

University of Hawaii at Manoa College of Education Annual Productivity Report Summer 2002

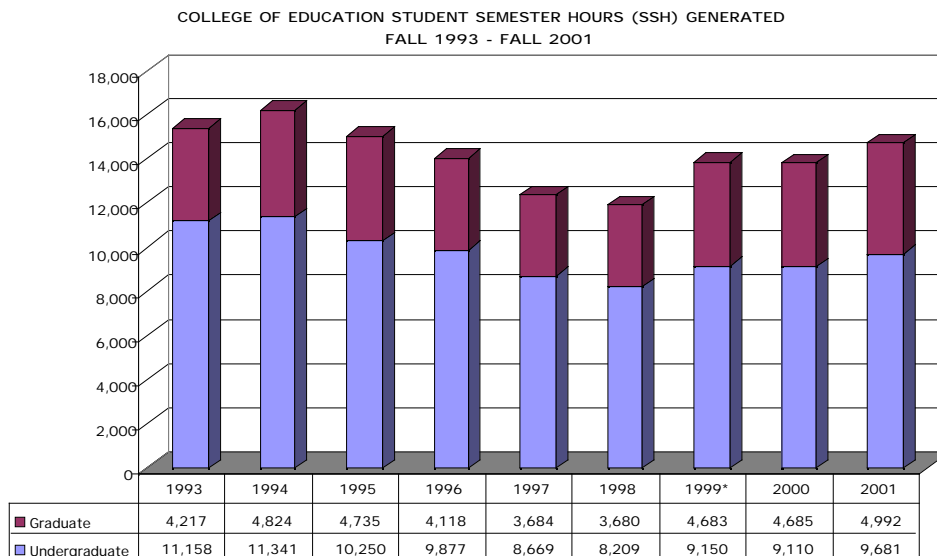
Overview

This annual productivity report serves as the College of Education (COE) database and the basis for college and department review. Data are collected and analyzed over time in order to provide insight into trends. These data clearly show that the COE underwent a major change beginning in 1996 with a severe budget reduction leading to reductions in faculty, student enrollment, and the stop out of a large program, the Professional Diploma. Since that time the COE has focused first on quality and has received national accreditation through the National Council for the Accreditation of Teacher Education. The COE has also begun to slowly recover thanks to efforts from the Chancellors and Presidents to protect the academic programs of the College from budget cuts. At the same time, the COE faculty have done a remarkable job of becoming more entrepreneurial and external grant and contract expenditures totaled approximately \$26,000,000 in FY 2002.

COE Student Semester Hours, Enrollment, and Degrees Awarded

Student semester hours generated by the COE in fall 2001 were up 6.4% from the previous year and reached the highest level since 1995. Undergraduate semester hours were up slightly and were the highest since 1996.

Chart 1

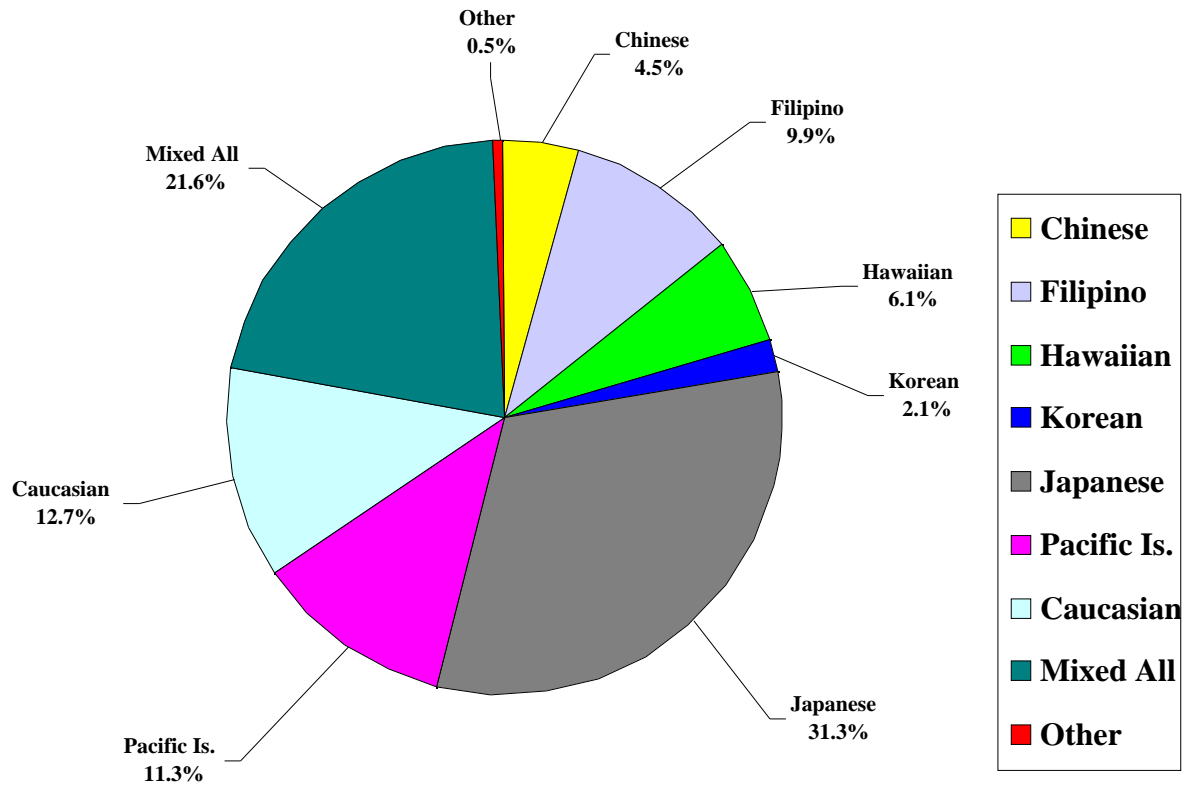


*Beginning Fall 1999, Outreach College fall term classes are included

The COE student population continues to be very diverse.

Chart 2

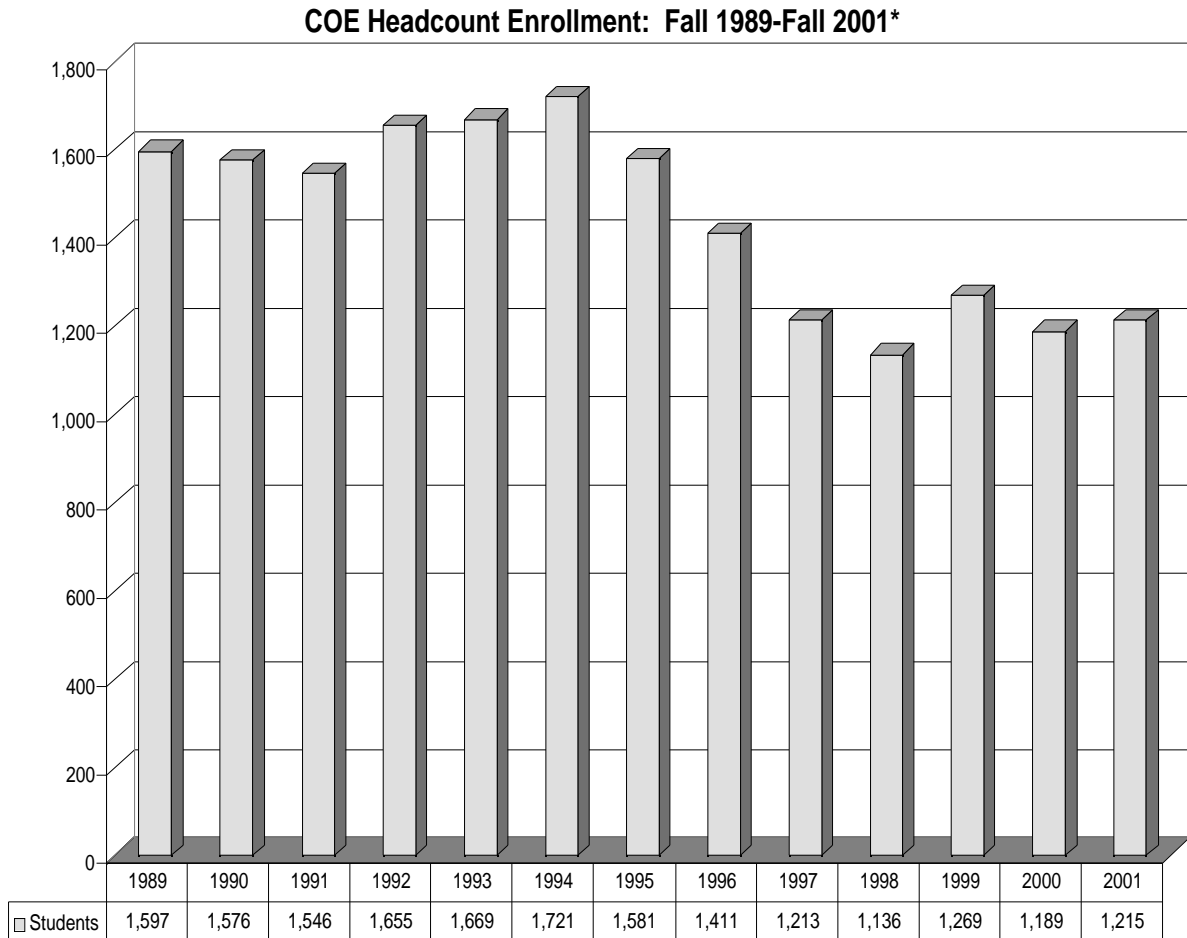
**College of Education Fall 2001 B.Ed. and
Post Baccalaureate Certificate in Secondary Education (PBCSE)
Enrollment by Ethnicity**



Total enrolled = 425 Students

Both graduate and undergraduate enrollments have declined since 1992, but since 1997, overall enrollments have remained steady at around 1,200. Fall 2001 enrollment is up slightly from the previous years.

Chart 3



*As of fall 1999, outreach enrollments are included.

Graduate enrollment declined sharply in 1995 and 1996 due to the stop out of the Professional Diploma program, but the graduate enrollments have remained fairly stable since that time with a range of 696 in 1997 to 873 in 1999. Some recovery in graduate enrollment is likely due to an increased emphasis on the post-baccalaureate program in secondary education. Undergraduate enrollment declined every year from 1996 to 2000 and in 2001 the undergraduate enrollment increased by 55 students from the previous year. Declines in undergraduate enrollment are due to limits placed on elementary education enrollment and greater emphasis on the post-baccalaureate secondary program.

