efforts in the amount of \$76,000 across the past two years through the Benedum Collaborative. Support for instruction through the HR&E Faculty Academy in the amount of \$90,260 has been provided by the College for the past two years.

Objective C is to build academic culture. The College sponsored 21 research colloquia across the two years. Doctoral student travel and research was supported in the amount of \$22,400. Faculty travel and research was supported in the amount of \$24,364 in 2006-2007 and \$10,500 in 2005-2006. Faculty service and collaborative efforts with external practitioners were evident in the two Job Accommodation Network conferences held in 2006-2007 (Washington, DC) and 2005-2006 (Boston, MA). The Benedum Collaborative and Professional Development School (PDS) Conference was held in Fairmont, WV, and 150 PDS faculty attended. The Department of Educational Leadership Studies faculty were instrumental in the planning, implementation, and evaluation of the West Virginia Department of Education's 21st Century Leadership Institute for principals.

GOAL 3 Synopsis

Goal 3: Enhance the educational environment for student learning.

Objective A is to invest in the College's infrastructure and technology. The College provided \$155,844 to support technology for instruction and learning in the two years. In 2005-2006, the College provided \$250,000 to upgrade wiring and equip classrooms in Allen Hall. Support from the Benedum Collaborative to West Virginia University/Professional Development School (WVU/PDS) liaisons provided support for professional development, teaching materials, and release time for PDS faculty to come and present in WVU classes.

Objective B is to develop learning communities and programs to support students. Two new online programs were offered in 2006-2007: Curriculum & Instruction Master of Arts Degree and the Special Education Master of Arts Degree in Autism. One off-campus cohort in Reading was offered as was the e-Campus Rehabilitation Counseling program across the two years. In 2006-2007, all four of the Special Education Certification and Master of Arts degree programs were offered online. An emphasis upon student-to-student mentoring relationships is evident in the Benedum Collaborative Five-year Teacher Education program through mentoring support for students within the program and mentoring of pre-majors. Specific examples of faculty-to-student mentoring were noted in the Action Research projects in the Five-year program and in the Speech Pathology & Audiology undergraduate capstone projects. The Department of Special Education provided faculty-to-student mentoring for graduate students in the online programs by cooperating professionals working in practicum sites and with practicing professionals working to assist the instructors in online courses.

GOAL 4 Synopsis

Goal 4: Promote discovery and exchange of knowledge and ideas.

Objective A is to provide opportunities for ongoing discussion and exchange of cultural and scientific ideas. Twenty-one research colloquia were offered across the two years. A PDS Conference was held in Fairmont in 2006-2007; the first tripartite meeting was held in 2007 with Dr. Steve Paine as the presenter. He also presented at a joint PDK presentation to 400 faculty and students. The Diversity Task Force and the College co-sponsored a presentation each year focused on educational access and equity. The Job Accommodation Network (JAN) provided six web-casts and four audio conferences across the two years.

Objective B is to emphasize experiential learning opportunities by providing sustained professional development opportunities and establishing communities of practice for faculty. The Faculty Academy was funded at \$63,085 and \$27,175 for a total of \$90,260.

Objective C is to emphasize experiential learning opportunities for students. Field and clinical experiences are offered in five departments and internships are offered in all departments. Seven student organizations are supported in the College, primarily at the department level.

Objective D is to increase publications and external funding related to research and scholarship. Nine faculty members participated in the WVU grant writing workshop. Editorial assistance and statistical consultation were provided to 20 faculty members; to date seven publications resulted. Editorial assistance and budget consultation were provided to nine faculty members submitting grants; five grants were funded.

GOAL 5 Synopsis

Goal 5: Improve West Virginia's health, economy, and quality of life.

Objective A is to become an active partner with communities through outreach efforts. We have provided totals of the numbers of children served at the WVU Nursery School (76), numbers of substitute days (704) provided by interns in the Five-year program to teachers in the Professional Development Schools, SPA service projects (13) serving 430 children and families and support provided through Camp Gizmo to 45 children and their families. Direct services were provided in counseling by Counseling, Rehabilitation Counseling, and Counseling Psychology graduate students totaling 74,174 hours across the two years.

Objective B is to provide services to meet the needs of the state's citizens. There were 726 clients served by the Hearing Clinic, 164 clients served by the Reading Clinic, and 457 clients served by the Speech Clinic (457). The total number of hours of services provided totaled 13,415.5 hours. The Job Accommodation Network provided 40,927 consultations during the two years; some of these were in West Virginia.

Objective C is to collaborate with policymakers to improve West Virginia health, economy, and quality of life. Nine faculty worked on eight state task forces/committees to address these issues.

Objective D is to assist HR&E employees to improve and maintain their health. After planning the PEIA Pathways to Wellness program in the first year, 48 participants attended a health screening program in 2006-2007; there were three structured programs that averaged 25 employees each, and four lunch and learn sessions were offered.

Goal 1: Attract and graduate high-quality students.

Objective A: Enhance our academic programs.

