I am in Thailand this week along with Dr. Barbara Schlatter and Dr. Sandra Groves. We are advising faculty from Srinakharinwirot University regarding their program in recreation and tourism. At the CAST Council meeting last Friday, I told the Council I may not have time to write this column. They had a lot of suggestions about how I could fit in the time to finish it. So, here it is.

ANNUAL FUND
Last week, Joy Hutchcraft and I visited with the students who will be working the phones to conduct our annual fund drive. They were excited about calling our alumni. Early calls to non-donors had gone very well. CAST alums, who had never given before, had given an average of $80 per call. This was significantly higher than non-donors from other colleges had given. So, the student’s expectations were high.

Everyone in the College should take great pride in the affinity our alums have for CAST. The individualized attention provided students by faculty, advisors, and office staff has a cumulative positive effect. The Dean’s Office staff, department chairs, school directors, and faculty all interact with students after they graduate and continue building this affinity. Thanks to each of you for this continuing effort.

FACULTY CANDIDATES
Over the past two weeks, I have interviewed a lot of candidates for faculty positions. KNR hired our first new faculty member of the year last week and contracted our number one choice. I have been impressed with the quality of the candidates we are attracting for interviews. They are well spoken, have excellent scholarly accomplishments for this stage of their careers, and are from excellent academic programs.

One measure of faculty quality is the quality of colleagues they can attract. We are doing very well in this regard.

More later…………..

JRR

The use of student evaluations in teaching is widely accepted as potent and reliably accurate indicators when trying to determine the effectiveness of one’s teaching. IDEA is utilized throughout CAST as one of the means by which teaching effectiveness is measured. Additional methods for measuring teaching effectiveness should be used in conjunction with IDEA such as portfolios and observations of teaching by peers and administrators. A very important element of the IDEA evaluation system is related to “student motivation.” Granted, there are several other key factors that come into play when one considers which elements, whether pedagogical or contextual, are correlated to teaching effectiveness scores. It is well established in the scientific literature that higher teaching effectiveness scores are recorded in classroom settings where students are highly motivated. A simple technique that is related to increasing the level of student motivation is the impact of professors’ knowledge of students’ names. In a recent study reported in the Journal on Excellence in College Teaching, students responded that classes in which the professor is aware of their names, they

• interact more with the professor,
• are more comfortable,
• are more interested in doing well,
• achieve better grades,
• are more likely to attend class,
• are more likely to go to the professor for help outside of class, and
• believe that the instructor has greater respect for students.

It is well established in the teaching effectiveness literature that each of these behaviors are related to increased student motivation and quite possibly, better teaching effectiveness scores.

JAW
CAST Research Office

Research and Scholarship Development Program, 2006

Associate Dean Gentry recently sent news by email of the means by which CAST research teams could request monetary support from the new Research and Scholarship Development Program. This program is being sponsored by the University Research and Sponsored Programs Office with funds that are then allotted to each college for dissemination. While the RSPO has provided very general guidelines for the program, the CAST Dean’s Office has further defined the process by which one research team in CAST will be selected for funding ($12k). The objective of the program is to develop long-term and sustainable team research/scholarship projects that provide significant contributions to the discipline and have potential for external funding. Though it is not a requirement that the establishment of a center be one of the outcomes, a center could be one of the outcomes of the team’s efforts. Creating “centers that matter” is a newly emphasized goal here at ISU.

The deadline for proposals is March 6th. Please contact Associate Dean Gentry should you need more information about this program. The RSPO guidelines, as well as further directions about submitting a proposal unique to CAST, can be sent to you by e-mail.

What Is Grants.gov?

Grants.gov is a Federal wide system developed to allow organizations to electronically find and apply for competitive grant-making agencies. Grants.gov is the single access point for over 1000 grant programs offered by the 26 Federal grant-making agencies. The transition to electronic application submission for Federal grants began last year and will continue into 2007.