Chart 4

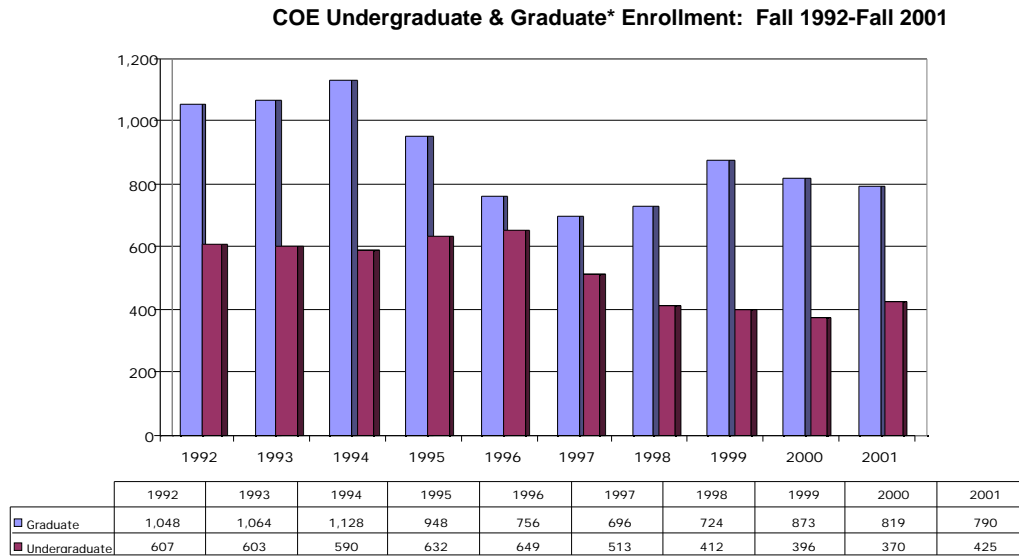
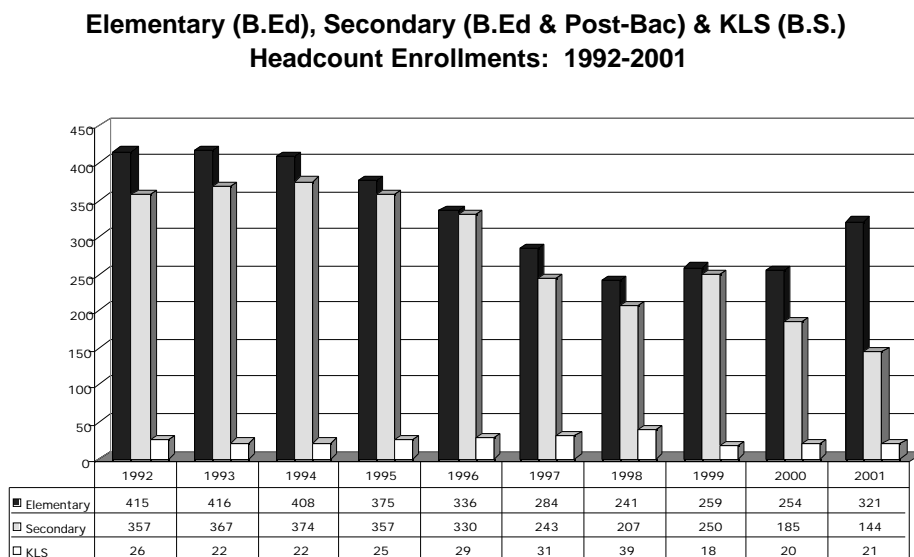
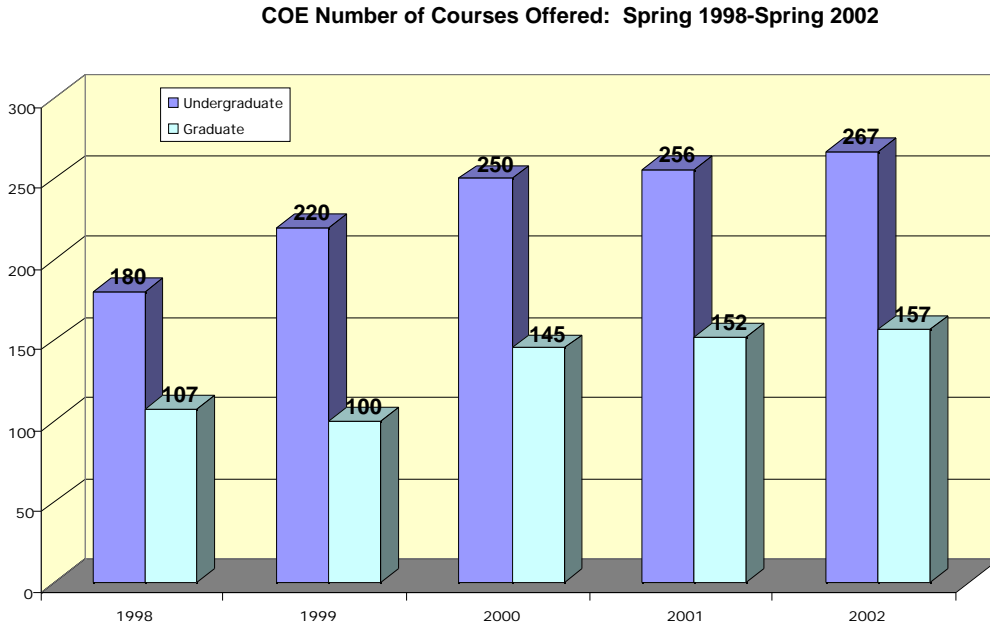


Chart 5



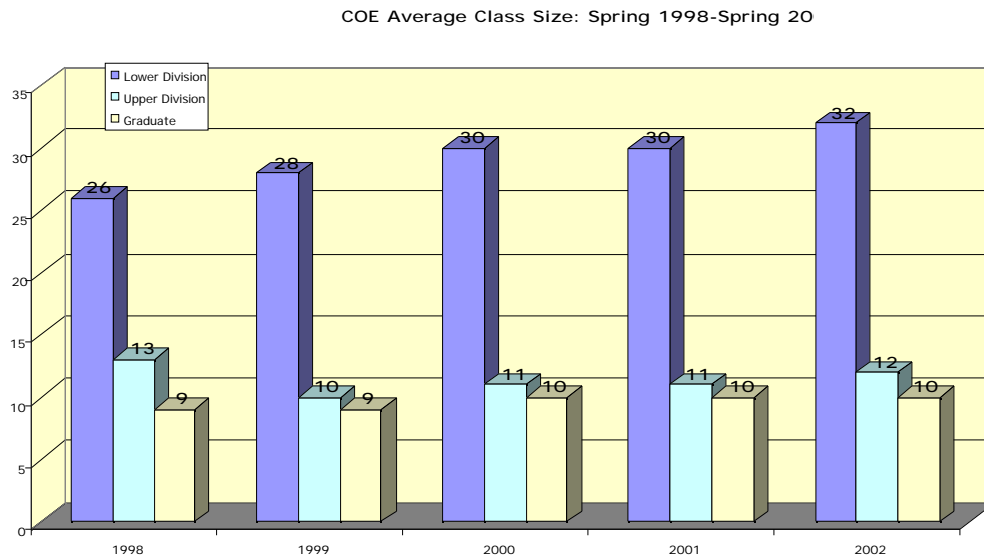
The number of courses offered each Spring has risen steadily and significantly since 1998. In that year 180 undergraduate and 107 graduate courses were offered in the Spring compared to 267 and 157 respectively in Spring of 2002.

Chart 6



The average undergraduate upper division class size has ranged from 10 to 13 with an average of 12 in 2001. Graduate class size remains at 10.

Chart 7



Total number of Elementary B.Ed.s awarded was down in 2000-2001 from 141 the previous year to 121. Secondary B.Ed.s increased from 50 to 58 while post-baccalaureate certificates decreased from 95 to 77. Kinesiology and Leisure Science (KLS) B.S.'s awarded remained relatively consistent over the last 3 years.

