

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: **May 12, 2023**

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.

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.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: **May 12, 2023**

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 fostering authentic and innovative educational, 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 conscientious leaders and practitioners who create healthy, safe, and equitable environments in their professions, organizations, and communities. Beyond the above, the College of Education and Human Services is uniquely special because we are focused on creating leaders who will in turn *serve humanity*. This focus is unique relative to other colleges on campus: though other colleges may certainly suggest some service ethic, the entirety of COEHS programming is focused on the “other”--via an essential service ethic—rather than solely on the self. Additionally, this service ethic is broadly communal in the knowledge that humans are social creatures who depend one upon the other rather than in isolation.

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, and the second largest graduate program, Master of Arts in Teaching.. Below are some of the strengths of the 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 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

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

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. Finally, our Master of Arts in Teaching Program requires a two-year paid teaching residency which not only addresses the catastrophic teacher shortage but also provides our students with two years of on the job training.

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.

The College of Education and Human Services has enormous growth potential, and some of that is ongoing. Below is a non-exhaustive list of areas of ongoing and potential future growth:

Current Programs:

Bachelor of Science in Nutrition and Dietetics

We believe this program can be grown if we are allowed to revisit our potential relationship with the external agency—*Testing and Training International*—per a draft MOU outlining an agreement to provide a 10% tuition reduction in exchange for a guarantee to enroll 17 students per cohort. If they do not meet the minimum student enrollment, WIU pays nothing.

Bachelor of Science in Exercise Science

As of Spring of 2023, there were 92 active students in the Exercise Science Program. We believe these numbers will grow with the creation of 2+2 degree arrangements with our 2-year partner colleges and with the development of an integrated BS in Exercise Science/Master of Science in Kinesiology

Bachelor of Science in Law Enforcement and Justice Administration

Historically, this program has been the largest-enrolled undergraduate program on campus—and that has not changed. What has changed is that the enrollments have dropped a bit over the last few years. As of Spring 2023, there were 602 active students. We believe that trend will be reversed and once again have enrollments of 1,000 students or more.

Bachelor of Science in Education, Paraprofessional-Focused Teacher Licensure Programs

A year ago, the School of Education launched a program focused on recruiting working paraprofessionals seeking to get full Professional Education Licenses in Early Childhood, Elementary, and Special Education. Elementary and Special Education cohorts will start each summer and, per current state legislation, Early Childhood students can begin any semester. Since its inception, this program has grown to approximately 150 students, and continues to grow.

Bachelor of Social Work

As of spring 2023 there were 72 students in the BSW program. We believe that this number can grow very quickly with the creation of an MSW (see below in the “looking forward section). One of the annoyances here in Horrabin Hall is seeing advertisements for MSW programs at other universities

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

around the state. With the creation of an MSW, we can attract a much higher number of students into the BSW because they will then know that they can move immediately into an MSW program at a place they feel comfortable—here. There would also be an opportunity to make the BSW/MSW an integrated degree program.

Master of Science in Sport Management

Now that this program has been approved for the QC campus, we expect enrollment growth in light of the Quad City Metropolitan context

Master of Science in Kinesiology

As noted above, we believe there is growth potential in the creation of relationships developed around 2+2 agreements and an integrated Exercise Science/Master of Kinesiology program. Additionally, work is ongoing to develop a relationship with Universidad Autonoma de Nuevo Leon to recruit students to WIU's program

Master of Science in Public Health (Public Health or School Health Options)

As of spring of 2023, this program has grown to 119 active students and it continues to grow, particularly with international students.

Master of Science in RPTA (Practitioner Option)

This new option of the MS in RPTA is tailored to meet the needs of practitioners with at least two years of full-time experience in public recreation and/or non-profit administration and courses are offered synchronously via zoom in the evenings. We expect this program will grow very quickly and might draw international students as well.

Master of Science in Education, Counselor Education

The Counseling MS program had 77 students as of Spring of 2023 and I understand nearly a third of them graduated. In addition to there being shortages of teachers, principals, and school social workers, there is also a shortage of school counselors. We believe that because of that shortage, we can grow/replenish this program going forward.

Master of Arts in Teaching

Over the last 2 ½ years since the MAT program officially kicked off, we have added ten additional licensure areas to the original three, including a P-12 Art option now under review by ISBE. As of Spring 2023, there were 249 active students in the program. At last count, there are now 408 students accepted into the program. We expect to have as many as 350 active students in the MAT by Fall of 2023. These enrollment numbers make it the second largest graduate program on campus—and, again, the growth continues.

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

Because it is only teachers with some years of experience who can become certified school principals, and given the shortage of teachers, there is now a growing principal shortage. As this shortage continues, we expect our Principal licensure program enrollment to grow as well.

Edd in Educational Leadership

Since the development of what used to be called the “Higher Education” option of the EdD program—now the Organizational Justice, Equity, and Inclusion option, this program has grown to approximately 100 students (including the P-12 option of the program). That growth has been spurred mostly by international student interest. We believe this growth can continue if we can sustain it.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

Looking Forward, New Programs:

Creation/Completion of a new PhD in Public Safety Administration

This has been a goal of the college for some time. A PhD program in Public Safety Administration would fill a niche that is sorely lacking and would, we believe, help grow the undergraduate program in Law Enforcement and Justice Administration. And, we believe it would draw a large number of students.

Creation of a new Master in Social Work program

As much of the country is aware, there is a catastrophic teacher shortage; what many are not aware of is that there is equally catastrophic shortage of school social workers. We believe the creation of an MSW program will be a recruiting boon for the undergraduate BSW program already in existence and serve this region's and the state's need for qualified social workers, particularly in schools.

Creation of a new MSED in Director of Special Education

Another area of concern is the growing shortage of qualified special education directors as teachers opt to leave the field. We field a relatively large number of calls inquiring about such a program. We believe such a program would grow quickly.

3. Barriers to growth in your College

The College is suffering from a lack of human resources at this time. Due to the decreased numbers of faculty and staff, many individuals have taken on additional responsibilities. This makes it difficult to have time for creating new ideas for growth. Additionally, the areas where we have seen more substantial growth have not been provided much in the way of additional resources which makes it even less appealing. For example, the MAT and MPH programs continue to have increasing student numbers with limited increases in support and program resources. These programs are using more and more adjuncts which has the potential to jeopardize the quality of the programs. Additionally, and due to the nature of COEHS programs which are often connected to certification or licensure processes, we need more office and clerical staff to track those certification and licensure processes. The college simply cannot sustain such large programs on this count such as the MAT (400 students) and the MPH (100+ students). Continuing the practice of giving additional responsibilities to people without additional resources and support is not sustainable. We are experiencing morale issues with our human capital as more and more faculty and staff are experiencing burnout.

Some of our programs have ideas for offering new programs (such as the MSW) or increasing current enrollments (CNED), but these programs will need additional faculty hires either prior to or as the programs are getting started.

Another challenge that we are experiencing related to growth is the increasing needs of our students. Students (and faculty) are still experiencing the effects of the pandemic. As a result, we are seeing more students with learning challenges in the areas of time management, note-taking, critical thinking, and growth mindset along with increased mental health challenges. Many faculty do not have the skill set to effectively work with the challenges our students are facing. While many are willing to learn these skills, they may not have the time or the access to the resources they need.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost’s Office: May 12, 2023

Another barrier to our growth is our desperate need for technology solutions. Unfortunately we find ourselves spending so much time implementing systems (marketing our programs, following up with admits, etc.) by hand that there is limited time to be more innovative. As a result, we have to make difficult choices as to what to spend our time on. Additionally, we find ourselves trying to use our limited resources and to upgrade equipment so that students are learning about the equipment they will actually be using in the field. The Interactive Multimedia (IMM) lab has been under-resourced and without staff since 2017. To meet the needs of 21st-century skills for COEHS students, the multimedia lab needs hardware and software upgrades. Most of the existing IMM lab equipment is either obsolete or in the process of obsolescence. The obsolete hardware is gradually being removed from the IMM lab. We are identifying usage for the equipment for which the functionality has changed over time or with the invention of new products. The faculty want necessary technical skills and knowledge to effectively integrate technology into their teaching practice. And the students expect to learn 21st-century skills and competencies that are necessary for success in a technology-driven world.

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*

	2018	2019	2020	2021	2022
New Freshmen Students	283	266	289	225	251
New Transfer Students	243	184	216	162	179
New Graduate Students	220	196	195	251	261
Continuing Undergraduate Students	1642	1385	1247	1109	1052
Continuing Graduate Students	528	539	504	547	615
TOTAL	2,916	2,554	2,451	2,294	2,358

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost’s Office: **May 12, 2023**

b. 5 years of headcount enrollment by race/ethnicity, gender, and country of origin

Fall Term	International	Black	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Unknown	Male	Female	Total
2018												
Undergrad	11	415	1	21	349	-	1,276	62	33	1,072	1,096	2,168
Graduate	35	91	-	3	56	-	543	14	6	254	494	748
Total	46	506	1	24	405	-	1,819	76	39	1,326	1,590	2,916
2019												
Undergrad	11	327	3	21	309	-	1,084	45	35	873	962	1,835
Graduate	25	83	-	4	48	-	551	11	13	229	506	735
Total	36	410	3	25	357	-	1,635	56	48	1,102	1,468	2,570
2020												
Undergrad	7	333	5	24	297	1	1,002	52	31	766	986	1,752
Graduate	22	69	-	2	50	-	529	11	16	211	488	699
Total	29	402	5	26	347	1	1,531	63	47	977	1,474	2,451
2021												
Undergrad	21	280	4	14	247	-	867	40	23	606	890	1,496
Graduate	64	77	1	4	49	1	566	16	20	259	539	798
Total	85	357	5	18	296	1	1,433	56	43	865	1,429	2,294
2022												
Undergrad	25	293	4	15	250	1	838	40	16	543	929	1,482
Graduate	116	85	-	4	66	1	564	15	25	268	608	876
Total	141	378	4	19	316	2	1,402	55	41	811	1,537	2,358

c. 5 years total credit hour production by Department/School

** Data is not available in the current factbook.

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

** Data is not available in the current factbook.

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*

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: **May 12, 2023**

Undergraduate Degree Program	Internati onal	Black	Americ an Indian	Asian	Hispanic	White	Pacific Islander	Unknown	2 or More	Male Total	Female Total	TOTAL
COLLEGE OF EDUCATION & HUMAN SERVICES												
Education	-	4	-	-	3	42	-	2	-	3	48	51
B.S.Ed. in Elementary Education	-	4	-	-	3	33	-	1	-	3	38	41
B.S.Ed. In Middle Level Education	-	-	-	-	-	4	-	-	-	-	4	4
B.S.Ed. in Special Education	-	-	-	-	-	5	-	1	-	-	6	6
Health Sciences & Social Work	-	20	-	1	4	18	-	-	1	7	37	44
B.S. in Health Services Management	-	10	-	-	-	5	-	-	-	4	11	15
B.S. in Public Health	-	2	-	1	2	2	-	-	-	2	5	7
Bachelor of Social Work	-	8	-	-	2	11	-	-	1	1	21	22
Kinesiology	2	6	-	2	3	33	-	1	2	25	24	49
B.S. in Athletic Training	-	-	-	-	1	1	-	-	-	1	1	2
B.S. in Exercise Science	1	6	-	2	1	19	-	-	1	19	11	30
B.S. in Nutrition & Dietetics	-	-	-	-	-	4	-	1	1	-	6	6
B.S. in Nutrition & Foodservice Management	-	-	-	-	-	-	-	-	-	-	-	-
B.S. in Physical Education K-12	1	-	-	-	1	9	-	-	1	5	6	11
Law Enforcement & Justice Administration	-	26	-	2	44	133	-	5	4	128	86	214
B.S. in Emergency Management	-	-	-	-	-	1	-	-	-	1	-	1
B.S. in Fire Protection Services	-	-	-	-	1	13	-	-	-	13	1	14
B.S. in Law Enforcement & Justice Administration	-	26	-	2	43	119	-	5	4	114	85	199
Recreation, Park & Tourism Administration	-	4	-	-	3	24	-	-	1	15	17	32
B.S. in Hospitality Management	-	1	-	-	-	1	-	-	-	1	1	2
B.S. in Recreation, Park & Tourism Administration	-	3	-	-	-	23	-	-	1	14	16	30
TOTAL EDUCATION & HUMAN SERVICES	2	60	-	5	57	250	-	8	8	178	212	390

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: **May 12, 2023**

Graduate Degree Program	International	Black	American Indian	Asian	Hispanic	White	Pacific Islander	Unknown	2 or More	Male Total	Female Total	TOTAL
Counselor Education & College Student Personnel	1	4	-	1	2	42	-	-	-	13	37	50
M.S.Ed. in Counseling	1	3	-	1	1	22	-	-	-	11	17	28
M.S. in College Student Personnel	-	1	-	-	1	20	-	-	-	2	20	22
Education	-	4	-	-	4	91	-	1	-	18	82	100
M.S.Ed. In Curriculum & Instruction	-	2	-	-	-	24	-	-	-	2	24	26
M.S.Ed. in Educational & Interdisciplinary Studies	-	-	-	-	-	-	-	-	-	-	-	-
M.S.Ed. in Educational & Interdisciplinary Studies	-	-	-	-	-	1	-	-	-	1	-	1
M.S. Ed. In Educational Studies	-	1	-	-	2	12	-	1	-	2	14	16
M.S. Ed. in Educational Leadership	-	-	-	-	2	29	-	-	-	9	22	31
Ed.S. in Educational Leadership	-	-	-	-	-	4	-	-	-	4	-	4
Ed.D. in Educational Leadership	-	-	-	-	-	4	-	-	-	-	4	4
M.S.Ed. in Reading	-	1	-	-	-	8	-	-	-	-	9	9
M.S.Ed. in Special Education	-	-	-	-	-	7	-	-	-	-	7	7
PBC in TESOL	-	-	-	-	-	2	-	-	-	-	2	2
Health Sciences & Social Work	5	6	-	-	-	8	-	-	1	5	15	20
M.S. in Health Sciences	-	3	-	-	-	6	-	-	-	1	8	9
PBC in Health Service Administration	-	-	-	-	-	1	-	-	1	1	1	2
Master of Public Health	5	3	-	-	-	1	-	-	-	3	6	9
Kinesiology	2	3	-	-	3	12	-	1	-	15	6	21
M.S. in Kinesiology	-	-	-	-	-	3	-	1	-	2	2	4
M.S. in Sport Management	2	3	-	-	3	9	-	-	-	13	4	17
Law Enforcement & Justice Administration	-	4	-	-	7	14	-	-	1	14	12	26
M.A. in Law Enforcement and Justice Admin	-	-	-	-	-	3	-	-	-	3	-	3
M.A. in Public Safety Administration	-	4	-	-	6	11	-	-	1	10	12	22
PBC in Police Executive Administration	-	-	-	-	1	-	-	-	-	1	-	1
Recreation, Park & Tourism Administration	-	2	-	-	-	6	-	1	1	8	2	10
M.S. in Recreation, Park & Tourism Administration	-	2	-	-	-	6	-	1	1	8	2	10
PBC in Event Planning & Management	-	-	-	-	-	-	-	-	-	-	-	-
PBC in Event Planning & Management	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EDUCATION & HUMAN SERVICES	8	23	-	1	16	173	-	3	3	73	154	227
TOTAL DEGREES CONFERRED												617

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

6. Retention of students

List retention initiatives

Counselor Education & College Student Personnel

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 basis. 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.

School of Education

Undergraduate Students – Ideas for the Future

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 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. 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 residence halls.
6. Faculty strive to make personal connections. The UG committee has suggested to faculty to offer class points for civic and service activities in specific classes.
7. Students presenting with faculty at conferences.

Graduate Students – Ideas for the future

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.
[Should it be "are maintained"??]

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

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: (a) offer consultation; (b) suggest a referral to the writing center and/or; © discuss options for taking an incomplete.

Health Sciences & Social Work

1. Welcome back ice cream social for department students.
2. Social Work Connections Events (social work topic presentations along with fellowship) – October 10 – Latinx Social Work Students and Alumni Panel: First-Gen Experience
November 15 – Social Workgiving celebration (food from other cultures)
March 1 – Kick off to social work month student gathering
March 22 – Men in Social Work Panel
3. Social Work Student Association hosted a hotdogs and smores event for department students.
4. First Year student transition session – set up a zoom meeting to meet with first year students who were transitioning to the College (advisors, faculty).
5. Phi Alpha Social Work Honor Society offered study/mentoring times for social work students.
6. Organized training for public health students by the Columbia University Center for Disaster Preparedness and Response.
7. Social Work Student Association hosted a grad panel event.
8. Phi Alpha Social Work Honor Society hosted a panel of alumni to talk about the diverse fields in social work.
9. Social Work faculty along with the Counseling Center hosted a Conference – Increasing Cultural Competence with the LGBTQIA+ Community.
10. Social Work students created a scavenger hunt event for students.
11. Public Health graduate students attended the IL Public Health Association's Student Day in Springfield.
12. Twelve Social Work students participated in Social Work Advocacy Day.
13. Exploring Your Future in Social Work – This is a professional advising series that occurs twice a month. They have explored various Social Work topics including graduate school, CSWE and their accredited programs, writing essays for scholarships and graduate school, and self-care.
14. MPH Graduate Student Organization hosted journal clubs throughout the academic year. These events involved faculty from the department sharing their research and publishing tips with the MPH graduate students.
15. Health Sciences hosted a Graduation Party for all MPH spring graduates.

Kinesiology

1. Opened two new student resource centers in Brophy Hall: The Student Success Center in Brophy Hall 200A. The PETE Resources Room in Brophy Hall 230.
2. During Fall 22, conducted a Graduate Students Expectations seminar and survey.
3. During Fall 22, conducted a Diversity, Equity and Inclusion seminar and survey.
4. Hosted The American Drug Free Powerlifting Federation Single Event National Championships, March 4th, 2023 (Dr. Piper).
5. Hosted Unified Sports Festival, April 21st, 2023 (Drs. Gabbei and Wang).
6. Hosted the Western Illinois George Hermann Senior Olympics, April 27-28th, 2023 (Dr. Piper).
7. Renewed the WIU status of the National Strength and Conditioning Association-Education Recognition Program, a distinction we have held since the program's inception in 1999.
8. Participated in the Fall 22 Major - Minors Fair.
9. Working with the COEHS Global Community and Social Justice Committee that focuses on strategies to improve retention for international students.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

10. Held Professional Development Event for PE teachers on Unified PE.
11. Fall 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).
12. SP 23 hosted Dr. Carranza from UANL for a 2-week period.

Law Enforcement & Justice Administration

1. Engaging fraternity members in professional association conferences and events like IESMA and the State Emergency Operations Center in Springfield and the IESMA Training Summit.
2. Involving LEJA/ EM students in the Camera Essentials Course out of Peoria for criminalist minors.
3. Additionally, we have put on several UAS Part 107 and drone usage courses for students and professionals involved in EM, LEJA, Homeland Security, and FPS fields.
4. The LAE Fraternity visited the Peoria Coroner's Office.
5. 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 hosted 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.
6. The School participates in numerous Veteran related events and activities.
7. The School also works with legislative personnel and the Black Caucus on social justice reform and public safety concerns.
8. The Director Advises Pre-Law school students on LSAT exams and preparations.
9. The Director and faculty review and assist with resumes and interviews for career placement and planning.
10. Throughout the year faculty have conducted numerous TV and radio interviews, produced publications, accepted invitations for community presentations 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.
11. Finally, the School has certified an instructor in the Quality Matters online teaching methodology (participated in 200+ hours of training and testing) and for the Juvare 9 software program (650 hours of training, tutorials and testing).

Recreation, Park & Tourism Administration

1. Weekly newsletter to current students making them aware of resources as well as upcoming events.
2. Monthly student focused social opportunities – examples of these events included: midterm potluck, Mardi Gras celebration, chili cookoff, share your favorite treats with special guest Santa.
3. RPTA Summer Opportunities Fair – students have the opportunity to find summer employment as well as network with potential future employers.
4. RPTA Professional Development Conference – students learn skills (academic as well as soft skills) important to the profession from alums as well as current leisure services professionals.
5. Experiential learning opportunities – throughout their programs students are actively involved in experiential learning opportunities such as (Adapted Activities for All; Camp Rocky; Foes for Families; Knoblauch Cafe).

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

7. Recruitment of students

List recruitment initiatives:

Counselor Education & College Student Personnel

The Department of Counselor Education and College Student Personnel engages in numerous recruitment and retention activities throughout the year. This past year, we have 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. College Student Personnel enlisted the assistance of a consultant to assist with recruiting attempts this year. All on-campus student leaders in their final year of school were contacted with information about the program. 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.

School of Education

Undergraduate Students - Ideas for the Future

1. Attend all Discover Western recruitment events on Macomb and Quad Cities campuses or virtually.
2. Send out postcards to those who attended Discover Western events.
3. Send out e-mail messages to prospective students on databases 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 large amounts.
5. Personal tours of campus and Horrabin Hall are provided to those students and parents who could not attend Discover Western or who wish to attend a live meeting.
6. An SOE representative and Teacher Education personnel meet with community college counselors.
7. Students from local schools will be invited to campus
8. 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.
9. Faculty will attend the WIU Teacher Fair (either live or virtually) to discuss our programs with administrators present.
10. Investigate a living learning arrangement in one of the WIU dormitories for education majors.
11. 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.
12. Create a new flyer highlighting our SOE undergraduate programs to distribute on social media and to area high school counselors.
13. 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.
14. 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.
15. Establishing Grow Your Own Teacher Programs/2+2 Programs with regional school districts/community colleges

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

Graduate Students – Ideas for the Future

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 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.

Health Sciences & Social Work

1. Participated in the WIU Major & Minor Fair
2. Participated in all of the Discover Western Events.
3. Sent letters to admitted students.
4. Developed partnership with DCFS so that next year will be able to work with students on applying for the Pat McGuire Child Welfare Education Fellowship.
5. Explored a possible partnership with Memorial Hospital in Carthage to assist with recruiting nurses – B.S. in Health Services Management for nurses who have an associate's degree.
6. Social Work and Public Health students presented sessions at local high school (Macomb, Rushville) wellness days.
7. Social Work students presented at the Rushville Industry High School Career Fair on 3/3/23.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

Kinesiology

1. Approximately a 20% enrollment increase at the start of the Fall 22 semester from the Fall 21 semester.
2. Digital postcard campaign sent to prospective students, freshman admits and transfer students with 11,292 cards sent by April 10, 2023.
3. Assigned a graduate teaching assistant to manage and post items to department social media accounts and track analytics. Average social media engagement increases from February 9th 2023 through April 7th 2023: Facebook %1,049; Instagram %355; YouTube %250.
4. Tours of Brophy Hall with numerous prospective Exercise Science students during the F22 and SP23 semesters.
5. Sent out personalized, handwritten notes to all registered Exercise Science students.
6. Emailed the entire list of accepted Exercise Science prospective students on over five occasions; over 300 students each mailing.
7. Hosted The American Drug Free Powerlifting Federation Single Event National Championships, March 4th, 2023 (Dr. Piper).
8. Hosted Unified Sports Festival, April 21st, 2023 (Drs. Gabbei and Wang).
9. Hosted the Western Illinois George Hermann Senior Olympics, April 27-28th, 2023 (Dr. Piper).
10. Renewed the WIU status of the National Strength and Conditioning Association-Education Recognition Program, a distinction we have held since the program's inception in 1999.
11. Participated in the Discover Western Events during the Fall 22 and Spring 23 semesters.
12. Participated in the Fall 22 Major - Minors Fair.
13. Participated in the Fall 22 and Spring WIU Grad Program Expos.
14. Ongoing email contacts with every batch of accepted students interested in undergraduate programs.
15. Zoom calls with prospective students.
16. Personal tours of Brophy Hall for prospective students.
17. Developing strategies to partner with community colleges for a 2+2 agreement.
18. Membership on a university committee to recruit underrepresented students.
19. Working with the COEHS Global Community and Social Justice Committee that focuses on strategies to improve retention for international students.
20. Attracting students with the Scuba program. One of only a handful of universities to offer a scuba minor.
21. Participated in Health Fairs in the community.
22. Participated in Career Fairs at area high schools.
23. PE Program developed a recruitment video for YouTube.
24. Frequent posts on the WIU PETE Facebook page.
25. Held Professional Development Event for PE teachers on Unified PE.
26. Ongoing email contacts with every batch of accepted students interested in graduate programs.
27. MOU Agreement finalized with UANL for graduate program (Signed on 2/21/22).
28. Fall 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).
29. SP 23 hosted Dr. Carranza from UANL for a 2-week period.
30. Promotional presentations in undergraduate Sport Management courses in nearby community and 4-year colleges and universities (e.g., Quincy University, Culver-Stockton College).
31. Attend career fairs.
32. Attend academic conferences to promote the programs.
33. Hosted a graduate student from UANL for a 4-week period where he shadowed athletic trainers in various athletic teams and therapists in the area (Advanced Rehab & Sports Medicine Services).
34. Actively posting up-to-date information to the department Student Acknowledgements bulletin board and Careers bulletin board about recent student achievements.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost’s Office: May 12, 2023

Law Enforcement & Justice Administration

Major Recruitment efforts include: hosting 2 School of LEJA Open Houses, one in October that had approximately 440 admitted and interested students attending and one scheduled for March 21, 2023 which currently has approximately 250 admitted and interested students registered as of March 13, 2023.

