

**Department of Workforce Education and Development
PROGRAM REVIEW
Fall Semester 2002**

EXECUTIVE SUMMARY

I. TITLE OF DEGREES OFFERED

Undergraduate, Bachelor of Science in Education Degree:

Workforce Education and Development Major
 Business Education specialization
 Education, Training and Development specialization
 Family and Consumer Sciences Education specialization
 Administrative Services Training specialization
 Vocational Teacher Development specialization
 Workforce Education and Development Minor

Undergraduate, Bachelor of Science Degree:

Fashion Design and Merchandising Major
 Fashion Design specialization
 Fashion Merchandising specialization
 Fashion Design and Merchandising Minor

Master of Science in Education Degree (with a concentration in Workforce Education and Development)

Doctor of Philosophy in Education Degree (with a concentration in Workforce Education and Development)

II. LIST OF FACULTY

<u>Continuing Campus Faculty</u>	<u>Term Campus Faculty</u>	<u>Off-Campus Faculty</u>
Allen, Lorie	Blackstone, Glen	Davis, Marty
Anderson, Marcia	Eversden, Terre	Dotzler, Robert
Bailey, Larry	Hagler, Barbara	Freeburg, Beth
Baker, Clora Mae	Hall, Gene	Fusch, Gene
Bortz, Dick	Hiniker, LuAnn	Metcalfe, Brent
Bubnas, Phyllis	King, Jackie	Nettles, Steven
Buila, Ted	Martin-Lighty, Judy	Phipps, Jeff
Carter, Rose Mary (deceased)	Page, Virginia	Plessman, Connie
Kidd, Laura	Tarr, Jim	Sidell, Chuck
Putnam, Bob	Sinha, Ratna	Stromei, Linda
Reneau, Fred (Chair)		Westberry, Richard
Shields, Bill		
Studak, Cathryn		
Sullivan, Jim		
Washburn, John		
Waugh, Keith		
Workman, Jane		

III. SIZE OF STAFF

a. Number of Faculty.....	37
(17 continuing; 20 term)	
b. Number of Administrative/Professional.....	29
(1 Computer Info. Specialist; 2 ISIS Project Coordinators; 3 Specialists in Education; 1 Psychometrist; 1 Researcher III; 1 Documents Librarian; 4 Academic Advisors 1 Director, Office of Education Services; 1 Director, Jobs for Illinois Graduates; 13 Researchers II; 1 Researcher I)	
c. Number of Civil Service.....	46
(40 full-time: 2 state; 26 OCDP & 12 projects) (6 part-time: 4 OCDP & 2 projects)	
d. Number of Graduate Assistants.....	22
(5 assigned to teach - academic year); (5 assigned to research - academic year) (15 assigned to summer research, teaching, service)	
e. Number of Faculty Adjuncts.....	191*
(150 PhD; 41 MS)	
f. Number of Extra Help.....	10
g. Number of Student Workers.....	<u>18</u>
Total	353

* One hundred and ninety-one adjuncts (150 PhD and 41 MS) were employed during FY02 to teach in the off-campus degree program. These adjuncts must meet the same standards as required for on-campus employment. Adjuncts are required to use standardized syllabus, standardized curriculum materials, and pre-approved textbooks. Adjuncts are also encouraged to submit supplemental materials for review and use. The off-campus program must be consistent from base to base (site to site).

IV. NUMBER OF MAJORS

a. Undergraduate

Workforce Education & Development Major

	<u>Fall 2001</u>	<u>Spring 2002</u>
Bus Ed	30	23
AST	13	8
FCS	16	18
ETD	<u>72 + 1004</u>	<u>72 + 976</u>
Total =	1135	1097

Fashion Design & Merchandising Major

	<u>Fall 2001</u>	<u>Spring 2002</u>
Fashion Design	33	39
Merchandising	<u>55</u>	<u>58</u>
	88	97

b. Graduate

	<u>Fall 2001</u>	<u>Spring 2002</u>
MS	225	202
PhD	68	60

V. DEPARTMENT BUDGET

a. Personnel Salaries	=	\$1,333,069.56
b. OTS	=	\$ 51,896.00
c. Non-State Support	=	<u>\$9,378,885.89</u>
		\$10,763,851.45

VI. UNDERGRADUATE PROGRAMS (a brief description)

Workforce Education and Development Major

The major in Workforce Education and Development combines students' past work experience with an innovative classroom environment to prepare students for positions in public and private educational institutions.

Administrative Services Training

Administrative services training guides students as they plan and design user-compatible administrative systems, train users and manage changes necessary for revitalizing existing administrative support systems. Students enrolled in the specialization gain an understanding of the effects of technology on the creation, processing, storage, retrieval and distribution of information. Upon completion, students will have acquired the knowledge, attitudes, skills and habits of an administrative support training specialist.

Business Education

The business education specialization at SIUC prepares students to teach business and computer courses for Illinois public secondary schools, postsecondary institutions, private business schools and industry. This program develops instructors who are equipped with the skills to meet daily challenges presented by a technological business environment.

Education, Training and Development

ETD is designed to be flexible enough to meet the needs and expectations of individual students while providing theoretical and practical knowledge. The program is open to professional adults who have technical training and work experience in an occupational specialty. In this specialization, students prepare for training and development positions in corporations, apprenticeship programs, private education/training organizations, government agencies, military organizations, post-secondary education, training institutions and volunteer organizations.

Family and Consumer Sciences

The family and consumer sciences education specialization emphasizes work and family issues within the context of the technological world. Family and consumer sciences education is a broad area of study concerning human development, parenting, interpersonal relations, consumer protection and information, resource management and nutrition. Students within this specialization choose to become certified teachers or educational professionals in the field of family and consumer sciences.

Vocational Teacher Development

Students enrolled in the vocational teacher development specialization may be certified in the career or technical specialty areas of health careers (health occupations) and technology education (industrial technology). (Catalog still states non-certification, RME will change this)

Fashion Design and Merchandising Major

Majoring in Fashion Design and Merchandising leads students into a variety of careers in the fashion industry such as fashion consultants, buyers, managers and sales representatives. Fashion Design and Merchandising offers two specializations to allow students to focus on their main area of interest whether it is in the creation or retailing of fashion trends.

Fashion Design

The fashion design student combines talent, creativity and technical skills to produce a design or line. Students opting for the fashion design specialization will observe and analyze fashion styles, develop new ideas and interpret them through fashion illustration, fashion production, patternmaking and draping.

Fashion Merchandising

Fashion merchandising students acquire product knowledge and fashion business expertise applicable to the wholesale or retail sector of the industry. Students specializing in fashion merchandising will develop skills for product promotion and sales analysis.

VII. GRADUATE PROGRAMS (a brief description)

Master of Science in Education Degree

A Master of Science in Education Degree with a concentration in Workforce Education and Development requires students with backgrounds in education to complete a minimum of 30 semester hours. Students from other disciplines must complete 9 hours of foundation courses before beginning the program.

Every program of study is customized to incorporate the objectives and interests of each student for such specialty areas as: business or technical instruction, adult instruction, computer-based training, human resource development and education-to-careers leadership.

Doctor of Philosophy in Education Degree

The Doctor of Philosophy in Education Degree offers a concentration in Workforce Education and Development. This degree program allows students to further their graduate education through the College of Education and Human Services and the Department of Workforce Education and Development.

The program requires students to complete a minimum of 64 semester hours beyond the master's degree. Admission to the doctoral program is selective. Students are chosen based on an evaluation and ranking of applicants by graduate faculty.

VIII. RECOMMENDATIONS FROM THE MOST RECENT PROGRAM REVIEW

Undergraduate Program Review

The last Departmental undergraduate review by internal and external reviewers was conducted during 1988-1989. A certification review of business education and home economics education was conducted during 1994-1995.

Seven recommendations were made by the 1988-1989 external review team:

1. The Department of Workforce Education and Development (formerly Vocational Education Studies) should continue to deliver quality programs to military bases as long as the enrollment was sufficient to provide cost recovery for support of faculty, materials, and facilities.
2. All campus-based faculty members should be housed in Pulliam Hall.
3. Need to gain feedback from students to prevent overlap or redundancy in courses.
4. Continuing faculty need to reassess the products of research by individuals who have assigned research time.
5. Implement an aggressive recruitment plan for attracting students to campus.
6. Review the specializations at the undergraduate level in Home Economics Education, Industrial Education, and Health Occupations Education.
7. The administration and the faculty should operate in accordance with the approved operating paper.

1995 Clothing and Textiles Program Review - National Association of Schools of Art and Design - Recommendations

1. Address future leadership needs of C& T - strong, wise leadership of the program is essential.
2. Include diversity in faculty hiring priorities.
3. Need more computers and corresponding software.
4. Engage in serious dialogue about the future of the program.
5. Develop plans for addressing areas of improvement (faculty and curriculum).
6. Revisit the goals and objectives to develop a more comprehensive plan for the program.

Graduate Program Review

The last Departmental graduate program review was conducted during 1995-1996. Seven recommendations were made:

1. Review assigned time for research and scholarly productivity and concomitant outcomes of productivity.
2. Develop a differentiated staffing plan to allow faculty to have increased teaching responsibilities that recognizes quality teaching in the merit review process.
3. Restrict admissions of graduate students to better serve the students in completion of the degree programs.
4. Differentiate more clearly between graduate and undergraduate courses as well as define prerequisites necessary for students with diverse backgrounds to enter the graduate programs.
5. Upgrade the technical infrastructure and access to information via technology. The University needs to meet the commitment of providing access to the campus-wide network system.
6. Encourage department chair to work with self-directed teams in administrating the tasks of the chair.
7. Define characteristics of new faculty members as faculty members retire in order to incorporate differentiated staffing pattern in accordance with the mission of the department.

**DEPARTMENT OF WORKFORCE EDUCATION & DEVELOPMENT SELF-STUDY
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE**

**Description of the Program's Performance – Previous Five Years
FY98 – FY02**

The Department of Workforce Education and Development offers undergraduate and graduate preparation through the doctoral degree. The Department enrolls approximately 1200 students each semester.

Two majors, two minors, and seven specializations are offered at the undergraduate level. At the graduate level, the Department offers a Master of Science in Education Degree program with a major in Workforce Education and Development. The Department also offers an advanced graduate program leading to the Doctor of Philosophy Degree in Education with a concentration in Workforce Education and Development.

Bachelor of Science in Education Degree:

Workforce Education and Development Major
Business Education specialization
Education, Training and Development specialization
Family and Consumer Sciences Education specialization
Administrative Services Training specialization
Vocational Teacher Development specialization
Workforce Education & Development Minor

Bachelor of Science Degree:

Fashion Design and Merchandising Major
Fashion Design specialization
Fashion Merchandising specialization
Fashion Design and Merchandising Minor

Master of Science in Education Degree (with a major in Workforce Education and Development)

Doctor of Philosophy in Education Degree (with a concentration in Workforce Education and Development)

The Department of Vocational Education Studies was created in 1975 in the College of Education. The faculty changed the name of the department in 1993 to Workforce Education and Development to be broader and more inclusive of workforce preparation. The Department's innovative and flexible program format, first initiated in 1967, now has more than 18,000 alumni.

Teaching, research and service are useful indices in assessing attainment of departmental missions and individual productivity. The Department is committed to providing high-quality teaching, research and service. Students and faculty have been recognized in their profession as a result of their work.

The University Council for Workforce and Human Resource Education

The Department of Workforce Education and Development at SIUC is one of 18 institutional members of the prestigious University Council for Workforce and Human Resource Education. “The University Council for Workforce and Human Resource Education is a nonprofit organization representing the nation's leading universities. The Council provides leadership for teaching, research, and service initiatives in career and technical education and human resource development.” (UCWHRE, 2002)

DEPARTMENT STRUCTURE

The Department’s Operating Paper guides the organization. “The chair is the administrative officer of the Department with the responsibility of providing leadership to foster the mission and goals of the Department.” (See Appendix A. Operating Paper, Approved December 11, 1998, Amended September 1, 1999). The three standing committees include the Curriculum Committee, the Graduate Committee, and the Policy and Personnel Committee.

TEACHING

All faculty members are involved in teaching (See Table 1). Eleven faculty members are employed (as of 5/4/02) in the off-campus ETD program. Courses for the ETD specialization are taught on 15 military bases and 1 civilian site in 10 states. Selective faculty members share responsibilities for teaching and service in the off-campus degree program (OCDP). OCDP external resources generated by the faculty in the Department totaled \$102,234,546.00 (1975 through Spring 2002).