Chart 8

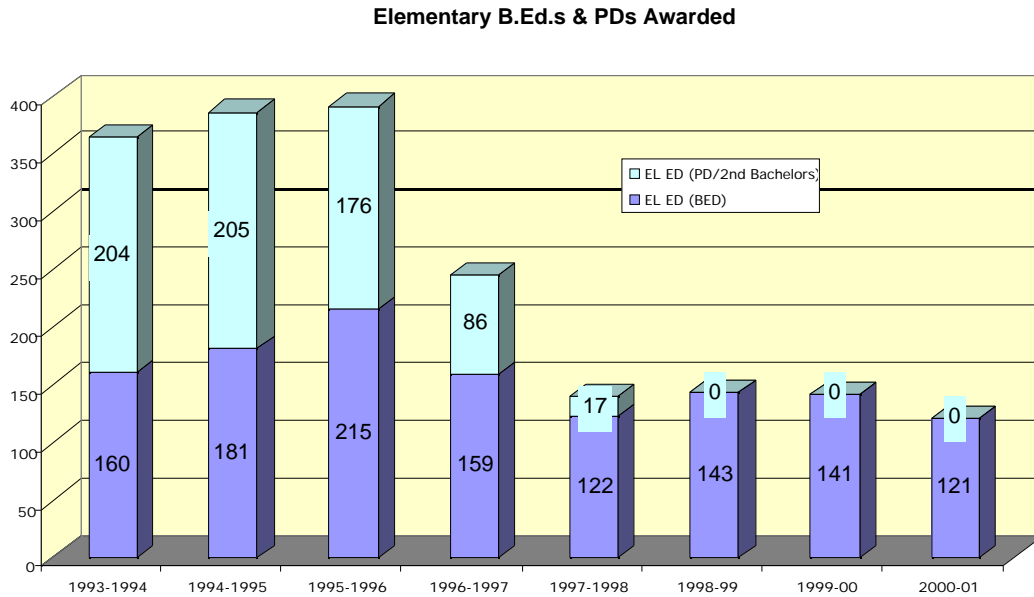


Chart 9

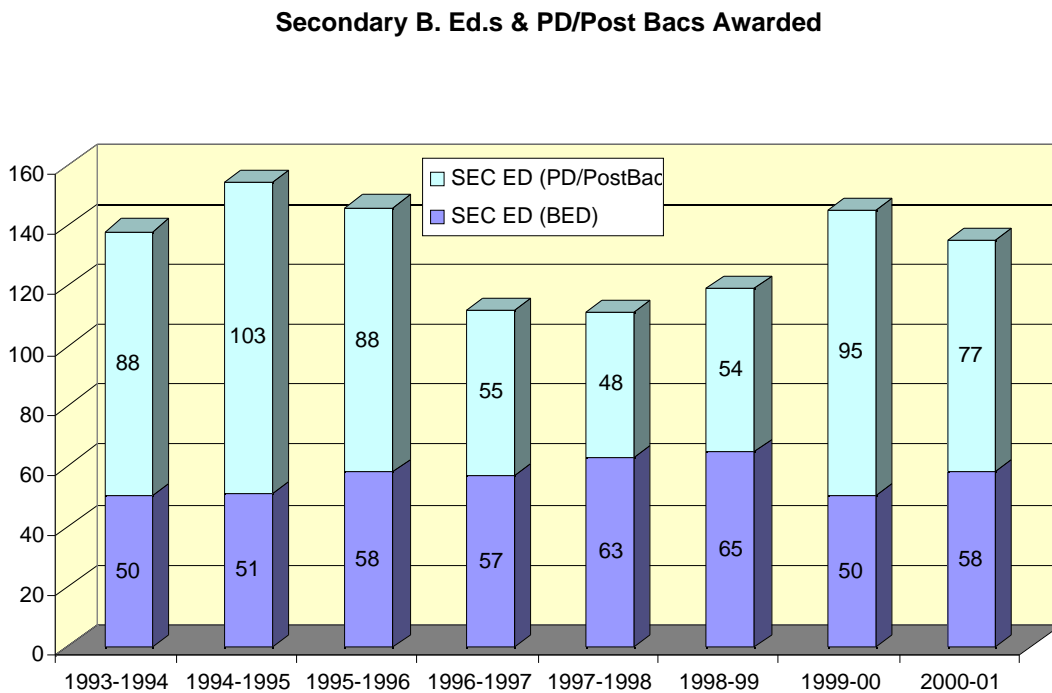


Chart 10

Kinesiology and Leisure Science B.S.s Awarded

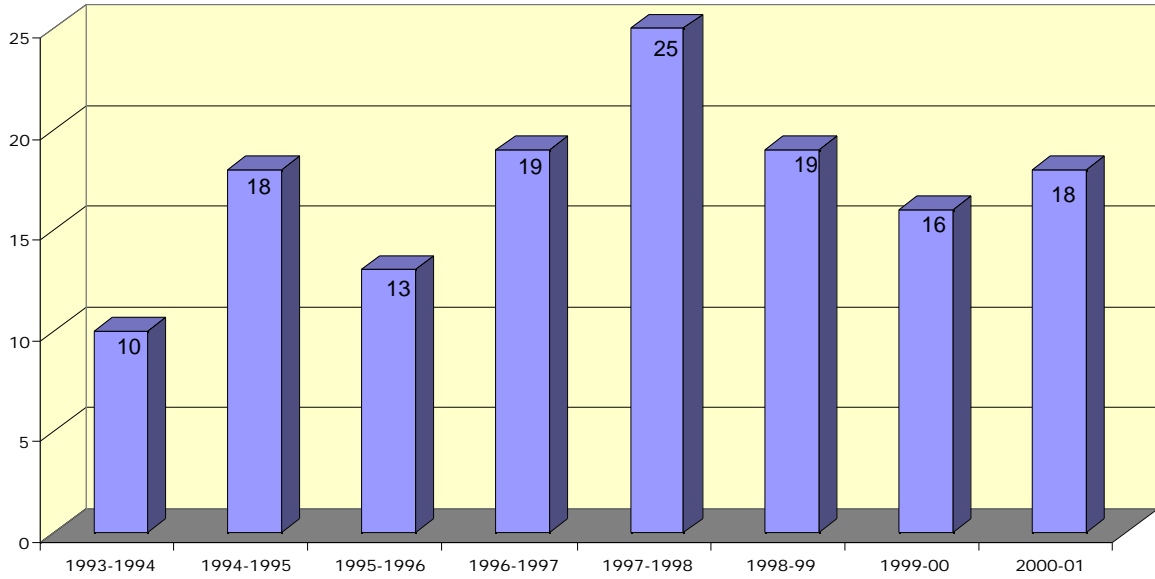
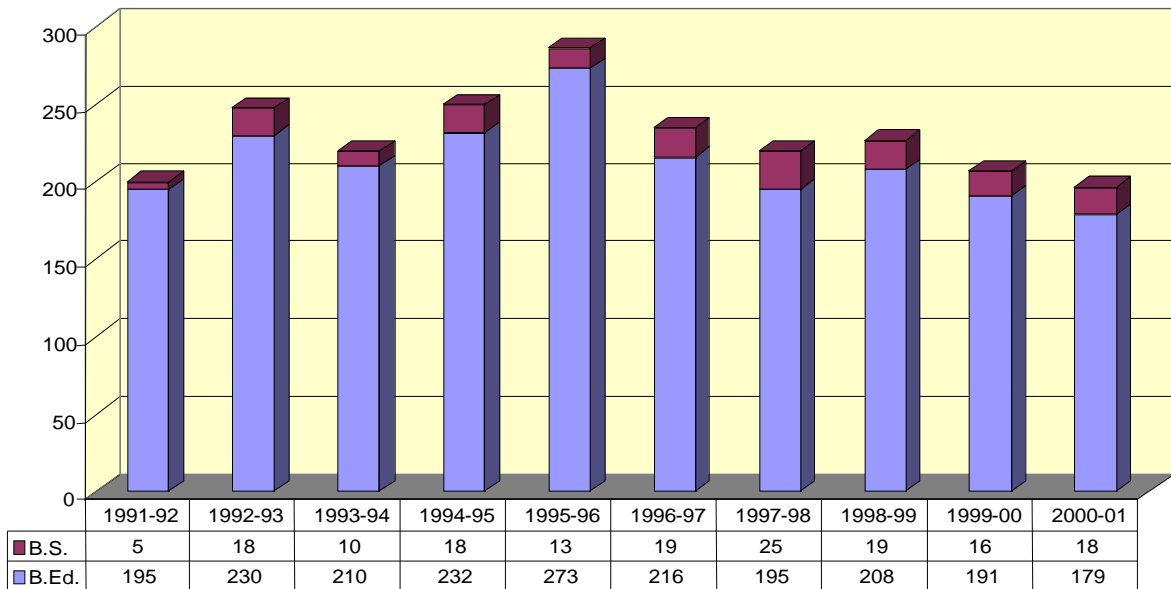


Chart 11

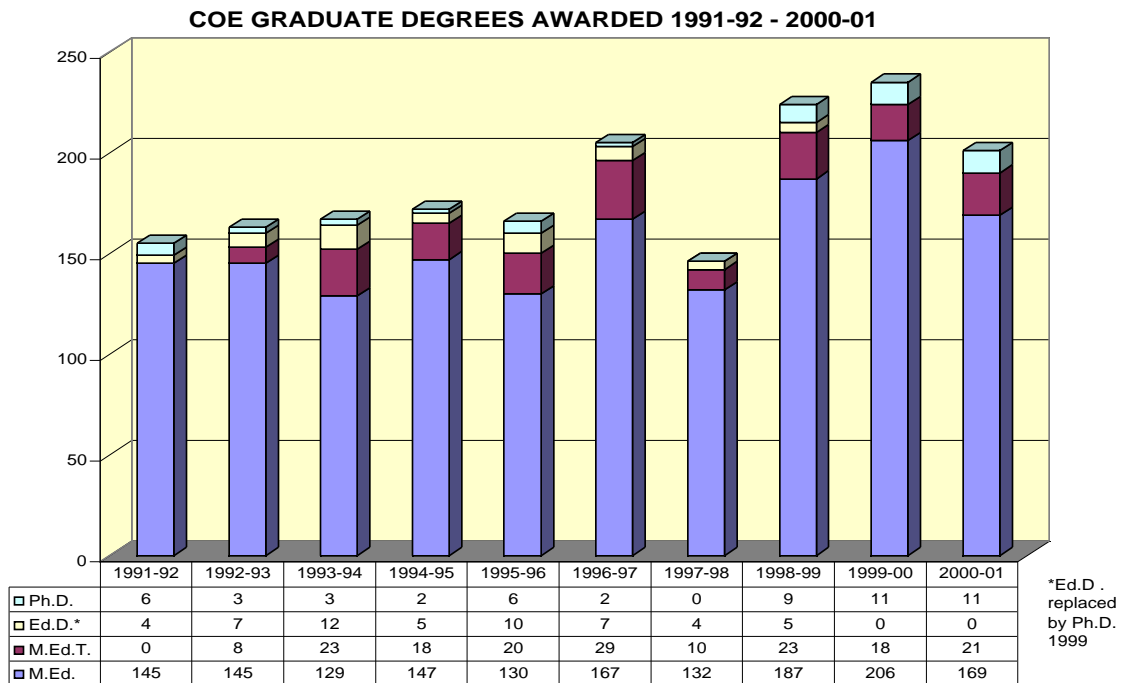
COE Undergraduate Degrees Awarded 1991-92 & 2000-01



The number of master's degrees awarded by the COE has increased significantly since 1992. The increase began in 1997 when the number reached 196 compared to just 150 the previous year. The peak year was 1999-2000 with 224 master's degrees awarded. In 2000-2001 the College of Education awarded 190 master's degrees.

The number of doctoral degrees awarded over the last ten years has ranged from a low of 4 in 1997-1998 to 15 in 1993-1994. The number of doctorates awarded by the COE was 11 in both 1999-2000 and 2000-2001.

Chart 12



From Summer 2001 through Spring 2002 the College recommended 238 teacher candidates for licensure in Hawai'i, down from 291 the previous year. The number of candidates recommended for licensure in American Samoa increased in the same time period from 27 to 39. The declines in Hawaii came in the areas of secondary B.Ed. (59 to 34) and the M.Ed.T. (24 to 9). The numbers in the Elementary B.Ed. remained steady and the Post Baccalaureate Certificate in Secondary Education (PBCSE) rose from 55 to 74. (See Attachment #1 & Attachment #2)

Department Enrollment and Degrees Awarded

Special Education M.Ed. enrollment was down from 85 in Fall 2000 to 73 in Fall 2001 and down from a high of 98 in 1999. The enrollment of 73 is consistent with years 1992 to 1997. There were 26 special education M.Ed.s awarded in 2000-2001. That is the highest number since 1993-94, except for 1999-00 where the number was 30.

Chart 13

SPED Fall Enrollment 1992-2001 (M.Ed.)

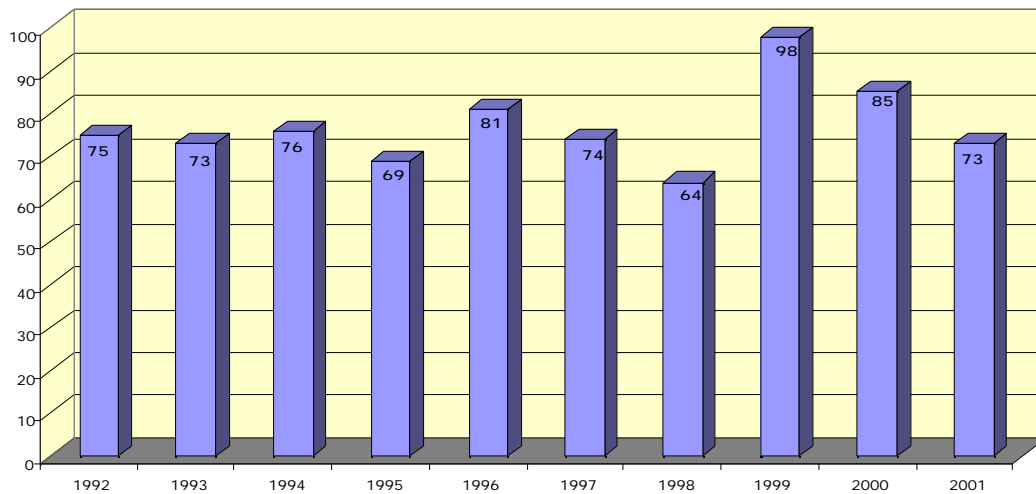
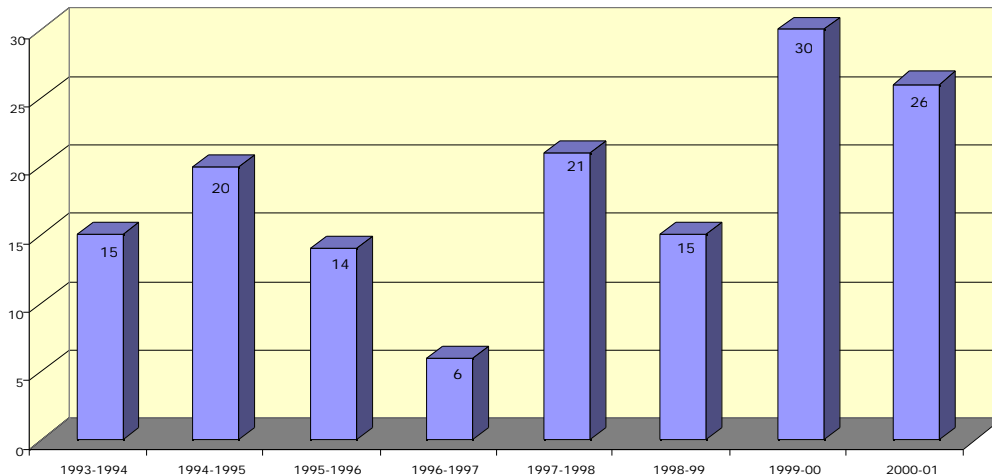


Chart 14

Special Education M.Ed.s Awarded



The elementary and secondary M.Ed. Fall enrollment rose steadily from 1992 to 1996. Since 1998 it has declined steadily and significantly from a high of 186 in Fall 1998 to 128 in Fall 2001. Sixty-eight elementary and secondary M.Ed.'s were awarded in 2000-2001. This is higher than during 1993-1998 but lower than the two most previous years, 1998-2000.