Expert Presentations	<ul style="list-style-type: none"> ● Guest experts presented on counter-terrorism, homeland security, and private security from governmental and private sectors. ● Fall 2022 Zoom guest speakers included: ● September 15 – Quin Lucie, Senior Policy Analyst, DHS Office of Strategy, Policy and Plans – Division of Infrastructure, Risk and Resilience Chicago IL ● Oct. 13 – Aaron Kustermann, Chief Intelligence Officer, Illinois State Police ● Oct. 27 – Michael Breslin, Director, Strategic Client Relations, Federal Law Enforcement, LexisNexis Special Services, Inc. ● Nov. 1 – Nick Steegmans, Lead Cryptocurrency Analyst, CipherTrace ● Nov. 10 – Marcus Dabney, Revenue Senior Special Agent, Criminal Investigations Division, Illinois Revenue Service
Career and Internship Opportunities	Using our active current student list-serve we provide immediate notice of all open employment positions sent to the School of LEJA from agencies throughout the world. We average about 5- 50 weekly notifications of job opportunities. These are also posted on the LEJA Facebook page.
Student Publishing	Professors work individually with students to help them research, edit and publish scholarly articles. During this academic year 2 students published in peer-reviewed journals.
Mock Interviews	Sets of three faculty experts in student's respective areas meet to prepare students for oral interview assessments. The School has assisted approximately 35 students this academic year.
Tutoring and class services Real Time Statistics	Tutoring services are now available to students in each of the LEJA 303 Quantitative Techniques classes. One instructor has established additional lab hours to offer individual tutoring and the other professor uses a writing tablet connected to a laptop so students can see the professor calculate problems right on the paper. Students are able to see data as it is being analyzed in real time. Also, they see how curves, standard deviations, etc. change with changes in data or wrong choices of testing applications.
Lambda Alpha Epsilon Fraternity	This fraternity, the largest of the LEJA fraternities, focuses its activities on using teamwork, skill sets, and leadership events.
Emergency Management Club (IESDA)	This fraternity focuses on engaging partners, (ambulance companies, hospitals, clinics, agencies) in hands-on experiences and networking opportunities, mentoring, and socializing.
One on One Mentoring	Most faculty provide one on one mentoring to students to assist with academic, physical, and mental requirements for specific careers within all LEJA programs.
Offense Writing Guide	This guide was created to assist students in professional report writing.
Real Life Disaster Reporting Assignments	Conduct one on one meetings allowing students to rewrite and review papers to meet Law Enforcement standards Also presented at LAE and Investigator fraternity group meetings.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost’s Office: May 12, 2023

<p>Honors Projects/ Extra Research</p>	<p>Participating students develop a sense of belonging and connection with the profession at a meaningful level.</p> <p>The School encourages students to participate in the Honor’s College. The School of Law Enforcement and Justice Administration makes up approximately 24 to 14 percent (depending on the academic year) of the total honors students on campus. (Honors College,). The school has traditionally offered Honor’s courses annually. However, due to budgetary constraints and lack of faculty resources, the School of LEJA had to suspend offering honors courses this past year and a half. Annually the School hosts its own Honors Reception for LEJA students. Students with a GPA of 3.2 or higher are recognized. Further, the School supports numerous in course honors projects every semester.</p> <table border="1" data-bbox="532 760 1383 953"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>In course honor</td> <td>69</td> <td>88</td> <td>92</td> <td>77</td> <td>40</td> <td>44</td> <td>52</td> </tr> <tr> <td>Honor stu</td> <td>No data</td> <td>No data</td> <td>42</td> <td>157</td> <td>122</td> <td>107</td> <td>86</td> </tr> <tr> <td>LEJA %</td> <td></td> <td></td> <td>16.9%</td> <td>24.8%</td> <td>14.6%</td> <td>14.2%</td> <td>14. ^%</td> </tr> </tbody> </table>		2015	2016	2017	2018	2019	2020	2021	In course honor	69	88	92	77	40	44	52	Honor stu	No data	No data	42	157	122	107	86	LEJA %			16.9%	24.8%	14.6%	14.2%	14. ^%
	2015	2016	2017	2018	2019	2020	2021																										
In course honor	69	88	92	77	40	44	52																										
Honor stu	No data	No data	42	157	122	107	86																										
LEJA %			16.9%	24.8%	14.6%	14.2%	14. ^%																										
<p>Professional Liaisons</p>	<p>Professors participate in professional associations to keep current on skills and academic requirements to meet hiring standards and needs and to increase financial and equipment support.</p>																																
<p>Professional Development</p>	<p>The School offers an apprenticeship program to train emergency management students on how to utilize the Emergency Operational Center and how to use certain career specific software along with required social skills that go along with that field; Breakfast and lunch was provided.</p>																																
<p>Building Relationships</p>	<p>Partnered with IEMA, FEMA, IDOT, DHS, DOD, DIA, CDC, City Bank, Bank of America Threat Assessment, Illinois State Police, United Nations, Google, Legislative (State and Federal) and Private Security Partners. Etc. for internship, career, grant, and equipment partnerships.</p>																																
<p>Fire Department Instruction Conference, Indianapolis</p>	<p>Students participated in instruction events during the three day professional conference and recruited future students at the UG and G level.</p>																																
<p>IESMA, Alpha Phi Sigma, Minorities in Blue, and Investigator's Club, WEMS</p>	<p>Fraternities led by faculty and professionals afford students real life opportunities to network, experience, and engage in aspects of their future careers.</p>																																
<p>Mental Health Outreach</p>	<p>Mental health presentations were conducted each semester to identify signs and action plans for assistance.</p>																																
<p>Get a Taste of Fire Practicum</p>	<p>Registrants participated in two full day interactive burn-based scenarios at the Quincy Training Center- one each semester.</p>																																
<p>Installing of Smoke Detectors</p>	<p>Omega Gamma Phi (Fire Fraternity) installed 57 free smoke detectors as a public safety initiative to build teamwork and accomplish goals.</p>																																

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

Presentations to Alumni and Professionals	<ul style="list-style-type: none"> • Presentations to the Illinois Association of School Boards (social emotional panel on cyber victimization and aggression), • a presentation on situational awareness and active shooter preparedness at IPWMAN conference, • a presentation on the evolution of modern police management for ILETSBEI, and • a presentation at the Illinois Community Risk Reduction Conference on the topic of Engaging At Risk Populations to Include the Hearing Impaired.
Medivac Demonstrations	Medivac unit landed and a table-top disaster situation was presented to educate students on the reality of disaster management in the field.
LEJA Career Fairs	Public Safety Agencies throughout the country advertised internships and employment opportunities for students One each semester with over 400 students attending the fall event. The spring event is set for April 25, 2023.
LEJA Welcome to Campus Event	Gave new students and transfer students the opportunity to meet and interact with colleagues and professors in an informal setting.
Emergency Management Apprenticeship	The School of LEJA began conducting Emergency Management Apprentice Training opportunities for any Major, Minor, or anyone interested in the field of Emergency Management in the fall 2022. These in-person meetings offer training on numerous skill sets needed in the field. Some example topics are human tracking methods, threat assessment platforms, WebEOC 9, advanced situational awareness (ASA), field survival, thermal camera and night vision usage, etc. Having firsthand knowledge of these platforms, tools, and skill sets strengthens the students' professional portfolio and skill set capability. <u>During these sessions</u> students interface with professionals and utilize professional specific software.
Oral Interviewers for OPS	LEJA Professors serve on the oral board assessments for OPS to evaluate the education, ethics, and preparedness of future public safety personnel.
Sounding Board for Student Issues	Professors frequently act as a sounding board and resource for referral for student issues on an assortment of problems and concerns dealing with the professional or personal life of students.
Pre-law advising for students	Professors individually meet with students interested in attending law school, review LSAC requirements, personal statements, and financial obligations.
Power Test training	Professors provided guidance and instruction on the power tests used in the field to current students.
Fire Truck Driving Simulator	Students were given the opportunity to drive a fire truck using a simulator.

- Developed and provided Online Training Modules for Careers in Criminal Justice System for High school students interested in WIU, LEJA
- August 30, 2022 Participated in Police Oral Boards for MPD
- September 2022 Trained Future EM Professionals IEMA Springfield II
- October 2022 Offered Situational Awareness and Active Shooter Preparation on the Workforce, for IPWMAN, Bloomington IL
- September 7, 2022 Participated in the Honors Ice Cream Social to welcome students

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- September 14 Participated in the Majors and Minors fair to assist students in deciding career options
- September 16, Participated in CASA partnership meeting
- September 29 Conducted a Quad Cities Recruitment Event with Public Safety Leadership
- October 27 Presented Cyber Aggression and Student Health Training for the Western Division of Illinois BOEs
- November 1, 2022 ILETSBEI - Taught in O'Fallon, IL Leadership
- November 2 Attended Carl Sandburg partnership and recruitment meetings
- November 7 Presented on law enforcement and traumatic stress to social work students and classes.
- November 10 Attended Spoon River Community College Career Expo
- November 14th – Participated in a full day recruitment event on the WIU Quad City Campus for Area Fire Science Students
- November 14 Attended a Virtual Open House with prospective undergraduate students
- November 15 Recruited at United Township Career Center - 5 classes related to Public Safety
- November 15 Participated in a Virtual Graduate Open House
- November 19th – Attended a Technology Center of DuPage Career Fair
- November 30 Conducted Mock Trial team judging in preparation of Regional Competition
- December 1 Conducted local Sheriff training on Bail Reform
- January 19th – Attended the Technology Center of DuPage Open House
- January 23rd – Attended the Bloomington Area Career Center Event
- February 2023 Trained Future EM Professionals: WIU's Approach to Preparation IEMA Region 6 Macomb, IL
- February 13, 2023 Conducted a Spoon River College Recruitment
- February 17, 2023 Presented 3 sessions to Macomb High School students concerning Cyber Safety and Unintended Consequences to your Health (recruitment event)
- February 24th – Presented full day sessions at LaSalle-Peru Technical Center for Recruitment-Forensic Investigations and Careers in Criminal Justice
- February 25, 2023 Presented Basic Police Academy Legal Training (8 hours) Springfield IL (Graduate Level Recruitment)
- February 10th – Met with Cary Grove High School to discuss course credit options for ISP cadets
- March 4 Competed with LAE Fraternity members at the Polar Plunge for Special Olympics fundraiser
- March 6, 2023 Discussed Civil Liability research project with Insurance Program Manager Group (IPMG) (ongoing major research project of national concern)
- March 6, 2023 Discussed potential partnership with Illinois State Police cadets
- March 7, 2023 Attended Putt Putt Golf Oakbrook recruitment event
- March 8, Attended Putt Putt Golf Oakbrook recruitment event with Chicago Police Explorers
- March 10. Conducted Public Safety Oral Board Review
- March 11 Attended Big Brothers/Big Sisters fundraising event
- March 21 LEJA Open House 300 + prospective student attendees
- March 22 Paramedic Advisory Board meeting scheduled
- March 28 School of LEJA Advisory Board meeting scheduled
- April 5, Women in Law Enforcement Conferences in Normal IL (3 presentations plus recruitment)
 - Surviving National Disasters in Law Enforcement
 - Women and Professionalism in Criminal Justice
 - Legal Update regarding the Safety, Accountability, Fairness and Equity-Today Act of 2021 and the revisions enacted for 2023. This presentation will discuss how this legislation affects law enforcement, corrections and the courts.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- April 6. Presentation of Sex Signals (Title IX) with Military Science
- April 10- Site visitation for Paramedic Accreditation
- April 10 - Get a Taste - Fire Practicum Recruitment event for High School Seniors - Quincy Regional Training Facility
- April 23- 29 Fire Department Instructors Conference, WIU students will provide support functions for the conference for networking and skills building
- Retention- All LEJA Honors students received a certificate to celebrate their academic accomplishments
- April 29 Blue Line Ball- recruitment
- April 26 IVVC, Sandwich II Technical School full day recruitment sessions
- Additional in-person recruitment activities at the following institutions/places in 2022 included: Dunlap High School, Dunlap Fire Department, Morton Police Department, Islamic Community of Peoria
- Recruited two students from Kazakhstan.
- Initiated and monitored MOU with Al-Faraby University from Kazakhstan.
- Initiated and monitored MOU with San Francisco University from Ecuador.
- June 6, 2023 IDOT recruitment and job fair
- Also visited area schools to include, Moline, West Prairie, Illini West, Rushville/Industry, Pekin High School, Lake County Tech Center, SRC, Highland CC, and ICC, etc. to meet in person with the advisers and school counselors
- Participated in the Educational Summit and Regional Board of Education School Board Meetings for the Western Division of Illinois Schools
- Attended 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 Presentations - 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 –All 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 graduates to review. We average between 3 – 10 posts per week.

- Director/Faculty meet with 5 – 10 students and their families per week on campus to discuss our programs and degree options.
- Faculty facilitates the mock trial competition at ISU and at Mississippi College
- Director/Faculty presents to MYLO student groups.
- Director /Faculty presents to Boy Scout groups.
- Director /Faculty presents tours of crime lab and EOC to visiting dignitaries.
- Director /Faculty 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.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

Recreation, Park & Tourism Administration

- Discover Westerns
- Major/Minor Fairs
- 2+2 Agreements with College of DuPage and Scott Community College
- 2+2 negotiation with Joliet Community College
- Transfer Articulation Conference
- Participated in Career day at Spoon River College
- Hosted 300 8th graders from Galesburg at Horn Field Campus
- Provide the instructor for the Western Area Career Systems Foods Course for local high school students

8. Recruitment and retention of faculty and staff

Describe the following:

a. Initiatives to retain faculty and staff

Schools/departments were asked to establish mentoring partnerships with new faculty.

Information regarding tenure and promotion was shared with new faculty early in the fall semester to help prepare them for the portfolio process.

Interim Associate Dean Polubinsky helped to facilitate the Research Colloquium. Although we were only able to get a couple of presentations implemented, Dr. Polubinsky was successful in creating a small ad hoc committee to assist with brainstorming ideas for increasing participation. We did have one undergraduate student present.

The COEHS Faculty Advisory Council was implemented again this academic year. It had not been utilized for several years. The group helped to facilitate and promote the College Excellence awards as well as edit the Constitution. In addition, based on the recommendations of this committee, the Dean's Office provided snack appreciation baskets to COEHS school/department offices at the end of both the fall and the spring semesters.

b. Plans to hire faculty and staff

Adequate staffing has been and continues to be a challenge for the College. During this academic year there were four open civil service positions. One Office Manager has been hired and the others are in various stages of process. There are currently two permanent internal Director/Chair searches that are currently in process. Two other departments will have interim chairs again this academic year. Faculty hires included: one Unit A Counseling Education faculty member, one Unit A Law Enforcement and Justice Administration faculty member, one Unit A Emergency Management faculty member, and one Unit A Sport Management faculty member. Due to resignations, retirements, and program expansion, we are seeking additional faculty for Health Sciences, Education, and Kinesiology.

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*

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost’s Office: **May 12, 2023**

- 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	Summer	Fall
Gen Ed Courses	41	9	46
FYE Courses	2	0	6
Major Courses	145	13	204
Independent Study	13	17	24
Internship	30	18	24
Other	110	49	81
Graduate Courses	147	67	125
# Courses-Macomb Campus	233	0	271
# Courses-QC Campus	27	4	19
# Courses-Online	210	119	208

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)

Master of Practitioner Option – Recreation, Park, and Tourism Administration – This option is geared toward full-time working professionals including enhanced opportunities for collaborative projects, applied experience design, and experiential learning that incorporates current employment. The option will utilize technology based instructional methods designed for adult learners including Zoom-based instructional delivery.

Alternative Licensure – Master of Arts in Teaching, new licensure options this academic year:

- Middle Level, Grades 5-8, Mathematics
- Middle Level, Grades 5-8, Social Sciences
- Middle Level, Grades 5-8, English Language Arts
- Middle Level, Grades 5-8, Science
- Early Childhood, Birth-Grade 2
- History, Grades 9-12
- Music, P-12

The Master of Arts in Teaching/Alternative Licensure Program was developed to address the ongoing teacher shortage. The program provides an alternative path to full licensure via taking courses, being provisionally licensed, and participating in a two year paid residency program which counts as a candidate’s student teaching experience.

Paperwork will soon be submitted to the state board of education requesting approval to add a P-12 art education program that will be available Fall of 2023.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

An Integrated Baccalaureate and Master's Degree was approved between the Kinesiology major at Augustana College and WIU's Sport Management Program.

An Integrated Baccalaureate and Master's Degree was approved for Emergency Management.

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

COEHS did not create any new minors during 2022-2023.

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

B.S. in Nutrition and Dietetics has been reclassified from CIP code 51.3101, Dietetics/Dietitian to CIP code 30.1901, Nutrition Sciences. This change makes the degree have more of a STEM focus which will attract additional international students to our programs.

PBC in Event Planning and Management is now being offered fully online. This will make this certificate much more appealing to working professionals.

11. Eliminated academic programs

List eliminated majors, minors, other

COEHS did not eliminate any majors or minors.

12. Faculty activities

Include the following:

a. Achievements

- Dr. Katherine Perone named as one of 30 Commissioners on the Council on Social Work Education Commission on Accreditation.
- Dr. Maureen Bezold - runner up on the best research to practice abstract in Health
- Hosted The American Drug Free Powerlifting Federation Single Event National Championships, March 4th, 2023 (Dr. Piper).
- Hosted Unified Sports Festival, April 21st, 2023 (Drs. Gabbei and Wang).
- Hosted the George Hermann Western Illinois Senior Olympics, April 27-28th, 2023 (Dr. Piper).
- Held Professional Development Event for PE teachers on Unified PE.
- Nutrition and Dietetics boasts a high placement rate (above national average) for supervised internships.
- Administration Practice at the American Public Health Association Annual Meeting.
- Professor Henning was appointed a member of the FESHE Bachelor Committee Work Group.
- Pheiffer:
 - Horn Field Campus, under the direction of Mindy Pheiffer continues attract hundreds of people (many potential students) to use its services
 - More than 60 groups visited between May and December of 2022 to participate in unique programs that support leadership and group development surrounded by nature. Visitor groups included sports teams, FFA groups, Scout groups, and students from other institutions of higher education visiting from the Macomb/QC region and the Chicago suburbs.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- Horn hosted a fall WIU LIFE (Learning is ForEver) class, Hike and Learn about Natural Resource Management at Horn Field Campus. It consisted of a walkabout at Horn to learn more about the natural resource management (NRM) practices which, with the efforts of many students, faculty, friends and volunteers over the past fifteen years, have helped to preserve this local treasure.
- Horn Field Campus held its ribbon cutting and donor recognition event for the Lupton Outdoor Education Building project, Phase I, on October 21, 2022. Approximately 70 attended including President Huang, Provost Zohgi, Mayor Inman, BOT chair Doug Shaw and members Carin Stuts, Polly Radosh, along with other campus dignitaries and most of the major donors. This event was also a reunion for the first semester-long EE (expedition experience) class, started by Dr. Lupton in 1976.
- Phase Two of the Lupton building project is in the works which includes a restroom addition for our outdoor guests. Fundraising efforts are on-going. Also plans are in the works to enhance the internet capability in the Lodge which will offer better access for classes and retreats.
- The Environmental Service Club (ESC) has maintained its status as a recognized WIU student organization and continues to be involved in campus and community clean ups. A former ESC president and WIU alumna who is involved with Keep Nature Wild has partnered with the current ESC group to hold an Earth Day 2023 clean up event at Spring Lake.
- Large group highlights: The FFA Section XI Forestry Competition and Leadership Training day was hosted at Horn in the fall with more than 100 regional high school students and teachers in attendance. Horn was also the host site for the Fall Student Leadership Retreat co hosted with the Office of Student Engagement, and an upcoming field trip is scheduled for approximately 300 sixth graders from Galesburg in May.
- Broughton:
 - A practical application of civic learning to include alumni students and communities, (Program ID-99477), for the 2022 Civic Learning and Democratic Engagement Meeting Organized by ADP and NASPA.
 - Alternative Breaks as a Life-long High Impact Practice, (Program ID-99478), for the 2022 Civic Learning and Democratic Engagement Meeting Organized by ADP and NASPA.
- Cassidy:
 - Updated Servsafe Managers Certification and Proctor Certification
 - Updated ServSafe Allergen Certification
 - Updated BASSET Online Alcohol Server Certification
 - Exceptional Teaching Performance for the past 8 years
 - WACS Instructor for 19 years
 - Managing demonstration and corporate kitchens
 - Catering class (HM 356) prepared 2 etiquette dinners for the department
 - Catering class prepared Regional Office of Education a boxed lunch for 100
 - HM 251 Knoblauch Cafe serving face to face meals as well as take out for 2023
 - Recognized for 20 years of service to WIU
- Doh:
 - Board member of the Korea Marketing Management Association
 - Board member of the local Convention and Visitors Bureau,
 - Developed 2+2/3 agreements with the School of Hospitality Leadership at the College of DuPage.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- Eggleston:
 - Students - Assisted in creating the first annual Recreation for ALL - Disabled Athletes in Action in September. This event was held at the student recreation center and was open to the students and public to experience and explore the different aspects of disabled sports. There was experiential learning by trying out different sports, a Q and A with athletes, coaches, paralympics athletes and coaches, and a scrimmage with two great teams.
 - Participated in the ILRTA Student Networking Opportunity in December which offered 30 students from multi state universities to attend a Q and A panel with 3 different levels of TR practitioners.
 - Participated in facilitating and assisting with many program opportunities to learn about TR through the collaboration with the McDonough County SRA , The Lamoine Center, and Mosaic.
 - Created and presented the ILRTA Student Networking Opportunity in December with a TR colleague from Aurora University as well as 3 great practitioners from the TR field.
 - Continued collaboration with the McDonough County SRA and the department by providing internship and volunteer opportunities as well as a quality organization for students to complete their fieldwork experience requirements for the TR courses as well as other majors.
 - Continued collaboration with the Lamoine Center to assist with facilitation of their programming with the TR students to assist in enriching their experiences needed for the field.
 - Planning and facilitating the PDC in person this year and creating many opportunities for the alumni to network with the RPTA students who will be attending.
- McLean:
 - Appointed as a member of the Executive Committee of the Experience Research Society (EXPRESSO), a research organization composed of academicians and experienced design industry practitioners, the mission of which is "To foster cross-disciplinary collaboration around experiences to create scientific and societal impact".
- Megan Owens was a recipient of a 2022 Community Quality of Life Award for the City of Macomb.
- Piletic: 2022 Western Illinois University – College of Education and Human Services Award for Excellence in Scholarly/Creative/Performing/Professional Activities
- Robinette:
 - Co-chair for the WIU Athletics Strategic Planning Committee.
 - Strategic planning committee member for ODES/CITR.
 - Recipient of the Provost Award for Academic Excellence 2021-2022 in University/ Community Services

b. Professional development

- Back to school event focused on first generation students – some general information was shared with all who were in attendance.
- The College continues to offer a Research Colloquium for faculty to participate.
- Rashmi Sharma has offered website training for faculty across the College.
- Rashmi Sharma has initiated an ad-hoc committee to discuss artificial intelligence - challenges as well as opportunities.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- The College provided support for conference presentations through the College Travel Award.
- Hosted one-day Physical Education Professional Conference.
- Social Work and the Counseling Center co hosted a LGBTQIA+ Conference which included a presentation by Dr. Haley Wikoff, Asst. Professor in Counselor Education
- RPTA hosts a Professional Development Conference every spring.
- A few times during the academic year, the College sent information to faculty on free webinars. Webinars have included Cybersecurity Training, Impact of Stress on Leadership.

c. Outreach and significant service

- Dr. Sebastian Szyjka & Dr. Abha Singh assisted with the Western Illinois Science Olympiad in February 2022.
- Western Illinois University (WIU) elementary student teachers, along with Dr. José Manuel Pavez, recently partnered with Silvis School District #34 to host a successful Math and Science Family Night at George O. Barr School on March 9th. The evening's centerpiece was an engaging predict-observe-explain (POE) activity designed by the WIU elementary student teachers. This interactive learning experience provided students and their families an opportunity to make predictions, observe outcomes, and analyze scientific phenomena together.
- Dr. Sharon Stevens (2022-2023). Executive Director for the Midwestern Educational Research Association.
Dr. Rashmi Sharma (2022-2023). Mid-Western Educational Research Association (MWERA) President-Elect for 2023 MWERA Annual Conference
- Dr. Rashmi Sharma (2021-2022) Oct 2021-22 Vice President and Program Chair for 2022 MWERA Annual Conference
Dr. Abha Singh hosted the KDP ceremony for SOE students in May 2022.
- Dr. Yuki Hasebe: Community health promotion activities in collaboration with the WIU Recreational center: Instructing zumba/dance special events 1. Zumba dance in glow sessions at the Rec center: February 7, April 11th and 2 sessions in the Fall semester 2. The women's month celebration at the Multicultural center March 28th
- Developed partnership with DCFS so that next year will be able to work with students on applying for the Pat McGuire Child Welfare Education Fellowship.
- Explored a possible partnership with Memorial Hospital in Carthage to assist with recruiting nurses – B.S. in Health Services Management for nurses who have an associate's degree
- Social Work and Public Health students presented sessions at local high school (Macomb, Rushville) wellness days.
- Social Work students presented at the Rushville Industry High School Career Fair on 3/3/23.
- Hyllegard: Digital postcard campaign sent to prospective students, freshman admits and transfer students with 11,292 cards sent by April 10, 2023.
- Participated in Health Fairs in the community.
- Participated in Career Fairs at area high schools.
- Completed a 4+1 Integrated bachelor's to master's programs with Augustana College and WIU's Sport Management Program.
- The Sport Management program has been approved to offer the degree on the second campus.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- The Sport Management program has established a strong partnership with the Bett Plex (TBK Bank Sports Complex) in the Quad Cities region to offer external graduate assistantships.
Hosted 2 School of LEJA Open Houses
- LEJA partnered with IEMA, FEMA, IDOT, DHS, DOD, DIA, CDC, City Bank, Bank of America Threat Assessment, IL State Police, United Nations, Google Legislative and Private Security Partners for internship, career, grant and equipment partnerships.
- Presented on law enforcement and traumatic stress to social work students and classes.
- Presented 3 sessions to Macomb High School students concerning Cyber Safety and Unintended Consequences to your Health (recruitment event)
- The School of LEJA is also working toward a partnership with the Macon County Law Enforcement
- Megan Owens: Coordinated the Summer Opportunities Fair; 120 students attended; Camp professionals indicated this job fair provides a high-quality experience.

d. Research (books, articles, conference presentations, other)

- Dr. Lindsay Meeker was awarded grants, to date, totaling nearly \$30,000,000 dollars for ECH initiatives associated with the School of Education as well as the Center for Best Practices in Early Childhood Education
- Dr. Curtis Simonson attended a School Board Conference and is working on 2 publications in the area of Educational Leadership.
- Pavez, J., Navy, S., Luft, J., Ayano, E., & Prince, A. (2023, Apr 18-21). Facing challenges as a new teacher: The case of new science teachers building up resilience in their early years of teaching. [Paper presentation]. National Association for Research in Science Teaching (NARST) Annual International Conference, Chicago, Ill, United States.
- Dr. Pavez is part of an NSF NOYCE grant #2243323: Building a Pathway for Recruiting and Preparing STEM Teachers in Rural West Central Illinois.
- Delany-Barmann, G., Paciotto, C., Lee, B., Meeker, L. Building Evidence to Increase Rural Learner Success. Ascendium Foundation. \$311,100.
- McIlvaine-Newsad, H., & Delany-Barmann, G. Kaleidoscope Vision: shifting perspectives on disaster research and care of applied researchers. American Anthropological Association. Seattle, WA. November 10
- McIlvaine-Newsad, H., Delany-Barmann, G., Saéz, Y. & Pensón, V. (under review) Marginalized, Colonized, and Resilient: Contesting Disasters One Breath at a Time.
- Delany-Barmann, G., & Mcilvaine-Newsad, H. (2022). Cultivating Change in the Curriculum through International Faculty Development, in J. Weiss & H. Haldane (Eds.), Transforming and Reshaping General Education in Higher Education. Routledge.
- Sharma, R. (2023, Apr 16) Rural Women's Education and Empowerment Program in India: An Appreciative Inquiry [Paper Session]. American Educational Research Association (AERA), Chicago, IL
- Butcher, S., Yang, P., & Sharma, R., (2023, Apr 13) Developing a Social and Emotional Learning Curriculum: A Quantitative Inquiry from Secondary Students' Perspectives [Paper Session]. American Educational Research Association (AERA), Chicago, IL
- Wan, G., Sharma, R., Walker, A., Habib, A. & Hendrix, R. (2023, Apr 12) Global teaching and learning experience in China: Perspectives from teacher and leadership candidates [Paper Session]. Chinese American Educational Research and Development Association (CAERDA), Chicago, IL

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- Yeh, E. & Sharma, R. (2022, Oct 20). Overcoming online barriers during disruptive times: Fostering cognitive presence of English language learners through Flipgrid [Paper Session]. Mid-Western Educational Research Association (MWERA), Cincinnati, OH
- Yuki Hasebe. The COEHS faculty and student research colloquium Presentation: *A New Look at the Parent-Child Relationship from the View of Quantified Moral Psychology* Date: Nov the 3rd Thursday Noon – 1:05 PM on zoom
- McLean, Rebecca A. (Newgent), Donald J. McLean, and Victoria E. Kress. 2022. Meaningfulness and Selecting Clinical Mental Health Counseling as a Career: A Cross-Sectional Pilot Study of Master's Students and Recent Graduates [Advance Online Access; February 4]. *The Journal of Humanistic Counseling*, <https://onlinelibrary.wiley.com/doi/10.1002/johc.12182>.
- Rausch, Meredith A., and Haley D. Wikoff. 2022. Case Study for Counseling Same Sex Couples Through the Fertility Process: Jane and Kelsey. In *Research Anthology on Inclusivity and Equity for the LGBTQ+ Community*, ed. Information Resources Management Association, 441-58. Hershey, PA: Information Science Reference.
- Rausch, Meredith A., and Haley D. Wikoff. 2022. Protective Relational Factors of Lesbian Couples Navigating the Fertility Process [Advance Online Access; February 18]. *Journal of Homosexuality*, <https://doi.org/10.1080/00918369.2022.2042660>.
- Wikoff, Haley D., and Susannah M. Wood. 2022. Enhancing Social Capital: The Role of the School Counselor-Principal Alliance in School Counselor Advocacy Activities for Lesbian, Gay, Bisexual, Transgender, and Questioning or Queer Students. *Professional School Counseling* 26, (1c): 1-10, <https://doi.org/10.1177/2156759X221134666>.
- Agboola, J.O. Ayosanmi, O., Mogbojuri, O., & Bezold, M. (2022). Uptake of screening mammogram in West Central Illinois during the COVID-19 pandemic: Lessons learned. *Oncology in Clinical Practice*, 18(4), 211-218.
- Akinyemi, O., Babatunde, O., Weldeslase, T. A., Akinyemi, I., Akinwumi, B., Oladunjoye, A. F., Ogundare, T., & Bezold, M. (2022). Association between obesity and self-reported depression among female university students in the United States. *Cureus*, 14(11).
- Akinyemi, O., Adelekan, O., Omokhodion, O., Ola, B.N., Tanna, R., Akingbule, A. Utomi, A. Fasokun, M. E., Violet, O.A., Chioma, S.I.S, & Bezold, M. (2023). Impact of obesity on college student academic performance: A comparison between the United States and Nigeria. *Edition 63 Obesity and Body Image*, <https://hphr.org/edition-63/>.
- Piper, T., Radlo, S., Gerhardt, K., Brooks, D., & Schnaiter, J. (2023). The Effects of Deception on Maximal Strength, Goals, and Physical Self-Efficacy. *International Journal of Strength and Conditioning*, 3(1).
- Waller, M., Bonder, I., Tangeman, M., Shim, A., & Piper, T. (2023). Integration of Clean Variations, Progressions, and Application in Strength and Conditioning Programs. *NSCA Coach*, 10(1): 6-13.
- Kovacs, C. & Dhom, C. (2022) "Effects of a Demand-Valve SCUBA Regulator on Cardiorespiratory Response During Submaximal Exercise Under Normobaric Conditions: A Preliminary Investigation," *International Journal of Aquatic Research and Education*: Vol. 13: No. 4, Article 2. DOI: <https://doi.org/10.25035/ijare.13.04.02>
- Lee, J. Y., Gang, A. C., Kim, T. Y., Park, J., Cho, E. A., & Park, J. Y. (2022). Effective strategies for system improvement in K-League youth system. *International Journal of Human Movement Science*, 16(3), 31-44.
- Maharjan, P., Hyllegard, R., Narvaez, M., & Radlo, S.J. (2022). Transfer of Motor Skills: A Comparative Study of College-Level Musicians and Athletes. *International Journal of Motor Learning and Control*, (4),3

