

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: 2012-2013

Information from Institutional Effectiveness (fall semester 11th day data)

Program Name	No. of Majors	No. of Minors	No. of Graduates	No. of FTE Faculty
Early Childhood Education	453	0	62	8.37
Middle Level Language Arts/Social Studies	56	0	12	6.30
Middle Level Math/Science Education	93	0	17	6.30
Biology with Teacher Licensure	36	0	3	1
Chemistry with Teacher Licensure	3	0	0	0
English with Teacher Licensure	94	0	16	2
History with Teacher Licensure	151	0	9	1
Mathematics with Teacher Licensure	42	0	3	1
Music with Teacher Licensure	49	0	3	1
Spanish with Teacher Licensure	25	0	0	1
Early Childhood AAS	27	0	4	4.16
Special Education Endorsement		31	15	1.16
Coaching Endorsement (spring)		40	0	.50
5 th -6 th Grade Endorsement – ADE deleted				

Retention Data/Graduation Data

Program Name	Retention 2nd Year	Retention 3rd Year	Retention 4th Year	2- or 4-Year Graduation	3- or 6-Year Graduation
Early Childhood Education	46.9%	32.3%	16.7%	5.1%	22.6%
Middle Level Language Arts/Social	12.5%	16.7%	36.4%	9.1%	100%
Middle Level Math/Science Education	75%	66.7%	11.1%	0	0
Biology with Teacher Licensure	50%	14.3%	12.5%	12.5%	0
English with Teacher Licensure	35.3%	50%	25%	12.5%	11.1%
History with Teacher Licensure	56%	23.3%	15%	0	0
Mathematics with Teacher Licensure	35.3%	16.7%	20%	0	0
Music with Teacher Licensure	38.5%	58.3%	33%	0	0
Spanish with Teacher Licensure	66.7%	28.6%	0	0	16.7%
Early Childhood AAS	50%	0	16.7%	0	0

Updated Faculty Information

Name of Faculty Member	Highest Academic Degree	Area of Specialization
Jane Barnhill	Doctorate	Higher Education
Sara Davis	Doctorate	Early Childhood
John Doak	Doctorate	Special Education K-12
Dana Garner	Doctorate	Early Childhood
Barbara Hunt	Doctorate	Curriculum and Instruction
Luanne Lewis	Doctorate	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
Laura Witherington	Doctorate	English
Clancie Wilson	Doctorate	Educational Psychology
Lois Yocum	Doctorate (NBCT)	Middle Level Education

Major Scholarly Accomplishments of Faculty and Students

- a. Faculty papers, performances, and publications.
- Barnhill, Jane (2012 October) “Nurturing Responsible Behavior” Presented at the Arkansas Early Childhood Association Annual Conference, Hot Springs, Arkansas
 - Barnhill, Jane (2012) “How to Prevent Behavior Problems Before they Happen” Presented at the Sixth Annual Western Arkansas Early Childhood Education Conference, Fort Smith, Arkansas
 - Davis, Sara (2012 January) UAFS Researcher of the Month
 - Davis, Sara (2012) “Supporting Children’s Visual Arts: Five Simple Guidelines” Published by Texas Association for Early Childhood Education
 - Davis, Sara National Reviewer for Journal of the Association of Early Childhood Teacher Education
 - Davis, Sara Research Project with Fort Smith Public Schools: “Primary Teachers and the Common Core Math Standards”
 - Hunt, Barbara (2012, February) “UAFS Teacher Preparation Program Gets Professional Development school Boost” Presentation at National Association of Professional Development Schools Annual Conference, New Orleans
 - Lewis, Luanne Completing doctoral research for dissertation
 - Milford, Deebe Completing doctoral research for dissertation
 - Ralston, Christine Submitted article for publication: “Empowering Teachers” Association for Supervision and Curriculum Development
 - Reid, Linda (2012) “Discovering and Teaching the Difficult Students Through Children’s Literature” Presentation at the Arkansas Curriculum Conference , Little Rock
 - Scoggins, Donna “Co-Teaching: Facilitation Meaningful Learning for Teachers and Students” Presentation at Middle Pre-Service Teacher Conference, Conway, Arkansas
 - Witherington, Laura Completed Ph.D.
 - Witherington, Laura “Leading Professional Learning Communities toward Efficacy” Presentation at Administrative Issues Journal Annual conference, Norman, Oklahoma
 - Yocum, Lois “From Theory to Practice: Connecting Theoretical Knowledge to Personal Practical Knowledge in the First Years of Teaching” Presentation at annual Middle Level Conference, Portland, Oregon
- b. Faculty grants
- **\$529,629.49 – Institute of Mathematics and Science Education**
 - \$7,000,000 – College Ready in Math and Physics (NSF) – 2009-2014 This grant is a partnership with the University of Arkansas – Fayetteville. The entire grant award is \$7,000,000. UA Fort Smith will receive around \$928,306.00 of that amount. College Ready provides training to math and physics teachers in best practices in hands-on learning at challenging academic levels.
 - \$280,022.00 – NSF College Ready
 - \$86,500.00 – ADE Mathematics Instructional Specialist
 - \$86,500.00 – ADE Science Instructional Specialist
 - \$6,569.49.00 – AR NBPTS Support Site
 - \$56,838.00 – ADHE Teach, Engage, Assess, Collaborate, and Hands-on Practices with Next Generation Science Standards (TEACH NGSS)

