



CALIFORNIA STATE UNIVERSITY, STANISLAUS
College of Education

Holistic Program Review Recommendations
Kathy I. Norman, Dean
March 15, 2012

Background

During the fall of 2011 and early spring of 2012, COE faculty were preparing for an NCATE Accreditation Focus Visit, which was held February 12th-14th. It was a successful visit and we will go through our next site visit in 2017. In addition, College faculty studied the Provost's draft memo on Holistic Program Review and created a process for Holistic Program Review within the College of Education. That process is detailed in this report. After the NCATE visit was completed, we initiated our Holistic Program Review activities within the College.

Program Changes Recently Implemented

The following changes were made in COE programs during the past year to improve programs and to streamline programs, practices, and program costs in the College of Education. Program Coordinators provided the information regarding the program changes recently implemented.

1. Reduction of Multiple Subject Credential Program (MSCP) Sections

MSCP made the decision to offer only enough classes for three cohorts of students for Fall 2012 semester instead of the four sections that have been offered in recent years. (This means one less section of each of these classes: EDMS 4110 Reading for 5 units, EDMS 4121 Math for 3 units, EDMS 4130 Science for 3 units, and EDMS 4140 Social Studies for 3 units). This results in four fewer courses offered each year.

2. Integration of Spanish BCLAD students with non-BCLAD and elimination of separate BCLAD courses.

As a consequence of this decision, in Fall 2012 we will not be offering separate course sections for Spanish BCLAD credential students in EDMS 4121 Math for 3 units, EDMS 4130 Science for 3 units, and EDMS 4140 Social Studies for 3 units. This results in three fewer courses offered each year.

3. Suspension of the CTEL-CLAD program.

This program had only a few students. The CLAD competencies have been integrated into the SB 2042 Preliminary Credential and the pool of potential candidates for CTEL-CLAD has been declining each year. As a consequence of this decision, we have made a new four-year schedule for the EDML course and will now offer only one per semester. (EDML is still

taken by students in the MA in Education: Curriculum and Instruction program). This results in one less course offered each semester.

4. Revisions to Single Subject Credential Program (SSCP)

SSCP has increased the number of students in their introductory 3900 courses in order to attract more students into the program.

5. Revisions to Single Subject Credential Program (SSCP) Supervision Model

This model, which pays a stipend to the cooperating teachers to supervise the SSCP students, saves money by reducing travel costs and by having a stipend that is lower than the compensation of a university supervisor.

6. Elimination of Bilingual Program Coordinator position

This decision, made this semester and to be implemented in the fall, will shift work from the current Bilingual Program Coordinator to the SSCP, MSCP and MA coordinators, and lead to less assigned time.

7. Comprehensive Exam revised to the statewide Praxis II in MA in Education: Counseling

The comprehensive examination requirements were changed and are now satisfied by the submission of a passing score on the current statewide assessment for School Counseling & Guidance (Praxis II). Additionally, a submission of a detailed & written portfolio during the exit interview was implemented in conjunction with the Praxis passing score.

8. Potential Students can take 9 units of Core Counseling Courses prior to Full Admission to MA program

The Counseling program now allows students to take up to 9 units of core counseling courses prior to their full admission to program. This was done in an effort to increase student enrollment in the program, and permit other students from various programs in the College of Education to take School Counseling courses as electives. It also gave the Counseling program a chance to meet and impress potential incoming students.

9. Program Interviews for potential MA Counseling students now scheduled two times each year rather than only once a year

This change permits students to start the counseling program in mid-year, rather than wait an entire year if they missed the initial interview date.

10. MAT (Miller Analogies Test) and CBEST dropped as entry requirement for MA Counseling students

Previously, in order to be admitted to the School Counseling Program for a masters degree and/or a PPS credential were required to pass the MAT and CBEST exams. These exams often delayed or discouraged students from applying to the program and they sought alternate institutions where the MAT was not required. Sacramento State and Fresno State

do not require the MAT. This requirement was dropped from our program, in order to increase student enrollment in the competitive market.

11. All Prerequisites to the MA Counseling Program, with the exception of Fieldwork, dropped in an effort to attract more students to the program

This was done as a response to student requests (as indicated by over 40% of the students who completed the COE annual survey). Dropping prerequisites increased student enrollment in the program and provided student accessibility to classes by not delaying program completion.

