

# SECONDARY EDUCATION



## DATA ANALYSIS OF SECONDARY UNDERGRADUATE PROGRAM

### 1. External recognition and measures of quality of program.

#### a. Accreditation by an external agency or commission.

The School of Education received National Council for Accreditation of Teacher Education (NCATE) in Spring 2007 with Standard 2 assesment scheduled visit in Spring 2009.

#### b. Awards received by faculty, students, academic student organizations

Faculty are qualified and model best practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the discipline and schools. The secondary program systematically evaluates faculty performance and curriculum effectiveness to meet needs and characteristics of clientele.

Faculty has continued to refine the profession by using and writing on the current pedagogical practices in the field of secondary education and have continued to conduct research to better the practice.

#### d. External Reviews

School of Education hosted initial NCATE visit in Fall 2006.

### 2. Standard: (a) All course outlines have been revised to reflect both program and course Student Learning Outcomes and (b) assessment plan in place.

<b>Course and Number</b>	<b>Alignment and Assessment</b>
ED321 Language Arts Methods	SOE Conceptual Framework, NAETE standards, INTASC, GPSS, NBPTS, Assessment & Activities.
ED322 Social Sciences Methods	SOE Conceptual Framework, NASTE standards, INTASC, GPSS, NBPTS, Assessment & Activities
ED323 Mathematics Methods	SOE Conceptual Framework, NAMTE standards, INTASC, GPSS, NBPTS, Assessment & Activities
ED324 Science Methods	SOE Conceptual Framework, NASTE standards, INTASC, GPSS, NBPTS, Assessment & Activities
ED325 Business Subject Methods	SOE Conceptual Framework, INTASC, GPSS, NBPTS, Assessment & Activities
ED326 Art Methods	SOE Conceptual Framework, INTASC, GPSS, NBPTS, Assessment & Activities
ED327 Home Economics Methods	SOE Conceptual Framework, INTASC, GPSS, NBPTS, Assessment & Activities
ED462 Reading for Secondary Teachers	SOE Conceptual Framework, IRE standards, INTASC, GPSS, NBPTS, Assessment & Activities
ED465 Secondary Strategies	SOE Conceptual Framework, INTASC, GPSS, NBPTS, Assessment & Activities.
ED476 Effective Middle School	SOE Conceptual Framework, INTASC, GPSS,

3. Centrality to UOG Mission

The mission of the University of Guam (UOG) is *Inina, Diskubre, Setbisio* – to Enlighten, to Discover, to Serve.

The mission of the Secondary Education program flows from the University of Guam mission of *Inina, Distubre, Setbisio (to Enlighten, to Discover, to Serve)* to prepare professionals who are dedicated to the search for and dissemination of knowledge, wisdom, and truth. The program exists to serve its learners and the community of Guam, Micronesia, and the neighboring region of the Pacific and Asia. The major mission of the program is to equip candidates with the knowledge, skills, and disposition necessary to meet the multicultural and educational demands of island school systems, and to address the challenges brought by the social, economic, and political changes within the region.

4. Support of Strategic Initiatives (Identify which initiatives are supported by your program and explain briefly how by providing specific examples).

a. Academic Quality

(1) Alignment of program courses to professional standards: SOE Conceptual Framework, SPA, GPSS, INTASC, NBPTS.

b. Requiring completion of Praxis I prior to admission to SOE and Praxis II prior to admission to student teaching.

(2) Use of Live Text, a web based assessment system, in all SOE courses.

B. Student Success, Enrollment Growth and Instructional Visibility

**Enrollment by Semester**

03 FA	03 FI	04 SP	04 FA	04 FI	05 SP	05 XI	05 FA	05 FI	06 SP	06 XI	06 FA	06 FI	07 SP	07 XI	07 FA
63		12	53	2	16	8	21	4	23	7	22	2	16	5	13

**Candidates Completing Program**

Academic Year	Academic Semester	Number of Graduates
2007	Fall	0
2007	Spring	10
2006	Fall	6
2006	Spring	4
2005	Fall	11
2005	Spring	6
2004	Fall	18
2004	Spring	17
2003	Fall	15
2003	Spring	20

The number of program graduates per academic year is indicated on the chart above starting from fall 2003 to fall 2007.