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- Piper, T., Moore, M., & Lukkarinen, M. (2022). Descriptive Investigation of Exercise-induced Nausea and Self-Treatment. *Journal of Australian Strength & Conditioning*, 30(02): 16-22.
- Piper, T., Furman, S., Smith, T., & Waller, M. (2022). Establishing Normative Data for 10RM Strength Scores in College-Aged Females. *International Journal of Strength and Conditioning*, 2(1):1-15.
- Bories, Tamara L., Randal Hyllegard, Pratistha Maharjan, and Jasmine A. Brown. 2022. The Effect of Self-Awareness on the Ability to Recognize Personal Motion. *Journal of Human Sport & Exercise* 17, (4): 882-93, <https://doi.org/10.14198/jhse.2022.174.15>.
- Murray, Donal, Randall E. Keyser, Lisa M. K. Chin, Thomas C. Bulea, Clinton J. Wutzke, and Andrew A. Guccione. 2022. EMG Median Frequency Shifts Without Change in Muscle Oxygenation Following Novel Locomotor Training in Individuals with Incomplete Spinal Cord Injury. *Disability & Rehabilitation* 44, (1): 52-8.
- Park, Jin, and Antonio S. Williams. 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, <https://csrijiia.org/>.
- Raabe, Johannes, E. Earlynn Lauer, and Matthew P. Bejar. 2022. Mental Toughness in Youth Sport Coaches: A Phenomenological Exploration. *Journal of Applied Sport Psychology* 34, (6): 1170-90.
- Sonkeng, Katja. 2022. Review of The Digital World of Sport: The Impact of Emerging Media on Sports News, Information, and Journalism by Sam Duncan. *Journal of Sport Management* 36, (5): 513-4.
- 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.
- Schafer, J. & Karlins, M. (June 2022). Taillés en bits et en pièces. Que pouvons-nous apprendre d'un exemple d'espionnage d'entreprise? *Cyber Security Trends*, 68-74.
- Ekici, N. (2022). TV News Coverage: Year two of pandemic continues to hinder law 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>
- Schafer, J. (November 2022) How to ID deceptive speech. *Psychology Today Magazine*.
- Alexander, Dean C., and Caden S. Buettner. 2022. Parliaments Under Attack Worldwide-Extremism, Riots, Vaccine Mandates and Violence. *Security*, February 9, <https://www.securitymagazine.com/articles/97055-parliaments-under-attack-worldwideextremism-riots-vaccine-mandates-and-violence>.
- Alexander, Dean C., and Caden S. Buettner. 2022. Truck Convoys as a Modality of Political Protest and Potential Violence. *Security*, October 19, <https://www.securitymagazine.com/articles/98494-truck-convoys-as-a-modalityof-political-protest-and-potential-violence>.
- Alexander, Dean C., and Natalie Starczowski. 2022. American Disenchantment and Disinformation Ushering Political Violence and Fracturing Our Democracy. *Security*, November 9, <https://www.securitymagazine.com/articles/98599-american-disenchantment-anddisinformation-ushering-political-violence-and-fracturing-our-democracy>.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- Ekici, Niyazi, Huseyin Akdogan, Robert F. Kelly, and Sebahattin Gultekin. 2022. A Meta-Analysis of the Impact of Community Policing on Crime Reduction. *Journal of Community Safety & WellBeing* 7, (3): 111-21, <https://doi.org/10.35502/jcswb.244>.
- Kelly, Robert F., and Dean C. Alexander. 2022. Insights from Comparing Pre-Attack Variables in the Las Vegas Mass Shooting with Ideologically Motivated Violent Extremist Attacks. *Perspectives on Terrorism* 16, (3): 37-49.
- Kim, H. M., Cho, K. H., Choi, Y G., Lee, J., & Hwang, J. (2021) Corporate Social Responsibility reporting in the Casino Industry: A Content Analysis. *Sustainability*, 13(20), 11185. <https://doi.org/10.3390/su132011185>
- McLean, R. A. (Newgent), McLean, D. J., & Kress, V. E. (2023). Meaningfulness and selecting clinical mental health counseling as a career: A cross-sectional pilot study of master's students and recent graduates. *The Journal of Humanistic Counseling*, 62, 2– 14. <https://doi.org/10.1002/johc.12182>
- Zdroik, J., Veliz, P., & Piletic, C. (2022). Invisible athlete: Understanding the provision of disability sport in the US schools. *Pediatrics*. doi: 10.1542/peds.year-id#
- Porter, R. & McIlvaine-Newsad, H. (2022). ‘If I get Corona, I get Corona’: COVID-19 protocols and beach tourism in Pinellas County, Florida. *Leisure/Loisir*. DOI: 10.1080/14927713.2022.2157320
- Robinette: Chapter accepted in a textbook that will be published soon. The textbook: *Thoughts/Reflections on leisure: A reader for the 21st century*.
- Hollman, A.W., Hicks, J., Robinett, J. (2022). Tenuous Time Toward Tenure at Teaching Institutions. *SCHOLE: A journal of Leisure Studies and Recreation Education*, 37(2), 55-69. DOI.10.1080/1937156X.2021.1923380
- Owens, Megan H., and K. Dale Adkins. 2022. Exploring Camp Community in Online Camp Programs During Covid 19. *Children, Youth and Environments* 32, (3): 124-42.
- Owens, Megan H., Michelle Krehbiel, and Teresa McCoy. 2022. Cultural Competence in Evaluation: One Size Does Not Fit All. In *Grassroots Engagement and Social Justice Through Cooperative Extension*, eds. Timothy J. Shaffer and Nia Imani Fields, 63-76. East Lansing: Michigan State University Press.
- Owens, Megan H., Sterling Nell Leija, Kendra Perkins, and Ann Gillard. 2022. Building Connecting Through a Box: Joy, Delivered! *Camping Magazine*, 95 (6): 12-15.
- Pitts, Brenda G., Deborah R. Shapiro, Cindy K. Piletic, and Jennifer Zdroik. 2022. Examination of Disability-Related Content Across Sport Management Textbooks. *Sport Management Education Journal* 16, (1): 42-54.
- Rougeau, Kathryn M., Kwame S. Sakyi, and Cindy K. Piletic. 2022. Inclusivity & Modification Attitudes in Collegiate Intramural Sport: A Pilot Study. *Recreational Sports Journal* 46, (2): 141- 51.
- Zdroik, Jen, Cindy K. Piletic, and Philip Veliz. 2022. The Provision of Disability Sports in Schools. *Pediatrics* 150, (5): e2022057384, <https://doi.org/10.1542/peds.2022-057384>.
- Peterman, K. (2022, August). “Implicit Bias Training.” Invited presentation at West Central Illinois Professional Counselors Association, Macomb, IL.
- Wang, B., Chen, S. (2023). Middle School Students’ Team Cohesion Development within a Sport Education Season: A Mixed Methods Investigation. Abstract to be presented (poster) to SHAPE America National Convention at Seattle, WA.
- Park, J., Park, J. Y., Phinata, A., Gang, A. C., & Lee, J. (November 2022). Gendered online media: A discourse analysis of online news articles on male and female sportscasters. Oral Presentation: The North American Society for the Sociology of Sport, Las Vegas, NV.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- Gang, A. C., Park, J., Lee, J., Jo, E., & Park, J. Y. (November 2022). Social class and Korean women's soccer. Oral Presentation: The North American Society for the Sociology of Sport, Las Vegas, NV.
- Narvaez, M. (2023). Riesgo de lesiones en la práctica juvenil de las artes marciales" (Risk of injuries in youth practice in martial arts). 30th Congreso Internacional FOD 2022. 30th International Conference of the School of Sport Organization, Autonomous University of Nuevo Leon.
- Narvaez, M., Rotich, W. (2022). "Uso de Kinovea para análisis de movimiento" (Use of Kinovea for movement analysis). North American Society for the Sociology of Sport Convention, Las Vegas, NV.
- Narvaez, M., Rotich, W. (2022). From Colin Kaepernick to George Floyd: The ambivalence of America's Sports Organizations in the broader conversation on Diversity, Equity and Inclusion. North American Society for the Sociology of Sport, Las Vegas, NV.
- Jennifer Plos (Kinesiology) and Cara Cerullo (University Counseling Center) are invited 2023 National Athletic Trainers' Association (NATA) Clinical Symposia & AT Expo Speakers and their session on "Development and Implementation of a Suicide Prevention Program: An Overview for the Clinical AT" has been selected as a NATA On-Demand Program session. Plos and Cerullo will present on June 22, 2023 in Indianapolis, IN.
- LEJA - IL Association of School Boards – Social
- IPWMAN Conference – Evolution of Modern Police Management for ILETTSBEI
- IL Community Risk Reduction Conference – Engaging At-Risk Populations to Include the Hearing Impaired.
- Women in Law Enforcement Conferences in Normal IL (3 presentations plus recruitment) Surviving National Disasters in Law Enforcement; Women and Professionalism in Criminal Justice; Legal Update regarding the Safety, Accountability, Fairness and Equity-Today Act of 2021 and the revisions enacted for 2023. This presentation will discuss how this legislation affects law enforcement, corrections and the courts.
- Choi: Virtual Presentation at Sejong University LINC+ Topic: Understanding US Foodservice industry based on Foodservice Systems Model
- Choi: Invited to Distinguished Foodservice lecture series at Sejong University: Topic: Total Quality Management (TQM) in the Foodservice System
- Clemens: NRPA 2022; 3rd author on poster presentation, and submission in the book of abstracts.
- Clemens: First author presenter, Right to an Equal Education - SERR
- Clemens: Second Author Poster Presentation: Economic Development Around the Custer Gallatin National Forest: A Hikers Case Study
- Owens, M.H. (2023). Trends in evaluation: What's new, what's changed. Illinois Association of Park Districts/Illinois Park and Recreation Association Soaring to New Heights Annual Conference. Chicago, IL.
- Owens, M.H. & Mulvaney, M. (2023). Examining Gen Z, emerging adults summer employment priorities. American Camp Association National Conference Research Symposium. Oral and Poster presentations Orlando, FL.
- Owens, M.H. (2023). Shifting and shaking things up: Responding to Gen Z's summer employment priorities. American Camp Association National Conference. Oral presentation Orlando, FL
- Sullivan, A.C., Piletic, C.K., & Hilgenbrinck, L.C. (2022). National APE TOY's: Bridging the gap between theory and practice. Presentation. virtual July 2022 for National Consortium for Physical Education for individuals with disabilities.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- Fleming, E., Pelo, D., & Porter R. (2023 March). Case Study of Visitor Impact in a Regional Forest Preserve. Southeastern Environment and Recreation Research Conference. Asheville, NC.

13. Grant activities and external funding

- The project team of Jennifer Plos, Cara Cerullo, Chad Cerullo, Beth Wilson, Hannah Hendrickson (WIU) and Matt Mischkind (University of Colorado Anschutz Medical Campus) were selected as 1 of 15 finalists from 80 applications for the NCAA Innovations Grant. The grant will fund a comprehensive Suicide Prevention Navigator Program for Student-Athletes.
- The project team of Jennifer Plos and Miguel Narvaez will be completing their International "Athletic Trainers are Health Care" Initiative grant that was previously awarded but put on hold due to COVID restrictions for the past two years. The grant funded the development and implementation of promotional materials and presentations in Spanish that will be used to promote Athletic Training as a health care profession internationally, increase awareness of athletic training as a healthcare profession in high school and college students in Mexico, advocate for the need of Athletic Trainers in sports and as health care professionals in Mexico, and offer higher education administrators and educators in Mexico information about developing an athletic training education curriculum. This project was supported through grant funding from the NATA Ethnic Diversity Advisory Committee and the outcomes will be presented at the 2023 NATA Clinical Symposia & AT Expo in Indianapolis in June.
- Receiving a \$2 million dollar grant toward the remodeling and hardening of an Emergency Operation Center (EOC) on campus in the former Currens Library from Senator Durbin and IEMA.
- Grants submitted:
 - **Hughes Dawn** CIAESC ICCB \$5,400.00 CIAESC/CPC FY23-State
 - **Hughes Dawn** CIAESC ICCB \$442,000.00 CIAESC/CPC FY23-Federal
 - **Meeker Lindsay** Education INCCRRA \$9,995 Early Childhood PLA Assessment Pilot Project
 - **Meeker Lindsay** Education CDB \$618,050 Early Childhood Quad Cities Construction Project
 - **Moon Sherri** Infant & Preschool Center INCCRRA \$13,680 Child Care Restoration Grant
 - **Meeker Lindsay** Education INCCRRA \$16,122 Spanish PLA Workforce Diversity Grant
 - **Delany-Barmann Gloria** Education ASC \$311,100 Creating Equity-Based Postsecondary Education Pathways for Rural Low-Income Paraeducators
 - **Meeker Lindsay** Education ISBE \$62,152 Multilingual Early Childhood Collaborative
 - **Myers Jill** Law Enforcement and Justice Administration SDD \$6,109,744 Western Illinois University Emergency Operations Center (Western EOC) FY24-25
 - **Myers Jill** Law Enforcement and Justice Administration STD \$6,109,744 Western Illinois University Emergency Operations Center (Western EOC) FY24-25
 - **Plos Jennifer** Kinesiology NCAA \$33,160 VitalCog: Suicide Prevention Navigator (VC SPN) Program
- Awards received:
 - **Barr Denny** Education ISBE **\$200,000** Rural Residency Program
 - **Meeker Lindsay** Education IDHS **\$421,206** Provider Connections-FY23
 - **Meeker Lindsay** Education INCCRRA **\$10,000** Early Childhood PLA Assessment Pilot Project

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- **Shugart Connie** CBPECE ISBE **\$978,500** Illinois STARNET Northwest Region I and Central Region III-FY23
- **Moon Sherri** Infant & Preschool Center INCCRRA **\$13,680** Child Care Restoration Grant
- **Hughes Dawn** CIAESC ICCB **\$5,400** CIAESC/CPC FY23-State
- **Hughes Dawn** CIAESC ICCB **\$442,000** CIAESC/CPC FY23-Federal
- **Meeker Lindsay** Education INCCRRA **\$16,122** Spanish PLA Workforce Diversity Grant
- **Delany-Barmann Gloria** Education ASC **\$311,100** Creating Equity-Based Postsecondary Education Pathways for Rural Low-Income Paraeducators
- **Plos Jennifer** Kinesiology NCAA \$33,160 VitalCog: Suicide Prevention Navigator (VC SPN) Program

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 are expected to apply knowledge and theory to their practice prior to the transition to their careers.
- Some of our programs encourage and/or require students to participate in research projects. This is a valuable learning experience for the students as they become critical thinkers related to their content areas. Also, many of our students have had the opportunity to attend and/or present their research at local, regional, and national conferences.
- Students in LEJA and RPTA have the opportunity to earn multiple certifications in the classes that they take. LEJA – FEMA competencies, National Incident Management and military competencies (Army 525, Air Force 10-2051), Pro-Board certification as a Basic Firefighter, and Paramedic license. RPTA – Certified Interpretive Guide, Certified Park and Recreation Professional, Certified Therapeutic Recreation Specialist, ServSafe Manager, ServSafe Food Handler, and ServSafe Alcohol.
- COEHS Virtual Transition session for first year students when they transition to their department advisors. Each program held a short introductory session along with time for questions and answers. College has a Western Online course for all transitioning students. They stay in the course until they graduate. The course includes specific information about the transition sessions as well as student resources.
- Technology workshops for COEHS students aimed at enhancing their technological skills through the use of apps and software. The workshops aimed to introduce students to various apps and software tools relevant to their coursework and future profession. Sessions were organized to introduce OpenBoard software to plan lessons aligned with the Illinois State Board of Education (ISBE) standards. Other workshops aimed to empower students with the ability to effectively integrate technology into their current coursework. Workshop was also arranged to introduce apps such as BrainPop, Sketchbook, and Jigspace. The hands-on demonstration on how BrainPop could be used to supplement lessons, engage students, and reinforce key concepts; also using Jigspace, an augmented reality app, to enhance students' understanding of complex concepts through interactive 3D models.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: **May 12, 2023**

15. Student success

List the following:

- a. List student clubs and organizations*
- b. Results of any student surveys in your College, including surveys on student success, program development, student satisfaction, etc.*
- c. All new initiatives in the College regarding student success*
- d. All initiatives to support underrepresented student populations in your College*

Org Name	Major/Department	Undergraduate (UG), Graduate (G), Both (B)	QC Campus or Macomb Campus
WISPA	CSP	G	Macomb
Food Pantry	Dietetics & Nutrition	UG	Macomb
Student Association of Nutrition Education (SANE)	Dietetics & Nutrition	UG	Macomb
Kappa Omicron Nu (KONu) - Honorary	Dietetics & Nutrition	UG	Macomb
Food and Culture Club	Dietetics & Nutrition	UG	Macomb
Eta Sigma Gamma - Honorary Health Sciences	Health Sciences	UG	Macomb
Student Journal Club	HSSW	UG & G	Macomb
Sport Management Association	Kinesiology	G	Macomb
Physical Education Majors and Minors Club (PEM)	Kinesiology	UG	Macomb
Phi Epsilon Sigma (Honor Society)	Kinesiology	UG	Macomb
Exercise Science Student Association	Kinesiology	UG	Macomb
Scuba Club	Kinesiology	UG	Macomb
Omega Gamma Phi (Fire Fraternity)	LEJA	UG	Macomb
Alpha Phi Sigma (National Honors Society for Criminal Justice)	LEJA	UG	Macomb
American Society for Industrial Security (ASIS)	LEJA	UG	Macomb
Concert Safety Corps	LEJA	UG	Macomb
Corrections Club	LEJA	UG	Macomb
Illinois Emergency Services Management Association (IESMA) Student Chapter	LEJA	UG	Macomb
Investigator's Club	LEJA	UG	Macomb
Lambda Alpha Epsilon (The American Criminal Justice Association)	LEJA	UG	Macomb
Minorities in Blue (MIB)	LEJA	UG	Macomb
Mock Trial Team	LEJA	UG	Macomb
Phi Alpha Delta	LEJA	UG	Macomb
Student Recreation Association (SRA)	RPTA	UG	Macomb
Environmental Service Club	RPTA	UG	Macomb
Social Work Student Association	Social Work	UG	Macomb

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost’s Office: May 12, 2023

Phi Alpha Honor Society	Social Work	UG	Macomb
Kappa Delta Pi - International Honors Society in Education	SOE	G	Macomb
America Reads	SOE	UG	Macomb
Aspiring Educators	SOE	UG	Macomb
Council for Exceptional Children	SOE	UG	Macomb
The Association of Bilingual/Bicultural Education Students (ABBES)	SOE	UG	Macomb
Kappa Delta Pi - International Honors Society in Education	SOE	UG	Macomb
Western Rocketry	SOE	UG & Graduate	Macomb
Early Childhood Student Association	SOE	UG	Macomb & QC
Chi Sigma Iota (CSI) Xi Chapter	Counselor Ed	G	QC
WIU QC Counseling Association	Counselor Ed	G	QC
Quad Cities Criminal Justice Society	LEJA	UG	QC
Student Recreation Society (SRS)	RPTA	UG	QC
QC Society of Educators	SOE	UG	QC

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

Six student surveys were conducted within the College of Education & Human Services - five administered by the Dean’s Office and one administered by the Department of Kinesiology.

1) **Survey Purpose:** Naming and Sharing Student Worries, Tips, Goals

Macomb Campus Themes:

- Making Friends
- Stress Management (including getting a good night of sleep when you are stressed)
- Maintain Relationships Back Home
- Keep Up Grades
- Passing Comprehensive Exams
- Task Management and Time Management
- Making It Through The Semester Without Giving Up On Myself
- I'm Not Good Enough/Imposter Syndrome

QC Campus Themes:

- Life harmony/balance
- Imposter Syndrome for the Profession
- Academic stress – Too much to do & time management; Missed class policy not being friendly to adult learners with work, kids, etc.
- COVID
- Lack of giving and receiving support
- Burn out & feeling overwhelmed

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

2) **Survey Purpose:** Gauge Student Stress Level & Group Sharing of Favorite Study Spots

Themes:

- Academic, wellness, and financial pressures - naming the stress and seeing they were not alone was helpful, positive peer support also surfaced
 - Favorite study spots focused on access to food/beverages and environment of the space
-

3) **Survey Purpose:** Identify Their Growth (reflection) and What Is Still To Come (motivation); provide resources for topics not covered by their major

Themes: Knowledge/Skills/Experiences that students want to gain before graduating

- Professional Growth (presentation skills, resume development, interviewing skills, networking, internship)
 - Social Skills
 - Time Management Skills
 - Study Skills
 - Financial Management
-

4) **Survey Purpose:** [Involvement & Belongingness Within The Academic Environment](#)

Top Answers to *What are the biggest challenges you face at Western?*

Online Classes (consistent structure & use, clarity, human interaction, etc.)

- Life Balance
- Affordability
- Developing Relationships with Peer and Faculty
- Classes (rigor, why, amount of homework, etc.)
- Grit (motivation, procrastination, determination, etc.)
- Collegiate Environment (campus and town)

Top Answers to *What excites you to most when you think about your major or your experiences within your major?*

- Career preparation and growth
- Alignment with my talents, interests, values
- Hands-On Experiences (internship, practicum, service hours)
- Relationships (peers and faculty)

Top Answers to *What keeps you at Western and pushes you to keep on pace with graduation?*

- Personal and Professional Goals
 - Relationships (faculty, peers)
 - Curriculum (learning, major)
-

5) **Survey Purpose:** Technology Needs Survey for COEHS students

Themes: To explore student's technology related expectations and feedback on workshops

- Lack of hardware support - laptops, iPads, etc.
 - Underutilization of classroom technology resources
 - Workshops- Regular sessions to introduce coursework aligned apps and softwares
 - Hands-on training- for technological skills, knowledge, and confidence to leverage educational apps and software in their future classrooms
-

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- 6) **Survey Purpose:** Department of Kinesiology Diversity, Equity and Inclusion Survey
Themes: To gain a sense of how welcome the students from diverse backgrounds feel in the Department of Kinesiology.

c. All new initiatives in the College regarding student success

In addition to the information below, please see departmental reports for continued retention and success initiatives.

Resources Developed To Foster Student Success

- Social Justice Summit
- 1st Generation Spotlight During COEHS Assembly (and collected list of 1st gen faculty and staff within COEHS)
- Publication summary for faculty on ways of increasing class attendance & engagement
- Expanded resources on COEHS web pages
- Student Success Benchmarking with University of Iowa, Illinois State University, Northern Illinois University, and University of Illinois-Champaign
- RPTA Professional Development Conference (links students with professionals in the field)

Spaces

- Student Lounge Establishment & Revamp (Brophy, Horrabin, Knoblauch)
- Student Success Centers Established (Brophy, Horrabin)
- PE PK-12 Resource Center Established
- RPTA Study Areas (Knoblauch)

In 2022-2023, we collectively had nearly 3,000 points of contact through events and initiatives aimed at creating a sense of belonging and fostering credit-earning behavior.

Events

- Resource Awareness during Week #1 of the Semester
- Meet Your COEHS Academic Advisor - Customized Sessions & Reception at Women's Basketball Game
- Belongingness & Credit-Earning Behavior (6) included student-needs survey, resources curated to address the needs previously identified, builds trustworthiness and familiarity between the students and the College, connecting time for peers and faculty/students, and opportunities to give back to their academic community (a key component of belongingness)
 - September: student-needs survey (worries, advice, goals)
 - October: student-needs survey (best places to study)
 - November: student-needs survey (what have you have gained from your major thus far and what knowledge/skill/experience you still hope to gain this year)
 - January: student resource (academic goal setting for spring semester)
 - February: Kindness Notes for WIU friends, classmates, roommates, and mentors
 - March/April: student resource (25 Day Challenge - academic and wellness pursuits for the last 25 days of classes)

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- April: Faculty & Staff Research Colloquium featuring student presenter

Initiatives

New COEHS-Wide Retention Initiatives

- Peer Mentoring Program (Structure & Planning)
- Student Club Membership Drive - Directly Connecting Students with their Departmental Student Organizations
 - Survey Follow-Up
 - Outreach with New Spring 2023 Students
 - Daily Conversations
 - Sign Up Sheet At Every College-Sponsored Event
- Student Passion Projects - faculty referrals and survey follow up
- Surveys (4)
 - Student Needs
 - Student Involvement & Belongingness Survey
- Syllabus Statement highlighting student success resources available for optional faculty use
- Outreach
 - Low-engagement students
 - Low-academic achievement students (2 pilots)
 - 2.0-2.2 GPA - distributed to academic departments
 - Academic major pilot focusing on students under a 2.2 GPA
 - Mentoring & Study Sessions (Departmental Student Organization)
 - In-Person & Email Outreach (Faculty)
 - In-Person & Phone Outreach (Dean's Office)
 - Email & Text Outreach (Academic Advisor)
- Celebrating Academic Milestones & Awards (congratulatory messages sent via individualized handwritten notes, 1:1 meetings, emails, social media and digital bulletin boards slides)
 - Welcome to the College (Spring 2023 new enrolled students)
 - Half-Way To Graduation (60-80 credit hours)
 - *Student Of The Month* celebrates academic, JEDI, community building, and professional growth contributions to our community
 - Research & Publishing
 - Practicum & Internship Highlights

Additional New Departmental Retention Initiatives

- Health Sciences & Social Work
 - Welcome back ice cream social for department students
 - Phi Alpha Social Work Honor Society offered study/mentoring times for social work students
 - Organized training for public health students by the Columbia University Center for Disaster Preparedness and Response
 - Social Work faculty along with the Counseling Center hosted a Conference – Increasing Cultural Competence with the LGBTQIA+ Community

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- Social Work students created a scavenger hunt event for students
- Kinesiology
 - Working with the COEHS Global Community and Social Justice Committee that focuses on strategies to improve retention for international students
 - Planning stages of a NCAA Innovations in Research Grant Award Project: VitalCog: Suicide Prevention Navigator Program in collaboration with University Counseling Center
 - Hosted departmental welcome session including class photos and t-shirts
 - Opened two new student resource centers in Brophy Hall:
 - The Student Success Center in Brophy Hall 200A.
 - The PETE Resources Room in Brophy Hall 230.
- Law Enforcement and Justice Administration
 - LEJA Welcome to Campus Event - Gave new students and transfer students the opportunity to meet and interact with colleagues and professors in an informal setting.
- School of Education
 - Inaugural year of the Education Living Learning Floor in Thompson Hall
 - Revived and rebranded an all-encompassing student club, Aspiring Educators
- Recreation, Park and Tourism Administration
 - Created and maintained comfortable student spaces for studying and socializing
 - Created and hosted seasonal events with various themes and food
 - Midterm Potluck (C, 10/13/22)
 - Chilli Cook Off (C, 11/15/22)
 - Stretch your pants and share your favorite treats! (C, 12/08/22)
 - RPTA Fat Tuesday Potluck (C, 02/21/23)
 - Office Birthday Party Celebration (C, 04/18/23)
 - Chef Doh (C, 05/03/23)

16. Alumni highlights

List notable highlights from College alumni.

