



**ANNUAL REPORT
2015-2016**

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Overview

The College of Education and Human Services (CEHS) continues to enhance, design and deliver dynamic programs in keeping with the university's long-standing mission of providing quality teacher and professional education. CEHS offers innovative degree programs that span from early childhood education to elder studies across five academic departments that include: Counseling and Special Education; Educational Leadership; Human Environmental Studies; Recreation, Parks and Leisure Services Administration; and Teacher Education and Professional Development. Students explore diverse fields and professions gaining opportunities for applied learning through real-world internships, clinical experiences, and robust study away programs (across the U.S. and globally). Faculty and staff aspire to provide students with meaningful learning experiences and a rich curriculum infused with the compelling belief that "life is a work in progress."

1) Dean's Report

In 2015-2016, the CEHS community of faculty, staff, and students co-created high impact experiences demonstrating quality teaching, student engagement, and international focus. This report includes a brief summary of accomplishments within CEHS over the past year. Numerous and significant achievements, awards, and honors were earned by CEHS students, faculty, and staff throughout 2015-2016. These efforts underpin all the accomplishments reported in this summary. Department Annual Reports are attached which include rich information and attribute the well-deserved recognition for all who contributed to CEHS' progress. In this annual report, we celebrate some of the many accomplishments that follow:

a) Initiatives to Improve Student Success and Faculty Productivity

- i. Significant Curriculum Changes: *(Curriculum, Best Practices, Internationalization, Preparation for Advanced Study and/or Employment)*
CEHS Departments, Quality Programs, and Curriculum Prepare Students for Advanced Study and Global Citizenship
 - CMU's Teacher Education undergraduate program is an early adopter of CAEP accreditation and completed a self-study and initial site visit in February 2016.
 - CEHS international study programs engaged 132 students and 20 faculty members who travelled to 7 countries for service learning, pre-service teaching field experiences, and course related studies to prepare students for a global future.
 - A major curriculum revision to the BS in Elementary Education program across the Professional Education Unit (PEU) was implemented in fall 2015. The new program offers enhanced curriculum, increased clinical experiences, and reduced completion time to graduation.
 - Counseling and Special Education transitioned the current MA program in Special Education to an online format based on the needs of practitioners in the field.

- The Center for Community Counseling and Development is being updated to include an innovative play therapy room.
- The Special Education unit (SPE) hosted the Michigan Division Early Childhood Conference, attended by over 250 early childhood special education professionals and students from across Michigan.
- The Educational Leadership Program (EDL) launched a new undergraduate minor, Leadership in Student Affairs, in fall 2015; designed to prepare students for careers in student affairs and higher education. This unique program is among ten others in the nation.
- EDL successfully moved its EdD offerings to an online format and created its first hybrid cohort. EDL's new PhD program continues to grow with 3 cohorts serving 36 students in 2015-16.
- EDL's MA in Higher Education program partnered with the Division of Student Affairs at CMU to offer several fully-funded graduate assistantships, which include full tuition waiver, housing, stipend and meal plan that will fund 9 students in fall 2016.
- The Human Environmental Studies (HEV) Fashion Merchandising and Design (FMD) unit launched the MakerBot 3-D Center for Innovation Lab, working in collaboration with the College of Communication and Fine Arts.
- Child Development and Learning Lab (CDLL) faculty members are participating in the EarlyEdU pilot with the University of Washington to offer online educational opportunities to practicing childcare providers. CMU, Mott Community College, and the Michigan Department of Education have partnered to develop a degree pathway for employees seeking to earn degrees and upgrade professional skills.
- As an outgrowth of the 2015 Early Childhood Summit, HEV has partnered with Harvard's Brazelton Touchpoint Center to provide training for over 30 faculty, staff, and community members.
- Recreation, Parks, and Leisure Services Administration (RPL) students achieved national certification exam success with passing rates of 90% for the National Council for Therapeutic Recreation and Certified Parks & Recreation Professional.
- RPL launched phase II of the Mobile Recreation Program involving partner affiliations with Isabella Parks & Recreation and Mt. Pleasant Parks & Recreation.
- Teacher Education and Professional Development (TEPD) launched the first cohort of the Doctorate in Educational Technology Degree in fall 2015 with a second cohort starting in fall 2016.
- TEPD successfully piloted The Literacy Center (TLC), including tutoring, professional development for in-service teachers, and ongoing community outreach.
- Service learning curricular initiatives embedded best practices in pedagogy, fueled robust partnerships and further prepared students for employment and advanced study. Refer to Department Reports. A few examples follow:

- RPL students engaged in over 9,000 hours of service learning supported by 800 partner affiliations.
- HEV (HDF) conducted Community Action Poverty Simulations that engaged 182 CMU students and 38 facilitators.
- The 104 students in EHS' Residential College engaged in civic and community service opportunities, maintained significantly higher grade point averages, and demonstrated greater confidence and leadership abilities.

