

**Program Assessment  
2011-2012 Academic Year  
University of Alaska Southeast School of Education**

**Bachelor of Arts: Elementary Education  
Association for Childhood Education International (ACEI)**

**Jeffrey Lofthus, Ph.D**

## **Introduction**

The University of Alaska Southeast is a public, comprehensive university located in Juneau, Sitka and Ketchikan. It is one of three Major Academic Units (MAUs) of the University of Alaska. UAS provides graduate and undergraduate educational opportunities in Elementary Education to the residents of Southeast Alaska and, through distance technologies, across the state.

The School of Education's mission is to provides undergraduate and graduate programs, both on-site and distance, that identify, prepare, and strengthen effective teachers who make sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally."

The State of Alaska has Beginning Teacher Expectations that were adopted in 2008. These form the underlying basis for evaluation of beginning teacher candidates and are met in order for an Alaska teacher certification program to recommend a candidate. The Goals of the School of Education are closely aligned to the Alaska Teacher Standards, ACEI Standards, UAS Core Themes and Objectives and the UAS Graduate Competencies. An alignment table is presented on the following page.

### **I. Student Profile**

Theme: Student Success

- Objective: Access
- Objective: Success

Theme: Teaching and Learning

- Objective: Breadth of Programs and Services
- Objective: Academic Excellence

Students applying to the BA Elementary Education Program are automatically enrolled in the program and receive immediate and ongoing advising. The program is divided into 4 program phases: Pre-senior general education requirements and other required courses, full admission to the senior year clinical field experience, mid-clinical and end of clinical/end of program. To gain full admission to the senior year clinical field experience, students also have to pass Praxis I by Alaska Department of Education and Early Development cut scores.

### **Admission criteria or other measures of selecting students.**

*Theme: Student Success*

- *Objective: Success*

*Theme: Teaching & Learning*

- *Objective: Academic Excellence*

Applicants will be admitted into the Bachelor of Arts in Elementary Education program after completing all general UAS admission requirements and a background check. In

addition to the initial major admissions requirements above, students must complete the following to earn full-admission status and to be admitted into the senior year:

1. Minimum GPA of 2.75
2. Successful completion of all pre-senior year courses with grades of C (not C-) or better
3. Application for student teaching including fingerprinting and background check
4. Praxis I or CBEST exam scores meeting Alaska DEED cut scores
5. Current resume and letter of introduction to future host teacher and principal
6. Letter of recommendation from someone other than an education professor speaking to the student's potential as a certified teacher

#### Practicum Clinical Experience (fall of senior year)

Practicum coursework focuses on the development of professional and pedagogical knowledge and skill in the content areas. Candidates attend weekly university class meetings that focus on theory and then put the theory into practice in their practicum classrooms. Practicum Host Teachers are tenured teachers identified by their principals as models and mentors. Candidates work with their host teacher in August to set-up the classroom and curriculum, attend pre-school staff development meetings, are present in the classroom with their host full-time for the first two weeks of school and once their university classes start they are present in the classroom 2 ½ days per week until the holiday break. Candidates are thus present in the classroom well over 400 hours for the fall. In addition to their practicum experience, candidates take methods courses and teach and are evaluated by their host in at least one lesson (Practicum Host Teacher Assessment-not used for data) in literacy, social studies, math and science. While situations where candidates do not meet Met or Proficient levels on any assessment are rare, when/if such situations arise, a plan of action is created in collaboration with the candidate, host and university supervisor and the candidate is given the opportunity to address the issue(s) until the level of Met or Proficiency is met. When necessary, additional observation/support from the university supervisor and/or host is applied.

#### Student Teaching Clinical Experience (spring of senior year)

One semester (16) weeks of student teaching completes the certification portion of this program. Candidates are expected to be in the classroom all day, every day, in concert with the host teacher's schedule. Candidates are expected to assume all teaching and other duties of the host teacher during 6 weeks of solo teaching, with a gradual phase in and phase out before and after this time period. The student teaching experience consists of a minimum of 8 hours per day for 16 weeks for a total of over 700 hours spent in the classroom. While situations where candidates do not meet Met or Proficient levels on any assessment are rare, when/if such situations arise, a plan of action is created in collaboration with the candidate, host and university supervisor and the candidate is given the opportunity to address the issue(s) until the level of Met or

Proficiency is met. When necessary, additional observation/support from the university supervisor and/or host is applied.

