BOARD OF TRUSTEES
Florida Atlantic University

Item: AS: A-1

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 22, 2008

SUBJECT: Consideration of request for approval of College of Education Program Review for submission to the Florida Board of Governors

---

PROPOSED COMMITTEE ACTION

Recommend approval of Program Review for the programs in the College of Education.

BACKGROUND INFORMATION

Under Florida Board of Governors Regulation 6C-8.015 adopted March 29, 2007, all academic degree programs in State universities must be reviewed at least every seven years. Program reviews ensure that academic programs are administered and delivered effectively, efficiently, and consistent with FAU's mission and the Board of Governors' strategic priorities. The results of program reviews are expected to inform strategic planning, program development, and budgeting decisions at the university level, and, when appropriate, at the state level.

Academic program review at FAU is composed of three elements:

- Self-study by the program's department
- Review by the Provost
- Presentation of program review to Board of Trustees for their approval.

Program review includes a description of the mission and purpose of the program; findings, recommendations and major changes made from the last program review; the programs' performance in instruction, research and service; other program goals; identification of strengths and weaknesses, resource needs; and evidence of student learning and program improvement. Program Review Summary Reports are provided to the BOG through an electronic standardized template.

IMPLEMENTATION PLAN/DATE

Upon BOT approval.

FISCAL IMPLICATIONS

None

Supporting Documentation: College of Education Academic Program Review
Presented by: Dr. Valerie Bristor, Interim Dean Phone: 561-297-3357

College of Education
Academic Program Review
2008

Presented to Board of Trustees
by Interim Dean Bristor

Developed by: Val Bristor, Patty Kirsch, Deborah Shepherd, Don Torok, Eliah Watlington

Academic Program Review

Part I: Timeline
Part II: Accreditation Update
Part III: Goals
Part IV: Looking Ahead

Part I: Timeline

Spring 2006:

Board of Trustees/Board of Governors Limited Review

Spring (March) 2007:

National Council for Accreditation of Teacher Education (NCATE)

Florida Department of Education (FDOE)

Full NCATE accreditation

Continuing FDOE Program Approval

Part I: Timeline

Spring 2008

NCATE Board Of Examiners Training

Invited to serve as host institution

Facilitated simulated site visit; four teams of eight evaluators

Summer 2008

FDOE Rule 6A Review

Part I: Timeline

Spring-Fall 2008:

Board of Trustees/Board of Governors

Full Review

Part II: Accreditation Update

NCATE Standards:

1. **Candidate Knowledge, Skills and Dispositions**
2. **Assessment Systems**
3. **Field Experience and Clinical Practice**
4. **Diversity**
5. **Faculty Qualifications**
6. **Unit Leadership and Authority**

Part II: Accreditation Update

Area for Improvement:

The unit assessment system at the advanced level is not fully operational.

Significant: institutions usually have multiple areas for improvement!

Part II: Accreditation Update

Additional Recommendation

There is a need for additional full-time faculty to reduce reliance on adjuncts.

Part II: Accreditation Update

Commendations:

Assessment Systems

- Comprehensive, multiple assessment strategies at key points
- Effective system for monitoring candidate mastery of competencies
- Use of data for program improvement

Field Experience and Clinical Practice

- Strong level of service to community and to local schools
- All stakeholders noted quality and diversity of field experiences
- Innovative clinical programs

Part II: Update

Commendations (cont.):

Unit Leadership and Authority

- Strong Office for Academic and Student Services (OASS)
- Executive Committee uses data in strategic planning to assure program improvement

Diversity

- Commitment to diversity planning and improvement
- Established diversity as a standing committee
- Research based attention to diverse student placements
- Commended by candidates, partners, faculty

Part III: Goals

1. **Assessment System**
2. **Diversity**
3. **Technology**
4. **Faculty/Adjuncts**
5. **Enrollment /FTE**
6. **Research**
7. **Service**

Part III: Goals
1) Assessment System

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs

FAU Strategic Plan Goal 1: Providing Increased Access to Higher Education

Objective 1: Assure student achievement in baccalaureate degree programs by developing and implementing Academic Learning Compacts.

FAU Strategic Plan Goal 3: Building World-Class Academic Programs and Research Capacity

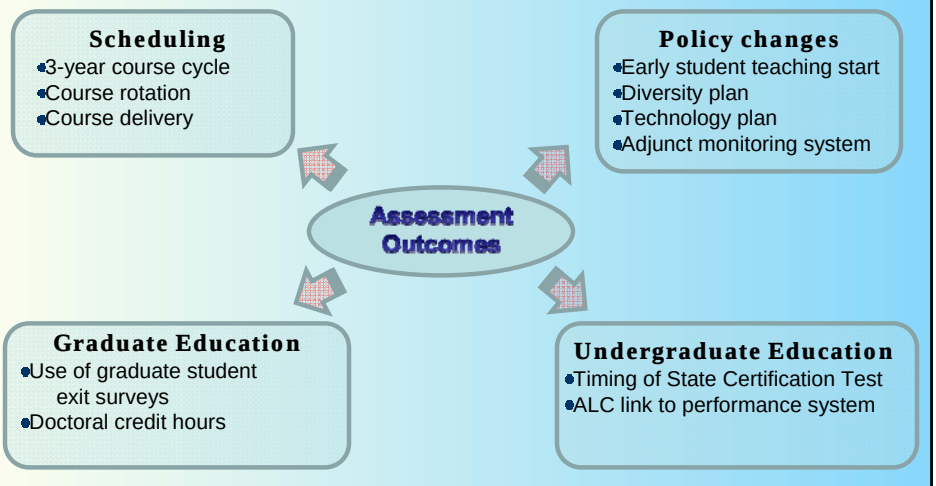
Objective 1: Increase significantly the University's total research expenditures to expand and enhance national and international recognition of FAU's academic and research programs.

Part III: Goals
1) Assessment System

Assessment system designed to collect data that:

- monitors candidate performance
- improves research, service and teaching
- facilitates quality program improvement
- includes multiple assessments and decision points
- engages stakeholders within the community

Part III: Goals
1) Assessment System



Part III: Goals
2) Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

FAU Strategic Plan Goal 1: Providing Increased Access to Higher Education

Objective 6: Adopt strategies that assure racial and ethnic diversity within the student body.

FAU Strategic Plan Goal 3: Building World-Class Academic Programs and Research Capacity

Objective 6: Adopt strategies that will institutionalize diversity among the University's faculty and staff.