Strategy 1. Develop new off-campus cohorts and online programs that use non-traditional methods to meet students' needs.

Strategy 2. Expand the development of e-learning across college programs.

Strategy 3. Initiate new degree programs and certifications.

Key Indicators: Number of new programs offered to attract high-quality students.

Outcome for 2006-07

Strategy 1.

The Department of Curriculum & Instruction/Literacy Studies launched an online Master of Arts Degree in four areas: Elementary Education, Secondary Education Social Studies Emphasis, Secondary Education Science Emphasis, and Secondary Education Advanced (includes Physical Education, Art Education, and Agriculture Education) and enrolled 87 students.

The Department of Curriculum & Instruction/Literacy Studies continued offering one Reading cohort in Berkeley County, and enrolled 25 students.

Strategy 2.

The Department of Counseling, Rehabilitation Counseling, and Counseling Psychology continued offering the Rehabilitation Counseling e-Campus program and enrolled 49 students.

All four of the Department of Special Education Certification and Master of Arts degree programs were offered online and enrolled 250 students.

Strategy 3.

The Department of Special Education received approval of the online Autism Certification and Master of Arts degree program and enrolled 14 students.

The Department of Technology, Learning, and Culture received approval of the Instructional Design and Technology Master of Arts degree and Doctor of Education specialization to begin in fall 2007.

Outcome for 2005-06

Strategy 1.

The Department of Educational Leadership Studies offered the Educational Leadership Studies Public School Doctoral cohort and enrolled 20 students.

The Department of Curriculum & Instruction/Literacy Studies continued offering one Reading cohort in Berkeley County and enrolled 25 students.

Strategy 2.

The Department of Counseling, Rehabilitation Counseling, and Counseling Psychology continued offering the Rehabilitation Counseling e-Campus program and enrolled 47 students.

Objective B: Market the courses and programs of the College.

Strategy 1. Examine existing print and web-based materials.

Strategy 2. Revise print and web-based materials.

Strategy 3. Track inquiries, applications, and enrollment data.

Key Indicators: Changes in materials, increases in the number of inquiries and applications, and increase in enrollment.

Outcome for 2006-07

Strategy 1.

The Dean's office formed a marketing review committee, and the committee examined and critiqued the College's marketing materials and web pages.

The Dean's office established a hierarchy for web page update and redesign.

Strategy 2.

The Dean's office designed and developed nine marketing print pieces and one marketing web page.

Strategy 3.

The College received a total of 183 first-time freshman applications and 252 first-time graduate applications.

The College enrolled a total of 1,532 undergraduate and graduate headcount majors in fall 2006, which does not include 417 undergraduate majors from Academic Affairs and 150 professional development graduates.

Outcome for 2005-06

Strategy 2.

The Dean's office designed and developed three marketing print pieces and one marketing web page.

Strategy 3.

The College received 173 first-time freshman applications and also received 235 first-time graduate applications.

The College enrolled a total of 1,642 undergraduate and graduate headcount majors for fall 2005, which does not include 422 undergraduate majors from Academic Affairs and 150 professional development graduates.

Objective C: Increase undergraduate and graduate student enrollments and diversity.

Strategy 1. Recruit students to niche programs.

Strategy 2. Target underrepresented groups.

Key Indicators: Amount of diversity in enrollment.

Outcome for 2006-07

Strategy 1.

The Dean's office, in collaboration with the Benedum Collaborative, implemented the Teacher Education Student Ambassador program to recruit Secondary Education Math and Science majors to the Five-year Teacher Education program. Three Five-year Teacher Education interns were selected to serve as ambassadors. Targeted recruitment efforts yielded an enrollment of three first-time freshmen pre-secondary education science majors and 12 first-time freshmen pre-secondary education

math majors. Overall enrollment in pre-secondary education science was 25 and pre-secondary education math was 36.

Strategy 2.

The College's enrollment of underrepresented groups was 126. This included five American Indian or Alaskan Natives, 30 Asian or Pacific Islanders, 62 African Americans (not of Hispanic Origin), and 29 Hispanics.

The College enrolled 40% of the minority doctoral students who received support from West Virginia University's Office of Social Justice Minority Doctoral Colloquium.

Outcome for 2005-06

Strategy 1.

The Dean's office, with the Benedum Collaborative, developed the Teacher Education Student Ambassador program to recruit Secondary Education Math and Science majors to the Five-year Teacher Education program. Three Five-year Teacher Education interns were selected to assist in the development of the program.

Strategy 2.

The College's enrollment of underrepresented groups was 152. This included five American Indian or Alaskan Natives, 43 Asian or Pacific Islanders, 69 African Americans (not of Hispanic Origin), and 35 Hispanics.

The College enrolled 40% of the minority doctoral students who received support from West Virginia University's Office of Social Justice Minority Doctoral Colloquium.

Objective D: Increase graduation rates of underrepresented groups.

Strategy 1. Provide academic support to facilitate persistence towards graduation.

Key Indicators: Graduation rates of underrepresented groups.

Outcome for 2006-07

Strategy 1.