- \$6,600.00 – UAFS STEM Public School Partner Grant (Waldron and Cedarville)
- \$6,600.00 – UAFS STEM Public School Partner Grant(Mansfield and Van Buren)
- **\$273,910.16 – The Early Childhood Preschool Program** offers professional development classes for early childhood caregivers and educators, with the mission of improving the quality of care provided for the children throughout our seven county region.
 - \$7,955.16 – UAF sub-contracted grants
 - \$225,000.00 – DCCECE grants
 - \$31,580.00 – CDA funds
 - \$9,100.00 – Child Development Fees - Developmental Training Opportunities for Early Child Care Professionals
 - \$275.00 – Conference/Event Registration
- **\$134,000.00 – Education Renewal Zone (ERZ)** – ERZ creates partnerships between UA Fort Smith, the Western Arkansas Education Service Cooperative, and 32 public schools to work together to impact student achievement

c. Student and faculty presentations
Use an asterisk (*) to indicate students listed among the authors.

- d. Other faculty accomplishments.
- Barnhill, Jane: First Vice President for Publication, Arkansas Early Childhood Association
 - Barnhill, Jane: President, Lincoln Childcare Center Board
 - Barnhill, Jane: Secretary/Treasurer, River Valley Early Childhood Association
 - Barnhill, Jane: Advisory Council Member, Headstart Child and Family Services
 - Barnhill, Jane: Advisory Council Member, Fort Smith Public School Early Childhood Education
 - Davis, Sara: Advisory Board Member, Barling Elementary Preschool
 - Davis, Sara: President, National Association of Early Childhood Teacher Educators
 - Milford, Deebe: Chair, Fort Smith Public School Orientation to Teaching Advisory Board
 - Reid, Linda: Advisory Board Member, Lincoln Childcare Center
 - Witherington, Laura: Presentation to Anoor Academy Teachers on Common Core State Standards

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	1	100	100
Early Childhood Education	53	39	89	100
Middle Level Education	18	15	100	100
Biology w/ Teacher Licensure	1	0	100	100
English w/Teacher Licensure	7	5	100	100
History w/Teacher Licensure	5	4	80	100
Mathematics w/Teacher Licensure	3	3	100	100
Music w/Teacher Licensure	4	3	100	100
Spanish w/Teacher Licensure	2	2	100	100

Significant Changes or Improvements in Curriculum

Considerable work was made to bring all teacher education degree programs to 120 hour. This was required by the state statute. In addition, the Early Childhood and Middle Level degree programs fully implemented the Arkansas Department of Education requirements to add the Common Core State Standards in all these programs.

- Early Childhood Education
- Middle Level Language Arts/Social Studies Education

- Middle Level Math/Science Education

Innovative Teaching and Learning Strategies

Based on accreditation stipulations regarding improvement in clinical practice, the college started phase one of implementing professional development schools. Professional Development Schools allow the college to conform to the Blue Ribbon Panel recommendation to improve and transform clinical practice and to comply with the new CAEP Standard 2.1.

Anticipated Program Changes or Improvement

- The college assessment system must be completely redesigned using LiveText and Banner to measure student success.
- New accreditation requirements require the college to do the following:
 - The college must ensure and provide multiple sources of evidence that all teacher candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline – specific practices flexibly to advance the learning of all students toward attainment of college and career readiness standards.
 - The college must ensure that effective partnerships and high-quality clinical practice are central to preparation so that teacher candidates develop the knowledge, skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning.
 - The college must demonstrate that the quality of its candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that program completers are prepared to teach effectively and are recommended for the certification.
 - The college must provide multiple forms of evidence that its program completers demonstrate a positive impact on P-12 student learning, classroom instruction and schools, and the satisfaction of its completers regarding the relevance and effectiveness of our preparation.
 - The college must maintain a quality assurance system comprised of valid data from multiple measures, including multiple forms of evidence of teacher candidates' and completers' positive impact on P-12 student learning and development. In addition, the college must provide evidence that supports continuous improvements that is sustained, evidence-based, and that evaluates the effectiveness of its program completers. The college must use the results of inquiry and data collection to establish priorities, and enhance program elements to improve program completers' impact on P-12 student learning.