FAU Strategic Plan Goal 4: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

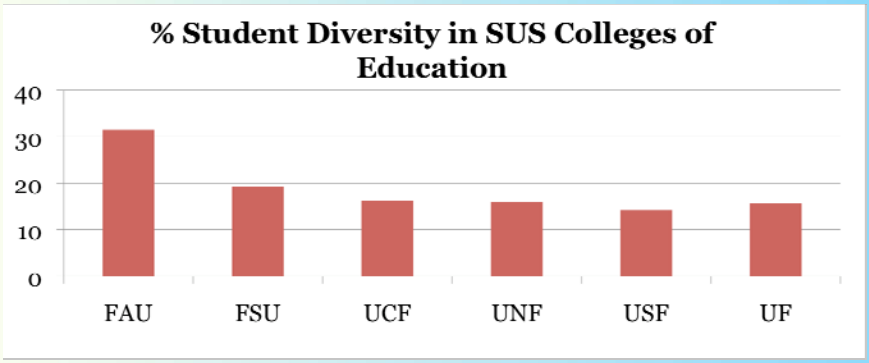
Objective 5: Engage students, faculty, and staff in service activities that mutually benefit the University and community.

Part III: Goals
2) Diversity

- The conceptual framework of the College speaks directly to diversity
  - *Candidates are prepared for a globally interdependent world respecting differences in society*
- Candidates learn the design and delivery of teaching and learning styles for diverse populations
- Candidates are placed in clinical settings with diverse ethnic, racial, gender, and language groups
- College of Education diversity plan addresses student and faculty diversity

Part III: Goals
2) Diversity of Students

Excluding FIU and FAMU , the COE Fall 2007 percentage of minority student population is larger than other Colleges of Education in the State University System.



Source: (IEA and Florida Board of Governors, www.flbog.org)

Note: Data gathered using CIP code 13, SUS Fall Student Enrollment Data

Note: Diversity percentages derived using underrepresented minority groups.

Part III: Goals
2) Diversity of Student Placements

Student A: Female-White (Broward)

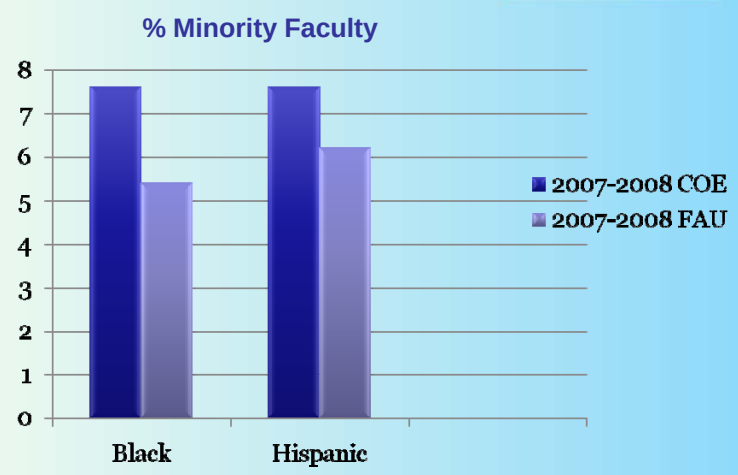
Type of Placement	Name of School	% Black, non-Hispanic	% Hispanic	% White, non-Hispanic	% Other	% Free/Reduced Lunch
Early Field	Forest Hills ES	18	37	34	10	52
Early Field	Coral Springs ES	36	27	29	9	57
Practicum	Park Springs ES	9	17	64	10	11
Practicum	Broadview ES	39	46	8	7	76
Internship	Cypress ES	38	44	14	4	75

Student B: Female-Hispanic (Palm Beach)

Type of Placement	Name of School	% Black, non-Hispanic	% Hispanic	% White, non-Hispanic	% Other	% Free/Reduced Lunch
Early Field	Atlantic High	43	9	38	10	29
Early Field	Village Academy	90	6	0	4	96
Practicum	Lantana Middle	27	24	40	9	70
Internship	John I. Leonard High	15	46	34	5	45

Source: School District Data Files

Part III: Goals
2) Diversity of Faculty



Source: IEA, Banner HR Extract

Note: Diversity percentages derived using underrepresented minority groups.

Part III: Goals
3) Technology

Provide technology support for faculty, staff and students guided by the College of Education (COE) Technology Plan

FAU Strategic Plan Goal 5: Building a State-of-the-Art Information Technology Environment

Objective 4: Provide improved information technology infrastructure and support for [university and] college research and collaborative projects.

Objective 5: Provide expanded facilities, infrastructure, capacity and support for distance learning activities to extend the reach of educational programs and to support cross-campus teaching.

Objective 6: Increase the number of next-generation smart classrooms, videoconferencing facilities, and open and instructional computer laboratories.

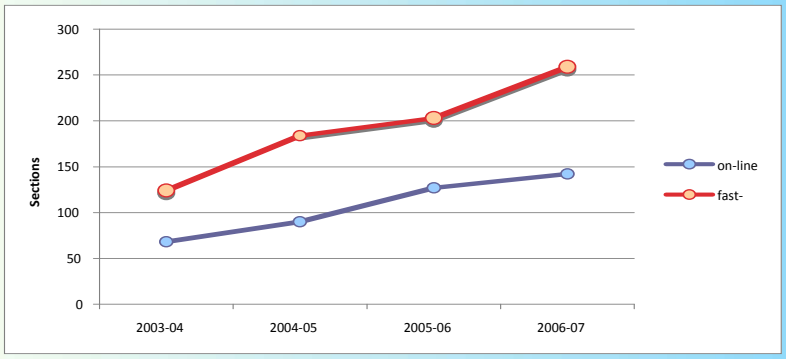
Objective 8: Provide all students with the opportunity to develop and enhance their information technology proficiency.

Part III: Goals
3) Technology

- Have designed, implemented and are continually monitoring COE technology plan
- Have personnel dedicated to address COE technology needs
- Activated standing COE tech committee, with departmental representation
- Implemented hardware rotation cycle
- Increasing COE videoconferencing capacity
- Use of technology to increase student access, improve quality of instruction, and facilitate efficiency of delivery

Part III: Goals
3) Technology

- Embraced technology, moved to mixed mode delivery to increase student access



FAU Course Schedule Data

Part III: Goals
4) Faculty/Adjuncts

The unit will ensure part-time faculty's contributions to the integrity, coherence, and quality of programs through the adjunct monitoring process adopted by the college.

The unit will strive to recruit and retain qualified, diverse faculty as outlined in the College of Education Diversity Plan.

FAU Strategic Plan Goal 2: Meeting Statewide Professional and Workforce Needs

Objective 1: Expand production of degrees in [nursing, engineering, and] teaching to align with approved Board of Trustees and Board of Governors Targets.