Changes indicated in 7-11 above increased enrollment in the School Counseling program to 87 students this year, compared to 56 students in the previous year.

12. Introduction of EDIT 5400, Research in Educational Technology and Data Driven Decision Making (3 units) in the M.A. in Education Curriculum and Instruction (Educational Technology) program

This course replaces EDIT 5100, Research in Educational Technology (2 units). The revised course includes a component that specifically prepares students to gather and analyze data in their school environments, and to make meaning of that information. This will be an entirely online course.

13. Elimination of the MAT as a Program Entry Requirement for MA in C&I: Educational Technology

This change relates solely to admission requirements. In the past, all students were required to take either the Miller's Analogies Test (MAT) or the Graduate Record Exam (GRE) in addition to meeting other entry requirements. It is becoming evident, however, that student performance on these standardized tests has little relationship to their success in the program, especially among students for whom English is not their first language. Performance on the writing entry requirement seems to be a better predictor of their success in the program.

14. Improved Capacity to lead students to completion of their Thesis in MA in C&I: Educational Technology

Extra effort was made to work with students to ensure they complete their theses and their degree programs. Faculty in Educational Technology contacted students who had been out of the system for two semesters or more and helped get back on track to complete their theses. This was initiated this year and will continue.

15. Revisions to Teacher Performance Assessment System (TPA)

The TPA system was completely changed this semester to assist MSCP, SSCP, and special education (SPED) credential students in completing their TPAs. In the past, faculty scored student TPAs at the end of the semester on top of their other duties. The result was that many students never finished, and faculty had a strong dislike for the whole system. We have a backlog of approximately 600 students that completed all coursework and student teaching, but did not complete their TPAs. Now students complete each of the four TPAs at

various points in the program. We have built-in checkpoints and students cannot progress through the program without completing appropriate TPAs.

16. Revisions to EDIT 4170, Educational Technology Foundations (Credential Course)

Infused the use of instructional video clips of teachers using technology with K-12 students to give credential candidates opportunities to see effective technology integration. There is wide variation in the technology available at school sites. The video clips serve as a foundation from which instructors engage credential candidates in dialog about how they can integrate technology into their instruction.

17. Signature Assignments fully implemented in Credential and MA in School Administration

Signature assignments include the final examination for each course and the fieldwork project for all of the courses except one. Common rubrics are used to score the exams. Fieldwork projects are more closely monitored via the implementation of formative and summative rubrics.

Process for Holistic Program Review in the COE

The College of Education faculty and staff were given copies of the Provost's draft memo regarding Holistic Program Review in the fall and asked to read and discuss at various meetings. The purpose of the Holistic Program Review process is to conduct a thorough review of College programs regarding cost, productivity, and mission in order to recommend improvements to curriculum and operational processes that will yield leaner, more efficient and timely practices and improved decision-making. The Provost attended a COE Department Chairs meeting in the fall and a College meeting in March, and is attending several COE department meetings to discuss Holistic Review.

The process for conducting the COE Holistic Review of Programs was initiated by the Dean and the Speaker of the COE Executive Committee; the process was reviewed, revised, and approved by the COE Executive Committee. This process includes a COE Holistic Program Review Committee to create recommendations. The COE Holistic Program Review Committee work was based on and dependent on (a) reports submitted by Program Coordinators for all programs and (b) data supplied by the College analyst that was also given to Program Coordinators and available for all faculty and staff upon request. The COE Holistic Program Review Committee submitted their recommendations to the Dean. The COE Executive Committee also submitted recommendations to the Dean. Individual faculty and staff were invited to submit their own recommendations, comments, and concerns directly to the Dean. A COE meeting was held that included time for faculty and staff to discuss the Holistic Review process and to submit questions and comments to the COE Holistic Program Review Committee. A COE Forum was held to give faculty and staff time to discuss the recommendations submitted by the COE Holistic Program Review Committee and the COE Executive Committee. A follow-up forum will be held on April 6th to discuss recommendations submitted by the Dean on Holistic Program Review, recommendations submitted by the COE Executive Committee on COE restructuring, and the work of the University Ad Hoc Committee on College Reorganization.

