BOARD OF TRUSTEES
Florida Atlantic University

Item: AS: I-1

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
October 22, 2008

SUBJECT: Review of Draft University Compact with the Florida Board of Governors

PROPOSED COMMITTEE ACTION

None

BACKGROUND INFORMATION

University Compacts are an outgrowth of the Forward by Design initiative and are intended to align state needs with System goals, priorities and plans. Currently planned for implementation in 2009-2010, University Compacts consist of multi-year, reciprocal agreements between an institution and the System which outline the institution's top priorities, strategic directions and performance expectations on a negotiated set of indicators. The Compact includes University mission, top university priorities that align with University and System Strategic Plans, short-term and ongoing initiatives and financial plans to support priorities, progress metrics, enrollment plans, and new academic program development plans. The Compacts allow the Board of Governors and System leadership to use the results to inform resource and planning decisions. By imposing obligations on both sides, the Compacts are intended to build relationships that are more horizontal, cooperative and reciprocal.

Although the format for University Compacts is still under development, the BoG has requested that we submit draft Compacts for their review.

IMPLEMENTATION PLAN/DATE

Scheduled for implementation in 2009-2010.

FISCAL IMPLICATIONS

None

Supporting Documentation: Draft University Academic Compacts
Presented by: Dr. John Pritchett, University Provost Phone: 561-297-2011

Draft University Academic Compact with The Florida Board of Governors



Background

- **Format developed by subcommittee of the Council of Presidents**
- **Format approved by the BOG in January 2008**
- **Two general parts:**
  - **System-Wide**
  - **University Specific**

University Compact: 2009-2010

University Mission and Vision for the Next Five to Ten Years

Mission: Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

Vision: Florida Atlantic University aspires to be recognized as a university of first choice for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses, emulated for its collaborations with regional partners and internationally acclaimed for its contributions to creativity and research.

Institutional Contributions to SUS Benchmarks

- Targets for three years out: 2011-12

Strategic Benchmarks

Institutional Contributions to Specific State University System *Forward By Design* Strategic Benchmarks

Targets for three years out [2011-12] will be established with each institution.

Degree Production	
Bachelor's	4,668
Master's	1,205
Doctoral	123
Medicine, Law, Veterinary, Dental, Pharmacy	N/A
Targeted Degrees (Degree areas and levels to be specified for each institution)	2,846

Strategic Benchmarks (cont'd)

Institutional Contributions to Specific State University System *Forward By Design* Strategic Benchmarks

Targets for three years out [2011-12] will be established with each institution.

Undergraduate** Success and Progress Rates			
No. of Baccalaureate Degrees (Non-Hispanic Blacks)	843		
No. of Baccalaureate Degrees (Hispanics)	853		
	Enrolled Good Standing	Grad. From SUS	Total
6-Year Success and Progress Rate* (Fall-Entry FTICs) (For '06 Cohort)	10%	46%	56%
4-Year Success and Progress Rate* (Fall-Entry AA Transfers) (For '08 Cohort)	12%	68%	80%
5-Year Success and Progress Rate* (Other Fall-Entry Transfers) (For '07 Cohort)	6%	58%	64%

Enrollment Plans (Inserted by BOG Staff)

FAU 2009-2014 Enrollment Plan (Approved June, 2008 by BOT

- BOG requested on June 2, 2008 each university submit five-year enrollment plan by July 11
- Plan is to fulfill three purposes:
  - Inclusion in university compacts
  - Meet three-year enrollment plan requirement of General Appropriations Act
  - Project five-year space needs for capital budgeting
- In light of past, current, and anticipated budget reductions the university projects no growth in resident enrollment for first three years and will strive to meet current funded levels with reduced funding
- Non-resident enrollment targets will rise from 7.4% current levels to 10% beginning with 2009-10
- For last two years of plan resident enrollment projections will rise in accordance with demographic projections (contingent upon funding):
  Per Year: Upper Level = 1.25%; Graduate I = 1.75%; Graduate II = 1.00%

Other Primary University Goals and Metrics: 2009-10

NOTE: BOG Staff has agreed to five-year goals and metrics.