Those who have been applying for grants through Grants.gov have been reporting the process is not smooth or speedy. A word to the wise for CAST researchers that may be using Grants.gov to apply for a grant (for example, through NIH): allow plenty of time to work through the submission process.

To locate and learn more about federal funding opportunities, go to http://www.grants.gov. The two key features on this site are Find Grant Opportunities and Apply for Grants. In order to view the application packages and instructions, Windows users need to download and install the PureEdge Viewer, a free software program provided by Grants.gov. Non-Windows users should call RSP for information on how to view the application packages.

NOTE: PIs do not need to register with Grants.gov.

For more information regarding Grants.gov, contact Janet Goucher or Cathy Kelly in the Research and Sponsored Programs Office at 438-2528.

Karen Stephens*, Child Care Center article, “Responding Professionally and Compassionately to Challenging Behavior” was included in the new book edited by Bonnie Neugebauer entitled Behavior: A Beginnings Workshop Book, which is geared to teacher in early childhood program settings.

The Motorcycle Safety Program is celebrating 30 years of operation this year. In addition to the being the longest-running, continuous grant at Illinois State University, the staff reached another milestone this year with over 10 million dollars in external funding. Congratulations to Vern Hanks, Kerry Willey, Eric Hanks, and Diane Nelson.

Drs. Beverly Barham, and Lori Woeste presented “Defining the Signature Pedagogy of Clinical Laboratory Science Education: Professional Practice” at the ISU-sponsored SoTL Conference in January at the Doubletree Conference Center.

Drs. Beverly Barham and Lori Woeste published a peer-reviewed article, entitled “A Transition to Distance Education: Lessons Learned” in the January 2006 issue of Laboratory Medicine.

On February 7, Dr. Gary Erisman and 14 members of the ISU student chapter of the American Society of Safety Engineers attended the joint meeting of ASSE and the American Society of Industrial Security in Peoria. The speaker was Joe Dittmar, founder of the Always Remember Foundation - an organization with the mission of keeping alive the voices, spirits, and memories of the 3,000 victims of 9/11. On 9/11, Joe was attending a normal business meeting on the 105th floor of the South World Trade Center. One of only seven survivors of the meeting of 54 insurance executives, he shared his experiences of that day by giving an informational, historical, inspirational and motivational insight into one of the most incredible events in US and World history.

Dr. George Byrns and students from the Environmental Health and Safety programs attended the January 26 meeting of the Prairie Section of the American Industrial Hygiene Association. Sue Ellen DeManche from OSHA and Don Bassett from Lyondell Chemical Company spoke on “Proposed Changes to the Chromium VI Standard.”

The Health Sciences Department announced the recipients of departmental faculty awards for 2005 on January 26. Members of the DFSC selected these faculty members based upon their Faculty Activity Reports and supporting materials. The recipients are: Drs. George Byrns (Teaching); Jim Broadbear (Scholarship); and Mark Temple (Service).

Radon Project Coordinator Ruth Ann Lipic, reports that the Illinois State University Radon Education Day for radon measurement and mitigation professionals from Illinois was held on January 28. It included 2 tracts, each granting 6 hours of continuing education for the radon licensees. David Schafasmsa, who is computer lab manager and web master for the Illinois State University College of Business, delivered a 6 hour seminar on managing and saving EXCEL files and submitting annual reports to IEMA. Keith Volsted, radon mitigator, addressed safety issues in the field.

Dr. Dan Wilson’s textbook, Web Offset Press Technology, has been adopted by the National Council for Skill Standards in Graphic Communications as the key preparation resource for the Web Offset Press Operator’s Multi-Color Certification Examination (a National Certification Exam for highly skilled press operators).
**INTERPRETING T-SCORES**

The IDEA Report uses T-scores to provide statistical feedback on the four “Overall Measures of Effectiveness” found in Section 1 and “Student Ratings of Progress on Relevant Objectives” found in Section 2. A faculty member can refer to any of your IDEA course evaluations to see these scores.