Part III: Goals
4) Faculty/Adjuncts

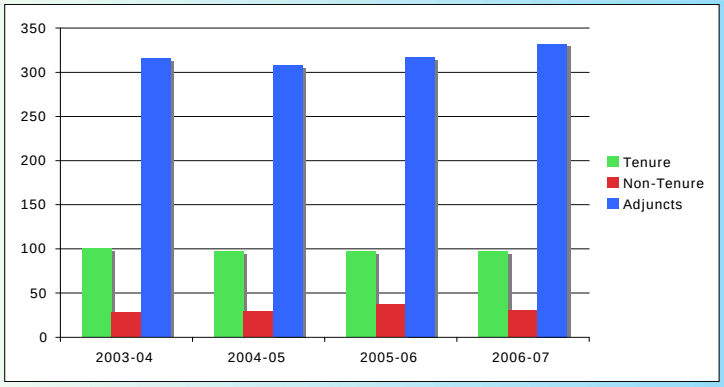
Adjuncts:

- Continue to recruit highly qualified adjunct faculty as reliance on adjuncts will continue to be essential to the delivery of programs
- The Executive Committee designed a plan to ensure that adjunct instructors are contributing to the integrity, coherence, and quality of the unit and its programs
- The plan consists of four components; qualifications, orientation, instructional, and evaluation

Faculty:

- Recruit and retain qualified, diverse faculty

Part III: Goals
4) Faculty/Adjuncts



Source: IEA DDI files

- There has been a 9.5% increase in FTE devoted to instruction over four years.
- The college has seen a decrease in number of faculty since 2007-2008.

Part III: Goals
5) Enrollment/FTE

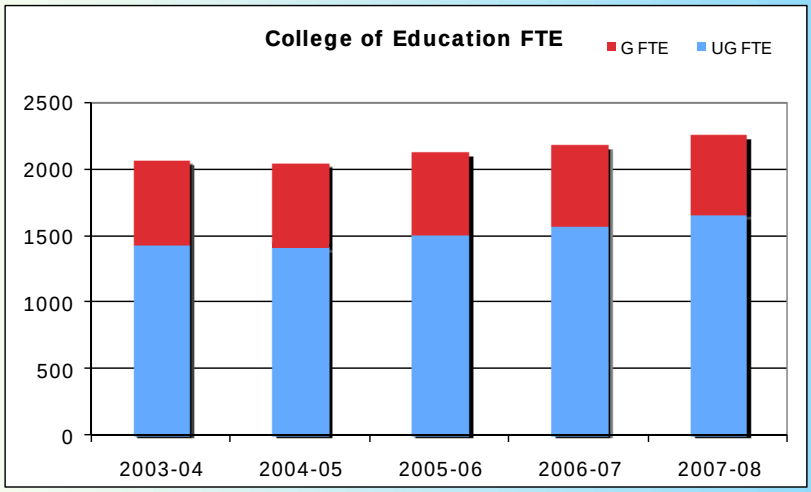
The COE commits resources to recruit and prepare professional educators needed in the labor force.

The COE will respond to the competitive economic environment by increasing the number of education degrees granted to students at all levels.

FAU Strategic Plan Goal 1: Providing Increased Access to Higher Education

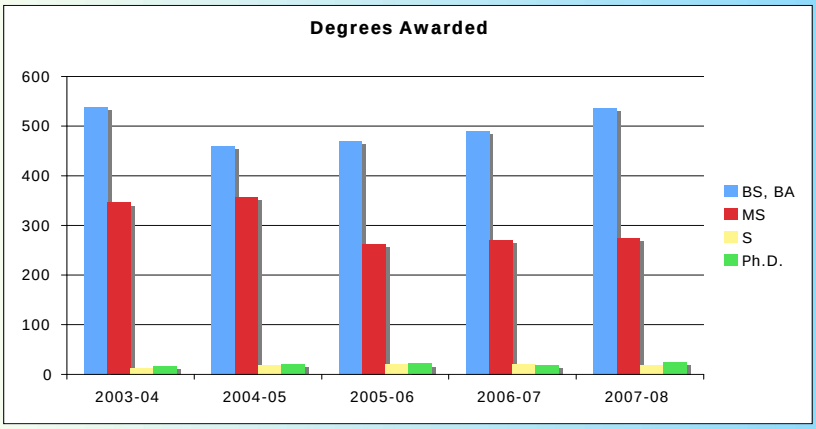
FAU Strategic Plan Goal 2: Meeting Statewide Professional and Workforce Needs

Part III: Goals
5) Enrollment/FTE



Source: IEA DDI files

Part III: Goals
5) Enrollment/FTE



Source: IEA data files

Part III: Goals
5) Enrollment/FTE

Elementary Education is the largest major in the university.

FAU graduates 16% of the total elementary education majors in the Florida State University System (SUS).

FAU continues to graduate about 12% of the total education majors graduated by the 11 state universities.

Source: BOG data files, IEA data files

Part III: Goals
5) Enrollment/FTE

Strategies used to increase FTE:

- Initiated periodic meetings with campus Vice Presidents to discuss course scheduling and course rotations
- Developed a multi-year course schedule for graduate offerings
- Increased flexibility of course delivery to students
- Increased marketing of academic programs

Part III: Goals
5) Enrollment/FTE

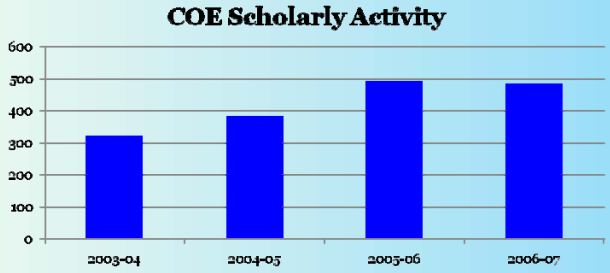
Strategies used to increase FTE (cont.):

- 2+2 programs with community colleges
- Established a joint Bachelor of Early Care and Education
- Established a multidisciplinary Masters in Environmental Education
- Developed New Cohorts in Educational Leadership (Doctoral – Fall 2006 Boca, Spring 2007 Davie; Masters – Fall 2006 Davie)
- Developed New Graduate Cohorts in Reading on the TCC

Part III: Goals
6) Research

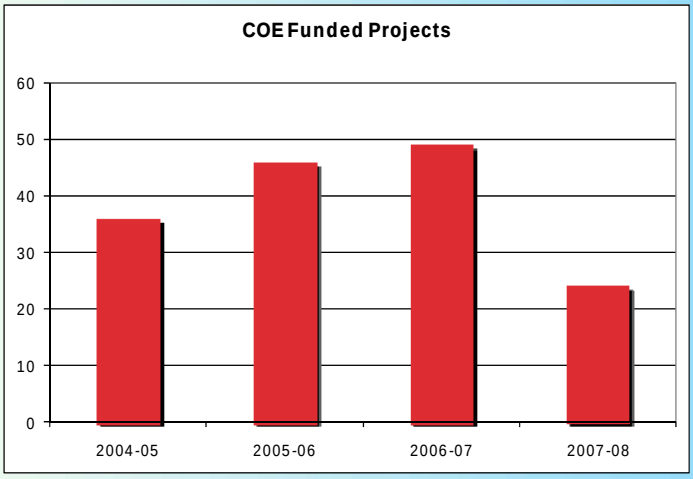
Increase research, grant applications, and publication activities.