A COE Holistic Program Review SharePoint site was created for all COE faculty and staff. The SharePoint site includes the Provost's memo on Holistic Review, names of COE Holistic Program Review Committee members, COE Program Reports submitted by Program Coordinators, COE Holistic Program Review Committee Recommendations, COE Executive Committee Recommendations, notes from the COE Forum on Holistic Review, and the Dean's recommendations.

Timeline for COE Holistic Program Review

- Late Jan./Early Feb. – Departments elected representatives to COE Holistic Program Review Committee. COE faculty elected 2 at-large faculty members for COE Holistic Program Review Committee.
- Feb. 20th – Program Coordinator Reports (3 page maximum each) were due at noon. Program reports were posted to the COE Holistic Program Review SharePoint site. Each report includes:
 1. List of faculty members currently teaching in the program and ranks of each
 2. FTES per FTEF (from Univ. report and stats provided by College analyst)

3. Cost of program
 4. Graduates: Number of graduates or program completers in each of the previous 3 years and number of students enrolled in program in fall 2011
 5. Current Students: Number of students (show full time and part time) in each of the previous 3 years and number of students enrolled in program in fall 2011
 6. Unique characteristics of program, unique needs met by program, program mission, program's link to College mission, Program's link to University Mission
 7. Recommendations on improvements to curriculum and operational processes within the COE that will yield leaner, more efficient and timely practices and improved decision-making.
 8. Recent input/feedback from members of local professional community (P-12 schools, etc., on your program; include who feedback and input are from)
- Feb. 21st-March 5th- COE Holistic Program Review Committee met to develop recommendations based on (a) Program Reports submitted by Coordinators and (b) data supplied by College Analyst, given to Coordinators, and available for all. COE Holistic Program Review Committee meetings were open to all faculty and staff. The Dean attended the first meeting to initiate the process.
 - Mar. 2nd –March COE Community Meeting to discuss Holistic Program Review and invite questions on the process.
 - Mon. Mar. 5th – COE Holistic Program Review Committee's Recommendations due to the Dean at noon (posted on COE Holistic Program Review SharePoint site afterward).
 - Mon. Mar. 5th – Speaker of COE Exec. Committee called emergency meeting for COE Executive Committee to discuss Holistic Program Review and create Exec. Committee Recommendations. Meeting was open to all faculty and staff.
 - Fri. Mar. 9th – COE Executive Committee's Recommendations were due to the Dean at noon and later posted on COE Holistic Program Review SharePoint site.
 - Fri. Mar. 9th – COE Forum to discuss COE Holistic Program Review Committee's Recommendations and Executive Committee's Recommendations on Holistic Review.
 - Mon. Mar. 12th – Individual recommendations, thoughts, concerns due to the Dean at noon.
 - Thur. Mar. 15th – Dean's recommendations due to Academic Affairs Holistic Academic Program Review Committee.
 - Fri. April 6th - 2nd COE Forum on Holistic Program Review to discuss Academic Affairs Holistic Academic Program Review Committee, recommendations submitted by Dean, and COE Executive Committee recommendations on COE restructuring.

The COE Holistic Program Review SharePoint Site:

<https://spd-accreditation.csustan.edu/Accreditation/holistic/SitePages/Home.aspx>.

College of Education Holistic Program Review Committee

The COE Holistic Program Review Committee included one faculty member from each of the four departments in the College, plus two at-large members. The COE Holistic Program Review Committee work was based on and dependent on (a) reports submitted by Program Coordinators for all programs and (b) data supplied by the College analyst that was also given to Program Coordinators and available for all faculty and staff upon request. The Committee meetings were open to all faculty and staff. The last meeting was the only meeting attended by a faculty member who was not on the committee. The chair of the COE Holistic Program Review Committee noted that this meeting was noticeably different from the previous two meetings in terms of tone and disposition, and that “Some members seemed less willing to be open to candid conversations and/or discussions about program practices and procedures. Committee members seemed rushed, distracted, less open to comprehensive discussion and guarded in what was shared.”

The COE Holistic Program Review Committee recommendations are listed below, along with the responses from the Dean.