CEHS Centers Fuel Collaborations, Innovations, and Best Practices

- The Center for Excellence in STEM Education (CESE), received a 5 million dollar grant award from the Herbert H. and Grace A. Dow Foundation to support an innovative initiative, *Maximizing STEM Teaching and Learning in the Middle Years*. This project provides STEM academic enrichment opportunities for middle school students, their families, and a wide array of high quality professional development for middle school teachers in the Great Lakes Bay Region. The university received \$2.5 million of the pledged \$5 million in 2015-16; and established the Herbert H. and Grace A. Dow Endowment for STEM Teaching and Learning.
- CEHS' GEMS Center, SMTC, and CESE provided a wide-array of teacher professional development, P12 academic enrichment and family science offerings throughout 2015-16.
- Camp Central for College Candidates, now in its third year, has grown to serve 200 students from 13 CMU-authorized public charter schools.
- The Center for Clinical Experiences (CCE) continued to provide enhanced and more integrated support for field experiences within teacher education. Noteworthy accomplishments included: piloting a new co-teaching model in the Grand Rapids area and the development of a new pre-student teaching field experience.
 - CCE successfully placed/supervised 324 pre-service teacher candidates and 335 student teachers in 75 school districts across Michigan as well as faculty-led placements in Australia and the Dominican Republic
 - CCE's STEM Agricultural partnership with St. Johns Public Schools is the first of its kind in Michigan. TEPD faculty and St. Johns Public School leaders were invited to present at the national Professional Development Schools Conference as a model university and P12 partnership in Ag-STEM.
 - 20 students engaged in a yearlong pilot of online pre-service clinical experience
- The Governor John Engler Center for Charter Schools was accredited by AdvanceED, one of the first authorizers in the U.S. to receive this designation. The center was commended by AdvanceED for being an industry leader that continues to raise the bar for Michigan's charter authorizers.
 - The Center received a perfect rating on the Index of Essential Practices by the National Association of Charter School Authorizers.

- The Center’s leaders shared best practices at state and national forums including providing testimony to the Michigan Senate Education Committee on CMU’s best practices.
 - CEHS’ Institute for Intergenerational Relations partnered with the Child Development and Learning Lab to provide intergenerational literacy opportunities and community education for grandparents as part of the Lifespan Autism Initiative.
- ii. Significant Enrollment Improvement Efforts:
- Proactive recruitment continued to enhance CEHS enrollment in 2015-16.
 - Of the prospective fall 2016 students who attended a CMU visit and submitted an application, 83% applied (95/114), 54% (61/114) paid their enrollment reservation deposit and 47% (54/114) enrolled at CMU.
 - Successful CEHS events included EHS Day, Discovery Visits, tours, internal recruitment and outreach to Michigan high schools and Career Technical Centers. Successful targeted recruitment events follow: EHS Day is the college’s largest recruitment event annually. A total of 229 prospective students attended this event in July 2105 (a 44% increase from 2014). Of those 229 students, 211 became prospective students for fall 2016. To date, 78% (164/211) submitted an application, 44% (92/211) paid their enrollment reservation deposit, and 36% (77/211) enrolled at CMU; Behind the Curtain event for Fashion Merchandising Design resulted 100% CMU enrollment deposits from the 11 prospective students who attended; EHS Monthly Discovery Visits resulted in 59 CMU enrollments from 114 prospective students who attended (Talisma data 7/7/16)
 - The EHS Ambassador Program continues to recruit and train CEHS students to assist with events and to share their positive experiences with prospective students and their families. CEHS’ Assistant Director of Recruitment also supported bi-monthly Transfer Visits which resulted in 40 enrollments from 113 visits.
 - CMU continues to have the largest enrollments (as one of 7 university partners) with the Disney International College Program. Through RPL, the program served 230 students from 7 countries in 2015-2016; which represents a significant percentage of CMU’s international enrollment.
 - The STEM Education Scholars Program, designed to improve STEM instruction among teacher candidates, continued to grow; from 11 scholars in 2015-16, recruiting 12 new scholars for 2016-17. Collectively, the STEM Ed Scholars spent 184 hours providing outreach to K-8 students and participated in 80 hours of professional development.
 - CMU-authorized public charter schools are helping students to be college ready. CMU received 188 applications from CMU-authorized charter school students (representing 31% of the 608 applications from students attending Michigan charter public schools). Of the above applications, 342 were accepted and admitted. 107 were admitted from CMU-authorized charter public schools

and will attend CMU in fall 2016, based on research by the Center for Charter Schools working in collaboration with CMU OIR.