The College graduated a total of 24 students from underrepresented groups. This included one American

Indian/Alaskan Native, seven Asian or Pacific Islanders, 11 African Americans (not of Hispanic Origin), and five Hispanics.

Outcome for 2005-06

Strategy 1.

The College graduated a total of 41 students from underrepresented groups. This included two American Indian/Alaskan Native, 17 Asian or Pacific Islanders, 13 African Americans (not of Hispanic Origin), and nine Hispanics.

Goal 2: Recruit and retain high-quality faculty committed to the land-grant mission.

Objective A: Recruit new faculty who are committed to the land-grant mission and who represent diverse groups.

Strategy 1. Recruit as broadly as possible.

Strategy 2. Increase visibility of the institution through professional affiliations within the discipline.

Key Indicators: Number of faculty hired and diversity represented.

Outcome for 2006-07

Strategy 1.

The College hired eight new faculty members, five women and three men.

Strategy 2.

The College faculty members held 25 national and 11 state administrative or editorial positions in professional associations within their disciplines.

Outcome for 2005-06

Strategy 1.

The College hired five faculty members, three men and two women of whom one is Hispanic American, one is Asian American, and one is Indian.

Strategy 2.

The College faculty members held 14 national and one state administrative or editorial positions in professional associations within their disciplines.

Objective B: Enable productivity.

Strategy 1. Increase support provided to faculty for grants and research.

Strategy 2. Provide support for instruction through the Faculty Academy.

Key Indicators: Amount of support provided.

Outcome for 2006-07

Strategy 1.

Through Benedum Collaborative funding, \$37,000 was provided to WVU/PDS liaisons to fund travel for conferences and to provide professional development to PDS faculty.

Strategy 2.

The College provided \$63,085 in support of 33 faculty members who attended the HR&E Faculty Academy.

Outcome for 2005-06

Strategy 1.

Through Benedum Collaborative funding, \$39,000 was provided to WVU/PDS liaisons to fund travel for conferences and to provide professional development to PDS faculty.

Strategy 2.

The College provided \$27,175 in support of 18 faculty members who attended the HR&E Faculty Academy.

Objective C: Build academic culture.

Strategy 1. Provide a forum for faculty and doctoral students to present research.

Strategy 2. Support faculty and doctoral student travel and research.

Strategy 3. Support faculty service and collaborative efforts with external practitioners throughout the state and region.

Key Indicators: Number of research presentations, support, and service provided.

Outcome for 2006-07

Strategy 1.

The Dean's office sponsored 18 HR&E research colloquia with an average attendance of 12 participants.

Strategy 2.

The Dean's office provided \$11,200 for doctoral student travel and research.

The Dean's office provided 38 Faculty Travel Grants for a total of \$23,064.

The Department of Special Education provided \$1,300 towards support for research.

Strategy 3.

Supported through JAN funds, the JAN conference was held in Washington, DC, and 269 participants attended.

A Benedum Collaborative and Professional Development School (PDS) Conference was held in Fairmont, West Virginia, and 150 WVU and PDS faculty attended.

The Department of Educational Leadership Studies faculty served as evaluators, members of the planning committee, and keynote presenters at the 21st Century Leadership Institute held in Glade Springs, West Virginia.

Outcome for 2005-06

Strategy 1.

The Dean's office sponsored three HR&E research colloquia with an average attendance of 10 participants.

Strategy 2.

The Dean's office provided \$11,200 for doctoral student travel and research.

The Dean's office provided 20 Faculty Travel Grants for a total of \$10,500.

Strategy 3.

Supported through JAN funds, a JAN conference was held in Boston, MA, and 342 participants attended.

Goal 3: Enhance the educational environment for student learning.

Objective A: Invest in the College's infrastructure and technology.

Strategy 1. Provide appropriate technology to support instruction and learning.

Strategy 2. Provide resources to faculty and students to enhance teaching and learning.

Key Indicators: Amount invested to support infrastructure, technology, and student learning.

Outcome for 2006-07

Strategy 1.

The College provided \$100,502 toward technology support for instruction and learning.

Strategy 2.

Through Benedum Collaborative funding, \$37,000 was provided to WVU/PDS liaisons and was used to purchase teaching materials, to support professional development, and to fund release time for PDS faculty to come and present in WVU classes.

Outcome for 2005-06

Strategy 1.

The College provided \$55,342 toward technology support for instruction and learning.

The College provided \$250,000 to upgrade wiring and equip classrooms.

Strategy 2.

Through Benedum Collaborative funding, \$39,000 was provided to (VU/PDS liaisons and was used to purchase teaching materials, to support professional development, and to fund release time for PDS faculty to come and present in WVU classes.

Objective B: Develop learning communities and programs to support students.

Strategy 1. Develop off-campus cohorts and online programs that use non-traditional and traditional methods to meet students' needs.

Strategy 2. Develop student-to-student and faculty-to-student mentoring relationships.

Key Indicators: Number of programs offered and learning communities supported.