Table 1
Faculty Member Association within the Programs
Department of Workforce Education & Development
FY02

<u>Degree</u>	<u>Major</u>	<u>Specialization</u>	<u>Accrediting Body</u>	<u># of Faculty by program area *</u>	<u># of Students Enrolled Spring 2002</u>
B.S.	Workforce Education and Development				
		Business Education	NCATE	2	23
		Family & Consumer Sciences	NCATE	2	18
		Administrative Services Training	None	2	8
		Education Training & Development	None	28**	1048
		Vocational Teacher Development (non-entitlement)	NCATE	4	
		Fashion Design and Merchandising			
		Fashion Design	NASAD	2	39
		Fashion Merchandising	None	1	58
M.S.	Workforce Education and Development		NCATE	15	212
PhD	Workforce Education and Development (CONCENTRATION)		NOT applicable	15	68

* Some faculty members are associated with more than one major and / or specialization

** 17 on-campus & 11 off-campus faculty members

Seventeen continuing faculty and 20 term faculty were employed (Spring 2002) in the Department of Workforce Education and Development (See Table 2).

Table 2
Faculty Rank, Degree and Specialty Field
Department of Workforce Education & Development
FY02

Continuing*	Degree	Specialty
Allen, Lorie	MS	ETD
Anderson, Marcia	PhD	BUS ED / AST
Bailey, Larry	EdD	ETD
Baker, Clora Mae	PhD	BUS ED / AST
Bortz, Dick	PhD	ETD
Bubnas, Phyllis	MS	FCS
Buila, Ted	PhD	ETD
Carter, Rose Mary	PhD	FCS
Kidd, Laura	PhD	FDM
Putnam, Bob	PhD	ETD
Reneau, Fred	EdD	ETD
Shields, Bill	MS	ETD
Studak, Cathryn	PhD	FDM
Sullivan, Jim	EdD	ETD
Washburn, John	EdD	ETD
Waugh, Keith	PhD	ETD
Workman, Jane	PhD	FDM
Term	Degree	Specialty
Blackstone, Glen	PhD	BUS ED / AST
Eversden, Terre	PhD	FCS
Hagler, Barbara	PhD	BUS ED / AST
Hall, Gene	PhD	ETD
Hiniker, LuAnn	MS	ETD
King, Jackie	PhD	ETD
Martin-Lighty, Judy	MS	FCS
Page, Virginia	MS	BUS ED / AST
Tarr, Jim	MS	BUS ED / AST
Sinha, Ratna	PhD	BUS ED / AST
Davis, Marty	PhD	ETD OCDP
Dotzler, Robert	PhD	ETD OCDP
Freeburg, Beth	PhD	ETD OCDP
Fusch, Gene	PhD	ETD OCDP
Metcalf, Brent	PhD	ETD OCDP
Nettles, Steven	PhD	ETD OCDP
Phipps, Jeff	PhD	ETD OCDP
Plessman, Connie	PhD	ETD OCDP
Sidell, Chuck	PhD	ETD OCDP
Stromei, Linda	PhD	ETD OCDP
Westberry, Richard	PhD	ETD OCDP

*Note: Murdock, Arnold will be employed as a continuing faculty member 7/1/02.

TEACHING LOAD

A full-time faculty teaching assignment consists of 12 credit hours per semester. One three semester hour course equals 25% of a load during the fall and spring semesters. One three semester hour course equals one month full-time equivalent during the summer. Members of the faculty are encouraged to engage in teaching, research and service. Faculty members in a tenure-track position are required to have a teaching, research and service assignment. Most often, faculty members are assigned a minimum of two courses per semester. Several faculty members are assigned a service assignment for coordination of the Department's undergraduate specializations and coordination of the graduate and off-campus degree program.

RESEACH/EXTERNAL FUNDING

The level of external resources generated by the faculty is unmatched by any other department at SIUC (See Table 1. Research and Training Grants, and Service Projects). The abilities to generate external dollars, to attract faculty to coordinate and teach in the off-campus program, and to assign graduate students in a wide variety of research and instructional support roles are critical.

In FY02 selective faculty members were awarded externally funded research and training contracts in the amount of \$3,516,816, service projects generated \$1,007,487, and the Off-Campus Degree Program (cost-recovery project) generated \$6,009,840 (FY02 tuition & PDC combined projection). Faculty contributions to the profession include an array of published activity. The total dollars generated during the past five years from research and training grants, service projects, and off-campus instruction totaled \$44,795,675 (See Table 3) (FY98 – FY02 average per year = \$8,959,135).

Table 3
Research and Training Grants, Service Projects and Off-Campus Instruction Projects
Summer 1997 – Spring 2002

Fiscal Years	Research & Training Awards	Service Projects*	Off-Campus Instruction (OCDP)
FY98	\$1,581,824.00	\$903,931.00	\$5,088,960.00
FY99	\$2,013,609.00	\$825,161.00	\$5,081,520.00
FY00	\$3,266,960.00	\$936,635.00	\$5,367,960.00
FY01	\$2,676,113.00	\$884,919.00	\$5,633,940.00
FY02	\$3,516,816.00	\$1,007,487.00	\$6,009,840.00
Five Year Totals =	\$13,055,322.00	\$4,558,133.00	\$27,182,220.00

Grand Total = \$44,795,675.00

* Nurse Assistant Testing; Technical Assessment; Jamaica MS; WED SWIC; ETD Online

The Department has a solid record of external funding of research and training contracts, service projects and cost-recovery projects. Greater effort must be made in several areas:

(1) increase the number of faculty members writing research proposals, (2) increase the diversity of funding, (3) increase federal research, training, and service projects, and (4) increase scholarly publications, especially refereed publications. Substantial increase in external funding is possible.

SERVICE ACTIVITIES FY02

Faculty members in the Department of Workforce Education and Development serve their profession and communities. Selected example of service activities include:

1. National President, National Association of Teacher Educators for Business Education
2. National President, Delta Pi Epsilon, National Research Society in Business Education
3. Member, Editorial Review Board, Journal of Business and Training Education
4. Manuscript Evaluator, South-Western Educational Publishing
5. Manuscript Evaluator, Family and Consumer Sciences Research Journal
6. Chair, ITAA Interdisciplinary Committee, International Textile and Apparel Association
7. Board Member, International Textile and Apparel Association
8. Chair, Technology Education Division of Association for Career and Technical Education
9. Referee Reviewer, Journal of Vocational Education Research
10. National Board Member, International Mentoring Association
11. National Member, Society for Human Resource Management, College Relations Committee
12. Professional Emphasis Director, State of New Mexico Society for Human Resource Management Council
13. Associate Editor, Clothing, Textiles, and Merchandising, Family and Consumer Sciences Research Journal
14. Editorial Review Board, Clothing and Textiles Research Journal
15. Treasurer, Omicron Tau Theta
16. President, Seattle Chapter of the International Society of Performance Improvement
17. Special Editor, Sociological Practice, Sociological Practice Association
18. Treasurer, Sociological Practice Association
19. President, Council On Military Education (COMESC)
20. Secretary, International Textile and Apparel Association
21. Member, Illinois State Teacher Educators Council
22. Judges, FCCLA Proficiency events & presenters at FCCLA regional meetings

REFEREED RESEARCH PAPER PRESENTATIONS/SCHOLARLY ACTIVITIES FY02

Anderson, M., Erthal, M., & Mitchell, R. (2001). Professional Associations : Their Value as Perceived by Members. Delta Pi Epsilon National Conference, Nashville, TN.

Anderson, M. (2001). (Invited Presentation) Professionalism Roles and Responsibilities in Business Education. Pennsylvania Business Education Association Convention, Harrisburg, PA.

Hiniker, L., & Reneau, F. (2002, July). Innovative Technology Partnerships Between Universities and the Private Sector. 2002 Society for Applied Learning Technology, Arlington, VA.

- Hiniker, L., Reneau, F., & Duncan, J. (2001, July). Innovative Virtual Teaching and Team Building Using Desktop Videoconferencing. 2001 Society for Applied Learning Technology, Arlington, VA.
- Reneau, F., King, J., & Hahn, D. (2001). *Long-term care competency evaluation preparation manual. Nurse aide study guide* (2nd ed.). Burr Ridge, IL: McGraw Hill Custom Publishing.
- Reneau, F., Baker, C., Hiniker, L., & Duncan, J. (2001, August). Enhancing Quality and Interactivity in Virtual Teaching: Creativity Online Learning Through Desktop Videoconferencing. International Society for Business Education 2001 SIEC / ISBE International Conference, Zurich, Switzerland
- Reneau, F. (2001, November). Institutional Policy Issues Regarding Online Instruction. Delta Pi Epsilon 2001 National Conference, Nashville, TN.
- Reneau, F., Hiniker, L., & Maise, C. (2001, November). Assessment and Development of Cyber-Learning Skills Utilizing Modular Learning Interfaces. 2001 Conference on Information Technology, Minneapolis, MN.
- Stromei, L. (2001). Using mentoring to improve learning for minority students: An implementation of the AMIGOS mentoring model. *New directions for community colleges*, 55-63. New York: Jossey Bass.
- Stromei, L. (Ed.). (2001). *Creating mentoring and coaching programs*. ASTD In Action Series, American Society for Training and Development.
- Stromei, L. (2001). Measuring mentoring programs. *Creating mentoring and coaching programs*, 181-192. ASTD in Action Series, American Society for Training and Development.
- Stromei, L. (2001). Promoting life-long learning through coaching and mentoring. *Creating mentoring and coaching programs*, 1-27. ASTD in Action Series, American Society for Training and Development.
- Washburn, J., & Zotto, N. (2001). *What do employers want? A five-county needs assessment*. Marion, IL: Research Report prepared for the Southern Illinois Workforce Investment Board, pp. 1-64.

See Curriculum Vitae for additional FY02 presentations.

EVALUATION OF MANUSCRIPTS FOR JOURNALS

Reneau, F. (2001). School-based enterprises and Ecological Production. Reviewed for the Journal of Vocational Education Research (JVER).

Anderson, M. (2001). Various manuscripts as Editorial Review Board Member, Journal of Business and Training Education.

Workman, J. (2001 – 2002). Associate Editor for the Family and Consumer Sciences Research Journal, evaluated 14 manuscripts plus one ad hoc review for one manuscript for the Clothing and Textiles Research Journal and Journal of Applied Social Psychology.

See Curriculum Vitae for additional FY02 evaluation of manuscripts for journals.

STUDENT ORGANIZATIONS

Faculty members serve as faculty advisors to several student organizations associated with the Department:

Society for Human Resource Management, Kirtland Air Force Base Student Chapter,
Linda Stromei, Faculty Advisor

The Fashion Design and Merchandising Association, Cathryn Studak, Faculty Advisor
Beta Zeta Chapter of Pi Omega Pi, Business Education, Jim Tarr, Faculty Advisor
Lambda Chapter of Omicron Tau Theta, Keith Waugh, Faculty Advisor

Family and Consumer Sciences Education Student Organization, Terre Eversden,
Faculty Advisory

Gamma Phi Chapter of Phi Beta Lambda, Jim Tarr, Faculty Advisor

Beta Omicron Chapter, Delta Pi Epsilon, Clora Mae Baker, Faculty Advisor

FACULTY RECOGNITIONS

Faculty members were recognized for outstanding professional contributions:

Marcia Anderson, Outstanding Service Award, Business Education Division, ACTE

Marcia Anderson, NATEBE Leadership Award, ACTE

Marcia Anderson, Outstanding Service as President Award, Delta Pi Epsilon, National
DPE Conference

Linda Stromei, Society for Human Resource Management, outstanding service to the SHRM
New Mexico State Council and the national SHRM College Relations Committee

Cathryn Studak, ORDA Undergraduate Research and Creative Activity Award.

Research project title: Content Analysis of Job Advertisements for Corporate
Retail Buyers.

PROFESSIONAL DEVELOPMENT ACTIVITIES FY02

Support for professional development activities is critical. Thirty eight individuals (16 graduate students, 4 staff members & 18 faculty members) attended 41 conferences: State, National & International (See Table 4).