- The Charter School Educator award has afforded 32 educators from 23 CMU-authorized charter public schools the opportunity to further their education in a CMU graduate program. In 2016, 10 award recipients earned their master's degree. Over the past three years, a total of 55 educators from CMU-authorized charter schools have been awarded this graduate program scholarship opportunity.

b) Initiatives to Improve Faculty Quality Metrics

- Significant Research and Creative Activities: *OFIS data provided for departmental annual reports underrepresents the activities of CEHS faculty.* [For example, in the chart below for faculty research publications, OFIS indicated HEV had 6 faculty with 10 publications, however the department indicated 8 faculty produced 38 publications. Additionally, for Number of Presentations, OFIS Data 7-11-16 indicated 55 faculty/101 publications.]

For a more comprehensive summary of CEHS faculty significant research and creative activity, please refer to detail in Department Reports.

(1) Faculty Research: Publications

Department	Number of Faculty	Number of Publications 2015 (Data from OFIS does not reflect totality of Department publications)
CSE	13	34
EDL	13	32
HEV	6	10
RPL	9	22
TEPD	6	13
Total Counts	47	111

(2) Faculty Creative Activity: Presentations, Performances or Exhibitions

Department	Number of Faculty	Number of Presentations, Performances, and Exhibitions 2015 (Data from OFIS 07-11-16: Reports 53 faculty, 101 presentations)
CSE	13	59
EDL	13	66
HEV	10	22
RPL	9	18
TEPD	15	58
Total Counts	60	223

(3) Student Research and Creative Activities:

Department	Student Publications (Data from OFIS)	Student Performances and Exhibitions (Data from OFIS)	Faculty-Supervised Theses, Dissertations
CSE	1	5	10
EDL	10	-	26 completed dissertations

HEV	15	1	-
RPL	-	38	43
TEPD	-	-	7 capstone, 1 thesis

- (4) External Grants / Contract Funding: EHS departments continue to secure external grant funds and contracts. Based on data provided from ORGS and CEHS development, for 2015-2016 new grants / contracts, CEHS secured and administered 14 awards totaling \$1,332,038 for the following projects:

Faculty Member*	Dept.	Source	Direct \$ Amt.	Indirect \$ Amt.
T. Domina	FMD	Stryker Corporation	\$21,000	\$9345
T. Domina	FMD	Advanced Tech, Inc. Dept. of Defense	\$52,780	\$23487
T. Domina	FMD	Cotton, Inc. (9/2/15)	\$1650	\$248
T. Domina, M. MacGillivray	FMD	Cotton, Inc. (10/15/15)	\$2558	\$384
T. Domina	FMD	Cotton, Inc. (6/17/16)	\$1650	\$248
T. Domina	FMD	Giapenta Luxury Lingerie	\$2150	\$957
T. Domina	FMD	Eagle Ottawa LLC	\$7400	\$3293
Theresa Kauppi	HDF	MI Department of Education/USDA	\$35,000	
M. DeSormes	HDF	EightCAP Head Start	\$162,637	
R. Dvorak	RPL	American Youth Foundation	\$15,928	\$5,097
D. McMahon	SMTC	Michigan Virtual University	\$115,420	
D. McMahon	SMTC	Wexford-Missaukee ISD/MDE	\$385,500	
J.Vogue	SMTC	Michigan Department of Education	\$63,183	
J. Vogue	SMTC	Michigan Department of Education	\$415,950	\$6173

* Several CEHS faculty members from three departments are engaged in grant projects with other colleges and serving as secondary PI's.

- (5) External Gifts Impacting Research and Creative Activities: CEHS Development had a very productive year. As of June 30, 2016, total dollars raised for CEHS equaled \$3,128,085. The focus of CEHS development priorities in building its endowments continues to be successful.