Outcome for 2006-07

Strategy 1.

Two new online programs were offered (Curriculum & Instruction online Master of Arts degree and the Department of Special Education Master of Arts degree in Autism); one off-campus cohort in Reading was continued; the e-Campus Rehabilitation Counseling program was continued; and all four of the Department of Special Education Certification and Master of Arts degree programs were offered online.

Strategy 2.

The Benedum Collaborative Five-year Teacher Education program provided student-to-student mentoring with fourth and fifth year teacher education participants and interns mentoring 124 third year teacher education tutors.

The Benedum Collaborative Five-year Teacher Education program provided student-to-student mentoring for 200 pre-education majors at the pre-education Volunteer Fair.

The Benedum Collaborative Five-Year Teacher Education program provided faculty-to-student mentoring through the Action Research project with 30 HR&E faculty mentoring 110 participants and 85 interns.

The Department of Speech Pathology & Audiology provided faculty-to-student capstone mentoring to 46 students of whom eight faculty members served as mentors to four students each; three faculty members served as mentors for three students each; and one faculty member served as a mentor for five students.

The Department of Special Education conducted practicum experiences with 80 graduate students across all areas of specialization who were mentored by 89 cooperating professionals at the placement sites; all these students and professionals also interacted with each other in online seminars organized by specialization area and grade level.

The Department of Special Education offered online graduate courses with a total enrollment of 1,459, with students mentored by 15 practicing professionals working in collaboration with the course instructor to answer questions about content and score and provide feedback on discussions, assignments, and case-based essay exams.

Outcome for 2005-06

Strategy 1

Curriculum & Instruction faculty developed the online Master of Arts program in Elementary Education and Secondary Education Social Studies and Science emphasis.

Strategy 2

The Benedum Collaborative Five-year Teacher Education program provided student-to-student mentoring with fourth and fifth year teacher education participants and interns mentoring 113 third year teacher education tutors.

The Benedum Collaborative Five-year Teacher Education program provided student-to-student mentoring for 150 pre-education majors at the pre-education Volunteer Fair.

The Benedum Collaborative Five-year Teacher Education program provided faculty-to-student mentoring through the Action Research project with 30 HR&E faculty mentoring 85 participants and 81 interns.

The Department of Speech Pathology & Audiology provided faculty-to-student capstone mentoring to 40 students of whom eight faculty members served as mentors to four students each and four faculty members served as mentors to two students each.

The Department of Special Education conducted practicum experiences with 133 graduate students across all areas of specialization who were mentored by 149 cooperating professionals at the placement sites; all these students and professionals also interacted with each other in online seminars organized by specialization area and grade level.

The Department of Special Education offered online graduate courses with a total enrollment of 819, with students mentored by 21 practicing professionals working in collaboration with the course instructor to answer questions about content and score and provide feedback on discussions, assignments, and case-based essay exams.

Goal 4: Promote discovery and exchange of knowledge and ideas.

Objective A: Provide opportunities for ongoing discussion and exchange of cultural and scientific ideas.

Strategy 1. Sponsor conferences and forums that promote the exchange of knowledge and ideas.

Strategy 2. Provide electronic dissemination of conferences and forums.

Key Indicators: Number of traditional and electronic conferences and forums provided.

Outcome for 2006-07

Strategy 1.

The Dean's office sponsored 18 HR&E research colloquia with an average attendance of 12 participants at each colloquium.

A Benedum Collaborative and Professional Development School (PDS) Conference was held in Fairmont, West Virginia, and 150 WVU and PDS faculty attended.

A Tripartite (HR&E, Eberly College of Arts and Sciences, and PDSs) meeting was held, and the presenter, Dr. Steve Paine, State Superintendent of Schools, described the West Virginia Partnership on 21st Century Learning Skills to 124 participants.

A joint Phi Delta Kappa and HR&E presentation was held, and Dr. Steve Paine, State Superintendent of Schools, described the West Virginia Partnership on 21st Century Learning Skills to 400 HR&E faculty, staff, and alumni.

The Diversity Task Force and the Dean's office co-sponsored a presentation by Dr. Maggie McLaughlin, University of Maryland Professor and Associate Director of the Institute for the Study of Exceptional Children and Youth. Dr. McLaughlin presented on the topic "The Evolving Meaning of Special Education," and there were 75 people in attendance.

Strategy 2.

The Benedum Collaborative provided an electronic posting of the WVU/PDS Conference on the Benedum Collaborative web page.

Through JAN funds, JAN provided two audio conferences with a total of 190 participants.

Through JAN funds, JAN provided six web-casts with a total of 694 participants.

The Benedum Collaborative provided an electronic posting of the Tripartite (HR&E, Eberly, and PDSs) presentation on the Benedum Collaborative web page.

Outcome for 2005-06

Strategy 1.

The Diversity Task Force sponsored a presentation by K. Lynn Boyer, Executive Director for West Virginia Department of Education's Office of Special Programs, Extended and Early Learning. Dr. Boyer presented on the topic "The Landscape of Special Education," and there were 75 people in attendance.