- **FAU Strategic Plan Goal 3: Building World-Class Academic Programs and Research Capacity**
- *Objective 1*: Increase significantly the University's total research expenditures to expand and enhance national and international recognition of FAU's academic and research programs.



Source: IEA DDI files

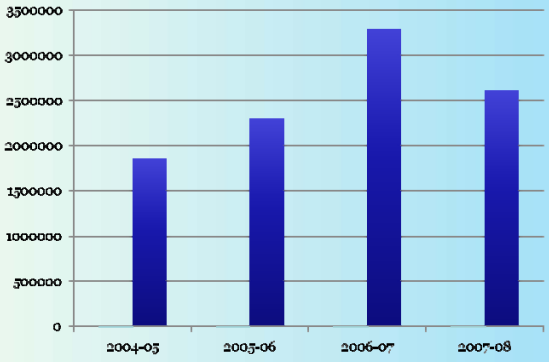
Part III: Goals
6) Research



Source: IEA DDI files

Part III: Goals
6) Research

Total Dollars Awarded:



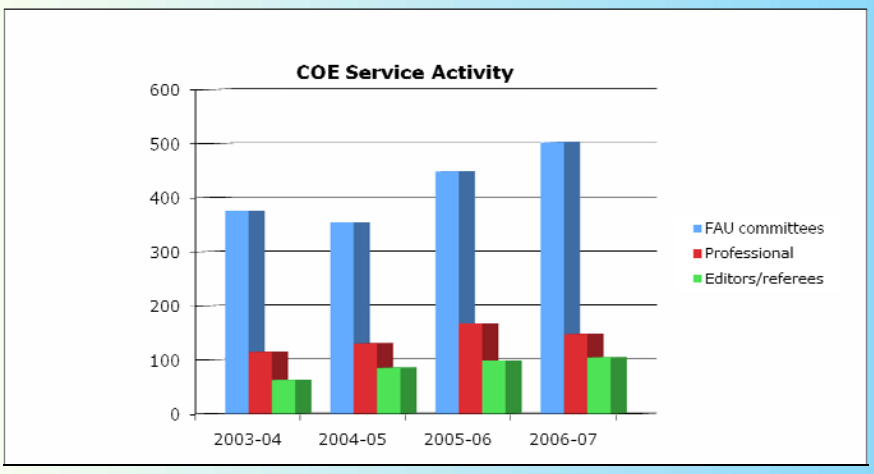
Source: IEA DDI files

Part III: Goals
7) Service

Deliver COE services to professional groups, the university and the wider community.

- **FAU Strategic Plan Goal 4: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities**
- *Objective 5:* Engage students, faculty, and staff in service activities that mutually benefit the University and the community.

Part III: Goals
7) Service



Source: IEA DDI files

Part IV: Looking Ahead

Strengths and Opportunities

- The College of Education had a successful NCATE/DOE accreditation and program approval site visit. Commendations include:
  - The Assessment system
  - Field Experience and Clinical Practice
  - Unit Leadership and Authority
  - Diversity Plan and Diversity Placements
- Educational Leadership gained first-time accreditation by UCEA and is hosting the UCEA conference this fall
- Two new degree programs recently approved: Bachelor of Early Care and Education; Masters in Environmental Education
- Maintaining access for students in spite of economic challenges including increased scheduling flexibility with mixed mode delivery

Part IV: Looking Ahead

Strengths and Opportunities

- Student Perception of Teaching (SPOT):
  - Overall College SPOT ratings rated slightly better than university overall ratings

Scale: 1= Excellent , 5=Poor	
College of Education	1.7
FAU	1.9

- Increased video conferencing capability
- Increase in professional publications
- Collaborations with local schools districts, community colleges and community agencies

Part IV: Looking Ahead
Strengths and Opportunities

- Florida Institute for the Advancement of Teaching (FIAT):
  - provides practical, research-based, and scalable solutions for Florida's PK-20 educational system by recruiting, preparing, and retaining quality educators in sufficient numbers for Florida schools.
  - FIAT offers three innovative programs

    (1) **Good FIT** for students in any major who would like to explore teaching as a career;

    (2) **SMaRT** for juniors and/or first-semester seniors to gain more experience in the classroom by substituting with a mentor; and the capstone program;

    (3) **AIT**, for final semester seniors, a student teaching experience.

Part IV: Looking Ahead
Barriers and Challenges

- Economic climate
  - Faculty retention
  - Unable to fill vacant faculty positions
  - Increased reliance on adjunct faculty while maintaining program integrity
  - Scholarly activity limited by service demands due to unfilled faculty positions
  - Keeping-up with technology demand
- Consistency of program delivery across one of largest SUS service areas

Part IV: Looking Ahead

Closing the Loop

- Continue to utilize data assessment system to inform continuous improvement progress
- Continue to examine the connection between FTE, course scheduled offerings, and programs to maximize efficient use of resources
- Continue to encourage an increase in scholarly productivity
- Continue collaborations with school districts, community colleges, and community agencies as well as explore partnerships with other SUS Colleges of Education

Part IV: Looking Ahead

Closing the Loop

Issue	Data Source	Data Analysis	Action
Reading Program Content Updates	Employer Satisfaction Survey data	While rated in the high average range, the lowest rated indicator on the Employer Satisfaction Survey for two years was an item regarding program completers' ability to apply appropriate measures to improve students' reading skills.	A survey of the reading diagnostic tools used among various counties in the FAU service area is in progress. The intent is to better align diagnostic strategies in the classroom with those used in the diverse service area of FAU.
Improving Classroom Management Strategies in Elementary and Secondary Teacher Education	-Department of Teacher Education Student Teaching Exit Survey results - Employer Satisfaction Survey results	The student teaching exit survey results and employer satisfaction survey results indicated that students were in need of more assistance in classroom management strategies.	Modifications to the program were made to address this issue. We are monitoring the effect of these changes.
Diversity Plan for the CoE	Diversity data analysis of COE Faculty and students.	The data supported trends in candidate and service area diversity. Faculty were not as diverse.	The COE Diversity Committee used this data report as a basis for the development of a COE diversity plan that has subsequently been approved by the COE Faculty Assembly and COE Executive Committee.