2015-16 External Gifts Approved Endowments, Grants, Estate Gifts, Room Naming	\$ Amount
Barbara A. Ross Endowed Scholarship	\$150,000
Doris Anderson More Endowed Scholarship for Special Education	\$118,542
Marjorie E. Harris Endowed Scholarship	\$25,000
Detective John S. Nagy Sr. Scholarship	\$10,000
Parker Marshall Scholarship	\$10,000
Saadia Saif Human Environmental Studies Endowed Scholarship	\$50,000
Educational Leadership Endowed Scholarship	\$10,000
The Herbert H. and Grace A. Dow Foundation Endowment for STEM Teaching and Learning (\$1,795,520 Endowed portion of \$5Million Gift)	\$5,000,000
PNC Child Development and Learning Laboratory Grant	\$30,000
Mt Pleasant Area Community Foundation RPL Mobile Recreation Lab	\$3000
Estate Gift: Paul Winifred Owens Memorial Endowment in CSE	\$270,000
Estate Gift: Margaret C. (Spence) Miller Endowed Scholarship	\$50,000
Joan L. Hogan Community Room for Service-Learning and Study: EHS 312	\$15,000

MI Campus Compact and MI Nonprofit Association	\$5000
MI Council for Arts & Cultural Affairs National Endowment for the Arts	\$5000

ii. Significant efforts to improve faculty quality: *(Recruitment and Infrastructure)*

- Proactive recruitment initiatives continued to strengthen and improve faculty quality in 2015-2016. Successful appointments of the following faculty for were conducted for 2015-16 and 2016-17:

CEHS New Tenure-Track Faculty 2015-16	Department
Jeff Fisher	HEV
Han-Jung Ko	HEV
Yeonsoo Kim	HEV
Tzu Fen Chang	HEV
Cheryl Geisthardt	HEV
Stephen Skorski	HEV
Wafa Hozien	EDL
Ethan Kolek	EDL
Kyunghee Lee	RPL
Jennifer Weibel	TEPD
CEHS New Tenure Track and Regular Faculty Hired for 2016-17	Department
Megan Block (transferring from other unit)	TEPD
Szu Yu Chen	CSE
Kimberly Davidson	HEV
Troy Hicks (transferring from other unit)	TEPD
Holly Hoffman (transferring from CSE)	HEV
Rawia Khasawneh	HEV
Ling Zhang	HEV

- A comprehensive faculty mentoring program continued throughout the College in 2015-16. The program provided mentoring for 10 pre-tenure mentees by 10 tenured faculty members. Additionally, 16 fixed-term mentees were mentored by 6 fixed-term mentors. The goal is to provide assistance so mentees (new faculty) acquire the essential competencies and develop constructive work relationships needed for their continued career vitality.

2) **S.W.O.T. Analysis for CEHS:** The following SWOT analysis includes an assessment of EHS's position and changing environment that continues to impact CEHS core functions of: teaching / student learning, research and creative activities, service, and continued progress.

a. Strengths

- A diverse faculty actively engages in their professional fields and brings that learning back to their students, departments, and the college.
- CEHS programs continue to maintain national accreditation.
- CEHS is a leader in E-learning. Nearly all departments have a strong online presence (offering online courses, concentrations, degree programs, and

professional development options at the undergraduate, graduate and post-graduate levels).

- Community outreach is significant in the scope of offerings, partnerships, and numbers of students, faculty, and staff who are involved.

b. Weaknesses

- Lack of funding for financial aid to recruit diverse student populations to implement accessible study abroad opportunities.
- Cumbersome curriculum revision processes impede the need for rapid change to keep programs updated and curriculum at the cutting edge.
- Policy issues at the state and national level are impacting professional preparation programs throughout CEHS.
- Dynamics of securing and sustaining international partnerships that result in a sustained increase of international student enrollments.

c. Opportunities

- Enhance recruitment strategies to increase student enrollment.
- Increase international student enrollment.
- Increase partnerships with Michigan community colleges to develop collaborative program offerings
- Continue developing online offerings including endorsement and certificate programs.
- Continue to cultivate new major gift prospects to secure support for CEHS programs, CMU's Capital Campaign and strategic goals.

d. Threats

- Declining enrollment in teacher education programs in Michigan.
- Decreasing birthrate and declining population of P-12 graduating seniors.
- Rising cost of college tuition and related expenses (books, fees).
- Competition from low-cost higher education options (online degree programs, community colleges and other credentialing programs).

3. Accomplishments in Increasing Diversity

- a) **Students:** The percentage of female students in CEHS is higher than the university percentage (87% vs. 55%). Overall enrollment of under-represented groups in CEHS is about 3% less than the overall university number. Consistent with university figures, off-campus minority numbers for EHS are higher than on campus numbers.