Strategy 2.

Through JAN funds, JAN provided two audio conferences with a total of 259 participants.

Objective B: Emphasize experiential learning opportunities for faculty.

Strategy 1. Provide sustained professional development opportunities through the HR&E Faculty Academy on the use of instructional technology.

Strategy 2. Establish communities of practice for faculty.

Key Indicators: Amount of support provided and the number of activities undertaken.

Outcome for 2006-07

Strategy 1.

The Dean's office provided \$63,085 in support of 33 faculty members (31 faculty members from HR&E and two from Eberly

College of Arts and Sciences) who attended the HR&E Faculty Academy. Faculty participation in the Academy resulted in the inclusion of online components and technology in 31 HR&E courses and two ECAS courses.

Strategy 2.

HR&E faculty members who teach education courses formed course teams that met regularly to develop syllabi and learning outcomes and to ensure consistency across the curriculum.

A \$5,000 project was funded by FIPSE to support WVU/PDS faculty in their examination of PDS standards and how well the standards are being met by the program.

Outcome for 2005-06

Strategy 1.

The Dean's office provided \$27,175 in support of 18 faculty members who attended the HR&E Faculty Academy. Faculty participation in the Academy resulted in the inclusion of online components and technology in 27 HR&E courses.

Objective C: Emphasize experiential learning opportunities for students.

Strategy 1. Provide enhanced opportunities in field and clinical experiences, internships, Action Research projects, and capstone projects.

Strategy 2. Support student professional organizations that provide leadership opportunities.

Key Indicators: Number of opportunities/experiences and the support for student organizations.

Outcome for 2006-07

Strategy 1.

Field and clinical experiences are available in five HR&E departments. The HR&E Hearing Clinic served 279 clients for a total of 568.5 hours, the HR&E Reading Clinic served 84 children for a total of 2,080 instructional hours, and the HR&E Speech Clinic served 210 clients for a total of 4,308 hours.

The Benedum Collaborative Five-year Teacher Education program Action Research projects involved 30 HR&E faculty who mentored 110 Five-year Teacher Education participants and 85 interns.

Capstone projects were completed by 46 Speech Pathology & Audiology students.

Internships are offered in all of the HR&E departments and include 10 programs.

Strategy 2.

There are seven student organizations in five departments that provide leadership opportunities for students. The student organizations are supported through fundraising activities and, in some instances, membership dues.

Outcome for 2005-06

Strategy 1.

Field and clinical experiences are available in five HR&E departments. The HR&E Hearing Clinic served 447 clients for a total of 557 hours, the HR&E Reading Clinic served 80 children for a total of 2,005 instructional hours, and the HR&E Speech Clinic served 247 clients for a total of 3,896 hours.

The Benedum Collaborative Five-year Teacher Education program Action Research projects involved 30 HR&E faculty who mentored 85 Five-year Teacher Education participants and 81 interns.

Capstone projects were completed by 40 Speech Pathology & Audiology students.

Internships are offered in all of the HR&E departments and include 10 programs.

Strategy 2.

There are seven student organizations across five departments that provide leadership opportunities for students. The student organizations are supported through fundraising activities and, in some instances, membership dues.

Objective D: Increase publications and external funding related to research and scholarship.

Strategy 1. Provide support and resources to enhance publications of faculty research.

Strategy 2. Provide support for faculty to attend the grant writing workshop and/or apply for mentorship.

Strategy 3. Provide resources to support faculty during the application process for grants and contracts.

Key Indicators: Number of grant applications, publications, and presentations.

Outcome for 2006-07

Strategy 1.

The Dean's office provided editorial assistance and statistical consultation to nine faculty members; three publications resulted.

Strategy 2.

The Dean's office provided support to four faculty members who attended the grant writing workshop.

Strategy 3.

The Dean's office provided editorial assistance and budget consultation to five faculty members: three submitted proposals and were funded grants.

Outcome for 2005-06

Strategy 1.

The Dean's office provided editorial assistance and statistical consultation to 11 faculty members; four publications resulted.

Strategy 2.

The Dean's office provided support to five HR&E faculty members who attended the grant writing workshop.

Strategy 3.

The Dean's office provided editorial assistance and budget consultation to four faculty members; two submitted proposals and were funded grants.

Goal 5: Improve West Virginia’s health, economy, and quality of life.

Objective A: Become an active partner with communities through outreach efforts.

Strategy 1. Improve education and service delivery through collaboration with public school professionals and human services professionals.

Key Indicators: Number of collaborative efforts and programs delivered.

Outcome for 2006-07

Strategy 1.

The Benedum Collaborative Five-year Teacher Education interns provided 704 substitute days for a total of 5,018 professional development hours.

Counseling students in the Department of Counseling, Rehabilitation Counseling, and Counseling Psychology provided 2,500 hours of direct contact service in 25 practicum sites and 13,800 hours of direct contact service in 26 internship sites. Rehabilitation Counseling students provided 3,450 hours of direct contact service in 23 practicum sites and 9,000 hours of direct contact service in 15 internship sites. Counseling Psychology students provided 1,683 hours of direct contact service in 29 practicum sites and 3,710 hours of direct contact service in 7 internship sites.

