

ACADEMIC PROGRAM REVIEW SELF-STUDY REPORT

Four attachments are attached with the Self-Study Report: (1) a series of tables, prepared by the Office of Institutional Research and Assessment; (2) the program's current official requirements as published in the Undergraduate Catalog; (3) the Assessment of Student Learning Worksheet; and (4) the Academic Affairs Council and dean's conclusions and recommendations from the **program's last review**.

1. Name of Program: Professional Program in Education
2. Name of Program Chair: Steve Kimball
3. Date of Last Program Review: November, 2009
4. Date Self-Study Report approved by Program Executive Committee: October 6, 2016

Section I. Mission Statement and Program Objectives.

The University of Wisconsin-Green Bay Professional Program in Education, in collaboration with the University of Wisconsin System and our colleagues in local schools, agencies, institutions, and organizations, seeks to prepare candidates for the teaching profession by

- Cultivating the knowledge, skills, and dispositions necessary to improve the learning of all students through the provision of relevant learning experiences that represent the diverse perspectives of our multicultural society.
- Nurturing a profound respect for the dignity and diversity of the all learners.
- Guiding the development of critical thinking, reflective practice and data based decision-making.

The development of our program has been framed by the select mission of the University of Wisconsin- Green Bay, which is committed to an interdisciplinary, problem-focused education and an interchange of ideas and strategies between the University and the community, reflecting the desire to educate people and improve the human condition inherent in the University of Wisconsin System and mission.

To accomplish our goals, we have designed a high quality, standards-based teacher education program that prepares candidates to serve effectively the educational needs of the region within the context of the larger society. Our program builds upon the Interstate Teacher Assessment and Support Consortium (InTASC) Core Teaching and is characterized by:

- A shared vision of teaching excellence defined within a strong relationship with

faculty across the university and the PK-12 schools.

- A rigorous core curriculum, including field experiences, with a well-defined scope and sequence based on identified standards for practice and performance.
- A strong focus on content and pedagogy.
- A commitment to the integration of technology throughout the curriculum as an essential tool for learning in the 21st Century.
- The provision of extensive and intensive field-based experiences working directly with children and families from diverse background.
- An environment that promotes and supports inquiry as the basis for authentic learning.
- Opportunities to demonstrate proficiency through performance-based assessments with clearly defined rubrics and identified timelines.
- A focus and commitment to effective communication and ethical decision-making.

Section II. Program Requirements.

- Our program has several notable strengths that help us to prepare the teachers of tomorrow.
- We have a strong emphasis on field-based study. A good portion of our current curriculum takes place in the schools and classrooms. This focus on hands-on learning helps us build and nurture our strong and ongoing school relationships.
- The majority of our faculty have current licensure and certification in the areas in which they advise, teach, and oversee students.
- We utilize a sophisticated Electronic Portfolio Assessment mechanism to assure that students demonstrate competency. We were an early leader in System to do so.
- We are able to better prepare teachers by using local schools for our candidacy block courses.
- We continue efforts to match efficient and appropriate performance assessments that correlate with the standards that drive our program.
- We continue our efforts to better prepare our students to meet the changing student demographic in Green Bay, and throughout Northeast Wisconsin.

Requirements for the Major*

Supporting Courses, 22 credits

EDUC 203 Environmental Education in K-12 Schools, 2 credits

EDUC 206 Cultural Images in Materials for Children and Adolescents 3 credits

EDUC 208 Special Topics: Phuture Phoenix Field Experience, 3 credits

EDUC 280 Instructional Technologies: Evaluation, Production and Application, 3 credits

EDUC 290 Introduction to Educational Inquiry, 5 credits

MATH 281 Conceptual Foundations of Elementary Mathematics I, 3 credits

MATH 282 Conceptual Foundations of Elementary Mathematics II, 3 credits

Upper-Level Courses, 30 credits

EDUC 302 Teaching Social Studies in the Elementary and Middle Schools, 3 credits EDUC 303

Teaching Art in the Elementary and Middle Schools, 3 credits
 EDUC 307 Teaching Reading in the Elementary and Middle Schools, 3 credits
 EDUC 309 Teaching Language Arts in the Elementary and Middle Schools, 3 credits
 EDUC 324 Teaching Mathematics in the Elementary and Middle Schools, 3 credits
 EDUC 325 Teaching Science in the Elementary and Middle Schools, 3 credits
 EDUC 326 Music Movement, and Core Arts Pedagogy
 EDUC 340 Supporting Learning and Behavior in the Classroom, 3 credits
 EDUC 361 Introduction to the Art and Science of Teaching, 3 credits
 EDUC 421 Literacy and Language Development in Young Children, 3 credits

Additional Upper Requirements for Early Childhood License (0-11) – 12 credits

EDUC 333 Observation and Assessment of Young Children, 3 credits
 EDUC 352 Social and Family Influences on Early Development and Learning, 3 credits
 EDUC 441 Infants and Toddlers: History, Philosophy, and Current Programs, 3 credits
 EDUC 443 Teaching Kindergarten: The Integrated Curriculum. 3 credits

Requirements for the Minor*

Supporting Courses, 17 credits

EDUC 206 Cultural Images in Materials for Children and Adolescents, 3 credits
 EDUC 280 Instructional Technologies: Evaluation, Production and Application, 3 credits
 EDUC 290 Introduction to Educational Inquiry, 5 credits
 EDUC 208 Special Topics: Phuture Phoenix Field Experience, 3 credits
 MATH 101 Intermediate Algebra, 3 credits (This requirement can be waived with a Wisconsin Mathematics Placement test score or MATH 104 or greater.)

Upper-Level Courses, 15 credits

EDUC 340 Supporting Learning and Behavior in the Classroom, 3 credits
 EDUC 361 Introduction to the Art and Science of Teaching, 3 credits
 EDUC 422 Reading in the Content Areas, 3 credits
 EDUC 452 Principles of Middle Level Education, 3 credits

Choose one of these courses as appropriate:

EDUC 310 Teaching Communication Arts in the Middle and Secondary Schools, 3 credits
 EDUC 311 Teaching Foreign Languages, 3 credits (Course may be part of major requirement in French, German, and Spanish)
 EDUC 312 Teaching Social Studies in the Middle and Secondary Schools, 3 credits
 EDUC 313 Teaching Mathematics in the Middle and Secondary Schools, 3 credits
 EDUC 314 Teaching Science in the Middle and Secondary Schools, 3 credits
 EDUC 316 Teaching Art in the Middle and Secondary Schools, 3 credits
 EDUC 317 Teaching Music in the Middle and Secondary Schools, 3 credits
 EDUC 319 Adolescent Literature in Middle and Secondary School Reading, 3 credits
 EDUC 334 Teaching General Music in the Elementary and Middle Schools, 3 credits

Requirements for Add-on ESL/Bilingual Licensure

EDUC 315 Teaching English as a Second Language, 3 credits
 EDUC 483 Selected Topics: Current Trends in ESL/Bilingual Education

EDUC 483 Selected Topics: Bilingual Practicum

*The Education Program has no electives. All courses are required by the DPI for Licensure.

Section III. Developments and Accomplishments Since Last Review.

There have been a number of notable developments and accomplishments in our program since our last review. These include the following:

UW-System Academic Award

2011 Recipient of University of Wisconsin System's Board of Regents Teaching Excellence Award

Department of Public Instruction Annual (and 5-year) Reviews

With the advent of PI34, The DPI now conducts yearly reviews and a more extensive review every 5 years. The Education Department has consistently passed all reviews.

4K Nature-Based Program

UWGB partnered with the Green Bay Area Public School district and the Bay Beach Wildlife Sanctuary to develop a nature-based 4K program. Each year 40 students are enrolled. UWGB pre-service teachers seeking an Ages 0-11 teaching license have a filed placement in this program during their environmental education course (EDUC 203). The 4K program is planning to double in size for the 2017-18 school year due to heavy demand from parents and the continuing success of the program.

Education/NWTC Collaboration

Developed and implemented a *2+2 Articulation Agreement* with NWTC leading to teacher licensure.

Phuture Phoenix Program to include 8th graders.

Each fall, Phuture Phoenix invites over 1500 5th graders to visit the UW-Green Bay campus. In Spring, 2016, Phuture Phoenix invited 8th graders for a campus visit for the first time. The plan is to continue and expand the spring visit of 8th graders.

First Nations Doctorate in Education

Education's Center for First Nations Studies had a Doctorate of Education program in First Nations Education approved by the State. Fall, 2018 is the intended date for classes to begin.

Add-on ESL/Bilingual Licensure.

The new ESL/Bilingual licensure program approved by the Department of Public Instruction (DPI) began in Fall, 2016.

Birth to Age 11 Early Childhood Certification/Credit Reduction

Courses were added to the existing Birth to Age 8 license program to increase licensure to age 11. Overall, however, the number of credits for Early Childhood (EC) license was reduced by 6

credits. The approval by the Department of Public Instruction allowed for an additional license option for students.