- 10/10/22: Latinx Social Work Students and Alumni: First-Gen Experience event. Current students and alumni who are Latinx and first-generation college students shared their experiences of going to college and going through the Social Work program.
- 3/22/23: Men in Social Work Panel. Four male alums shared their experiences as males in a female dominated profession.
- Social Work faculty conducted a survey of alumni for their self-study process. As part of the survey, they also sought information about alums who would be interested in serving on panels, mentoring current students, and serving as adjuncts. Forty-two alumni volunteered to serve as mentors to current students and 32 were interested in being a guest speaker in classes.
- Social Work has an advisory board which includes alums that met twice this academic year. During the fall meeting, it was recommended that a student diversity council be created. The council met for the first time at the end of the academic year.
- Social Work field instructors (for practicum) consist of many alums. These alums provide valuable feedback regarding the changing needs of the profession.
- During the HS 511 class, an alumni panel presented on their experiences as graduate students as well as their current careers

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- The Sport Management 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.
 - Azalea Phinata hired by WIU Broadcasting and Journalism.
 - One of LEJA graduates is the policy adviser for the Office of Illinois Lieutenant Governor Juliana Stratton.
 - Several of LEJA distinguished alumni are now serving on our Advisory Council
 - A former Environmental Service Club (ESC) president and WIU alumna who is involved with Keep Nature Wild has partnered with the current ESC group to hold an Earth Day 2023 clean up event at Spring Lake.
 - IPRA Alumni and Friends Social.
 - RPTA Professional Development Conference.
 - Advisory Board.
- d. *All initiatives to support underrepresented student populations in your College*
- Social Justice Summit featuring keynote speaker Dr. Joshua Fredenburg (COEHS-Wide)
 - 1st Generation Students Focus for Fall 2022 COEHS Assembly (COEHS-Wide)
 - Social Work Connections - Latinx Social Work Students and Alumni Panel: First-Gen Experience (HSSW)
 - Phi Alpha Social Work Honor Society hosted a panel of alumni to talk about the diverse fields in social work (HSSW)
 - Social Work faculty along with the Counseling Center hosted a Conference – Increasing Cultural Competence with the LGBTQIA+ Community (HSSW)
 - The Social Work program has started a Student Diversity Council (HSSW)
 - Health Sciences Graduation Student Organization, through the COEHS Peer Mentoring, are creating a peer mentoring program for Public Health international students
 - Conducted a Diversity, Equity and Inclusion seminar and survey (Kinesiology)
 - Working with the COEHS Global Community and Social Justice Committee that focuses on strategies to improve retention for international students (Kinesiology)
 - Kinesiology conducted a Diversity, Equity and Inclusion seminar for underrepresented students with representatives from the Multicultural Center.

17. Community and/or regional engagement from College

List notable community and regional engagement activities.

COEHS students invest nearly 530,000 hours annually into the region through internships, practicum, volunteer, class projects.

Also, our faculty are recognized for their investment in the community as exemplified by this year's awards.

- Dr. Jeremy Robinett received the COEHS Excellence in University/Community award for his multiple involvements in Macomb and at WIU.
- Dr. Megan Owens received a Quality of Life award from the McDonough County Quality of Life Advisory Committee for her work within the Macomb community.
- Drs. Owens and Robinett were selected as guest speakers for the Macomb Youth Leadership Organization.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

The highlights of our local and regional departmental investments continue below.

- Director Jill Joline Myers and Professor Rob Kelly assisted with the writing and receiving of the Tourism Attractions and Festivals Program Grant Award of \$40,000 for the City of Macomb to begin the Monopoly (Lizzie Magie) on the Square Project.
- Big For A Day - Initiative by Social Work Practicum students for Big Brothers Big Sisters (BBBS) organization
- Special Olympics Unified Sports Festival (joins people with and without intellectual disabilities on the same activity team) (PE PK-12 program)
- Hosted George Hermann Western Illinois University Senior Olympics (Exercise Science & RPTA)
- Emergency Operation Center (EOC) hosted training for area officials (Medivac landing on Vince Grady Field and tabletop disaster exercises - LEJA)
- Food Pantry continued to be a valuable resource for students this year (Dietetics & Nutrition)
- Camp Rocky for area youth (RPTA)
- America Reads (School of Education)
- American Drug Free Powerlifting Federation Single Event Nationals (Exercise Science)
- Western Area Career System courses taught by Jill Cassady (RPTA)
- Foos for Families (RPTA)
- Horn Field has hosted over 100 groups including (RPTA)
- WIU Regional Science Olympiad (School of Education)
- Luchadores Immigrants installation at QC Complex Atrium (School of Education)
- Increasing Cultural Competence with the LGBTQIA+ Community Conference (Social Work, Counselor Education, Counseling Center)
- Internship & Job Fairs (RPTA, LEJA, School of Education)
- Area High School Wellness Days workshops (Social Work)
- Practicum, Internship, and career-related = excess of 750,000 hours
- Academic program initiatives (2+2, etc.) Carthage Memorial Hospital
- Numerous faculty, chair, and director presented at area and regional schools, state boards, professional associations, training sessions. For example,
 - Professor Myers presented to the Illinois Association of School Boards on their Social Emotional Panel on the topic of Cyber Aggressions, Cyber Victimization, and Adolescents
 - Dr. Jamie Johnson presented at the IEMA Conference in Springfield to discuss our EM program and highlights including the EM PBC and Partnership with the Agency.
 - Professor Johnson. Presented on Situational Awareness and Active Shooter Preparation at the IPWMAN Conference in Bloomington IL
 - Dr. Abha Singh hosted a STEM workshop for K-12 teachers in Hancock county schools
 - Professor Henning presented at the State of Illinois Community Risk Reduction Conference on the topic of, "Engaging At-Risk Populations", in Decatur, IL
- Dickens on the Square (RPTA)
- Transgender Clinic (Counselor Education)
- Physical Education Professional Development Conference for area educators (PE PK-12)
- Department of Kinesiology Unified Sports Festival
- Rural Health Coaches (Nutrition & Dietetics; Public Health)

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- Fire Fraternity installed 57 free smoke detectors throughout Macomb as a public service (LEJA)
- Ready to Learn Early Childhood Conference (StarNet)
- Child Care Directors Lunch & Learn Session (Best Practices in Early Childhood Education)
- The Adapted Activities for All: WIU Interdisciplinary Movement program (AAFA) to students with disabilities who are a part of the West Central Illinois Special Education Cooperative
- The RPTA 497 class (Evaluation and research in leisure services) has teamed up with the Macomb Park District to "evaluate" a couple events offered by the park districts
- 1st annual Recreation for All: Disabled Athletes in Action (RPTA)
- Science family night, NARST Presentation, Summer Camp HP, Summer STEM camp (SOE)
- Plant, Paths & Pizza - tour of the native plant garden at WIU-QC campus and learn about local initiatives and efforts to create sustainable environments (Counselor Education)

18. Conclusion

As this document reflects, the College of Education and Human Services has had a very productive year. We have made a renewed commitment to recruitment and retention of our students through our various program, school/department, and College initiatives. Our academic units have been very involved in this process and continue to develop creative strategies for improving in these areas. Our retention efforts have had a strong emphasis on helping our students to feel a greater sense of belongingness. We have continued to emphasize diversity, equity, and inclusion in our work with students. We have worked to increase our community engagement and outreach efforts. Finally, we are very proud of all of the great accomplishments of our students, faculty, and staff. They continue to do amazing work in serving our region and beyond.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: **April 14, 2023**

Counselor Education & 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.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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/ hybrid)

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 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. College Student Personnel enlisted the assistance of a consultant to assist with recruiting attempts this year. All on-campus student leaders in their final year of school were contacted with information about the program. 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:

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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;
- 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:

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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 its 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 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 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 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. 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. 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. In order to assist with this, I spend at least one day a week in Macomb with CSP faculty. 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 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 campus.

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

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- 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 “piloted” 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.
- Counselor Education has developed a potential certificate program, in response to recent Illinois legislation (CESSA) requiring police departments have access to mobile mental health resources. We will pilot the first course in fall, 2023.
- We began the implementation of offering assessments to transgender individuals seeking hormone therapies and/ or gender affirming surgeries. We hope to continue to get referrals for individuals seeking these services.
- Robert Young Center’s WIU Counselor Education clinic continues to work with Practicum and Internship students on campus. The clinic is open for clients twice a week. 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 Knox College to add WIU graduate assistantships on their campus.
- 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.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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

- Curricular changes will be measured by successful implementation in 2023-24.
- 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:

During the 2022-23 academic year, all faculty will/have attended and/or presented at professional conferences.

Additionally, the following faculty had these accomplishments:

- Dr. Tracy Davis works with Educational Leadership in the 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 was appointed to WIU's Anti-racism Task force.
- Dr. Rebecca McLean returned after a year long sabbatical where she studied empathy. She continues to publish scholarly articles in her areas of interest.
- Dr. Leslie O'Ryan is assisted with an educational conference in Budapest this spring. She is leading the department's second study abroad trip to Greece in the summer. Additionally, she developed the proposed certification program for CESSA, requiring Illinois police departments to have access to mobile mental health service providers with specialized training in crisis and trauma.
- Dr. Carrie Alexander-Albritton serves as the Clinical Program Coordinator for the Clinical Mental Health Counseling speciality. She serves as a conference reviewer for the Rocky Mountain Association for Counselor Education and Supervision regional conference.
- Dr. Matthew Beck serves as the Clinical Program Coordinator for the School Counseling speciality. He serves as the first School Counseling faculty representative on the UCEP committee.
- Dr. Haley Wikoff serves as the co-chair of the American School Counseling Association's Ethics committee. 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 serves as the Program Coordinator for the College Student Personnel's Student Affairs program. She also serves on WIU's University Professionals of Illinois (UPI) local chapter executive board.

11. List major student achievements and recognitions:

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- Bryce McGeorge was awarded IHC Advisor of the Year
- Brittany Eads was awarded the Head Staff Member of the Year award
- Jessica Ramos serves as on the student advisory committee for the College of Education and Human Services.
- Cara Cerullo was names Director of WIU Counseling Center

12. List alumni activities:

- Becky Moreno opened a private practice in the Quad Cities
- Kelly Canavan owns a successful tele-health company based out of Chicago.
- Dr. Debbie Kepple-Mamros serves as the Executive Director for the Office of Planning, Assessment and Data at Des Moines Area Community College.
- Kelly Severs serves as the Assistant Director of Retention Initiatives at WIU.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: **April 14, 2023**

The 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.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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)

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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

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.
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

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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. 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 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

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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
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

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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
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

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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
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

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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
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

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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 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,

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- 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 practice, 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

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 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

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- 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)
 1. collaboratively develop, articulate, implement, and steward a shared vision of learning for a school (1.1)
 2. collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals (1.2)
 3. promote continual and sustainable school improvement (1.3)
 4. 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)
 1. 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)
 2. create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program (2.2)
 3. develop and supervise the instructional and leadership capacity of school staff (2.3)
 4. 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)
 1. monitor and evaluate school management and operational systems (3.1)

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

2. efficiently use human, fiscal, and technological resources to manage school operations (3.2)
 3. promote school-based policies and procedures that protect the welfare and safety of students and staff within the school (3.3)
 4. develop school capacity for distributed leadership (3.4)
 5. 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)
1. collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment (4.1)
 2. mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community (4.2)
 3. respond to community interests and needs by building and sustaining positive school relationships with families and caregivers (4.3)
 4. 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)
1. act with integrity and fairness to ensure a school system of accountability for every student's academic and social success (5.1)
 2. model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school (5.2)
 3. safeguard the values of democracy, equity, and diversity within the school (5.3)
 4. evaluate the potential moral and legal consequences of decision making in the school (5.4)
 5. 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)
1. advocate for school students, families, and caregivers (6.1)
 2. act to influence local, district, state, and national decisions affecting student learning in a school environment (6.2)
 3. 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)
1. 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)

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

2. complete a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment (7.2)
3. 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, 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

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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
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

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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

5. Describe Department/School strengths:

Energetic, focused, hard working faculty
A generally very experienced group of faculty
Branding is more prominent.
High Quality Programs, both licensure and non-licensure/undergraduate and graduate
Diversity of people and a diversity of ideas—among faculty, staff, and students
Large growth in graduate program student numbers
Recruitment/retention plan
Data driven decision making
Strong grant writing/awarding
Competent Office Manager
GAs are flexible and hardworking
Numerous SOE Centers providing real life, experiential learning opportunities
Strong foundation funding/accounts
Faculty/Staff creativity

6. Describe Department/School challenges:

MAT program growth is unsustainable without adequate supports.
Increasing number of senior faculty retiring resulting in more junior faculty with less experience.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Traditional undergraduate enrollment numbers are artificially inflated by ALT licensure para track program – meaning that traditional face-to-face programs are stagnate in enrollment.

Lack of Unit A faculty in SPED, RDG, SSED

Involvement with the state consortium for Early Childhood Education

Approximately 840 active students for spring 2023 semester.

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

Short-term goals have considered enrollment and retention trends and their impact on factors such as faculty workload, available staff, and administrative support. All these elements affect morale, motivation, and productivity. Ultimately, these components influence the quality of the product that is delivered to the satisfaction of both undergraduate and graduate students. Without proper supports, product quality diminishes. Subsequently, that effects whether prospective students select programs that are offered, or whether they end up being retained to the point of completion. Given the rapidly changing educational environment, the School of Education must be adaptive in its approach to meet the demands of remote students, but not at the cost of neglecting traditional face-to-face delivery of programs. Specific short-term goals include: (1) Secure adequate faculty and staff to support the growing MAT program so that it can attain 500 active students enrolled; (2) Secure adequate faculty and staff to support the growing Paraprofessional Track options in Elementary Education so that it can attain 300 students enrolled; (3) Get ahead of irrevocable retirements and unexpected faculty resignations so that appropriate replacements can be made close to the time of an announcement; (4) Examine the current Departmental Criteria and revise it at the time of the next university contract (e.g., this might include the creation of tenure and portfolio templates for narratives, consistent file labeling, organization, tables for communication of data, or a reevaluation of current tenure and promotion requirements); (5) Examine the current Departmental Workload Equivalencies in order to reevaluate workload descriptions given changes since the last revision (e.g., this might include reexamining ACE ranges for program coordinating, advising, directorships, as well as making other relevant changes that are suggested by faculty and the dean's office); and (6) Continuous monitoring of the EDL, EDS, C&I, RDG and SPED programs – especially in retaining 1% to 2% more students per year. These areas will also focus on steady enrollment increases as outlined in the school's retention and recruitment plans that were completed 2 years ago.

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.

There are several other areas related to program delivery that can be improved in the short-term: (1) Adjust the EDL Organizational Justice Program to include a better range of methodological approaches to research; (2) Maintain pace with the State of Illinois' everchanging policy on educating pre-service teachers as it pertains to legislation, mandates, and rules guiding program delivery. This will allow the department to make appropriate program modifications to remain as competitive as possible; (3) Increase enrollment in the Educational Studies B.S. program to 30-50 active students by taking appropriate measures to secure international cohorts, convert courses to online, and offer reasonable programs of study that do not require licensure. Currently, this program has only 2 students and is at risk of being discontinued; (4) Contribute to the ongoing development of the international cohort of the MAT program by continuing to offer small cohorts (10-15 students); (5) Bring the departmental unit into 100% compliance with implementation of the Culturally Responsive Teaching and Leading Standards by 2025. This effort will include the articulation of standards with course objectives, Social Emotional Learning standards as well as the new Illinois Professional Teaching Standards into all course syllabi; (6) Facilitate a program change designed to merge the Elementary Education B.S. degree with the English as a Second

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Language option into one stand-alone degree. This will result in an innovative offering that will address the increase in foreign language speakers in the classroom; (7) Continue working towards arranging 2+2 agreements with junior colleges so that undergraduate students in teacher education programs can complete the program of study in less than 5 semesters. These partnerships will also increase face-to-face, traditional enrollment; (8) Conduct a feasibility study, and subsequently design and launch a fully online doctoral program in Curriculum and Instruction. Such a program might be catered to candidates desiring to teach general education courses at the junior college level; and (9) Other initiatives recommended by faculty program coordinators, the dean's office, or university (i.e., SWOT analysis and OKRs). Usher in a Mathematics Specialist option in collaboration with mathematics and philosophy department.

Other areas include the following:

- Establish Early Childhood Lab School in QC area
- Host an open house with Macomb teachers, staff, administration
- Host an open house with regional teachers, staff, administration
- Host an Administrator Round Table Event every semester.
- Continue developing the new Center for Rural Education
- See more grant opportunities to support all of the SOE initiatives
- Hire a Unit A special education faculty
- Hire a Unit A literacy 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
- Advocate for the elimination of the EdTPA requirement for teacher licensure & replace it with an "in house" portfolio system similar to the EdTPA but scored in our department.
- 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 via the International MAT program.

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

- Number of local/regional events we host for school faculty, staff, administrators
- Growth of activities connected to the Rural Center
- 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
- Number of international students entering the pipeline and their success
- Number of students passing/not passing state licensure tests
- Count our Early Childhood students
- Number of additional 2+2 agreements put into place.
- Note whether or not new programs are established over the long term in areas specified in item

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

10. List major faculty and staff achievements:

Dr. Sebastian Szyjka & Dr. Abha Singh assisted with the Western Illinois Science Olympiad in February 2022.

Dr. Abha Singh hosted the KDP ceremony for SOE students in May 2022. Numerous faculty presented at state, regional, national, and international conferences

Dr. Lindsay Meeker was awarded grants, to date, totaling nearly \$30,000,000 dollars for ECH initiatives associated with the School of Education as well as the Center for Early Childhood Education

Dr. Curtis Simonson attended a School Board Conference and is working on 2 publications in the area of Educational Leadership.

Dr. Jose Pavez: Western Illinois University (WIU) elementary student teachers, along with Dr. José Manuel Pavez, recently partnered with Silvis School District #34 to host a successful Math and Science Family Night at George O. Barr School on March 9th. The evening's centerpiece was an engaging predict-observe-explain (POE) activity designed by the WIU elementary student teachers. This interactive learning experience provided students and their families an opportunity to make predictions, observe outcomes, and analyze scientific phenomena together.

Dr. Terri VandeWiele, Superintendent of Silvis School District #34, and the school assistant principal were both in attendance, expressing their gratitude for the collaboration between the local schools and the university.

Pavez, J., Navy, S., Luft, J., Ayano, E., & Prince, A. (2023, Apr 18-21). Facing challenges as a new teacher: The case of new science teachers building up resilience in their early years of teaching. [Paper presentation]. National Association for Research in Science Teaching (NARST) Annual International Conference, Chicago, Ill, United States.

Dr. Pavez is part of an NSF NOYCE grant #2243323: Building a Pathway for Recruiting and Preparing STEM Teachers in Rural West Central Illinois.

Delany-Barmann, G., Paciotto, C., Lee, B., Meeker, L. Building Evidence to Increase Rural Learner Success. Ascendium Foundation. \$311,100.

McIlvaine-Newsad, H., & Delany-Barmann, G. Kaleidoscope Vision: shifting perspectives on disaster research and care of applied researchers. American Anthropological Association. Seattle, WA. November 10.

McIlvaine-Newsad, H., Delany-Barmann, G., Saéz, Y. & Pensón, V. (under review) Marginalized, Colonized, and Resilient: Contesting Disasters One Breath at a Time.

Delany-Barmann, G., & Mcilvaine-Newsad, H. (2022). Cultivating Change in the Curriculum through International Faculty Development, in J. Weiss & H. Haldane (Eds.), Transforming and Reshaping General Education in Higher Education. Routledge.

Dr. Sharon Stevens (2022-2023). Executive Director for the Midwestern Educational Research Association.

Dr. Rashmi Sharma (2022-2023). Mid-Western Educational Research Association (MWERA) President-Elect for 2023 MWERA Annual Conference

Dr. Rashmi Sharma (2021-2022) Oct 2021-22 Vice President and Program Chair for 2022 MWERA Annual Conference

Sharma, R. (2023, Apr 16) Rural Women's Education and Empowerment Program in India: An Appreciative Inquiry [Paper Session]. American Educational Research Association (AERA), Chicago, IL

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Butcher, S., Yang, P., & Sharma, R., (2023, Apr 13) Developing a Social and Emotional Learning Curriculum: A Quantitative Inquiry from Secondary Students' Perspectives [Paper Session]. American Educational Research Association (AERA), Chicago, IL

Wan, G., Sharma, R., Walker, A., Habib, A.& Hendrix, R. (2023, Apr 12) Global teaching and learning experience in China: Perspectives from teacher and leadership candidates [Paper Session]. Chinese American Educational Research and Development Association (CAERDA), Chicago, IL

Yeh, E. & Sharma, R. (2022, Oct 20). Overcoming online barriers during disruptive times: Fostering cognitive presence of English language learners through Flipgrid [Paper Session]. Mid-Western Educational Research Association (MWERA), Cincinnati, OH

Yuki Hasebe I. Professional/Scholarly work 1. The COEHS faculty and student research colloquium Yuki Hasebe presented on Title: A New Look at the Parent-Child Relationship from the View of Quantified Moral Psychology Date: Nov the 3rd Thursday Noon – 1:05 PM on zoom 2. Currently in process for scheduling for the COEHS faculty and student research colloquium presentation for the Spring semester (intended for end of April or May). II. Community health promotion activities in collaboration with the WIU Recreational center: Instructing zumba/dance special events 1. Zumba dance in glow sessions at the Rec center: February 7, April 11th and 2 sessions in the Fall semester 2. The women's month celebration at the Multicultural center March 28th

11. List major student achievements and recognitions:

Outstanding Preservice Teaching Award Recipients (Undergraduate) for FALL 2022

Calie Walker

Amber Luker

Malia Bollinger

Stephanie Shipp

Abbigail Yodts

Outstanding Preservice Teaching Award Recipients for SPRING 2023

There will be 7-12 recipients, but they have not been determined at the time of completion of this report.

12. List alumni activities:

Not reported

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: **April 14, 2023**

Health Science 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.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

1. Department/School mission statement:

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:

Bachelor of Science in Health Services Management
Bachelor of Science in Public Health
Bachelor of Social Work
Master of Public Health (Public Health or School Health Options)
Post Baccalaureate Certificate in Health Services Administration

3. List specific recruitment and retention activities:

Recruitment

1. Participated in the WIU Major & Minor Fair
2. Participated in all of the Discover Western Events
3. Sent letters to admitted students
4. Developed partnership with DCFS so that next year will be able to work with students on applying for the Pat McGuire Child Welfare Education Fellowship
5. Explored a possible partnership with Memorial Hospital in Carthage to assist with recruiting nurses – B.S. in Health Services Management for nurses who have an associate's degree
6. Social Work and Public Health students presented sessions at local high school (Macomb, Rushville) wellness days
7. Social Work students presented at the Rushville Industry High School Career Fair on 3/3/23.

Retention

1. Welcome back ice cream social for department students
2. Social Work Connections Events (social work topic presentations along with fellowship) –
October 10 – Latinx Social Work Students and Alumni Panel: First-Gen Experience
November 15 – Social Workergiving celebration (food from other cultures)
March 1 – Kick off to social work month student gathering
March 22 – Men in Social Work Panel
3. Social Work Student Association hosted hotdogs and smores event for department students
4. First Year student transition session – set up zoom meeting to meet with first year students who were transitioning to the College (advisors, faculty)
5. Phi Alpha Social Work Honor Society offered study/mentoring times for social work students
6. Organized training for public health students by the Columbia University Center for Disaster Preparedness and Response
7. Social Work Student Association hosted grad panel event
8. Phi Alpha Social Work Honor Society hosted a panel of alumni to talk about the diverse fields in social work
9. Social Work faculty along with the Counseling Center hosted a Conference – Increasing Cultural Competence with the LGBTQIA+ Community
10. Social Work students created a scavenger hunt event for students

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

11. Public Health graduate students attended the IL Public Health Association's Student Day in Springfield
12. Twelve Social Work students participated in Social Work Advocacy Day
13. Exploring Your Future in Social Work – This is a professional advising series that occurs twice a month. They have explored various Social Work topics including graduate school, CSWE and their accredited programs, writing essays for scholarships and graduate school, self-care.
14. MPH Graduate Student Organization hosted journal clubs throughout the academic year. These events involved faculty from the department sharing their research and publishing tips with the MPH graduate students.
15. Health Sciences hosted a Graduation Party for all MPH spring graduates.

4. List student learning outcomes for majors:

Health Services Management (B.S.)

Upon completion of this program, the student will be able to:

1. demonstrate the ability to understand the basic organizational structure of a health care organization by establishing a site visit, conducting an in person interview with management personnel, and provide an overview (PowerPoint) presentation to class
2. demonstrate effective written communication skills when submitting final course assignments

Public Health (B.S.)

Upon completion of this program, the student will be able to:

1. demonstrate comprehension of basic writing skills of a theory application paper
2. demonstrate comprehension of basic writing skills

Social Work (B.S.W.)

Upon completion of this program, the student will be able to:

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.

Public Health (M.P.H)

Upon completion of this program, the student will be able to:

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

1. demonstrate comprehension of basic writing skills of an epidemiological research paper
2. demonstrate comprehension of basic writing skills of a research proposal
3. demonstrate comprehension of basic writing skills of a case study

Health Services Administration (PBC)

Upon completion of this program, the student will be able to:

1. apply the principles of health policy formulation to case studies in health services administration
2. explain the complexity of managing in a dynamic health care environment

5. Describe Department/School strengths:

Department strengths include:

- o Faculty/advisers accommodate, advocate, and assist students through each step of the process until graduation, and even beyond.
- o Communication between faculty, staff, advisors, deans, and supervisors is frequent and collaborative, with a focus on student needs.
- o Analyze, adapt, reflect, improve, innovate, and grow to fit the needs and expectations of a changing industry, student population, and unexpected events (COVID).
- o Unique programs with certifications, specializations, internships, practicums, opportunities, and career counseling throughout the program.
- o Transferable skills, human service-oriented learning, hands-on experiences, and applicable knowledge to a wide variety of career fields.
- o Pathways for specialization.
- o Community partnerships with practicum agencies, volunteer organizations, active and involved student organizations.
- o Faculty, staff, advisors who are committed to student success and strive to provide support from all angles, whenever possible.
- o Increasing diversity of students, faculty, and staff. Faculty are from diverse and nationally ranked universities.
- o Use of technology in teaching – both online as well as with on-site courses.
- o Strong partnerships with other departments/offices on campus.
- o Faculty who are creative in their ideas for recruitment and retention, including the development of unique partnerships and ideas for other programs.
- o STEM designation for the Master in Public Health.
- o Strong alumni base who give back through their talents – participating in alumni panels, mentoring students, and serving as adjuncts.
- o Many hands on experiences throughout the programs for students to practice skills prior to internships/practicums or careers.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- o Social Work is an accredited program.
- o Faculty work well together in supporting our students.
- o Strong academic advisors.
- o Emphasis on diversity issues in courses as well as extracurricular activities.
- o Individualized attention to students' needs to promote student personal and professional growth.
- o Faculty have all served as practitioners prior to becoming a faculty member. Many of the faculty continue to work as practioners.
- o Faculty are involved in the community to varying degrees – serve on agency boards, work at agencies, consult with community groups, provide supervision.

6. Describe Department/School challenges:

- o For the last several years, the Department has had a lack of committed full-time leadership. Leaders have been providing oversight to other areas within the University.
- o Little to no replacement of faculty who have left the Department.
- o No permanent office manager for several years – office manager position is only a ½ time position.
- o Declining number of students in undergraduate health-related programs while the graduate program is seeing large increases in students, especially international graduate students.
- o Limited time and talent to revitalize departmental recruitment strategies, website information, prospective student involvement opportunities, and marketing strategies.
- o Limited leadership and support for innovations and creative solutions to departmental, program, and student needs.
- o Lack of funding for travel, professional development, conferences, student opportunities, hiring more faculty and staff to grow programs, and new program development (MSW).
- o Due to heavy teaching loads, faculty have limited time for engaging in recruitment and retention activities.
- o Social Work student spaces are in Horrabin while the faculty spaces are in Stipes.
- o Increasing student concerns that impact retention – academic preparedness, mental health needs, family issues, etc.
- o Expectation that all aspects of department be done jointly as opposed to the programs being allowed to do some of their own unique things.
- o Currently no MSW program which impacts ability to recruitment students to BSW program as many students look to do both.
- o Limited foundation funds to help support students through scholarships.
- o Challenges with hosting events and connecting with alumni.
- o Discussions regarding merging areas and the challenges that may include.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: **April 14, 2023**

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

- o Establish a greater online presence with marketing to showcase the variety of career opportunities, including funding opportunities. This will help to debunk some of the myths related to what the programs require as well as concerns over financial future.
- o Creation of a MSW program to assist with recruitment of students into the BSW program as well as help to reduce the mental health provider shortage in the state of Illinois.
- o Continue to explore offering courses through multiple modalities as well as different time structures (such as weekend academies).
- o Explore the possibility of possible cross-listing of courses with other areas within the College.
- o Recruitment of additional international students as well as non-traditional students. Determine how to more effectively target the Quad Cities market. Identify additional partnerships with rural agencies to support “grow your own” initiatives.