The WVU Nursery School served 38 children and their families during the academic school year and 35 children and their families during the summer. Over 600 WVU students from various disciplines used the Nursery School for observations and placements. There are 110 WVU Child Development and Family Studies and Curriculum & Instruction students placed in the Nursery School.

Child Development and Family Studies faculty provided continuing education and in-service training to 60 West Virginia teachers.

The Speech Pathology & Audiology faculty and students participated in Camp Gizmo and served 24 children and families for a total of 720 hours.

The National Student Speech-Language-Hearing Association's members engaged in six service projects that served 200 children and families.

Outcome for 2005-06

Strategy 1.

The Benedum Collaborative Five-year Teacher Education interns provided 648 substitute days for a total of 4,536 professional development hours.

The Department of Counseling, Rehabilitation Counseling, and Counseling Psychology students provided 2,500 hours of direct contact service in 25 practicum sites and 19,200 hours of direct contact service in 32 internship sites. Rehabilitation Counseling students in the same department provided 4,650 hours of direct contact service in 31 practicum sites and 18,000 hours of direct service in 30 internship sites. Counseling Psychology students provided 1,441 hours of direct contact service 31 practicum sites and 4,240 hours of direct contact service in eight internship sites.

The Speech Pathology & Audiology faculty and students participated in Camp Gizmo and served 21 children and families for a total of 630 hours.

The WVU Nursery School served 38 children and their families during the academic school year and 35 children and their families during the summer. Over 600 WVU students from various disciplines used the Nursery School for observations and placements. There are 110 WVU Child Development and Family Studies and Curriculum & Instruction students placed in the Nursery School.

Child Development and Family Studies faculty provided continuing education and in-service training to 60 West Virginia teachers.

The National Student Speech-Language-Hearing Association's members engaged in seven service projects that served 230 children and families.

Objective B: Provide services to meet the needs of the state's citizens.

Strategy 1. Offer clinic services to the state's citizens.

Strategy 2. Offer consultation on accommodations in the workplace.

Key Indicators: Number of services provided, clients served, and consultations provided.

Outcome for 2006-07

Strategy 1.

The HR&E Hearing Clinic served 279 clients for a total of 568.5 hours, the HR&E Reading Clinic served 84 children for a total of 2,080 instructional hours, and the HR&E Speech Clinic served 210 clients for a total of 4,308 hours.

Strategy 2.

JAN provided 18,742 consultations.

Outcome for 2005-06

Strategy 1.

The HR&E Hearing Clinic served 447 clients for a total of 557 hours, the HR&E Reading Clinic served 80 children for a total of 2005 instructional hours, and the HR&E Speech Clinic served 247 clients for a total of 3,897 hours.

Strategy 2.

JAN provided 21,185 consultations.

Objective C: Collaborate with policymakers to improve West Virginia health, economy, and quality of life.

Strategy 1. Communicate findings of teaching, service, and research efforts to the state's policymakers.

Key Indicators: Number of faculty participating on committees and policy groups and the number of policy papers published.

Outcome for 2006-07

Strategy 1.

The Department of Educational Leadership Studies had three faculty members who served as evaluators, members of the planning committee, and keynote presenters at West Virginia's 21st Century Leadership Institute in Glades Springs, West Virginia.

The Dean and one faculty member served on the Teacher Education Advisory Council.

The Assistant Dean for Teacher Education served on the Center for Professional Development Advisory Board.

Outcome for 2005-06

Strategy 1.

One faculty member submitted a white paper and associated policy brief that was distributed to members of the West Virginia legislature.

The Department of Educational Leadership Studies had three faculty members who served as evaluators, members of the planning committee, and keynote presenters at West Virginia's 21st Century Leadership Institute in Glade Springs, West Virginia.

The Dean and one faculty member served on the Teacher Education Advisory Council.

The College had one faculty member who served on the Center for Professional Development Advisory Board.

The College had one faculty member who served on the Professional Standards Board for the State Board of Education.

The Dean served on the West Virginia Department of Education's High School Task Force.

Objective D: Assist HR&E employees to improve and maintain their health.

Strategy 1. Offer annual worksite health screenings through PEIA Pathways to Wellness and add follow-up programs that correspond to the screening results to promote and support physical activity for HR&E employees.

Key Indicators: Number of employees participating and the number of programs offered.

Outcome for 2006-07

Strategy 1.

The College provided a health screening that 48 participants attended, three structured programs that averaged 25 employees, a pedometer loan opportunity, and four lunch and learn sessions that an average of six employees attended.

Outcome for 2005-06

Strategy 1.

The HR&E Wellness Committee formalized a plan for the PEIA Pathways to Wellness program and the Committee also implemented an informal walking program.

