

# **APPENDIX B**

## **Annual Report for Academic Program**

**Annual Report Template for Academic Programs**  
*Note: Submit this report to the Provost's Office. Due date is July 1.*

**College: Education                      Academic Year: 2011-2012**

**Information from Institutional Effectiveness (fall semester 11<sup>th</sup> day data)**

<b>Program Name</b>	<b>No. of Majors</b>	<b>No. of Minors</b>	<b>No. of Graduates</b>	<b>No. of FTE Faculty</b>
Early Childhood Education	520	0	54	12.05
Middle Childhood Language Arts/Social Studies	55	0	5	4.74
Middle Childhood Math/Science	92	0	13	4.74
Biology with Teacher Licensure	34	0	1	1
Chemistry with Teacher Licensure	1	0	0	1
English with Teacher Licensure	113	0	7	2
History with Teacher Licensure	160	0	5	1
Mathematics with Teacher Licensure	43	0	0	1
Music with Teacher Licensure	58	0	4	1
Spanish with Teacher Licensure	25	0	2	1
Early Childhood AAS	22	0	7	3.8
5 <sup>th</sup> - 6 <sup>th</sup> Grade Endorsement		17	4	
Special Education Endorsement		27	13	

**Retention Data/Graduation Data**

<b>Program Name</b>	<b>Retention 2<sup>nd</sup> Year</b>	<b>Retention 3<sup>rd</sup> Year</b>	<b>Retention 4<sup>th</sup> Year</b>	<b>2- or 4-Year Graduation</b>	<b>3- or 6-Year Graduation</b>
Early Childhood (AAS)	0	16.7	0	0	0
Early Childhood	55.2	23.1	28	6.1	22
Middle Childhood Language Arts	33.3	36.4	14.3	0	0
Middle Childhood Math Science	66.7	22.2	28.6	0	33.3
Biology with Teacher Licensure	14.3	25	0	0	0
Chemistry with Teacher Licensure	0	0	0	0	0
English with Teacher Licensure	57.1	31.3	21.4	7.1	0
History with Teacher Licensure	36.7	20	15.8	0	6.7
Mathematics with Teacher Licensure	16.7	20	14.3	0	0
Music with Teacher Licensure	83.3	33.3	25	8.3	8.3
Spanish with Teacher Licensure	28.6	0	0	0	0

**Updated Faculty Information**

<b>Name of Faculty Member</b>	<b>Highest Academic Degree</b>	<b>Area of Specialization</b>
Jane Barnhill	Doctorate	Higher Education
Sara Davis	Doctorate	Early Childhood
Jan Dickinson	Doctorate	P-12/Technology
John Doak	Doctorate	Special Education K-12
Dana Garner	Doctorate	Early Childhood
Barbara Hunt	Doctorate	Curriculum and Instruction
Luanne Lewis	Masters (ABD)	Workforce Development Education

Deebe Milford	Masters (ABD)	Early Childhood
Linda Reid	Doctorate	Educational Studies
Ginger Osburn	Masters (NBCT)	Early Childhood
Donna Scoggins	Doctorate	Higher Education
Janie Weber	Doctorate	Curriculum and Instruction
Clancie Wilson	Doctorate	Educational Psychology
Laura Witherington	Doctorate	English
Lois Yocum	Doctorate (NBCT)	Middle Level Education

## Major Scholarly Accomplishments of Faculty and Students

- a. Faculty papers, performances, and publications.
  - Barnhill, Jane (2011, October), *“Developing Positive Relationships with Parents”* Presented at the Arkansas Early Childhood Association Annual Conference, Hot Springs, Arkansas,
  - Davis, S.M. and Freeman, N. (2012, January). *“Preparing Teachers for the Future: Effectively Linking Research to Practice”* Paper accepted for the annual meeting of the Southern Early Childhood Association, Little Rock: AR.
  - Garner, Dana (2012, January and February) Presented *“Praxis 2 and PLT Workshops”* for the ECED and MLED students at UAFS.
  - Lewis, Luanne and Scoggins, Donna (2011, July) *“Partnerships Lead to Successful Assessment and Data Driven Decision Making”* Presented at the 2011 LiveText Conference, Chicago, IL.
  - Scoggins, Donna and Yocum, Lois (2011, November) *“Co-Teaching: Facilitating Meaningful Learning for Students and Teachers”* Presented at the 38<sup>th</sup> Annual Association for Middle Level Education conference in Louisville, KY.
  - Scoggins, Donna and Yocum, Lois (2012, March) *“Co-Teaching: Facilitating Meaningful Learning for Students and Teachers”* Presented at the 38<sup>th</sup> Annual Regional Collegiate Middle Level Association Conference at the University of Central Arkansas in Conway, AR. .
  - Wilson, Clancie: Edited Books: *“Education in the Black Diaspora: Perspectives, Challenges, and Prospects”* Routledge Publisher
  - Wilson, Clancie: Book Reviews; *“Children and Adolescents”* Wiley and Sons, Canadian Journal of Higher Education; article, *“Decolonizing Diversity Education Building Solidarity in Rhetoric of Multiculturalism.”*
  - Yocum, Lois and Scoggins, Donna (2012, March) Facilitated the Middle Level Faculty/Administrators' Dialog Session relevant to reduction of hours for the Colleges of Education in Arkansas at the University of Central Arkansas' In the Middle Pre-Service Teacher Conference in Conway, AR.
  -
- b. Student and faculty presentations
 

