

## **APPENDIXB**

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:** 2013-2014

**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	395	0	59	9.416
Middle Level Language Arts/Social Studies	50	0	6	6.083
Middle Level Math/Science Education	75	0	14	6.083
Biology with Teacher Licensure	35	0	3	1
Chemistry with Teacher Licensure	3	0	0	0
English with Teacher Licensure	85	0	13	2
History with Teacher Licensure	138	0	9	1
Mathematics with Teacher Licensure	54	0	3	1
Music with Teacher Licensure	47	0	8	1
Spanish with Teacher Licensure	19	0	1	1
Early Childhood AAS	21	0	5	2.08
Special Education Endorsement	6			1.5

**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 Education	51.2	28.4	27.1	9.4	14.6
Middle Level Language Arts/Social	0	12.5	16.7	16.7	0
Middle Level Math/Science Education	40	50	66.7	33.3	14.3
Biology with Teacher Licensure	33.3	50	0	0	0
Chemistry with Teacher Licensure	0	0	0	0	0
English with Teacher Licensure	33.3	29.4	28.6	14.3	7.1
History with Teacher Licensure	39.3	28	16.7	3.3	5.3
Mathematics with Teacher Licensure	57.1	25	16.7	0	14.3
Music with Teacher Licensure	54.5	38.5	58.3	25	16.7
Spanish with Teacher Licensure	100	33.3	28.6	0	0
Early Childhood AAS	42.9	50	0	14.3	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
John Doak	Doctorate	Special Education K-12
Chena Flood	Doctorate	Educational Leadership
Barbara Hunt	Doctorate	Curriculum and Instruction
John Jones	Doctorate	Higher Education
Luanne Lewis	Doctorate	Workforce Development Education

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

## Major Scholarly Accomplishments of Faculty and Students

*Note: Attach addition sheets if necessary. Include:*

- a. Faculty papers, performances, and publications.
  - Davis, Sara: (2013) "I Had Never Really Made Sense of That Before: Constructing Mathematical Content Knowledge and Teaching Through Story-Telling" for Arkansas Association of Colleges of Teacher Education
  - Flood, Chená: (December, 2013) "Building and Leveraging a Principal's Social Capital for Student Achievement" for the International Journal of Academic Research in Business and Social Sciences
  - Hunt, Barbara: (February, 2013) "UAFS Teacher Prep Program Gets PDS Boost" presented at the National Association of Professional Development Schools
  - Jennings Davis, Jennifer: (April, 2014) "On the Frontlines of CCSS Implementation: A National Study of Factors Influencing Teachers' Perceptions of Teaching Conditions and Job Satisfaction" presented at the American Education Research Association
  - Jennings Davis, Jennifer: (April, 2014) "Coverletters, Thank-You Notes, and Web-Presence: What Image are You Crafting?" presentation for Student Support Services at the University of Arkansas
  - Jennings Davis, Jennifer: (April, 2014) "Teaching Conditions During CCSS Implementation: A Single State Case Study" presented at the American Education Research Association
  - Jennings Davis, Jennifer: (April, 2014) "The Collegiate Writing Process: Capturing Ethos, Pathos, and Logos" presented for Student Support Services at the University of Arkansas
  - Jennings Davis, Jennifer: (August, 2013) "Education Renewal Zones: Facilitating Innovative School-University Partnerships in Arkansas" presented at the Association of Teacher Educators National Conference
  - Jennings Davis, Jennifer: (March, 2014) "A Letter Home to Parents" for the Journal of South Texas English Studies
  - Jennings Davis, Jennifer: (March, 2014) "Creativity? Implementing CCSS Satisfying Writing Exercises in All Content Areas through Discipline Appropriate Artifacts" presentation for pre-service middle level students at the University of Arkansas Fort Smith
  - Jennings Davis, Jennifer: (September, 2013) "On the Frontlines of Common Core State Standard Implementation: A National Study of Factors Influencing Teachers' Perceptions of Teaching Conditions and Job Satisfaction" presented for the College Luncheon of Academic Seminar Series, College of Education & Health Professionals at the University of Arkansas
  - Milford, Deebe: (February, 2013) "UAFS Teacher Prep Program Gets PDS Boost" presented at the National Association of Professional Development Schools
  - Osburn, Ginger: presentation at the Western Arkansas Early Childhood Conference
  - Ralston, Christine: (2013) "Backtalk: Teachers Empower Data" for Kappan Magazine for Professional Educators
  - Ralston, Christine: (October, 2013) "The Role of Social Media in Instruction" for UAFS Faculty Seminar
  - Scoggins, Donna: (March, 2013) "From Theory to Practice: Connecting Theoretical Knowledge to Professional/Practical Knowledge in the First Five Years of Teaching" presented at the 8<sup>th</sup> Annual Middle Level Education Pre-Service Conference
  - Scoggins, Donna: (March, 2014) "Understanding and Implementing Best Practices Identified by This We Believe: Keys to Educating Young Adolescents" presented at the Collegiate Middle Level Conference
  - Scoggins, Donna: (November, 2013) "Understanding and Implementing Best Practices