Accolades and Accomplishments

- Anna Maria Leon received the 2008 Outstanding Professional Educator Alumni Award for School Counseling.
- Miriam Firpo-Jimenez received the 2008 Outstanding Professional Educator Alumni Award for Mental Health Counseling.
- 2007 Florida Association of Community Colleges Professor of the Year was awarded to FAU alumni Dr. Annmarie Masi.
- The Palm Beach Community College/Gimelstob Professor of the Year for Excellence in Teaching was awarded to COE Educational Leadership candidate Brian Findley.
- 2008 Palm Beach County Teacher of the Year is COE alumni Elizabeth Cifelli.
- 2007 St. Lucie County Outstanding First Year Teacher Award was presented to FAU alumni Slim Barker; the award runner-up also FAU alumni.
- 15 FAU alumni were Teachers of the Year at their St. Lucie county school sites.

Accolades and Accomplishments

- Miami Dade County selected COE alumni Marica Mitchell as the new director of Enterprise Resource Planning Systems Applications, a new budget initiative.
- Broward County Urban Academy graduate Jewel Johnson earned one of the first FIAT awards for participation in multiple initiatives.
- COE alumni Jon Broit interned with the St. Louis Cardinals as part of his Exercise Science and Health Professions Major.
- 2008 Kavin Ming, Exceptional Student Education, earned the Outstanding Dissertation Award in the college.
- Terri Watson, doctoral student in Educational Leadership and teacher at A.D. Henderson University School, participated on a panel for the Today Show to discuss the Vice Presidential debate (October 2008).

Florida Board of Governors

Academic Program Review

Florida Atlantic University
College of Education

Department: Teacher Education

Major Changes

Major changes made since last review:

- Assessment cycle for Critical Assignments was analyzed across program courses,
- Critical Assignments that measured program competencies were mapped to appropriate courses,
- Department adjunct handbook was developed and implemented across all campuses,
- Adjuncts were trained to use Blackboard as a means of reporting assessment data for Critical Assignments,
- Course schedules across all campuses were analyzed and revised to meet needs and maximize enrollment,
- Department voted to restructure into two separate departments.

Strengths

Strengths and opportunities that support achievement of program goals:

- Departmental faculty demonstrated dedication and collegiality through working together to develop comprehensive assessment plans that resulted in successful accreditation visits,
- Broad service area provides access to several counties who need teachers trained to meet their needs,
- Discussions ensued regarding restructuring the large Teacher Education Department into two departments to provide opportunities for faculty to focus on fewer demands and identify and address assessment and program needs in specific areas.

In spring 2007 the college was approved for continuing NCATE accreditation and this program received continuing program approval at the bachelor's and master's level from the Florida Department of Education.

Weaknesses

Weaknesses and threats that impede program progress:

- Size of single department (number of students, faculty, adjuncts) provided limited direct support and contact in all areas,
- Coordination across campuses to serve the needs of multiple districts is a challenge,
- Community Colleges beginning to offer 4 year degrees at a community college price may impact the number of students who enroll in initial certification programs,
- Alternative certification at the district and community colleges allow non-education students faster and less-expensive access to certification than completion of an initial certification degree,
- Other local universities, who do not require a GRE score for graduate admission and provide multiple class formats, often attract potential graduate students,
- High cost of living matched with poor teacher pay often results in graduates leaving the area or pursuing more lucrative fields.

Recommendations

Summary of trends and recommendations for program improvement:

From 2004-05 to 2006-07, total department person-years devoted to Instruction did not change and FTE devoted to instruction increased slightly from 70.7 to 71.2. However, total person years and total FTE both increased slightly from 2004-05 to 2006-07. Adjunct person-years devoted to instruction also increased slightly (23.0 to 24.6). While tenured or tenure-earning faculty FTE devoted to instruction decreased 28.6 to 24.0. This decrease was a result of: 1) tenured or tenure-earning faculty working as program coordinators, 2) intensive accreditation/program approval 2007 visit work, 3) increased grant related course buy-outs. As a result of the successful accreditation visits and the restructured departments, the FTE devoted to instruction from tenured and tenure-earning faculty may increase for the next review.

The number of undergraduate and graduate course offerings both slightly increased from 2004-2005 to 2006-07 (707 to 713), with the average section enrollments also slightly increasing. The percentage of lecture/seminar sections taught by faculty has not changed at either the undergraduate or graduate levels. Annualized state-fundable FTE production trend increased from 1017 to 1,028.3. FAU continues to graduate about 12% of the total education majors

graduated by the 11 state universities and 16% of the total elementary education majors. The % of the department's annualized state-fundable FTE produced by students with majors outside the College of Education has increased slightly from 2004-05 to 2006-07 (10.3% to 12.1%). The department awarded a total of 530 degrees (407 Bachelors, 117 Masters, one specialist and five Doctorates) in 2004-05 and these numbers dropped to a total of 499 degrees (410 Bachelors, 85 Masters, one specialist and 3 Doctorate) in 2006-07. Undergraduate elementary education degrees are similar, although secondary undergraduate degrees are dropping as a result of alternative certification. Graduate degrees are down. The total number of degrees is down slightly from (530) to (499).

Several strategies for addressing the decline in FTE have been undertaken including:

- Scheduled meetings with Campus Vice Presidents to work on scheduling etc.
- Establishing a joint Bachelor's degree program in Early Childhood (TE and ESE)
- Development of a multi-year course rotation schedule for graduate offerings
- Increased flexibility of classes offered to students (fast track courses, Distance Learning courses)
- Increased marketing of academic programs
- Increased partnerships with local service area school districts

The TE faculty has maintained teaching evaluations consistent with the college and university. Research and scholarly productivity decreased from 2004-05 to 2006-07, with a total of 57 publications and 51 presentations at professional meetings or conferences in 2004-05 and a total of 38 publications and 53 presentations at professional meetings or conferences in 2006-07. External funding did increase during the time from $268,000 in 2004-05 to $557,000 in 2006-07. Service productivity increased during the time from 2004-05 to 2006-07, resulting in 2.6 going to 4.1 memberships on department, college, or university committees per faculty member and 0.3 going to 0.editors or referees for professional publications per faculty person.
Future program goals will address more specificity as the department voted to restructure into two separate departments.