Table 4
Professional Development Workshops & Conferences
Attended by Faculty, Students, and Staff
FY02 (2001 – 2002)

League for Innovations Conference
 NTPN Conference
 SALT Conference
 ISBE International Conference
 Teacher Education Conference (NCCTE)
 International Conference of Korean Society of Clothing & Textiles
 American Association of Family & Consumer Sciences Conference
 Association for Career & Technical Education
 Delta Pi Epsilon Conference
 CRI Orientation & Teachers' Workshop
 International Textile & Apparel Association Conference
 Educause Conference
 National Business Education Association
 ISPI Conference
 ACTE Conference and IACTE Conference
 National cluster Meeting
 NCWIN Comprehensive
 VA Education Conference
 COMESC Conference
 NCWIN Comprehensive Training Online
 ACME Conference
 UCWRE Meeting in Santa Fe
 Society for Human Resource Management Conference
 Fashion Group International
 IAFSCS Conference
 ASQ / RAB Conference
 Web Development Workshops and ADA Integration on Web Pages
 Workshop

FY02 expenditures for professional development activities totaled \$48,961.08. Funding for the FY02 professional development activities came from a variety of sources.

State budget	=	\$ 4,043.79
NAT budget	=	\$10,846.90
Research Overhead Budget	=	\$ 4,868.01
DSP/DD Aide Training Verification 1	=	\$10,291.61
DSP/DD Aide Training Verification 2	=	\$ 5,292.29
Illinois Occupational Skill Standards	=	\$ 5,009.55
OCDP	=	<u>\$ 8,609.93</u>
Total	=	\$48,962.08

TECHNOLOGY COMMITMENT

The Department houses a distance learning facility in Pulliam Hall. The Department has invested time, personnel and dollars to develop alternative delivery modes for both undergraduate and graduate courses.

In FY02, a major budget item was planned for purchase to make online delivery a reality. The necessary equipment, software and technology will provide the Department with the opportunity to make online and technology delivered instruction functional, together with traditional instructor-led delivery. The Department has purchased (June 2002) five H.323 Internet based videoconferencing equipment units with application sharing, and virtual collaboration and teamwork capabilities. The Department invested (June 2002) in an Accord multipoint control unit (MCU) to manage multiple delivery sites. The MCU purchased (\$219,000) by the Department of Workforce Education and Development will be used for instructional delivery and training.

This technology offers Department faculty the opportunity to expand delivery of off-campus undergraduate and graduate programming. Undergraduate and graduate courses have been delivered using face-to-face, two-way audio/video, videoconferencing and internet in the developmental processes for the past four years. The Department is staged to move to the delivery phase.

ALTERNATIVE DELIVERY OF COURSES, WORKSHOPS, AND NON-CREDIT ACTIVITIES

The Department works with the Division of Continuing Education in offering summer cooperative education courses at the undergraduate and graduate level. During the past five years the Department has offered an extensive summer program for credit and non-credit. The course offerings provided opportunities for professionals to receive hands-on training on equipment representing new technology applications, information on workplace basics, and diversity training instruction.

EVALUATING EFFECTIVENESS OF ON-CAMPUS AND OFF-CAMPUS COURSE DELIVERY

Most faculty members use the SIUC Instructor and Course Evaluation (ICE) reports to structure improvements. Several faculty members use evaluation instruments they have developed to provide students the opportunity to identify strengths and weaknesses. Regular follow-up studies are conducted for all students completing the MS and PhD programs. Faculty participates in programs for the improvement of teaching through several means. All faculty members seeking promotion and tenure are required to use peer reviews of teaching. Faculty members are encouraged to participate in the Undergraduate Teaching Fellowship Program. Sabbaticals are utilized to identify and develop new courses and / or modify existing courses.

UNDERGRADUATE PROGRAMS

Recent Undergraduate Program Changes

Several changes in the curriculum have occurred during the past five years. The faculty recognizes that the curriculum must allow for flexibility to take advantage of accelerating technological and social changes in the workforce and also in preparation of teachers and trainers for the workforce.

Alternative certification is available in Business Education and Family and Consumer Sciences Education. Students must have a bachelor's degree with at least a 2.75 grade point average in a related field and have already completed at least five years work experience in the area of business education. Students must also pass the Illinois Basic Skills Test and provide three letters of recommendation with their transcripts.

Students are required to take a minimum of 18 hours of classes to prepare them for teaching. The courses are individually selected for each student based upon their experiences and education. Students must pass the Illinois Content Certification Exam. Upon completion of the class work, the student must find a one-year paid teaching job. Throughout the entire process, students participate in "Reflective Teaching Workshops" to further prepare them for the classroom.

The Illinois State Teacher Certification Board approved two new programs on June 14, 2002. Two undergraduate program modifications via Reasonable and Moderate Extension (RME) will be prepared to implement the Secondary Education (6-12) Program in Health Careers and the Secondary Education (6-12) Program in Technology Education. Alternative certification will be available in these content areas also.

During FY02 the University approved four (3 specific to the undergraduate level) Reasonable and Moderate Extensions (RME) for the Department of Workforce Education and Development. The changes, listed in Table 5, are critical to program development.

Table 5
Undergraduate Program Modifications via Reasonable and Moderate Extension (RME)
Department of Workforce Education & Development
FY02

Action	Description	Status
Add	Center for Workforce Development	Approved
Add	Name change of Clothing and Textiles Major to Fashion Design and Merchandising Major	Approved
Add	Name change of Home Economics Education Specialization to Family and Consumer Sciences Education Specialization	Approved

One of the most noticeable changes in the Department at the undergraduate and graduate level (in Graduate Program Section) was the approval of the RME to establish the Center for Workforce Development. The Center has three major areas of interest: (1) research and development, (2) education and training, and (3) information and product dissemination. Section 4 of this self-study (Center for Workforce Development) further describes the work of the Center.

The name changes of the Family and Consumer Sciences Education program and the Fashion Design and Merchandising program were intended to better communicate the programs' mission and development. The name changes will enhance recruitment and program development possibilities.

Curriculum materials (manuals) used in the off-campus military program have undergone revisions during the past two years. Textbooks used in the courses taught off-campus have been reviewed for degree of coverage of the topics.

Table 6 and Table 7 substantiate the program modifications during the past five years. Form 90As and Form 90s were used to add, modify, and delete courses.

Table 6
Undergraduate Program Modifications via Form 90A
Department of Workforce Education & Development
Summer 1997 – Spring 2002

Creation of Center for Workforce Development	07/01/01
Name of specialization changing from Home Economics Education to Family and Consumer Sciences Education	Sp 2002
Name of major changing from Clothing & Textiles to Fashion Design & Merchandising (FDM)	Sp 2002
Name of specialization changing from Retailing to Fashion Merchandising	Sp 2002
Name of specialization changing from Apparel Design to Fashion Design	Sp 2002
Increase graduate application from \$20.00 to \$35.00	03/16/01
Change core courses required for Masters	11/06/01
Drop WED 306 from Clothing & Textiles core	10/20/00
Substitutes to allow degree audit component	10/20/00
Change in core courses (460, 462, 463)	09/26/00
Add 306, move WED 258 to elective line	11/04/98
Drop 341b, 341a, or c	11/02/98
Add 345B to Clothing & Textiles core requirements	10/29/98
Remove Psyc 307 & replace w/384	09/24/98
Add 343, 351, 441 drop 306, 442, 341a, 341b, 341c from Retailing specialization	12/09/97
Add 306, 344, 442, 459 to Clothing & Textiles Retailing specialization, Delete 343 Psych 102 & Econ 113	12/05/97
Change 345a to 345	12/05/97
Add WED 306, 344, 442, 459 to Clothing & Textiles apparel design specialization, delete 343	12/09/97
Add WED 447, drop 343, Ad 110, change AD100a to 100b.	12/17/97
Change Catalogue	05/27/97
Drop 345b & incorporate content into lecture 345	04/14/97
General education for core	05/17/95

Table 7
Undergraduate Program Modifications via Form 90
Department of Workforce Education & Development
Summer 1997 – Spring 2002

Course Changes	Year	Nature of Change	Reason for Change
WED 414A	SU 97	Add	New course in Instructional Methods for Business Education
WED 447	SP 98	Add	New course in Computer Aided Apparel Design
WED 445	SU 98	Modify	Hours, prerequisite, description
WED 412	SU 98	Modify	Correction of prerequisite
WED 414B	SP 98	Drop	New course Business Computer Systems
WED 441	SU 98	Add	New course in Personnel Issues in Fashion Retailing
WED 306	SU 98	Modify	Include course prerequisite
WED 308	SU 98	Add	New course in Applications of Technology for Workforce Education &
WED 334	Fall 98	Modify	Change in wording
WED 336	SU 98	Modify	Change title/description
WED 449	SU 98	Modify	Prerequisite, title, description
WED 460-3	SU 98	Modify	Description
WED 462	SU 98	Modify	Description
WED 491	SU 98	Modify	Remove letter designations
WED 497	SU 98	Modify	Remove letter designations
WED 345B	SP 98	Drop	
WED 345	SU 98	Modify	WED 345 a/b now WED 345
WED 337	SU 99	Modify	Change title/description
WED 351	SU 99	Add	New course in Fashion Mathematics
WED 401	FA 99	Add	New course in Authoring Computer Based Instruction in Workforce Ed
WED 344	SU 1999	Modify	Description modified
WED 442	SU 2000	Modify	Prerequisite
WED 444	SU 2000	Modify	Description
WED 409	SP 2000	Drop	
WED 439	SU 2000	Modify	Description
WED 345A	SU 2000	Modify	Description
WED 345B	SU 2000	Add	New course in Textiles Laboratory
WED 341	SU 2000	Drop	
WED 338A	SU 2000	Modify	Simplify course description
WED 346	SU 2000	Modify	Title, description
WED 348	SU 2000	Modify	Title, description
WED 308	SU 2000	Modify	Change prerequisite from IST 336 to WED 306
WED 445	SU 2000	Modify	Add prerequisite
WED 448	SU 2000	Modify	Prerequisite, title, description
WED 452	SU 2000	Add	New course in Contemporary Issues in Fashion
WED 349	SU 2001	Modify	Title, description
WED 464-3	SU 2001	Drop	
WED 448-3	Fall 2001	Modify	Add lab fee
WED 338A	Fall 2001	Modify	Add lab fee
WED 338B	Fall 2001	Modify	Add lab fee
WED 340	Fall 2001	Modify	Add lab fee
WED 342-3	Fall 2001	Modify	Add lab fee
WED 345B	Fall 2001	Modify	Add lab fee
WED 346-3	Fall 2001	Modify	Add lab fee
WED 348-3	Fall 2001	Modify	Add lab fee
WED 445-4	Fall 2001	Modify	Add lab fee
WED 440-3	Fall 2001	Modify	Add lab fee
WED 446	Fall 2001	Modify	Add lab fee
WED 444-3	Fall 2001	Modify	Add lab fee
WED 381-6	SP 2002	Modify	Hours, description
WED 412	SP 2002	Modify	Prerequisite, cross-listing, title description
WED 445	SP 2002	Modify	Hours, prerequisite

Undergraduate Programs Enrollment

The Department has maintained an undergraduate enrollment of approximately 1000 to 1200 students per semester for the past five years. The potential for increasing the number of undergraduate students is directly related to the number of faculty members and dollars retained in WED for faculty and program improvement/enhancement. During the next two to five years, WED could have six to eight faculty members retiring. Planning now for the future and filling these positions is critical to the survival of the undergraduate program.

Undergraduate degree graduates in the Workforce Education and Development major from 1997 – 2002 ranged from 691 to 718 (See Table 9). The undergraduate degree graduates in the Fashion Design and Merchandising major over the same period ranged from 13 to 26 per year (See Table 9).

Table 9
Undergraduate Degree Productivity – Number of Individuals Graduating
Department of Workforce Education & Development
FY98 – FY02

		FY98	FY99	FY00	FY01	FY02
BS	WED	691	691	696	718	714
	C & T (FDM)	26	26	20	13	15

Undergraduate Instruction Off-Campus

Faculty members may be assigned to teach on-campus and off-campus courses. Off-campus teaching at the undergraduate level occurs at 15 military sites (and 1 civilian site) in 10 states. Some faculty members teach undergraduate courses off-campus at military sites twice during a fiscal year (See Table 10).