COE Holistic Program Review Recommendations:

Recommendation 1: SCHOOL ADMINISTRATION: School Administration has value and coordinators provide the knowledge and support needed to best advocate for all programs. Combine credentials to all one department (4 agree/ 2 disagree).

Response from the Dean:

Since reorganization is not part of Holistic Program Review, this recommendation is not being considered at this time. There is a University Ad Hoc Committee on College Reorganization working on ideas for restructuring colleges university-wide. Within the College of Education, COE Executive Committee is discussing COE reorganization; their recommendations are due to the Dean on April 2nd. I look forward to receiving the recommendations. Recommendation 1 provided to the Academic Affairs Holistic Academic Program Review Committee states “Restructure COE to enhance opportunities and reduce barriers for faculty collaboration across all programs.”

Recommendation 2: SCHOOL COUNSELING: COE HPRC recognizes that School Counseling promotes professional excellence and community involvement and collaboration. Bring advanced credentials and masters to all one department (3 agree/2 disagree/1 abstain)

Response from the Dean:

Since reorganization is not part of Holistic Program Review, this recommendation is not being considered at this time. There is a University Ad Hoc Committee on College Reorganization working on ideas for restructuring colleges university-wide. Within the College of Education, COE Executive Committee is discussing COE reorganization; their recommendations are due to the Dean on April 2nd. I look forward to receiving the recommendations.

Recommendation 3: SPECIAL ED: COE HPRC recognizes that Special Education provides valuable practicum preparation and specialized training prior to assigned student teaching. Increase Special Education articulation and include in MSCP and SSCP department. Both Special Education Programs should be assigned to the same department. (unanimous agreement)

Response from the Dean:

Since reorganization is not part of Holistic Program Review, this recommendation is not being considered at this time. There is a University Ad Hoc Committee on College Reorganization working on ideas for restructuring colleges university-wide. Within the College of Education, COE Executive Committee is discussing COE reorganization; their recommendations are due to the Dean on April 2nd. I look forward to receiving the recommendations.

Recommendation 4: TECHNOLOGY: COE HPRC recognizes the value and vital role of technology in education. Technology concentration may not be needed. Eliminate the concentration. Too many part time in EDIT 4170. Includes items 4, 9, 10, 11 and 12. Include all programs in 4, 9, 10, 11 and 12 under C and I. Consider Neufeld/Poole/ Myhre proposal. (4 agree/ 2 disagree).

Response from the Dean:

Recommendation 7 to the Academic Affairs Holistic Academic Program Review Committee states “Revise MA in Education: Curriculum and Instruction (with concentrations) to MA in Education: Curriculum and Instruction (no concentrations). Have core courses that all students take. (Note: The MA in Education: School Administration and MA in Education: School Counseling will not be affected.)”

Recommendation 5: Ed.D: The Ed.D program provides both an Educational Leadership and Instructional Leadership focus. Review the number of fee waivers that are a part of the program and to look further at where or how the money is generated and allocated. Ed.D might also determine a minimum on the amount of cohorts beginning its program, minimum enrollments for cohorts or consider beginning a new set of cohorts every other year. (unanimous agreement)

Response from the Dean:

Recommendation 5 to the Academic Affairs Holistic Academic Program Review Committee states “All programs will explore and implement additional cost-saving measures. These will be posted to the COE Holistic Review SharePoint site for faculty to share initiatives.” The Ed.D. program currently lacks sufficient tuition-paying students to cover the cost of the program. The current cohort has fewer total students and fewer tuition-paying students than earlier cohorts.

Recommendation 6: MSCP: MSCP students receive credentials based on current best practices and scholarly understanding of effective teacher preparation. Fieldwork component of MSCP and its costs is problematic. Look at or integrate other supervision/field work models such as SSCP. Revisit supervision and travel. Combine credentials to all one department. (unanimous agreement)

Response from the Dean:

Recommendation 4 provided to the Academic Affairs Holistic Academic Program Review Committee states “Investigate models for fieldwork supervision, and revise programs to ensure equality in the number of units and quality for student fieldwork and supervision of fieldwork, as well as equality in the workload for supervising students.”