Additional Comments

After the exemplar 2007 NCATE/DOE site visit, the college was asked by NCATE to host a training of NCATE Board of Examiners. In Spring 2008 the college participated in this mock training exercise and passed the review of four training teams under the new 2008 Standards. This is important for the Board of Governors to know as NCATE recognized the rigor of our college and departments' response to required NCATE Standard II, Assessment.

Department: Educational Leadership

Major Changes

Major changes made since last review:

Critical Assignments (common assessments) have been implemented. These assessments are aligned with the new 2007 Florida Educational Leadership Standards and Indicators. Data are collected and reviewed through the College's Assessment System. These data are used for informed program decisions by the faculty. A special partnership pilot program has been implemented with the Broward County School District where the district works closely in the design and implementation of the internship component of the program. This pilot includes district involvement in the admission decisions, instruction and program evaluation. Another partnership was implemented with the Delray Beach Police and Firefighters Department(s). This included a special cohort where participants earned an educational leadership masters degree in Adult and Community Education.

Strengths

Strengths and opportunities that support achievement of program goals:

- The commitment of the department to use data to inform program decisions,
- Commitment of faculty members and staff to accommodate students,
- Leadership of department faculty on the college and university Diversity Committees,
- Involvement of outstanding adjuncts,
- The design and delivery of the department's academic programs.

In spring 2007 the college was approved for continuing NCATE accreditation and this program received continuing program approval at the bachelor's and master's level from the Florida Department of Education.

Weaknesses

Weaknesses and threats that impede program progress:

- Loss of faculty with the likelihood that these positions will not be immediately filled,
- Limited faculty to service multiple cohorts on different campuses demanding programs in each service area,
- Continuing decline of resources,
- Brain drain; losing outstanding faculty with little or no hope of replacing these positions has a profound impact on the program over time.

Recommendations

From 2004-05 to 2006-07, total department person-years and FTE devoted to instruction has increased. Faculty person-years devoted to instruction has increased and adjunct person-years devoted to instruction has also increased. There has an increase in the number of lecture sections taught by the department and this has resulted in a decrease in the % of sections taught by faculty (a decrease from 64.7 % to 52.3%).

The number of graduate course offerings has increased from 240 in 2004-05 to 249 in 2006-2007. The percentage of other course type sections taught by faculty has remained the same and 100% of these sections are taught by faculty. This is due to a large number of doctoral students moving from regular course work to more dissertation credits as they move through their program. Annualized state-fundable FTE production increased from 175.3 to 181.1 from 2004-05 to 2006-07. The department awarded a total of 97 degrees in 2004-05 (70 Masters, 14 Specialists, and 13 Doctorate), this increased to 113 (81 Masters, 18 Specialist and 14 Doctorate) in 2006-07. In addition the department has more rigorously upheld the 12 credit hour rule which means it has prevented some students enrolling as non-degree students as they have already taken the 12 credits allowed. Both of these activities have slowed initial enrollment into the programs at the Masters degree level.

The annualized FTE per Instructional Person-Year increased from 10.6 to 12.6 but still remained below other graduate programs at both the College and University and the degrees awarded per Instructional Person also increased substantially (from 7.6 to 10.5) but remained just below both College and University levels.

Several strategies for addressing FTE issues have been undertaken including:

- Scheduled meetings with Campus Vice Presidents to work on scheduling etc.
- Development of New Cohorts (Doctoral, Fall 2006 Boca; Spring 2007 Davie; Masters , Fall 2006 Davie)
- Development of a multi-year course schedule for graduate offerings
- Increased flexibility of classes offered to students (fast track courses, Distance Learning courses)
- Increased number of course offerings
- Increased marketing of academic programs

The EL faculty has maintained teaching evaluations on SPOT reports that are better than the college and university averages. Research and scholarly productivity declined slightly from 2004-05 to 2006-07, with a total of 64 publications and 65 presentations at professional meetings or conferences in 2004-05 and 44 publications and 77 presentations at professional meetings or conferences in 2006-07. There was a sizable decrease in external funding in the 2006-07 year. Service productivity also declined from 2004-05 to 2006-07, resulting in 7.3 memberships on department, college, or university committees per faculty member to 5.6 and 2.6 professional memberships per faculty person dropping to 1.6. However, the department was instrumental in their leadership of the joint DOE and NCATE accreditation reviews, which limited department faculty from other service functions within the university. These figures suggest that the department has decreased its research productivity and service activity, which reflects the department's goal to move towards a more research oriented culture that reflects the move from an Ed.D. to a Ph.D. that occurred in the 2004-05 academic year.

Additional Comments

After the exemplar 2007 NCATE/DOE site visit, the college was asked by NCATE to host a training of NCATE Board of Examiners. In Spring 2008 the college participated in this mock training exercise and passed the review of four training teams under the new 2008 Standards. This is important for the Board of Governors to know as NCATE recognized the rigor of our college and departments' response to required NCATE Standard II, Assessment.

Department: Exceptional Student Education

Major Changes

Since the previous review, substantial progress has been made on a re-design of the undergraduate teacher preparation program in ESE. Additional emphasis on teaching students with moderate to severe disabilities, and a course on the use of technology in special education has been added. Additional coursework and experiences in collaboration and IEP development has been added. The content in two 4-credit courses has been revamped, and the courses have been changed to 3-credits. A new course has been developed (Disability in Society) based on content from EEX 2010; this course will be open to University-wide majors, and will be offered in lieu of EEX 2010. For community college transfers, it will be a substitutable course for EEX 2010. The majority of the changes have been submitted to various curriculum review committees, and the remaining changes are targeted for late Spring 08 or early Fall 08. As of Spring 2008, an implementation date for phasing in the new bachelor's configuration has not been established. Revision of the Department's ALC will be completed when the implementation of the re-designed program is established.

A change in the doctoral program also has been implemented. An additional research elective has been added to bring the credit hour requirement for didactic research courses to 9 hours. The intended continuing professional seminar (1-credit seminar for 6 semesters) has been approved by the various university committees, and implemented.

Strengths

The Department has drawn on the expertise of the COE's Program Assessment Coordinator to prepare for a full review of the ESE programs to be in compliance with Rule 6A. The department also takes advantage of the expertise of the many faculty who have experience in program development and review. This has been, and will continue to be, a positive force in achieving program goals such as the-design of our ESE bachelor's degree program.