**Summary: Candidate Field Experiences**

Candidates thus spend approximately 1,100 hours present in their host classroom throughout their senior year practicum and student teaching and thus have a rich and lengthy experience.

**Student credit hours (SCH) generated for each of the past five years.**

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
2751	2697	3257	3844	3569

**Number of admitted students**

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
15	82	108	123	125

**Annual number of graduates**

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
4	6	5	11	12

**Analysis and commentary on enrollment and graduation trends**

Enrollment has steadily, but slowly, increased over the past 5 years, as has the number of graduates. That trend is expected to continue, especially with the ongoing increase in the number of transfer students who have enrolled in the program over the past 2 years from other campuses in the UA system and from elsewhere as well. As mentioned above, students who enroll in the BA Elementary Education Program receive immediate and ongoing advising. Students report that this immediate and ongoing advising/other support that they receive contributes greatly to their satisfaction in the program and thus to their eventual success.

**2. Faculty Profile**

Theme: Teaching and Learning

- Objective: Quality of Faculty and Staff

**Profile of unit faculty with degrees, areas of specialization, rank and tenure status, years of experience**

Faculty Member	Highest Degree & Institution	Tenure Track	Assignment/ Rank	Scholarship or Leadership
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		Y/N		
<b>Jeffry Lofthus</b>	<b>Doctorate, University of North Dakota – Grand Forks</b>	Y	<b>Associate Professor</b>	Alaska ASCD Executive Director, ASCD International Positions Advisory Committee and ASCD International Nominations Committee
<b>Virgil Fredenberg</b>	<b>Doctorate, University of Montana</b>	Y	<b>Associate Professor</b>	5 years teacher & Math Curriculum Coordinator Kenny Lake School and Whitehall, Montana
<b>Alberta Jones</b>	<b>Masters, University of Alaska, Anchorage</b>	N	<b>Assistant Professor</b>	18 years 2, 3 5-8 Classroom and Physical Education, 3 Years Federal Grant Coordinator
<b>Katherine Spangler</b>	<b>Doctorate, University of Washington</b>	Y	<b>Professor</b>	University Supervisor Alaska Professional Teaching Certificate, K-6, Bilingual Education K-12 former 4th grade bilingual teacher, 1970s
<b>William Urquhart Li</b>	<b>Doctorate, Tulane University</b>	N	<b>Assistant Professor</b>	
<b>Cynthia Thomas</b>	<b>Doctorate, University of Hawaii-Manoa</b>	N	<b>Assistant Professor</b>	
<b>Susan Andrews</b>		N	<b>Assistant Professor</b>	
<b>Karen Iris</b>	<b>Masters, University of Alaska Southeast</b>	N	<b>Adjunct Instructor</b>	<b>21 years elementary teacher</b>
<b>Roblin Davis</b>	<b>MFA, Naopa Univeristy</b>	N	<b>Adjunct Instructor</b>	<b>Member of the State of Alaska Technology Planning Team Alaska Society for Technology in</b>

				<b>Education. iDidaMovie Chair Alaska Society for Technology in Education Board member</b>
<b>Kelly McCormick</b>	<b>Masters, University of Alaska Southeast</b>	<b>N</b>	<b>Adjunct Instructor</b>	<b>13 years high school physical education, high school girls basketball coach, Zumba Dance Instructor</b>
<b>Robin Johnson</b>	<b>Masters, University of Alaska Southeast</b>	<b>N</b>	<b>Adjunct Instructor</b>	<b>Director of Technology, Nome Public Schools Alaska Professional Teaching Certificate, K-8, Educational Technology</b>
<b>Jennifer Thompson</b>	<b>Bachelors, University of Oregon</b>	<b>N</b>	<b>Adjunct Instructor</b>	<b>15 years elementary teacher</b>

### **Brief Analysis of Faculty Data**

All faculty who teach in the BA Elementary Education Program have the appropriate degree and/or expertise in the area they teach in. Students routinely provide them with excellent to outstanding student rating scores and narrative comments.