Music, Art, and Physical Education for Majors

Elementary Music Methods (3 credits), Art Methods (3 credits) and Health and Physical Education Methods (3 credits) were all rolled into a new 3-credit course, *Music, Movement and Core Arts Pedagogy*.

Art for Minors

Teaching Art in the Middle School and *Teaching Art in the Secondary School* were 2 separate courses. They were combined to expedite progression for Art Education Minors and to deal with periodicity and enrollment issues.

Environmental Science Licensure

A license in Environment Science with the completion of a minor was approved by the DPI.

Math Block

Math 281, 281 and EDUC 324 now are taught as a “block”. Each course is a 3-credit course. The courses are taught back-to-back by the same instructor and have a substantial field component.

EDUC 295/208

EDUC 295 was changed to EDUC 208. However, a section of 295 Special Topics remains. The special topic is *Issues Related to Hispanic learners*.

Online Courses

The department has added four online courses: Education 206 Culture Images in Materials for Children and Adolescents, EDUC 315 Teaching English as a Second Language, EDUC 340 Supporting and Learning Behavior in the Classroom, and EDUC 441 Infants & Toddlers: History, Philosophy & Current Programs.

Foundations of Reading Test (FoRT)

The Foundations of Reading test includes:

- 100 multiple-choice items, each of which assesses knowledge or skills related to one of three major areas of reading instruction named in the test's subareas (Foundations of Reading Development, Development of Reading Comprehension, and Reading Assessment and Instruction).
- 2 open-response (i.e., essay) items that require examinees to apply their knowledge and understanding of content related to two or more of these areas.

Wisconsin has elected to tie the FoRT to licensure; “no pass, no license”.

Beginning on January 31, 2014, candidates in Wisconsin applying for an initial teaching license in grades Kindergarten through 5 or special education, or for a license as a reading teacher or reading specialist, as listed below, are required to take and pass the Foundations of Reading test.

Creation of EDUC 421 Course*

EDUC 421. Literacy and Language Development in Young Children. 3 Credits.

Acquisition of reading skills and development of language in preschool through primary grades; analysis of instructional and diagnostic strategies for listening and reading comprehension, vocabulary development, word identification strategies and approaches to beginning reading.

*EDUC 421 was created to ensure the teaching of reading to early learners.

EdTPA (Education Teacher Performance Assessment) *

edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment.

Wisconsin has elected to tie edTPA to licensure; “no pass, no license”.

*Student teachers have a 2 credit Seminar requirement. With the advent of the EdTPA exam, additional requirements have been added to the seminars for the purpose of preparing students for the edTPA.

edTPA Lab

An edTPA Support Lab was added for students. The lab consists of both computers and camera/video equipment.

Cuernavaca, Mexico Education Program

The University of Wisconsin -Green Bay /Education Department provides an opportunity for students (and teachers) to travel to Cuernavaca, Mexico to seek an educational experience beyond classroom walls. The program has several purposes: The first is to provide a rich introduction to Mexico, its culture, language and people. The second is to study Spanish in collaboration with the Spanish Language Institute (ASLI). The third purpose is to learn about the Mexican educational system through guest speakers and school/ classroom visits.

As a result of the Study Abroad program, a student teaching program was developed. Over 50 students have now student taught Mexico.

International and Out-of-State Student Teaching

In addition to the specific student teaching program in Cuernavaca, Mexico, students can student teach literally anywhere in the U.S. and the world. Students have been placed in many different states as well as countries. We have had students in such places as Thailand, New Zealand, France, Scotland, etc.

4K on Campus

After two years, the 4K partnership with the Green Bay District that created a 4K classroom on campus was terminated due to lack of space on campus to continue the program. However, a UWGB Education Department partnership with the Green Bay Area Public School District and the Wildlife Sanctuary led to a 4K nature-based program at the Wildlife Sanctuary.

Institute for Learning Partnership (ILP)

The Institute for Learning Partnership was closed in 2015. The closure of the Institute creates a large void for area educators.

Section IV. Program's Vision for Future Development.

The faculty and staff have identified several areas to target for the future. These include the following, which serve as major goals for our next seven years:

Alternative Delivery of Curriculum

This would include more online offerings and use of different modes of delivery in regard to time and location.

Increase Student Diversity

This will be a major area of focus for the future. The onset of Phuture Phoenix high school graduates should likely positively impact this area. In addition, EDUC 295 geared to Hispanic learners should increase enrollment of this group.

Development of Additional Licensure Area

Work has begun on a new licensure certification, Business Education. The Education Department is working with the Business Program and with the Department of Public Instruction in constructing and pursuing this license.

Continued International Opportunities

This will include both student teaching and field setting opportunities for students pursuing teaching certification.

Curriculum Modifications

The Education major and minor requirements as well as the requirements for all teaching licenses have been thoroughly reviewed and several modifications made. Several new courses have been developed and all students are required to complete a block of courses at the candidacy before full admission. EDUC 421 was added to the Literacy Block (EDUC

307 and EDUC 309) to create a 9-credit Literacy Block which students typically take after the initial Candidacy Block.

Procurement of Resources

Three tenure-track faculty positions were filled since the last review. However, two faculty positions were lost in the 2015/16 academic year due to retirements and another vacancy occurred recently (September 1) because a faculty member became the Associate Dean for the College of Health, Education and Social Welfare.

One of the positions has been eliminated and we are waiting on final word as of this writing if we can begin job searches for the two others.

Program Expansion

The Program has no plans to expand its on-campus program enrollment at this time. We experienced a very large budget cut for the 2015/2016 academic year and do not foresee increases in current budget funding. Additionally, the loss of 2.75 faculty positions makes it impossible to grow.

Faculty and Staff Development

Faculty are encouraged to participate in campus and system-based professional development activities. Grant monies from the Office of Outreach and Extension (typically \$7500-\$10,000) have been eliminated. We currently have no monies for staff development; therefore, we will seek alternative funding possibilities.

Student Advising

Our full-time academic staff member works advising to all individuals interested in pursuing a teaching license. After students are fully admitted to the program they are assigned two advisors; an Education program faculty member and a faculty member who represents the non-education major or minor. This practice will continue.

Section V. Summary and Concluding Statement

In the last review, the Academic Affairs Council made recommendations. The recommendation in (italics) is followed by the action taken or explanation given by the Education Department.

The mission statement for Education refers to 'Cultivating the knowledge, skills and disposition necessary... and while in this review the term disposition is explained, it may be wise to consider a different word within the context of the mission statement.

- The use of the term “Disposition” was explained as acknowledged. However, changing it is not an option as it is a term used statewide. “Knowledge, Skills, and Disposition” are the terms used in the inTASC Standards which have been adopted by the state.

We recommend continued and increased communication about Education Program updates, issues, and changes to students and the program chairs outside of Education in areas that have students who minor in Education.

- Attempts have been made to meet with Academic Chair across campus have failed. It is something we can continue to pursue.

The AAC requested additional clarification on the role of ESL and ELL and the direction that the Education Program is heading in. The response was that ELL/bilingual certification is the direction the program is heading due to the huge change in demographic in K-12 students in Green Bay and the surrounding area and the need for teachers who speak fluent Spanish and other languages. The Education will need to clean up references to ESL within its courses or at or least clarify the definitions within the curriculum.

- As stated earlier in this report, the ESL/Bilingual certification is now in place and courses are being offered. But to address the concern regarding the use of ESL and ELL; ESL is the PROGRAM and ELL (English Language Learner) is the STUDENT who is in an ESL program.

The two-year old Green Bay Public School and UWGB 4K partnership that is currently housed at the Ecumenical Center is a good beginning to bringing observation and teaching opportunities to Education students. The AAC hopes that a suitable on-campus setting can be found.

- As addressed earlier in this report, the 4-K Green Bay Public School and UWGB partnership terminated due to the program not being able to find a location on campus. However, a UWGB Education Department partnership with the Green Bay Area Public School District and the Wildlife Sanctuary led to a 4K nature-based program at the Wildlife Sanctuary.

The AAC recommends that Education, in its next program review, provide a written summary of the data tables that were provided and that the Education Program be more pro-active in requesting specific data (for example to find out more about at-risk areas in need of teachers, such as for math and science or the ask for more data to support the move to ELL as opposed to ESL)

- A narrative discussion of data tables is included in this review report. Data from our annual Title II report to the state include numbers of majors and minors and provide the department specifics as to science, math, and other high need areas.

In addition to the recommendation from the AAC, Derryl Block, Interim Dean, College of Professional and Graduate Studies made recommendations as well. Her recommendation is in italics and the response follows.

The Program should develop a plan for offering a portion of the program in an online or hybrid format. Additional online and alternatively scheduled offerings will benefit students.

- Four online courses have been developed and implemented.

Due to the increasing need and demand for teachers who speak Spanish, the Program should evaluate and begin planning the development of an English Language Learner (ELL)/bilingual licensure area.

- An ESL/Bilingual program has been approved by the DPI and courses started in Fall 2015.

The Program should plan to increase the number of students and faculty who speak Spanish and/or are members of other underrepresented groups.

- Currently we have three Hispanic students in the program. Three faculty members, one Unclassified Staff member, and one student worker speak Spanish. Our two most recent faculty hires are from Africa and Mexico.