Recommendation 7: SSCP: Supervision model of using the master classroom teacher as the supervisor is beneficial. Good supervision model. (unanimous agreement)

Response from the Dean:

Recommendation 4 provided to the Academic Affairs Holistic Academic Program Review Committee states “Investigate models for fieldwork supervision, and revise programs to ensure equality in the number of units and quality for student fieldwork and supervision of fieldwork, as well as equality in the workload for supervising students.” NCATE stipulations for supervisors of student teachers should be considered.

Recommendation 8: SSCP BILINGUAL (MSCP & SSCP): COE HPRC recognizes the value of the Bilingual Emphasis Credential. Bilingual does not need its own coordinator. (unanimous agreement)

Response from the Dean:

Earlier this semester, the Teacher Education Department decided to eliminate the position for the Bilingual Coordinator. This decision will shift work from the current Bilingual Program Coordinator to the SSCP, MSCP and MA coordinators, and lead to less assigned time.

Recommendation 9: READING SPECIALIST CREDENTIAL: Provides valuable professional development in terms of job marketability and hiring for career credentialed teachers. Consider 1 (one) C and I program and choose from electives in the area of interest. Includes items 4, 9, 10, 11 and 12. Include all programs in 4, 9, 10, 11 and 12 under C and I. Consider Neufeld/Poole/ Myhre proposal. (4 agree/ 2 disagree).

Response from the Dean:

Recommendation 7 to the Academic Affairs Holistic Academic Program Review Committee states “Revise MA in Education: Curriculum and Instruction (with concentrations) to MA in Education: Curriculum and Instruction (no concentrations). Have core courses that all students take. (Note: The MA in Education: School Administration and MA in Education: School Counseling will not be affected.)”

Recommendation 10: CTEL/ Multilingual: C and I MA: Program provided required professional development needed in past classrooms. Self-suspension (not elimination) was confirmed. (unanimous agreement)

Response from the Dean:

Earlier this semester, the Teacher Education Department decided to suspend the CTEL/CLAD program.

Recommendation 11: MA IN ALL CURRICULUM AND INSTRUCTION: Provides valuable professional development in terms of job marketability and hiring for career credentialed teachers. Consider 1 (one) C and I program and choose from electives in the area of interest. Includes items 4, 9, 10, 11 and 12. Include all programs in 4, 9, 10, 11 and 12 under C and I. Consider Neufeld/Poole/ Myhre proposal. (4 agree/ 2 disagree).

Response from the Dean:

Recommendation 7 to the Academic Affairs Holistic Academic Program Review Committee states “Revise MA in Education: Curriculum and Instruction (with concentrations) to MA in Education: Curriculum and Instruction (no concentrations). Have core courses that all students take. (Note: The MA in Education: School Administration and MA in Education: School Counseling will not be affected.)”

Recommendation 12: MULTI-LINGUAL: Provides valuable professional development in terms of job marketability and hiring for career credentialed teachers. Consider 1 (one) C and I program and choose from electives in the area of interest. Includes items 4, 9, 10, 11 and 12. Include all programs in 4, 9, 10, 11 and 12 under C and I. Consider Neufeld/Poole/ Myhre proposal. (4 agree/ 2 disagree).

Response from the Dean:

Recommendation 7 to the Academic Affairs Holistic Academic Program Review Committee states “Revise MA in Education: Curriculum and Instruction (with concentrations) to MA in Education: Curriculum and Instruction (no concentrations). Have core courses that all students take. (Note: The MA in Education: School Administration and MA in Education: School Counseling will not be affected.)”

Recommendation 13: KINESIOLOGY: COE HPRC recognizes the value that Kinesiology offers courses in GE and the demand for courses is high. Kinesiology program is fine as it is. (unanimous agreement)

Response from the Dean:

Kinesiology has a strong enrollment. We will continue to work together for continual improvement of programs and our College, to encourage collaboration among faculty and within our schools and community, and to investigate and implement cost-saving measures for all programs.

Recommendation 14: LIBS: Guides and provides majors to all COE programs. LIBS program is fine as it is. (unanimous agreement)

Response from the Dean:

We will continue to work together for continual improvement of programs and our College, to encourage collaboration among faculty and within our schools and community, and to investigate and implement cost-saving measures for all programs.

