A. General Information:

Unit Mission Statement:
The mission of the UAF School of Education is to prepare professional educators who are culturally responsive, effective practitioners, as described in the state Standards for Alaska’s Teachers and the candidate proficiencies identified in the UAF School of Education Conceptual Framework. We prepare educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures.

Core Services:
Through our programs and professional development courses, we promote the following goals:

1. Increase the number of qualified educators for Alaska’s schools by:
   * Providing licensure programs at undergraduate and graduate levels
   * Providing education programs to place-bound educators in rural Alaska
   * Recruiting Alaska Native candidates
   * Aligning programs with state and national standards and the candidate proficiencies identified in our Conceptual Framework

2. Enhance the professional skills of Alaska’s K-12 educators by:
   * Providing professional development opportunities throughout their careers
   * Providing graduate degree programs statewide
   * Developing partnerships with public schools

3. Develop and support ongoing systemic educational collaborations with Alaska schools and communities to:
   * Respond to the needs and interests of youth, families, and communities
   * Better serve Alaska’s diverse populations
   * Enhance learning opportunities for individuals with exceptionalities

4. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support of:
   * The quality of Alaska’s K-12 schools
   * The curriculum of the UAF School of Education
   * The preparation of educators who incorporate into the learning environment the varied cultures and languages of Alaska.
|--------------------------|-------------------|-------------------|-------------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|----------------|----------------|----------------|
B. Unit Enrollment Snapshot:

1. Provide a brief description of current enrollment.  
   Please see previous page: “SOE Student Enrollment Projections by Program”

2. Based on current enrollment, discuss trends and issues (e.g. gaps in EM data,  
   known challenges in recruiting and/or retention, persistence, etc.) facing the unit.

A. SCH and HC trend is flat.  
   All of the SOE on-campus-programs are either at capacity (secondary and  
   graduate) or very near capacity (elementary) due to internal and external  
   reasons.
   1. Internal:
      a. instructional capacity
      b. graduate committee capacity
      c. office space and infrastructure
   2. External:
      a. limited number of mentor counselors and secondary teachers with  
         whom to place interns in the Fairbanks area
      b. under current University model, costs of distance programs (audio and  
         video fees, travel for supervision of interns, student meetings) must be  
         underwritten largely by students and/or units.

B. Potential growth areas.  
   There are two realistic potential growth areas:
   1. Develop new Special Education endorsement/M.Ed. program.
   2. Expand unit’s capacity to deliver current programs to off-campus/distance  
      students.

   Challenges:
   1. Special Education endorsement/M.Ed. program requires one new special  
      education faculty position.
   2. Expanding rural/distance capacity requires funds for delivery of courses  
      and for faculty travel to supervise interns. Funds for two face-to-face  
      student meetings per year would be desirable as such meetings would  
      contribute toward greater student success.

C. Discrepancies in SOE data compared to Banner data.  
   SOE academic advisors and department chairs have identified the following as  
   regularly recurring discrepancies in SOE data compared to Banner data.
   1. Students complete degrees but are not “turned off” as degree-seeking by  
      Banner. (e.g. Bonnie Gaborik who continues to take personal interest  
      courses, such as Beginning Golf.)
2. Students continue to show as “degree seeking,” long after they have been inactive for so long that the program has retired their files. (e.g. Evelyn Heusinkveld, inactive since spring 2003.)

3. Students who have appropriately maintained continuous enrollment do not show up in Banner as SOE students over multiple semesters. (e.g. Brenda Henze-Neslson, continuous enrollment since spring 2006.)

4. Dual-coding process not reliable. Students who are simultaneously accepted into post-bacc licensure and M.Ed. programs do not reliably show up in the programs to which they have been admitted.

5. Students request and are granted approved leaves-of-absence but do not appear in program HC because they have not registered for classes in the counted semesters. This happens when students accept a new job or a have a new baby, and—most frequently--after students complete the Elementary or Secondary licensure programs and request a break before continuing toward the M.Ed.

6. UAF students who take summer courses at UAA are coded by UAA as “non-degree seeking.” This change in Banner status may not be caught until the student is blocked from a course which, for example, requires a specific class standing. This example does not happen often, but it seems to happen every time a UAF program student takes a UAA summer course.