Identified by This We Believe: Keys to Educating Young Adolescents” presented at the 40<sup>th</sup> Annual Association for Middle Level Education Conference

- Witherington, Laura: (2013) “Girls: An Economic Redemption Through Production and Labor” for HBO’s Girls: Questions of Gender, Politics, and Millennial Angst
- Witherington, Laura: (2013) “On Being a Double Agent” for Hybrid Pedagogy
- Witherington, Laura: (February, 2013) “UAFS Teacher Prep Program Gets PDS Boost” presented at the National Association of Professional Development Schools
- Yocum, Lois: (March, 2013) “From Theory to Practice: Connecting Theoretical Knowledge to Professional/Practical Knowledge in the First Five Years of Teaching” presented at the 8<sup>th</sup> Annual Middle Level Education Pre-Service Conference
- Yocum, Lois: (March, 2014) “Understanding and Implementing Best Practices Identified by This We Believe: Keys to Educating Young Adolescents” presented at the Collegiate Middle Level Conference
- Yocum, Lois: (November, 2013) “Understanding and Implementing Best Practices Identified by This We Believe: Keys to Educating Young Adolescents” presented at the 40<sup>th</sup> Annual Association for Middle Level Education Conference

b. Faculty grants

- \$134,000.00 – Education Renewal Zone (ERZ) – ERZ creates partnerships between UA Fort Smith, the Western Arkansas Education Service Cooperative, and 32 public schools within 11 districts to work together to impact student achievement
- \$257,077.72 – Institute of Mathematics and Science Education
  - \$86,500.00 ADE Math Instructional Specialist
  - \$86,500.00 ADE Science Instructional Specialist
  - \$7,368.08 AR National Board Support Site Grant
  - \$6,000.00 AR STEM Coalition (Science Equipment Grant)
  - \$39,188.40 ADHE: NCLB TEACH NGSS
  - \$30,921.24 NSF College Ready for Mathematics and Physics
- \$142,203.85 – Early Childhood Pre-school Education
  - \$4,244.56 UAF sub-contracted grants
  - \$137,959.29 DCCED grants

c. Student and faculty presentations

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

d. 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.

- Davis, Sara: on the board for the National Association of Early Childhood Teacher Educators
- Davis, Sara: secretary of Faculty Senate
- Flood, Chená: Higher Learning Commission Reaccreditation Committee
- Flood, Chená: Program Revision Steering Committee
- Hunt, Barbara: Faculty Development Committee
- Hunt, Barbara: reviewer for NAEYC, ACEI, and NCSS
- Hunt, Barbara: UAFS Higher Learning Commission Committee
- Jennings Davis, Jennifer: Accepted as reader to the Folger Shakespeare Library, Washington, D.C.
- Jennings Davis, Jennifer: member of community task force for Fort Smith Public Schools to review future facility needs and expansion
- Jennings Davis, Jennifer: Member of UAFS team for Van Buren Chamber of Commerce Membership Drive (2013)
- Milford, Deebe: co-counselor for Kappa Delta Pi
- Osburn, Ginger: Awards Committee
- Osburn, Ginger: Early Childhood Education Advisory Committee
- Osburn, Ginger: National Board for Professional Teachers
- Osburn, Ginger: Teacher Credentials and Standards Committee