Goal 1: Student Success

Activities:

- Faculty Learning Communities
- Workshops on teaching pedagogy
- Development of master teacher programs
- Enhancement of Supplemental Instruction
- Development of Undergraduate Research

Other Primary University Goals and Metrics: 2009-10 (cont'd)

NOTE: BOG Staff has agreed to five-year goals and metrics.

Goal 1: Student Success (cont'd)

Metrics:

- Increased student-faculty engagement
- Increased retention notes
- Timely completion of degrees
- Increased degree production
- Student satisfaction

Assumption:

Allocation of approximately $500K for each of the next five years

Other Primary University Goals and Metrics: 2009-10 (cont'd)

NOTE: BOG Staff has agreed to five-year goals and metrics.

Goal 2: Strengthen the information technology teaching and learning infrastructure

Activities:

- Establish replacement cycles for replacement of IT switching systems
- Establish replacement cycles for computers in open labs
- Develop additional electronic and distance education classrooms
- Provide support for Banner upgrades

Other Primary University Goals and Metrics: 2009-10 (cont'd)

NOTE: BOG Staff has agreed to five-year goals and metrics.

Goal 2: Strengthen the information technology teaching and learning infrastructure (cont'd)

Metrics:

- Annual replacement (25-35) of switching systems
- Annual replacement (300) of computers in open labs
- New electronic (14-15 per year) and new distance education (6 per year) classrooms
- Necessary updates to Banner

Assumption:

Allocation of approximately $2.4 million annually for each of the next five years

Other Primary University Goals and Metrics: 2009-10 (cont'd)

NOTE: BOG Staff has agreed to five-year goals and metrics.

Goal 3: Invest strategically in research

Activities:

- Set-up support for faculty in strategically targeted areas
- Stipend supplements for graduate research assistants in strategically targeted areas
- Equipment upgrades in university core research facilities
- Establish fund to support patent application and intellectual property commercialization activities

Other Primary University Goals and Metrics: 2009-10 (cont'd)

NOTE: BOG Staff has agreed to five-year goals and metrics.

Goal 3: Invest strategically in research (cont'd)

Metrics:

- **Annual increase of 10% in university contracts/grants portfolio**
- **Annual increase of 10% in annual research expenditures**

Assumption:

- **Annual average investment of $1.5 million for each of the next five years**

University Compact

Windows of Opportunity: ***If the university has been presented with one or more unique opportunities that have not been included in prior plans but which will receive particular attention during 2008-09, they should be presented here. [It is recognized that not every university will have something in this category every year.]***

FAU has no information to report in this category for the current plan year.

Other University Strategic Goals and Initiatives for 2009-2012: ***Briefly summarize up to three goals which the university will pursue during 2009-2012. [Goals need to align with the institutional strategic plan, System priorities, and the Legislative Budget Request.]***

Implementation of FAU's primary strategic goals and initiatives are intended to span a five-year timeframe. Therefore, FAU will continue to pursue those three goals and monitor their progress during 2009-2012.

University Compact – Degree Programs

All New Degree Programs [All Levels] to be Proposed to the University Board of Trustees in the Next Three Years

List the new degree programs—bachelor's, master's, doctoral, and professional—planned to be presented to your UBOT within the next three years. [Program development goals need to align with the institutional strategic plan and System priorities.] Please include the CIP code, level, program title, and the proposed date for submission to the University Board of Trustees.

CIP code	Level	Program Title	Submission Date
03.0104	D	Environmental Sciences	2011-12
04.0201	M	Architecture	2010-11
05.0126	M	Italian Studies	2011-12
11.0103	M	Information Technology	2008-09
13.0501	M	Instructional & Performance Technology	2010-11
13.1401	M	Teaching English as a Second Language	2008-09
14.0501	B, D	Bioengineering	2011-12
14.0801	D	Civil Engineering	2009-10

University Compact – Degree Programs (cont'd)

All New Degree Programs [All Levels] to be Proposed to the University Board of Trustees in the Next Three Years

List the new degree programs—bachelor's, master's, doctoral, and professional—planned to be presented to your UBOT within the next three years. [Program development goals need to align with the institutional strategic plan and System priorities.] Please include the CIP code, level, program title, and the proposed date for submission to the University Board of Trustees.