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. Explore and implement the best organizational structure for the programs within the department.
2. Successfully complete the CSWE Reaffirmation process including the implementation of the SW Student Diversity Council.
3. Strengthen and implement recruitment and retention efforts for all programs.
4. Implement peer mentoring for specific department programs as well as assist the College with training peer mentors.
5. Improve the assessment plans and tools utilized by the health sciences programs.
6. Continue intentional work on diversity, equity, inclusion, and justice discussions and activities.

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

The Department will identify and/or create reporting mechanisms to be able to track data related to these items. Success will be determined by whether there is progress and/or completion of the stated goals.

10. List major faculty and staff achievements:

- Dr. Katherine Perone named as one of 30 Commissioners on the Council on Social Work Education Commission on Accreditation.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- Dr. Maureen Bezold - runner up on the best research to practice abstract in Health Administration Practice at the American Public Health Association Annual Meeting.
- Agboola, J.O. Ayosanmi, O., Mogbojuri, O., & Bezold, M. (2022). Uptake of screening mammogram in West Central Illinois during the COVID-19 pandemic: Lessons learned. *Oncology in Clinical Practice*, 18(4), 211-218.
- Akinyemi, O., Babatunde, O., Weldehlase, T. A., Akinyemi, I., Akinwumi, B., Oladunjoye, A. F., Ogundare, T., & Bezold, M. (2022). Association between obesity and self-reported depression among female university students in the United States. *Cureus*, 14(11).
- Akinyemi, O., Adelekan, O., Omokhodion, O., Ola, B.N., Tanna, R., Akingbule, A. Utomi, A. Fasokun, M. E., Violet, O.A., Chioma, S.I.S, & Bezold, M. (2023). Impact of obesity on college student academic performance: A comparison between the United States and Nigeria. *Edition 63 Obesity and Body Image*, <https://hphr.org/edition-63/>.
- Peterman, K. (2022, August). “Implicit Bias Training.” Invited presentation at West Central Illinois Professional Counselors Association, Macomb, IL.
- Riley Konitzer was the April Advisor of the Month.

11. List major student achievements and recognitions:

- Phi Alpha National Honor Society for Social Work inducted 13 new members.
- Three Public Health graduate students participated in Graduate Research Day.
- Four Public Health graduate students were selected to attend a United Nations conference on Children.
- One of our PH graduate students is now a member of the Think Tank for the American Journal of Public Health. It's the top public health journal in the nation and our student is just one of six students, out of 100+ applications from around the country, chosen to be part of this prestigious group.
- Over 40 Public Health graduate students attended the Illinois Public Health Associations' Student Day in Springfield to learn more about public health policy advocacy and the legislative process.
- Public Health graduate student earned the first Student of the Month for COEHS.
- Twelve Social Work students participate in Social Work Advocacy Day.

12. List alumni activities:

- 10/10/22: Latinx Social Work Students and Alumni: First-Gen Experience event. Current students and alumni who are Latinx and first-generation college students shared their experiences of going to college and going through the Social Work program.
- 3/22/23: Men in Social Work Panel. Four male alums shared their experiences as males in a female dominated profession.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- Social Work faculty conducted a survey of alumni for their self-study process. As part of the survey, they also sought information about alums who would be interested in serving on panels, mentoring current students, and serving as adjuncts. Forty-two alumni volunteered to serve as mentors to current students and 32 were interested in being a guest speaker in classes.
- Social Work has an advisory board which includes alums that met twice this academic year. During the fall meeting, it was recommended that a student diversity council be created. The council met for the first time at the end of the academic year.
- Social Work field instructors (for practicum) consist of many alums. These alums provide valuable feedback regarding the changing needs of the profession.
- During the HS 511 class, an alumni panel presented on their experiences as graduate students as well as their current careers.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: **April 14, 2023**

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.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

1. Department/School mission statement:

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
B.S. + M.S. Integrated Degrees with Recreation, Park and Tourism Administration & Sport Management.
B.S. + M.S. Integrated Degrees with Broadcasting and Journalism & Sport Management.

3. List specific recruitment and retention activities:

- Approximately a 20% enrollment increase at the start of the Fall 22 semester from the Fall 21 semester.
- Digital postcard campaign sent to prospective students, freshman admits and transfer students with 11,292 cards sent by April 10, 2023.
- Assigned a graduate teaching assistant to manage and post items to department social media accounts and track analytics. Average social media engagement increases from February 9th 2023 through April 7th 2023:
 - Facebook %1,049;
 - Instagram %355;
 - YouTube %250.
- Opened two new student resource centers in Brophy Hall:
 - The Student Success Center in Brophy Hall 200A.
 - The PETE Resources Room in Brophy Hall 230.
- During Fall 22, conducted a Graduate Students Expectations seminar and survey.
- During Fall 22, conducted a Diversity, Equity and Inclusion seminar and survey.
- Tours of Brophy Hall with numerous prospective Exercise Science students during the F22 and SP23 semesters.
- Sent out personalized, handwritten notes to all registered Exercise Science students.
- Emailed the entire list of accepted Exercise Science prospective students on over five occasions; over 300 students each mailing.
- Hosted The American Drug Free Powerlifting Federation Single Event National Championships, March 4th, 2023 (Dr. Piper).
- Hosted Unified Sports Festival, April 21st, 2023 (Drs. Gabbei and Wang).
- Hosted Senior Olympics, April 27-28th, 2023 (Dr. Piper).
- Renewed the WIU status of the National Strength and Conditioning Association-Education Recognition Program, a distinction we have held since the programs inception in 1999.
- Participated in the Discover Western Events during the Fall 22 and Spring 23 semesters.
- Participated in the Fall 22 Major - Minors Fair.
- Participated in the Fall 22 and Spring WIU Grad Program Expos.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- Ongoing email contacts with every batch of accepted students interested in undergraduate programs.
- 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.
- Attracting student with the Scuba program. One of only a handful of universities to offer a scuba minor.
- Participated in Health Fairs in the community.
- Participated in Career Fairs at area high schools.
- PE Program developed a recruitment video for You Tube.
- Frequents posts on the WIU PETE Facebook page.
- Held Professional Development Event for PE teachers on Unified PE.
- 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).
- Fall 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).
- SP 23 hosted Dr. Carranza from UANL for a 2-week period.
- Promotional presentations in undergrad Sport Management courses in nearby community and 4-year colleges and universities (e.g., Quincy University, Culver-Stockton College).
- Attend career fairs.
- Attend academic conferences to promote the 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 a graduate student from UANL for a 4-week period where he shadowed athletic trainers in various athletic teams and therapists in the area (Advanced Rehab & Sports Medicine Services).

Undergraduate and Graduate Programs:

- Actively posting up-to-date information to the department Student Acknowledgements bulletin board and Careers bulletin board about recent student achievements.

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

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- 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.

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:

- Beginning with the Fall 22 semester, implemented a new curriculum model designed to better meet the requirements of the SHAPE America National Standards for Initial Licensure standards.
- 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.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- 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.
- 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:

- During the Fall 22 semester about 473 students, and during the Spring 23 semester about 478 students, enrolled in the department’s activity classes including General Education Human

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Well-Being courses (badminton, personal fitness, weight training, stress management, basketball and volleyball) generating about 951 student credit hours.

- Acquired a new treadmill, a number of blood pressure instruments, a number of skinfold calipers, and number blood oxygen sensors for the Human Performance Laboratory and classroom.
- Acquired a new volleyball equipment transportation and set-up cart for the gymnasiums.
- Plan to upgrade the Brophy Hall ethernet and wireless connections network.
- 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).
 - 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.
- Student have opportunities to interpret and apply the knowledge and/or skills of sport management learned in the classroom (Application of Content Knowledge and/or Skills).
- Internship capstone are 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.
- Undergraduate and graduate students develop data analysis skills using SPSS.
- 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!).
- Completed a 4+1 Integrated bachelor's to master's programs with Augustana College and WIU's School of Management.
- Sport Management has a rich history in the Department of Kinesiology and as being one of the oldest programs in the country.
- 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.
- Most of the Sport Management program can be complete online.
- 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.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- 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.
- 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.
- The Scuba Program has traditionally arranged travel to sites such as Nassau, Bahamas and other desirable locations.
- Nutrition and Dietetics boasts a high placement rate (above national average) for supervised internships.
- The Department of Kinesiology continues to be able to support 10 Teaching and Graduate assistants.
- 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 dozens of students and hundreds of pounds of food each week.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

6. Describe Department/School challenges:

- Lack of capital equipment line item in the budget limits the ability to purchase replace old and broken items needed in Exercise Physiology and Biomechanics labs as well as for the Scuba Program.
- Brophy Hall infrastructure:
 - The gyms need resurfacing of the floors.
 - The faculty office area needs new carpet.
 - The faculty office area needs new furniture.
 - The faculty office area needs new window coverings.
 - Upgraded ethernet wiring.
 - The lab equipment in the William Lakie Human Performance Lab is outdated and in dire need of 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.
- Some walls on the first floor of Brophy are showing worsening structural deficits.
- Department staff and faculty needs:
 - A second office staff individual.
 - Five new faculty members:
 - Nutrition
 - Physical Education Teacher Education
 - Sport Management
 - Exercise Physiology
 - Scuba
- Dealing with foreign students who are ill prepared for conventional educational expectations in the American educational system.
- Faculty numbers and expertise is limited in specific content areas and requires some faculty to go into overload year after year.
- Increasing competition from other similar graduate degree programs offered in the state of Illinois and nationwide.

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

- The MOA with Universidad Autonoma Nuevo Leon (UANL) in Monterey Mexico is resulting in program student exchanges.
- Achieved first in the Nation accreditation with The International Universities Strength and Conditioning Association (IUSCA) for the Exercise and Kinesiology programs.
- 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.
- Reach out to other institutions with undergraduate programs in Sport Management to launch accelerated degree plans, e.g., St. Ambrose, Black Hawk College.
- Seek out new Programming/Curricular Innovation – certification programs.
- Add 2+2 programs with Nutrition and Dietetics and the Exercise Science Programs.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- 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.

- Build on the IUSCA accreditation to broaden the appeal of the program for prospective students.
- Increase social media engagements with a wide range of postings and information.
- 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.
- 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.
- 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.
- The Sport Management faculty will realign in order to have a presence on both campuses.
- 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.
- Pursue additional externally funded graduate assistantships for the Kinesiology Graduate Program.
- Bring HyVee Kids Fit back to campus and hosted by the Department of Kinesiology.
- 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.
- 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.
- Determine if students from community colleges actually register for KIN 108 prior to transferring to WIU to continue with their scuba education.
- Monitor outreach efforts for the graduate KIN and Sport Management programs.
- Monitor and evaluate social media analytics.
- Monitor engagements with UANL exchange program.
- Monitor the number of external GA positions & number of new graduate students.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

10. List major faculty and staff achievements:

Research: Articles:

- Piper, T., Radlo, S., Gerhardt, K., Brooks, D., & Schnaiter, J. (2023). The Effects of Deception on Maximal Strength, Goals, and Physical Self-Efficacy. *International Journal of Strength and Conditioning*, 3(1).
- Waller, M., Bonder, I., Tangeman, M., Shim, A., Piper, T. (2023). Integration of Clean Variations, Progressions, and Application in Strength and Conditioning Programs. *NSCA Coach*, 10(1): 6-13.
- Kovacs, Christopher R. Ph.D. and Dhom, Camille B.S. (2022) "Effects of a Demand-Valve SCUBA Regulator on Cardiorespiratory Response During Submaximal Exercise Under Normobaric Conditions: A Preliminary Investigation," *International Journal of Aquatic Research and Education*: Vol. 13: No. 4, Article 2. DOI: <https://doi.org/10.25035/ijare.13.04.02>
- Lee, J. Y., Gang, A. C., Kim, T. Y., Park, J., Cho, E. A., & **Park, J. Y.** (2022). Effective strategies for system improvement in K-League youth system. *International Journal of Human Movement Science*, 16(3), 31-44.
- **Maharjan, P.**, Hyllegard, R., Narvaez, M., & Radlo, S.J. (2022). Transfer of Motor Skills: A Comparative Study of College-Level Musicians and Athletes. *International Journal of Motor Learning and Control*, (4),3
- Piper, T., Moore, M., & Lukkarinen, M. (2022). Descriptive Investigation of Exercise-induced Nausea and Self-Treatment. *Journal of Australian Strength & Conditioning*, 30(02): 16-22.
- Piper, T., Furman, S., Smith, T., & Waller, M. (2022). Establishing Normative Data for 10RM Strength Scores in College-Aged Females. *International Journal of Strength and Conditioning*, 2(1):1-15.
- 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*, 17(4), DOI: 10.14198/jhse.2022.174.15.
- Waller, M., Dunnick, D., Shim, A., Piper, T., & Townsend, R. (2021). Post-injury Training to Essential Job Demands for Firefighters. *NSCA TSAC Report*, 63: 30-35.
- Piper, T., Furman, S., Smith, T., & Waller, M. (2021). Establishing Normative Data for 10RM Strength Scores in College-Aged Males. *International Journal of Strength and Conditioning*, 1(1): 1-13.

Conference Presentations:

- Wang, B., Chen, S. (2023). Middle School Students' Team Cohesion Development within a Sport Education Season: A Mixed Methods Investigation. Abstract to be presented (poster) to SHAPE America National Convention at Seattle, WA.
- Park, J., **Park, J. Y.**, Phinata, A., Gang, A. C., & Lee, J. (November 2022). Gendered online media: A discourse analysis of online news articles on male and female sportscasters. Oral Presentation: The North American Society for the Sociology of Sport, Las Vegas, NV.
-
- Gang, A. C., Park, J., Lee, J., Jo, E., & **Park, J. Y.** (November 2022). Social class and Korean women's soccer. Oral Presentation: The North American Society for the Sociology of Sport, Las Vegas, NV.
- Narvaez, M. (2023). Riesgo de lesiones en la práctica juvenil de las artes marciales" (Risk of injuries in youth practice in martial arts). 30th Congreso Internacional FOD 2022. 30th International Conference of the School of Sport Organization, Autonomous University of Nuevo Leon.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- Narvaez, M., Rotich, W. (2022). "Uso de Kinovea para análisis de movimiento" (Use of Kinovea for movement analysis). North American Society for the Sociology of Sport Convention, Las Vegas, NV.
- Narvaez, M., Rotich, W. (2022). From Colin Kaepernick to George Floyd: The ambivalence of America's Sports Organizations in the broader conversation on Diversity, Equity and Inclusion. North American Society for the Sociology of Sport , Las Vegas, NV.

Other Activities:

Dr. Hyllegard, Dr. Narvaez and Miss Kisi have been working on revising the Kinesiology Department web site to meet current University design standards.

Dr. Radlo has been working closely with a number of the athletic teams as a sport psychologist.

Narvaez, Miguel. (2023). Attended 7th International and National Advisory Board Meeting at School of Sports Organization (FOD), Autonomous University of Nuevo Leon (UANL), Mexico , Served as President of the Board. March 3-4,2023.

Narvaez, Miguel. (2023). Invited to be Academic Director of the International Human Motricity Network for the period 2023-2025, a group of researchers from various universities around the world.

Dr. Gabbei and Dr. Wang hosted a professional development conference for regional physical education teachers during October, 2022.

- Piper, T. Meet Director, coach, competitor, and judge, of the American Drug Free Powerlifting Federation Single Event Nationals 2023. Macomb, Illinois.
- Jennifer Plos (Kinesiology) and Cara Cerullo (University Counseling Center) are invited 2023 National Athletic Trainers' Association (NATA) Clinical Symposia & AT Expo Speakers and their session on "Development and Implementation of a Suicide Prevention Program: An Overview for the Clinical AT" has been selected as a NATA On-Demand Program session. Plos and Cerullo will present on June 22, 2023 in Indianapolis, IN.
- The project team of Jennifer Plos, Cara Cerullo, Chad Cerullo, Beth Wilson, Hannah Hendrickson (WIU) and Matt Mischkind (University of Colorado Anschutz Medical Campus) were selected as 1 of 15 finalists from 80 applications to submit a full proposal for the NCAA Innovations Grant. If awarded the grant (announcement will be April 19, 2023), the grant will fund a comprehensive Suicide Prevention Navigator Program for Student-Athletes.
- The project team of Jennifer Plos and Miguel Narvaez will be completing their International "Athletic Trainers are Health Care" Initiative grant that was previously awarded but put on hold due to COVID restrictions for the past two years. The grant funded the development and implementation of promotional materials and presentations in Spanish that will be used to promote Athletic Training as a health care profession internationally, increase awareness of athletic training as a health care profession in high school and college students in Mexico, advocate for the need of Athletic Trainers in sports and as health care professionals in Mexico, and offer higher education administrators and educators in Mexico information about developing an athletic training education curriculum. This project was supported through grant funding from the NATA Ethnic Diversity Advisory Committee and the outcomes will be presented at the 2023 NATA Clinical Symposia & AT Expo in Indianapolis in June.
- Three new faculty members:
 - Dr. Jiyoung Park in Sport Management
 - Dr. Jim Sarra in Sport Management
 - C.T. Vivian Scholar Dr. Baofu Wang in Physical Education Teacher Education
- SP23 Dr. Narvaez became the Kinesiology graduate student coordinator.
- Parampal Singh represented the United States playing on the USA team at the 2022 World Masters Hockey World Cup in South Africa.
- NUTR 87% certification pass rate based on latest data.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- NUTR submitting an application to be listed as a STEM program.
- 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).
- 5 Courses (NUTR 401, 483, HS 410, KIN 496) approved for online offering.

11. List major student achievements and recognitions:

- Exercise Science student Whitney Piper was named College Scholar.
- Exercise Science student Whitney Piper was awarded 1st place in the Phi Kappa Phi Senior Research Competition Lowell Grail Undergraduate Research Award. 'Bar Balance Perception as a Percentage of One Repetition Maximum for Bench Press.' Dr Radlo, Faculty Advisor.
- Fall 22 Department Scholars: Caden Kratz and Cole Thompson.
- Spring 23 Department Scholars: Sammi Econic, Whitney Piper, Lilly Draper and Erica Clark.
- Travis Swipe, Ryan Albright & Josh Turkson (2022). Submaximal Strength Performance with Preferred or Non-preferred Music in College-aged Males. IAHPERD Convention, Chicago, IL.
- Antonio Burgess, Shaniya Johnson & Senniasia Jackson (2022). Music's Effect on Motivation, Perceived Exertion and Cycling Performance. IAHPERD Convention, Chicago, IL.
- About 15 PETE students attended the Fall 2022 IAHPERD Convention, Chicago, IL.
- M.S. Thesis : Komal Mangle “Effectiveness of Yoga Training on Hamstring Flexibility and Mindfulness in Soccer Players.”
- Komal Mangle hired by Northwestern Hospital as fitness specialist.
- Komal Mangle accepted for a Ph.D. program at the University of North Dakota.
- Dylan Temple hired as Assistant Director of Athletic Communications, Augusta College.
- Javon Drake hired by the Indianapolis City School District.
- Dylan Bank hired by the Lincoln - Douglas Elementary School.
- Cole Thompson hired by the Bushnell - Prairie City Junior High.
- McKenize Perry hired by the Bushnell - Prairie City Elementary School.
- Azalea Phinate hired by WIU Broadcasting and Journalism.
- Savannah Johns Yurkovich hired by the Bushnell - Prairie City Elementary School.
- Zoe Clark hired by the Blakesley Hall Primary School, England, UK.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Student Publications:

- **Maharjan, P.**, Hyllegard, R., Narvaez, M., & Radlo, S.J. (2022). Transfer of Motor Skills: A Comparative Study of College-Level Musicians and Athletes. *International Journal of Motor Learning and Control*, (4),3
- 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*, 17(4), DOI: 10.14198/jhse.2022.174.15.

12. List alumni activities:

Click or tap here to enter text.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: **April 14, 2023**

School of LEJA by Director Jill Joline Myers

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.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

1. Department/School mission statement:

Mission — School of LEJA

The mission of the School of Law Enforcement and Justice Administration Program and the Emergency Management Program 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:

Major Recruitment efforts include: hosting 2 School of LEJA Open Houses, one in October that had approximately 440 admitted and interested students attending and one scheduled for March 21, 2023 which currently has approximately 250 admitted and interested students registered as of March 13, 2023.

Expert Presentations	Guest experts presented on counter-terrorism, homeland security, and private security from governmental and private sectors. Fall 2022 Zoom guest speakers included: September 15 – Quin Lucie, Senior Policy Analyst, DHS Office of Strategy, Policy and Plans – Division of Infrastructure, Risk and Resilience Chicago IL
----------------------	--

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

	<p>Oct. 13 – Aaron Kustermann, Chief Intelligence Officer, Illinois State Police</p> <p>Oct. 27 – Michael Breslin, Director, Strategic Client Relations, Federal Law Enforcement, LexisNexis Special Services, Inc.</p> <p>Nov. 1 – Nick Steegmans, Lead Cryptocurrency Analyst, CipherTrace</p> <p>Nov. 10 – Marcus Dabney, Revenue Senior Special Agent, Criminal Investigations Division, Illinois Revenue Service</p>
Career and Internship Opportunities	Using our active current student list-serve we provide immediate notice of all open employment positions sent to the School of LEJA from agencies throughout the world. We average about 5- 50 weekly notifications of job opportunities. These are also posted on the LEJA Facebook page.
Student Publishing	Professors work individually with students to help them research, edit and publish scholarly articles. During this academic year 2 students published in peer-reviewed journals.
Mock Interviews	Sets of three faculty experts in student's respective areas meet to prepare students for oral interview assessments. The School has assisted approximately 35 students this academic year.
Tutoring and class services Real Time Statistics	Tutoring services are now available to students in each of the LEJA 303 Quantitative Techniques classes. One instructor has established additional lab hours to offer individual tutoring and the other professor uses a writing tablet connected to a laptop so students can see the professor calculate problems right on the paper. Students are able to see data as it is being analyzed in real time. Also, they see how curves, standard deviations, etc. change with changes in data or wrong choices of testing applications.
Lambda Alpha Epsilon Fraternity	This fraternity, the largest of the LEJA fraternities, focuses its activities on using teamwork, skillsets, and leadership events.
Emergency Management Club (IESDA)	This fraternity focuses on engaging partners, (ambulance companies, hospitals, clinics, agencies) in hands on experiences and networking opportunities, mentoring, and socializing.
One on One Mentoring	Most faculty provide one on one mentoring to students to assist with academic, physical, and mental requirements for specific careers within all LEJA programs.
Offense Writing Guide	This guide was created to assist students in professional report writing.
Real Life Disaster Reporting Assignments	Conduct one on one meetings allowing students to rewrite and review papers to meet Law Enforcement standards Also presented at LAE and Investigator fraternity group meetings.
Honors Projects/ Extra Research	<p>Participating students develop a sense of belonging and connection with the profession at a meaningful level.</p> <p style="text-align: center;">The School encourages students to participate in the Honor's College. The School of Law Enforcement and Justice</p>

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

	<p>Administration makes up approximately 24 to 14 percent (depending on the academic year) of the total honors students on campus. (Honors College,). The school has traditionally offered Honor's courses annually. However, due to budgetary constraints and lack of faculty resources, the School of LEJA had to suspend offering honors courses this past year and a half. Annually the School hosts its own Honors Reception for LEJA students. Students with a GPA of 3.2 or higher are recognized. Further, the School supports numerous in course honors projects every semester.</p> <table border="1" data-bbox="610 634 1399 787"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>In courses</td> <td>69</td> <td>88</td> <td>92</td> <td>77</td> <td>40</td> <td>44</td> <td>52</td> </tr> <tr> <td>Honors</td> <td>No data</td> <td>No data</td> <td>42</td> <td>157</td> <td>122</td> <td>107</td> <td>86</td> </tr> <tr> <td>LEJA %</td> <td></td> <td></td> <td>16.9%</td> <td>24.8%</td> <td>14.6%</td> <td>14.2%</td> <td>14.6%</td> </tr> </tbody> </table>		2015	2016	2017	2018	2019	2020	2021	In courses	69	88	92	77	40	44	52	Honors	No data	No data	42	157	122	107	86	LEJA %			16.9%	24.8%	14.6%	14.2%	14.6%
	2015	2016	2017	2018	2019	2020	2021																										
In courses	69	88	92	77	40	44	52																										
Honors	No data	No data	42	157	122	107	86																										
LEJA %			16.9%	24.8%	14.6%	14.2%	14.6%																										
Professional Liaisons	Professors participate in professional associations to keep current on skills and academic requirements to meet hiring standards and needs and to increase financial and equipment support.																																
Professional Development	The School offers an apprenticeship program to train emergency management students on how to utilize the Emergency Operational Center and how to use certain career specific software along with required social skills that go along with that field; Breakfast and lunch was provided.																																
Building Relationships	Partnered with IEMA, FEMA, IDOT, DHS, DOD, DIA, CDC, City Bank, Bank of America Threat Assessment, Illinois State Police, United Nations, Google, Legislative (State and Federal) and Private Security Partners. Etc. for internship, career, grant, and equipment partnerships.																																
Fire Department Instruction Conference, Indianapolis	Students participated in instruction events during the three day professional conference and recruited future students at the UG and G level.																																
IESMA, Alpha Phi Sigma, Minorities in Blue, and Investigator's Club, WEMS	Fraternities led by faculty and professionals afford students real life opportunities to network, experience, and engage in aspects of their future careers.																																
Mental Health Outreach	Mental health presentations were conducted each semester to identify signs and action plans for assistance.																																
Get a Taste of Fire Practicum	Registrants participated in two full day interactive burn-based scenarios at the Quincy Training Center- one each semester.																																
Installing of Smoke Detectors	Omega Gamma Phi (Fire Fraternity) installed 57 free smoke detectors as a public safety initiative to build teamwork and accomplish goals.																																
Presentations to Alumni and Professionals	<ul style="list-style-type: none"> ☐ Presentations to the Illinois Association of School Boards (social emotional panel on cyber victimization and aggression), ☐ a presentation on situational awareness and active shooter preparedness at IPWMAN conference, 																																

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

	<ul style="list-style-type: none"> ☐ a presentation on the evolution of modern police management for ILETSBEI, and ☐ a presentation at the Illinois Community Risk Reduction Conference on the topic of Engaging At Risk Populations to Include the Hearing Impaired.
Medivac Demonstrations	Medivac unit landed and a table-top disaster situation was presented to educate students on the reality of disaster management in the field.
LEJA Career Fairs	Public Safety Agencies throughout the country advertised internships and employment opportunities for students One each semester with over 400 students attending the fall event. The spring event is set for April 25, 2023.
LEJA Welcome to Campus Event	Gave new students and transfer students the opportunity to meet and interact with colleagues and professors in an informal setting.
Emergency Management Apprenticeship	The School of LEJA began conducting Emergency Management Apprentice Training opportunities for any Major, Minor, or anyone interested in the field of Emergency Management in the fall 2022. These in-person meetings offer training on numerous skill sets needed in the field. Some example topics are human tracking methods, threat assessment platforms, WebEOC 9, advanced situational awareness (ASA), field survival, thermal camera and night vision usage, etc. Having firsthand knowledge of these platforms, tools, and skill sets strengthens the students' professional portfolio and skill set capability. <u>During these sessions</u> students interface with professionals and utilize professional specific software.
Oral Interviewers for OPS	LEJA Professors serve on the oral board assessments for OPS to evaluate the education, ethics, and preparedness of future public safety personal.
Sounding Board for Student Issues	Professors frequently act as a sounding board and resource for referral for student issues on an assortment of problems and concerns dealing with the professional or personal life of students.
Pre-law advising for students	Professors individually meet with students interested in attending law school, review LSAC requirements, personal statements, and financial obligations.
Power Test training	Professors provided guidance and instruction on the power tests used in the field to current students.
Fire Truck Driving Simulator	Students were given the opportunity to drive a fire truck using a simulator.