### C. Number of FTE Faculty

The program includes 2 Full-time faculty and a number of on call adjunct (part time) faculty. All faculty members have extensive experience and expertise in their field.

### D. Faculty with student ratio

The number of faculty per student ration is sufficient to provide quality learning and instruction for the program candidates. The statistical data provided under section B of this analysis shows the program enrollment each academic semester which the faculty served with success and proficiency.

### E. Land Grant Mission

The secondary program continues to make the UOG mission as a Land Grant Institution the central thrust of the work it does for Guam, the Greater Micronesia region, the Pacific and Asia. Knowledge, truths, and wisdom of the field are disseminated in parts of this geographic setting through course offerings, workshops, and advisement services that the faculty continues to provide academic communities.

### F. Community Engagement

- The Secondary Education faculty has made numerous contributions to the local community through:
  - Local schools activities
  - Work with community organizations
  - Students participation in GPSS school functions and events
  - Student teaching in GPSS and around the region
  - Advisement services to local schools and education systems
  - Course offerings and workshops
  - Field work experiences in GPSS
  - Present in staff development in GPSS
  - Present in GPSS parents conference

### G. Institutional Efficiency and Effectiveness

1. Adoption of technology-based teaching in the SOE classroom
  2. Use of Live Text to report and document students' learning
  3. Use of email to facilitate efficient and faster communication between faculty and students and the outside world.
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5. Meeting Student and Regional Needs: Listing supporting evidence such as collaborative work with other institutions in the region, transfer and articulation agreements, outreach programs, student involvement initiatives, etc.
    - a. Working closely with community colleges throughout the region
    - b. Public and private school agreements for student teaching and internship
    - c. Regularly scheduled meetings with GPSS and private schools representatives.
    - d. Employer survey for initial program graduates.
    - e. Private school agreement for student teaching and internships
    - f. close cooperation efforts with Guam Public School System for alignment of courses and certification requirements

**6. Program Review**

<b>Latest Program Review</b>	
<b>Year Covered:</b>	2000-2005
<b>Date Completed:</b>	4/21/07
<b>Recommendations</b>	Action taken-for review

Notes (1) If an outcome is asserted, documentary evidence must be supplied, such as a copy of the Student Learning outcomes for the program or a copy of the approved assessment plan.....etc.



UNIVERSITY OF GUAM  
UNIBETSEDÁT GUAHAN

Senior Vice President  
Academic and Student Affairs

September 13, 2007

# Memorandum

TO: Program Coordinator for Secondary Education Major  
School of Education

FROM: Senior Vice President *[Signature]*

RE: Fall 2007 Analysis of Major Programs Input Request

## Background

In July of this year, the University received an Action Letter from the WASC Commission following their Capacity and Preparatory Review of the University of Guam conducted earlier this year. One of the action items required us to conduct "an examination of the academic programs offered in terms of number of majors, number of faculty, and contribution to the University's mission and the meeting of community and regional needs." Attached are procedures for conducting such an examination, consisting of collecting two sets of data to be analyzed by an *ad hoc* committee, with recommendations concerning programs. We will make the information available to the campus community. Recommendations will be made to my office.

The quantitative data will be collected from existing information, including the Registrar's certified enrollment, program review and staffing patterns. Mr. David Okada will collect the information for analysis. The qualitative data requires your input and that is what I am asking you and program to provide as your input into this activity.

## Action Requested

Please provide a narrative (six-page limit, excluding any documents or attachments) addressing the six possible areas of qualitative data that must be considered by the committee.

The process: meet as a program faculty and consider how to structure your input and what sort of indicators you have readily available; prepare the response; review with faculty; send the response to your AAC and Dean; the Dean will collect responses and forward them to the committee.

## Timeline

Please provide your input via your AAC and Dean in time to reach my office on or before October 15, 2007, which is a little over four weeks from today.

Thank you very much for your timely responses. All information will be shared with the faculty. Please stay tuned. Questions may be directed to your Faculty Senate representative or your academic administrator, both of whom have been kept up to date on this project.

Attach (1)

Copy: Executive Director, SOE; Faculty Senate President; Ad Hoc Committee file