Chart 15

Elementary & Secondary M.Ed. Enrollment: Fall 1992- Fall 2001

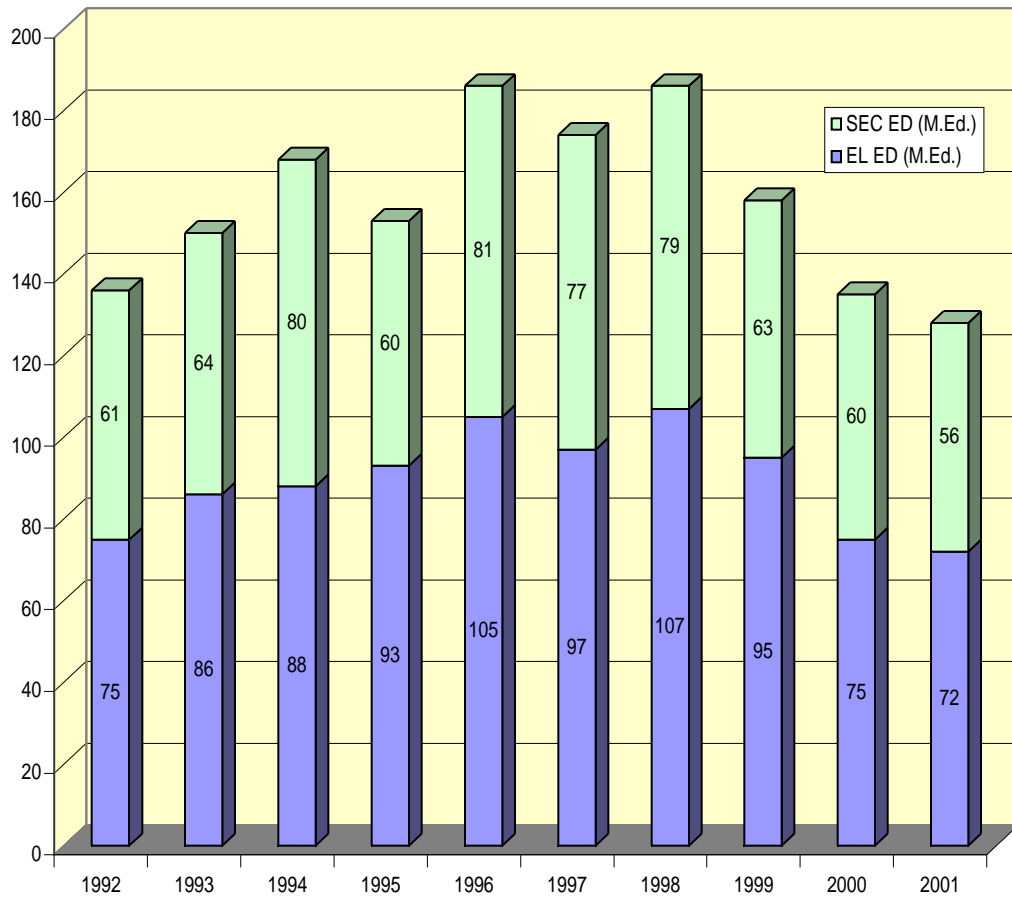
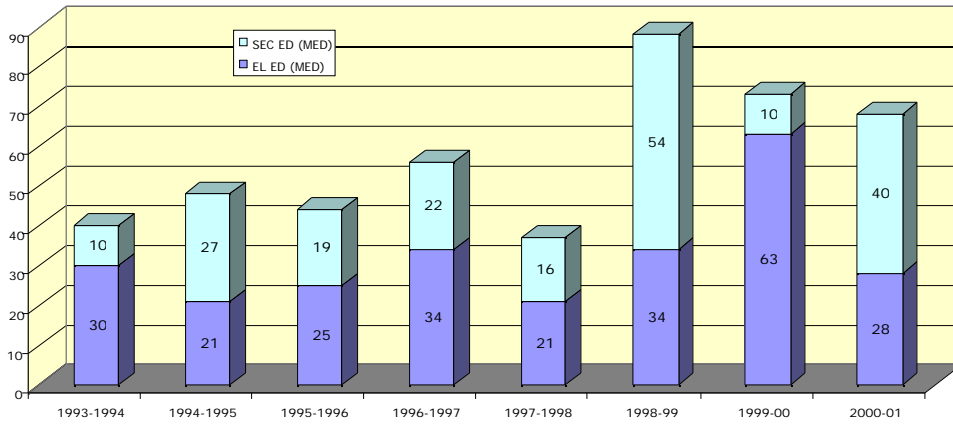


Chart 16

Elementary & Secondary M. Eds. Awarded



In 2001, the Fall enrollment in the M.Ed.T. program was 51, the second highest number since the founding of the program. The consistency in enrollment over the years parallels the number of graduates. The numbers of graduates from 1994 to 2001 has remained around 20. The range (with the exception of one extreme year, 1997-1998, where the number of graduates was only 8) is 18 to 29. The number of graduates in 2000-2001 was 21.

Chart 17

Fall Enrollment in M.Ed.T. (EDUC) 1992-200

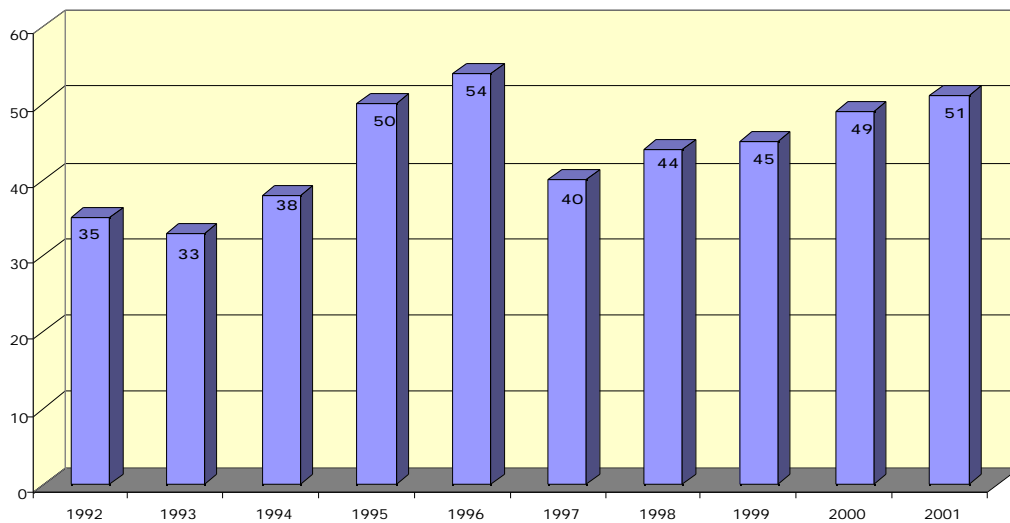
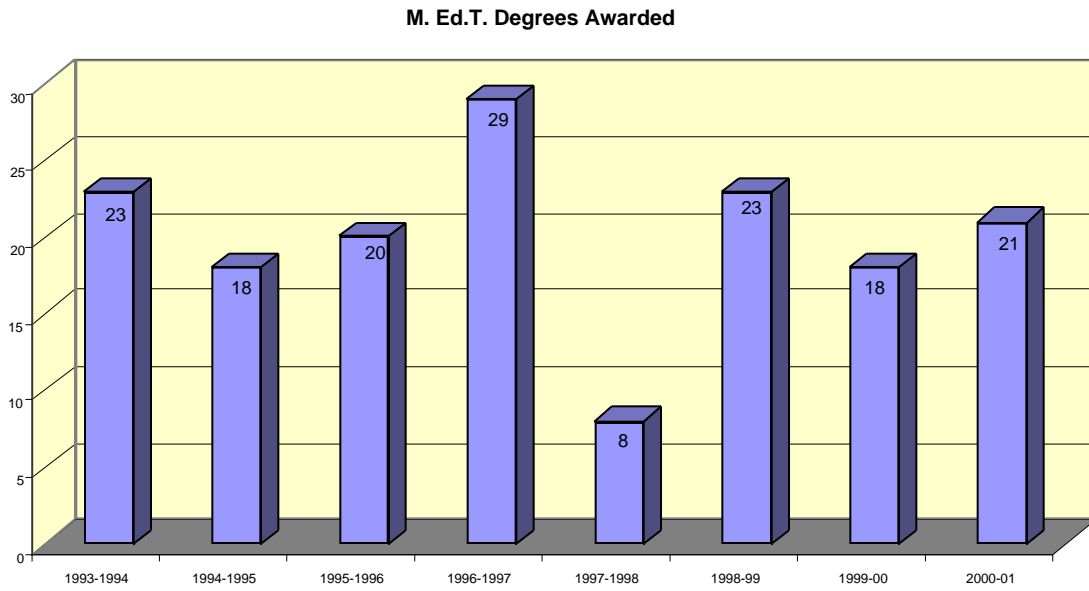


Chart 18



Enrollment in counseling and guidance has been steady since 1996. The range in those years is 67-81. Enrollment in Fall 2001 was 72. Numbers of graduates have been similarly consistent. The range in the same years is 21-33. The number of graduates in 2000-2001 was 23.