- Developed and provided Online Training Modules for Careers in Criminal Justice System for High school students interested in WIU, LEJA
- August 30, 2022 Participated in Police Oral Boards for MPD
- September 2022 Trained Future EM Professionals IEMA Springfield II
- October 2022 Offered Situational Awareness and Active Shooter Preparation on the Workforce, for IPWMAN, Bloomington IL
- September 7, 2022 Participated in the Honors Ice Cream Social to welcome students
- September 14 Participated in the Majors and Minors fair to assist students in deciding career options

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- September 16, Participated in CASA partnership meeting
- September 29 Conducted a Quad Cities Recruitment Event with Public Safety Leadership
- October 27 Presented Cyber Aggression and Student Health Training for the Western Division of Illinois BOEs
- November 1, 2022 ILETSBEI - Taught in O'Fallon, IL Leadership
- November 2 Attended Carl Sandburg partnership and recruitment meetings
- November 7 Presented on law enforcement and traumatic stress to social work students and classes.
- November 10 Attended Spoon River Community College Career Expo
- November 14th – Participated in a full day recruitment event on the WIU Quad City Campus for Area Fire Science Students
- November 14 Attended a Virtual Open House with prospective undergraduate students
- November 15 Recruited at United Township Career Center - 5 classes related to Public Safety
- November 15 Participated in a Virtual Graduate Open House
- November 19th – Attended a Technology Center of DuPage Career Fair
- November 30 Conducted Mock Trial team judging in preparation of Regional Competition
- December 1 Conducted local Sheriff training on Bail Reform
- January 19th – Attended the Technology Center of DuPage Open House
- January 23rd – Attended the Bloomington Area Career Center Event
- February 2023 Trained Future EM Professionals: WIU's Approach to Preparation IEMA Region 6 Macomb, IL
- February 13, 2023 Conducted a Spoon River College Recruitment
- February 17, 2023 Presented 3 sessions to Macomb High School students concerning Cyber Safety and Unintended Consequences to your Health (recruitment event)
- February 24th – Presented full day sessions at LaSalle-Peru Technical Center for Recruitment-Forensic Investigations and Careers in Criminal Justice
- February 25, 2023 Presented Basic Police Academy Legal Training (8 hours) Springfield IL (Graduate Level Recruitment)
- February 10th – Met with Cary Grove High School to discuss course credit options for ISP cadets
- March 4 Competed with LAE Fraternity members at the Polar Plunge for Special Olympics fundraiser
- March 6, 2023 Discussed Civil Liability research project with Insurance Program Manager Group (IPMG) (ongoing major research project of national concern)
- March 6, 2023 Discussed potential partnership with Illinois State Police cadets
- March 7, 2023 Attended Putt Putt Golf Oakbrook recruitment event
- March 8, Attended Putt Putt Golf Oakbrook recruitment event with Chicago Police Explorers
- March 10. Conducted Public Safety Oral Board Review
- March 11 Attended Big Brothers/Big Sisters fundraising event
- March 21 LEJA Opne House 300 + prospective studet attendees
- March 22 Paramedic Advisory Board meeting scheduled
- March 28 School of LEJA Advisory Board meeting scheduled
- April 5, Women in Law Enforcement Conferences in Normal IL (3 presentations plus recruitment)
 - Surviving National Disasters in Law Enforcement
 - Women and Professionalism in Criminal Justice
 - Legal Update regarding the Safety, Accountability, Fairness and Equity-Today Act of 2021 and the revisions enacted for 2023. This presentation will discuss how this legislation effects law enforcement, corrections and the courts.
- April 6. Presentation of Sex Signals (Title IX) with Military Science

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- April 10- Site visitation for Paramedic Accreditation
- April 10 - Get a Taste - Fire Practicum Recruitment event for High School Seniors - Quincy Regional Training Facility
- April 23- 29 Fire Department Instructors Conference, WIU students will provide support functions for the conference for networking and skills building
- Retention- All LEJA Honors students received a certificate to celebrate their academic accomplishments
- April 29 Blue Line Ball- recruitment
- April 26 IVVC, Sandwich II Technical School full day recruitment sessions
- Additional in-person recruitment activities at the following institutions/places in 2022 included: Dunlap High School, Dunlap Fire Department, Morton Police Department, Islamic Community of Peoria
- Recruited two students from Kazakhstan.
- Initiated and monitored MOU with Al-Faraby University from Kazakhstan.
- Initiated and monitored MOU with San Francisco University from Ecuador.
- June 6, 2023 IDOT recruitment and job fair
- Also visited area schools to include, Moline, West Prairie, Illini West, Rushville/Industry, Pekin High School, Lake County Tech Center, SRC, Highland CC, and ICC, etc. to meet in person with the advisers and school counselors
- Participated in the Educational Summit and Regional Board of Education School Board Meetings for the Western Division of Illinois Schools
- Attended 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 Presentations - 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 –All 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 graduates to review. We average between 3 – 10 posts per week.

Director/Faculty meet with 5 – 10 students and their families per week on campus to discuss our programs and degree options.

Faculty facilitates the mock trial competition at ISU and at Mississippi College

Director/Faculty presents to MYLO student groups.

Director /Faculty presents to Boy Scout groups.

Director /Faculty presents tours of crime lab and EOC to visiting dignitaries.

Director /Faculty 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.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Retention specific efforts included:

- engaging fraternity members in professional association conferences and events like IESMA and the State Emergency Operations Center in Springfield and the IESMA Training Summit
- involving LEJA/ EM students in the Camera Essentials Course out of Peoria for criminalist minors
- Additionally, we have put on several UAS Part 107 and drone usage courses for students and professionals involved in EM, LEJA, Homeland Security, and FPS fields.
- The LAE Fraternity visited 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 hosted 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.
- The Director Advises Pre-Law school students on LSAT exams and preparations.
- The Director and faculty review and assist 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 presentations 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.
- Finally, the School has certified an instructor in the Quality Matters online teaching methodology (participated in 200+ hours of training and testing) and for the Juvare 9 software program (650 hours of training, tutorials and testing).

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 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 humanmade 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.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- **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.
- Process formative impact summative evaluations and assessments on curriculum.
- Develop algorithms tracking the profession for government, corporate, state and individual employment.

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:

- We provide a combined academic theoretical and practical approach to classroom instruction. Every professor has both the academic background and years of hands-on experience to present practical, best practices solutions and suggestions to future public safety practitioners and leaders.
- Faculty professional backgrounds are extremely diverse and come from various disciplines: law enforcement, fire, emergency services, legal practices, probation, corrections, statistical analysis, cyber-crime, forensics, leadership, and much more. Because of this professional experience, our faculty maintain positive working relationships across all governmental and corporate levels.
- The curriculum is specifically designed to prepare students, to step into careers with the tools, technological skills, certifications, theories, legal framework, real-world experience, achievements, and preparation immediately upon graduation and placement in the field. Students graduate with:
 - National Incident Management Systems certifications
 - Search and Rescue certifications.
 - Homeland security certifications
 - UAS Part 107 drone licenses
 - EMT national registry certification
 - National Response Framework certifications
 - Basic Emergency Operations Center Functions certifications
 - And a host of numerous other FEMA/DHS /govt. certifications
 - Fire ProBoard licenses
 - Paramedic National Certifications
 - Training using Juvare 9 software
 - Training using DisasterAware Pro software
 - Cyber investigation training

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- Restorative Justice Practices
- Community Policing Practices
- An understanding of Constitutional policing, criminal law, and civil liability
- Teach Mosaic1 Threat Assessment Platform
- Advanced Situational Awareness (ASA) trainings used by Red Teams in FEMA, CIA, DIA and DOD (Red Teams practice testing the security of an organization's systems by emulating a malicious actor and hacking into secure systems or data to prepare for a wide variety of corporate and private invasions and cyberattacks and breach scenarios before they occur.)
- Teach Blue Team Operations used by the FBI for defense countermeasures and vulnerability assessment.
- Many of the faculty are well-versed in the latest online instructional design theories (Universal Design and Quality Matters) and frequently engage online students through Zoom, provide generous feedback on graded activities, and supplement the online lessons with audio and video examples and presentations.
- Our ranking as a top program (#2 in the nation face- to -face and #1 in the nation online) provides students with established networking and internship and employment placement possibilities that do not exist at other institutions. We have 15,200 alumni and have placed interns at over 1500 agencies world-wide.
- The internship program itself provides students with first-hand engagement in all aspects of public safety. These placements typically lead to a job offer from that agency.
- The internship director and faculty provide career service one-on-one sessions with students to review resumes, practice for oral interviews, and to prepare for entry level POWER and academic exams.
- Faculty are clearly student-centered and advise 11 professional fraternities. Additionally, in the fall of 2023 the School of LEJA will begin supervising and training the Western Emergency Management Systems (WEMS) organization on campus and respond to student and community medical and other emergencies. The interaction between faculty and students in these organizations contribute to retention and provide a wealth of individualized discussions between faculty and students.
- The School of LEJA will open its first Living and Learning Communities in the dorms for incoming 2023 students.
- LEJA leadership is focused on improving all programs and has recently added the emergency management program and the fire medic program into its domain. In 2020 when the emergency management program was acquired, it had no new majors forthcoming for 3 years. Now, the EM program has 39 majors and 49 minors and is growing. With these additions, the School is able to follow the Department of Defense approach of having all public safety entities work with, understand, and support each other.
- Additionally, all of the EM curriculum, the Fire curriculum and much of the LEJA curriculum has been reviewed and updated within the last two years. In particular,

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean’s Office: April 14, 2023

the EM curricula was entirely redesigned in 2020-2021 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
- FEMA-endorsed accreditation requirements.
- Army 525 and Air Force 10-2051 training expectations required for civilian contractors.
- Knowledge related to National Incident Management System and 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.
- Centers for Disease Control and Prevention Emergency Preparedness and Response Competencies.
- State-of- the- art Emergency Operational Center.
- Competency on WEB EOC 9.
- Search and Rescue Tactics (SAR).
- Apprenticeship program so each graduate leaves WIU with all the necessary skills for immediate employment.
- All EM faculty have experience working in the field.
- WIU’s program is the only one in the nation to meet all of these standards and to support internships and apprenticeship field opportunities.
- Fire Medic Comprehensive Major is also unique as the only 4-year FESHE Paramedic Program in the nation. FESHE approved curricula is recognized as being taught in 11 schools nationwide. In addition, our program uses an analytical approach to Public Fire Protection, covers Community Risk Reduction for the Fire and Emergency Services, Fire and Emergency Services Administration, Fire Prevention Organization and Management, Personnel Management for the Fire and Emergency Services, and a 6-week residential, Pro-Board certified, firefighting practicum conducted through a partnership with the Quincy Regional Training Facility
- The retention rate of the School’s students at 79% and the time for matriculating to graduation of 4.1 years is impressive

●	Black	Asian	Hispan.	Internat.	White	2 or more	Unknow n and other	male	female
	121	11	160	6	418	18	17	387	364

School of LEJA 2022 majors are comprised of approximately 51.53 % males and 48.46 % females. That is a direct result of the LEJA administration’s recruitment strategy to demonstrate diversity in action and fact. The Director of LEJA is a female and actively participates in the majority of all recruitment events and strongly encourages females to seek careers in all areas of public safety. This number of 48% females is impressive and is significantly higher than the 18- 20 % national average for females in the profession. The racial make-up of LEJA is 16.11 % black, 21.30 % Hispanic, 1.46 % Asian, and 55.65 % white. Thus, the minority of non-white students is currently over 44 percent. Again, this figure is

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- much above the national average.
- Recruitment activities are extremely well attended, Open houses (over 450 students) career fairs over 100 agencies and more than 500 attendees, summer camps- 140 online from 14 states and about 30 in person each year. Requests for school visits and demonstrations occur weekly.
 - Partnerships with agencies, and businesses is significantly expanding under LEJA leadership. We now have partnerships with ITTF, ambulance associations, hospitals, fire departments, ILETSBEI, IEMA, Amtrak, Juvare, and many others. These partnerships include financial donations, donations of supplies, and manpower. To date we have received monies to build the crime lab and support it annually, and approximately \$600,000 worth of equipment and supplies and about another \$800,000 worth of technology and technology training.
 - The School is also known as extremely military and athlete friendly in terms of working with them to meet their travel and scheduling challenges.
 - The School is also successful in locating and securing a \$2 million grant to begin the renovations of the EOC. The School convinced Senator Durbin and his staff to fully support a fully hardened EOC at WIU that will serve as an alternative to the State's other facility and act as an apprenticeship placement and research center for the region and beyond. We are currently awaiting a decision about future grants from both Senator Durbin and Senator Duckworth.
 - The faculty excel in providing professional trainings and development to agencies, and institutions across the region; to include, ILETSBEI, state and federal law enforcement, HIDTA, DOD, IEMA, CDC, paramedic and FESHE personnel, judges and legal experts, and correctional employees.

What advantages do we have?

- We have a state- of -the- art crime lab that provides our students with hands on experience in the collection, preservation, and analysis of evidence.
- We have a fully functioning EOC that acts also as an apprenticeship placement for our students and as the backup Center for the State of Illinois.
- We have a mock court room setting to provide students with mock trial experience.
- We provide our students with experience in interviewing for internships and career applications.
- The Paramedic program has received its initial letter of review toward accreditation status.
- We work with past students and network with criminal justice agencies to keep current on the needs of field practitioners and departments.
- Our internship coordinator brings a wealth of experience and knowledge to our school with his contacts throughout the world.
- With regard to our reputation, we are always listed as top tier in LEJA and Fire fields in the nation and in Illinois. We are referred to as the “Gold Standard” in public safety education throughout the country.
- We are never satisfied with the status quo. We continuously seek to be number one in all aspects of public safety including curriculum, best practices, and technological usage.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- The leadership of the School of LEJA are strategically focused on improving all levels of the programs.
- Faculty expertise continues to expand with each new hire and adjunct.
- Interagency agreements created by our LEJA leadership strengthen our program ties at the state and federal levels.
- Partnerships with DisasterAwarePro threat assessment platforms further educate our students.
- Partnerships with Juvare 9 threat and disaster assessment and management platforms further educate our students and connect us with IEMA and FEMA teams.
- Partnerships with ITTF led to the funding and acquiring equipment and the visual wall in the EOC.
- Our programs are offered in multiple formats including online with the exception of the Fire Medic program.
- Use of FESHE curriculum and the Fire Academy partnership with Quincy FD enhances the interest and experience of our students.
- WIU instructors and professors are unique as a result of being practitioner's along with being academicians.
- The extensiveness of our internship program.
- A fully online Master of Public Safety Program with relevant and timely PBCs.
- The diversity of the faculty in terms of race, gender, experience, nationality, beliefs, and passions. provides for a uniquely global perspective and approach.

- **What do we do better than anyone else?**
 - The Fire Medic Program is the only BS fire/paramedic degree program in the nation.
 - Our EOC, programs, curriculum are all practitioner- based and offer best practice approaches for leaders in public safety education.
 - Prepare young people to work as first responders.
 - Offer Certifications in the Field of Study (EMT, Homeland Security, & Fire)
 - Faculty are nationally recognized experts in their respective fields -cyber security, statistics, policing, leadership, legal, and forensics..
 - The Director is able to network and partner with agencies and entities throughout the country in all areas of public safety.
 - Prepare students for job interviews via mock interviews
 - Our approach to education emphasizes both theoretical foundations and practical application.
 - Hosting career fairs and open houses which bring hundreds of people to campus to recruit both for employment and for attendance at WIU.
 - The ability to provide an education for students in the paramedics, fire science and emergency management programs which comply with state and federal licensing requirements.
 - Our extensive nation-wide internship opportunities for students which includes federal, state and local agencies.
 - Host a CSI summer camp for high school juniors and seniors for recruitment.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- The ability to accomplish more with less. Our faculty has an extremely dedicated core group that teaches more classes with a higher enrollment on a smaller budget than most other departments at WIU.

- **What internal resources do we have?**
 - Our Director, faculty and staff strive for excellence.
 - The online classes are supported by WIU's Center for Innovation in Teaching and Research (CITR) and delivered through D2L Brightspace. Our standardized online courses meet and exceed most Universal Design or Quality Matters standards. The course shells and syllabi are student-friendly and foster a sense of community and collaboration among students. Students network with their peers, share best practices and ideas and work together to address common challenges. This fosters a sense of community that helps students promote collaboration and cooperation which will eventually extend to their public safety organization and the community they serve.
 - Our curriculums in EM, fire science, and paramedic are always subject to outside review due to accreditation and FESHE standards.
 - Our faculty bring in world experience in the classrooms and share their network contacts.
 - Our webpage interactive internship map displays the types and locations of actual current internships around the world.
 - Interactive web trainings developed by our faculty such as the situational awareness, Responding to Floods and Tornadoes, Restorative Justice, and Implicit Bias Interactive Webinars.
 - The assortment of materials, maps, and research collected by our faculty dealing with IDEA homeland security.

- **What other positive aspects, internal to WIU, add value or offer us a competitive advantage?**
 - By using FESHE accredited courses a career development path exists for fire service personnel. Fire administration students can earn various certifications and degrees, which help them advance in their careers. For example, firefighters can earn certifications in fire service supervision, fire service leadership, and as a fire instructor. By offering these opportunities for career development, fire departments can encourage their personnel to grow professionally and continue to make valuable contributions to their organizations.
 - Our Fire Protection programs promote best practices and professional standards in the fire service, to include: evidence-based strategies and tactics that ensure safe, efficient, and effective operations.
 - The FESHE curriculum provides a means for learners to benchmark their performance against their peers and identify areas for improvement. By promoting best practices and professional standards, our program helps to ensure that fire departments are providing the highest level of service to their communities.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

- The school's reputation is solid as to LEJA components and now, since the takeover of emergency management and the retooling of the entire curriculum and creation of the EOC, it is establishing a strong and positive reputation among disaster response agencies as well. In addition to the expected agencies, IEMA, FEMA, DoD, other prominent agencies are seeking our instruction, or curriculum and our students like Google, the United Nations, the CDC, Amtrak, ESDA agencies, and even the Governor of Illinois touted our EM program as the place to look to for future first responders.

6. Describe Department/School challenges:

- The university has no depth of personnel. There is one person in transfer admission, one person in HR, one person to schedule QC classes, one person to handle legal, one person in web services, one person to work with grants and foundation issues, etc. WIU needs back-ups and a line of succession for when people retire, become ill, or are generally unable to perform their jobs. The delays cost us applicants, time, and most importantly destroy WIU's reputation to efficiently deal with matters. Students want almost instant replies to their questions, a week or two to answer simple questions concerning admissions, course offerings or tuition, causes them to move onto a different university. The same is true for creating partnerships with outside entities. Waiting months for responses cost lost opportunities and damages our reputation with the entities we seek to service and support. Waiting months for responses, delays in offering contracts to adjuncts, prolonged delays in accepting donations, or approving searches, and failures to follow through concerning program updates, changes, and innovative ideas is demoralizing, time consuming, and creates a perception of either incompetence or a lack of interest. Plus sending repeated emails and leaving numerous voice messages is frustrating at best. We have missed many opportunities due to a failure to act timely. In this current era of declining high school student populations, budgetary concerns, and fierce competition for resources, we need to learn to respond in a timely fashion or as the saying goes- "strike while the iron is hot"!
- The same lack of depth in instructors is concerning. Currently we have one Emergency Management Professor, one Paramedic and EMT professor, and two fire professors. As these programs continue to grow students will need to be served by more than one instructor. The overload within these areas is extreme now and will only get worse as recruitment continues to be successful. Further, it is never adequate to have one professor teach an entire major and the minors in case of illness or retirement.
- Another major weakness is a lack of financial support, which directly translates into a lack of sufficient resources.

Operating Budget

<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
\$26,682	\$26,682	\$26,682	\$26,682	\$20,011	\$20,011	\$20,011	\$9,000 (75%)

- The budget history of this School over the last seven years has been insufficient as to its size and needs. While LEJA student enrollment has decreased like most programs

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

nationally, the operating budget has been reduced far beyond what is needed to successfully run the school. Budget reduction has resulted in less opportunity for recruitment, less opportunity for additional growth, diminished faculty travel to conferences leading to less of a presence on the national and international stage, and less supplies to support student education and growth.

- The new Fire Medic degree and the Emergency Management programs are relatively unknown. Yet there are no funds for Internet advertising, extensive travel to technical schools, etc.
- If WIU wants to be the leader in public safety programs they should recognize the need to invest in the tools of the trade. For example, while we have generously been given some of the essentials (bunker gear and SCBA) these items are significantly outdated. The program utilizes “hand-me-down” from volunteer organizations and many times this equipment can be less than desirable. While we get by, it is obvious that the condition of our equipment directly represents the financial commitment of the University toward the program. The same comments could be made about our classroom spaces and facilities—they need upgrading beyond the basic cosmetic changes.
- It would also be beneficial for the School and our students to separate ourselves from COEHS. This would elevate our status at the university and increase our visibility as a force to be reckoned with, not buried under the auspices of education. If we were our own college, we could focus on the vital concerns of LEJA. Without the drama and educational accreditation and recruitment concerns of the current college, we could focus on continuing to build our program. Positive reinforcement creates motivation to succeed.
- Being a separate college would also allow the programs to be led by individuals who understand public safety, the ever-changing educational needs, the political ramifications of social justice issues, and the direction that Public Safety is going in the nation and the world.
- The establishment of a Ph.D. program in public safety requires financial support in order to ensure its viability and sustainability. This investment will play a critical role in enabling the school to provide students with the highest level of education, resources, and opportunities in the field.
- We need an active foundation/grants individual who will research what is available and truly assist in the application process. Currently, the most support we get is a link to U.S. government grants and then, if we are lucky, assistance with the budget section. If we locate grants on our own we have to continuously nudge and beg university resources to assist us in meeting the time demands and then actually supporting us through the grant process based upon our potential for success, the amount sought, and the acclaim and reputation enhancement it would generate. We miss major opportunities like the NSF Paid Research Opportunity for Criminal Justice Students to study disparities in the Criminal Justice System that was awarded to the North and South Carolina Universities and is being touted to our students by those universities and our faculty.
- We also need support from alumni relations so that we can reach out to them for promotional marketing purposes to assist in spreading word of mouth recruitment efforts. The only contact we have with alumni personnel is that they pay for the refreshments before our Career Fairs. The School of LEJA and its Alumni and foundation personnel

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

have failed to connect with individuals who have gift-giving potential or status as a distinguished scholar.

- Concerning alumni, particularly recent alumni who have graduated within the last two years, a list serve should be generated so that the job openings we currently share with our active students could be shared with them as well. Many of our alumni are looking for career changes, job upward mobility, and relocation. The daily job opening announcements we share with current students could be a continual way to connect with our alumni and maintain their connection and support of WIU. Many of our alumni, as previously stated are agency leaders and parents of potential future WIU students.
- As the number of high schoolers is down and those wanting to pursue criminal justice is limited, we should target and market potential students who are currently working in the profession for degree completion programs. We need to partner with Iowa community colleges to seek transfer students who need to complete the degree to be promoted. We need to market to our partner agencies (1500) who support our interns and encourage them to complete their BS or Master degrees with us online. We need to reimagine recruiting to fit today's world.

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

- The new Fire Medic degree and the Emergency Management programs are relatively unknown. Marketing for these programs and the LEJA programs needs to increase at a national level.
- As WIU becomes the leader in public safety programs they should recognize the need to invest in the tools of the trade. For example, while we have generously been given some of the essentials (bunker gear and SCBA) these items are significantly outdated. The program utilizes “hand-me-down” from volunteer organizations and many times this equipment can be less than desirable. While we get by, it is obvious that the condition of our equipment directly represents the financial commitment of the University toward the program. The same comments could be made about our classroom spaces and facilities—they need upgrading beyond the basic cosmetic changes.
- Becoming our own College would serve to recognize the status of the School and its Programs as a separate entity. It would also allow us to move forward faster with partnerships and associations that will increase recruitment and enrollment as well as potential for future funding and gifts. This would elevate our status at the university and increase our visibility as a force to be reckoned with, not buried under the auspices of education.
- The lack of University respect for the School of LEJA and its program and professors need to be addressed. LEJA faculty and students hear the disdainful, rude, and outrageous comments about themselves and the program. While we may not be a liberal arts program or a specifically designated STEM course of study, our classes are grounded in the scientific methods approach, meet NSF standards as well as USGS, NOAA, medical, and bio mechanical methodologies. Our students are bright, productive, and are students of WIU. They take the same general education classes as everyone else. They participate in the same Honors classes and programs. They chose to pursue public service as a career. Our students are entitled to a good education and not to feel sullied by other professors for their career choice. Our students and faculty deserve respect. The culture of WIU must

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

change to support all students, not merely those liberal arts students. The change in culture must come from the top down. These students and those in education, computer science, and nursing are some of our most promising and the largest contributors to our financial success at this institution. WIU employees should refrain from making negative allegations about the University, the community and the individual programs. We all must promote the good and work to make changes to things that need correcting. Faculty and staff should not be competing against each other at the expense to the institution as a whole.

- Improve facilities, classrooms (old/decaying), and offices.
- The establishment of a Ph.D. program in public safety requires financial support in order to ensure its viability and sustainability. This investment will play a critical role in enabling the school to provide students with the highest level of education, resources, and opportunities in the field.
- The School of LEJA has identified many potential partners and programs to assist with our growth and advancement. These partners include community colleges, technical schools but also leaders in industry like Juvare 9 and i2 software, and agency support from state, local and federal levels. We need to be able to actively and timely pursue these avenues to grow in terms of students, expertise, funding, and reputation. For example, we need to partner with Iowa Community Colleges to seek transfer students who need to complete their degree to be promoted. We need to market to our partner agencies (1500) who support our interns and encourage them to complete their BS or Master degrees with us online. We need to reimagine recruiting to fit today's world.

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 have created an impressive Advisory Council to conduct a SWOT assessment of our programs and initiatives and to determine the direction to proceed. The Council is made up of 3 U.S. Presidential appointees, industry leaders, legislative gurus, and high-stake public servant representatives providing guidance covering all of our areas of expertise. The results of their efforts are forthcoming as they assess the viability of the School becoming its own College.

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 and the courses and

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

curriculum are in the process of being finalized.

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. Currently we meet approximately twice each week over zoom with the major players involved with public safety.

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. Two faculty members have attended and completed the QM Applying the Quality Matters Rubrics (APPQMR) course and the QM Designing Your Online Course (DYOC).

Faculty have also completed the extensive Juvare 9 technology training programs required for its usage in the classroom.

Perhaps the most aggressive goals for the next year are to work towards creating more agency partnerships. These partnerships increase our advantage in placing interns at competitive sites, increase our ability to receive grants and research opportunities, and encourage a greater networking for student recruitment and faculty hires.

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:

8/22 Receiving a \$2 million dollar grant toward the remodeling and hardening of an Emergency Operation Center (EOC) on campus in the former Currens Library from Senator Durbin and IEMA.

1/23 Receiving the Juvare 9 partnership agreement and certification is huge for our program. It is opening doors with all of the major leaders and agencies in Emergency Management. It will provide marketing, partnerships, internship placement, and training opportunities at all levels from working professionals who will seek out our Masters Program and EM PBC and put us at the top of the undergraduate program listings due to the ability for students to connect with the technology used in the field.

8/22 Negotiating the partnership with IEMA for two paid internships.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

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.

Schafer, J. & Karlins, M. (June 2022). Taillés en bits et en pièces. Que pouvons-nous apprendre d'un exemple d'espionnage d'entreprise? *Cyber Security Trends*, 68-74.

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

Schafer, J. (November 2022) How to ID deceptive speech. *Psychology Today Magazine*.

11. List major student achievements and recognitions:

The School of LEJA 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 number one online program in 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 professionals. We do this because we are public servants who by choice want to make a difference and lead us into a better tomorrow.

Two students have published in a peer reviewed forum- Here is one of the publications:

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>

In a highly competitive job market, over 50 of our recent 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. IEMA and Amtrak, are actively seeking our interns and paying top dollars for them to come.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

This semester Madeline Cox was awarded the first of the IEMA internship paid placements.

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.

Several of our distinguished alumni are now serving on our Advisory Council.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: **April 14, 2023**

Recreation, Park and Tourism Administration

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.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

1. Department/School mission statement:

- To provide dynamic, highly effective learning opportunities for personal and career development.
- To encourage and facilitate scholarly and creative activity.
- To enhance the quality of life throughout the State and beyond.
- To serve the leisure services profession, including those organizations involved in program and service delivery.