The Program should consider development of licensure programs in high need areas (i.e., Special Education, Science, and Mathematics).

- We have always licensed both in Science and Mathematics.

The Program should increase international opportunities including student teaching and field setting opportunities.

- Each year, promotional efforts are in place to have students participate in the January Study Abroad program to Mexico and to encourage students to student-teach in Cuernavaca, Mexico. Since the last Program Review, 52 students have student-taught in Cuernavaca, Mexico and 67 student participated in the January program.

Due to the increasing need and demand for teachers who speak Spanish, the Program should continue to strengthen its encouragement of development of Spanish proficiency in its students.

- This recommendation is difficult to address as while we do encourage student to study Spanish, we do not offer Spanish classes. In addition, our students typically come to us as Juniors and Seniors with their majors and minors set.

It is recommended that the Professional Program in Education should develop an Advisory Council to give input into curricular content and processes.

- Although attempts have been made to Academic Chairs from the units in which

we certify, there has been little or no Interest in meeting.

The Program should change or clarify references to English as a Second Language (ESL) in courses.

- As discussed earlier, ESL is the program and the students are ELL's.

The Program should continue to increase partnerships with the local school district, such as the K4 program and/or development of a specific partnership agreement with one or more schools for intensive training/experiences.

- As noted earlier in this report, the 4-K Program no longer is held on campus as the university could not find a space for the program.

The Program should clarify assessment criteria and processes, including those involving the electronic portfolio.

- Assessment is addressed in Attachment 3 of this document.

The Professional Program in Education should communicate with the students and faculty in areas that have students who frequently major and minor in Education.

- As a department, we consult with our students each semester advising in all areas.

The Program should provide a written summary of data tables provided in its next Program Review.

- A summary of particular data is provided in this document.

The Professional Program in Education should continue to encourage all faculty and staff to be active in scholarship and service.

- As a Professional Program, faculty and staff are active in both scholarship and service to the university, the city, state. and internationally.

Summary

Since the last Program Review, the Professional Program in Education has undergone many changes; all to better offer a quality and more streamlined program to students. Our students are being hired both locally and state-wide. The Institutional decision to close both the on-campus 4-K program and the Institute for Learning Partnership, however, impacted the Department itself, which inadvertently impacted students, partnership schools, and the education community in our area.

The severe budget cuts and the loss of 2.75 faculty members have seriously impacted the program. Since we are regulated by the Department of Public Instruction (DPI) all coursework is mandated and thus eliminating courses is not possible.

General Concluding Statement

The faculty and staff of the Professional Program in Education look forward to our continued efforts to help produce quality teachers to serve Northeast Wisconsin and beyond. We will continue to strengthen the program. This includes growing our partnerships with our area schools and districts as well as seeking grants and other outside funding sources

Attachment 1: Tables prepared by the Office of Institutional Research and Assessment

- Since Act 10, (February, 2011) enrollment in Education has decreased from 217 in Fall 2012 to 173 in Fall 2015.
- Student Survey responses indicate that 86% of Education graduates are employed full time and 12% part-time compared to 79% and 11% for UWGB overall. Eight-eight percent (88%) of Education graduates minimally need a Bachelor's degree compared to 58% of UWGB overall.
- Sixty-five percent (65%) of Education graduates plan to seek a Master's degree compared to 44% of UWGB overall. However, only 2% of Education graduates plan to seek a doctoral degree compared to 11% of UWGB overall.
- Education graduates are very satisfied or satisfied with their jobs (90%) compared to UWGB overall (74%).
- Education graduates felt that their job relates to their major (80%) as compared to UWGB overall (48%). Thirty-three percent (33%) of Education graduates have an income in the \$30,000-35,999 range compared to 18% of UWGB overall. Twenty-five percent (25%) of Education students' income fell in the \$36,000-\$39,999 range compared to 12% for UWGB overall. However, the \$40,000 income range for Education graduates is two percent lower than UWGB overall (15% vs 17%. And for salaries in the \$50,000 range or higher, UWGB's overall percentage is 22% compared to Education's 2%.

Other survey data reveal no significant mean difference between the university and education data to raise concern.

Academic Plan: Education

Institutional Research - Run date: 23FEB2016

	Fall Headcounts						
	2009	2010	2011	2012	2013	2014	2015
Declared Majors, end of term	150	192	157	142	136	139	119
Declared Minors, end of term	89	120	82	75	71	72	54

	Fall Declared Majors - Characteristics													
	2009		2010		2011		2012		2013		2014		2015	
Female	13 6	91 %	16 1	84 %	12 8	82 %	11 8	83 %	12 1	89 %	12 0	86 %	10 3	87 %
Minority	2	1%	4	2%	10	6%	10	7%	6	4%	5	4%	4	3%
Age 26 or older	22	15 %	28	15 %	22	14 %	13	9%	14	10 %	8	6%	10	8%
Location of HS: Brown County	33	22 %	46	24 %	42	27 %	46	32 %	37	27 %	27	19 %	34	29 %
Location of HS: Wisconsin	13 9	93 %	17 6	92 %	14 2	90 %	13 5	95 %	13 0	96 %	13 2	95 %	10 5	88 %
Attending Full Time	14 3	95 %	18 7	97 %	14 9	95 %	13 6	96 %	12 8	94 %	13 3	96 %	11 6	97 %
Freshmen	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Sophomores	0	0%	2	1%	2	1%	0	0%	0	0%	1	1%	0	0%
Juniors	24	16 %	47	24 %	22	14 %	20	14 %	15	11 %	22	16 %	14	12 %
Seniors	12 4	83 %	14 2	74 %	13 3	85 %	12 2	86 %	11 7	86 %	11 6	83 %	10 3	87 %

	Fall Declared Majors - Characteristics						
	2009	2010	2011	2012	2013	2014	2015
Average HS Cumulative G.P.A.	3.56	3.50	3.45	3.40	3.47	3.45	3.43
Average ACT Composite Score	23.0	22.8	22.4	22.3	22.6	22.6	22.2
Average ACT Reading Score	23.5	23.1	22.5	22.2	22.8	22.8	21.9
Average ACT English Score	22.7	22.5	22.3	22.1	22.9	23.0	21.9
Average ACT Math Score	22.8	22.5	22.1	22.3	22.2	22.4	22.3
Average ACT Science Score	22.7	22.8	22.5	22.2	22.2	22.3	22.4

Academic Plan: Education

Institutional Research - Run date: 23FEB2016

	Fall Declared Majors - Characteristics						
	2009	2010	2011	2012	2013	2014	2015
Percent started as Freshmen	48%	47%	46%	44%	50%	54%	42%
Percent started as Transfers	52%	53%	54%	56%	50%	46%	58%
Percent with prior AA degree	12%	11%	13%	8%	10%	7%	8%
Percent with prior BA degree	15%	17%	13%	11%	11%	11%	12%

	Calendar Year Headcounts						
	2009	2010	2011	2012	2013	2014	2015
Graduated Majors (May, Aug. & Dec.)	61	78	68	90	64	87	57
Graduated Minors (May, Aug. & Dec.)	47	40	42	43	40	34	39

	Characteristics of Graduated Majors													
	2009		2010		2011		2012		2013		2014		2015	
Graduates who are... Women	53	87%	71	91%	60	88%	72	80%	57	89%	74	85%	49	86%
... Students of Color	2	3%	1	1%	0	0%	4	4%	4	6%	6	7%	2	4%
... Over 26 Years Old	13	21%	17	22%	18	26%	21	23%	13	20%	18	21%	13	23%
Graduates earning Degree Honors	48	79%	61	78%	55	81%	64	71%	44	69%	59	68%	46	81%

	Characteristics of Graduated Majors						
	2009	2010	2011	2012	2013	2014	2015
Average Credits Completed Anywhere	154	158	156	154	150	153	151
Average Credits Completed at UWGB	127	129	128	125	120	126	116
Average Cum GPA for Graduates	3.65	3.69	3.70	3.64	3.62	3.64	3.68

Academic Subject: EDUC

Institutional Research - Run date: 23FEB2016



		3-Fall	247	293	219	239	246	270	212
		All	535	599	451	481	482	476	403
	3- Grad	1- Spring	.	.	.	.	.	.	.
		2- Summe r	.	.	.	.	.	.	.
		3-Fall	.	.	.	.	.	.	.
		All	.	.	.	.	.	.	.
	All		538	605	455	488	484	476	403
All			244 5	270 2	257 8	245 7	258 0	264 4	256 8