Table 10
Undergraduate Off-Campus Degree Program
Number of FTEs* by Location
Department of Workforce Education & Development
FY98 - FY02

Location	FTEs by Fiscal Year				
	FY02	FY01	FY00	FY99	FY98
Bangor	227.83	214.00	252.08	223.00	184.09
Ben Clark	213.66	245.42	258.25	206.26	194.00
Charleston	236.59	261.58	259.75	245.75	227.00
Dam Neck	213.58	174.00	169.25	185.08	201.99
Fairchild	148.83	128.08	new site 22.00	-	-
Great Lakes	191.58	208.49	231.25	222.50	210.75
Groton	199.25	156.00	181.50	223.75	184.67
Jacksonville	208.91	230.16	161.42	232.25	220.92
Kirtland	140.26	175.67	202.50	165.84	108.74
Mayport	135.58	143.92	145.75	184.83	174.25
McChord	190.00	155.17	140.50	125.33	139.33
McGuire	171.75	224.33	189.17	173.75	169.33
San Diego NI	233.92	267.58	261.67	251.00	257.50
Scott	282.58	259.83	165.16	174.25	187.16
Travis	166.17	188.26	117.17	162.67	148.83
TOTAL FTEs	986.83	1010.83	919.14	925.42	869.52

* One FTE = 12 credit hours

Field Experiences and Undergraduate Internships

Supervised work experience in a departmental approved position in corporate, apprenticeship, proprietary, government, and military organizations and secondary and post-secondary educational institutions are critical to the development of the WED students. Instructional and professional internship experiences are critical to the students. Interns in instructional internship positions assume responsibilities for preparing, presenting and guiding occupational

learning. Research, curriculum development and program management are components of the professional internship.

Students enrolled in the Education, Training and Development specialization in the off-campus degree program are required to earn five credit hours of internship. Three hundred and twenty-seven (327) students in the off-campus program completed an internship during FY02 (2001 – 2002). Students gain many worthwhile experiences through these internships. Over 120 companies (business & industry) and educational institutions provided internship positions (paid and unpaid) during FY02. Some of the organizations in FY02 that provided internship experiences in the Off-Campus Degree Program (OCDP) are listed in Table 11. Undergraduate internships from the campus students are presented in Table 12.

Table 11
OCDP Internships at the Undergraduate Level
Department of Workforce Education & Development
FY02 (2001 – 2002)

Company	Company	Company	Company
Technology Integration Group	Kitsap County Juvenile Department	Albuquerque TVI Fire Science	Carolina
Sullivan Environmental Solution	Emergency Medical Training	Kirtland Training Flight	Performance Systems & Training Inc.
Fire ETC	Lockheed Martin	S&S Environmental Applications LLC	Poynor Adult Education Center
Costal Systems Station	Emerald City Computer Works	Training Done	Pratt-Whitney Aeronauticals
ESP Inc	Maric College	Tukwila Fire Dept.	Richland Memorial Hospital
Alzheimers Association	MCCS Lifelong Learning Center	U.S. Engineering Center	Robert Bosche Corporation
Kelsey-Jenney College	Vincennes University	Vincennes University	S.C. Employment Security Commission
St. Vincent de Paul	Trident Adventures & Training	Blue Cross/B/ Shield-Tri Care Division	Summerville Medical Center
Market Scape Res/Devel	Navy College Programs	OEA Aerospace Inc	Trident Technical College
South Chula Vista Library	American Red Cross	Solano Community College	U.S. Dept. of Justice
Primerica	LGE Performance	Washington Mutual Bank	U.S. Navy Nuclear Power Training Unit
Merico Inc	Jamul Fire Department	Vacaville Adult School	Aanko Technologies
Navy Family Service Center	Atlantic STS	American Red Cross Tidewater Chapter	Advanced Business Consultants
Best Way Auto	Meric College	Blackwater Training Center	CompUSA
Palomar College Police Academy	Veteran's Admin. Hospital	Target Systems	Travis AFB Education Office
Career Awareness Center	M/T Consulting Inc.	Command AIM Administrator, Training & Development	Fairfield-Suisun Adult School
Coronado Adult/ROP Edu. Ctr.	Olympic College	Briteline Extrusions	Regional Occupational Program
Combined Brig MCAS Miramar	Paladin Data Systems	CAFB Training Office	Electrolux
San Diego Job Corps Center	Pierce College	Charleston AFB Family Home Childcare Off.	Napa Valley College
San Diego Hospitality Institute	Puget Sound Navel Shipyard	Charleston Place Hotel	Napa Valley Police Training
Jabra Corporation	KAFB Boys & Girls Club	Charleston Police Dept.	Hampton City Schools, Adult Education
Regional Occupational Pg	New Mexico State University	Civilian Personnel Trng. Mgr	Information Spectrum Inc
Allied Telesyn International	58 Operations Group	Florence Darlington Tec	Naval Weapons Station, Yorktown
American Red Cross	AF Op. Test & Evaluation Center	Heartland Manor Care	Peninsula READS
Anderson & Associates	Dept. of Energy	Heritage Trust Federal Credit Union	Portsmouth Redevelopment & Housing Authority
Bellevue School District	Air Force Research Laboratory	Human Technologies Inc	Virginia Beach City Public Schools
Bremerton School District	UNM Continued Education	Hydro-Stop Inc	
Central Kitsap Fire & Rescue	Albuquerque TVI Workforce Dev.	Marion County Technical Ed Center	
Eton Technical School	KAFB Hospital	Maxcess Technologies	
Fleet Industrial Supply Center	Intel Corp.	Medical University of South	
Kitsap County Central Communications	Honeywell		

Table 12
On-Campus Programs Internships at the Undergraduate Level
Department of Workforce Education & Development
FY02 (2001 – 2002)

Company	Company	Company
FIRST NATIONAL BANK	FRONTIER COLLEGE	BANK OF ILLINOIS
R.A.V.E., INC	WESTERN STAFF SERVICES	INDIAN HILLS GOLF COURSE
REGIONAL OFFICE OF EDUCATION	COLLEGE OF DUPAGE	MT. VERNON ECONOMIC DEVELOPMENT CENTER
ST. MARY'S GOOD SAMARITAN HOSPITAL	JOB CORP	TRUCK CENTERS, INC
U.S. MARSHALL SERVICE	PROJECT SUCCESS OF BOND COUNTY	ADULT REHABILITATION
ADOLESCENT HEALTH CARE SERVICE	COMMUNITY NATIONAL BANK	PENN ALUMINUM INTERNATIONAL
ARCHWAY, INC	DOUG HINES LAW OFFICE	OLNEY CENTRAL COLLEGE
B AND A TRAVEL SERVICE	KERR-MCGEE COAL CORP	H B FULLER CO.
CARBONDALE CHAMBER OF COMMERCE	PSYCHIATRIC INSTITUTE OF S.E. ILLINOIS	LOCKHEED-MARTIN
CENTER FOR COMPREHENSIVE SERVICES	SMALL BUSINESS DEVELOPMENT CENTER	MATSUSHITA UNIVERSAL MEDIA SERVICES
CITY OF CARBONDALE	SOUTHEASTERN ILLINOIS COLLEGE	PERRY COUNTY HEALTH DEPT.
D & R DEVELOPMENT GROUP	HERRIN HOSPITAL	PINCKNEYVILLE COMMUNITY HOSPITAL
EMPLOYMENT SERVICES	SOUTHERN ILLINOIS COLLEGIATE COMMON MARKET	BASF CORP
FIRST NATIONAL BANK AND TRUST	MECCA TECH INC	PARKVIEW MANUFACTURING
ILLINOIS DEPARTMENT OF TRANSPORTATION	REND LAKE COLLEGE	ILLINOIS ARMY NATIONAL GUARD
MEMORIAL HOSPITAL	ELECTRIC ENERGY, INC	MEDICAL MANAGEMENT CONSULTING SERVICES
SOCIAL SECURITY ADMINISTRATION	MOLLOW FUNERAL CHAPEL	MEDIX
SOUTHERN ILLINOIS REG. SOCIAL SERVICES	ILLINOIS EMERGENCY MANAGEMENT AGENCY	UNITED STATES POSTAL SERVICE
SOUTHERN ILLINOIS UNIVERSITY	ILLINOIS STATE OFFICE	AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT
THE BANK OF CARBONDALE	MARION FEDERAL PRISON	ST. CHARLES COLLEGE
WHITE & BORGOGNONI ARCHITECTS	MARION PEPSI COLA BOTTLING CO.	SHAWNEE COLLEGE
CHARLES NORMAN AND ASSOCIATES	PRIMER TECHNOLOGIES	ILLINOIS STATE POLICE
JOHN A. LOGAN COLLEGE	SEARS	VIENNA CORRECTIONAL CENTER
CENTRALIA CORRECTIONAL CENTER	UNITED PARCEL SERVICE	J AND M, INC
ILLINOIS DRUG TASK FORCE	VETERANS ADMINISTRATION HOSPITAL	NEIMAN MARCUS
KASKASKIA COLLEGE	WILLIAMSON COUNTY SHERIFFS DEPT.	WALMART
COAL TEC ENERGY	ALLIED SIGNAL	TARGET
CARDINAL HEALTH CARE	COMMUNITY NATIONAL BANK	DILLARDS
AIRTEX	EARL C. CLEMENTS JOB CORPS	

Undergraduate students in the department are active in student organizations, professional meetings and departmental activities. Students are involved in organizations on-campus and off-campus. Some of the organizations are: ASTD, San Diego Urban League Young Professionals, and ISPI. Recent awards, presentations, and research grants earned by undergraduates are listed in Table 13.

Table 13
Undergraduate Student Awards, Presentations and Research Grants
Department of Workforce Education & Development
FY98 - FY02

<u>Awards</u>	
Michelle M. Saar	First Place, Men's Wear, Dallas Career Day, April 2002 (\$500 1 st prize)
Erin Polczynski Carrie Carso	Chancellor's Undergraduate Research / Creative Activity Award, 2002
Brenda Coop Phi Beta Lambda	First place winner in the Future Business Teacher State Competition in Leadership activities & community service, 2002
Nathan Uchtmann	State Phi Beta Lambda President, 2001 – 2002 National Phi Beta Lambda Parliamentarian, 2000 - 2001
Dustin Unverfehrt	State Phi Beta Lambda Vice-President, 2001 – 2002 State Phi Beta Lambda Treasurer, 2000 - 2001
Jenny Uchtmann	State Phi Beta Lambda Parliamentarian, 2001 – 2002
Phi Beta Lambda Chapter	Award of Excellent, 2 nd place, 2002 Annual Business Report, 2 nd place, 2002 Community Service Project, 2 nd place, 2002 Traditional Scrapbook, 2 nd place, 2002 Electronic Scrapbook, 2 nd place, 2002
Nathan Uchtmann	Phi Beta Lambda, Future Business Executive, 1 st place, 2002
Brenda Coop	Phi Beta Lambda, Future Business Teacher, 1 st place, 2002
Tonya Northern	Phi Beta Lambda, Human Resource Mgt, 1 st place, 2002
Brian Evans	Phi Beta Lambda, International Business, 1 st place, 2002
Brian Wysocki	Phi Beta Lambda, Management, 1 st place, 2002

Erik Perks	Phi Beta Lambda, Networking Concepts, 1 st place, 2002
Dustin Unverfehrt	Phi Beta Lambda, Who's Who in PBL, 1 st place, 2002
Brian Evans Brian Wysocki Tonya Northern	Phi Beta Lambda, Business Decision Making, 1 st place 2002 Team Event
Theresa Monaco George Hargraves Dustin Unverfehrt	Phi Beta Lambda, Business Decision Making, 2 nd place 2002 Team Event
Maria Bartolo	Second place winner in the Bobbin International <i>Design Inspiration Competition</i> , held in Atlanta, GA, October 2000.
Barb Summers	Participant in juried design segment of American Quilters Society, Paducah, Kentucky, April 2000.
Rebecca Ahrens	Participant in the Bobbin International <i>Design Inspiration Competition</i> , held in Atlanta, GA, September, 1999.
Sarah Stevens	Participant in the Bobbin International <i>Design Inspiration Competition</i> , held in Atlanta, GA, September, 1997.