- Osburn, Ginger: TEC Committee
- Ralston, Christine: collaborated with a group from Grace Community Church to develop a Christian Leadership training course for high school students and subsequently wrote the curriculum for this course
- Ralston, Christine: College of Education Curriculum Committee
- Ralston, Christine: College of Education Disposition Committee
- Ralston, Christine: TEC Committee
- Ralston, Christine: Committee for Assessment of Learning Outcomes
- Scoggins, Donna: Policies and Procedures Committee
- Scoggins, Donna: presented “Four A’s to Resolving Conflict: Steps to Diffuse Potentially Disruptive Behavior” to UAFS faculty and staff
- Scoggins, Donna: Teacher Education Council
- Witherington, Laura: Board of Directors First United Methodist Church Child Enrichment Center
- Witherington, Laura: developed and facilitated two 3-day workshops for the National Science Foundation Professional Learning Communities
- Witherington, Laura: Faculty Awards Committee
- Witherington, Laura: Presentation to Anoor Academy on Common Core State Standards
- Witherington, Laura: University/College Campus Climate Committee
- Yocum, Lois: assisted Kappa Delta Pi in coordinating 5K Walk/Run to raise money for Literacy Alive outreach project at Liberty Elementary School
- Yocum, Lois: assisted Kappa Delta Pi in coordinating Scholastic Book Fair for Mulberry Pleasant View Elementary School
- Yocum, Lois: assisted the National Board for Professional Teaching Standards Cadre to prepare National Board Certified Teacher candidates in mastering certain writing styles
- Yocum, Lois: co-chair of the UAFS Institutional Review Board
- Yocum, Lois: College of Education Middle School Standards Committee
- Yocum, Lois: College of Education Teacher Credentials and Standards Committee
- Yocum, Lois: member of the Association for Middle Level Education Board of Reviewers
- Yocum, Lois: UAFS Promotions Committee
- Yocum, Lois: UAFS Undergraduate Research Symposium Planning Committee

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

Program Name	No. of Graduates	No. Placed	Percent Placed	Percent Licensed/Certified
Early Childhood AAS	5	2	40%	
Early Childhood Education	59	38	64%	
Middle Level Education	20	19	95%	
Biology with Teacher Licensure	3	3	100%	
English with Teacher Licensure	13	4	31%	
History with Teacher Licensure	9	4	44%	
Mathematics with Teacher Lic.	3	2	67%	
Music with Teacher Licensure	8	0	0%	
Spanish with Teacher Licensure	1	0	0%	

### Significant Changes or Improvements in Curriculum

- Initial implementation of edTPA, a national performance assessment for pre-service teachers, began in January of 2014. The Council for the Accreditation of Educator Preparation (CAEP) standards call for nationally-normed assessments in addition to criterion-referenced assessments of teacher candidate proficiency in the InTASC standards. edTPA tasks were integrated into Practicum and Internship coursework in an effort to increase rigor as well as the validity, and reliability of program assessments. UAFS was the first educator preparation program to pilot the edTPA. Additional Arkansas programs will pilot edTPA next year in coordination with the Arkansas Department of Education.

## **Innovative Teaching and Learning Strategies**

- The Professional Development School model was expanded into the Middle Level Education program in the Fall of 2013. MLED 4113 Middle Level Literacy and Literature was taught on-site at Butterfield Middle School in Van Buren. This continues the College of Education's efforts to implement best practices in education preparation as identified in the Blue Ribbon Panel report and in alignment with CAEP standard 2.

## **Anticipated Program Changes or Improvement**

- Arkansas Department of Education licensure standards for educators require the P-4 Early Childhood Education degree program to move to a K-6 Elementary Education degree program by the Fall of 2015.
- Because of licensure changes and the overlap in grade level representation in the Elementary Education K-6 and Middle Level Education 4-8 degree plans, the college is re-writing curriculum to streamline course offerings to best prepare teacher candidates for diverse K-8 student learning needs.
- Collaboration has begun to create an Education Minor. Further work in this area needs to be explored to provide the best program of study for all Secondary Education majors.
- The quality assurance system will continue to be redesigned and refined to provide dynamic assessment tools to monitor and measure student learning outcomes, program learning outcomes, and accreditation standards. Significant professional development and training is necessary to ensure the fidelity and integrity of the assessment system. CAEP requirements call for programs to go beyond data collection to providing evidence to support achievement of accreditation standards.
- As a part of the revised quality assurance system, evidence needs to be collected to show candidates and graduates have a positive impact on P-12 student learning.
- Crosscutting themes of CAEP accreditation standards include technology and diversity. As the curriculum is revised, a focus must be maintained in integrating technology and diversity into every aspect of the educator preparation program. Alignment is strong between these themes and University Learning Outcomes.
- CAEP Standard 2 requires effective partnerships with school partners and high-quality clinical practice experiences. Additionally, Arkansas Department of Education requirements for clinical experience have changed to require comprehensive clinical experiences in content areas and grade spans. As curriculum and coursework are revised, the processes and procedures for clinical practices will also need to be significantly revised.
- The college will need to revise policy and procedure to meet both CAEP and Arkansas Department of Education guidelines for candidate quality, recruitment and selectivity.
- Novice teacher surveys and employer satisfaction surveys continue to identify a need for graduates to be better prepared in the areas of assessment and classroom management.