

**College/School of Education**

**Department/Unit Secondary Education**

**Program: Secondary Post-Baccalaureate Licensure Program & K-12 Art Licensure**

**program**

**Table 4.1 Outcomes Assessment Implementation Summary**

Complete a separate table for each degree and certificate program (will be updated through 2009-10 for Accred.)

	<b>Academic Year</b>		
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Assessment information collected</b>	<p><b>ENTRY LEVEL PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>▪ Official transcripts showing a bachelor's degree from a regionally accredited institution and a major in a secondary teaching field, or have met SOE content major evaluation in a secondary teaching field.</li> <li>▪ PRAXIS I test scores that meet Alaska standards (national exam of reading, writing and mathematics competency).</li> <li>▪ Content Area Examination: PRAXIS II test scores that meet Alaska standards for "highly qualified" in specific content area of endorsement.</li> <li>▪ Demonstrated evidence of content competency in a teaching area.- Academic Analysis</li> <li>▪ Licensure with M.Ed. applicants: Overall undergraduate GPA of 3.00 or GRE scores indicating potential for success in graduate course work</li> <li>▪ Official transcripts showing a bachelor's degree from a regionally accredited institution and a major in a secondary teaching field, or have met SOE content major evaluation in a secondary teaching field.</li> </ul>	<p><b>ENTRY LEVEL PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>▪ Official transcripts showing a bachelor's degree from a regionally accredited institution and a major in a secondary teaching field, or have met SOE content major evaluation in a secondary teaching field.</li> <li>▪ PRAXIS I test scores that meet Alaska standards (national exam of reading, writing and mathematics competency).</li> <li>▪ Content Area Examination: PRAXIS II test scores that meet Alaska standards for "highly qualified" in specific content area of endorsement.</li> <li>▪ World Language Exams Applicants applying to teach a World Language are required to submit Praxis II scores in the target language AND are required to submit scores for the ACTFL Oral Proficiency Interview (OPic II) and Writing Proficiency Test (WPI). Applicants must meet the Advanced Low rating for both tests.</li> <li>▪ Demonstrated evidence of content competency in a teaching area.- Academic Analysis</li> </ul>	<p><b>ENTRY LEVEL PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>▪ Official transcripts showing a bachelor's degree from a regionally accredited institution and a major in a secondary teaching field, or have met SOE content major evaluation in a secondary teaching field.</li> <li>▪ PRAXIS I test scores that meet Alaska standards (national exam of reading, writing and mathematics competency).</li> <li>▪ Content Area Examination: PRAXIS II test scores that meet Alaska standards for "highly qualified" in specific content area of endorsement.</li> <li>▪ World Language Exams Applicants applying to teach a World Language are required to submit Praxis II scores in the target language AND are required to submit scores for the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). Applicants must meet the Advanced Low rating for both tests. Applicants must also submit a writing sample in the target language.</li> <li>▪ Demonstrated evidence of content competency in a teaching area.- Academic Analysis</li> </ul>

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<p><b>Assessment information collected</b></p>	<ul style="list-style-type: none"> <li>▪ Licensure with M.Ed. applicants: Overall undergraduate GPA of 3.00 or GRE scores indicating potential for success in graduate course work</li> <li>▪ Licensure only applicants: Overall undergraduate GPA of 2.75.</li> <li>▪ 3.0 minimum GPA in teaching field</li> <li>▪ Extemporaneous writing sample</li> <li>▪ Computer competency assessment</li> <li>▪ 3 letters of reference</li> <li>▪ Admissions essay</li> <li>▪ Interview</li> <li>▪ resume</li> </ul> <p>Criminal background check</p>	<p><b>ENTRY LEVEL PORTFOLIO continued</b></p> <ul style="list-style-type: none"> <li>▪ Licensure toward M.Ed. applicants: Overall undergraduate GPA of 3.00 or GRE scores indicating potential for success in graduate course work</li> <li>▪ Licensure only applicants: Overall undergraduate GPA of 2.75.</li> <li>▪ Official transcripts showing a bachelor's degree from a regionally accredited institution and a major in a secondary teaching field, or have met SOE content major evaluation in a secondary teaching field.</li> <li>▪ 3.0 minimum GPA in teaching field</li> <li>▪ Extemporaneous writing sample</li> <li>▪ Computer competency assessment</li> <li>▪ 3 letters of reference</li> <li>▪ Admissions essay</li> <li>▪ Interview</li> <li>▪ resume</li> </ul> <p>Criminal background check</p>	<p><b>ENTRY LEVEL PORTFOLIO continued</b></p> <ul style="list-style-type: none"> <li>▪ Licensure toward M.Ed. applicants: Overall undergraduate GPA of 3.00 or GRE scores indicating potential for success in graduate course work</li> <li>▪ Licensure only applicants: Overall undergraduate GPA of 2.75.</li> <li>▪ Official transcripts showing a bachelors degree from a regionally accredited institution and a major in a secondary teaching field, or have met SOE content major evaluation in a secondary teaching field.</li> <li>▪ 3.0 minimum GPA in teaching field</li> <li>▪ Extemporaneous writing sample</li> <li>▪ Computer competency assessment</li> <li>▪ 3 letters of reference</li> <li>▪ Admissions essay</li> <li>▪ Interview</li> <li>▪ resume</li> </ul> <p>Criminal background check</p>
	<p><b>ON-GOING ASSESSMENT</b></p> <p>Practica performance; assessment of conceptual understanding; assessment of dispositions.</p> <p>During coursework university faculty provide periodic assessments of conceptual understanding and application of pedagogical principles.</p> <p>Comprehensive Work Sample</p>	<p><b>ON-GOING ASSESSMENT</b></p> <p>Practica performance; assessment of conceptual understanding; assessment of dispositions.</p> <p>During coursework university faculty provide periodic assessments of conceptual understanding and application of pedagogical principles.</p> <p>Comprehensive Work Sample</p>	<p><b>ON-GOING ASSESSMENT</b></p> <p>Practica performance; assessment of conceptual understanding; assessment of dispositions.</p> <p>During coursework university faculty provide periodic assessments of conceptual understanding and application of pedagogical principles.</p> <p>Comprehensive Work Sample</p>