Research Presented at Professional Meetings

N. Arseneau, C. Ewell, & K. Young	Ownership and visibility of alcohol promotional clothing items. Research presented at AAFCS annual meeting, Providence, RI, June 30-July 3, 2001. Abstract available at http://www.aafcs.org/products/abstracts.html#16 (with J.Workman)
H. Rimmke	Beautiful in every way: Designing for the physically challenged. Research presented at International Textile and Apparel Association, Cincinnati, OH, November 2000. (with L. Kidd)
E. Polczynski & C. Corso	Content analysis of job advertisements for corporate retail buyers. Research abstract accepted for poster presentation at American Association of Family and Consumer Sciences annual meeting, Dallas, TX, June 22-25, 2002. (Refereed) (with C. Studak)

N.Arseneau & C. Ewell Traits and behaviors assigned to an adolescent wearing an alcohol promotional t-shirt. Research abstract accepted for oral presentation at American Association of Family and Consumer Sciences annual meeting, Dallas, TX, June 22-25, 2002. (Refereed) (with J. Workman)

Grants and Research Awards

E. Polczynski & C. Corso Chancellor's Undergraduate Research/Creative Activity Award (Cathryn Studak, Faculty Sponsor). "Content Analysis of Job Advertisements for Corporate Retail Buyers" 7/01 – 6/02

N. Arseneau, C. Ewell, & K. Young Chancellor's Undergraduate Research/Creative Activity Award (Dr. Jane Workman, Faculty Sponsor). "Alcohol Promotional Clothing Items and Alcohol Consumption" 7/00 – 6/01

Jill Erlinger Chancellor's Undergraduate Research/Creative Activity Award (Dr. Laura Kidd, Faculty Sponsor). "Breaking the Barriers: Incorporating Function into Fashion" 7/00 – 6/01

Jazzika Matthews Chancellor's Undergraduate Research Award (; Dr. Jane Workman, Faculty Sponsor). "Effects of Teasing on Girls' Body Image." Jazzika Matthews submitted a paper to International Textile and Apparel Association (ITAA) based on her research project. She won the Undergraduate Paper competition and was awarded a plaque and a check for \$500.00. Poster presentation at the ITAA meeting based on the paper. 7/99 – 6/00

GRADUATE PROGRAMS

The number of master's students (number of majors headcount, fall semester) averaged 175.4 per fiscal year (FY97 – FY01). The number of master's students graduating during this time period (FY97 – FY01) averaged 71 graduates per year. The number of master's degree graduates from Workforce Education and Development is one of the highest in the University. It takes the average master's student two and one half years (mean = 33 months; median = 28 months) to complete the program.

Previously, there was a high percentage of students who did not complete the program; however, graduate faculty identified a due diligence policy and structured the master's research course to allow students to meet weekly. These changes have increased the completion rate for master's students.

For the MS program, student programs are generally developed in advisement sessions in the Office of Graduate Programs. A few students elect to work with an individual faculty member for their program development. When a student is ready to enroll in the research paper course, they have an option of (a) working with an individual faculty member as their advisor, or (b) enrolling in a regularly scheduled session of the course whose instructor then becomes the advisor for their research. The following data shows the number of students enrolling in a regular session of the course and those working with individual faculty for terms from spring 1998 to summer 2002.

WED 593 (Research Paper) Advisement, Spring 98-Summer 02

Weekly Meeting Sections	119
Bortz (Jamaica project)	56
Washburn	42
Anderson	39
Carter	31
Waugh	24
Baker	14
Huck	13
Hall	12
Sullivan	11
Sinha	10
Workman	8
Stitt	7
Bailey	7
Reneau	7
Buila	6
Kidd	5
Putnam	5
Hagler	1
Lentz	1

Students who elect to complete the thesis must select an advisor and two committee members to assist them with their research. The following data show individual faculty and the number of theses supervised from spring 1998 to summer 2002.

WED 599 Advisement, Spring 98-Summer 02

Workman	12
Anderson	9
Huck	4
Stitt	3
Washburn	3
Carter	2
Waugh	2
Putnam	2
Hall	2
Baker	1
Reneau	1
Buila	1

The Office of Graduate Programs for Workforce Education and Development monitors all students who are enrolled in the program who do not appear to be making appropriate progress. Letters are sent to master's and doctoral students informing them of the due diligence policy of the Department.

The number of PhD students (number of majors headcount, fall semester) averaged 58.8 per fiscal year (FY97 – FY01). The number of PhD students graduating during this time period (FY97 – FY01) averaged 6.2 graduates per year.

Doctoral program applicants may take the GRE or MAT as an applicable test for admission; however, graduate faculty prefer that doctoral program applicants submit a GRE score. On the average, GRE scores are in the middle 10% of all graduate students in education who take the GRE. Data are not available to compare doctoral applicant scores with other department applicants.

All doctoral-level graduate faculty review doctoral program admission portfolios and vote on admission. Faculty members have considered establishing a minimum cutoff score for the GRE test for admission into the program. However, with the enrollment limited by faculty willingness to serve as a prospective committee chair and all faculty involved in the admission review process, it does not appear to be necessary to establish minimum cutoff scores for admission. Further, some suggest that achievement in graduate study is not closely correlated with higher scores on either the MAT or GRE standardized examination.

Of the students interested in a graduate assistantship, approximately 10% have received support through University-administered funds. This percentage has drastically decreased by budget cuts. Other graduate assistants are supported in one of two ways: (a) Students

are supported through the use of dollars recovered when the on-campus faculty members teach in the off-campus military program or (b) when faculty received external grants which support an assistantship. Two students have been awarded special fellowships under a state-funded program designed to encourage minorities to participate in graduate study. Fifty percent of the graduate assistants receiving support in FY02 were involved in teaching related activities. Others were involved in a variety of research and service activities.

There is a potential for growth in the number of off-campus undergraduate students who may wish to matriculate on campus and pursue graduate study. However, with large enrollments at the master's and doctoral levels, and a limited number of graduate faculty members, it will be difficult to substantially expand the graduate program.

The Department offers a very popular option for master's students via the two-week concentrated summer session. Approximately 45 students from 10 to 14 states participate in this option in which students complete core requirements in two summers and enroll in online or independent study during regular terms.

Additionally, each summer the Department offers the cooperative education courses in concentrated format for teachers who need documentation of having completed six semester hours in the organization and administration of cooperative vocational education. Teachers generally need these courses in order to receive state approval as cooperative education coordinators. Each summer some 60-80 teachers participate in these two courses.

Graduate faculty members meet regularly to discuss changes in the master's and doctoral program. Data have been collected, showing enrollment trends for both the MS and PhD programs. Faculty will continue to identify and solve challenges associated with large enrollments, admission of students into programs, and expanding and revising existing course offerings.

Recent Graduate Program Changes

The Graduate Committee, as a Departmental standing committee, is composed of all faculty holding regular graduate faculty status. The graduate faculty meets monthly during the academic year and once during the summer to address graduate program needs and changes in the MS and PhD degree programs. Enrollment, completion, and placement data are collected annually for both programs. The Graduate Committee acts upon and approves all requests for changes in the graduate programs and courses at the graduate level.

Students admitted to the master's and doctoral programs are required to have completed WED 460 Occupational Analysis and Curriculum, WED 462 Instructional Methods and Materials, and WED 463 Assessment of Learner Performance as foundation courses. Students who have not completed these courses or related work experiences in these areas are required to take them. These nine hours do not count as part of the credit hours earned for the degree (MS or PhD).

The request for the Reasonable and Moderate Extension (RME) to add a “non-thesis option” for the Master of Science in Education degree in Workforce Education & Development has been submitted to the Graduate Council for notice and action (See Table 14). Several course changes will be proposed in the coming year. This includes elimination of courses and the addition of new courses consistent with workforce development. Strengthening the graduate program must continue.

Table 14
Graduate Program Modifications via Reasonable and Moderate Extension (RME)
Department of Workforce Education & Development
FY02

Action	Description	Status
Add	Center for Workforce Development	Approved
Add	Workforce Education & Development Non-Thesis Option, Master’s Degree	In process*
Add	Certificate for Workforce Training Design & E-Learning Systems	In process*

* Paperwork at Graduate School – expect approval by Fall 2002

At the graduate level, the Department faces at least three substantial issues: (a) the disproportionate share of advisement load being carried by a few faculty members; (b) the loss of graduate faculty members to retirement which will result in a lack of graduate faculty to serve the M.S. and Ph.D. programs, and (c) the need to expand the number of current courses offered at the master’s level. Table 15 shows modifications in graduate programs.

Table 15
Graduate Program Modifications via Form 90 and Form 90A
Department of Workforce Education & Development
Summer 1997 – Spring 2002

Graduate			
Course Changes	Year	Nature of Change	Reason for Change
WED 538	Fall 97	Modify	Change 2 credit hours-3
WED 563	2001		New course in Assessment
WED 568-3	SU 2001	Drop	
WED 578-3	SU 2001	Drop	
WED 581	10/25/01	Add	New course in Characteristics of Clientele
WED 586	1999	New	New course in Adult Vocational Programs
WED 588-3	SU 2001	Drop	
WED 501	03/27/02	Modify	Change number to WED 504
WED 502	03/27/02	Modify	Change number to WED 505
WED 503	04/12/02 03/27/02	Add	New course in Multimedia Assets Development

Graduate Program Enrollment

The graduate faculty has made an effort to limit the number of Master's and PhD admissions because of the number of graduate faculty members. The Department admits a maximum of 90 students each year into the master's program. Generally, more are admitted since all who are admitted do not enroll. The Department drops any graduate students from the program when a student has not enrolled in the preceding three semesters. The potential for increasing the number of graduate students is directly related to the number of graduate faculty. During the next two to five years, WED could have six to eight faculty members retiring from the University. Planning now for the future and filling these positions is critical to the survival of graduate programs that are respected nationally.

Enrollments in the master's program from 1997 – 2002 ranged from 93 to 120 (See Table 16). Master's degree graduates over the same period ranged from 56 to 84 per year (See Table 17).

At the PhD level, the number of students admitted to the program has been limited (9 to 16 per year). This has resulted in better service to our Ph.D. students. The PhD program in the Department faces at least four challenges: (a) the disproportionate share of advisement load being carried by a few faculty members; (b) the loss of graduate faculty to retirement has resulted in fewer faculty to serve the PhD program; (c) the need to expand the number of courses restricted to PhD students; and (d) the need for a PhD seminar that focuses on professional development, research grants writing, refereed journal writing, and presentations at professional meetings (state, national, international).

Enrollments in the PhD program from 1997 – 2002 ranged from 9 to 16 (See Table 16). PhD graduates graduation data over the same period ranged from 6 to 7 per year (See Table 17).

Table 16
Number of Students Admitted to the M.S. and PhD Programs
1997 – 2002

	FY98	FY99	FY00	FY01	FY02
MS	119	93	119	108	120
PhD	14	14	14	9	16

Table 17
Graduate Degree Productivity – Number of Individuals Graduating from
the Department of Workforce Education & Development
FY98 – FY02

	FY98	FY99	FY00	FY01	FY02
MS	56	84	70	73	52
PhD	6	7	6	6	3

Graduate Assistantships/Graduate Fellowships

Assistantships are awarded on a 25-50% quarter or half-time basis (10-20 hours/week) and may involve any one or a combination of the following:

1. teaching undergraduate coursework in Family and Consumer Sciences Education, Business Education, Education Training and Development, Fashion Design and Merchandising or Administrative Services Training;
2. assisting in laboratory sessions for communication in business courses or applications of integrated software;
3. assist in teaching support; and
4. assist in research activities for graduate faculty.

Fellowships are awarded by the University. These awards are highly competitive and are based on scholarship and potential for success in graduate study. Two of the Department's PhD students have received fellowships designed to encourage minority students to participate in graduate study.

The Department employed 10 graduate assistants for the academic year (2001 - 2002) in a variety of teaching, research, and service capacities. The duration of these 10 assistantships was nine months each (fall and spring semesters). Twelve graduate students were employed in short-term assistantships in the summer 2002 to work on one of the following: (a) marketing of the OCDP Program on card disk, (b) ETD online curriculum (course) materials, or (c) proposal identification and writing - response to an RFP.

In 1997 – 1998 (FY98), the Department employed 20 graduate assistants. Eleven had responsibilities associated with direct or indirect teaching. Graduate students have been assigned to all program areas within the Department. The number of graduate assistantships supported by state dollars has decreased over the past five years. The current state dollars allocated to assistantships in the Department is \$26,037.02. The rate for a master's level assistantship is \$1110 per month for a 50% appointment (20 hours per week). The rate for the PhD level assistantship is \$1204 per month for a 50% appointment (20 hours per week). In 2001 – 2002 (FY02) of the Department's employed ten graduate assistants five had responsibilities associated with direct or indirect teaching.

There was a major reduction in graduate assistantships support at the end of FY00 (See Table 18). This reduction in assistantship dollars resulted in a drastic decline of graduate assistantships serving all program areas in the department.

Table 18
Number of Graduate Assistantships
Department of Workforce Education & Development
1997 – 2002

	FY98	FY99	FY00	FY01	FY02
Fall	20	20	20	15	10
Spring	20	21	19	17	9

Faculty must generate research, training, service grants and cost-recovery dollars in order to have graduate assistants in all program areas. The need for less dependence on state dollars will force the department to seek other than state dollars to support graduate assistantships. FY02 allocation of state dollars for graduate assistantships was \$26,037.02. FY03 graduate assistantship support from state dollars also will be \$26,037.02. These dollars will be restricted to teaching appointments only in FY03.