Academic Subject: EDUC

			Student Credit Hours, Credit-bearing Activities							
			2009	2010	2011	2012	2013	2014	2015	
Lectures	1-Lower	1-Spring	1026	1496	1399	1237	1366	1436	1340	
		2-Summer	207	273	135	153	75	86	126	
		3-Fall	1541	1527	1444	1462	1848	1776	1859	
		All	2774	3296	2978	2852	3289	3298	3325	
	2-Upper	1-Spring	1167	1225	1407	1314	1183	1413	1347	
		2-Summer	435	318	432	429	408	351	249	
		3-Fall	1357	1497	1515	1326	1386	1254	1335	
		All	2959	3040	3354	3069	2977	3018	2931	
	3-Grad	1-Spring	.	.	.	.	.	.	.
		2-Summer	.	.	.	.	.	.	.
		3-Fall	1	.	.	.	.	8	.
		All	1	.	.	.	.	8	.
	All			5734	6336	6332	5921	6266	6324	6256
	IST/FEX	1-Lower	1-Spring	3	3	6	16	6	.	.
			2-Summer	6
			3-Fall	.	15	5
All			9	18	11	16	6	.	.	
		1-Spring	1325	1299	1169	1229	1118	971	860	

			Student Credit Hours, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
	2-Upper	2-Summer	9	7	15	32	17	18	10
		3-Fall	1012	1059	913	1057	931	1185	898
		All	2346	2365	2097	2318	2066	2174	1768
	3-Grad	1-Spring	.	.	.	.	.	.	.
		2-Summer	.	.	.	.	.	.	.
		3-Fall	.	.	.	.	.	.	.
		All	.	.	.	.	.	.	.
	All		2355	2383	2108	2334	2072	2174	1768

Academic Subject: EDUC

			Lectures and Lab/Discussion Sections (#)						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	18	18	18	19	18	20	19
		2-Summer	3	4	3	4	2	2	2
		3-Fall	19	18	18	21	23	24	23
		All	40	40	39	44	43	46	44
	2-Upper	1-Spring	17	18	16	17	21	25	29
		2-Summer	7	4	6	6	4	5	5
		3-Fall	20	23	21	23	23	22	31
		All	44	45	43	46	48	52	65

			Lectures and Lab/Discussion Sections (#)						
			2009	2010	2011	2012	2013	2014	2015
	3-Grad	1-Spring	.	.	.	.	.	.	.
		2-Summer	.	.	.	.	.	.	.
		3-Fall	1	.	.	.	.	2	.
		All	1	.	.	.	.	2	.
	All	85	85	82	90	91	100	109	
All			85	85	82	90	91	100	109

Academic Subject: EDUC

			Average Section Size of Lectures						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	18.1	26.3	25.2	20.9	24.1	23.1	23.1
		2-Summer	23.0	22.8	15.0	14.0	12.5	15.5	21.0
		3-Fall	27.6	28.4	27.2	23.0	27.5	27.3	30.3
		All	23.0	26.9	25.3	21.3	25.4	25.0	26.8
	2-Upper	1-Spring	22.9	23.2	30.4	26.3	19.4	19.3	15.8
		2-Summer	20.7	26.5	24.0	23.8	34.0	23.4	16.6
		3-Fall	22.6	21.7	24.0	19.2	20.1	19.0	14.4
		All	22.4	22.7	26.4	22.4	20.9	19.6	15.2
	3-Grad	1-Spring	.	.	.	.	.	.	.
		2-Summer	.	.	.	.	.	.	.

			Average Section Size of Lectures						
			2009	2010	2011	2012	2013	2014	2015
		3-Fall	1.0	.	.	.	.	1.0	.
		All	1.0	.	.	.	.	1.0	.
	All			22.4	24.7	25.9	21.9	23.0	21.7	19.9

Unique Lecture Courses Delivered in Past Four Years							
2009	2010	2011	2012	2013	2014	2015	
1-Lower	7	4	4	5	6	6	6
2-Upper	33	34	31	30	33	33	32

	General Education as a Percent of all Credits in Lectures						
	2009	2010	2011	2012	2013	2014	2015
1-Lower	32%	29%	30%	38%	39%	45%	47%
2-Upper	0%	0%	0%	0%	0%	0%	0%

Budgetary Unit: EDU

	Instructional Staff Headcounts and FTEs						
	2009	2010	2011	2012	2013	2014	2015
Full Professors (FT)	1	0	0	0	0	1	1
Associate Professors (FT)	6	7	7	6	7	7	5
Assistant Professors (FT)	3	3	2	1	2	3	3
Instructors and Lecturers (FT)	2	2	2	3	2	1	2
Total Full-time Instructional Staff	12	12	11	10	11	12	11
Part-time Instructional Staff	8	8	7	.	.	.	.
FTE of Part-time Faculty	0.9	1.2	1.1	.	.	.	.
Total Instructional FTE	12.9	13.2	12.1	.	.	.	.

		Student Credit Hours per Faculty FTE						
		2009	2010	2011	2012	2013	2014	2015
SCH per Full-time Faculty FTE		272	306	294	.	.	.	.
SCH per Part-time Faculty FTE		1250	594	1031	.	.	.	.
SCH per Faculty FTE		338	332	359	.	.	.	.

Alumni Survey: 2011, 2012, 2013, 2014 & 2015

	Survey year	Graduation Year	Education	UWGB Overall
Graduates:	2011	2007-2008	75	1162
	2012	2008-2009	63	1133
	2013	2009-2010	69	1295
	2014	2010-2011	76	1309
	2015	2011-2012	70	1458
Response Rate*	2011-2015		51/353 (14%)	867/6357 (14%)

* Note: % response misses double-majors who chose to report on their other major.

Table 1. Preparation & Importance
 ▪ Preparation by UWGB (5-pt. scale; 5 = excellent)
 ▪ Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2011-2015					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	EDUC	42	60%	3.6	37	70%	4.0
	UWGB	654	58%	3.6	635	74%	4.1
Problem-solving skills.	EDUC	42	57%	3.5	37	81%	4.3
	UWGB	651	60%	3.7	634	77%	4.2
Understanding biology and the physical sciences.	EDUC	40	40%	3.3	35	14%	2.5
	UWGB	628	45%	3.4	598	32%	2.7
Understanding the impact of science and technology.	EDUC	40	45%	3.3	36	42%	3.1
	UWGB	633	47%	3.4	617	43%	3.2
Understanding social, political, geographic, and economic structures.	EDUC	41	42%	3.3	36	50%	3.3
	UWGB	637	54%	3.6	626	52%	3.4
Understanding the impact of social institutions and values.	EDUC	41	46%	3.4	37	62%	3.7
	UWGB	641	60%	3.7	623	56%	3.5
Understanding the significance of major events in Western civilization.	EDUC	40	33%	3.1	33	18%	2.6
	UWGB	631	49%	3.4	594	30%	2.7
Understanding a range of literature.	EDUC	39	49%	3.4	36	47%	3.4
	UWGB	623	48%	3.4	603	31%	2.8
Understanding the role of the humanities in identifying and clarifying individual and social values.	EDUC	39	39%	3.3	35	54%	3.3
	UWGB	631	52%	3.5	609	40%	3.1
Understanding at least one Fine Art, including its nature and function(s).	EDUC	41	56%	3.6	35	43%	3.2
	UWGB	631	53%	3.5	598	30%	2.7
Understanding contemporary global issues.	EDUC	41	44%	3.2	35	46%	3.2
	UWGB	637	49%	3.4	617	47%	3.3
Understanding the causes and effects of stereotyping and racism.	EDUC	41	68%	3.6	36	70%	3.9
	UWGB	635	56%	3.6	616	50%	3.4
Written communication skills.	EDUC	41	63%	3.7	37	81%	4.3
	UWGB	651	67%	3.9	630	77%	4.2
Public speaking and presentation skills.	EDUC	41	59%	3.5	37	76%	4.1
	UWGB	646	56%	3.6	630	71%	4.0
Reading skills.	EDUC	42	64%	3.7	37	78%	4.3
	UWGB	646	61%	3.7	627	75%	4.1
Listening skills.	EDUC	42	64%	3.7	37	78%	4.3
	UWGB	644	63%	3.7	628	78%	4.2
Leadership and management skills.	EDUC	42	60%	3.7	36	75%	4.2
	UWGB	648	59%	3.6	628	77%	4.2

Table 2. Educational experiences
(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	EDUC	50	92%	4.3
	UWGB	861	90%	4.3
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	EDUC	51	69%	3.7
	UWGB	849	52%	3.4
Students at UW-Green Bay are encouraged to become involved in community affairs.	EDUC	49	67%	3.7
	UWGB	845	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	EDUC	49	84%	4.0
	UWGB	857	87%	4.1
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	EDUC	51	77%	4.0
	UWGB	851	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	EDUC	51	78%	4.0
	UWGB	861	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	EDUC	51	88%	4.3
	UWGB	853	72%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	EDUC	51	92%	4.5
	UWGB	861	90%	4.4
The General Education requirements at UWGB were a valuable component of my education.	EDUC	46	52%	3.5
	UWGB	813	57%	3.5
UWGB cares about its graduates.	EDUC	50	52%	3.5
	UWGB	827	63%	3.7
I feel connected to UWGB.	EDUC	50	44%	3.3
	UWGB	849	46%	3.3

Table 3. "If you could start college over"	Unit of Analysis	n	UW-Green Bay		Another college		No bachelor's degree anywhere
			Same major	Different major	Same major	Different major	
2011–2015 percent	EDUC	51	72%	16%	12%	0	0
	UWGB	858	65%	22%	6%	6%	1%

Table 4. Rating the MAJOR
(Scale: A = 4, B = 3, etc.)