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Program	ON-GOING ASSESSMENT	ON-GOING ASSESSMENT	ON-GOING ASSESSMENT
Assessment information collected	Grade point averages in continuing coursework.	Grade point averages in continuing coursework.	Grade point averages in continuing coursework.
	Science Laboratory Observation Form – for science teacher interns	Social Studies Thematic Standards assessment – for social studies teacher interns	Social Studies Thematic Standards assessment – for social studies teacher interns
		Science Laboratory Observation Form – for science teacher interns	Science Laboratory Observation Form – for science teacher interns
	EXIT ASSESSMENTS	EXIT ASSESSMENTS	13 critical assignments are imbedded through most of the program course work. Students must meet these requirements as the “Acceptable” level to complete the program.
	Unit Assessments –	Unit Assessments –	
	Content Observation Checklist	Content Observation Checklist	EXIT ASSESSMENTS
	Electronic portfolio	Electronic portfolio	Unit Assessments –
	Final field assessments – form H	Final field assessments – form H	Content Observation Checklist
	Grade point averages in continuing course work.	Grade point averages in continuing course work.	Electronic portfolio
	Exit surveys	Exit surveys	Final field assessments – form H
INDUCTION YEAR	INDUCTION YEAR	Grade point averages in continuing course work.	
Employment and retention by school district.	Employment and retention by school district.	Exit surveys	
SUBSEQUENT YEARS	SUBSEQUENT YEARS	INDUCTION YEAR	
Enrollment in graduate level course work; eventual completion of master’s level or higher degree	Enrollment in graduate level course work; eventual completion of master’s level or higher degree	Employment and retention by school district.	
		SUBSEQUENT YEARS	
		Enrollment in graduate level course work; eventual completion of master’s level or higher degree	