CIP code	Level	Program Title	Submission Date
14.1401	M	Environmental Engineering	2011-12
14.2701	M	Systems Engineering	2010-11
14.9999	M	Healthcare Engineering	2011-12
26.1302	M	Professional MS – Marine Science	2011-12
30.0601	M	Technology Commercialization	2010-11
30.1401	B	Museum Studies	2011-12
30.2401	D	Interdisciplinary Neuroscience	2011-12
30.9999	M	MBA Biotechnology concentration	2011-12
40.0699	D	Geosciences	2008-09

University Compact – Degree Programs (cont'd)

All New Degree Programs [All Levels] to be Proposed to the University Board of Trustees in the Next Three Years

List the new degree programs—bachelor's, master's, doctoral, and professional—planned to be presented to your UBOT within the next three years. [Program development goals need to align with the institutional strategic plan and System priorities.] Please include the CIP code, level, program title, and the proposed date for submission to the University Board of Trustees.

CIP code	Level	Program Title	Submission Date
43.0111	M	Criminalists & Forensics	2011-12
44.9999	M	Public Procurement	2011-12
50.0301	B	Dance & Dance Studies	2010-11
50.0701	M	Visual Arts	2010-11
50.0901	D	Musical Arts	2010-11
51.0702	M	MBA/MD	2010-11
52.1401	M	Marketing	2011-12
52.1501	M	Real Estate	2010-11
52.1701	B, M	Risk Mgmt & Insurance	2008-09

Supplemental Documentation

Appendix A:

FAU Budget (Page 8 of the University Compact)

Appendix B:

Contextual Data Summary (Page 9 of the University Compact)

Supplemental Documentation

These basis for these initiatives are identified in the September 10 EBS Presentation to the BOT – Parts I, II, III

(These documents are provided in today's meeting packet for your reference).

FAU's Strategic Academic Enhancement Initiative

The Five-year Plan:

PART I: Fostering Student Success

Fostering Student Success

- Strategic Plan Goal 1: Objectives 3-7
- Initiatives
  - Promote academic success and retention of FAU undergraduate students
  - Promote timely completion of degrees by both First Time in College (FTIC) and transfer students
- Action
  - Provide an average of $480,000 for each of the next five years

Fostering Student Success (con't)

- **Return on Investment**

  Note: Items 1, 2, 3 below are new initiatives which involve assisting faculty to address teaching methodologies.

  1. **Establish faculty learning communities to serve 30 faculty annually in Year 1 and growing to 50 faculty by Year 5 to engage one another in the pedagogy of teaching with the goal of enhancing learning.**
  2. **Organize biweekly workshops/seminars on teaching pedagogy in Year 1, growing to weekly workshops/seminars by Year 3. An average of 20 faculty will be served directly at each event. Each workshop will also be available via webcast to all faculty and graduate teaching assistants.**
  3. **A Master Teacher Program will be developed in all eight colleges offering undergraduate courses. Designated faculty will mentor all new faculty as to effective teaching methodologies.**

Fostering Student Success (con't)

- **Return on Investment (con't)**

  Note: Items 4, 5, 6, 7 below are directed specifically to students.