Targets

Under Goal One:

Objective A, Strategy 4 (new): Expand the offerings of EdP 101, Learning Strategies for Academic Success, to meet the needs of more at-risk students and assess the impact of the course on subsequent academic performance of students completing the course.

Objective C, Strategy 1: Obtain final approval of the proposed Ph.D. in Education and recruit six students for the first cohort.

Objective C, Strategy 3 (new): Raise the academic profile of students in the College's graduate programs.

Under Goal Four:

Objective D, Strategy 4 (new): Increase faculty research productivity and publications.

Additional Comments

Relative to Goal One, Objective A, Strategy 3, it should be noted that while new programs will be offered as needed to meet the needs of the profession as well as the needs of students, this strategy eventually will be modified to “refine academic programs in existence.”

Relative to Goal One, a new objective will be added because of the central importance of advising in student retention and success.

Objective E: Strengthen advising practices in the College.

Relative to Goal Five, a new objective will be added to assess the contributions of college graduates to the state of West Virginia.

Objective E: Examine the impact of college programs on the state based on the number of graduates who are employed in West Virginia.

Information for annual progress report on College/School Strategic Plans

College/School: **HR&E**

1a. Fall Headcount Enrollment: This is based on enrollment approved by HEPC; this reflects enrollment/registration as of the Fall Census Date. The total, including pre-major enrollment, has been provided by the Senior Associate Provost in order to provide a more accurate comparison with college/school enrollment goals.

		College/School	WVU (not including Potomac State)
Fall 2007	Undergrad	**689	21,145
	Graduate	1,564	5,595
	Professional	n/a	1,373
	Total	2,253	28,113
	Total including pre-majors*	2,559	n/a
Fall 2006	Undergrad	163	20,590
	Graduate	1,369	5,105
	Professional	n/a	1,420
	Total	1,532	27,115
	Total including pre-majors and CDFS*	2,208	n/a
Fall 2005	Undergrad	155	19,510
	Graduate	1,487	5,151
	Professional	n/a	1,390
	Total	1,642	26,051
	Total including pre-majors and CDFS*	2,338	n/a

*Includes adjustment for CDFS majors (91 UG & 12 G) and CDFS FTE (128) moved from DCAFCS to HR&E.

**Includes Professional Development (Grad) and the following MDS majors: Pre-elementary education, elementary education, pre-secondary education, secondary education.

1b. FTE Enrollment: Undergraduates and professional students are full-time at 15 credit hours, graduate students are full-time at 12 credit hours. FTE is determined by dividing the number of student credit hours by 15 for undergraduate and professional and 12 for graduate students and adding these together.

	College/School	WVU (not including Potomac State)
Fall 2007	1,663	26,287
Fall 2006	1,433	25,678
Fall 2005	1,420	24,601

2. First-year retention rate for first-time, full-time freshmen: Only students who enroll in the college/school upon entering as first-time, full-time freshmen are included in the cohort used to calculate retention. Pre-majors not included in standard college/school enrollment, such as those advised by the Undergraduate Academic Services Center, are not included.

Students retained by the University include students who have changed majors to a different college/school but return to WVU for the fall semester of their second year. Students retained by the college/school include students who return to the same college/school for the fall semester of their second year. These students may have changed majors, but they have not changed colleges/schools.

	Students from college/school retained at college/school	Students from college/school retained at WVU	WVU retention rate
2006 Cohort (returned fall 2007)	90.0%	93.3%	79.4%
2005 Cohort (returned fall 2006)	84.0%	92.0%	80.5%

3. Six year graduation rate for first-time, full-time freshmen: Information is not available in a meaningful form and is not included.

4. Degree production for bachelor, masters, professional, doctoral, and total: Based on degrees awarded during the academic year (August, December, and May).

		College/School	WVU
2006-07	Bachelor	67	3,620
	Masters	411	1,459
	Professional	n/a	148
	Doctoral	30	396
	Total	508*	5,623
2005-06	Bachelor	39	3,372
	Masters	492	1,619
	Professional	n/a	168
	Doctoral	29	351
	Total	560	5,510

*Corrected from Excel file using updated reports provided in IDEAS.

5. Degree production in STEM and health fields by specific degree program Data from most programs for 2006-07 are not yet available.		
Program	2006-07	2005-06
Audiology	2	-----
High School Math (5 – Adult)	----	10
Math (5 – 9)	----	9
Physics (9 – Adult)	----	2
Chemistry (9 – Adult)	----	3
Biology (9 – Adult)	----	7
General Science (5 – 9)	----	15
General Science (5 – Adult)	----	15

6. Licensure pass rates: These percent pass rates have been submitted by your college/school to Division of Planning, Institutional Research, and forwarded to HEPC. The pass rates are reported for the July 1 through June 30 fiscal year. These pass rates are reported for all WVU teacher education programs on campus; one of these program has a much lower pass rate than all of the others. The rates have been included here to facilitate the progress reports on the college/school strategic plan.