### **3. Institutional Data**

*Theme: Teaching and Learning*

- *Objective: Effectiveness & Efficiency*

### **Headcount and Instructional Full-Time Equivalent (FTE) for Full and Adjunct Faculty**

School	Status	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
UAA Kodiak	Temporary	1				
UAS Ketchikan	Regular	1	1	2	2	2
	Temporary	1	1	0	1	1

UAS Arts & Sciences	Temporary	1	1	2	1	1
UAS School of Education	Regular	4	5	5	5	5
	Temporary	10	11	10	12	10
<b>Total</b>		<b>18</b>	<b>19</b>	<b>19</b>	<b>21</b>	<b>19</b>

### Actual Faculty Full-time Equivalent (FFTE) – Based on Credits Taught

*FFTE = sum of credits taught/12*

School	Status	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
UAA Kodiak	Temporary	0.2	0	0	0	0
UAS Ketchikan	Regular	0.5	0.5	1.0	1.3	0.8
	Temporary	1.0	0.5	0	0.3	0.3
UAS Arts & Sciences	Temporary	0.3	0.2	0.3	0.2	0.5
UAS School of Education	Regular	4.6	4.1	4.4	5.4	5.6
	Temporary	2.6	3.3	3.2	3.4	2.3
<b>Total</b>		<b>9.1</b>	<b>8.6</b>	<b>8.9</b>	<b>10.5</b>	<b>9.3</b>

### Average Student Credit Hours (SCH) Generated Per Actual Full-Time Equivalent (FTE) Faculty

School	Status	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
UAA Kodiak	Temporary	228				
UAS Ketchikan	Regular	66	174	240	197	216
	Temporary	192	240			228
UAS Arts & Sciences	Temporary	172	234	207	228	138
UAS School of	Regular	108	108	128	135	148

Education						
	Temporary	141	128	165	153	157
Total		128	130	145	150	158

### Average Class Size by Full-Time and Adjunct Faculty

School	Status	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
UAA Kodiak	Temporary	19				
UAS Ketchikan	Regular	6	15	20	16	18
	Temporary	16	20			19
UAS Arts & Sciences	Temporary	14	20	18	17	13
UAS School of Education	Regular	9	9	11	12	13
	Temporary	11	10	13	13	13
Total		11	12	14	13	13

### Student/faculty ratio (Student Full-time Equivalent to Actual Faculty Full-time Equivalent)

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
20	21	24	24	25.6

### Brief Analysis of Institutional Data

The School of Education faculty are considered to be very productive when compared to their counterparts in the UA System. As mentioned above, the numbers in the BA Elementary Education Program have been steadily, but slowly, increasing.

#### 4. Quality of Graduates (criteria used by the program for SPA reporting)

##### Assessment #1: Licensure Assessment, or Other Content Based Assessment: Praxis Pass Rates



*Theme: Student Success*

- *Objective: Success*

*Theme: Teaching & Learning*

- *Objective: Academic Excellence*

### Pass Rates on Entrance Examinations

		2007 – 2008		2008 – 2009		2009 – 2010		2010 – 2011		2011 – 2012					
PRAXIS PPST Test	N	Average Score	% of Candidates Passing	N	Average Score	% of Candidates Passing	N	Average Score	% of Candidates Passing	N	Average Score	% of Candidates Passing			
<b>Math</b>	5	180.8	100%	4	179	100%	6	177.5	100%	11	180.1	100%	10	181.7	100%
<b>Reading</b>	5	177.6	80%	4	181.5	100%	6	179.8	100%	11	178.6	100%	10	179.9	100%
<b>Writing</b>	5	177.8	100%	4	175.3	75%	6	177.3	83%	11	176.2	91%	10	178.2	100%

