University of Arkansas at Monticello
Academic Unit Annual Report

Unit: School of Education

Academic Year: 2018

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)?

School of Education Conceptual Framework

SOE Strategic Plan:
STUDENT SUCCESS

Goal: Improve student success in SOE majors.
Action: Provide additional support for first year and at-risk students through enhanced advising, differentiated instruction, mentoring by Kappa Delta Pi students, and referral to available support resources.
KPI: 2% increase in undergraduate retention from freshman to sophomore year.

ENROLLMENT and RETENTION GAINS

Goal: Expand accessibility to academic programs.
Action: Expand partnerships with community colleges to increase the teacher pipeline.
KPI: Add one Memorandum of Understanding with community colleges yearly.

Goal: Identify and enhance pipeline for recruiting.
Action: Targeted high school recruiting efforts.
KPI: 5% increase in the number of visits to the high schools in the SOE's partnership schools.

Goal: Increase the number of graduate students in SOE graduate programs.
Action: Targeted school and state recruiting efforts.
KPI: 2% increase in the number of graduate students in SOE graduate programs.

In Table 1, provide assessment of progress toward meeting KPIs during the past academic year and what changes, if any, might be considered to better meet goals.

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
	Currently, there are no data available because the SOE is the early stages of implementing the strategic plan goals and actions.	

Enrollment

Table 3: Number of Undergraduate and Graduate Program Majors

School of Education Undergraduate Majors							

UNDERGRADUATE PROGRAM MAJOR: BS Education Studies

Classification	Fall 2015	Fall 2016	Fall 2017	2-Year Total	2-Year Average	2-Year Total	2-Year Average
Freshman		4	15	19	10	19	10
Sophomore		10	13	23	12	23	12
Junior		10	24	34	17	34	17
Senior		2	51	53	27	53	27
Post Bach		1	2	3	2	3	2
Total		27	105	132	66	132	66

UNDERGRADUATE PROGRAM MAJOR: P-4 Early Childhood Education

Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	1			1	1	346	43
Sophomore	8	2		10	5	246	27
Junior	14	3		17	9	197	25
Senior	22	11	3	36	12	277	31
Post Bach						6	1
Total	45	16	3	64	21	1008	112

UNDERGRADUATE PROGRAM MAJOR: HPE Exercise Science

Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	15	20	27	62	21	163	16
Sophomore	13	19	14	46	15	109	11
Junior	20	15	22	57	19	121	13
Senior	13	24	26	63	21	160	18

School of Education Undergraduate Majors							
Post Bach							
Total	64	78	89	231	77	526	58

UNDERGRADUATE PROGRAM MAJOR: HPE Non-Licensure							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	24	49	36	109	36	501	29
Sophomore	18	25	20	63	21	281	17
Junior	26	22	20	68	23	245	16
Senior	13	24	27	64	21	319	21
Post Bach		1				8	1
Total	81	121	103	305	102	1296	86

UNDERGRADUATE PROGRAM MAJOR: K-6 Elementary Education							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**4-Year Total**	**4-Year Average**
Freshman	47	56	43	146	49	185	31
Sophomore	17	33	24	74	25	81	14
Junior	13	22	13	48	16	53	9
Senior	1	12	30	43	14	44	7
Post Bach						0	
Total	78	120	110	308	103	360	45

UNDERGRADUATE PROGRAM MAJOR: Middle Childhood Education							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	14	7	3	24	8	130	13
Sophomore	7	6	3	16	5	72	7
Junior	7	5	8	20	7	58	6
Senior	5	5	8	18	6	75	8
Post Bach							
Total	33	23	22	78	26	318	35

UNDERGRADUATE PROGRAM MAJOR: BS Teaching and Learning							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**7-Year Total**	**7-Year Average**
Freshman	1	4	4	9	3	22	3
Sophomore	2	3		5	3	35	6
Junior	4	12	6	22	7	40	7
Senior	9	9	6	24	8	52	9
Post Bach							