Chart 19

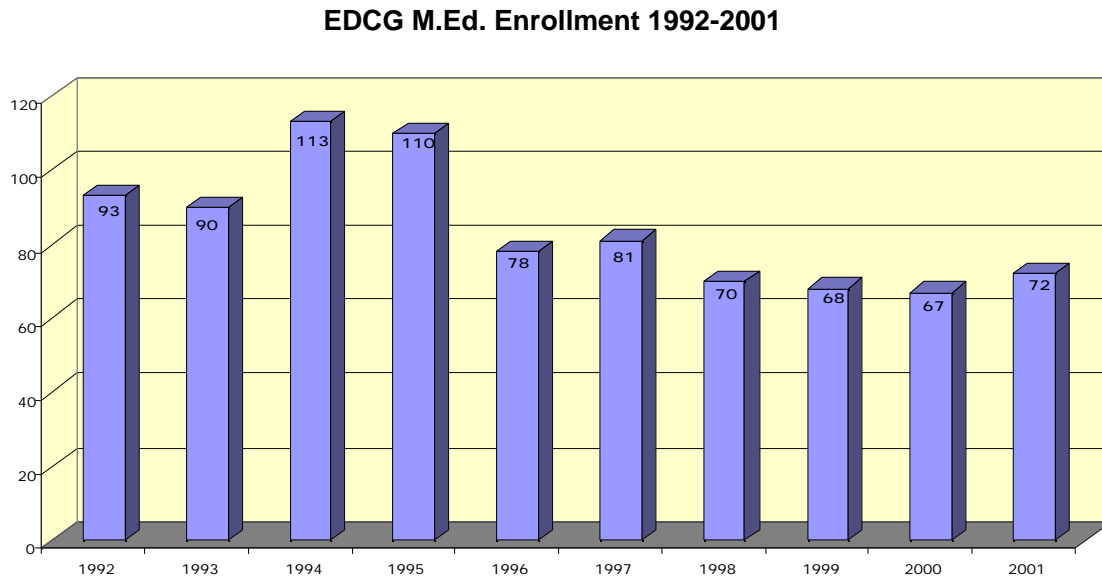
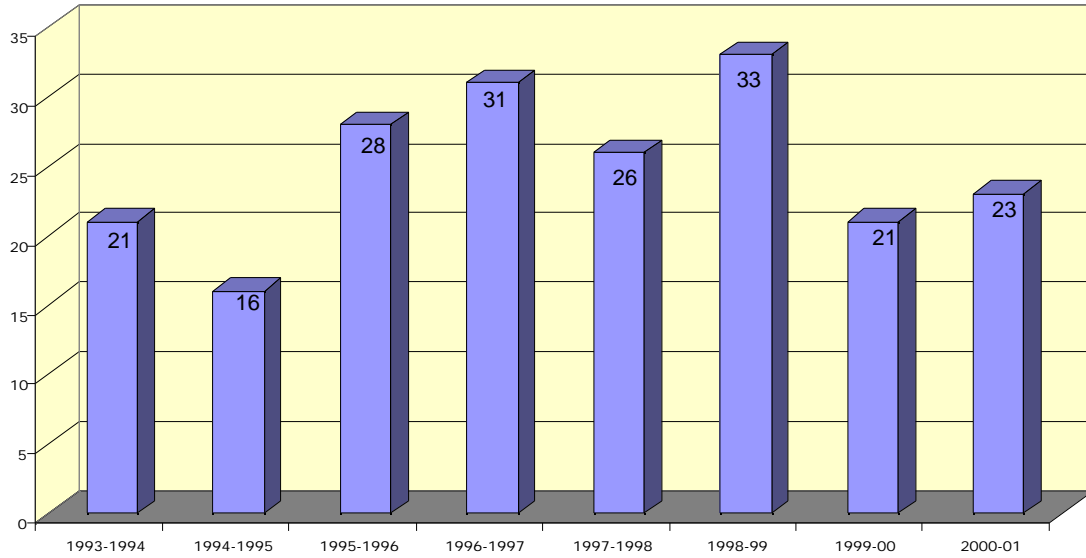


Chart 20

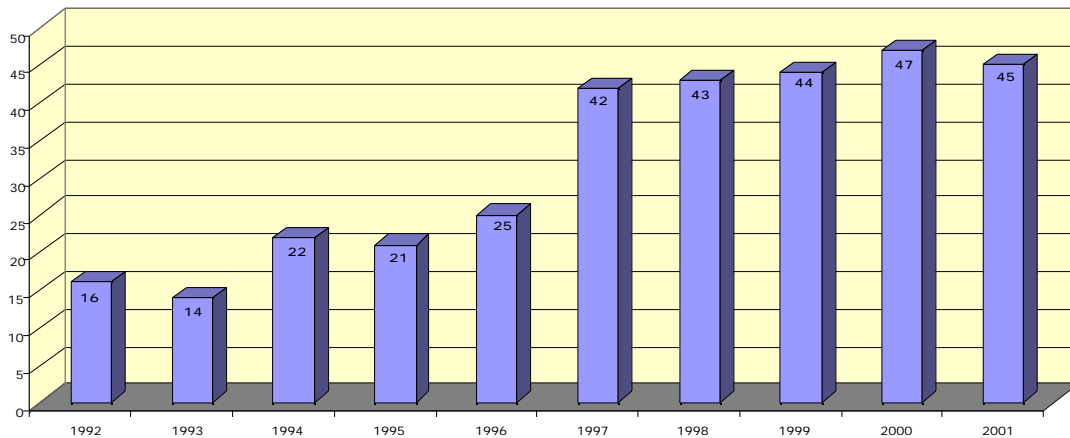
Counseling Education M.Ed.s Awarded



Fall enrollment in the educational technology M.Ed. rose significantly in 1997 from just 25 in the previous year to 42. Since Fall 1997, enrollment has remained steady.

Chart 21

ETEC M.Ed. Enrollment 1992-2001



Fall enrollment in the educational psychology master's degree and Ph.D. programs has increased over the last three years from 31 in 1999 to 47 in 2001. The 2001 enrollment is the largest in the ten years. On the other hand, the number of graduates in educational psychology is extremely low. Over the last ten years, the department has not graduated more than nine students annually. In 1999-2000 only two individuals graduated from Educational Psychology and in 2000-2001 only four graduated.

Chart 22

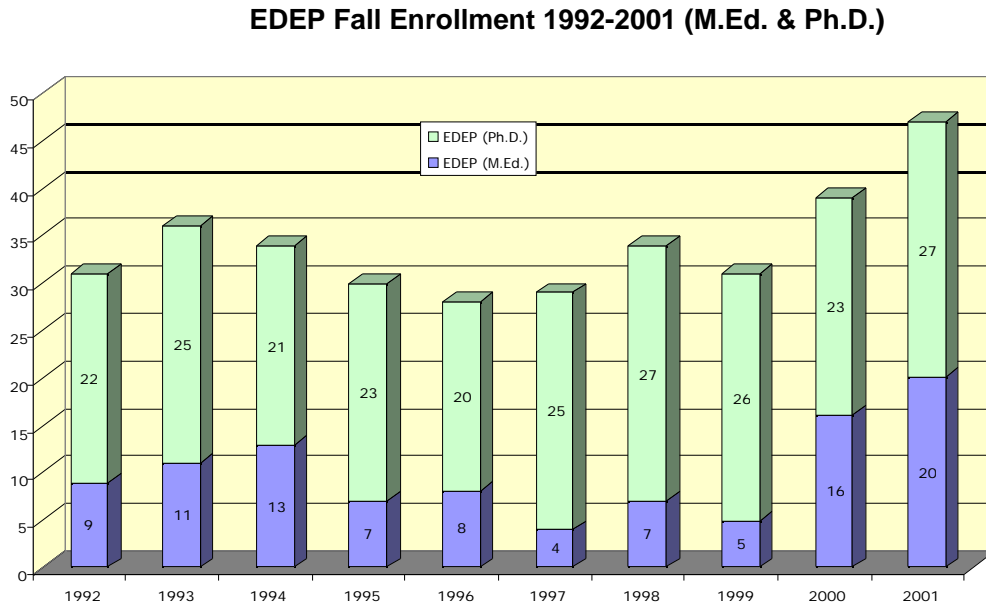
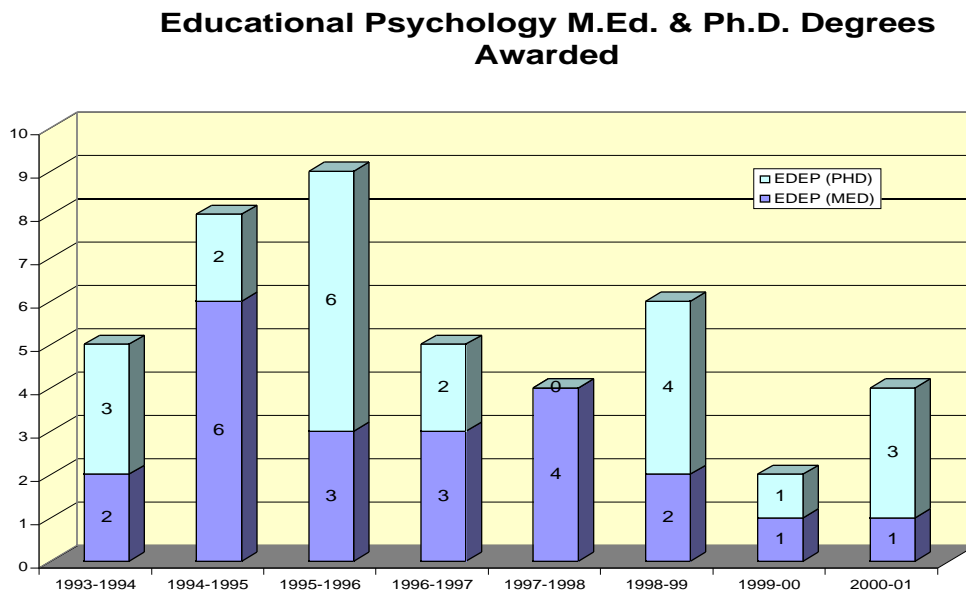


Chart 23



Fall enrollment in educational foundations rose dramatically in 1999 to 71 from just 35 the previous year. This is due primarily to the addition of a new summer master's degree program. Fall enrollment has declined since 1999 and in 2001 it was 50. The number of master's degrees awarded has ranged from four to eight since 1994 with the exception of two years, 1996-1997 and 1999-2000 in which the numbers of graduates were 21 and 34 respectively. Again, the numbers fluctuate due to cohorts of students all graduating in a particular year.

Chart 24

EDEF Fall Enrollment 1992-2001 (M.Ed.)

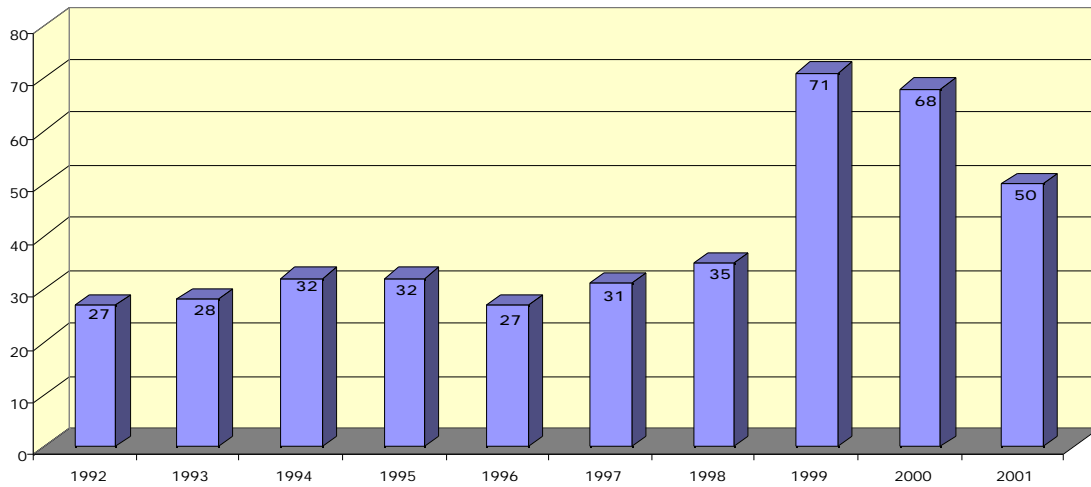
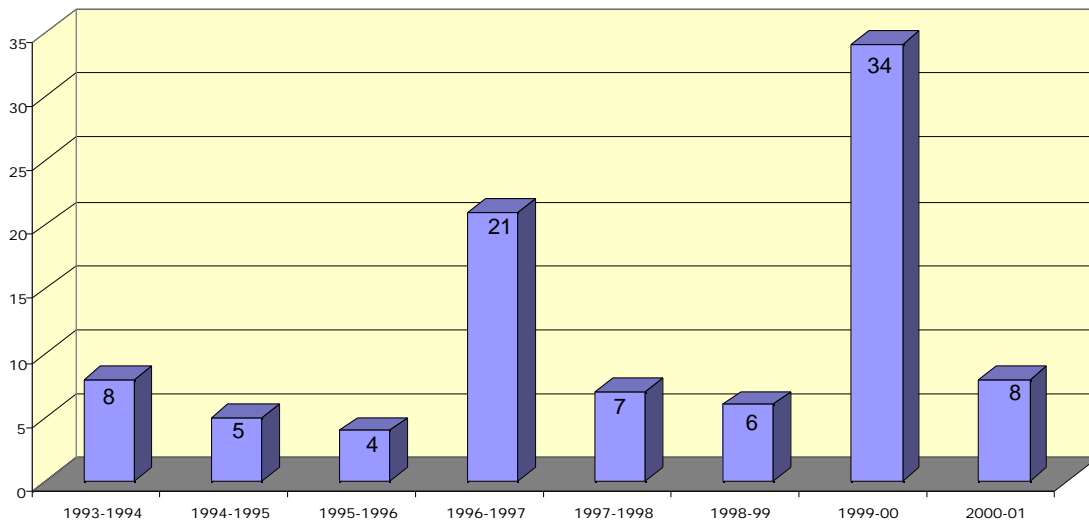