Students interested in graduate teaching and research assistantships may apply to the Departmental office (Pulliam 212) or to a respective faculty member. Most teaching assistantship recommendations from faculty are submitted to the Department Chair, who is responsible for making graduate assistant appointments. An offer is not final until the student has been accepted to the Graduate School and admitted to the Department of Workforce Education and Development. Graduate assistants are supervised by faculty to whom they are directly responsible.

Applicants for research assistantships are reviewed in a similar manner. Typically, recommendations are made by faculty members to the Department Chair who makes the final appointment. The background, interests and abilities of students are considered with reference to the established research programs of individual faculty members.

Graduate Instruction Off-Campus

The Department offers graduate courses off campus. Summer short-term courses are offered on-campus to provide graduate students that are enrolled in off-campus graduate courses opportunities to come to campus. These short-term graduate courses have been well received. The major problem with increasing the number of MS and PhD students in the graduate program is the limited number of graduate faculty in the department (See Table 19).

Table 19
Off-Campus Graduate Courses
Department of Workforce Education & Development
FY98 - FY02 (1997 – 2002)

<u>Date</u>	Course Number	Course Title	Location
FY98	WED 591	New Developments	Mt. Vernon
	WED 591	New Developments	Mt. Vernon
FY99	WED 472	Organizing Cooperate Educ	Joliet
	WED 473	Coordinating Coop Voc Educ	Joliet
	WED 591	New Developments	Mt. Vernon
	WED 591	New Developments	Various –VIP
	WED 491	Adv Occ Skills	Mt. Vernon
	WED 491	Adv Occ Skills	Various-VIP
	WED 598	Special Investigations	Carmi
	WED 598	Special Investigations	Chester
	WED 460	Occup Anal & Curr	Jamaica
	WED 598	Special Investigations	Carmi
	WED 591	New Developments	Mt. Vernon

<u>Date</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Location</u>
	WED 466	Found of Work Educ	Jamaica
	WED 561	Research Methods	Jamaica
	WED 564	Prog Eval for Workforce Ed	Jamaica
	WED 469	Training Systems Management	Jamaica
	WED 580	Characteristic Clientele	Jamaica
	WED 598	Special Investigations	Jamaica
	WED 591	New Developments	Mt. Vernon
	WED 591	New Developments	Kansas City
FY00	WED 591	New Developments	Carterville
	WED 591	New Developments	Chester
	WED 591	New Developments	Mt. Vernon
	WED 591	New Developments	Various-VIP
	WED 591	New Developments	Chicago
	WED 591	New Developments	Mt. Vernon
	WED 472	Organizing Coop Educ	Joliet
	WED 473	Coordinating Coop Voc Educ	Joliet
	WED 463	Assess Voc Student Progress	Jamaica
	WED 494B	Workshop in Bus Ed	Springfield
	WED 566	Administration & Supervision	UCLC
	WED 566	Administration & Supervision	Jamaica
	WED 590	Readings	UCLC
	WED 595	Professional Intern	UCLC
	WED 593	Individual Research	Jamaica
	WED 494B	Workshop in Bus Ed	Springfield
	WED 595	Professional Intern	UCLC
	WED 590	Readings	UCLC
	WED 564	Prog Eval for Workforce Ed	UCLC
	WED 591	New Developments	Mt. Vernon
FY01	WED 591	New Developments	Various-VIP
	WED 591	New Developments	Carterville
	WED 591	New Developments	Mt. Vernon
	WED 591	New Developments	Long Beach
	WED 472	Organizing Cooperate Educ	Joliet
	WED 473	Coordinating Coop Voc Educ	Joliet
	WED 598	Special Investigations	Carmi
	WED 598	Special Investigations	Jamaica
	WED 593	Individual Research	Jamaica
	WED 564	Prog Eval for Workforce Ed	Jamaica
	WED 561	Research Methods	Jamaica
	WED 598	Special Investigations	Jamaica
	WED 591	New Developments	Mt. Vernon
	WED 494B	Workshop in Bus Ed	Springfield
	WED 590	Readings	UCLC
	WED 595	Professional Intern	UCLC
	WED 586	Adult Vocational Education	UCLC
	WED 564	Prog Eval for Workforce Ed	Jamaica
	WED 502	Multi Media – DL	Online
	WED 469	Training Systems Management	Jamaica
	WED 586	Adult Vocational Education	Online
	WED 566	Administration & Supervision	UCLC
	WED 590	Readings	UCLC

<u>Date</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Location</u>
	WED 595	Professional Intern	UCLC
	WED 593	Individual Research	UCLC
	WED 591	New Developments	Mt. Vernon
	WED 591	New Developments	Anaheim
FY02	WED 591	New Developments	Mt. Vernon
	WED 591	New Developments	Mt. Vernon
	WED 591	New Developments	Chicago
	WED 463	Assess Voc Student Progress	Online
	WED 472	Organizing Cooperate Educ	Joliet
	WED 473	Coordinating Coop Voc Educ	Joliet
	WED 491	Adv Occ Skills	Various-VIP
	WED 593	Individual Research	Jamaica
	WED 590	Readings	Online
	WED 593	Individual Research	Online
	WED 591	New Developments	Mt. Vernon
	WED 574	Occupational Information	UCLC
	WED 590	Readings	UCLC
	WED 595	Professional Intern	UCLC
	WED 593	Individual Research	UCLC
	WED 593	Individual Research	Online
	WED 586	Adult Vocational Education	Online
	WED 574	Occupation Information	SWIC
	WED 463	Assess Voc Student Progress	Online
	WED 418	Tr & Dev in Adm Service	SWIC interactive
	WED 591	New Developments	Mt. Vernon
Su '02	WED 591	New Developments	Various-VIP
	WED 591	New Developments	Mt. Vernon
	WED 472	Organizing Cooperate Educ	Carmi
	WED 472	Organizing Cooperate Educ	Joliet
	WED 473	Coordinating Coop Voc Educ	Joliet
	WED 414B	Instr Methods – Bus. Ed.	SICCM
	WED 591	New Developments	Chicago
	WED 591	New Developments	Nashville

Graduate Student Admission

To qualify for admission to the MS degree program, an applicant must have a bachelor's degree, or its equivalent, prior to the beginning of classes for the term admission is sought. A grade point average of 2.7 or better (on a 4.0 scale) for prior work completed is required. Also, students must submit a resume and a career goal paper identifying how their career goal aligns with the Department's program.

Generally, no more than 90 students are admitted annually to the MS degree program. Those students who have not completed the program or have not enrolled for the three preceding semesters are surveyed to determine their intention to complete the degree. If they do not respond with a plan for completion, they are dropped from the program.

About 45 off-campus students from up to ten different states enroll each summer in a concentrated two-week session and complete their MS degree at SIUC. While faculty located in off-campus military installations encourage students to attend SIUC for graduate study, no formal recruitment process is in place. The size of the master's program has remained constant over the last five years with a slight increase. As a result, a recruitment process has not been established for the program.

Students applying for the PhD program must complete a Graduate School application form, a departmental application form, have transcripts sent from previously attended institutions, provide data on the Graduate Records Examination or Millers Analogies Test score, and prepare a document titled, "Career Objectives and Professional Plans." The graduate faculty utilizes this information to determine admission for students into the PhD program.

The graduate faculty has enrolled an average of 13.4 students per year in the PhD program. During the last five years, the Department approved 6.2 candidates for graduation per year. While there is no enrollment ceiling, there has been an increased numbers of students applying to the program and a limited number of graduate faculty to serve them. Two times each year (in October and March), students are admitted. Sixteen students were admitted to the PhD program in FY02. The entire graduate faculty review student files and make recommendations for admissions. At the doctoral level, the student selects an advisor and four committee members. The average number of doctoral advisees per graduate faculty member is 4.6.

Graduate Student Recruitment

There is no formal process in place for recruitment of graduate students at the master's or doctoral levels. Potential graduate students on-campus and off-campus are encouraged to pursue full-time graduate study in the Department or at another institution. A ceiling has not been placed on enrollment at the MS level; however, the graduate program coordinator monitors the numbers to assure that generally no more than 90 master's students and 15 doctoral students are admitted per year.

At the doctoral level, students must complete:

1. Graduate School application form;
2. Departmental application form;
3. Transcripts from previous institutions;
4. GRE score; and
5. Career objectives and professional plan paper outlining recent professional assignments and future professional objectives.

While no enrollment ceiling has been placed on admissions to the PhD program, a graduate faculty member must indicate willingness to chair the student's committee before the student is admitted to the PhD program.

Retention of graduate students is based on standards established by the Graduate School. A graduate student whose GPA falls below 3.0 is placed on academic probation. This review

is conducted each semester by the Graduate School. Master's students who have not enrolled for three consecutive semesters and doctoral students who have not enrolled for four consecutive semesters with no plans for completion are dropped from the program due to lack of progress toward the degree.

Graduate Students & Selective Activities

Graduate students have received regional and national recognition for work done as part of their degree programs (e.g., dissertation awards, publications, national & international presentations). Several students have made presentations at professional meetings and/or written for professional journals in collaboration with graduate faculty. These activities reflect the acceptance of the Department's graduate student research and activity and the quality of their experience in the Department (See Table 20).

Table 20
Graduate Student Awards and Activities
Department of Workforce Education & Development
FY02

Name	Awards, Published Articles, & Professional Activities
Dennis Bowman	<p>(2001). International law enforcement accreditation, <i>Crime and Justice International</i>, 17(55).</p> <p>(2001). An emerging alliance between the Commission on Accreditation for Law Enforcement Agencies, Inc. and the local law enforcement community, <i>Illinois Law Enforcement Executive Forum</i>, 1(2).</p> <p>“Performance Measures for Police,” Commission on Accreditation for Law Enforcement Agencies, committee on Standards for Police Performance, Alexandria, VA, April 12, 2002.</p> <p>“The Role of National Accreditation,” Federal Law Enforcement Training Accreditation, Glynco, GA, January 17, 2002.</p> <p>“Accreditation Standards and Police Performance Measures,” Commission on Accreditation for Law Enforcement Agencies, Committee on Strategic Planning, St. Louis, MO, July 26, 2002.</p> <p>“The Metropolitan Police Department in Washington, DC,” Commission on Accreditation for Law Enforcement Agencies, Panel on Federal and State Accreditation Networks, St. Louis, MO, July 25, 2002.</p>

Table 20 Graduate Student Awards and Activities continued:

Bill Caldwell	Recognized as a Distinguished Faculty by the Department of Political Science Undergraduate Student Government in Fall 2001
	Recognized as the Public Administration Student Organization as the Instructor of the Year for 2001.
	Re-elected President of the Carbondale Community Education Association
	Elected President Elect of the Illinois Community Educators Association for 2001 and will be President in 2002
Bryan Reaka	Delyte W. Morris Award – Outstanding contribution to the campus & community through civil engagement & volunteer service (2002)
Oke Onah	SIUC Graduate School Dissertation Research Award 2002
LuAnn Hiniker	Internet2 Experimental Videoconference, Workforce Education Distance Learning Classroom, Exploration of Internet 2 – conversing with the University of Glasgow, Scotland and ORANET; The University of Calgary, Canada; and the Ohio State University, Co-sponsored by Information Technology and the Department of Workforce Education & Development (April 30, 2002)
Mary Wallace & John Duncan	Assessing Online Technology: Edutainment or Desktop-Rubbishing. Delta Pi Epsilon Journal - (in publication) (2002, Winter).
Fran Miley	The Group Exchange (GSE) program of The Rotary Foundation (one of five chosen from the U.S.A.) (2002)
Purnima Kumar	Poster Presentation (refereed): A mirror of social change: Traditional dress of the married Swazi woman, International Textile & Apparel Association Conference, Kansas City, MO (2001)
Lombuso Khoza	Swazi bridal attire: Culture, traditions and customs (in press), In J. Eicher, D. Johnson & H. Foster (Eds.), Berg Publishers (2002)
LuAnn Hiniker	Innovative Technology Partnerships Between Universities and the Private Sector. 2002 Society for Applied Learning Technology, Arlington, VA
LuAnn Hiniker & John Duncan	Enhancing Quality and Interactivity in Virtual Teaching: Creativity Online Learning Through Desktop Videoconferencing. International Society for Business Education 2001 SIEC / ISBE International Conference, Zurich, Switzerland (2001, August)

