

Youngstown State University
Beeghly College of Education
McKay Auditorium
April 14, 2016, 3:30 p.m.

Professional Education Council Meeting Minutes

Attendance: James Andrews, Christine Bidwell, Donna Czeck, Mary Lou DiPillo, Joanne Franks, Charles Howell, Therese Kightlinger, Karen Larwin, Marcia Matanin, Pam McCurdy, Marissa Mraz, Anita O'Mellan, Matthew Paylo, Jake Protivnak

Call to Order

Dr. Matanin called the meeting to order at 3:36 p.m. and thanked everyone for coming.

Minutes

It was pointed out that the spelling of Dr. Frank's first name was incorrectly recorded under Program Updates and should be Joanne. Jim Andrews motioned to approve the minutes of the February 11, 2016 meeting, and Dr. Protivnak seconded the motion. The minutes were unanimously approved as corrected.

Program Updates from Departments

Counseling, Special Education, and School Psychology – Dr. Protivnak reported that the educational technology course for undergraduates has been discontinued.

Teacher Education – Dr. Matanin reported that two new content areas are submitting courses to be used in the MSE content area concentration, instructional communication and physics.

In 2015 the Teacher Education and Special Education faculty were awarded a \$225,000 grant from the Ohio Deans Compact on Exceptional Children to develop a dual licensure program in Early Childhood/Early Childhood Intervention Specialist with TESOL (Teaching English to Speakers of Other Languages) Endorsement. This newly integrated program will ensure that BCOE teacher candidates are better equipped to teach all children in their classrooms, including those with special needs and/or English language learners. Beginning 2016-17, all incoming freshmen will have an opportunity to major in Early Childhood/Early Childhood Intervention Specialist with a TESOL Endorsement. The ECE will be phased out; upon completion, candidates will receive two licenses with the endorsement.

New Business

Data on Program Selectivity, Retention, and Recruitment

Several data tables were disseminated and reviewed pertaining to candidate data from Fall 2011 to Fall 2015. Data tables reflecting candidate qualifications at the point of upper-division admission by cohort and ethnicity were reviewed by Dr. Howell. He indicated that the purpose for reviewing the data is to demonstrate that our candidates are highly qualified, in the top half

nationally. In Table 2 YSU credits before admission to upper-division may or may not relate to the program a candidate is in. Dr. Larwin emphasized that it should be helpful if the reviewers know that students self-identify their ethnicity. Data on candidate qualifications by licensure area in Table 3 shows the differential effects of selectivity criteria on candidate pools. In terms of trend significance, Dr. Howell asked if we were moving in the right direction in the eyes of our accreditors. He also posed the question if there were any points we should emphasize. It was pointed out that Ohio's composite ACT score is 22. The differential effects between program areas are more significant than any other areas we've detected. Students gravitate toward an area they enjoy, so the data does not tell us what you would expect. In math and science, high school GPA's and YSU GPA's are lower than a number of other program areas. A comparison will be made between mean GPAs for math education majors with all math majors. In the area of social studies and language arts the YSU GPA goes up. We must be careful where minimum GPAs are set for admission. There is a content GPA, a professional GPA, and an overall GPA for candidates who are student teaching; that will be looked at as well.

Persistence Data

Review of Table 1: Persistence of Education Majors to Upper Division by Semester of Enrollment in Foundations 1501, Introduction to Education, Fall 2011-Fall 2013 reveals that a little less than one-third are admitted to upper division (31.42%) and the percentage of minority of total admitted is 11.83% for Fall 2011. In Table 2: Persistence of Education Majors to Upper Division by Ethnicity, Spring 2010-Spring 2014, the unknown (or undeclared) group only admitted 2.31% or one-eighth. It was asked if these numbers excluded transfer students who took Foundations 1501. Dr. Howell indicated that he would follow-up with Ms. Geltz; the data is not truncated.

It was asked if there was follow up with students who were not admitted to upper division. Dr. Howell stated that some changed majors, some left the university, some graduated in a different major, but there was no clear pattern. We do have an analysis of minority students who participated in Boot Camp; data has been collected for three years and includes information on those who dropped out. We also have data on students who failed their academic exams and dropped out.

Recruiting Analysis by High School

The data table on Teacher Candidate Yield, Qualification, and Persistence by High School, Fall 2011-Fall 2016, shows that the mean ACT score is higher for those students who were admitted to upper division. The ACT score seems to be a predictor of success for admittance to upper division but does not apply to the candidates who were approved for student teaching. Dr. Howell noted that based on these numbers, we should be recruiting from schools with a high percentage of students who were admitted for student teaching. Once admitted to upper division, there is a strong retention rate. He thanked everyone for their input, and indicated that this is just the beginning of our data analysis.

Non-Academic Attributes

The Twelve-Item Grit Scale and Adult Temperament Questionnaire were reviewed and discussed. Both are tools that reveal a student's non-academic attributes that may or may not contribute to their success as a teacher. Dr. Matanin did some research on why students aren't

succeeding in teaching. Factors included lack of content knowledge and an inability to pass core exams. She said that we all know a lot of other things that affect career success. Candidates new to teaching won't remain employed if they aren't adequately prepared to teach. Other attributes affect professional growth. Those in attendance were asked to evaluate the twelve-item grit scale by giving each item a rating of 1, 2, or 3, with 1 being the most important. Following completion of the ratings, they were discussed, and Dr. Matanin will tally them.

BCOE Alumni Dinner

The BCOE Outstanding Alumni Awards Dinner is scheduled on May 4. Dr. Howell announced that Donna Czeck will be honored for Outstanding Counselor, Stanley Watson for Outstanding Administrator, Marie Witt Dockry for Outstanding Educator, and Richard Buchenic for Lifetime Educational Service. Penny Wells will receive the Diversity Award, Paula Valentini will receive the Dean's Appreciation Award, and Dante Zambrini will be honored posthumously for Excellence in Innovation. He encouraged everyone to come and honor Donna, one of our PEC members, and the other awardees.

Old Business

No old business was brought before the Council.

Adjournment

With no further business to come before the Council, the meeting was adjourned at 5:01 p.m.

Respectfully submitted,
Christine Bidwell