	Unit of Analysis	2011–2015			
		n	A or B	C or D	mean
Quality of teaching.	EDUC	51	90%	10%	3.4
	UWGB	864	95%	5%	3.6
Knowledge and expertise of the faculty.	EDUC	51	94%	6%	3.6
	UWGB	862	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	EDUC	51	94%	6%	3.6
	UWGB	860	92%	8%	3.6
Importance and relevance of courses to professional and academic goals.	EDUC	51	86%	14%	3.8
	UWGB	856	89%	11%	3.4
Advising by faculty (e.g., accuracy of information).	EDUC	51	80%	18%	3.3
	UWGB	840	87%	12%	3.4
Availability of faculty (e.g., during office hours).	EDUC	51	92%	8%	3.6
	UWGB	842	93%	8%	3.5
Overall grade for the major (not a sum of the above).	EDUC	50	90%	10%	3.5
	UWGB	855	95%	5%	3.5

Table 5. Highest degree planned

	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2011-2015 percent	EDUC	51	29%	65%	4%	0	2%
	UWGB	861	38%	44%	1%	4%	11%

Table 6. Graduate/professional study plans

	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2011-2015 percent	EDUC	39	3%	15%	8%	2%	72%
	UWGB	543	24%	22%	4%	2%	47%

Table 7. Current employment status

	EDUC (n = 50)	UWGB (n = 861)
Employed full-time (33 or more hours/week)	88%	79%
Employed part-time	12%	11%
Unemployed, seeking work	0	4%
Unemployed, not seeking work	2%	2%
Student, not seeking work	0	4%

Table 8. Satisfaction with current job (5-pt. scale; 5 = very satisfied)

	Unit of Analysis	n	Very satisfied or satisfied	mean
2011-2015 percentage	EDUC	50	90%	4.3
	UWGB	768	74%	3.9

Table 9. Minimum educational requirements for current job

	EDUC (n = 49)	UWGB (n = 748)
High school or less	6%	19%
Certificate	0	3%
Associate's degree	6%	12%
Bachelor's degree	88%	58%
Graduate degree	0	8%

Table 10. Extent to which job relates to major

	EDUC (n = 50)	UWGB (n = 765)
Very related	80%	48%
Somewhat related	10%	33%
Not at all related	10%	19%

Table 11. Current income

	EDUC (n = 48)	UWGB (n = 745)
Under \$20,000	8%	12%
\$20,000 to \$25,999	6%	10%
\$26,000 to \$29,999	10%	9%
\$30,000 to \$35,999	33%	18%
\$36,000 to \$39,999	25%	12%
\$40,000 to \$49,999	15%	17%
\$50,000 or more	2%	22%

Employers, Locations, and Job Titles

Oshkosh Area School District	Oshkosh	Wisconsin	Kindergarten Teacher
Algoma School District	Algoma	Wisconsin	Elementary Teacher
Appleton Area School District	Appleton	Wisconsin	2nd Grade Teacher
Kimberly Area School District - Art Teacher	Kimberly	Wisconsin	Art Teacher
Howard Suamico School District	Green Bay	Wisconsin	Teacher
Freeport School District	Freeport	Illinois	Pre-School Teacher
	Fish Creek	Wisconsin	Cashier
Peak Performance Real Estate Services	Green Bay	Wisconsin	Assistant
Encompass Early Childhood and Care	Green Bay	Wisconsin	Preschool Teacher
St. Joseph School	Baraboo	Wisconsin	2nd Grade Teacher
Sevastopol School District	Sturgeon Bay	Wisconsin	3rd Grade Teacher
	Oshkosh	Wisconsin	Preschool Teacher
		Wisconsin	Stay-At-Home Mom
Eau Claire Area School District	Eau Claire	Wisconsin	Teacher
Headstart	Oshkosh	Wisconsin	Teachers assistant
Sturgeon Bay Public Schools	Sturgeon Bay	Wisconsin	Third Grade Teacher
J.Lee Home Decor LLC	De Pere	Wisconsin	Owner
Green Bay Area Public Schools- Keller Elementary	Green Bay	Wisconsin	Teacher
Green Bay Area Public Schools	Green Bay	Wisconsin	2nd Grade Teacher
Minneapolis Public Schools	Minneapolis	Minnesota	1st/2nd grade teacher
Kaukauna Area School District	Kaukauna	Wisconsin	Elementary ESL Teacher
United States Post Office	Sheybogan	Wisconsin	Postal Service Employee
Verona Area School district	Verona	Wisconsin	Elementary teacher
School District of Poynette	Poynette	Wisconsin	2nd Grade Teacher
Green Bay Area Public Schools	Green Bay	Wisconsin	2nd grade Teacher-Bilingual
		Wisconsin	
Menominee Indian School District	Keshena	Wisconsin	Teacher
Hortonville School District	Hortonville	WI	teacher
Sturgeon Bay School District	Sturgeon Bay	Wisconsin	4k teacher
Schneider National	Green Bay	Wisconsin	
Auburndale School District	Auburndale	Wisconsin	High School English Teacher
Neenah Joint School District	Neenah	Wisconsin	English Teacher - grades 9-12
West De Pere School District	De Pere	Wisconsin	Teacher
Slinger School District-Allenton Elementary	Allenton	Wisconsin	4th grade teacher
Green Bay Area Public Schools	Green Bay	Wisconsin	Teacher (ELL Science, ELL Social Studies)
D.C. Everest School District	Weston	WI	Teacher
Cesa 6	Menasha	Wisconsin	After School Lead Teacher
Green Bay Public School District	Green Bay	Wisconsin	Classroom Teacher
Stockbridge School	Stockbridge	Wisconsin	Teacher
Holy Family School	Brillion	WI	teacher
Clintonville Public School	Clintonville	Wisconsin	Teacher
School district of Black River Falls	Black River Falls	Wisconsin	Literacy arts teacher
Howard Suamico School District	Green Bay	WI	5th Grade Teacher/Grade Level Leader
Oshkosh Area School District	Oshkosh	WI	4th grade teacher

**Graduating Senior Survey:
2011, 2012, 2013, 2014 & 2015**

	Graduation Year	Education	UWGB Overall
Graduates:	2011	65	1185
	2012	85	1293
	2013	61	1229
	2014	81	1233
	2015	56	1250
Response Rate*	2011-2015	156/348 (45%)	2805/6190 (45%)

* Note: % response misses double-majors who choose to report on their other major.

Table 1: Rating the MAJOR (A = 4, B = 3.0, etc.)	Unit of Analysis	2011-2015						
		N	mean	A	B	C	D	F
Clarity of major requirements	EDUC	156	3.5	61%	33%	6%	0%	0%
	UWGB	2800	3.5	59%	33%	6%	1%	1%
Reasonableness of major requirements	EDUC	155	3.5	59%	37%	4%	<1%	0%
	UWGB	2793	3.5	58%	34%	6%	1%	1%
Variety of courses available in your major	EDUC	153	3.1	39%	40%	16%	4%	1%
	UWGB	2786	3.1	36%	41%	17%	5%	1%
Frequency of course offerings in your major	EDUC	155	3.2	46%	33%	15%	6%	<1%
	UWGB	2782	2.8	23%	42%	24%	8%	3%
Times courses were offered	EDUC	155	2.9	26%	44%	21%	7%	2%
	UWGB	2730	2.9	30%	41%	21%	6%	2%
Quality of internship, practicum, or field experience	EDUC	153	3.6	74%	18%	5%	2%	1%
	UWGB	1595	3.4	58%	27%	9%	3%	2%
Quality of teaching by faculty in your major	EDUC	156	3.2	34%	49%	16%	1%	0%
	UWGB	2785	3.4	52%	37%	9%	1%	<1%
Knowledge and expertise of the faculty in your major	EDUC	156	3.5	54%	38%	8%	0%	0%
	UWGB	2800	3.6	69%	26%	4%	1%	<1%
Faculty encouragement of your educational goals	EDUC	154	3.6	64%	30%	4%	2%	0%
	UWGB	2768	3.4	57%	29%	10%	3%	1%
Overall quality of advising received from the faculty in your major	EDUC	152	3.2	55%	24%	10%	8%	3%
	UWGB	2680	3.2	55%	24%	12%	5%	4%
Availability of your major advisor for advising	EDUC	151	3.3	56%	27%	11%	5%	1%
	UWGB	2660	3.4	61%	23%	9%	4%	3%
Ability of your advisor to answer university questions	EDUC	148	3.5	64%	22%	9%	5%	0%
	UWGB	2626	3.4	65%	20%	9%	4%	2%
Ability of your advisor to answer career questions	EDUC	145	3.5	62%	24%	12%	2%	0%
	UWGB	2333	3.2	54%	26%	13%	4%	3%
In-class faculty-student interaction	EDUC	156	3.2	52%	26%	12%	10%	0%
	UWGB	2590	3.1	45%	29%	13%	13%	<1%
Overall grade for your major (not an	EDUC	156	3.4	50%	43%	6%	1%	0%

Table 1: Rating the MAJOR
(A = 4, B = 3.0, etc.)

