

**Summary of the Case (from the Inquiry Brief)**  
**University of New Hampshire**  
**Teacher Education Program<sup>1</sup>**  
**Audit Dates: April 30-May 1, 2007**

*The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.*

**Authorship and Approval of the Inquiry Brief:**

The *Inquiry Brief* was written by Michael D. Andrew, and Kim Fries and many members of the faculty also made contributions to the document. Program faculty members testified to having read and approved it. One faculty member abstained.

**Introduction:**

The University of New Hampshire (UNH), comprised of seven colleges, is a public land, sea, and space grant institution with more than 700 full- and part-time faculty serving over 13,000 students. UNH is the flagship of the four higher education institutions governed by the University System of New Hampshire (USNH) Board of Trustees, the oldest and by far the largest in the USNH system and the only one awarding doctoral degrees. The UNH main campus is in Durham, but UNH also operates a campus in the more urban Manchester.

The five-year teacher education program is administered by the Department of Education in the College of Liberal Arts. The undergraduate portion is coordinated by the university's Council for Preservice Teacher Education, which has members from thirteen academic units across the university. The program is a five-year program, leading to the M.A.T or M.Ed. degree, that began in 1973-74 and involves faculty campus-wide. Students may enter as undergraduates or post-baccalaureate students for a fifth year at the graduate level.

The program, offered primarily by 23 full-time and 29 part-time education faculty members, graduates about 150 students each year and has an overall goal of preparing teachers who will become leaders in their schools and in the profession. The faculty is committed to the five core propositions of the National Board for Professional Teaching Standards and makes seven claims about the graduates' competence as teachers. The program features strong undergraduate preparation, a careful admissions process, six professional courses, and a year-long internship.

The program has options at the elementary level and in 21 disciplines at the secondary level.

**Program Claims:**

The faculty claim that their students:

1. know the subjects they teach and how to teach those subjects,
2. are committed to their students,
3. can manage and monitor their students' learning,
4. can effectively organize their classrooms,
5. are thoughtful, reflective, and learn from their teaching experiences,
6. make decisions based on information that influences positive change, and
7. are active members of the profession.

In addition, the faculty claim that their students are caring; know how to solve problems in complex, contextualized learning environments; are sensitive to multicultural differences; and employ technology in their teaching. The faculty also make 26 subclaims within the seven claims.

**Supporting evidence:**

The faculty support their seven claims with the following categories of evidence:

1. Grade point averages in the major for education students (all above 3.00) exceed those of non-education major students in seven of ten disciplines.
2. All but four Praxis II UNH mean scores on subject matter knowledge tests on 57 different disciplinary tests exceeded national scores from 2001 to 2005.
3. On average instructors in the six required core courses found strong evidence (1.5/3.0) for those of the 26 subclaims that were relevant for their courses.
4. For a sample of 37 randomly selected program student folders, a graduate student evaluator found five pieces of evidence on average that supported each of the seven claims.
5. At the end of the internship, between 52% and 95% of the interns and cooperating teachers scored the evidence for each of the subclaims as “very good” or “excellent.” The interns also scored themselves slightly higher on each subclaim than the cooperating teachers scored them.
6. After five years (from 2000 to 2005), the percentage of alumni and their principals who rated the graduates as “very good” or “excellent” in all areas of performance ranged from 37.43% to 95.30% with the principals rating the alumni higher than the alumni rated themselves.
7. Eighty-seven to 93% of the program’s graduates from 1985-2000 entered teaching and 85.3% to 89.9% were still teaching two to five years later. These percentages exceed national figures and may be the best in the nation. In addition, between 64.3% and 73.9% of those teaching were rated in the top quartile by their principals.
8. Between 86.9% and 89.2% of the interns and cooperating teachers rated interns on items relating to caring as “very good” or “excellent.”
9. Between 73.7% and 94.3% of the graduates and cooperating teachers rated the graduates as “very good” to “excellent” on items related their multicultural understanding.
10. Between 56.1% and 88% of the graduates and cooperating teachers rated the graduates as “very good” to “excellent” on items related to their ability to independently learn.
11. At the end of the internship, a majority of graduates reported using computers, overhead projectors, VCRs, and/or audio-players at least one or two times in ten days of teaching.

The faculty investigated the reliability of their assessments and found substantial positive correlations among the measures and employed panels of experts to assess the content validity of their measures. In addition, members of the faculty have conducted published inquiries into

the predictive validity of the assessments employed by the program faculty.

**Plan for program improvement:**

The faculty has revised admissions processes, portfolio requirements, colloquium requirements, program requirements, and program goals; developed new courses; and reviewed on-going Teacher Education research.

**Internal audit:**

The Internal Audit, conducted by four Education Department faculty members according to a model approved by unanimous faculty vote, used as a point of entry five students chosen through an unbiased procedure designed to incorporate different student characteristics (undergraduate/baccalaureate, Durham campus/Manchester campus, elementary/secondary/K12).

The internal audit revealed that mechanisms for quality control were working effectively in most areas, and the faculty were able to identify areas in which they were not.

**Evidence of commitment and capacity:**

The faculty reported the following:

- The number of credits required for the M.A.T and M.Ed. degrees is commensurate with that of other master's degree programs in the College of Liberal Arts.
- The Department of Education percentages of faculty with terminal degrees and tenure exceed those for College of Liberal Arts faculty overall. The percentage of female faculty is greater and the percentage of non-white faculty is less than those for College of Liberal Arts faculty overall.
- Office and classroom space are commensurate with institutional norms, computer lab facilities and associated support staff exceed institutional norms, and the building condition was in need of renovation at the writing of the *Inquiry Brief* as were other buildings on campus.
- The per-student, per-faculty, and per-credit expenditures for the Department of Education exceed those for the College of Liberal Arts.
- Advising and career services meet institutional norms.
- With respect to recruitment, more students are female and white as compared to the College of Liberal Arts overall, although there are efforts to recruit students of color.
- The overall student course evaluation for Department of Education courses is greater than that of College of Liberal Arts courses overall.

The faculty concluded that the University of New Hampshire is committed to the teacher education program.

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<sup>1</sup> The program includes options in the following areas and New Hampshire, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:

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Five-Year and the Post-Baccalaureate Options include elementary and secondary education. Subject matter specialties include:

Elementary Education

Secondary Education

Art Education, K-12

Biology

Chemistry

Earth Science

English

English as a 2nd Language

French

General Science

German

Latin

Math (Secondary)

Math (Middle School)

Music, K-23

Physical Education, K-12

Physical Science

Physics

Russian

Social Studies

Spanish

Theater & Dance

Trades & Industry