Miscellaneous recommendations of the COE HPRC Committee:

Recommendation 15: Committee recommends considering eliminating part-time faculty and using TT faculty to teach across all programs. (5 agree/ 1 disagree)

Response from the Dean:

This is a contract issue. Workloads of tenure-track faculty must normally be full prior to hiring temporary faculty. Faculty will not be assigned to teach in areas in which they do not have expertise.

Recommendation 16: All programs should be allowed to bring forth a proposal much like Neufeld/Poole/ Myhre if the modification proposal submitted is taken on as a recommendation. (unanimous agreement)

Response from the Dean:

All programs, faculty and staff were invited to submit recommendations, concerns, and comments on Holistic Program Review to the Dean.

Recommendation 17: Eliminate Chairs: (1 agree/4 disagree/ 1 abstain)

Response from the Dean:

Since reorganization is not part of Holistic Program Review, this recommendation is not being considered at this time. I look forward to receiving the Executive Committee's recommendations on reorganization/restructuring on April 2nd. Recommendation 1 provided to the Academic Affairs Holistic Academic Program Review Committee states "Restructure COE to enhance opportunities and reduce barriers for faculty collaboration across all programs."

Program Coordinators are central to all College outcomes; all students in the COE are in programs for which Program Coordinators are responsible. They recruit, interview, admit, advise, and teach the students in the programs. They also schedule the classes, coordinate faculty who teach in the programs, lead student orientations, conduct all communications with students and others, plan fieldwork, either place students in practicums or work with those who do, conduct program meetings, initiate and maintain networks with school personnel and school districts and systems, conduct advisory committee meetings, lead program reviews and revisions, assess programs, collect and evaluate student data, conduct program survey, prepare biennial and other assessment reports, and are responsible for all accreditation activities, student enrollments, and class schedules. Finally, they maintain program websites, mentor current and former students, recruit school/community partnerships, handle student complaints and issues regarding students on probation, and often serve as a conduit between current and former students and employers regarding jobs.

College of Education Executive Committee

The College of Education Executive Committee made recommendations to the Dean based on survey responses.

Response from the Dean:

Of concern to me is the fact that the process followed to obtain feedback on these recommendations was not inclusive. The recommendations were based on responses to a survey completed by only eight members of the Executive Committee. Other faculty and staff were not invited to complete the survey or consulted regarding their opinions on the survey answers. This concern was also voiced by a member of Executive Committee. A second concern was documented by one faculty member and agreed upon by a second, both of whom are on Executive Committee. The concern, as stated by the Executive Committee member is "...the survey questions are leading to specific answers or are just poorly written!" Another concern is the fact that current policies and procedures, as well as job descriptions were not verified prior to creating the recommendations. One of the items voted on in the survey focused on assigned time among Liberal Studies faculty for advising, and yet Liberal Studies faculty do not have assigned time for advising. Another item talks about positions overlapping in responsibilities, yet the job descriptions were not read. A final concern is that several faculty members submitted individual recommendations to the Dean that were in opposition to the recommendations submitted below.

Faculty and staff were invited to join the Executive Committee emergency meeting that focused on Holistic Program Review. The COE Executive Committee's recommendations to the Dean are listed below, along with rationales provided by the Executive Committee. Responses from the COE Dean to each recommendation are included.

Recommendation 1: Maintain Department Chairs.

Rationale:

While coordinators perform many tasks, department chairs serve a vital role within the College, with responsibilities that extend outside of those coordinators assume. The COE Executive Committee previously discussed potential elimination of department chairs in its discussion of College-wide reorganization. The option of eliminating department chairs was not viewed as viable for a variety of reasons, and it does not remain on the short list of options that continue to be discussed. Chairs have a broader perspective than coordinators and therefore can advocate more effectively for what limited resources are available. In addition, coordinators are already engaged in program-related work; adding more administrative duties on top of their existing load is unreasonable given current assigned time, and unwanted by many who serve in the coordinator role.