Use an asterisk (\*) to indicate students listed among the authors.

  - Dr. Jane Barnhill, \*Margaret Hall, \*Misty Helms, \*Meredith Maestri: (2011, November) Kappa Delta Pi 2011 Convocation, *“Teaching Students to Think Critically”*
  - Dr. Lois Yocum, \*Jessica Caster, \*Kelly Dwyer, \*Whitley Hurst, \*Naoma Riordan, Collegiate Middle Level Association Members (2011, November) 38<sup>th</sup> Annual Association for Middle Level Education Conference, Louisville, KY *“How Do We Keep their Attention? Engaging Middle Level Students with Diverse Instructional Strategies”*
- c. Other faculty accomplishments.
 

These should be related to the profession. Examples include award received, an officer on a professional organization board, reviewer for a journal, and volunteering one's expertise for community improvement.

- Dr. Jane Barnhill: President of Board of Directors for Lincoln Childcare Center
- Dr. Jane Barnhill: Vice President for Publications, Arkansas Early Childhood Association
- Dr. Sara Davis: President, National Association of Early Childhood Teacher Educators
- Dr. John Doak: Member of Care Coordinating Council for the Arkansas System of Care Project
- Dr. John Jones: Member of Arkansas Professional Standards Licensure Board
- Ms. Deebe Milford: NAEYC SPA Reviewer
- Dr. Linda Reid: Member of Board of Directors, Lincoln Childcare Center Inc.
- Dr. Janie Weber; Board Member, Western Arkansas Ballet
- Dr. Janie Weber: President, On the Border Reading Council
- Dr. Laura Witherington: NCATE BOE Trained
- Dr. Lois Yocum: Reviewed three NCATE/AMLE Reports in November, 2011, and one NMSA/NCATE Report in May, 2012.

### Placement Statistics (within six to nine months of graduation)

Program Name	No. of Graduates	No. Placed	Percent Placed	Percent Licensed/Certified
Early Childhood (AAS)	7	6	85	100
Early Childhood	71	56	78	100
Middle Childhood	11	10	91	100
Biology w/Teacher Licensure	3	3	100	100
Chemistry w/Teacher Licensure	0	0	0	0
English w/Teacher Licensure	8	7	88	100
History w/Teacher Licensure	10	9	90	100
Mathematics w/Teacher Licensure	1	1	100	100
Music w/Teacher Licensure	2	2	100	100
Spanish w/Teacher Licensure	2	2	100	100

### Significant Changes or Improvements in Curriculum

Identify program and briefly summarize change and purpose. List each change as a separate bullet.

- The BSN Degree in Early Childhood Education was modified to add more mathematics courses and to make sure it is aligned to Common Core Standards. This change will better prepare early childhood candidates to teach mathematics.
- A coaching endorsement was developed to meet the needs of students who want to add this licensure area to their degree program.

### Innovative Teaching and Learning Strategies

Include innovations in courses that have the potential to significantly improve student learning.

### Anticipated Program Changes or Improvement

What changes or improvements are planned in your program(s) over the next one to three years based on what has been learned from assessment activities? In formulating these items, consider carefully the items covered in the annual outcomes report and other sources of data.

- Data from assessments suggest that improvements need to be made in teaching teacher candidates better ways to handle classroom management and how to interpret student data to improve instruction and greater depths of student achievement.
- Improvement will be made in teaching teacher candidates better ways to utilize technology in assisting them to improve student learning.
- All curricula will be redesigned to meet new Common Core Standards in mathematics, science, and language arts and to meet new InTASC Standards.
- Interviews for admittance into teacher education will be improved to identify better potential teachers.
- Teacher candidates will be limited to the number of times they can take the Praxis II Exam (2 times)

- Cut scores will be raised in admission exams.
- Interview questions have been changed and teacher candidates do not have them in advance.
- Grades earned in Introduction to Education, Introduction to Educational Technology, and Practicum I have been raised to a grade of “B” before candidates may be admitted or continue in the teacher education program.
- Professional Development Schools created with area schools to improve overall teacher education program
- Better clinical components will be implemented into course work to better prepare teacher candidates to be quality teachers.