School of Education Undergraduate Majors							
Total	16	28	16	60	20	122	20

GRADUATE PROGRAM MAJOR: Master of Education					
	Fall 2015	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**
ENROLLMENT	32	32	25	89	30
GRADUATE PROGRAM MAJOR: Master of Arts in Teaching					
	Fall 2015	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**
ENROLLMENT	92	144	184	420	140
GRADUATE PROGRAM MAJOR: Master of Education In Educational Leadership					
	Fall 2015	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**
ENROLLMENT	17	14	17	48	16
GRADUATE PROGRAM MAJOR: Master of Physical Education and Coaching					
	Fall 2015	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**
ENROLLMENT	25	29	28	82	27

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Undergraduate Strengths
- HPE Exercise Science and HPE Non-Licensure programs are increasing. The ten year average indicates that 46% of the total number of undergraduate majors are in one of the HPE programs. Data indicate that the Non-Licensure BS in Education Studies is growing exponentially; however, the data are not longitudinal and will need to be examined for further growth in the future.

Undergraduate Weaknesses
- Traditional licensure programs are declining. Longitudinal data indicate that only 26% of all undergraduate majors are enrolled in a traditional licensure program.

Undergraduate Opportunities for Growth
- Traditional licensure programs are an area of weakness; however, these programs have the greatest potential for growth. Increases in low enrollment programs provide the most potential for statistically significant growth.

Undergraduate Threats to Effectiveness
- A decline in either of the HPE programs or in the BS Education Studies could have a significant impact on the ability of the unit to meet productivity markers in the future. The School of Education has to be mindful of this concern and ensure that recruitment efforts are widely focused across all programs.

Graduate Strengths
- The Master of Arts in Teaching (MAT) program has grown significantly in the past three years. The three year average indicates that 66% of the total number of graduate candidates are in the MAT programs.

Graduate Weaknesses
- The Master of Education in Educational Leadership has consistently been a low enrollment program. Longitudinal data indicate that only 8% of all graduate candidates are enrolled the Master of Educational Leadership program.

Graduate Opportunities for Growth
- Graduate programs in general have been low enrollment; however, these programs have the greatest potential for growth. Increases in low enrollment programs provide the most potential for statistically significant growth.

Graduate Threats to Effectiveness
- A decline in the MAT program could have a significant impact on the ability of the unit to meet productivity markers in the future. Additionally, growth in the MAT program could be difficult to sustain with current faculty. The School of Education has to be mindful of this concern and ensure that recruitment efforts are widely focused across all graduate programs.
- Any modification made by the Arkansas Department of Education to program or licensure requirements could significantly impact the MAT program. The impact could range from a sharp decrease in enrollment or a sharp increase in enrollment. Either could put a significant strain on the unit.

Progression/Retention Data (Data Not Available)
(See Addendum 3)

Completion (Graduation/Program Viability)
Table 6: Number of Degrees/Credentials Awarded by Program/Major

Undergraduate Program/Major	Number of Degrees Awarded	Number of Degrees Awarded	Number of Degrees Awarded	Number of Degrees Awarded	Number of Degrees Awarded
	2015-2016	2016-2017	2017-2018	Three-Year Total	Three-Year Average
BS Education Studies			37	37	37
P-4 Early Childhood Educ (BA)	20	9	2	31	10
HPE Exercise Science Maj (BS)	13	14	23	50	17
HPE Non-Licensure Maj (BA/BS)	10	16	22	48	16
K-6 Elementary Education			9	9	9
Middle Level Educ Major (BA)	1	1	1	3	1
BS Teaching and Learning	8	6	11	25	8
Graduate Program/Major	Number of Degrees Awarded	Number of Degrees Awarded	Number of Degrees Awarded	Number of Degrees Awarded	Number of Degrees Awarded
	2015-2016	2016-2017	2017-2018	Three-Year Total	Three-Year Average
Master of Education (MED)	14	18	11	43	14
Master of Arts Teaching (MAT)	45	60	81	186	62
Master of Ed-Leadership (MED)	9	3	4	16	5
MPEC Phys Ed and Coaching	6	14	13	33	11

Provide an analysis and summary of the data related to Progression/Retention/Program Viability including future plans to promote/maintain program viability.

The School of Education has carefully reviewed the above data and determined that the Middle Level program has only produced three graduates over the last three years for an average of one. The Middle Level program is cognate of the K-6 Elementary program; therefore, it remains viable. Declining numbers in the Middle Level program prompts a need for increased recruitment efforts.

The Master of Education in Educational Leadership has only produced 16 graduates in the last three years for an average of five. The program remains viable with an average of five graduates; however, recruitment efforts must be increased for this program.