Response from the Dean:

Since reorganization is not part of Holistic Program Review, this recommendation is not being considered at this time. I look forward to receiving the Executive Committee's recommendations on reorganization/restructuring on April 2nd. Recommendation 1 provided to the Academic Affairs Holistic Academic Program Review Committee states "Restructure COE to enhance opportunities and reduce barriers for faculty collaboration across all programs."

Program Coordinators are central to all College outcomes; all students in the COE are in programs for which Program Coordinators are responsible. They recruit, interview, admit, advise, and teach the students in the programs. They also schedule the classes, coordinate faculty who teach in the programs, lead student orientations, conduct all communications with students and others, plan fieldwork, either place students in practicums or work with those who do, conduct program meetings, initiate and maintain networks with school personnel and school districts and systems, conduct advisory committee meetings, lead program reviews and revisions, assess programs, collect and evaluate student data, conduct program survey, prepare biennial and other assessment reports, and are responsible for all accreditation activities, student enrollments, and class schedules. Finally, they maintain program websites, mentor current and former students, recruit school/community partnerships, handle student complaints and issues regarding students on probation, and often serve as a conduit between current and former students and employers regarding jobs.

Recommendation 2: The COE Executive Committee should continue exploring reorganization before final recommendations are made regarding placement of programs within departments.

Rationale:

Reorganization may have a small net cost savings for the COE, but the greater purpose of reorganization is communication and efficiency. Additional time is needed to determine the most effective structure within the College of Education. The COE Executive Committee has been engaged in discussions regarding reorganization during the 2011-12 academic year and continues to make progress toward providing a specific recommendation regarding structure. The recommendation suggesting continued exploration of restructuring aligns with item 15 in the Provost's memo. Executive Committee members felt the specific recommendations of the HRC regarding the placement of programs within departments did not fully consider all of the issues that have been part of the year-long conversation about reorganization. Any changes to the COE's structure must be preceded by a thorough and thoughtful analysis of savings and impacts (if any).

Response from the Dean:

I encourage COE Executive Committee to continue exploring reorganization. As stated in my February 17th memo to members of the Executive Committee, COE Executive Committee recommendations regarding reorganization/restructuring are due to the Dean on April 2nd. I look forward to receiving these recommendations. Recommendation 1 provided to the Academic Affairs Holistic Academic Program Review Committee states "Restructure COE to enhance opportunities and reduce barriers for faculty collaboration across all programs."

Recommendation 3: Work toward combining MA C & I concentrations (Multilingual, Elementary Education, Secondary Education, Reading, Educational Technology, Special Education, Kinesiology) while finding a way to maintain notation of concentrations on transcripts. The program revision would include the use of a single prefix for graduate courses in the program as much as possible, recognizing that there may be a few exceptions. The revision would include a single coordinator who would oversee the MA C & I program.

Rationale:

It is difficult to resurrect programs once they are suspended, and all of the COE programs serve a vital role related to the University's mission. Therefore, it is better to modify instead of cutting programs. With a single C & I program, only one coordinator would be needed, saving 2 coordination units (addressing item 6 in the Provost's memo). Other modifications can be made as well which would facilitate better tracking of students (which was a concern noted by NCATE in its recent accreditation visit). This proposed program revision addresses the Provost's memo items 1 and 5 vi since it would facilitate the offering of courses across what are now multiple programs, in a cycle that will maximize enrollments. It will also assist with recruiting efforts, which also is listed in memo item 5 vi.

The Provost's memo also encourages programs with low enrollments to be examined with possible recommendations for improvement considered; what is proposed in this recommendation is, indeed, a recommendation for improvement. The Executive Committee echoes the Holistic Program Review Committee's recommendation that combining the small concentrations into a single degree program is achievable, although methods for maintaining concentrations on the transcript will need to be worked out.

Program modifications need to be made that require review before this change could be fully implemented. It is feasible for this change to go into effect in Fall 2013, after program revisions have been approved at all levels.

Response from the Dean:

Recommendation 7 provided to the Academic Affairs Holistic Academic Program Review Committee states "Revise MA in Education: Curriculum and Instruction (with concentrations) to MA in Education: Curriculum and Instruction (no concentrations). Have core courses that all students take. Have one Program Coordinator for MA in Education: C&I. (Note: The MA in Education: School Administration and MA in Education: School Counseling will not be affected.)" It is important to have core courses that all students take since this a Masters in Education with a concentration in Curriculum and Instruction. It may or may not be possible to note areas of specialty on the transcript. Only one program coordinator will be needed.