6. Ian indicates that 500 level, special topics courses, will be reported separately from SOE SCH and HC data in future. Thank you!
C. Five-Year Unit Enrollment Management Goals, Strategies and FY2008 Actions

1. A. Goal: Sustain HC and SCH
   Maintain steady enrollment in current programs in light of:
   1. Internal resource and capacity issues identified in 2.A.1&2 above, (e.g. instructional capacity, unsustainable numbers of graduate committees faculty sit on, limited internship placements in Fairbanks for students in secondary and counseling programs,);
   2. Conditions specific to Alaska (e.g. declining educator salaries relative to other states, changes to TRS).
   3. The Alaska conditions exacerbate challenges that the profession currently experiences nationally (pressure from NCLB, violence in schools, low status of profession).

B. Strategies
   2. Identify specific recruitment activities to maintain enrollment for programs that are at capacity.
   3. Identify specific and appropriate retention activities for programs that are below 85% completion rate from point of acceptance into program.

C. Actions
   In regard to “Refine Enrollment Management Plan:”
   1. Maintain and refine enrollment/completers spreadsheet initiated 2006
   2. Monitor and pro-actively respond to patterns of enrollment by program.

   In regard to “Implement appropriate recruitment and maintenance activities:”
   1. Re-advertise rural faculty positions, one important function of which is rural recruiting.
   2. Advocate for University support for distant and rural students as an important component of University mission.
   3. Do a better job of “publicizing” current outreach and recruitment activities in which SOE staff and faculty regularly participate.
   4. Maintain record of SOE faculty and advisor presentations to UAF internal activities, e.g. undeclared majors, UAF courses that pre-majors and undecided students may be taking.
   5. Maintain record of SOE faculty and advisor presentations to external audiences, such as public school students at career fairs and Future Teacher clubs; and participation in outreach activities, such as science fairs, debates, and curriculum development processes.
   6. Create posters featuring SOE graduates from specific geographic regions of the State for distribution to schools in those regions.
7. Secondary Department will schedule presentations by content faculty in UAF 200/300 level classes (esp. high needs areas e.g. math/physics) to raise awareness of teaching as a career.

8. Elementary Department (only UG programs) will:
   a. look at the data to see how many declared majors, pre-majors, and B-Is actually enroll in ED 110 and/or contact the SOE elementary advisor.
   b. work with the Registrar’s Office to obtain names of pre-majors in order to contact them to determine their true level of interest in the ED major and offer advising.

9. Both Elementary and Secondary Departments will ask the Registrar’s Office to provide the names of “admits” indicating an interesting Education as a major, and will contact them to help UAF reduce the gap between “admits” and “actual enrollments.”

10. SOE will, each year, host an activity for undergraduates who may be interested in education as a profession.

11. SOE will, on the advice of PAIR, and through Provost Henrichs, request that all ED licenses and degrees be designated “high demand.”

D. Timeline
   1. Particular emphasis FY08; refinement of plan and actions ongoing.

E. Lead
   1. SOE Department Chairs and Dean

F. Budget

G. Challenges
   1. Coordination and communication among SOE, PAIR, Registrar’s Office, Admissions Office to:
      a. correct data gaps with regard to all SOE students and potential students
      b. identify ways to transmit to SOE names of applicants who have indicated “education” as a possible major, and pre-majors who have arrived on campus so that SOE can contact these students and potential students for encouragement and advising, particularly with regard to undergraduate (elementary) students
   2. Support for distance students and programs increasingly shifting to students and units.
   3. SOE’s three grants that have supported rural students for approximately four years are phasing out, and federal grant funding for education has become more limited and more difficult to obtain. SOE submitted a request for an unusual, second no-cost extension for one grant on 8/14/07 which is currently (9/13/07) under negotiation.
H. Evaluation
   1. To what extent were the actions in (C) taken.
   2. Did the evaluation lead to adding, eliminating, or refining actions.

2. A. **Goal: Enhance HC and SCH where possible: Special Education**
   Secure funding to support a second SOE Special Education tenure-track faculty position.