Faculty

Table 7: Faculty Profile, Teaching Load, and Other Assignments

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer 2017	Fall 2017	Spring 2017	Summer 2017	Other Assignments
Baldwin, Denise F	Full Time/Assistant Professor	Ed.D	Teacher Education Coordinator/Faulty	3	9	3		Teacher Education Coordinator
Bess, Carl	Graduate Assistant	Bachelor's	Teaching		6	6		
Brannon, Emily	Faculty	Master's	Teaching	6	15	15	6	
Burdeau, Kelly	Part-Time/Athletics					2		Athletics
Byrd, Shelley	Part-Time/Athletics					3		Athletics
Drago, Darren	Part-Time/Athletics					2		Athletics
Dutton, Seth	Part-Time/Athletics				3			Athletics
Early, Alvy	Part-Time/Athletics				2			Athletics
Evans, Betty	Adjunct	Master's	Teaching			3		
Frazer, Memory	Full Time/Instructor	Master's	Teaching	6	16	19	3	
Gentry, Julie	Other		Teaching		3	3		Intermural
Gilstrap, Kenneth	Part-Time/Athletics					1		Athletics
Givhan, Deborah	Full Time/Instructor	Ed.S.	Teaching	6	15	15	6	Special Education
Gray, Ryan	Full Time/Assistant Professor	Ed.D.	Teaching	6	15	12	6	
Guizar, Suzanna	Full Time/Assistant Professor	Ph.D.	Teaching	6	13	13	6	
Hill, Marcus	Part-Time/Athletics					2		Athletics
Humphrey, Anna	Full Time/Assistant Professor	Ed.D.	Teaching		12	12		
Hunnicutt, Donna	Full Time/Associate Professor	Ed.D.	Teaching		9	12		Graduate/CAEP Coordinator
Jackson, Trudy	Adjunct	Master's	Teaching		6			
Jackson, Wanda	Full Time/Instructor	Master's	Teaching	6	15	18		STEM Director
Jackson, William	Part-Time/Athletics					2		Athletics
Jelks, Mark	Part-Time/Athletics				2			Athletics
Johnson, Chelsea	Part-Time/Athletics				1			Athletics
Lem, Kyle	Part-Time/Athletics				3			Athletics
Level, Kim	Full Time/Instructor	Master's	Teaching		18	21		Interim Dean
Lewis, Rhonda	Adjunct	Ed.D.	Teaching		6			
Longing, Jeff	Full Time/Associate Professor	Ed.D.	Teaching	6	12	12	6	
Massey, C.D.	Full Time/ Professor	Ph.D.	Teaching	6	12	12	6	
Neill, Allison	Adjunct	Master's	Teaching		3			
Newton, Justin	Part-Time/Athletics				1			Athletics
Newton, Rebecca	Full Time/Instructor	Master's	Teaching	3	15	15	3	
Ray, Tanya	Part-Time/Athletics				2			Athletics
Sanders, Quaderrick	Part-Time/Athletics					1		Athletics
Shahan, Kathleen	Full Time/Associate Professor	Ed.D.	Teaching	6	15	15	6	

Shipp, Kyle	Part-Time/Athletics					2		Athletics
Tolin, Kyle	Part-Time/Athletics				2			Athletics
Wilkerson, Kim	Full Time/Instructor	Master's	Teaching	6	24	24	6	Educational Leadership Coordinator
Wilson, Melissa	Full Time/Instructor	Master's	Teaching		15	15	6	
Wilson, Whitney	Part-Time/Athletics				3			Athletics

What significant change, if any, has occurred in faculty during the past academic year?

The School of Education hired two new faculty members for the 2017-2018 academic year. One faculty member was hired to fill a new position specializing in Special Education.

Table 8: Total Unit SSCH Production by Academic Year (ten year)

Academic Year	Total SSCH Production	Percentage Change	Comment
2007-08	9,037		
2008-09	9,105	1%	
2009-10	10,671	17%	
2010-11	10,509	-2%	
2011-12	10,644	1%	
2012-13	10,814	2%	
2013-14	10,959	1%	
2014-15	10,430	-5%	
2015-16	10,333	-1%	
2016-17	13,039	26%	
2017-18	13,140	1%	

What significant change, if any, has occurred in unit SSCH during the past academic year and what might have impacted any change?