Chart 25

Educational Foundation M. Ed.s Awarded



Fall enrollment in educational administration reached a peak in 1995 (143). At the advice of the Graduate Division to reduce admissions, enrollment began a steady decline to a low of 82 in 1999. Fall enrollment has increased during the last two years. Numbers of graduates in the last five years have ranged from 40 in 1996-1997 to 29 in 1997-1998 and 2000-2001.

Chart 26

EDEA Fall Enrollment 1992-2001 (M.Ed.)

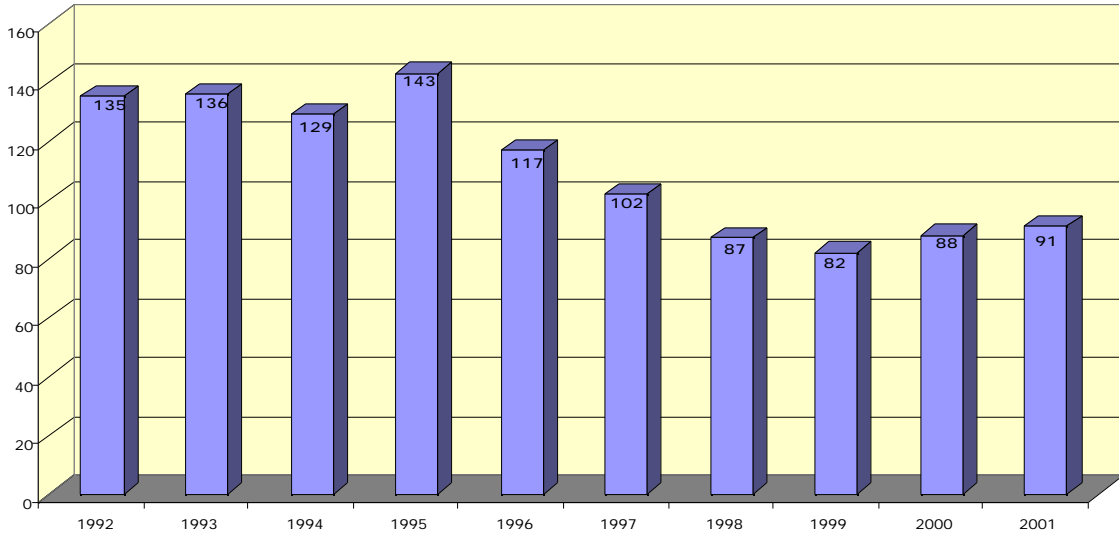
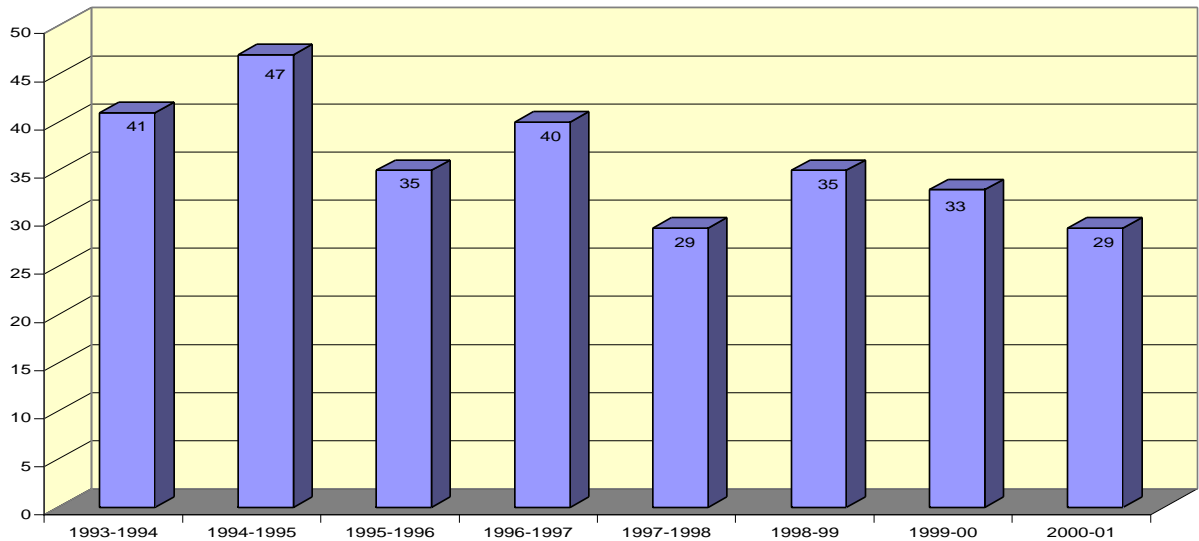


Chart 27

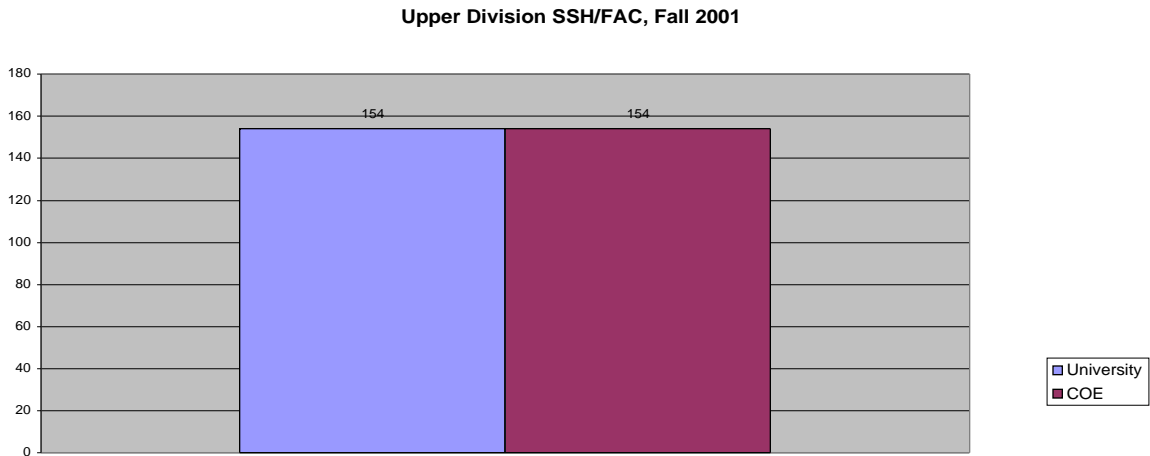
Educational Administration M.Eds. Awarded



Student/Faculty Ratios

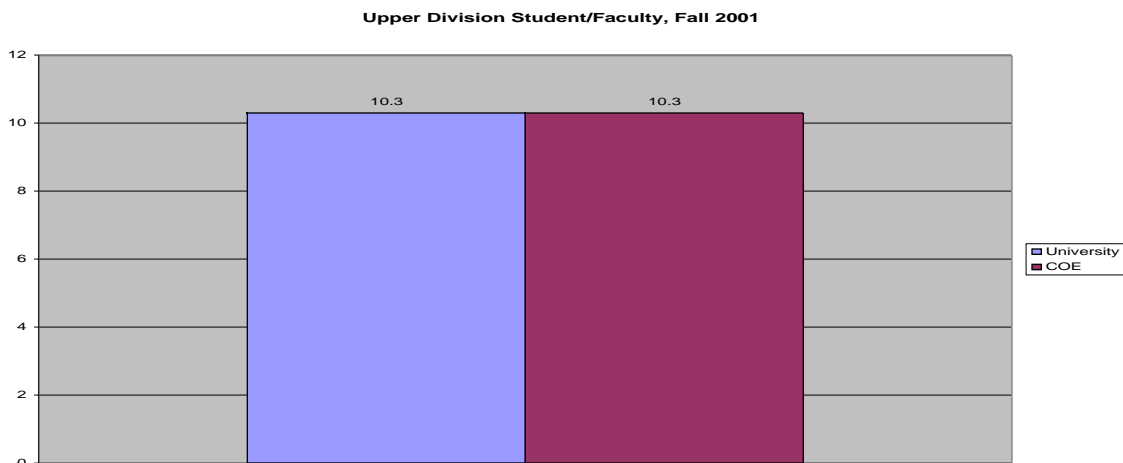
In the fall of 2001 upper division student semester hours per faculty member in the College was exactly the same as for the entire University. Both the College and the University generated 154 student semester hours per faculty member.

Chart 28



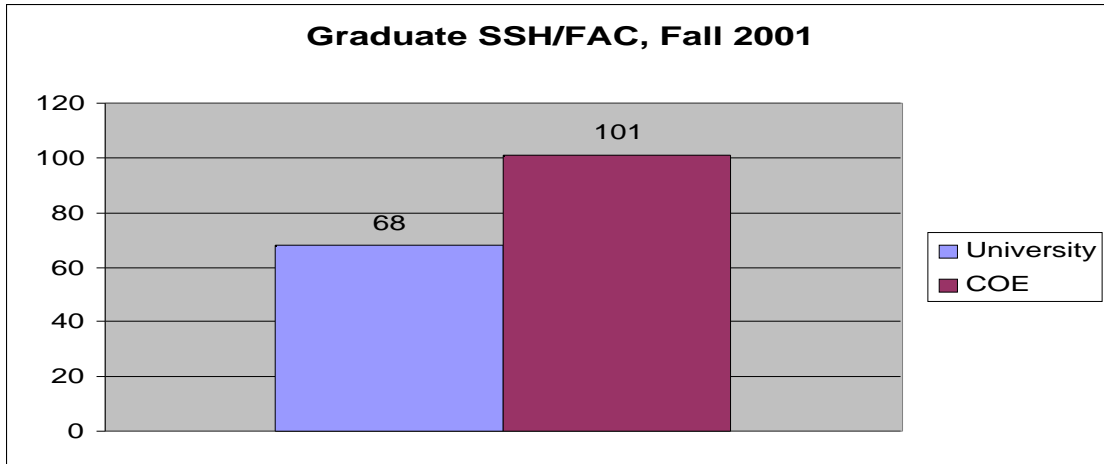
Upper division student to faculty ratios in the College in the Fall of 2001 were also equal to the University ratios as a whole, 10.3 students per faculty member.