Table 20 Graduate Student Awards and Activities continued:

LuAnn Hiniker & John Duncan	Innovative Virtual Teaching and Team Building Using Desktop Videoconferencing. 2001 Society for Applied Learning Technology, Arlington, VA (2001, July)
LuAnn Hiniker & Clarence Maise	Assessment and Development of Cyber-Learning Skills Utilizing Modular Learning Interfaces. 2001 Conference on Information Technology, Minneapolis, MN (2001, November)
John Legier	Graduate Committee member for the COEHS Academic Affairs Committee
Howard Gunning	Vice President of the St Clair Chapter of the American Association of Medical Assistants.
Jeannie Killian	SIUC 2000 Woman of Distinction Award - from University Women's Professional Advancement
	Killian, J. (2000). Maintaining your principles in a public relations crisis, <i>Journal of Educational Relations</i> , 21(2), 43-45.
	Crimando, W., Killian, J., & Blankenship, C. (2001). The use of problem-based learning in rehabilitation education and training. <i>Rehabilitation Education</i> , 15(3), 265-281.
	King, D.G., & Killian, J.G. (Abstract, 2002). Binocular rivalry, bipolar disorder, and aging: Perceptual alternation rate correlates with age as well as with psychiatric diagnosis. Society for Neuroscience, 32nd Annual Meeting, Orlando, FL.
	Participated in a formal presentation entitled "The use of problem-based learning in rehabilitation education and training" at the National Council on Rehabilitation Education annual meeting held in Tucson, AZ on February 16, 2002.
Karla Rankin	Received the distinction of Certified Administrative Professional (CAP) in November 2001, previously I received my Certified Professional Secretary (CPS) rating in 1996.
	Member of the International Association of Administrative Professionals (IAAP) and currently finishing my second two-year term as President of the local chapter, Southern Lakes, and a two-year stint as the Scholarship Committee Chairman for the Illinois Division of IAAP.
	Spring 2000, served on the advisory board of the business and office technology department at John A. Logan College.

Table 20 Graduate Student Awards and Activities continued:

Randall Shively	K-12 school board member at Wayne City, IL Vice president of the Egyptian Division for the Illinois School Board Association (ISBA)
Mary Haffey	Professional in Human Resource Certification, 2001.
Sherrie Malone	\$9,000 grant from the Illinois Community College Board for course development and delivery of an Online Electronic Commerce course for Shawnee Community College in Spring 2001 \$1,000 minigrant from SIU's Center for Distance Learning and Multimedia Development for the development of a Windows 98 online course for SCC.
Bob Cesar	Pauline Gansauer Award--Illinois Probation and Court Services Association--given annually to a Probation professional in Illinois who has exemplified the highest standards of dedication to the profession
Don Reese	VP Membership, President Elect, President -- St. Louis Chapter, American Society for Training and Development Elected to the Board of Directors (Representing Southern Illinois) National Association of Workforce Development Professionals, received Certification as a Workforce Development Professional, asked to Chair the Advocacy Committee for NAWDP Serve on the Advisory Committee for the Regional Center for Education and Work at the University of Missouri St. Louis Serve on the Advisory Committee to the Labor and Education Market Analysis group at the University of Missouri St. Louis Serve on the Information Technology Apprenticeship committee, Office Apprenticeship, Training, Employer and Labor Services, DOL
Shauna Scribner	President, Lambda Chapter of Omicron Tau Theta Secretary, Society of Manufacturing Engineers Student Chapter 93 Outstanding Student Award Scholarship Academic Scholarship

Table 20 Graduate Student Awards and Activities continued:

Faith Miller

Lukes, S.M., & Miller, F.Y. Manuscript Accepted: Oral health issues among migrant farmworkers. *Journal of Dental Hygiene*. Publication date TBA

Miller, F.Y. (Winter 2002). Recruitment strategies for underrepresented minorities in central and northeast regional dental hygiene programs in the United States. Abstract. *Journal of Dental Hygiene*, 76(1), 86.

Miller, F.Y., & Lukes, S.M. (Winter 2002). Comparison of oral health issues among male and female migrant farmworkers. Abstract. *Journal of Dental Hygiene*, 76(1), 92.

Miller, F.Y., & Lukes, S.M. (February 2002). Students' perceptions of web-enhanced teaching using webct within the dental hygiene curriculum: A pilot study. Abstract #93. *Journal of Dental Education*, 66(2), 287.

Lukes, S.M., & Miller, F.Y. (2001) Program Presentation: "Decay Prevalence in Southern Illinois Migrant and Seasonal Farmworkers and their Families" to Midwest Migrant Streams Forum, Austin, TX December 2001

Miller, F.Y., & Lukes, S.M. Poster Presentation: "Comparison of Oral Health Issues Among Male and Female Migrant Farmworkers" American Dental Hygienists' Association Annual Session (ADHA), Nashville, TN June 2001

Miller, F. Y. Poster Presentation: "Recruitment Strategies for Underrepresented Minorities in Central and Northeast Regional Dental Hygiene Programs in the United States" ADHA, Nashville, TN June 2001

Research Grants Received: College of Applied Sciences and Arts Grant with Sherri M. Lukes, Decay Prevalence in Southern Illinois Migrant and Seasonal Farmworkers and their Families Amount Awarded: \$674.00

Dental Sealant Program, Fall 2000, Illinois Department of Public Health, Division of Oral Health, with Charla J. Lautar, RDH, PhD Amount awarded: \$8,500 for purchasing portable dental equipment for delivery of dental sealants to school-age children in grades 2 and 6
Offices Held in Professional Associations: Speaker of the House, Illinois Dental Hygienists' Association, 2002-2003
Secretary, Illinois Dental Hygienists' Association, 2000-2001

Table 20 Graduate Student Awards and Activities continued:

Jyl Pebble	<p>SIU Transfer Scholarship William R. Norwood Excellence in Aviation Scholarship Joseph Frasca Aviation Scholarship National Honor Society's Most Outstanding Senior Award SIU Emeritus Association Scholarship One of SIU's 25 Most Distinguished Seniors SIU Flight Team Competiton Awards: 1999 Regionals: 1st place Navigation 3rd place SCAN 4th place Computer Accuracy 5th place Message Drop Top Female Pilot 3rd Overall Top Pilot 2000 Nationals: 10th place Navigation 3rd Top Female Pilot</p>
Patrick Nelson	<p>Air Force Materiel Command Enlisted Contracting Specialist of the Year, 1999 Awarded Air Force Commendation Medal (Meritorious Service), 1994, 1997, 2000 Tyndall Air Force Base Air Show Planning Committee (2000-2001) Tyndall Air Force Base Company Grade Officer's Council (2000-Present)</p>
Jose Ruiz	<p>Teacher of the Year 2002 for the College of Applied Sciences and Arts. SIUC Faculty Senate. Panel of Reviewers for manuscripts submitted to the <i>Journal of Air Transportation World Wide</i> (JATWW) for publication.</p> <p>NewMyer, D.A. & Ruiz, J.R. (2000). University flight operations internships with major airlines: Airline perspectives. <i>The Journal of Air Transportation World Wide</i>, 5(2), 111-129 .</p> <p>Ruiz, J.R. (2001, July 16). Collegiate Aviation Internships with U.S. Major Airlines: A Changing Climate. Presented at the Aviation Management Education and Research Conference, Montreal, Canada.</p>
David Worrells Jose Ruiz	<p>Worrells, D.S., NewMyer, D.A. & Ruiz, J.R. (2001). The evolution of fractional ownership: A literature review. <i>Journal of Aviation/Aerospace Education & Research</i>, 10(2), 41-56.</p>

Table 20 Graduate Student Awards and Activities continued:

Ruiz, J.R., Worrells, D.S., NewMyer, D.A., Liberto, J., Kaps, R.W. & Bowman, T.S. (2000). A follow-up survey of 1985 - 1996 graduates of the aviation management program bachelor of science degree. The Collegiate Aviation Review, 18, 49-69.

Worrells, D.S., Ruiz, J.R. & NewMyer, D.A. (2000). The scope and status of the fixed base operator/general aviation service industry in Illinois. Journal of Aviation/Aerospace Education & Research, 9(3), 33-53.

Ruiz, J.R., Worrells, D.S., NewMyer, D.A., Liberto, J., Kaps, R.W. & Bowman, T.S. (2000, October 26). A follow-up survey of 1985 - 1996 graduates of the aviation management program bachelor of science degree. Presented at the University Aviation Association Fall 2000 Education Conference, Mesa, AZ.

NewMyer, D.A., Ruiz, J.R., & Worrells, D.S. (2000, May 29). Developing an off-campus baccalaureate degree program at an out-of-state community college location. Presented at the 2000 National Conference on the Adult Learner, Atlanta, GA.

Mary Wallace	American Association of University Women scholarship, 2000-2001
John Duncan	Illinois Business Education Association Master's Research Award, 2001
Faridah Awang	Illinois Business education Association Master's Research Award, 1999
Bill Caldwell	Illinois Business Education Association Doctoral Research Award 2001
Sharon Resch	Illinois Business Education Association Doctoral Research Award 2000
Ethel Holladay	DuQuoin High School-- Outstanding Secondary Teacher of the Year— National Business Education Association—2002
Beth Phelps	IACTE – IBEA Outstanding New Member Award, 2002 Southern Illinois Business Education Association Treasurer
Jason Tanner	Southern Illinois Business Education Association President

Graduate Student Organizations

Student organizations in the Department include the Fashion Design & Merchandising Student Organization, Phi Beta Lambda, Pi Omega Pi, Delta Pi Epsilon, and Omicron Tau Theta. At the graduate level, students may participate in:

1. Phi Beta Lambda

Phi Beta Lambda is open to all students. It is primarily a business education organization, but students from other majors are welcomed. The SIUC chapter has consistently been among top chapters in the state.

2. SIUC has the Beta Zeta chapter of Pi Omega Pi. Pi Omega Pi is open to students who have demonstrated scholastic excellence. This organization promotes business education with a variety of service activities.

3. Delta Pi Epsilon

The purpose of Delta Pi Epsilon national honorary professional society is to improve business education by encouraging research, recognizing exceptional research achievement and publicizing research in business education. The Beta Omicron chapter at SIUC has been in existence since 1972.

4. Omicron Tau Theta

The Lambda chapter of Omicron Tau Theta was initiated in 1987. Omicron Tau Theta is a national honorary professional graduate society in vocational-teacher education. SIUC's chapter was the eleventh established in the Society.

Placement of Graduates

The master's and doctoral programs in the Department are well positioned to prepare leaders and scholars who can address national and state priorities associated with workforce preparation. These include positions in universities, state and federal agencies (U.S. and international), community colleges, secondary school administrative settings, and proprietary career schools/colleges, military and corporate settings.

Vacancy notices are posted on several bulletin boards which are accessible to students. The Department distributes a monthly memorandum to all faculty members (on- and off-campus) which provides information, general announcements, and job placement opportunities. Position announcements are often distributed by individual faculty members to students. A listserv has been established for all master's and doctoral students. Information regarding conferences, call for papers, positions, new web sites, etc., is routinely sent to students.

The Department subscribes to the Chronicle of Higher Education which lists various job descriptions in its classified sections. This publication is available to graduate students. Individual faculty often becomes aware of job vacancies while attending various professional meetings, through professional contacts, or other sources. Faculty members inform students of these possibilities. Department faculty members consider it an important professional responsibility to assist students in obtaining employment or furthering their education after leaving the University.

The master's degree offers maximum flexibility for the student to meet a variety of student interests and future goals through several specialty areas grouped into (a) instruction, (b) training design, (c) workforce education administration, and (d) fashion design and merchandising. The doctoral degree is a broad, general leadership professional development degree, but caters to people having knowledge, experience, an interest in the fields of career and technical education, workforce education and development, employment training or other related fields. It is a tribute to the faculty that master's and doctoral students continue to receive national and statewide awards for their research.

Description of the Program Performance – Planning Statement for Coming Five Years (FY03 – FY07)

The coming five years offers many opportunities and challenges for the Department of Workforce Education and Development. The tasks are simple and the work is complex.

Upgrade the curriculum
Increase productivity of the Center for Workforce Development
Increase enrollment (on and off campus)
Increase accountability
Add value / build equity in the Department

LONG-RANGE PLANNING

In support of the mission of the Department of Workforce and Development, the purpose of the degree programs is to prepare occupationally competent people. These areas include instruction and learning, instructional systems design and administration and supervision for positions in corporate, apprenticeship, proprietary, government, military and volunteer education and training organizations; secondary and post-secondary vocational-technical education and training institutions.