Level	Area	2006-07	2005-06
Graduate	National Exam in Speech Path & Audiology	96.6	87.0
Graduate	Teacher Education Praxis II (CST and PLT)	86.6	95.3
Graduate	National Certified Counselor Exam	93.0	94.0

7. Sponsored program funding, with funding levels for instructional, research, service, and other: This data has been provided by the Office of Sponsored Programs. The funding is the actual amount received by the college/school during the July 1 through June 30 fiscal year. Funding for collaborative programs is split to reflect actual funding received by each college/school.

		College/School	WVU
2006-07	Research	\$236,297	\$87,397,028
	Instruction	\$962,433	\$11,972,281
	Service	\$1,724,570	\$21,477,407
	Other	\$95,434	\$17,737,446
	Total	\$3,018,734	\$138,584,161
2005-06	Research	\$149,949	\$88,323,826
	Instruction	\$964,512	\$12,857,671
	Service	\$2,074,266	\$22,351,083
	Other	\$94,579	\$19,337,113
	Total	\$3,283,306	\$142,869,693

8a. Placement and employment rates for undergraduate students: The data included is from the pilot Survey of Graduating Seniors, which was administered to May 2007 graduates. No other years are available at this time.

	College/School (percent responding to question)	WVU (percent responding to question)	WVU (percent of viable surveys, no response included as negative response)
Percent of respondents with post-graduation employment prior to graduation	28.6%	29.8%	28.2%
Percent of respondents accepted into graduate or professional school prior to graduation	81.0%	46.7%	27.8%

Placement and Employment Rates for Graduate Students

The data in this table comes directly from direct contact with graduates or graduate surveys administered by departments. Data are incomplete.

Program	Employed		Continued Education	
	2006-07	2005-06	2006-07	2005-06
Counseling, Rehabilitation Counseling, and Counseling Psychology	29	18	4	1
Educational Psychology – MA & Ed.D.	5			
Early Intervention/Early Childhood Special Education	12	12		
Gifted Education	3	3		
Multicategorical Special Education	39	29		
Behavior Disorders	1	1		
Learning Disabilities	4	9		
Mental Impairments	1	3		
Severe/Multiple Disabilities		6		

Faculty Awards 2006-07

- David Callejo received the 2006 Florida International University Torch Award – Charles E. Perry Visionary Award.
- Helen Hazi received the 2006 AERA Distinguished Paper Award at the 2007 annual meeting for SIG: Instructional Leadership and Supervision for “Complicating the Ritual of Teacher Evaluation: Implications for Supervision.”
- Ed Jacobs received the 2006 American Counseling Association Innovation in Counseling Award.
- Cathy Galyon Keramidas received the 2006 American Council on Rural Special Education Research Proposal Award.
- Barbara Ludlow received the 2006 American Council on Rural Special Education Eagle Award.

Faculty Awards 2005-06

- Carolyn Atkins received the West Virginia Professor of the Year Award from the Council for Advancement and Support of Education (CASE) and the Carnegie Foundation for the Advancement of Teaching.

Programs with national recognition and evidence of recognition

- The Benedum Collaborative Five-year Teacher Education Program was nationally recognized by the United States Department of Education.
- The College of Human Resources & Education is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) at both the initial teacher preparation and advanced preparation levels.
- The Counseling Psychology program is accredited by the American Psychological Association.
- The Rehabilitation Counseling program is accredited by the Council on Rehabilitation Education (CORE).
- The Rehabilitation Counseling program received the 2007 number 33rd ranking by U.S. News and World Report along with five other schools.
- The Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- The Speech Pathology & Audiology program is accredited by the American Speech-Language-Hearing Association (ASHA).
- The Speech Pathology & Audiology graduates 75% of their seniors with honors and over 80% go on to graduate school in either speech pathology or audiology.
- The Speech Language Pathology graduate program is recognized as a Program of Excellence and was ranked twice in the top 25% of all graduate programs in the United States by U.S. News and World Report.
- The elementary education program is nationally recognized by the Association for Childhood Education International (ACEI).
- The Education Leadership Studies programs that prepare principals, superintendents, and supervisors is nationally recognized by the Educational Leadership Constituent Council Principal, Superintendent, Supervisor (ELCC).

- The English education/language arts programs are nationally recognized by the National Council of Teachers of English (NCTE).
- The foreign language programs that prepare teachers in French, German, and Spanish are nationally recognized by the American Council on the Teaching of Foreign Languages (ACTFL).
- The mathematics education programs are nationally recognized by the National Council of Teachers of Mathematics (NCTM).
- The master's degree program in reading is nationally recognized by the International Reading Association (IRA).
- The science education programs that prepare graduates to teach biology, chemistry, physics, and general science are recognized by the National Science Teachers Association (NSTA).
- The social studies education programs are nationally recognized by the National Council for the Social Studies (NCSS).
- The following special education programs have received national recognition from the Council for Exceptional Children:
 - Early Intervention/Early Childhood Special Education
 - Gifted/Talented Education
 - Multicategorical Special Education
 - Severe/Multiple Disabilities
- The Secondary Education graduate program received the 2006 82nd ranking by U.S. News and World Report along with 53 other schools.