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<b>Conclusions drawn from the information collected above</b>	<p>Applicant Files reviewed Spring '08 for admission Summer/Fall '08 31 applications 23 files were reviewed for admission 100% admitted (23) 8 withdrew prior to review</p> <p>91% admitted to one year "fast track" program strand (21) 7 of 23 postponed after admission 9% of 91 % exited during one year program strand (2)</p> <p>13 % admitted to two year program strand (3) 0% of 0% exited at the end of first year of two year strand (0) 0% of 0% delayed completion of two year program at end of first year (0)</p> <p>Final Field Assessments Spring 2009 67% at "Target" level 33% at "Acceptable" level</p> <p>Summative Portfolio-Spring 2009 38% at "Target" level 62% at "Acceptable" level</p> <p>Content Observation Forms –Spring 2009 71% at "Target" level 10% at "Acceptable" level 19%-missing</p> <p>Employed by Fall 2009 Alaska School Districts- 72% 9% post-secondary institutions 5% international school 14% unknown</p>	<p>Applicant Files reviewed Spring '09 for admission Summer/Fall '09 61 applications 46 files were reviewed for admission 100% admitted (46) 15 withdrew prior to review</p> <p>67% admitted to one year "fast track" program strand (31) 3 of 31 postponed after admission 3% of 67 % exited during one year program strand (3)</p> <p>33 % admitted to two year program strand (15) 6% of 33% exited at the end of first year of two year strand (2) 9% of 33% delayed completion of two year program at end of first year (3)</p> <p>Final Field Assessments Spring 2010 76% at "Target" level 24% at "Acceptable" level</p> <p>Summative Portfolio-Spring 2010 59% at "Target" level 41% at "Acceptable" level</p> <p>Content Observation Forms –Spring 2010 76% at "Target" level 5% at "Acceptable" level 3% at "Unacceptable" level 16% not available</p> <p>Employed by Fall 2010 Alaska School Districts – 62% Post-secondary institutions – 4% State side schools – 7% Finishing M.Ed. – 10% Working other fields – 10% Unknown – 7%</p>	<p>Applicant Files reviewed Spring '10 for admission Summer/Fall '10 46 applications (-5 semester changes app) 37 files were reviewed for admission 100% admitted (41) 6 withdrew prior to review 3 postponed prior to review</p> <p>65% admitted to one year "fast track" program strand (24) 3 (1.25%) of 24 postponed after admission Exited prior to beginning one year program 9 (26%) of 65 % exited during one year program strand of those 3 (.125%) exited after first semester and 4 (17%) exited prior to stating program.</p> <p>35 % admitted to two year program strand (13) 15% of 33% exited at the end of first year of two year strand (2) 8% of 33% delayed completion of two year program at end of first year (1)</p> <p>Final Field Assessments Spring 2011 70% at "Target" level 30% at "Acceptable" level</p> <p>Summative Portfolio-Spring 2011 55% at "Target" level 45% at "Acceptable" level</p> <p>Content Observation Forms –Spring 2011 84% at "Target" level 12% at "Acceptable" level 0% at "Unacceptable" level 4% not available</p> <p>Employed by Fall 2011 Alaska School Districts – 45% International Schools – 10% Finishing M.Ed. – 30% Unknown – 15%</p>
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<p><b>Conclusions drawn from the information collected above</b></p>	<p>Assessment data planned for collection this year. (Praxis II test scores and course checklists) final portfolio scores, submission of units in final field semester and all transition data available.</p> <p>Faculty reviewed final field assessment data, content knowledge at admission data (Praxis II test scores and course checklists) final portfolio scores, submission of units in final field semester and all transition data available.</p> <p>Some data forms have been updated to meet revised professional association standards but no new data collection is planned.</p> <p>Budget Implications: The Secondary Post Baccalaureate Licensure program will require increased funding to continue its mission to serve rural areas. Supervision of interns in remote sites requires significant travel that has strained resources. While this situation does not directly affect our Outcomes Assessment plan, our ability to serve all Alaskan students in the UAF region is at risk.</p>	<p>Assessment data planned for collection this year. (Praxis II test scores and course checklists) final portfolio scores, submission of units in final field semester and all transition data available. New test for World Language applicants will be collected beginning 2010.</p> <p>Faculty reviewed final field assessment data, content knowledge at admission data (Praxis II test scores and course checklists) final portfolio scores, submission of units in final field semester and all transition data available.</p> <p>Some data forms have been updated to meet revised professional association standards but no new data collection is planned.</p> <p>Changed fall time line based on student surveys.</p> <p>Changed assessments based SPA reviews during NCATE accreditation process.</p> <p>Budget Implications: The Secondary Post Baccalaureate Licensure program will require increased funding to continue its mission to serve rural areas. Supervision of interns in remote sites requires significant travel that has strained resources. While this situation does not directly affect our Outcomes Assessment plan, our ability to serve all Alaskan students in the UAF region is at risk.</p>	<p>Assessment data planned for collection this year. (Praxis II test scores and course checklists) final portfolio scores, submission of units in final field semester and all transition data available.</p> <p>Assessment revamped for World Language interns.</p> <p>Annual review by faculty of final field assessment data, content knowledge at admission data (Praxis II test scores and course checklists) final portfolio scores, submission of units in final field semester and all transition data available.</p> <p>Additional change to the Fall semester timeline based on student surveys.</p> <p>Review of NCATE and SPA accreditation changes to update and revise to remain current with yearly standard's changes.</p> <p>Each course will have a "key assignment" tracked. Currently the program has 13 critical assignments in addition to assessment forms. Critical assignments are attached to all but two of the required courses. The last two courses will review and select or add a key assignment to these courses that will be tracked by the program.</p> <p>Budget Implications: The Secondary Post Baccalaureate Licensure Program will require increased funding to continue its mission to serve rural areas. Supervision of interns in remote sites requires significant travel that has strained resources. While this situation does not directly affect our Outcomes Assessment plan, our ability to serve all Alaskan students in the UAF region is at risk.</p>
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<b>Curricular changes resulting from conclusions drawn above</b>	<p>Added EDSC 205, Introduction to Secondary Education.</p> <p>Change made to review policy for any candidates who do not hold a degree in a teaching content area approved for the UAF School of Education by the Alaska State Department of Education and Early Development. Change made to meet national accreditation standards (NCATE).</p>	<p>Admission Requirement change for World Language applicants.</p> <p>World Language Exams: Applicants applying to teach a World Language are required to submit Praxis II scores in the target language <b>AND</b> are required to submit scores for the ACTFL Oral Proficiency Interview (OPic II) and Writing Proficiency Test (WPI). Applicants must meet the Advanced Low rating for both tests. Change proposed to meet ACTEL (American Council on the Teaching of Foreign Languages).</p> <p>Course title change – EDSC 442/642</p>	<p>Added EDSE 422/622 and EDSE 482 as alternative approved course to substitute for EDSC 414/614. Added EDSC 205 as an approved substitute for EDSE 415.</p>
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