CEHS' 2015-16 diversity accomplishments follow:

- CEHS was represented at three Michigan Association of Collegiate Registrars and Admission Officers college fairs in Detroit in fall 2015.
- Online program offerings expanded in all departments to provide increased access to diverse groups of students.
- HEV finalized a 3+1 program with AHJZU University in China.
- The Professional Education Unit (PEU) Diversity Transformation Team working in conjunction with the Office of Institutional Diversity developed specific recommendations for integrating a larger number of diversity activities into

- PEU courses; including strategies for increasing greater awareness of P12 diversity in clinical fieldwork for students.
 - RPL students engaged in over 300 hours of disability service learning across 12 agencies in 2015-16.
 - CEHS programs continue to encourage study away academic experiences to promote access and respect for diversity among students.
 - MA in Counseling cohorts began in Dearborn (fall 2015), Flint (spring 2016) and Detroit (fall 2016).
 - EDL Doctoral cohorts began in Livonia (fall 2015) and Saginaw (fall 2016)
- b) **Faculty:** Faculty numbers are consistent with the number of female students in CEHS programs, reflecting greater numbers of females being prepared for careers in CEHS program areas. Approximately one-third of CEHS faculty is internationally or ethnically diverse.
- Successful recruitment of new tenure-track faculty continues to improve faculty diversity.
 - The PEU Diversity Transformation Team provided PD for 40 faculty and staff and continues to support integration of diversity into the curriculum.
 - Faculty has designed new courses that incorporate diverse perspectives. For example HDF-Ageism, FMD-Queer Fashion, HDF-Gender Inequality in Families and Society.
- c) **Staff:** CEHS staff numbers are consistent with university populations that include higher percentages of female employees. Applicant pools for staff positions are highly female dominated. The number of diverse staff at CMU is 6%, the number in CEHS is slightly lower.
- 4. Primary Goals for 2016 - 2017:** CEHS progress on Strategic Plan priorities continues to propel substantive large-scale change initiatives that ensure sustained growth and the viability of CEHS in the future. The breadth and depth of work required by our collective CEHS community will involve second-order change and continued leadership support. Goals for 2016-2017 align with CMU's strategic priority areas. New opportunities will continue to be examined as they emerge and challenges will be addressed with respect to the goals.

Priority 1: Student Success:

Challenge our students to develop the knowledge, skills, and values to be successful and contributing global citizens.

- 1.1 Implement a CEHS taskforce to examine best practices in study away and international programs.
- 1.2 Continue recruitment efforts to increase the diversity of CEHS student body.
- 1.3 Increase opportunities for students to develop professional, career-ready competencies.
- 1.4 Analyze student success metrics, retention data and utilize outcome data for program improvement and recruitment.

Priority 2: Research and Creative Activity:

Promote excellence in research and creative activities.

- 2.1 Increase the number of interdisciplinary and interdepartmental research and creative endeavor collaborations.
- 2.2 Increase the number of grants and contracts submitted by strengthening support and research infrastructure in the college.
- 2.3 Increase student and faculty research by 5%.
- 2.4 Secure external advancement funds to support research and creative activity and assess progress based on outcome metrics.

Priority 3: Quality Faculty and Staff:

Foster a vibrant, innovative, intellectual community of high quality faculty and staff who value inclusiveness, diversity, shared governance and respect.

- 3.1 Expand CEHS' administrative support staff monthly roundtable group.
- 3.2 Implement diversity training for Professional Education Unit faculty.
- 3.3 Assess leadership training and development needed for CEHS faculty and staff.
- 3.4 Support eLearning and professional development initiatives for faculty.
- 3.5 Secure external advancement funds to support quality faculty and staff; and assess progress based on outcome metrics.
- 3.6 Continue recruitment efforts to increase diversity of CEHS faculty and staff.

Priority 4: Community Partnerships:

Develop and strengthen learning experiences through collaboration with local, national, and global partners to enhance cultural awareness, the natural environment, health and wellness and local economies.

- 4.1 Continue to develop CEHS partnership profile.
- 4.2 Implement Harvard Brazelton Touchpoints professional development training for area stakeholders and agencies working with young children and families.
- 4.3 Design capability statements for strategic partnership outreach based on performance assessments.
- 4.4 Develop outcome measures to assess the impact of partnerships.

Priority 5: Infrastructure Stewardship:

Align university resources and infrastructures to support the university's mission and vision.

- 5.1 Increase CEHS enrollment through active recruitment and marketing.
- 5.2 Implement college-wide program directors meetings.
- 5.3 Implement an advisory team for MakerBot Space to ensure ongoing leadership and sustainability.
- 5.4 Create implementation team for Taskstream to support assessment and accreditation.
- 5.5 Continue to assess and seek funding for infrastructure and capital improvements (e.g. Whitman Innovation and Teaching Center and the learning commons).
- 5.6 Develop a culture of advancement within CEHS to support CMU Capital Campaign.
- 5.7 Assess overall operating budget and FTE position needs related to programs with declining enrollment.