2. Degrees offered in Department/School:

BS in RPTA, MS in RPTA, PBC in Event Management

3. List specific recruitment and retention activities:

1. Discover Westerns
2. Major/Minor Fairs
3. 2+2 Agreements with College of DuPage and Scott Community College
4. 2+2 negotiation with Joliet Community College
5. Transfer Articulation Conference
6. RPTA Summer Opportunities Fair
7. Midterm Potluck
8. Chilli Cookoff
9. Pants Stretch and share your favorite treats with special guest Santa
10. Career day at SRC

4. List student learning outcomes for majors:

Department of Recreation, Park and Tourism Administration (RPTA)
Undergraduate Major Assessment Report: 2021-2022

The RPTA undergraduate program assesses the learning outcomes associated with the departmental accrediting body: Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). Four learning outcomes are assessed:

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 underpinnings.
2. **Provisions of Services:** Students graduating from the program shall demonstrate entry-level knowledge of the provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups.
3. **Management and Administration:** Students graduating from the program shall demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.
4. **Professional Internship:** Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism or related organization.

The RPTA core curriculum addresses the COAPRT learning outcomes.

RPTA 111: Introduction to Leisure and Hospitality Services

RPTA 230: Leadership in Leisure Services

RPTA 235: Programming Principles and Applications in Leisure Services

RPTA 322: Administration of Leisure Services

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean’s Office: April 14, 2023

RPTA 499: Internship in Leisure Services

All students in the RPTA undergraduate program must complete a directed elective in their option area that addresses specific learning outcome objectives.

RPTA 422: Advanced Administration of Leisure Services

- o Option: Community Recreation

RPTA 449: Management of Outdoor Recreation

- o Option: Outdoor Recreation

RPTA 454: Management of Therapeutic Recreation

- o Option: Adapted Recreation & Inclusion

RPTA 467: Event Planning and Management

- o Option: Tourism, Hospitality, & Event Management

Undergraduate Program Assessment Plan Update

During the 2020-2021 academic year, the RPTA Curriculum and Assessment Committee conducted a review of the departmental assessment process. The department’s accrediting body updated the learning outcomes, which occurred alongside the recognition that some learning outcomes were not aligned properly with courses. The committee reviewed the new learning outcomes and identified the courses where the relevant courses. Some courses were scheduled for assessment of a complete learning outcome (e.g., RPTA 111 – Learning Outcome #1), however the learning outcome objectives were addressed through multiple courses. Additionally, the structure of the RPTA undergraduate program involves a student to select an option, which dictates a specific selection of directed electives. The department adopted a consistent assessment rubric to use across all undergraduate, graduate, and general education assessments. Faculty use their own grading rubric for the assignment then apply their grades to the assessment rubric (see Figure 1). The Curriculum and Assessment Committee did not believe the creation of another rubric for faculty to use specifically for their assessment grading would be accepted by all RPTA faculty. Thus, the applicable rubric was initiated and will be reviewed for applicability by the Curriculum and Assessment Committee during the 2022-2023 academic year when a complete year of assessment data is available.

The RPTA faculty voted on and adopted the new assessment plan in April 2021 and implemented the new plan for the 2021-2022 academic year. The below report represents the new assessment plan.

Figure 1: Department of Recreation, Park and Tourism Administration Assessment Rubric

Assessment Score: 3 Exceeds Expectations	Assessment Score: 2 Meets Expectations	Assessment Score: 1 Minimally Meets Expectations	Assessment Score: 0 Doesn’t Meet Expectations
The student demonstrated the ability to adapt and/or interpret the skill(s) in order to use the skill(s) to advance knowledge and/or apply for use in practice. Grade associated with assessment score: 90-100%	The student demonstrated the ability to integrate and/or apply the skill(s) under typical circumstances. Grade associated with assessment score: 70-89%	The student demonstrated the ability to recognize and/or discuss the fundamental components of the skill(s). Grade associated with assessment score: 60-69%	The student demonstrated a lack of basic understanding of the skills required or did not submit assignment. Grade associated with assessment score: 0-59%

Summary of 2021-2022 RPTA Undergraduate Program Assessment Data

The updated assessment plan presents a more accurate analysis regarding RPTA students’ knowledge acquisition related to the COAPRT learning outcomes. RPTA students are generally meeting and exceeding expectations. Most faculty identified areas for improvement to further enhance student’s knowledge and understanding. The assessment results will be distributed to Departmental faculty in May 2022 and a presentation of results, comparison, and considerations is scheduled for the first faculty meeting of the 2022-2023 academic year.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Below, each learning outcome is explained with associated results and impact statements. A summary and presentation of data is presented at the end of each section.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

I. LEARNING OUTCOME #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 underpinnings. The objectives are listed below with the corresponding course from the RPTA core curriculum.

- A. The nature and scope of the relevant park, recreation, tourism or related professions and their associated industries.
 - Course: RPTA 111
- B. Techniques and processes used by professionals and workers in these industries.
 - Courses: RPTA 422, 449, 454, and 467
- C. The foundation of the profession in history, science and philosophy
 - Course: RPTA 399

1A: Direct Measurement: RPTA 111

Instrument: Comprehensive Final Exam

A comprehensive final exam measures students' understanding of the nature and scope of the profession. The exam questions target the foundational aspects of all the related leisure professions.

1A: Results

One section was held in Fall 2021 and one section held in Spring 2022. A total of 39 students were engaged for the assessment in the two courses with (25) students exceeding expectations, (12) met expectations, (0) students minimally met expectations, and (2) students did not meet expectations. Of the students not meeting expectations, (2) did not attend/complete the final exam.

1A: Impact

The assessment content connected to RPTA 111 changed as a result of the review conducted during the 2020-2021 academic year. The Curriculum and Assessment Committee recognized that the course only addressed one of the three objectives listed in Learning Outcome #1. The assessment tool remained the same and is now a better indicator of knowledge growth for the linked objective. Two students disengaged from the course and the instructor attempted multiple methods to re-engage them to no avail. The data demonstrates that students did achieve competency of the learning outcome objective. The instructor will continue to finetune the final exam to ensure the questions directly measure the learning outcome. Additionally, the instructor will continue to engage students in meaningful ways.

1B: Direct Measure Explanation

Students in the Department of Recreation, Park and Tourism Administration complete a second administration course in their option area (i.e. RPTA 422, 449, 454 and 467). These courses directly address specific techniques and processes for that industry area. Below, each course gathered assessment data for their related professional reflection assignment.

Direct Measurement: RPTA 422

Instrument: Job Shadow Reflection (Professional Reflection)

This assignment involved shadowing executive administrators from related leisure agencies. Students submitted a video reflection connecting their experience with related course concepts. This assignment was completed by mid-term Fall semester.

Results

One section was held in Fall 2021. A total of 10 students were engaged for the assessment in the course with (9) students exceeding expectations, (0) met expectations, (0) students minimally met expectations, and (1) students did not meet expectations. The student that did not meet expectations, did not complete/submit the assignment.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Impact

The RPTA 422 course was completely overhauled for this academic year, which coincided with the updated assessment for the RPTA undergraduate program. The professional reflection assignment connected to this assessment worked very well. The final assignment was the culmination of their professional job shadow experience and students were clearly able to summarize the learning that occurred during the job shadow time period as well as connected that learning to course concepts. This assessment will be implemented again next year, as this assignment is a primary method to help students connect course content with practitioners' actual experience in the industry area of interest.

Direct Measurement: RPTA 454

Instrument: Administrative Agency Overview (Professional Reflection)

This assignment involved students visiting a TR-based agency then submitting a written summary of their visit that includes appropriate connections to course concepts. This assignment was completed by mid-term Spring semester.

Results

One section was held in Spring 2022. A total of 3 students were engaged for the assessment in the course with (3) students exceeding expectations, (0) met expectations, (0) students minimally met expectations, and (0) students did not meet expectations.

Impact

This is the first year that RPTA 454 was included in the assessment process. The assessment review in 2020-2021 indicated the need to include all four administrative directed elective courses due to the specific administrative content that connects with this learning outcome. Upon review of the assessment data, this assignment was an appropriate method to students gaining a well-rounded understanding of the administrative side of a Therapeutic Recreation agency. The instructor will continue to require this assignment and does not anticipate making changes to the assignment next year.

Direct Measurement: RPTA 467

Instrument: Event Specification Guide (Professional Reflection)

This assignment involved students observing a special event then assessing the experience and relating the experience with appropriate course concepts. This assignment was completed shortly after mid-term Spring semester.

Results

One section was held in Spring 2022. A total of 13 students were engaged for the assessment in the course with (6) students exceeding expectations, (6) met expectations, (0) students minimally met expectations, and (1) students did not meet expectations. The student that did not meet expectations, did not complete/submit the assignment.

Impact

This year the instructor provided students the opportunity to peer review proofs of each other's event specification guides. This opportunity was beneficial to the students who made corrections based on the reviews. The instructor will continue with this practice in the future. The students that engaged in this collaborative learning opportunity commented that it deepened their understanding of the importance of documentation, which is pivotal to professional responsibilities in the leisure services professions.

1C: Direct Measurement: RPTA 399

Instrument: Leisure Issue Paper

This assignment involved students identifying a leisure-related issue then applying course concepts to address that issue through a written paper. This assignment was completed near the end of the semester.

1C: Results

One section was held in Spring 2022. A total of 3 students were engaged for the assessment in the course

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean’s Office: April 14, 2023

with (0) students exceeding expectations, (3) met expectations, (0) students minimally met expectations, and (0) students did not meet expectations.

1C: Impact

Both RPTA majors registered in RPTA 399 produced satisfactory leisure issues term papers, though the level of analysis ranged from good to moderate in terms of depth and breadth of understanding the relevant literature. This result was also reflected in the class discussions prior to the papers. Generally, the students did not seem very familiar with fundamental leisure studies concepts. Thus, the course content needed to be approached more as reminder—if not also an introduction—to the foundational ideas of the profession. It suggests that it might be a good idea to pretest students’ knowledge of fundamental leisure studies concepts at the beginning of each future section of RPTA 399, and then provide them with supplemental readings to complete outside of class time if their knowledge level is below expectations.

Figure 2: Distribution of assessment scores for Learning Outcome #1 (n = 68)

Assessment Score: 3 Exceeds Expectations	Assessment Score: 2 Meets Expectations	Assessment Score: 1 Minimally Meets Expectations	Assessment Score: 0 Doesn’t Meet Expectations
43 = 63%	21 = 31%	0 = 0%	4 = 6%
n = total number of students engaged in the assessment across Learning Outcome #1			

Learning Outcome #1 Impact Summary

During the 2020-2021 academic year, the Curriculum and Assessment Committee review led to a significant update to the assessment process for each learning outcome. Learning Outcome #1 was historically measured through one course RPTA 111, but the review showed that course did not sufficiently address all components of the learning outcome. Instead, multiple courses (completed by all major students respectively) addressed the objectives comprising the outcome. The COAPRT updated this learning outcome, which resulted in the return of a core course that was mothballed (RPTA 399). This course specifically addressed the history and philosophy of the leisure services fields. One assessment was not completed for learning outcome 1C in the RPTA 449 course. The instructor mistakenly did not include an appropriate assignment to assess students’ understanding of professional practices for the outdoor leadership profession. An assignment will be included in the course for 2022-2023 academic year. Overall, the data suggests that most students are achieving a high level of competency for this learning outcome. The faculty reviewed their data and will make the adjustments noted in the above impact statements to continue students acquisition of this content.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

II. LEARNING OUTCOME #2: PROVISIONS OF SERVICES

Students graduating from the program shall demonstrate entry-level knowledge of the provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups. The objectives are listed below with the corresponding course from the RPTA core curriculum.

- A. Design services that facilitate targeted human experiences
 - RPTA 235
- B. Implement services that facilitate target human experiences
 - RPTA 235
- C. Evaluate services that facilitate targeted human experiences
 - RPTA 497
- D. Embrace personal and cultural dimensions of diversity
 - RPTA 230

2A: Direct Measurement: RPTA 235

Instrument: Recreation Program Plan

The Recreation Program Plan measures students' understanding of the above program development concepts important to the design of services. The project is comprised of multiple sections submitted by students across the semester. The assessment data is based on the completed project that is submitted at the conclusion of the semester.

2A: Results

One section was held in Fall 2021 and one section held in Spring 2022. A total of 28 students were engaged for the assessment in the two courses with (7) students exceeding expectations, (10) met expectations, (2) students minimally met expectations, and (9) students did not meet expectations. Of the students not meeting expectations, (8) did not submit the assignment.

2A: Impact

Covid continues to impact the planning process of partnering agencies. Students noted that communicating with their partner agency was difficult and time-consuming, as some agencies were unresponsive throughout the project. This difficulty led to students' feeling frustrated and challenged to complete the assignment components in a timely manner. As a result, the instructor will work with the partner agencies more closely during the Fall semester to ensure they understand the assignment guidelines that students must follow. Outside these challenges, this assignment continues to provide a clear illustration of students' competency for service design.

2B: Direct Measurement: RPTA 235

Instrument: Fieldwork & Practitioner Interview Paper

The Fieldwork Paper is the reflection paper of their fieldwork experience with a partner agency. This assignment measures students' integration of course concepts with their fieldwork experience of implementing leisure services. The assignment is completed at the conclusion of the semester.

2B: Results

One section was held in Fall 2021 and one section held in Spring 2022. A total of 27 students were engaged for the assessment in the two courses with (13) students exceeding expectations, (5) met expectations, (0) students minimally met expectations, and (9) students did not meet expectations. Of the students not meeting expectations, (9) did not submit the assignment.

2B: Impact

The fieldwork paper assignment continues to be a good assessment of students' abilities to integrate and apply course concepts into their fieldwork experience. During the Fall 2021 semester, RPTA made the decision to accept athletes who were pursuing a second baccalaureate. These five students determined they were not staying at WIU after their semester and did not complete much of the work after midterm. For the

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

students who actually attempted to finish the course, this assessment measure did allow measurement of how well students were able to integrate course concepts into their hands-on fieldwork.

2C: Direct Measurement: RPTA 497
Instrument: Evaluation Project

This assignment involves students working collaboratively with a partner agency to design and implement an evaluation to address a practical challenge that agency is currently experiencing. The assignment is comprised of multiple sections submitted across the semester. The assessment data reflects the final project submission at the conclusion of the semester.

2C: Results

One section was held in Fall 2021 and one section held in Spring 2022. A total of 22 students were engaged for the assessment in the two courses with (10) students exceeding expectations, (12) met expectations, (0) students minimally met expectations, and (0) students did not meet expectations.

2C: Impact

The assessment data indicates that most students are demonstrating an appropriate level of knowledge for evaluative processes used in leisure service industries. Since this project involves the submission of multiple drafts, the students showed that they use the instructor feedback to revise their projects before the final submission. The instructor will continue the current structure of the project, which mirrors the schedule of topics taught during the semester. The instructor noticed that student continue to struggle with the final project component that involves students using the evaluative data to determine appropriate recommendations for their partner agencies. This issue has persisted for a few years and the instructor will continue to identify new methods to help students interpret the data and apply the information in meaningful ways for their stakeholder. The instructor will create more in-class activities for students to use data to inform recommendations, so students have those examples to reference for their own projects.

2D: Direct Measurement: RPTA 230
Instrument: Cultural Competency Assignment

This assignment is designed to expose students to broad cultural experiences and link those experiences to the role of leisure service professionals to provide a range of experiences for diverse populations. Students in one course attended (in-person or virtually) a cultural event outside their individual culture then submitted a video reflection of their experience while identifying relevant connections to course concepts.

2D: Results

One section was held in Fall 2021 and one section held in Spring 2022. Only the Fall section is represented in the assessment data, the instructor for the Spring course mistakenly did not include a relevant assignment to assess this learning objective. A total of 18 students were engaged for the assessment in the course with (7) students exceeding expectations, (2) met expectations, (0) students minimally met expectations, and (9) students did not meet expectations. Of the students not meeting expectations, (9) did not submit/complete the assignment.

2D: Impact

This subject matter has been incorporated in this course for many years to varying degrees of success. Assessment cultural competency in RPTA 230 was added this academic year to account for the updated RPTA undergraduate assessment. The assignment used for the assessment was relevant and allowed students to select an experience of their interest, within the parameters for the assignment. The students that did not complete the assignment were given multiple extensions and additional opportunities, but they never completed the project. These students were athletes taking the course toward completing a post-baccalaureate at WIU and did not actively engage in the class during the Fall semester. The other students described the assignment as meaningful and informative to their own perceptions of others. The instructor will continue to implement this assignment as the assessment. However, the original due date was too early in the semester, thus numerous extensions were provided to allow students the opportunity to select a meaningful experience. The instructor will consider a later due date for this assignment next year.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Figure 3: Distribution of assessment scores for Learning Outcome #2 (n = 95)

Assessment Score: 3 Exceeds Expectations	Assessment Score: 2 Meets Expectations	Assessment Score: 1 Minimally Meets Expectations	Assessment Score: 0 Doesn't Meet Expectations
37 = 39%	29 = 31%	2 = 2%	27 = 28%
n = total number of students engaged in the assessment across Learning Outcome #2			

Learning Outcome #2 Impact Summary

During the 2020-2021 academic year, the Curriculum and Assessment Committee review led to a significant update to the assessment process for each learning outcome. Learning Outcome #2 was historically measured through one course RPTA 235, but the review showed that course did not sufficiently address all objectives of the learning outcome. Additionally, the COAPRT update added an objective to the learning outcome. The objectives for this outcome are now assessed with an appropriate course. Upon reviewing the overall data, most students are reaching a sufficient level of competency for this learning outcome. The high percentage of data indicating “doesn't meet expectations” is the reflection of a small number of post baccalaureate students that the Department agreed to accept for this academic year. These students were student transfers and athletes that were competing in their final year of NCAA eligibility. These students enrolled in both RPTA 230 and RPTA 235 during the Fall semester, which is a common sequence for RPTA students. The students' academic performance was similar across both classes, as they became disengaged toward the end of the football season. That percentage reflects the same nine students not completing a total of three assignments across the two courses in Fall 2021. Overall, faculty identified relevant course modifications to consider for students' knowledge growth (see above impact statements) that will be implemented for the 2022-2023 academic year.

III. LEARNING OUTCOME #3: MANAGEMENT AND ADMINISTRATION

Students graduating from the program shall demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions. The objectives are listed below with the corresponding course from the RPTA core curriculum.

- A. Knowledge of human resource management of related professions.
 - o RPTA 322
- B. Knowledge of fiscal and resource management of related professions.
 - o RPTA 422, 449, 454 and 467
- C. Knowledge of strategic planning for related professions.
 - o RPTA 322

3A: Direct Measurement: RPTA 322

Instrument: Employee Recruitment and Selection Project

The Employee Recruitment and Selection Project is an assignment that involves the creation of multiple hiring process documents for students' future leisure services profession. This assignment concludes a large unit dedicated to Human Resource Management, which is completed shortly after mid-term.

3A: Results

One section was held in Fall 2021 and one section held in Spring 2022. A total of 19 students were engaged for the assessment in the course with (7) students exceeding expectations, (6) met expectations, (4) students minimally met expectations, and (2) students did not meet expectations. Of the students not meeting expectations, (2) did not submit the final project.

3A: Impact

This assignment has been used as the assessment tool for some time and it continues to be an appropriate measure of students' learning for this particular outcome. Based on assessment data from the past two years, the instructor has reformatted the assignment to include multiple draft submissions for the purpose of providing feedback. Most students are using the feedback and submitting a quality final project. Some students continue to disregard the feedback and submit the assignment with incorrect information or

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

improper formatting. One component of the project continues to be a struggle for students to grasp and the instructor will consider adding one additional draft to provide feedback on that component before the final submission.

3B: Direct Measure Explanation: Fiscal Assignment

Students in the Department of Recreation, Park and Tourism Administration complete a second administration course in their option area (i.e. RPTA 422, 449, 454 and 467). These courses directly address fiscal management practices for that industry area. Below, each course gathered assessment data for their related fiscal assignment.

Direct Measurement: RPTA 422

Instrument: Program Budget Assignment (Fiscal Assignment)

The Program Budget assignment involved students creating a detailed budget for two recreation-based programs. The assignment contained multiple components submitted for instructor review. The assessment data is the completed final project submitted after the semester mid-term time.

Results

One section was held in Fall 2021. A total of 10 students were engaged for the assessment in the course with (3) students exceeding expectations, (5) met expectations, (1) students minimally met expectations, and (1) students did not meet expectations. The student that did not meet expectations, did not submit/complete the final project.

Impact

The RPTA 422 course was completely overhauled for this academic year, which coincided with the updated assessment for the RPTA undergraduate program. This assignment involved the submission of components throughout the budgeting unit so students would obtain instructor feedback before submitting the final project. Unlike other assignments, this assignment had pre-determined programs that all students used to create their budgets. The programs were selected for the purpose of exposure to new programs as well as learning how to gather necessary information while creating an appropriate budget. Some students unfamiliar with these programs showed signs of struggle throughout the process and the instructor regularly incorporated in-class opportunities for students to learn. Some students took advantage of those learning opportunities while others did not. The data indicates this assignment does demonstrate students' learning of this outcome and the instructor will use the assignment again next year. The assignment will be spread out across the semester, so the information from other units can be applied in real time with the budget development process and not in a separate budgeting unit. The instructor believes this change will help students connect the subject matter more clearly.

Direct Measurement: RPTA 449

Instrument: Budgeting & Finance Assignment (Fiscal Assignment)

The Budgeting and Finance assignment involved students building a projected budget following appropriate methods used with outdoor leadership leisure programs and facilities. The assessment is based on the students' final project submitted during the semester.

Results

One section was held in Spring 2022. A total of 6 students were engaged for the assessment in the course with (5) students exceeding expectations, (1) met expectations, (0) students minimally met expectations, and (0) students did not meet expectations.

Impact

This course addresses administrative function for students entering the outdoor recreation industry. The budgeting assignment linked to this assessment provided a solid opportunity for students to gain a better understanding of the financial aspects related to the field. The instructor will continue to finetune this assignment, since this is the first year such an assignment was included in this manner for this course. Additional consideration will go to the assignment structure to ensure it properly links with the desired learning outcome.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Direct Measurement: RPTA 454

Instrument: Administrative Agency Overview Billing Component (Fiscal Assignment)

The Billing Component of this larger assignment involves the process of building a program budget that is inclusive of a specific process unique to therapeutic recreation services. This assignment occurs after students visit their partner agency and complete earlier components of the larger project. This assignment is completed after the semester mid-term.

Results

One section was held in Spring 2022. A total of 3 students were engaged for the assessment in the course with (3) students exceeding expectations, (0) met expectations, (0) students minimally met expectations, and (0) students did not meet expectations.

Impact

This is the first year that RPTA 454 was included in the assessment process. The assessment review in 2020-2021 indicated the need to include all four administrative directed elective courses due to the specific administrative content that connects with this learning outcome. Upon review of the assessment data, the students scored well on this assignment. However, when reviewing the assignment objectives and the quality of students' work, this assignment will be restructured to require students to think more broadly and deeply about the application of budgeting and billing unique to the therapeutic recreation industry. The instructor will consider creating a separate assignment, rather than having a billing section in the larger administrative overview assignment, that specifically focuses on billing and budgeting. This assignment will coincide with appropriate course content.

Direct Measurement: RPTA 467

Instrument: Cost Recovery Pricing Assignment (Fiscal Assignment)

The Cost Recovery Pricing assignment familiarizes students to the budgeting process within the commercial events and tourism leisure industries. The assignment involves students calculating costs and determining prices using appropriate methods to the specified industry. The assessment is the completed final project submitted after mid-term.

Results

One section was held in Spring 2022. A total of 13 students were engaged for the assessment in the course with (3) students exceeding expectations, (7) met expectations, (1) students minimally met expectations, and (2) students did not meet expectations. The students that did not meet expectations, (1) student received an F on the assignment (i.e. poor quality), and (1) student did not submit/complete the assignment.

Impact

The instructor spoke with the students to understand the lower than normal grades for this assignment. The students suggested that the material needs to be covered earlier in the semester when students can focus more rather than after Spring Break. The instructor will switch the finance module to earlier in the semester next year. Based on assessment feedback from the undergraduate internship coordinator, students often share the importance of Excel knowledge when they begin internships. Students may not fully grasp the extent that this knowledge is needed at the time of this assignment. For this reason, the instructor will attempt to schedule a recent alumnus speak on this topic before beginning the financial module next year.

3C: Direct Measurement: RPTA 322

Instrument: Strategic Plan Analysis

The Strategic Plan Analysis involves students using a current public leisure services agency's strategic plan to identify relevant components of the plan and link said components to an agency's overall decision-making process. The assessment is the completed final project submitted at the conclusion of the semester.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean’s Office: April 14, 2023

3C: Results

One section was held in Fall 2021 and one section held in Spring 2022. A total of 19 students were engaged for the assessment in the course with (4) students exceeding expectations, (8) met expectations, (4) students minimally met expectations, and (3) students did not meet expectations. Of the students not meeting expectations, (3) did not submit the final project.

3C: Impact

During both semester, students did not perform particularly well on this assignment. Upon reviewing the Fall students’ grades, three students misunderstood the directions and copied content versus summarizing content in their own words. This assignment was originally designed to introduce students to the strategic planning process by guiding students to specific areas of the plan. The instructor thought assigning the due date at the end of the semester would allow students to take more time to complete the assignment thoroughly, however that did not occur. Most assignments were haphazardly organized and contained only portions of information rather than a comprehensive review. The instructor will schedule the assignment earlier and will attempt to create a draft assignment so students receive feedback before the final project submission.

Figure 4: Distribution of assessment scores for Learning Outcome #3 (n = 70)

Assessment Score: 3 Exceeds Expectations	Assessment Score: 2 Meets Expectations	Assessment Score: 1 Minimally Meets Expectations	Assessment Score: 0 Doesn’t Meet Expectations
25 = 36%	27 = 39%	10 = 14%	8 = 11%
n = total number of students engaged in the assessment across Learning Outcome #3			

Learning Outcome #3 Impact Summary:

During the 2020-2021 academic year, the Curriculum and Assessment Committee review led to a significant update to the assessment process for each learning outcome. Learning Outcome #3 was historically measured through one course RPTA 322, but the review showed that course did not sufficiently address all objectives of the learning outcome. Additionally, the COAPRT updated and added objectives to the learning outcome. The objectives for this outcome are now assessed with the appropriate course. Upon reviewing the data, most students are reaching an appropriate level of competency for this learning outcome. A small number of students across the academic year did not submit the assignment associated with the assessment, which resulted in a small percentage not meeting expectations. Similar to Learning Outcome #1, this outcome (#3) required the assessment of all the administrative courses associated with the RPTA options (RPTA 422, 449, 454 and 467). This is the first time these courses were included in the assessment plan, yet there is clear evidence that the objectives were met through those associated courses. Faculty have reviewed their data and identified relevant modifications (see impact statements) for their courses, which will be implemented for the 2022-2023 academic year.

IV. LEARNING OUTCOME #4: PROFESSIONAL INTERNSHIP

Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism or related organization.

Direct Measurement: RPTA 499

Instrument: Course Grade

A student’s course grade is based upon bi-weekly reports and agency evaluations while completing their full 400-hour requirement. Students must obtain a course grade of C- or higher to pass their internship, thus ensuring eligibility for WIU graduation with a RPTA major. This assessment is completed at the conclusion of the internship semester.

Results

One section was held in Fall 2021 and one section held in Spring 2022. A total of 5 students were engaged for the assessment in the course with (4) students exceeding expectations, (1) met expectations, (0) students

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean’s Office: April 14, 2023

minimally met expectations, and (0) students did not meet expectations.

Indirect Measurement: RPTA 499

Instrument: Agency Supervisor Final Evaluation

Students on internship must be evaluated by their agency supervisor upon completing their internship hours. The agency supervisor evaluates the student’s performance across 30 behaviors and actions for the entirety of their internship. The agency supervisor completes the evaluation form, reviews the content with the student, then submits the form to the RPTA internship coordinator for record keeping.

Results

One section was held in Fall 2021 and one section held in Spring 2022. A total of 5 students were engaged for the assessment in the course with (5) students exceeding expectations, (0) met expectations, (0) students minimally met expectations, and (0) students did not meet expectations.

Impact

Students continue to demonstrate a high level of competency as they complete their professional internship. The Department expects to obtain this range of assessment scores due to the level of preparation and time spent before starting the internship. The instructor conducts an in-depth review of the indirect measure, as that provides important insight from the students’ behaviors and performance that faculty are unable to observe in real time. The instructor uses that manager/supervisor evaluation to identify skill deficiencies or issues across the intern cohorts and reports those perspectives back to the faculty annually.