### Pass Rates on Praxis II Content Examinations (Elementary Education Content Knowledge)

		2007 – 2008		2008 – 2009		2009 – 2010		2010 – 2011		2011 – 2012					
PRAXIS ELED: CK	N	Average Score	% of Candidates Passing	N	Average Score	% of Candidates Passing	N	Average Score	% of Candidates Passing	N	Average Score	% of Candidates Passing			
<b>Content</b>	5	168.2	100%	4	165.3	100%	6	167.3	100%	11	162.4	91%	11	172	100%

The Alaska passing score is 143. Our candidate average on the Praxis II for each year is well above the minimum score required. All students must pass the Praxis II in order to exit the program. The above demonstrates that our students are well prepared in their content knowledge as determined by the Praxis II test.

The UAS BA Elementary Education candidates scored higher than the national average in the sub-categories of mathematics, social studies and science. When compared to the score across Alaska, our UAS students nearly as well in all three content areas. This demonstrates that our UAS School of Education BA candidates are well prepared in their content knowledge as determined by the Praxis II test.

**Assessment #2: Assessment of Content Knowledge (ECPC CF: All)**

*Theme: Teaching & Learning*

- *Objective: Academic Excellence*

*Theme: Community Engagement*

- *Objective: Individual Engagement*

**Intern Evaluation Form Supplemental**

2007 – 2008		2008 – 2009		2009 – 2010		2010 – 2011		2011 – 2012	
N	% Proficient or Above	N	% Proficient or Above	N	% Proficient or Above	N	% Proficient or Above	N	% Proficient or Above

**Note:**  
**Data Not available in SOE Database**

*(Brief narrative analysis)*

### Assessment #3: Assessment of Candidate Ability to Plan Instruction (Unit Plan)

Theme: Community Engagement

- Objective: Individual Engagement
- Objective: Institutional Engagement

#### Integrated Unit Plan

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
N	% Proficient or Above	N	% Proficient or Above	N	% Proficient or Above	N	% Proficient or Above	N	% Proficient or Above
*		4	75%	5	100%	11	100%	11	100%

**\*Note: Data not available for 2007-2008**

*Candidates are evaluated on their ability to plan, teach and assess learning in an original unit of study. The high average scores on this project indicate candidate strengths in this area.*

**Assessment #4: Assessment of Clinical Practice (ECP CF:All)**

*Theme: Research & Creative Expression*

- *Objective: Learning Impact*

**Intern Evaluation Form**

2007-2008				2008-2009				2009-2010				2010-2011				2011-2012			
N	Not Met	Met	Target	N	Not Met	Met	Target	N	Not Met	Met	Target	N	Not Met	Met	Target	N	Not Met	Met	Target
5	0 (0%)	3 (60%)	2 (40%)	4	0 (0%)	0 (0%)	4 (100%)	6	0 (0%)	4 (66.7%)	2 (33.3%)	11	0 (0%)	5 (45.5%)	6 (54.5%)	11	0 (0%)	2 (18%)	9 (82%)

**Notes**

The scores reported here reflect the ACEI standards for elementary teachers, rated on a scale of 1-6. Standards 2.6 (Health) and 2.7 (PE), while still rather high, are lower than the others due to the fact that student teachers are rarely responsible for teaching those subjects.

**Assessment #5: Assessment of Candidate Effect on Student Learning (Portfolio CF: ALL)**

*Theme: Teaching & Learning*

- *Objective: Academic Excellence*

**Portfolio (Based on all 9 SOE Goals)**

2007-2008				2008-2009				2009-2010				2010-2011				2011-2012			
N	Not Met	Met	Target	N	Not Met	Met	Target	N	Not Met	Met	Target	N	Not Met	Met	Target	N	Not Met	Met	Target
5	0 (0%)	4 (80%)	1 (20%)	4	0 (0%)	0 (0%)	4 (100%)	6	0 (0%)	6 (100%)	0 (0%)	11	0 (0%)	7 (63.6%)	4 (36.4%)	11	0 (0%)	0 (0%)	11 (100%)

Candidates all pass the portfolio, as they must revise and resubmit any areas or items that do not meet expectations.