Rational:
   1. Special education is arguably the only programmatic area where the SOE can grow enrollment with a relatively modest (one position) increase in resources.
   2. Former FNSBSD Ann Shortt identified additional special educators as the #1 priority she hoped to see UAF address in terms of district needs.
   3. Alaska Teacher Placement reports 30-40 Special Education positions in the State that go completely unfilled each school year. Other legally required services are provided on an ad hoc basis and/or through contracting with private consultants.

B. **Strategy**
   Exercise all available pathways to secure funding for second SOE Special Education faculty position.

C. **Actions**
   1. Attend and participate in statewide Special Education Stakeholder Workgroups and other special education planning initiatives.
   2. Prepare a written report to VPAA Dan Julius regarding the UAF/UAS/UAA plan for a collaborative special education endorsement and degree program.
   3. Attend one superintendents’ association meeting to seek their endorsement of the SOE’s request for a second special education faculty position.
   4. Seek external funding for stipends for special education students and/or teachers willing to add a special education endorsement.
   5. Continue, as in FY08 and FY09 BIRs, to emphasize importance of a second UAF special education faculty position to make the endorsement and degree programs possible.

D. **Timeline**
   Ongoing.
E. Lead
   SOE Dean

F. Budget
   $92,500 annual operating for Special Education faculty position, S&B.

G. Challenges
   1. Obtain University support for position line. Sources of external funding to support students exist, but funders typically prefer to support students in already-established programs rather than to use their funds to create programs.
   2. Secure position before UAA and UAS conclude that UAF is not able to fulfill its role in cross-MAU collaboration plan.
   3. Scarcity of well-qualified applicants. In FY07, the only finalist for the first SOE special education position declined an offer of $60,000 at the assistant professor level.

H. Evaluation
   Did the unit complete the above mentioned action steps to secure the position?

3. A. Goal: Enhance Enrollment where possible: Rural and Distance Programs
   Maintain rural/distance delivery of SOE programs in view of increasing costs, decreasing federal funding opportunities, and challenging University budget.

B. Strategies
   Seek external and University funding to support rural and distance programs.

C. Actions
   1. Seek external funding to support students from low socioeconomic communities who wish to pursue professional credentials.
   2. Advocate within the University for support for distance education facilities that are analogous to campus-based facilities. These include such things as:
      a. audio and videoconference fees
      b. travel for faculty to supervise interns
      c. periodic meetings for direct instruction, cohort-building, broaden students' base of experience.

D. Timeline
   Ongoing
E. Lead
   Dean and Department Chairs.

F. Budget
   $75K annual operating for audioconference fees, faculty travel to supervise students during internships.

G. Challenges
   1. For two years, the SOE has supported 25% of one faculty position to write new grant proposals to support delivery of courses and support for distant/rural students. Two of the three grants that supported the other 75% of this position have expired; the third will end fall ’08. Facing uncertain employment, the grant administrator/writer accepted another position.
   2. Increasing University and public appreciation for linkage between well-prepared public educators and a well-prepared Alaska workforce.

H. Evaluation
   1. Did the unit write grant proposals to support rural/distance students?
   2. Did the unit take advantage of advocacy opportunities within the University?

4. A. Goal: Contribute to development of UAF Indigenous-focused Ph.D.

   At the moment (9/13/07) it is not clear to what extent the SOE and SOE students and faculty will be involved in the UAF Indigenous-focused Ph.D. Regardless of how this develops, the SOE Dean’s Office commits to supporting this initiative, and to encouraging and supporting SOE faculty who would like to be involved.

B. Strategies
   Create and respond to opportunities to support the initiative.

C. Actions
   1. Contribute directly to planning, writing, recruiting.
   2. Encourage and support faculty through such actions as:
      a. recognition in service component of workloads
      b. allocation of workload in teaching and research components of workloads
      c. openness to joint appointments and other arrangements that would support the initiative.
D. Timeline  
FY08 and ongoing

E. Lead  
SOE Dean

F. Budget

G. Challenges

H. Evaluation  
Dean and Department Chairs will review goal, determine whether identified actions were taken, assess impact, modify as necessary.