The significant change in SSCH took place in 2016-2017 due to the sharp increase in the number of MAT candidates. The one percent increase this year indicates that the School of Education is still growing after such a significant increase in 2016-2017.

Unit Agreements, MOUs, MOAs, Partnerships
Table 9: Unit Agreements-MOUs, MOAs, Partnerships, Etc.

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
School of Education	MOU/15 Public School Districts	To provide ongoing quality field/clinical placements	2017	1 year	2018
School of Education	MOU/Ozarka College	To transition community college students into the 4 year BSES program	2018	1 year	2019
School of Education	MOU/Arkansas State Department of Education	Establish Teacher Residency Program	2016		
School of Education	MOU/Arkansas State Department of Education	To increase the teacher pipeline by placing interns as long term subs	2016		

List/briefly describe notable faculty recognition, achievements/awards, service activities and/or scholarly activity during the past academic year.

Faculty Scholarly Activity
- Dr. Donna Hunnicutt and Dr. Kathleen Shahan Presentation Arkansas Association of Colleges for Teacher Education
- Dr. Anna Humphrey Presentation Arkansas Association of Colleges for Teacher Education
- Dr. Denise Baldwin Presentation Arkansas Reading Association Conference
- Dr. Jeff Longing and Dr. Suzanna Guizar Presentation Arkansas Association of Teacher Educators
- Dr. Dwayne Massey's most recent scholarly activity includes a manuscript, *Interpersonal Communications in Strength and Conditioning: The Role of the Facilitative Conditions in Establishing Rapport and Building Relationships by the Strength and Conditioning Coach.* He also had a manuscript accepted for publication by The International Review for Sociology in which he co-wrote entitled *We Are Great Britain: British Newspaper Narratives During the London 2012.*
- Dr. Kathleen Shahan Dr. Shahan had a 2017 publication, *Fire Up the Reflective Practitioners*, accepted for publication in The Official Blog of the National Board, and a 2016 publication, *Value-Added*

Reflection: A Product Whose Value Has Been Increased by Special Processing. She currently has an article titled *Reflective Writing Pathways* in the Arkansas English Journal. She was awarded the research grant for the Ethical Use of Data Grant to conduct research with a local school using the Student GPS Data System.

Notable Faculty or Faculty/Service Projects
- Dr. Donna Hunnicutt, Executive Secretary Arkansas Association of Colleges for Teacher Education; CAEP Annual Report Reviewer
- Dr. Kathleen Shahan - National Board Certification
- Dr. Anna Humphrey - National Board Certification
- Kimberly Wilkerson – Dyslexia Therapist

Faculty Grant Awards
- Educational Renewal Zone ($170,725)
- Stem Grant for Math ($86,500)
- Stem Grant for Science ($86,500)
- Meeting Science Standards ($6,400)
- State Girls in STEM Leadership ($4,750)
- Targeted Girls in STEM Leadership Southeast ($9,500)
- Targeted Girls in STEM Leadership El Dorado ($11,400)
- NCLB Expressions and Equations ($60,888)

Addendum 2: Higher Learning Commission Sample Assessment Questions

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders? How explicitly do major institutional statements (mission, vision, goals) address student learning?
- How well do the student learning outcomes of programs and majors align with the institutional mission?
- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
- How well do course-based student learning outcomes align with institutional mission and program outcomes?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
- How are the measures of the achievement of student learning outcomes established? How well are they understood?

2. What evidence do you have that students achieve your stated learning outcomes?
- Who actually measures the achievement of student learning outcomes?

- At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
- How is evidence of student learning collected?
- How extensive is the collection of evidence?

3. In what ways do you analyze and use evidence of student learning?
- Who analyzes the evidence?
- What is your evidence telling you about student learning?
- What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
- How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?

4. How do you ensure shared responsibility for student learning and assessment of student learning?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
- Who is responsible for the collection of evidence?
- How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional
- Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
- How are the results of the assessment process communicated to stakeholders inside and outside the institution?

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
- How do you know how well your assessment plan is working?

6. In what ways do you inform the public about what students learn—and how well they learn it?
- To what internal stakeholders do you provide information about student learning?
- What is the nature of that information?
- To what external stakeholders do you provide information about student learning?
- What is the nature of that information?