Figure 5: Distribution of assessment scores for Learning Outcome #4 (n = 10)

Assessment Score: 3 Exceeds Expectations	Assessment Score: 2 Meets Expectations	Assessment Score: 1 Minimally Meets Expectations	Assessment Score: 0 Doesn’t Meet Expectations
9 = 90%	1 = 10%	0 = 0%	0 = 0%
n = total number of students engaged in the assessment across Learning Outcome #4			

Learning Outcome #4 Impact Summary:

During the 2020-2021 academic year, the Curriculum and Assessment Committee review led to a significant update to the assessment process for each learning outcome. Historically, Learning Outcome #4 was not included in the assessment plan, as it was previously listed innocuously in the COAPRT standards document. Internally, the RPTA Internship Coordinator analyzed the data provided by the direct and indirect measures now included in this assessment plan and report. The data does not include the students who completed their internship during the summer session for the 2021-2022 academic year. The next assessment report will include that data, as that session has the highest number of students on internship typically for the Department. Upon reviewing the current data, the majority of students are reaching full competency for this learning outcome. Both measures are reliable sources of data and assessment of the students’ knowledge.

5. Describe Department/School strengths:

The faculty remain a strength in educating students with the latest knowledge and skills needed to be successful in the broad scope of jobs in RPTA.

The streamlining of the curriculum with specific options and minors supports this education as well.

Retention continues as a strength of the RPTA Department with a retention rate over 92%.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Horn Field Campus, under the direction of Mindy Pheiffer continues attract hundreds of people (many potential students) to use its services.

The strong reputation of the department, and its students, allows us to continually have more externally funded Graduate Assistantships than any other departments on campus.

6. Describe Department/School challenges:

1. RPTA has become better at recruiting new freshman and transfer students, but if the University's overall enrollment does not grow, this limits RPTA's growth potential as well.
2. Funding to complete our educational mission is a challenge when our University budget is continually cut and budgets are only loaded at 75% of the allotted amount.
3. Faculty burnout from several faculty being tasked with doing too much and constantly being in overload is a concern. It isn't always possible to reassign a course to faculty expertise areas.
4. A challenge for the upcoming school year will be to recreate the sense of community lost in Currens Hall with the intentional spaces we have created for students and faculty in a similar manner in a smaller, yet, less centralized space in Knoblauch Hall with little to no financial support to do so.

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

1. There is an opportunity to build a sense of community and space in Knoblauch Hall provided proper resources to do so.
2. There is an opportunity to rebrand the department and let our many communities know where we are and what we will continue to do.
3. There is an opportunity to work creatively with other departments within and outside the college, for example the School of Agriculture.

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.

Department of Recreation, Park and Tourism Administration
Rolling Objectives and Key Results for 2022-2023 and Beyond

1. Create an RPTA portal on Leatherneck Link
KR 1: develop and establish an RPTA portal by the end of the October '22 (C - 10/22, Robinett)
KR 2: create event pages within Leatherneck Link for all upcoming RPTA hosted events (O, Robinett, Eggleston, Owens)
Midterm Potluck (C, 10/13/22)
Chili Cookoff (C, 11/17/22)
Dead Week Pants Stretch (C, 12/8/22)
RPTA Potluck RPTA Summer Opportunities Fair (C, 2/15/23)
Fat Tuesday Potluck (C, 2/21/23)
KR 3: use the RPTA portal and scanning app to track student attendance at 75% of RPTA hosted events (O, Robinett, Eggleston, Owens)
Midterm Potluck (C, 10/13/22)
Chili Cookoff (C, 11/17/22)

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Dead Week Pants Stretch (C, 12/8/22)
RPTA Potluck (C, 2/15/23)
RPTA Summer Opportunities Fair (C, 2/15/23)
Fat Tuesday Potluck (C, 2/21/23)

2. Enhance the recruitment of assistantship-qualified graduate students

KR 1: By the end of October, develop and post on the RPTA website a timeline for admission and assistantship deadlines for domestic and international students (C, 10/22, Robinett)

KR 2: Three times a semester disseminate information about available assistantships via listservs, intradepartmental bulletins, and WIU Announcements. (O, Robinett)

Listservs (O - Quarterly, Robinett)

Intradepartmental bulletins (O - Weekly, Robinett)

WIU Announcements (O, Semester, Robinett)

KR 3: By the end of the 2022-2023 school year, identify and have in place at least one new externally funded assistantship (I, Robinett, Owens)

American Camp Association (C, 12/22, Owens)

KR 4: At least twice a semester, advertise integrated RPTA program to current RPTA students (O, Robinett)

KR 5: At least twice a semester, advertise integrated RPTA to SM program to students across campus (O, Robinett)

3. Develop and launch a practitioners option in the MS in RPTA by the Fall 2023 semester

KR 1: Collect and analyze feasibility study data by the end of September '22 (C - 9/22, McLean, Owens)

KR 2: Submit to and obtain support from RPTA for the feasibility study by October 14, 2022 (C, 10/22, McLean, Robinett, Lukkarinen)

KR 3: Earn approval for MPO by end of Fall 2022 semester (C, 12/22, McLean, Robinett, Lukkarinen)

KR 4: Host two promotional events for the MPO during the Spring '23 semester

Illinois Park & Recreation Association Conference (C, 01/25/23, Owens, Robinett, Lukkarinen)

Batch email to conference attendees (C, 02/22/23, Robinett)

Iowa Park & Recreation Association Conference (U, McLean, Lukkarinen)

KR 5: Admit at least 5 students into the Fall '23 cohort (U, Grad Committee)

4. Promote and recruit students for the Post-Baccalaureate Certificate in Event Planning and Management

KR 1: Create webpage and promotional materials by the start of the Spring '23 semester (C, Robinett)

WIU Press release (C, 2/20/23)

KR 2: Engage in two promotional activities with event professional associations by the end of the Spring '23 semester (U, Robinett, Lukkarinen)

WIU Graduate Open House (C, 10/04/22, Robinett, Lukkarinen, Choi)

IPRA Conference (C, 1/27/22, Owens, Robinett)

WIU Press Release (C, 2/20/23, Robinett)

IAPRA Conference (U, 3/27/23, McLean, Lukkarinen)

KR 3: Admit at least 5 new students into the program by Fall 2023 (U, Robinett)

5. Implement four 2+2 agreements with College of DuPage, Joliet Junior College and restart EICC/WIU Natural Resources Management Track

KR 1: recruit twice in classes on the CoD campus during the 2022-2023 academic year (U, Cassady, Choi, Robinett, Lukkarinen)

Robinett (C, 3/16/23)

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Articulation signing promotion (U, 4/28/23)

KR 2: identify and initiate correspondence with at least 5 CoD prospects by the end of the spring semester (I, Choi, Robinett)

KR 3: admit three CoD students for the Fall of 2023 (U, Konitzer, Robinett)

KR 4: Submit the required updated curriculum forms for the EICC/WIU Natural Resources Management Track to Admissions by the end of October '23 (U, McLean, Robinett)

KR 5: Conduct at least two promotional endeavors for the EICC/WIU program during the Spring '23 semester (U, McLean, Porter)

KR 6: admit three EICC students for the Fall of 2023 (U, Konitzer)

KR 7: meet with Ms. Anne Esquivel, Program coordinator for the Hospitality Management Program at JCC (C, 3/16/23, Robinett)

KR 8: recruit twice in classes on the JCC campus during the 2023-2024 academic year (U, Cassady, Choi, Robinett, Lukkarinen)

Robinett (U)

Articulation signing promotion (U)

KR 9: identify and initiate correspondence with at least 5 JCC prospects by the end of the spring semester '24 (I, Choi, Robinett)

KR 10: admit three JCC students for the Fall of 2024 (U, Konitzer, Robinett)

6. Recruit interdepartmental transfers

KR 1: Participate in every University-sponsored major/minor fairs (O, Doh, Choi, Robinett, Eggleston, Lukkarinen)

Macomb Campus Majors/Minors Fair (C, 2/14/22)

QC campus Virtual Majors/Minors Fair (C, 2/21/22)

Transfer Articulation Conference (C, 3/10/22)

Transfer Articulation Conference (C, 10/07/22)

KR 2: identify and initiate correspondence with at least 10 potential interdepartmental transfers each semester (O, Eggleston, Robinett, Lukkarinen, Konitzer)

KR 3: Increase the number of undecided students attending RPTA-hosted events to at five or more at each event (O, Clemens, Eggleston, Robinett)

KR 4: Admit at least 15 interdepartmental transfers by the Fall 2023 semester (I, Konitzer)

7 students Fall 2022 (C)

2 students Spring 2023 (I)

X students Summer 2023 (U)

7. Coordinate and track intentional recruitment efforts during community engagement

KR 1: Attend 2022-2023 Western Illinois University Discover Western events and provide departmental major/minor opportunities and career information to high Schools seniors and their families (O, Eggleston, Robinett, Lukkarinen, Doh, Choi, Clemens)

10/10/22 (C)

11/12/22 (C)

12/03/22 (C)

02/20/23 (C)

03/04/23 (C)

03/07/23 (C)

04/22/23 (U)

KR 2: Determine and produce promotional activities that could be utilized with groups at Horn Field Campus by the end of the Spring '23 semester (O, Clemens, Eggleston, Pheiffer, Lukkarinen)

KR 3: Coordinate promotional activities that could be used by faculty/staff facilitating educational experiences at high schools and civic organizations by the end of the Fall '22

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

semester (C, 11/28/22, Cassady, Clemens, Choi, Eggleston, Robinett, Lukkarinen)
KR 4: Develop and distribute promotional materials that can be used by Advisory Board members and alumni by April '23 (I, Robinett, Lukkarinen)
KR5: Work with Enrollment Management to integrate Signal Vine to move potential students through the Admissions pipeline during the Fall '22 semester (C, 11/22, Robinett, Lukkarinen)
This tool was not as successful as we hoped to do to the lack of student cell phone information collected by the University.

8. Foster a sense of community amongst RPTA faculty, staff and students.

KR 1: Create and maintain comfortable student spaces for studying and socializing. (C, 09/12/22, Owens, Eggleston, Piletic, Clemens)

KR 2: Create and host seasonal events with various themes and food. (O, Clemens, Eggleston)

Midterm Potluck (C, 10/13/22)

Chilli Cook Off (C, 11/15/22)

Stretch your pants and share your favorite treats! (C, 12/08/22)

RPTA Fat Tuesday Potluck (C, 02/21/23)

March (U)

April (U)

May (U)

KR 3: Revive the Student Recreation Association to provide learning, socialization and networking opportunities for students. (C, 02/08/23, Owens)

Faculty/Staff Volleyball Match (C, 03/06/23, Owens, Clemens, Lukkarinen, Piletic, Cassady)

Online Activity (U, Owens)

9. Keep current students informed of Department happenings and internship and job opportunities.

Weekly email announcements (O, Robinett)

Updates in Courses (O, RPTA faculty)

Summer Opportunities Fair (O, Owens)

Professional Development Conference (O, RPTA faculty, staff, alumni and partners)

Guest Speakers (O, RPTA faculty, Alumni, Industry Leaders)

Horn Field Campus (O, Pheiffer)

IPRA Conference (O, Owens, Robinett, Lukkarinen)

ACA Conference (O, Owens)

SERR Conference (O, Porter)

10. Complete a Departmental move from Currens Hall to Knoblauch Hall by 5/30/23.

KR 1: Pack up and move departmental documents, computers, employee and students belongings, etc. to new spaces. (U, Faculty and staff)

KR 2: Create a new sense of belonging in the new space. (U, Faculty, staff, students)

KR 3: Upgrade new classrooms to our technology needs. (U, WIU U-tech and Facilities)

KR4: Use this opportunity to rebrand the Department and educate all our constituents of our new location and facilities. (U, Faculty, staff, students)

11. Departmental name change (O, All Faculty and Staff)

KR1: Departmental name change to include Hospitality (I, Faculty, staff and advisory board, faculty emeriti)

KR2: Name change to coincide with departmental move to Knoblauch (U, Faculty and staff)

OKR Status

C = Completed

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

O = Ongoing
I = In Progress
U = Upcoming

****These OKRs are revisited every 30 days for continual updating and addition, which creates a living document with the ability to be added to and modified on a monthly basis****

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

Success will be measured by completion (with specific dates and individuals assigned) and continual progress in each OKR area. A continual re-evaluation and closing of the loop will be undertaken and new OKRs developed.

10. List major faculty and staff achievements:

Faculty and Staff Achievements

Broughton

A practical application of civic learning to include alumni students and communities, (Program ID-99477), for the 2022 Civic Learning and Democratic Engagement Meeting Organized by ADP and NASPA.

Alternative Breaks as a Life-long High Impact Practice, (Program ID-99478), for the 2022 Civic Learning and Democratic Engagement Meeting Organized by ADP and NASPA.

Cassady

Updated Servsafe Managers Certification and Proctor Certification

Updated ServSafe Allergen Certification

Updated BASSET Online Alcohol Server Certification

Exceptional Teaching Performance for the past 8 years

WACS Instructor for 19 years

Managing demonstration and corporate kitchens

Catering class (HM 356) prepared 2 etiquette dinners for the department

Catering class prepared Regional Office of Education a boxed lunch for 100

HM 251 Knoblauch Cafe serving face to face meals as well as take out for 2023

Recognized for 20 years of service to WIU

Evaluations:

Chair Evaluation from Michael Lukkarinen Nov. 2022 (5 on a scale of 1-5)

Choi

Kim, H. M., Cho, K. H., Choi, Y G., Lee, J., & Hwang, J. (2021) Corporate Social Responsibility reporting in the Casino Industry: A Content Analysis. *Sustainability*, 13(20), 11185.

<https://doi.org/10.3390/su132011185>

Virtual Presentation at Sejong University LINC+

Topic: Understanding US Foodservice industry based on Foodservice Systems Model

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Invited to Distinguished Foodservice lecture series at Sejong University:
Topic: Total Quality Management (TQM) in the Foodservice System

Clemens

Presentations:

NRPA 2022

3rd author on poster presentation, and submission in the book of abstracts

Identifying How COVID-19 Affected Place Attachment of State Park Visitors in Arkansas: A Four Park Pilot Study

TALS 2023

First author presenter

Right to an Equal Education

SERR

Second Author Poster Presentation

Economic Development Around the Custer Gallatin National Forest: A Hikers Case Study

Will be offering First Aid and CPR courses as soon as I can get my hands-on Dummies and AED (trainers). Date to be determined.

Doh

Involvement with: Graduate Curriculum Committee, Undergraduate Academic Affairs Committee (UAAC), Summer Stipend Award Committee, Grade Appeal Committee, Phi Kappa Phi, Undergraduate Research Day, board member of the Korea Marketing Management Association, board member of the local Convention and Visitors Bureau, developed 2+2/3 agreements with the School of Hospitality Leadership at the College of DuPage.

Eggleston

Students - Assisted in creating the first annual Recreation for ALL - Disabled Athletes in Action in September. This event was held at the student recreation center and was open to the students and public to experience and explore the different aspects of disabled sports. There was experiential learning by trying out different sports, a Q and A with athletes, coaches, paralympics athletes and coaches, and a scrimmage with two great teams.

Participated in the ILRTA Student Networking Opportunity in December which offered 30 students from multi state universities to attend a Q and A panel with 3 different levels of TR practitioners.

Participated in facilitating and assisting with many program opportunities to learn about TR through the collaboration with the McDonough County SRA , The Lamoine Center, and Mosaic.

Ms. Eggleston assisted in creating and facilitating the Recreation for ALL! Disabled Athletes in Action event with Dr. Piletic. She secured agenda and one of the teams and assisted in promoting the event to a successful over 100 people - students and community combined - for the event.

Created and presented the ILRTA Student Networking Opportunity in December with a TR colleague from Aurora University as well as 3 great practitioners from the TR field.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Continued collaboration with the McDonough County SRA and the department by providing internship and volunteer opportunities as well as a quality organization for students to complete their fieldwork experience requirements for the TR courses as well as other majors.

Also, continued collaboration with the Lamoine Center to assist with facilitation of their programming with the TR students to assist in enriching their experiences needed for the field.

Continuing to secure and cultivate relationships with internship agencies and other TR organizations for our students to have as solid resources.

Continuing to collaborate with the community through various community interest groups to promote the RPTA department as well as TR.

Continuing to serve on the Recruitment and Retention Committee and attend as many Discover Western events as possible to promote the department. Also, co-chairing the social committee to bring back the student and faculty monthly social events.

Planning and facilitating the PDC in person this year and creating many opportunities for the alumni to network with the RPTA students who will be attending.

McLean

McLean, R. A. (Newgent), McLean, D. J., & Kress, V. E. (2023). Meaningfulness and selecting clinical mental health counseling as a career: A cross-sectional pilot study of master's students and recent graduates. *The Journal of Humanistic Counseling*, 62, 2– 14.
<https://doi.org/10.1002/johc.12182>

Abstract entitled "Leisure and the promise of virtuous experience design technology" submitted to the Optimal Experience Special Issue of the Journal of Leisure Research. (Abstract rejected).

Proposal submitted to the Virtues and Vocations - Integrating Virtue Together Workshop sponsored by the Center for Social Concern at University of Notre Dame. (Proposal rejected).

Appointed as a member the Executive Committee of the Experience Research Society (EXPRESSO), a research organization composed of academicians and experience design industry practitioners, the mission of which is "To foster cross-disciplinary collaboration around experiences to create scientific and societal impact".

Owens

Owens, M.H. (2023). Trends in evaluation: What's new, what's changed. Illinois Association of Park Districts/Illinois Park and Recreation Association Soaring to New Heights Annual Conference. Chicago, IL.

Owens, M.H. & Mulvaney, M. (2023). Examining Gen Z, emerging adults summer employment priorities. American Camp Association National Conference Research Symposium. Oral and Poster presentations Orlando, FL.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Owens, M.H. (2023). Shifting and shaking things up: Responding to Gen Z's summer employment priorities. American Camp Association National Conference. Oral presentation Orlando, FL

Dr. Owens was a recipient of a 2022 Community Quality of Life Award for the City of Macomb.

Coordinated the Summer Opportunities Fair

- 120 students attended
- Camp professionals indicated this job fair provides a high-quality experience
- We continuously have WIU students hired by these employers

Dr. Owens does a lot of recruitment during the conferences and have secured multiple internship sites from this conference networking.

Facilitated the following for Students:

- Five students attended the IAPD/IPRA conference
- Three received scholarships from IPRF (Illinois Park and Recreation Foundation)
- Two students attended the ACA (American Camp Association) National Conference
- Student Recreation Society is being restarted
- Student vs. Faculty big volleyball activity
- Will be initiating fundraising efforts to support student conference attendance

Piletic

Award:

2022 Western Illinois University – College of Education and Human Services Award for Excellence in Scholarly/Creative/Performing/Professional Activities

Publication:

Zdroik, J., Veliz, P., & Piletic, C. (2022). Invisible athlete: Understanding the provision of disability sport in the US schools. *Pediatrics*. doi: 10.1542/peds.year-id#

Presentation:

Sullivan, A.C., Piletic, C.K., & Hilgenbrinck, L.C. (2022). National APE TOY's: Bridging the gap between theory and practice. Presentation. virtual July 2022 for National Consortium for Physical Education for individuals with disabilities.

WIU students

RPTA 497 students worked with Macomb Park district to do evaluation of the "Touch a Truck" event hosted in Macomb (veteran's park) October 2022.

RPTA 497 (Spring 2023) students working with (a) Justin Schuch (WIU enrollment management offices conducting evaluations and/or needs assessment of WIU online students; Dr. Tim Piper (Kinesiology) conducting summative evaluation of the American Drug Free Powerlifting Federation competition hosted in Brophy gym on March 4; and Julie Eggleston (McDonough County Special Recreation Association and RPTA) two-folded project to examine program participants' perceptions of MCSRA programs.

Adapted Activities for All Program. Fall 2022 – 25 WIU students from various departments (RPTA, KIN, SPA, Music Therapy, and teacher education provided physical activity programs for the

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

WCISEC students at Bushnell Middle school and Bushnell elementary school. Built not only on getting hands-on experience with students with disabilities but also encouraged collaboration of students across majors as they plan and implement the physical activities.

Adapted Activities for all Program – Spring 2023 – 45 students from various departments (adding in psychology, education studies, communication, and music education with the other departments mentioned above all working together out at the schools but also were able to provide the programming to 12 students with disabilities from Bridgeway on campus in Brophy gym.

Recreation for All Event hosted for the first time Fall 2022. A day event of disability sport activities for students and community members to attend. Included opportunities for students to participate in wheelchair basketball, sit volleyball, and goalball. In addition, a panel discussion with elite college disabled athletes and former paralympic athletes and coaches was held. Hosted an exhibition wheelchair basketball game with athletes from University of Illinois wheelchair basketball team and wheelchair athletes from the Lincolnway Special Recreation Association. The event was developed by students in the Disability sport class (RPTA 493) of Spring 2022 and they students all returned in the fall to actually host the event. Julie Eggleston partnered with Dr. Piletic and the students in the RPTA 493 course.

Porter

Porter, R. & McIlvaine-Newsad, H. (2022). 'If I get Corona, I get Corona': COVID-19 protocols and beach tourism in Pinellas County, Florida. Leisure/Loisir. DOI: 10.1080/14927713.2022.2157320

Fleming, E., Pelo, D., & Porter R. (2023 March). Case Study of Visitor Impact in a Regional Forest Preserve. Southeastern Environment and Recreation Research Conference. Asheville, NC.

Scholarship/Service to the field:

Rob Porter is serving on the PhD committee for Brian Loverjoy ('19). Doctoral Dissertation (In Progress). Kicking Grass (Lawn Alternatives) and Taking Names (Ethnographic Interviews). Northwestern University.

Mentored Katie King ('18) into acceptance at NC State for her PhD. She has been selected for a graduate assistantship and was awarded a Recruiting Incentive Fellowship as well.

Internal Scholarship/Mentoring

Supervising Emma Fleming's thesis. Fleming, E. Master's Thesis (In Progress). Impacts of Resort Expansion and Condominium Development on Residents of St. Pete Beach, Florida. WIU-RPTA. Service to the Field/Community: Audubon Society Board Member (2023- Present).

Robinett

Chapter accepted in a textbook that will be published soon. The textbook: *Thoughts/Reflections on leisure: A reader for the 21st century*.

Hollman, A.W., Hicks, J., Robinett, J. (2022). Tenuous Time Toward Tenure at Teaching Institutions. SCHOLE: A journal of Leisure Studies and Recreation Education, 37(2), 55-69. DOI.10.1080/1937156X.2021.1923380

Co-chair for the WIU Athletics Strategic Planning Committee.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Strategic planning committee member for ODES/CITR.

Recipient of the Provost Award for Academic Excellence 2021-2022 in University/Community Service.

Pheiffer

HORN FIELD CAMPUS

Post-pandemic society saw a need for group outings again and Horn was here to serve. More than sixty groups visited between May and December of 2022 to participate in unique programs that support leadership and group development surrounded by nature. Half of these groups involved WIU students, faculty and staff from various academic departments, student organizations, and athletic teams. Our other visitor groups included sports teams, FFA groups, Scout groups, and students from other institutions of higher education visiting from the Macomb/QC region and the Chicago suburbs.

Reservations are returning steadily for summer and fall 2023 with many groups returning. We are also attracting many new user groups from within and outside of WIU for the Horn experience which supports recruitment and retention efforts.

Horn hosted a fall WIU LIFE (Learning is ForEver) class, Hike and Learn about Natural Resource Management at Horn Field Campus. It consisted of a walkabout at Horn to learn more about the natural resource management (NRM) practices which, with the efforts of many students, faculty, friends and volunteers over the past fifteen years, who have helped to preserve this local treasure.

Horn Field Campus held its ribbon cutting and donor recognition event for the Lupton Outdoor Education Building project, Phase I, on October 21, 2022. Approximately 70 attended including President Huang, Provost Zohgi, Mayor Inman, BOT chair Doug Shaw and members Carin Stuts, Polly Radosh, along with other campus dignitaries and most of the major donors. This event was also a reunion for the first semester-long EE (expedition experience) class, started by Dr. Lupton in 1976.

Phase Two of the Lupton building project is in the works which includes a restroom addition for our outdoor guests. Fundraising efforts are on-going. Also plans are in the works to enhance the internet capability in the Lodge which will offer better access for classes and retreats.

The Environmental Service Club (ESC) has maintained its status as a recognized WIU student organization and continues to be involved in campus and community clean ups. A former ESC president and WIU alumna who is involved with Keep Nature Wild has partnered with the current ESC group to hold an Earth Day 2023 clean up event at Spring Lake.

The spring semester consists of challenge course staff recruitment and training and facility maintenance. Several students in Greek organizations and classes utilize Horn for required service hours which gives us more hands to do heavy work and also exposes more students to Horn Field Campus. Horn continues to serve as a classroom for RPTA 249, 340 and 449, and also partners with other departments, such as Forestry, to share in service and training opportunities. There is a continual need to provide natural resource management tasks and projects at Horn, and the challenge course, as it ages, continues to require additional repairs and maintenance to pass its annual inspection by Experiential Systems, Inc.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Large group highlights: The FFA Section XI Forestry Competition and Leadership Training day was hosted at Horn in the fall with more than 100 regional high school students and teachers in attendance. Horn was also the host site for the Fall Student Leadership Retreat cohosted with the Office of Student Engagement, and an upcoming field trip is scheduled for approximately 300 sixth graders from Galesburg in May.

Students

Fleming, E., Pelo, D., & Porter R. (2023 March). Case Study of Visitor Impact in a Regional Forest Preserve. Southeastern Environment and Recreation Research Conference. Asheville, NC.

Emma Fleming will be starting her thesis data collection March 13-17. The working title of her thesis is Impacts of Resort Expansion and Condominium Development on Residents of St. Pete Beach, Florida. The study examines perceptions of business owners and local residents toward the development of a major resort and condominium complex. Between the two, is an historic district that will undoubtedly be affected. The purpose of the study is to identify initial perceptions of the development that will later contribute to a longitudinal ethnographic study of the historic district.

Like Robin of Locksley (aka Robin Hood) who gave back to his community (albeit what some might consider in slightly unscrupulous ways), Peace Corps Programs at Western Illinois Fellow and WIU Recreation, Park and Tourism Administration Graduate Student Sir Jason "Rok" Locksley (he has been knighted by the Order of Braşov) has made it his mission to give back to his "adopted" home community of Macomb during his time at WIU, but in a far more lawful manner than Sir Robin of Locksley. Working with, and for, the Macomb Park District, Sir Rok has made his mark in Macomb. And it all started with a career fair. After completing his first service as a Peace Corps volunteer in the Republic of Moldova, Locksley, who hails from a small community in the Appalachians highlands, became a recruiter for the Peace Corps in Chicago, and his territory for recruiting the next generation of Peace Corps volunteers included WIU. The fall career fair on the Macomb campus brought him to our campus in 2008.

Read more about Rok's incredible contributions to WIU and the Macomb community and his interesting life at bit.ly/WIURokLocksley.

Congratulations to Haley Heeren, overall top female finisher, and all the RPTA students, faculty, and alumni who participated in the Fallen Soldier 5K which raised more than \$22,000 for the WIU Fallen Soldiers Scholarship Fund.

Five students attended the IAPD/IPRA conference

Three received scholarships from IPRF (Illinois Park and Recreation Foundation)

Two students attended the ACA (American Camp Association) National Conference
Student Recreation Society is being restarted

- Student vs. Faculty big volleyball activity

Will be initiating fundraising efforts to support student conference attendance

11. List major student achievements and recognitions:

Fleming, E., Pelo, D., & Porter R. (2023 March). Case Study of Visitor Impact in a Regional Forest Preserve. Southeastern Environment and Recreation Research Conference. Asheville, NC.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

Emma Fleming will be starting her thesis data collection March 13-17. The working title of her thesis is Impacts of Resort Expansion and Condominium Development on Residents of St. Pete Beach, Florida. The study examines perceptions of business owners and local residents toward the development of a major resort and condominium complex. Between the two, is an historic district that will undoubtedly be affected. The purpose of the study is to identify initial perceptions of the development that will later contribute to a longitudinal ethnographic study of the historic district.

Five students attended the IAPD/IPRA conference

Three received scholarships from IPRF (Illinois Park and Recreation Foundation)

Two students attended the ACA (American Camp Association) National Conference

Student Recreation Society is being restarted

- Student vs. Faculty big volleyball activity

Will be initiating fundraising efforts to support student conference attendance

12. List alumni activities:

1. IPRA Alumni and Friends Social.
2. RPTA Professional Development Conference.
3. Chair newsletters and quarterly updates.
4. Birthday Greetings.
5. Advisory Board.