In spring 2007 the college was approved for continuing NCATE accreditation and this program received continuing program approval at the bachelor's and master's level from the Florida Department of Education.

Weaknesses

The single biggest threat to program integrity involves the Department's inability to secure permission to replace the Field Placement Coordinator. The faculty member in this position resigned at the beginning of Fall 2008. This position is responsible for planning, implementing, problem solving, and evaluating undergraduate and graduate student clinical placements during Practicum, Student Teaching, and Internship experiences. The task is complex, and the monitoring of students in ESE programs requires daily attention. During 2007-08, we were able to secure funding to support two part-time program assistants, but the current arrangement introduces new difficulties with coordination across the region. The part-time arrangement also minimizes the time needed to implement this aspect of the Department's programs. This has taken a toll on faculty and students, introduced new challenges to preventing and resolving student placement problems, and has weakened the very positive relationships that the Department has had with district partners.

Recommendations

From 2004-05 to 2006-07, total department person-years and FTE devoted to instruction has decreased (20.9 to 18.7)as many faculty shifted from full time instructional responsibility to roles in which they serve as principal or co-principal investigators on funded research projects. As a result, faculty person-years devoted to instruction decreased slightly during this time (7.8 to 7.2). Adjunct headcount devoted to instruction decreased, contributing to the COE goal of reducing reliance on adjuncts to deliver its key programs. Tenured or tenure-earning faculty FTE devoted to instruction decreased from (10.5 to 9.7). However, the department showed an increase in course sections offered, undergrad sections, and number of courses offered despite a decrease in available teaching faculty. The number of undergraduate course offerings increased from 2004-2005 to 2006-07 (53 to 61 sections) while the % of graduate sections increased from 72.2% to 83.3%. The average undergraduate section enrollment increased, as the number

of courses offered across all campuses increased, the number of sections available for teachers in alternative programs increased, and on-line sections increased. The percentage of undergraduate and graduate sections taught by faculty has either remained steady or increased. Annualized state-fundable FTE production has increased over the last three years. At the same time, the department awarded a total of 38 degrees (28 Bachelors, 8 Masters, and 2 Doctorate) in 2004-05, up in 2006-07 to 51 (42 Bachelors, 7 Masters, and 2 Doctorate).

Several strategies for addressing the FTE issue have been undertaken including:

- Scheduled meetings with Campus Vice Presidents to work on scheduling etc.,
- Establishing the Educator Preparation Institute designed to facilitate education majors into the profession,
- Establishing a joint Bachelor's degree program in Early Childhood (TE and ESE),
- Development of a multi-year course schedule for graduate offerings,
- Increased flexibility of classes offered to students (fast track courses, Distance Learning courses),
- Increased number of course offerings,
- Increased marketing of academic programs,
- Development of courses for other majors and program areas.

The ESE faculty has maintained better teaching evaluations than the college and university. Satisfaction with advising was more mixed, with most ratings at or above College means, but several below University means. Research and scholarly productivity decreased slightly from 2004-05 to 2006-07, as the need for accreditation and other service requirements replaced time for faculty research efforts. The earlier research effort that yielded a total of 30 publications and 46 presentations at professional meetings or conferences in 2004-05 dropped to 29 publications and 30 presentations during 2006-07. At the same time, however, there was significant activity resulting in external funding during the period from 2004-05 to 2006-07, including a new USED grant for doctoral student support ($200,000 / year) and a legislative designation of FAU as a center for services for people with autism (now over $715,000 / year). External funding increased from about $450,000 to $1,180,000 during this time. Thus, faculty research activity did yield significant contributions, but they did not gain the benefit of publication and conference counts during this period. Service productivity increased dramatically in 2006-07, resulting in 7.8 memberships on department, college, or university committees per faculty member compared to 5.4 in 2004-05.

Additional Comments

After the exemplar 2007 NCATE/DOE site visit, the college was asked by NCATE to host a training of NCATE Board of Examiners. In Spring 2008 the college participated in this mock training exercise and passed the review of four training teams under the new 2008 Standards. This is important for the Board of Governors to know as NCATE recognized the rigor of our college and departments' response to required NCATE Standard II, Assessment.

Department: Counselor Education

Major Changes

Major changes made since last review:

- Added a reading course to the School Counseling program to comply with DOE requirements
- Began to structure Critical Assignments within the School Counseling program
- First admissions of candidates for enrollment in Ph.D. program.

Strengths

Strengths and opportunities that support achievement of program goals:

All three of the department's masters level programs are accredited: NCATE (School Counseling), CACREP (School Counseling and Mental Health Counseling), and CORE (Rehabitation Counseling Education). Standards established by each of these accrediting agencies dictate program goals and activities in order to maintain accreditation. The department is currently working on earning CACREP accreditation for the Ph.D. program.

In spring 2007 the college was approved for continuing NCATE accreditation and this program received conditional program approval at the master's level from the Florida Department of Education.

Weaknesses

Weaknesses and threats that impede program progress:

- Lack of resources to replace vacant faculty positions
- Increased need for dissertation supervision

Recommendations

From 2004-05 to 2006-07, total department person-years and FTE devoted to instruction has increased. Faculty person-years devoted to instruction has likewise increased. Adjunct person-years devoted to instruction has remained steady from 2004-05 to 2006-07. Tenured or tenure-earning faculty FTE devoted to instruction increased from 7.7 to 9.0, while other categories remained about the same.

The number of graduate course offerings has increased, while the average section enrollments have been maintained. The percentage of sections taught by faculty has increased. Annualized state-fundable FTE production increased from the 2004-05 to 2006-07 (93.9 to 153.1). The department awarded a total of 46 degrees (45 Masters and 1 Specialists), down from 51 degrees in 2004-05.

The CE faculty has maintained teaching evaluations (SPOT reports) slightly better than the college and university averages. Research and scholarly productivity increased from 2004-05 to 2006-07, with a total of 47 publications and 34 presentations at professional meetings or conferences. Service productivity also increased in 2006-07, resulting in 4.3 memberships on department, college, or university committees per faculty member and 1.9 professional memberships per faculty person. A significant service contribution involved the Department's work on gaining national accreditation. All three of the Department’s programs are accredited.

Additional Comments

After the exemplar 2007 NCATE/DOE site visit, the college was asked by NCATE to host a training of NCATE Board of Examiners. In Spring 2008 the college participated in this mock training exercise and passed the review of four training teams under the new 2008 Standards. This is important for the Board of Governors to know as NCATE recognized the rigor of our college and departments' response to required NCATE Standard II, Assessment.

Department: Exercise Science and Health Promotion

Major Changes

Major changes made since last review:

- To comply with accreditation requirements for National Strength and Conditioning Association (NSCA), some curriculum changes are under review.