These tables also show the raw scores on these items. Both the raw scores and T-scores have unadjusted and adjusted scores reported. The definitions shown below for these measures are also found on the first page of the IDEA Report for each course that was assessed.

The T-score is a standard score that is calculated from the mean and standard deviation of the raw score. Standard scores allow meaningful comparisons of different sets of data to be made. The most common type of standard score is the percentile. If a score is at the 84th percentile, then we know that score is equal to or better than 84% of the scores in that set of data.

The T-score is equally as easy to interpret if you understand several basic characteristics of this measure as well as the characteristics of the normal curve. The mean on a T-score scale is 50. The standard deviation of a T-score is 10. Thus, if you have a T-score of 60, then your score is one standard deviation above the mean. Similarly, a T-score of 40 is one standard deviation below the mean.

The T-score scale is based on the normal curve. On a normal curve, exactly half the scores fall below the mean and half the scores fall above the mean. Thus, a t-score of 50 is equal to the 50th percentile. In a normal distribution, 34.13% of the scores occur between the mean and one standard deviation unit from the mean. Since the normal curve is symmetrical, one standard deviation above the mean (50% + 34.13%) is approximately the 84th percentile and one standard deviation below the mean is approximately the 16th percentile (50% - 34.13%). This is illustrated on the normal curve shown in Figure 1.

![Figure 1- Normal Curve with Standard Score Scales.](image)

A lower frequency of scores occurs as the symmetrical tails of the normal curve move away from the mean. Between 1 and 2 standard deviation units above and below the mean, 13.59% of the scores occur. Thus, if a T-score is 70 (two standard deviations above the mean), your equivalent percentile is approximately 98 (50%+34.13%+13.59% = 97.72%). If a T-score is 30 then, the equivalent percentile score is approximately 2 (50% - 34.13% - 13.59% = 2.28%). As you can see, scores that fall two standard deviations above and below the mean are extremely high or extremely low. Because they are extreme scores, they occur very infrequently. Because 68% of the scores occur one standard deviation unit above and below the mean, a majority of scores on the IDEA Report will fall in that range.

To further aid in the interpretation of T-scores on the IDEA Report, listed below are T-scores and their approximate equivalent percentile rank.

<table>
<thead>
<tr>
<th>T-score</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>99%</td>
</tr>
<tr>
<td>70</td>
<td>98%</td>
</tr>
<tr>
<td>65</td>
<td>93%</td>
</tr>
<tr>
<td>60</td>
<td>84%</td>
</tr>
<tr>
<td>55</td>
<td>69%</td>
</tr>
<tr>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>45</td>
<td>31%</td>
</tr>
<tr>
<td>40</td>
<td>16%</td>
</tr>
<tr>
<td>35</td>
<td>7%</td>
</tr>
<tr>
<td>30</td>
<td>2%</td>
</tr>
<tr>
<td>25</td>
<td>1%</td>
</tr>
</tbody>
</table>

Remember that both percentiles and T-scores are based on mean and standard deviation of the raw scores. These standard scores allow meaningful comparisons between classes, between classes in different semesters, and between classes in different schools and departments, and compare school and department values to overall CAST values.
Like to golf? 
Available the afternoon of May 18?
Looking for a way to serve the College?

Then the 2006 CAST Golf Outing Planning Committee is the place for you.
We are looking for new members to add new energy and creative ideas to
this years event.

The first planning meeting will be held Wednesday, February 22nd
at 3:30 p.m. in Turner 139.

If you are would like to join current committee members to take on a variety
of tasks in order to bring this year’s golf outing to fruition, please contact
Associate Dean Gentry at dgentry@ilstu.edu or 438-8748.

Funds raised from this event support the CAST Dean’s Scholarship. Three
recipients of this scholarship will be featured in the latest issue of
BroadCAST (coming in late February), the alumni newsletter for the College.
Please consider what you could do to make this event...the 5th of its kind...
a bigger success!