	Unit of Analysis	2011-2015						
		N	mean	A	B	C	D	F
average of the above)	UWGB	2771	3.4	50%	41%	7%	1%	<1%

Table 2. Job related to major while completing degree?

	Unit of Analysis	n	Full-time		Part-time		No
			<i>Paid</i>	Non-paid	Paid	Non-paid	
2011-2015 percent	EDUC	156	3%	3%	61%	2%	31%
	UWGB	2789	16%	1%	33%	5%	45%

Table 3. "If you could start college over"

	Unit of Analysis	n	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2011-2015 percent	EDUC	156	82%	4%	12%	2%	0%
	UWGB	2790	68%	13%	13%	5%	1%

Table 4. Plans regarding graduate/professional study

	Unit of Analysis	n	Already admitted	Have applied	Plan to eventually attend	NA/have not applied yet
2011-2015 percent	EDUC	132	2%	1%	82%	15%
	UWGB	2128	8%	12%	61%	19%

Table 5. Highest degree planned

	Unit of Analysis	n	Bachelor's	Master's	Specialist's	Professional	Doctoral
2011-2015 percent	EDUC	156	20%	68%	4%	1%	7%
	UWGB	2790	33%	48%	2%	5%	12%

Table 6. General Education preparation

Current proficiency vs. Contribution of Gen Ed to current proficiency (3-pt. scale; 3 = high, 2 = medium, 1 = low)	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	EDUC	140	49%	2.5	142	33%	2.3
	UWGB	2655	63%	2.6	2579	37%	2.2
Problem-solving skills.	EDUC	140	71%	2.7	143	38%	2.3
	UWGB	2653	70%	2.7	2570	39%	2.2
Understanding biology and the physical sciences.	EDUC	135	13%	1.8	137	17%	1.9
	UWGB	2545	28%	2.0	2442	26%	2.0
Understanding the impact of science and technology.	EDUC	138	25%	2.1	140	26%	2.1
	UWGB	2569	37%	2.2	2467	28%	2.1
Understanding social, political, geographic, and	EDUC	136	21%	2.0	135	21%	1.9

Table 6. General Education preparation

	<i>Unit of Anal ysis</i>	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
economic structures.	UWGB	2596	34%	2.2	2528	31%	2.1
Understanding the impact of social institutions and values.	EDUC	137	43%	2.4	136	35%	2.2
	UWGB	2605	49%	2.4	2530	40%	2.3
Understanding the significance of major events in Western civilization.	EDUC	136	21%	1.9	136	23%	1.9
	UWGB	2576	33%	2.1	2496	33%	2.1
Understanding the role of the humanities in identifying and clarifying values.	EDUC	138	34%	2.2	140	29%	2.1
	UWGB	2599	39%	2.3	2523	36%	2.2
Understanding at least one Fine Art.	EDUC	137	41%	2.3	136	34%	2.1
	UWGB	2565	39%	2.2	2476	35%	2.1
Understanding contemporary global issues.	EDUC	134	22%	2.0	134	23%	2.0
	UWGB	2587	34%	2.2	2493	29%	2.1
Understanding the causes and effects of stereotyping and racism.	EDUC	138	64%	2.6	141	45%	2.3
	UWGB	2611	61%	2.6	2522	44%	2.3
Written communication skills	EDUC	136	63%	2.6	139	45%	2.3
	UWGB	2629	66%	2.6	2550	46%	2.3
Public speaking and presentation skills	EDUC	138	61%	2.6	140	41%	2.3
	UWGB	2594	45%	2.3	2478	33%	2.1
Computer skills	EDUC	136	52%	2.5	139	36%	2.2
	UWGB	2611	54%	2.5	2476	33%	2.1

Current proficiency vs. Contribution of Gen Ed to current proficiency
(3-pt. scale; 3 = high, 2 = medium, 1 = low)

Table 7. Educational experiences
(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2011-2015		
		n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay, I have learned to view learning as a lifelong process.	EDUC	148	89%	4.4
	UWGB	2712	90%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	EDUC	147	52%	3.5
	UWGB	2594	47%	3.3
The UW-Green Bay educational experience encourages students to become involved in community affairs.	EDUC	142	68%	3.8
	UWGB	2594	60%	3.6
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	EDUC	144	84%	4.2
	UWGB	2705	82%	4.1
My education at UW-Green Bay has given me a “competitive edge” over graduates from other institutions.	EDUC	135	68%	3.9
	UWGB	2592	66%	3.8
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	EDUC	141	72%	4.0
	UWGB	2664	75%	4.0
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	EDUC	147	86%	4.2
	UWGB	2686	73%	3.9
I would recommend UW-Green Bay to a friend, co-worker, or family member.	EDUC	147	85%	4.3
	UWGB	2699	82%	4.2
There is a strong commitment to racial harmony on this campus.	EDUC	135	67%	3.9
	UWGB	2396	60%	3.7
The faculty and staff of UWGB are committed to gender equity.	EDUC	134	81%	4.2
	UWGB	2491	78%	4.1
This institution shows concern for students as individuals.	EDUC	143	78%	4.1
	UWGB	2644	75%	4.0
The General Education requirements at UWGB were a valuable component of my education.	EDUC	140	52%	3.4
	UWGB	2565	52%	3.4

Table 8. Activities while at UW-Green Bay

	Unit of Analysis	n	Independent study	Student org	Internship	Professional organization	Community service	Worked with a faculty member	Study group	Study abroad
2011-2015 percent	EDUC	156	35%	42%	92%	21%	81%	20%	57%	22%
	UWGB	2795	25%	47%	56%	23%	59%	24%	58%	14%

Table 9. Rating services and resources
(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
Library services (hours, staff, facilities)	EDUC	142	95%	3.5
	UWGB	2327	90%	3.4
Library collection (books, online databases)	EDUC	131	92%	3.5
	UWGB	2221	92%	3.5
Admission Office	EDUC	125	92%	3.4
	UWGB	2139	91%	3.4
Financial Aid Office	EDUC	121	88%	3.3
	UWGB	2033	87%	3.3
Bursar' s Office	EDUC	148	85%	3.3
	UWGB	2513	86%	3.3
Career Services	EDUC	72	86%	3.3
	UWGB	1521	85%	3.3
Academic Advising Office	EDUC	135	72%	2.9
	UWGB	2233	77%	3.1
Student Health Services	EDUC	134	96%	3.6
	UWGB	1278	87%	3.4
Registrar' s Office	EDUC	130	88%	3.4
	UWGB	2155	91%	3.4
Writing Center	EDUC	49	82%	3.2
	UWGB	935	85%	3.3
University Union	EDUC	146	92%	3.4
	UWGB	2204	88%	3.3
Student Life	EDUC	103	85%	3.3
	UWGB	1329	83%	3.2
Counseling Center	EDUC	45	82%	3.3
	UWGB	514	82%	3.3
Computer Facilities (labs, hardware, software)	EDUC	149	95%	3.6
	UWGB	2275	95%	3.6
Computer Services (hours, staff, training)	EDUC	140	95%	3.6
	UWGB	2028	92%	3.5
Kress Events Center	EDUC	136	98%	3.8
	UWGB	1846	97%	3.7
Dining Services	EDUC	130	71%	2.8
	UWGB	1883	56%	2.5
American Intercultural Center	EDUC	24	88%	3.3
	UWGB	358	87%	3.4
International Office	EDUC	28	82%	3.3
	UWGB	351	82%	3.2
Residence Life	EDUC	95	82%	3.2

Table 9. Rating services and resources
(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
	UWGB	1137	76%	3.0
Bookstore	EDUC	155	85%	3.2
	UWGB	2657	80%	3.1

Attachment 2: Current Official Requirements as published in the Undergraduate Catalog

2016-2017 Undergraduate Catalog
<http://www.uwgb.edu/education/>

Faculty

Scott Ashmann- Associate Professor
 Aurora Cortes – Assistant Professor
 Christin DePouw – Assistant Professor
 Karen Eckhardt - Lecturer
 Mary Gichobi – Assistant Professor
 Tim Kaufman – Associate Professor
 Mark Kiehn – Associate Professor
 Steven Kimball – Associate Professor and Chair
 Art Lacey – Senior Lecturer
 Pao Lor – Associate Professor
 Kris Michell - Lecturer
 Helen Schaal – Lecturer

Staff

Amy Bartelme – Student-Academic Records Coordinator
 Terra Dirschl – Services Associate
 Jamie Froh-Tyrrell – Student Teaching Coordinator

Emeritus Faculty

Theodor Korthoski – Emeritus Professor
 Patricia Ragan – Emeritus Professor
 Joan Thron – Emeritus Professor

Interdisciplinary Major or Minor
 (Bachelor of Science)

UW-Green Bay's teacher education program is approved by the Wisconsin Department of Public Instruction. The program is designed to prepare entry-level teachers with relevant content, professional knowledge and skills to effectively meet the future learning needs of a changing school population.