  4. **Supplemental instruction courses will grow from the current 22 courses to circa 40 courses per semester by Year 5. The number of students served will grow from 3,958 served in 07-08 to more than 20,000 by Year 5.**
  5. **Funds for Freshman Learning Communities (17 communities, 371 students) and Living Learning Communities (5 communities, 135 students) will provide activities to link students to their disciplines. For example, Business LLCs could bring in business leaders to discuss marketing strategies.**
  6. **Within five years, tutoring activities in all lower division core courses not covered by Supplemental Institution will be doubled.**
  7. **To promote undergraduate participation in research, 20 grants will be provided to students in Year 1, growing to 50 grants in Year 5. To recognize meritorious faculty performance in directing undergraduate research, stipends will be provided beginning with two in Year 1 and increasing to five in Year 5.**

FAU's Strategic Academic Enhancement Initiative: The Five-year Plan

PART II:

Strengthening the Information Technology Teaching Learning Infrastructure

Strengthening the Information Technology Teaching Learning Infrastructure

- **Strategic Plan Goal 5: Objectives 1, 3-7**
- **Initiatives**
  1. **FAU's Information Technology infrastructure will continually evolve as a reliable and progressive resource.**
  2. **Students and faculty will be provided continually up-dated and reliable access to contemporary hardware and software.**
  3. **Faculty and students will participate in the teaching/learning environment with up-to-date facilities and technology.**
  4. **Additional expansion of distance learning capabilities will enhance student access through expanding facilities and increasing faculty participation in distance learning modalities.**
  5. **Additional Banner-support will provide for full utilization for all student/faculty/staff information services (admissions, registration, financial aid, housing, human resources, payroll, graduation, etc).**

Strengthening the Information Technology Teaching Learning Infrastructure (con't)

- **Action**
  - Provide an average of $2,400,000 for each of the next five years
- **Return on Investment**
  1. One hundred sixty-four out of 400 switches on FAU campuses have exceeded service life. Approximately 25-35 of the 164 will be replaced each year for the next five years.
  2. A total of approximately 1,000 computers currently exist on all campuses in open and instructional laboratories. Approximately 300 will be replaced each year to ensure capabilities for newest software.
  3. On all campuses, FAU operates 95 classrooms with full electronic capabilities (not to be confused with distance learning). An additional 55 classrooms will be converted to full electronic capabilities.

Strengthening the Information Technology Teaching Learning Infrastructure (con't)

- **Return on Investment (cont')**
  4. Currently 45 videoconferencing/distance classrooms exist on all campuses. This number will be increased by six per year for each of the next five years to yield a total of 75.
  5. With the full implementation of the Banner System (human resource, financial and student information system), additional add-ons and updates will be provided in future years to maintain the currency of the system.

FAU's Strategic Academic Enhancement Initiative: The Five-year Plan

PART III:
Strategic Investment in Research

Strategic Investment in Research

- Strategic Plan Goal 3: Objectives 1- 4
- Initiatives
  - Increase the university's contract and grant portfolio and annual research expenditures
  - Increase indirect cost recoveries to the university to in turn be used to further invest in research infrastructure
  - Promote the recruitment of faculty and graduate assistants in areas critical to the research growth of the university
  - Increase the potential for commercialization of intellectual properties derived from university research and subsequent revenue streams to the university

Strategic Investment in Research (con't)

- **Action**
  - Provide an average of $1,520,000 for each of the next five years
- **Return on Investment**
  1. Fully completing research program (lab and equipment) commitments to 17 faculty in strategic areas of science and engineering research will maximize their productivity in obtaining additional grant support.
  2. Establish a fund to provide set-up support for future faculty hires in strategic areas.
  3. Upgrading and maintaining core research facilities, such as proteomics, will promote interdisciplinary collaboration and partnerships with outside research organizations.
  4. Provide 40 stipend supplements of up to $10,000 annually to recruit and retain graduate students in strategic research areas.

Strategic Investment in Research (con't)

- **Return on Investment (con't)**
  5. Provide recognition and awards for high achieving researchers in strategically targeted areas.
  6. Establish a grant-matching/cost-sharing fund to improve success rate of extramural equipment grant proposals.
  7. Establish a fund to support patent applications to protect university-developed intellectual property prior to commercialization.
  8. Reinvestment of commercially derived revenues will seed more research and development, thus further multiplying the positive gains from the enhanced R&D cycle.

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.