Strengths

Strengths and opportunities that support achievement of program goals:

- Current undergraduate students are graduating and continuing to obtain positions in the health and fitness field,
- Graduate students report 100% employment rate post-graduation,
- 80% of Graduate students (n=10) helped to collect data for research projects,
- Undergraduate students (50%) are participating in faculty research projects,
- Our department has added several high profile organizations to the internship list, e.g., University of Florida, and several other clinical sites,
- The undergraduate and graduate curricula are in revision for 2006-2007.

In spring 2007 the college was approved for continuing NCATE accreditation.

Weaknesses

Weaknesses and threats that impede program progress:

- Not filling current faculty lines is a threat and weakness to ESHP, because the department cannot offer the variety of courses for students, graduate and undergraduate,
- With fewer faculty, current faculty have more advising, more committee obligations, and other department responsibilities,
- Faculty have less time for research and peer-review writing since their workload includes more service related responsibilities.

Recommendations

Even with the number of faculty lines decreased in the ESHP department, FTEs increased. Last year, the department had two visiting instructors (one 9 months/one for spring only) which helped with the increase in FTE. The ESHP faculty has raised caps on all classes and several of the online courses they teach. This indicates a commitment, not only to continue to generate FTE, but to also accommodate student progression towards graduation. The degree awards have increased in the undergraduate area.

The ESHP department is working hard to increase the number students enrolled in master's degree programs, even with the faculty line decreases. The ESHP faculty decided in the Spring 2007 to market the master's program by advertising in Florida Sports and display at the ECA Conference in Fort Lauderdale at the start of Fall 2007. Faculty wanted to see if we can reach individuals in the ESHP field who would be interested in a master's degree. The strength and conditioning program is the most popular track at the master's level (85% of the students). The faculty has SPOT teaching evaluations consistent with the COE averages. However, the service productivity has decreased over the past year, while the faculty increased the research and scholarly productivity. This indicates the commitment our faculty has toward research.

From 2004-05 to 2006-07, total department person-years devoted to instruction and FTE devoted to instruction has increased. Adjunct person-years devoted to instruction decreased slightly from 3.3 to 3.2. Faculty FTE devoted to instruction decreased from 7.5 to 7.4 from 04-05 to 06-07.

The number of undergraduate and graduate course offerings has remained steady over the last 3 year period. The percentage of sections taught by faculty has remained fairly consistent in most categories. Most graduate sections are taught by faculty (93.8%). Annualized state-fundable FTE production has increased from 261.9 to 316.6. The department awarded a total of 37 degrees (24 Bachelors and 13 Masters) in 2004-05, which increased to 48 in 2006-07 (38 Bachelors and 10 Masters).

The ESHP faculty has maintained teaching evaluations consistent with the college and university evaluations. Research and scholarly productivity has increased from 2004-05 to 2006-07, with a total of 15 publications and 20 presentations at professional meetings or conferences in 2004-05 to 34 publications and 31 presentations at professional meetings or conferences. Service productivity decreased in 2006-07, resulting in 6.5 memberships on department, college, or university committees per faculty member from 8.9 in 2004-05. However, two visiting faculty lines were not assigned service responsibilities.

Additional Comments

The department consistently exceeds FTE goals, and has steadily increased FTE production.

Department: Communication Sciences Disorders

Major Changes

Major changes made since last review:

Major changes were implemented in regard to equipment and assessment requirements. With funds provided by the FAU administration the following equipment was purchased:

- Kay-Pentax hardware/software including:
  - Computerized Speech Lab (CSL)
  - Phonatory Aerodynamic System (PAS)
  - Visi-pitch
  - Laptop with programs for classroom teaching/demonstration
  - Multi-speech
  - Multidimensional Voice Program (MDVP)

In response to assessment requirements:

- New eight-section student files were purchased and all current student records have been reorganized.
- All clinical recording forms have been updated.
- Program has restated goals and objectives.
- Program updated its Graduate Policy and Procedures Manual.
- Program revised course grid and mapped curriculum to CAA standards.

Strengths

Strengths and opportunities that support achievement of program goals:

- Visit provided insight as to how the program could improve evaluation and future planning.
- Site visit led to the upgrading of speech science technology.
- Possible modification of a first floor clinic space for non-ambulatory clients, in response to site visit concerns.
- The program has mapped it's curriculum to the current CAA accreditation standards and will begin recording data in the spring 2008 term.
- The program has begun working on a summative measure to be implemented with the class entering in fall 2008.

In spring 2007 the college was approved for continuing NCATE accreditation and this program received continuing program approval at the bachelor's and master's level from the Florida Department of Education.

Weaknesses

Weaknesses and threats that impede program progress:

- Lack of consistent funding for upgrading of technology.
- Lack of assessment data and data evaluation plan within the department
- Use of adjunct clinical supervisors, no permanent clinical staff

Recommendations

With regard to all categories, there was an increase in person years devoted to instruction from 2004-05 to 2006-07 (2.2 to 3.0). FTE devoted to instruction rose from 2004-05 to 2006-07 (2.9 to 3.9). Average course section size and percent of sections taught by faculty has remained consistent . At the graduate level, number enrolled and average section enrollment in lecture courses has decreased slightly, but the % of sections taught by faculty has slightly increased (82.4% to 89.5%) .

Total FTE is stable over this three-year period, from 46.4 to 46.1. Graduate FTE has declined slightly from 36 to 31.8. The department awarded 11 degrees (all Masters) in 2004-05, up to 19 degrees in 2005-06 and 15 degrees in 2006-

07. The CSD faculty has consistently maintained teaching evaluations consistent with both the College and University levels .

Research and scholarly productivity increased from 2004-05 (0 publications, 9 conference presentations) to 12 publication and 18 presentations at professional meetings or conferences. Service productivity was maintained from 2004-05 to 2006-07, (8.0 to 7.8) memberships on department, college, or university committees per faculty member and increased on professional memberships per faculty person from 0.8 to 2.8. Smaller departments also have heavier service burdens (memberships per faculty member) than larger departments. While being a small department provides opportunities for more committee memberships, it also takes time away from research, scholarly pursuits, and time devoted to teaching.

Additional Comments

After the exemplar 2007 NCATE/DOE site visit, the college was asked by NCATE to host a training of NCATE Board of Examiners. In Spring 2008 the college participated in this mock training exercise and passed the review of four training teams under the new 2008 Standards. This is important for the Board of Governors to know as NCATE recognized the rigor of our college and departments' response to required NCATE Standard II, Assessment.