At UW-Green Bay, students seeking early childhood (Early Childhood — Ages 0-8) or elementary-level (Early Childhood through Middle Childhood – Ages 0-11 or Middle Childhood through Early Adolescence — Ages 6-12/13) licensure are required to complete a major in Education. Students completing the Ages 6-12/13 license are also required to complete an approved minor. Graduates seeking these licenses receive a bachelor's degree in Education.

Students who desire secondary-level teaching licensure (Early Adolescence through Adolescence — Ages 10-21 or Early Childhood through Adolescence — All Ages) are required to complete a minor in Education to support a disciplinary major as required and approved by the Department of Public Instruction. Graduates seeking these licenses receive a bachelor's degree in their disciplinary major(s).

The interdisciplinary, problem-focused studies offered at UW-Green Bay provide uncommonly strong preparation for teaching. Students focus on excellence in the teaching/learning process through methods and field experience courses that provide the background, knowledge and instructional tools needed to become effective teachers. These studies complement strong academic coursework in communication, the arts, humanities, social studies, science and mathematics.

UW-Green Bay offers teacher license programs at these age levels:

- Early Childhood (Ages 0-8)
- Early Childhood through Middle Childhood (Ages 0-11)
- Middle Childhood through Early Adolescence (Ages 6-12/13)
- Early Adolescence through Adolescence (Ages 10-21)
- Early Childhood through Adolescence (All Ages)

Students may pursue a supplemental Bilingual/Bicultural Education and/or English as a Second Language license by completing a minor in Humanistic Studies with an emphasis in linguistics and any additional requirements set by the Wisconsin Department of Public Instruction. Contact the Professional Program in Education for a full list of certification requirements.

UW-Green Bay's teacher education program provides prospective teachers with an opportunity to work in a variety of educational settings throughout their program of study. These school-based experiences will include work with various ethnic, cultural and economic groups, and children with exceptional educational needs.

Who Should Seek an Education Major or Minor?

To declare a major or minor in Education, students must first be admitted to the Professional Program in Education. The process and requirements are listed below. Students must enjoy being around children and adolescents. However, a love of children does not guarantee a love of teaching! Teaching is a demanding but extremely rewarding profession. The best teachers are those who pursue a love of learning that does not end at graduation. Teaching is a calling, a commitment to educating, and not just a job.

Students interested in pursuing an Education major or minor must have the ability to communicate, inspire trust and confidence, and motivate students, as well as understand their educational and emotional needs. They also should be organized, dependable, patient, and creative.

Majors and Minors

For the student majoring in Education, a minor is required only when pursuing a Middle Childhood through Early Adolescence (Ages 6-12/13) license. Students thinking about teaching at the middle or

high school level complete a minor in Education and major in the area they want to teach. Students must have a passion for their major program of study and a desire to actively engage others in the learning process.

Knowledge and Skills Gained in the Major and Minor

The requirements for both the Education major and minor include courses that address today's concerns in education: changes in the schools and schooling, changes in the nature and nurture of students, and changes in society and the workplace. Early clinical experiences allow prospective teachers to observe and participate in actual educational settings. These experiences will often include working with students from various ethnic, cultural and economic groups, adult learners, and exceptional needs children.

Students will learn and understand the central concepts, tools, and structures of their discipline. Students will also understand how children learn and develop and how children differ in their learning abilities. Teaching techniques and strategies of instruction are taught not only to educate children on subject matter, but also in an effort to encourage critical thinking and problem-solving.

What Can You Do with a Major or Minor in Education?

Education is a professional program, which primarily educates students to become entry-level teachers. However, there are many other career opportunities in education. The following are some but certainly not all of the career opportunities in the field of education: day care administrator, education management specialist, educational sales representative, education and training administrator, elementary school teacher, kindergarten teacher, librarian, preschool administrator, secondary school teacher, and tutor.

Program Admission Process and Requirements

Admission to the program is a two-step process. The first step is to be admitted as a candidate. Step two is final admission to the program. Complete information about admission requirements and all application materials can be obtained from the Education Program Office.

Applications for candidacy must be completed and submitted near the beginning of each semester for admission starting the next semester. A committee of Education program faculty reviews applications and makes admission decisions based on the criteria described below. Meeting the minimum requirements does not guarantee admission as a program candidate.

The process and requirements for admission as a candidate in the Professional Program in Education are as follows:

1. Apply and be accepted to the University of Wisconsin-Green Bay.
2. Complete a minimum of twenty-eight (28) university credits with a cumulative grade point average of at least 2.75.
3. Meet one of test requirements listed below. Test scores cannot be more than five years old and an official score report must be submitted to the Education Program Office at the time of application.
 - a. Receive passing scores on all three sections of the Core Academic Skills for Educators (CORE) exam.

- b. A composite ACT score of 23 or higher with a minimum score of 20 in English, Math and Reading.
- c. A composite SAT score of 1070 or higher with minimum scores of 450 in Math and Verbal sections.
- 4. Complete EDUC 208 and EDUC 206.
- 5. Complete and submit an Application for Candidacy with supporting documentation to the UW-Green Bay Professional Program in Education.

Only students who are candidates can apply for final admission to the program. A committee of Education program faculty reviews applications and makes decisions on final admission based on the criteria described below. Meeting the minimum requirements does not guarantee final admission to the program.

The process and requirements for full admission to the program are as follows:

1. Be admitted as a teacher education program candidate.
2. Successfully complete all required courses in candidacy block including EDUC 290 with a grade of B or better.
3. Complete and submit an Application for Admission to the Professional Education Program.
4. Submit the K-12 Teacher Recommendation Form to the Education Program Office.
5. Submit the UW-Green Bay Instructor Recommendation Form to the Education Office.

Teacher Licensing Requirements and Preparation

Students planning to pursue a teaching license should contact the Education Program Office, (920) 465-2137. Teacher licensing requirements are very specific and require ample credit hours. Also, Department of Public Instruction requirements change from time-to-time, making program requirements subject to change. Students must meet any new requirements before a license will be awarded. Students are responsible for being aware of current licensure requirements.

In addition to the requirements listed here, there are regulations about time limits, grade point averages, test scores and other program completion requirements. Credit hours necessary to fulfill the requirements for specific licenses vary, depending upon the major and/or minor selected, age level licensure sought, and other factors. The Education Office can provide specific requirements.

Individuals who already hold a bachelor's degree and are interested in pursuing a teaching license should contact the Education Office regarding special requirements that apply to them.

Following are summaries of academic program components required for each of the five teaching licenses offered at UW-Green Bay. A detailed listing of specific licensure requirements can be obtained from the Education Program Office.

Early Childhood (Ages 0-8) and Early Childhood through Middle Childhood (Ages 0-11)

- UW-Green Bay general education requirements
- Interdisciplinary major in Education
- Professional education course sequence
- Student teaching

Middle Childhood through Early Adolescence (Ages 6-12/13)

- UW-Green Bay general education requirements
- Interdisciplinary major in Education
- Approved minor
- Professional education course sequence
- Student teaching

Early Adolescence through Adolescence (Ages 10-21)

- UW-Green Bay general education requirements
- Content area major
- Interdisciplinary minor in Education
- Professional education course sequence
- Student teaching

Early Childhood through Adolescence (All Ages)

- For licenses in art, music, foreign languages, theatre only
- UW-Green Bay general education requirements
- Selected content area major
- Interdisciplinary minor in Education
- Professional education course sequence
- Student teaching

Students may study abroad or at other campuses in the United States through UW-Green Bay's participation in international exchange programs and National Student Exchange. Travel courses are another option for obtaining academic credits and completing requirements. For more information, contact the Office of International Education at (920) 465-2190 or see <http://www.uwgb.edu/international/>.

Education Major

Supporting Courses 22

EDUC 203

Environmental Education in K-12 Schools

EDUC 206

Cultural Images in Materials for Children and Adolescents

EDUC 208

Phuture Phoenix Field Experience

EDUC 280

Instructional Technologies: Evaluation, Production and Application

EDUC 290

Introduction to Educational Inquiry

MATH 281

Conceptual Foundations of Elementary Mathematics I

MATH 282

Conceptual Foundations of Elementary Mathematics II

Upper-Level Courses 27

EDUC 302

Teaching Social Studies in Elementary and Middle Schools

EDUC 307

Teaching Reading in the Elementary and Middle Schools

EDUC 309

Teaching Language Arts in the Elementary and Middle Schools

EDUC 324

Teaching Mathematics in the Elementary and Middle Schools

EDUC 325

Teaching Science in the Elementary and Middle Schools

EDUC 326

Music, Movement and Core Arts Pedagogy

EDUC 340

Supporting Learning and Behavior in the Classroom

EDUC 361

Introduction to the Art and Science of Teaching

EDUC 421

Literacy and Language Development in Young Children

Total Credits 49

Education Minor

Supporting Courses 17

EDUC 206

Cultural Images in Materials for Children and Adolescents

EDUC 208

Phuture Phoenix Field Experience

EDUC 280

Instructional Technologies: Evaluation, Production and Application

EDUC 290

Introduction to Educational Inquiry

MATH 101

Intermediate Algebra - *This requirement can be waived with a Wisconsin Mathematics Placement Test score of MATH 104 or greater.*

Upper-Level Courses 15

EDUC 340

Supporting Learning and Behavior in the Classroom

EDUC 361

Introduction to the Art and Science of Teaching

EDUC 422

Reading in the Content Areas

EDUC 452

Principles of Middle Level Education

or EDUC 334

Teaching General Music in the Elementary and Middle Schools - *Music majors with an Education minor will choose EDUC 334*

Choose one of the following courses as appropriate:

EDUC 310

Teaching Communication Arts in the Middle and Secondary Schools

EDUC 311

Teaching Foreign Languages (Course may be part of major requirement in French, German, and Spanish)

EDUC 312

Teaching Social Studies in the Middle and Secondary Schools

EDUC 313

Teaching Mathematics in Middle and Secondary Schools

EDUC 314

Teaching Science in Middle and Secondary Schools

EDUC 315

Teaching English as a Second Language

EDUC 316

Teaching Art in the Middle and Secondary Schools

EDUC 317

Teaching Music in the Middle and Secondary Schools

Total Credits 32

Students planning to pursue a teaching license should contact the Education Program office, (920) 465-2137, for the licensure requirements.