The primary focus of the WED faculty is to meet the professional and career goals of the students and how the curriculum can best prepare them for work in private sector organizations and public sector education and training institutions. With this focus as a backdrop for long-term planning, the following comments are categorized so as to identify realistic goals for the faculty and, at the same time, ensure that our students are prepared to attain their professional and career goals.

However, the over-riding threat to the continuance of the Department is the impending loss of continuing faculty to retirement. As many as five to eight of the 17 continuing faculty could elect to retire in the next 2 to 5 year period. Three faculty members have indicated they plan to retire in the next two years. Because of the seeming lack of planning for replacement of senior faculty at the University, plus the current budgetary dilemma on campus and state-wide, there is sincere concern that existing faculty will not be replaced; at least, not with new faculty hired for tenure accruing positions. This problem is compounded by the fact that the graduate program in the department could not function without replacement of graduate level faculty. The replacement of retiring continuing-line faculty with new continuing line faculty is critical.

There are limited resources (personnel and dollars). The Department must direct these resources in a way that serves the core and the faculty that supports the core mission. The nucleus is Workforce Education and Development. There is a need to re-organize the Department of Workforce Education and Development to better utilize faculty/staff resources and limited state funds in the Department. Re-organization of the Department

will result in fewer specializations and the elimination of several courses. The faculty must focus on the core mission of workforce education and development, re-organize or eliminate any major, minor, and/or specialization that fails to serve the core thrust of the Department. While re-organization of programs and course offerings will not be acceptable to all faculty members, it is necessary for the Department to be more prudent in the utilization of limited resources (personnel and dollars). It is anticipated that strengthening core programs by reducing the number of specializations will have a positive impact on the Department of Workforce Education and Development at SIUC.

1. WED Budget Goal: Increase the percentage of dollars invested in WED program improvement and faculty development / enhancement activities.

The Department's OTS (other than salaries) budget (\$51,896 + \$1,500 Federal Work Study) has not increased during the past 15 years. An increase in the OTS budget is critical during the next five years.

Recovery dollars generated by faculty in WED must be shared with the Department for program and faculty improvement/enhancement. Currently, the Department receives 50% of the recovery dollars returned to the College of Education and Human Resources. Returning 75% of recovery dollars to the Department and 25% to the College of Education and Human Resources would be more equitable.

Changing the delivery of the off-campus degree program from the current four-weekend delivery to a three-weekend delivery will result in a savings of \$50,000 per year. This \$50,000 saving must be used for program and faculty improvement/enhancement.

**2. Curriculum Goal: Improve the graduate and undergraduate program.
Produce a better product: graduates.**

Undergraduate

NOTE: Several of the items listed as undergraduate activities also apply to the graduate activities.

- Review, revise, update, and in some cases eliminate WED courses (Bus Ed, FCS, FDM, ETD).
- Remove duplication of instruction/curriculum.
- Re-organize five of the current seven specializations be re-named “Options”.
- Review employment needs of the majors and specializations.
- Increase enrollments at the undergraduate and graduate levels.
- Develop new courses that meet future employment needs.
- Develop online and e-learning courses.
- Expand distance learning (online) to support existing, traditionally taught courses.
- Expand weekend course delivery on-campus.
- Web enhance course materials.
- Expand partnership with custom publishing partners.
- Expand the Education, Training and Development (ETD) program on-campus and off-campus.
- Develop and implement the ETD Training Specialist Certificate at the undergraduate level.
- Prepare and gain approval for two undergraduate program modifications via Reasonable and Moderate Extension (RME) to implement the Secondary Education (6-12) Program in Health Careers and the Secondary Education (6-12) Program in Technology Education.
- Provide training for faculty on computer technology.
- Add continuing faculty lines to serve new thrusts for the Department.
- Upgrade classroom and facilities in the Department.
- Replace computer and technology equipment in classrooms and offices.
- Expand in-service activities in each of the program areas (i.e., providing regional and state training workshops).
- Work with community colleges and student organization activities.
- Meet expanded State standards for teacher certification.
- Expand scope of programs offered that support Department’s thrust (i.e., Quality Systems, Instructional Systems Design).
- Create sample course products for all courses.
- Develop a process for evaluating and assessing course products.
- Adopt concepts of “academic portfolio” and “course products”.
- Develop and implement an assessment plan of course product evaluations and student progress.

Graduate

NOTE: Several of the items listed as graduate activities also apply to the undergraduate activities.

- Develop new courses restricted to the PhD program.
- Develop and implement a graduate faculty replacement plan for the six to eight faculty members that who retire during the next two to five years.
- Increase graduate enrollment on-campus – develop incentives to bring in some of the best from off-campus undergraduate ETD program.
- Diversify graduate course delivery to multiple online, desktop video conferencing, two-way audio/video.
- Develop and implement a PhD student/instructor training plan (establish a flow of talent for MS & PhD program from OCDP sites to campus) (i.e., teaching experience on-campus; off-campus; traditional; weekend; face-to-face; internet; videoconferencing).
- Develop an alternative certification program to certify **health careers and technology education teachers** to move provisionally certified teachers to fully certified status -- utilize concepts from the P-16 initiative--capstone students from community college applied science degrees.
- Develop a 1-2 credit PhD level seminar for fall, spring, and summer semesters on:
 - Preparing paper presentations for national conferences
 - Write articles to be published in refereed journal
 - Write grant proposal
 - Work on grant funded projects
- Implement the Certificate for Workforce Training Design and E-Learning Systems.
- Develop and update yearly recruitment media.
- Revise and rebuild adult education sequence of courses (WED 384, WED 484, and WED 586).
- Implement the 36-hour non-thesis option master's program.
- Formulate a plan for better articulating the BS, MS & PhD programs.
- Develop new courses restricted to the PhD program:
 - HRD / HRM
 - Seminar – Grant Writing, Writing for refereed journal, presentation of research data
- Develop a faculty development plan – build a new graduate faculty pool
- Increase graduate enrollment on-campus – develop incentives to bring in some of the best students from off-campus undergraduate ETD program.
- Diversify graduate course delivery – online, desktop video conferencing, two-way audio/video.
- Integrate web enhanced course materials into traditional face-to-face delivery.
- Expand graduate course delivery off-campus.
- Develop and implement a PhD student/instructor training plan (establish a flow of talent for MS & PhD program from OCDP sites to campus).

Curriculum Goal: Graduate continued:

- Implement professional development activities for PhD graduate students:
 - Present at national conferences & professional development seminars.
 - Publish – refereed journal articles.
 - Write grant proposals.
 - Train faculty to teach in OCDP project.
 - Teach in OCDP project (1st time practicum as part of training; 2nd time paid instructor).
 - Involve all PhD graduate students in proposal development activities:
 - Identify funding sources and Write proposals
- Develop and update yearly recruitment media

3. Center for Workforce Development Goal: Increase diversity of projects, funding sources & faculty involvement.

- Increase number of funded projects by 2 each year.
- Identify implementation plan for the Center’s eleven research/training themes.
- Develop Web page for the Center for Workforce Development.
- Expand diversity of faculty involvement (faculty from all programmatic areas).
- Increase funding from federal & foundation sources.
- Increase diversity of projects.
- Increase the total dollars generated.

4. Other Research / Training / Service Projects Goal: Increase FY04, FY05, FY06, FY07 by 3% respectively.

Increase FY02 research, training and service projects by 5%:

FY02	FY03
$\$1,874,615.89 * .05 = \$ 93,730.79$	$= \$1,968,346.68$
$\$5,247,407.00 * .05 = \$262,370.35$	$= \$5,509,777.35$
$\$2,256,863.00 * .05 = \$112,832.15$	$= \$2,369,706.15$
\$9,378,885.89	\$9,847,830.18

5. Increase enrollment (on and off campus) Goal: Increase academic quality of students.

Increase Fall FY04, FY05, FY06, FY07 enrollment by 3% respectively

Fulfill incentives promised:

- Provide professional development training dollars; Purchase two PC Portable cart (with 20 notebooks) for delivering WED courses.
- Student tuition awards; Portable equipment; Provide travel dollars for students.
- Provide faculty training on computer software; Provide travel for faculty to professional meetings.
- Additional funding for staffing courses.
- Employ doctoral level graduate faculty.
- Provide travel dollars for students to attend professional conferences.

6. **Increase accountability Goal: Teach courses at assigned time and location, conduct research and provide service.**

Teach courses at assigned time and location.

Maintain up-to-date course syllabi with specified components.

Conduct research and write refereed journal articles.

Provide service to department, college, university, state and nation.

Improve teaching.

7. **Add value / build equity in the Department Goal: Enhance faculty development and program development.**

Identify priorities of the Department.

Provide training for faculty on the latest computer technology.

Expand professional development activities for faculty and staff.

Identify one base coordinator to bring to campus for 1 semester to work in Center for Workforce Development during Spring 2003.

Identify one base coordinator per semester (one fall semester; one spring semester) to bring to campus to work in Center for Workforce Development FY04, FY05, FY06, FY07.

Expand distance learning delivery of courses to new populations / sites.

Implement long-range scheduling for on and off campus course offerings (FY03 – FY07).

Establish a flow of talent for MS and PhD program from OCDP sites to WED.

Excerpt from the: "EXPANSION OF THE EDUCATION, TRAINING AND DEVELOPMENT (ETD) OFF-CAMPUS DEGREE PROGRAM PROSPECTUS" submitted to Dean Hillkirk, COEHS on March 5, 2002."

Building capacity in the Department of Workforce Education and Development is possible. Incentives must provide for the recruitment of undergraduate and graduate students. Top master's and PhD students who have directly benefited from the OCDP project must be recruited. Dollars to provide support (more than an assistantship), recruitment of undergraduate students for the OCDP project (traditional and online), and support for professional development of faculty / staff (opportunities for off-campus faculty to come to campus to work on research projects at the Center) are needed to build Departmental capacity. Dollars generated by the Department will be used to support activities in the WED Department as follows:

- Fund teaching positions (traditional, weekend, online).
- Increase enrollment / expand sites = 600+ FTEs.
- Support (fund) WED's summer teaching on campus & program improvement.
- Develop research activities (bring off campus faculty to work on research projects & proposals at the Center).
- Train PhD and master's level students to deliver instruction (traditional, weekend, online, e-learning).
- Initiate the distance learning initiatives (web-delivery, videoconferencing delivery).
- Increase graduate ETD recruitment = 50+.
- Build partnerships with WED's internship sites across the United States. (Enhance WED's national reputation – currently working with 120 organizations).
- Develop e-learning materials for each course.
- Revise the curriculum.

Ten percent of the OCDP funds generated should be assigned as overhead cost for building capacity in the Department. Ninety percent of the recovery dollars should be returned to the Department for uses specified above.

WED's program and faculty development opportunities for growth in quality and quantity are limited only by our efforts and support. WED needs the opportunity to use what WED has generated to gain in quality and quantity. Program improvement and faculty enhancement are critical to growth in quality and quantity of courses delivered and products (students & services) produced.

8. Staffing / Facilities Goal: Replace retiring faculty with graduate level faculty.

Develop a plan for replacement of retiring faculty. The survival of the masters and PhD program is at stake. Graduate faculty must be employed to fill graduate faculty retirements.

Add new continuing faculty to programs as needed.

Employ “visiting assistant professors” at off-campus teaching sites.

Upgrade (re-classified) six chief clerks to staff clerk; 1 chief clerk to program advisor.

Employ “web specialist II” to develop and maintain Department’s web pages.

Employ a “microcomputer specialist II” for project hardware & software problems.

Maintain effective staff.

Faculty members will teach a minimum of 2 courses per semester.

Acquire needed facilities in Pulliam - 2nd floor: Convert $\frac{3}{4}$ of WED Computer Learning Center (CLC) to offices + 1 storage room.

Increase number of local adjuncts teaching in OCDP project:
(191 employed in FY2002: 150 PhD and 41 MS).

Increase dislocations to possibly three per fiscal year.

Upgrade classroom and office facilities.

Upgrade computers and peripheral equipment in classroom, labs, and offices.

9. Administration Goal: Stay focused on achieving the goals.

Update the WED Web Pages (graduate and undergraduate).

Propose new specialization development of WED human resource management (HRM) / human resource development (HRD).

Request two new term faculty hires to focus their work in the HRM / HRD area.

Add greater efficiency in the chair position.

Fund WED self-supported Summer School.