Chart 29



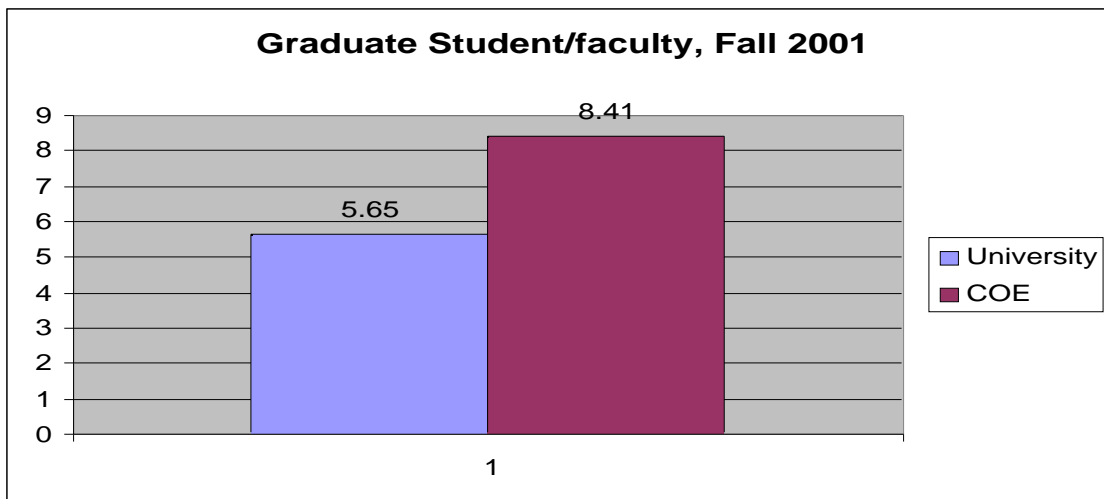
Graduate student semester hours per faculty member in the Fall of 2001 exceeded the ratios of the University as a whole. While the University averaged 68 student semester hours per faculty member, the College averaged 101 student semester hours per faculty.

Chart 30



The number of graduate students per faculty member in the College also exceeded the University average. The College averaged 8.41 students per faculty member, while the University averaged 5.65 students per faculty member.

Chart 31



Gifts to the College

In FY 2002 the COE received \$375,000 in gifts. Gift and endowment income to the COE exceeded \$500,000. These numbers are down from 2001 but exceed all years prior to that. Giving to the COE through the annual telephone campaign remained at roughly \$83,000, the same as the previous year. The amount of money awarded for scholarships was \$141,500 compared to \$151,000 the previous year (See Appendix A).

Chart 32

College of Education Gifts & Endowment Income Distribution: 1994-2002

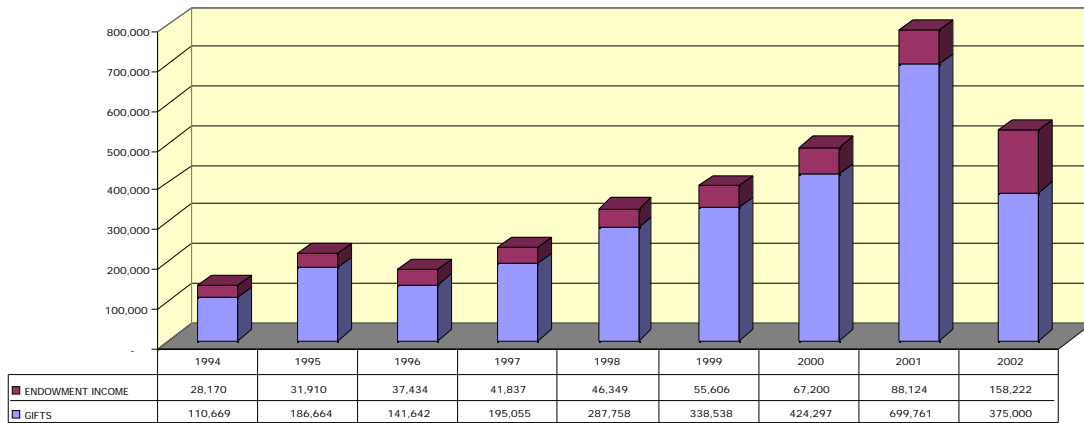
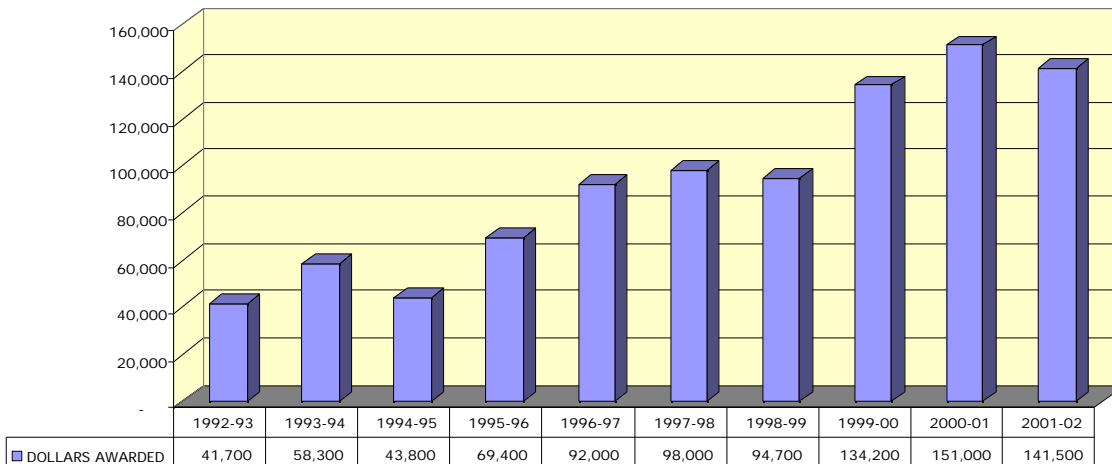


Chart 33

**COLLEGE OF EDUCATION SCHOLARSHIP DOLLARS AWARDED
1992-93 and 2001-02**



Faculty Scholarship

Grants and contracts awarded

In 2001-2002 the College was awarded \$14,419,211 in grants and contracts. This compares to \$9,875,870 the previous year. The total active grant budget for the COE in 2001-2002 was approximately \$26,000,000. At the time of publication of this report the COE had 130 external contracts and grants and there were 37 different principal investigators (See Appendix B).

Chart 34

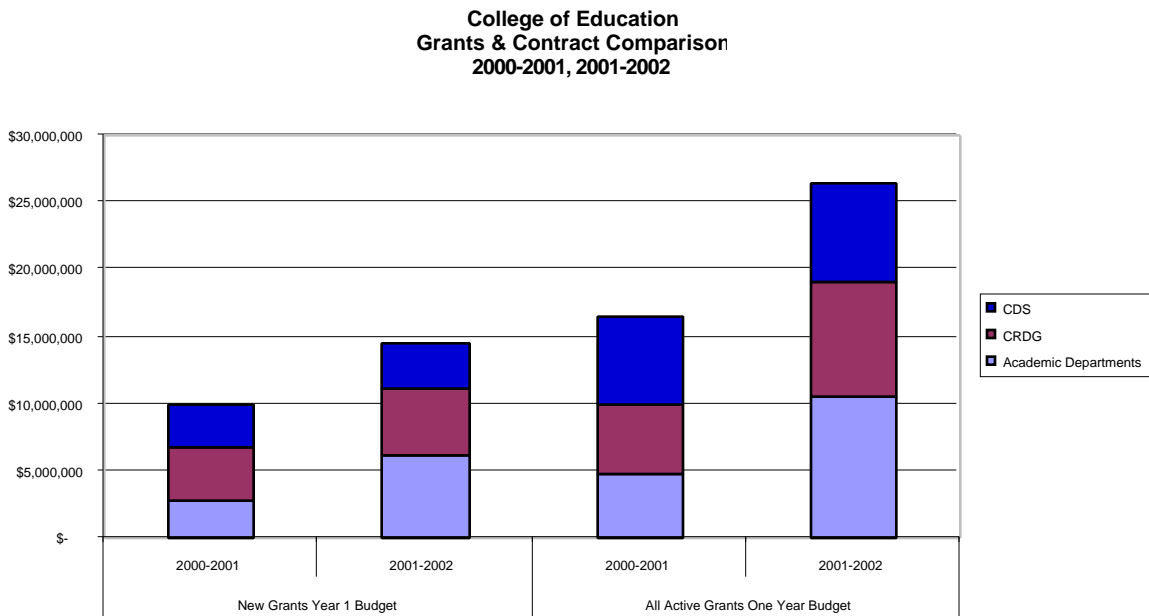


Chart 35

New and Active Grants for 2000- 2001 and 2001 - 2002

| | New Grants Year 1 Budget | | All Active Grants One Year Budget | |
|----------------------|--------------------------|----------------------|-----------------------------------|----------------------|
| | 2000-2001 | 2001-2002 | 2000-2001 | 2001-2002 |
| Academic Departments | \$ 2,851,121 | \$ 6,060,375 | \$ 4,791,080 | \$ 10,540,579 |
| CRDG | \$ 3,968,690 | \$ 5,052,562 | \$ 5,180,027 | \$ 8,458,564 |
| CDS | \$ 3,056,059 | \$ 3,306,274 | \$ 6,510,562 | \$ 7,455,063 |
| Totals | \$ 9,875,870 | \$ 14,419,211 | \$ 16,481,669 | \$ 26,454,206 |

Publications, presentations and creative activities

This is the first year that scholarship data have been collected since CRDG and the CDS have been incorporated into the COE. Therefore, comparisons with previous years are not possible (See Appendices C & D.). During 2001-2002, faculty completed the following:

- 43 refereed articles
- 3 books
- 13 chapters
- 44 other articles and publications
- 123 national and international presentations
- 73 state and regional presentations
- 21 creative works

Faculty and Student Awards/Honors

W. Drue Narkon is the recipient of the Frances Davis Award for Excellence in Undergraduate Teaching.

Annette Sherry is the recipient of the Chancellor's Citation for Meritorious Teaching. She has also received the Association for Educational Communications and Technology International Council Distinguished Service Award.

Judy Daniels was named the 2002 Counselor of the Year by the American Counseling Association.

Robert Stodden was elected President of the Association of University Centers on Disabilities.

Joanne Cooper completed her year as President of the Manoa Senate and chaired the search for the new Manoa Chancellor.

Kathy Au was named to the Dai Ho Chun Chair position in the College of Education.

Loretta Krause received a special citation from the Hawaii Legislature for her forty years of service to the State.

Donald Young was elected to the Review Council of the Association for Supervision and Curriculum Development.

Linda Johnsrud completed her term as Vice-President of Division J Post-secondary Education unit of the American Educational Research Association.

Alexander Pickens and E. Aiko Oda were awarded emeritus status.

Promotions

| | |
|--------------------|----------------------------|
| Michael Salzman | Tenure/Associate Professor |
| Barbara Dougherty | Tenure/Associate Professor |
| Betty Lou Williams | Tenure/Associate Professor |
| Linda Menton | Professor |
| Joanne Cooper | Professor |
| Garnett Smith | Associate Professor |
| Barbara Klemm | Professor |
| Frank Walton | Specialist |

Student Awards

Kristy Kakazu was selected to Mortar Board.