Attachment 3: Assessment of Student Learning Worksheet

In consultation with the major program faculty, the program chair should complete the four items below and attach the completed worksheet to the Self-Study Report before forwarding to the dean. Attach an additional page if necessary. Maximum length is 2 pages.

Student Learning Outcomes. List your program's anticipated student learning outcomes. What do you expect all students to know or be able to do? Which of these outcomes relate to components of UW-Green Bay's Select Mission, specifically interdisciplinary, problem-focus; critical thinking; diversity; environmental sustainability; and engaged citizenship?

To be recommended for a license to teach in Wisconsin, all students must complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following Interstate Teacher Assessment and Support Consortium (InTASC) Standards:

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues and other school professionals, and community members to ensure learner growth, and to advance the profession.

Assessment Methods

In addition to the formative and summative assessment collected for each course, we utilize a cumulative Performance-Based Standards and Assessment portfolio. The Education Department has established performance-based standards for each of the ten student learning outcomes. A complete description of the program-wide performance tasks, the knowledge, skills, dispositions, assessment methods and potential portfolio artifacts used to determine if a candidate has demonstrated sufficient competency to be recommended for a particular teaching license is available upon request. Summary and analysis of the results is an ongoing process.

Use of Results

Several modifications to our curriculum have been made because of the assessment process. Requirements for the Education major and minor have been clarified and the specific requirements for each teaching license have been explicitly determined. Newer courses include, EDCUC 326 and EDUC 421.

URL: Academic Plan for Education:

<http://www.uwgb.edu/oira/reports/ProgramReviewFiles/ELEM%20EDUC.html>

Attachment 4: Academic Affairs Council and Dean's conclusions and recommendations from the program's last review

FROM: Christine Style, chair of Academic Affairs Council

Program Strengths and Areas in Need of Attention

Some of the many strengths that the Education Program has includes its focus on field- based/hands-on learning; the use of the electronic portfolio for assessment; their relationship with the Institute for Learning Partnership; the establishment of the Phuture Phoenix Program and collaboration with the First Nations Studies Program at UW-Green Bay; the Cuernavaca, Mexico Education Program and collaboration with the Spanish Language Institute. The Education faculty seem well suited for their respective positions.

Currently all faculty have current licensure and certification in the areas they advise and are active in writing and being awarded grants with a success rate of 85%. This includes Dr.

Ashmann's grant to establish summer science institutes for elementary school and pre-service teachers.

The Education Program has a full-time staff member in charge of advisement prior to entry into their program and once in the program, all students are assigned an advisor and required to

meet with him or her on a regular basis. The Education website is kept up to date and is also an excellent tool for advising.

The Education Program is fortunate to have a steady stream of students applying for entry into their program and that most of the accepted students have a GPA of 3.0 or above in all licensure levels. Accessibility to coursework is diverse with both face-to-face and a number of on-line modes of delivery.

Curriculum modification within the Education Program has been considerate to student needs. An example of this is the 'block' of primarily field-based and hands-on courses offered earlier in the students course of study helps students to come to the decision to 'self-select' out of the program, if they find that teaching is not for them. It is better for the student to know this early on.

Recommendations include the following:

The mission statement for Education refers to 'Cultivating the knowledge, skills and disposition necessary... and while in this review the term disposition is explained, it may be wise to consider a different word within the context of the mission statement.

We recommend continued and increased communication about Education Program updates, issues, and changes to students and the program chairs outside of Education in areas that have students who minor in Education.

The AAC requested additional clarification on the role of ESL and ELL and the direction that the Education Program is heading in. The response was that ELL/bilingual certification is the direction the program is heading due to the huge change in demographic in K-12 students in Green Bay and the surrounding area and the need for teachers who speak fluent Spanish and other languages. The Education will need to clean up references to ESL within its courses or at or least clarify the definitions within the curriculum.

The two-year old Green Bay Public School and UWGB 4K partnership that is currently housed at the Ecumenical Center is a good beginning to bringing observation and teaching opportunities to Education students. The AAC hopes that a suitable on-campus setting can be found.

The AAC recommends that Education, in its next program review, provide a written summary of the data tables that were provided and that the Education Program be more pro-active in requesting specific data (for example to find out more about at-risk areas in need of teachers, such as for math and science or the ask for more data to support the move to ELL as opposed to ESL)

Inclusion, the Education Program should be commended for continuing to reach and improve upon its mission and for paying attention to and incorporating cultural changes and advancements in teaching for the benefit of our future educators.

FROM: Derryl Block, Interim Dean, College of Professional and Graduate Studies

The program's mission statement is well aligned with UW-Green Bay's select mission. The programmatic descriptions in the catalog and on the website are clear, appear accurate, and are updated.

A clearly defined two step secondary admission process, with a block of early field based courses and mandatory advising of students throughout the process, helps ensure that students who achieve final admission will successfully complete the program and that programmatic resources are efficiently used. The accessible and mandatory in-house advising program is available from expression of first interest in the major or minor through program completion.

The curriculum includes a robust and well integrated practice component that builds on didactic experiences focusing on teaching/learning and academic coursework in communication, arts, humanities, social studies, science, and mathematics. Teaching/learning practices are innovative and experiential with technology integrated throughout the curriculum. Students use electronic portfolio to provide evidence of learning.

The Program has strong links with community stakeholders including potential employers and clinical placement sites. Strong support by the practice community is evidenced by connections with the Institute for Learning Partnership, the Phuture Phoenix Program, placement of students in clinical sites, and employment of students. The Professional Program in Education has sufficient resources to handle the number of students it admits. Secondary admission controls entry to the program and is important because student demand currently exceeds capacity of the faculty and field placement sites. Resources include sufficient and well qualified faculty. Professional Program in Education faculty and staff are active in research and scholarship.

The Program prepares Education students to work with a diverse student population. Field placements are made in schools that have a high proportion of diverse students, there are programmatic offerings from the Center for First Nations Studies, Education students participate in the Phuture Phoenix program, and they have the availability of participation in the innovative Cuernavaca Education Program.

The stringent approval process by the Wisconsin Department of Public Instruction (DPI) sets in motion specific plans and activities for quality assurance, specifically in regard to ensuring that the program meets state requirements.

Recommended Actions

- The Program should develop a plan for offering a portion of the program in an online or hybrid format. Additional online and alternatively scheduled offerings will benefit students. Due to the increasing need and demand for teachers who speak Spanish, the Program should evaluate and begin planning the development of an English Language Learner (ELL)/bilingual licensure area.
- The Program should plan to increase the number of students and faculty who speak Spanish and/or are members of other underrepresented groups.
- The Program should consider development of licensure programs in high need areas (i.e., Special Education, Science, and Mathematics).
- The Program should increase international opportunities including student teaching and field setting opportunities.
- Due to the increasing need and demand for teachers who speak Spanish, the Program should continue to strengthen its encouragement of development of Spanish proficiency in its students.
- It is recommended that the Professional Program in Education should develop an Advisory Council to give input into curricular content and processes,
- The Program should change or clarify references to English as a Second Language (ESL) in courses.

- The Program should continue to increase partnerships with the local school district, such as the K4 program and/or development of a specific partnership agreement with one or more schools for intensive training/experiences.
- The Program should clarify assessment criteria and processes, including those involving the electronic portfolio.
- The Professional Program in Education should communicate with the students and faculty in areas that have students who frequently major and minor in Education.
- The Program should provide a written summary of data tables provided in its next Program Review.
- The Professional Program in Education should continue to encourage all faculty and staff to be active in scholarship and service.

I commend the faculty and staff of the Professional Program in Education for a solid program with excellent ties to the community. The Program's continual improvement efforts and development of the Future Phoenix Program, the Center for First Nations Studies, 4K on campus, the Cuernavaca Mexico Education Program, and the Thailand Collaboration are notable. Faculty and staff actively encourage the cultivation of the "knowledge, skills and dispositions that ground the discipline of teaching."