Caryl Hitchcock received the Hawaii Educational Research Association Dissertation Award.

Mary Anne Meyers, a 2002 Presidential Scholar, has chosen to major in elementary education. Mary Anne earned her AA degree from Honolulu Community College. She has been admitted to an elementary education cohort and will begin her work in the College this fall.

Reina Horikawa, a 2002 Regents Scholar, will begin her freshman year in Fall 2002. She is a graduate of Mililani High School and she too plans to major in elementary education.

Curriculum Research and Development Group

The CRDG continues its high level of productivity. Recently published curricular materials include a high-school text *Modern History of Japan* and a high-school anthology of native Hawaiian writings called *Island Fire*. The mathematics section has published *Explorations in Algebra, Write Way Mathematics Journal Prompts*, a new CD set for professional development of algebra teachers, and they are currently working on better understanding how young children learn mathematics. Newly funded projects include developing technology enhancements and on line courses for the Department of Defense Schools, a School Safety and Violence Prevention program, and an NSF-funded evaluation study of the scaling up of its FAST program at the national level. In addition, the Education Laboratory is now a charter school operated by the CRDG with approval by the UH Board of Regents through June 2003.

Center on Disability Studies

The Center on Disability Studies has three national centers relating to those with disabilities right here on campus. CDS continues to reach out in the work they do not only in Hawaii, but throughout the Pacific Islands, and increasingly on the U.S. Mainland. CDS was successful in obtaining 23 new grants and contracts this year valued at over \$8 million.

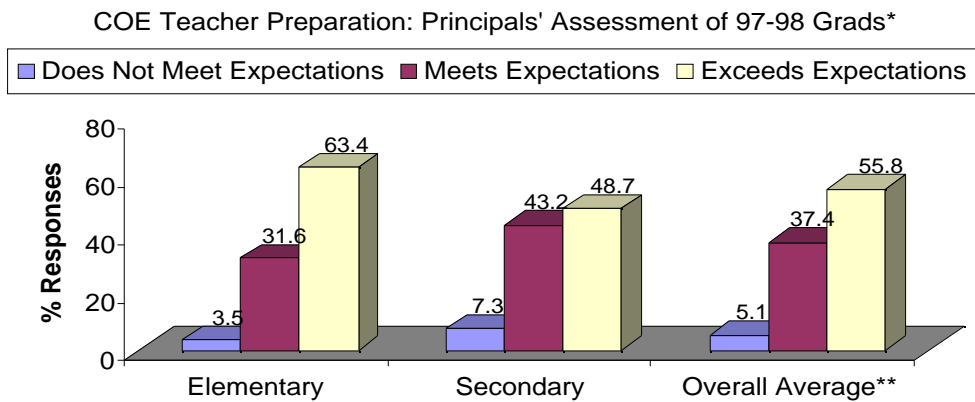
Each year the College conducts a survey of principals and mentor teachers to determine the extent to which COE graduates meet the expectations for teachers, as defined by the Hawaii Teacher Standards. The results continue to be very positive. Ninety-five percent of the

principals who responded said that the COE graduates they hired meet or exceed expectations. Similarly, approximately the same percentage of mentor teachers say that COE preservice teachers (student teachers) meet or exceed the expectations.

Survey of Principals and Mentor Teachers

Each year the College conducts a survey of the principals and mentor teachers to determine the extent to which COE graduates meet the expectations for teachers as defined by the Hawaii Teacher Standards. The results continue to be very positive. Ninety-five percent of the principals who responded said that the COE graduates they hired meet or exceed expectations. Similarly, approximately the same percentage of mentor teachers says that COE pre-service teachers (student teachers) meet or exceed the expectations.

Chart 36

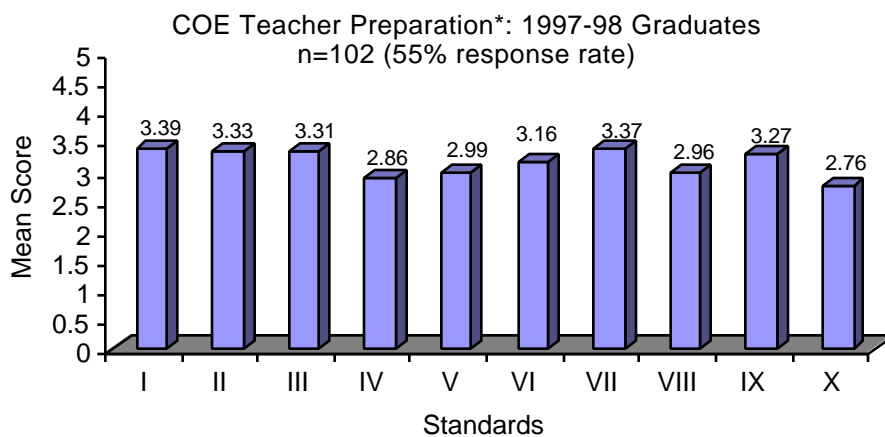


*Average Percentages Across Ten Hawai'i Teacher Performance Standards.

**Also includes K-12 & community schools and those who did not indicate school level.

Note: Totals do not add up to 100% because they represent principals' average responses in each category across all standards.

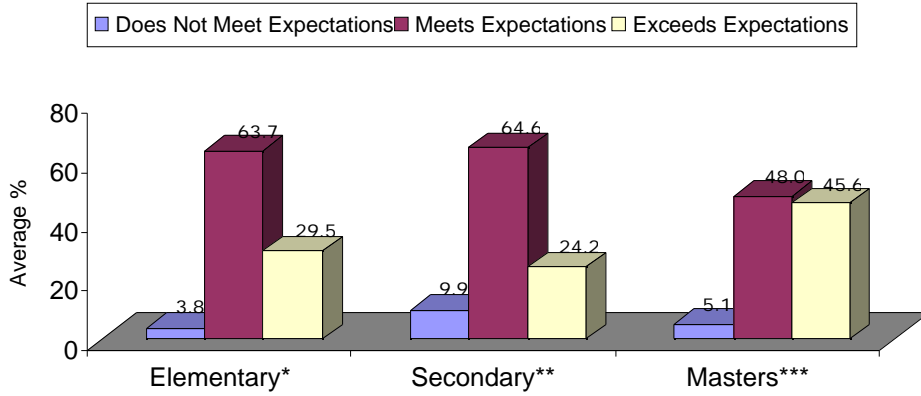
Chart 37



*Mean score on helpfulness of COE preparation in meeting Hawai'i Teacher Performance Standards; 1=No Help, 5=Extremely Helpful

Chart 38

COE Teacher Preparation: Spring 2001 Mentor Teachers' Assessment of Pre-Service Teachers

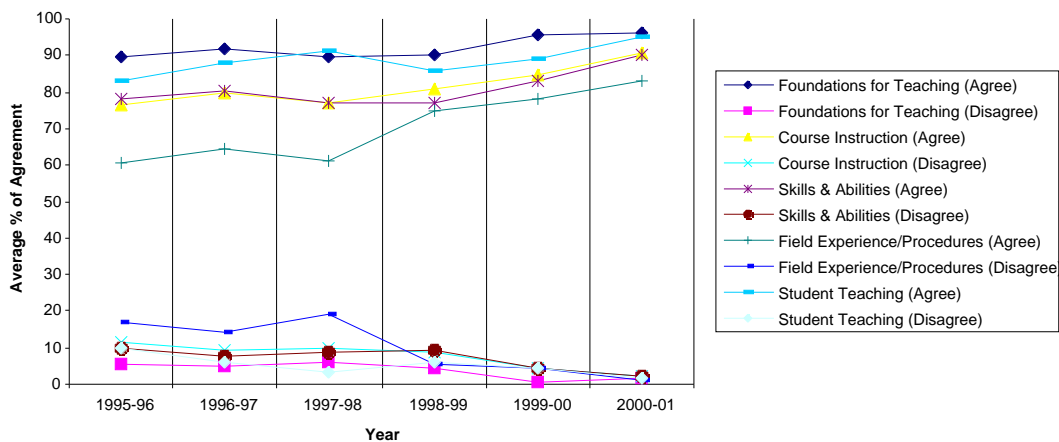


*Elementary Cohort & Dual Prep--Elem/Spec Ed; **Secondary Program & Dual Prep--Sec/Spec Ed; ***MET & Masters

Teacher candidates in their final semester are surveyed to determine the extent to which they perceive that specific program areas contribute to their professional growth. The chart below indicates that over the last six years the teacher candidates are responding more positively. The numbers agreeing that the program areas contribute to their professional growth is far greater than those disagreeing and the gap is widening each year.

Chart 39

Six Year Trend in Student Response to Teacher Preparation Program



Summary

The College of Education continues to provide excellent service to the state and the nation. The college and its wide variety of programs are nationally accredited. We have remarkable support and cooperation from the Colleges of Arts and Sciences and that support greatly enhances the overall education of teacher candidates. Our partnerships with individual schools and with the Hawaii State Department of Education are strong. In fact, the Hawaii DOE currently funds around \$8 million in grants and contracts to the college and we have another \$11 million from the federal government that involve partnerships between the college and the DOE. Outreach to the neighbor islands has become a priority and we are making good progress on our promise to continually offer a graduate program and elementary, secondary, and special education teacher preparation programs for people on all of the neighbor islands.

The Curriculum Research and Development Group continues to produce excellent K-12 curriculum materials and the Center on Disability Studies houses three national centers. Both units bring considerable resources to the state (a total of \$16 million per year) and with these resources provide much-needed service that improves education.

The college Long Range Plan gives direction and stability to our work. Student enrollment, semester hour production, and graduation rates are stable in spite of turmoil brought about from budget restrictions and new accountability requirements. We assess our students and our programs systematically and the results are very positive. Our teacher candidates score well on national examinations with pass rates of over ninety percent. Mentor teachers and school principals rate our graduates quite high on their ability to meet the Hawaii Teacher Standards.

The college also operates efficiently. The upper division SSH/faculty ratio and the student/faculty ratio are the same as those for the university as a whole in spite of the fact that our programs are clinical in nature involving considerable work in the schools. Our graduate SSH/faculty ratios and student/faculty ratios are substantially higher than the university as a whole. This too occurs in spite of the fact that several of our graduate programs (counselor education, special education, MET, and the Post-baccalaureate in Secondary Education) are clinical programs.

However, there are areas where improvement is necessary. We have more work to do to ensure that all of our students and programs are assessed systematically and that the assessment includes some measure of how College of Education students and graduates impact the education of their students. While we have more students than we can handle in some of our programs (e.g. counselor education, educational administration, elementary education) we need to do a better job of recruiting people into secondary education, especially in areas of mathematics and science, and in special education. We also need to reduce our reliance on lecturers and adjunct faculty. In recent years the need for lecturers has increased as faculty receive necessary workload adjustments for graduate advising and for administration of grants and contracts.

A major challenge for the college is providing adequate and acceptable classroom and office space. We need to complete renovation on Wist Annex I as soon as possible and we must obtain

funds from the 2003 legislature to plan for a new building to replace three unhealthy and unsafe buildings.

Support from the university administration, the DOE, alumni, and other stakeholders is good. The education and policy leaders of Hawaii understand the importance of education and the need for well-prepared professional educators. They also understand the pivotal role that the college plays in ensuring competent, caring and qualified educators in all schools. In short, the College of Education expects to continue its fine work in concert with its partners and has exciting plans for future improvements.

Appendix E – Executive Summary

Appendix F – State of the College Address

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