Recommendation 4: The Ed.D. Executive Committee maintains oversight of the Ed.D. program. The program is encouraged to explore cost cutting measures.

Rationale:

The Executive Committee felt it was not appropriate for a college-wide committee to make specific recommendations for this program since the Ed.D. program has its own governance committee and since it currently does not draw funds from the COE budget despite language in the WASC document indicating it would be fully supported by the university.

Response from the Dean:

Recommendation 5 provided to the Academic Affairs Holistic Academic Program Review Committee states "All programs will explore and implement additional cost-saving measures. These will be posted to the COE Holistic Review SharePoint site for faculty to share initiatives."

Recommendation 5: When decisions are made regarding possible cuts to low-enrolled courses, number of students enrolled is not the sole factor considered, especially in graduate courses that serve students differently than undergraduate courses do.

Rationale:

The integrity of programs should be factored into decisions about class cancellations. In some cases, courses were originally structured in a way that requires small enrollments in order to carry out instruction; some of these courses are cornerstones to programs. Item 2 in the Provost's memo suggests that centrality to the mission is important to consider, along with whether there is a revenue surplus after direct costs over the entire program are calculated. At times, small numbers of low-enrolled courses could be offset by robust enrollments in other courses within a program. Pedagogy must be considered, even amidst challenging budgets.

Response from the Dean:

Rationales to keep low-enrolled courses are always considered. However, due to the severe budget cuts, only rarely and under extreme circumstances will low-enrolled course run. The integrity of programs, the centrality to the mission, and pedagogy are very important considerations in all decisions about courses and programs. Due to the nature of courses and program in the COE, robust enrollments in courses that offset low enrolled courses rarely occur. Courses that have been structured in a way that requires small enrollments in order to carry out instruction should be re-designed based on current demands of the economy and state appropriations to higher education. Similar programs at other CSUs may be examined to provide ideas for new design.

Recommendation 6: Maintain either an Associate Dean or an Assessment Director, but not both.

Rationale:

This recommendation is not being considered because the two have very different responsibilities, all of which are necessary for operating the College and maintaining accreditation with California Commission on Teacher Credentialing and NCATE. The COE now has a system in place for collecting and reviewing assessment data. Since the Associate Dean and Assessment Director have responsibilities that at least partially overlap as currently written, one of the positions could be structured in a way that maintains oversight of assessment and accountability activities. This would result in cost savings by eliminating the other position; this savings could offset other potential cuts. Item 14 in the Provost's memo suggests that reductions in the cost and/or increases in the productivity of administrators are appropriate to consider at this time.

Response from the Dean:

The job descriptions of the Associate Dean and the Director of Assessment are very different; they have very different responsibilities. These job descriptions are included in Appendix A and Appendix B. In addition to developing an assessment system, the Director of Assessment is responsible for data collection, management, analysis and interpretation, as well as compiling, reviewing, revising, and submitting all assessment and accreditation reports. The Director of Assessment is also responsible for the Teacher Performance Assessment System, and ensuring all students are in the process of completing TPAs.

Recommendation 7: Before making final recommendations to the university's Holistic Program Review Committee, the Dean recognizes the cuts and changes that have already been made in programs.

Rationale:

Committees are tasked with coming up with recommendations that meet the charge specified by the Provost. However, the recommendations related to Holistic Program Review come on top of recently enacted actions within programs. While we recognize the necessity to continue looking at practices, we must also acknowledge that major changes have been instituted in the past year across many COE programs in an effort to streamline operations. These changes might have emerged as recommendations had they not already been implemented, and we would like the Dean to acknowledge these efforts in her report.

Response from the Dean:

Program changes recently implemented are included in the first part of this report.

Individual Faculty Comments to the Dean Regarding Holistic Program Review

Individual recommendations and comments were submitted in writing to the Dean. They are not listed on the COE Holistic Program Review SharePoint site. Some of these individual recommendations have been referred to and/or included in this document.

College of Education Holistic Program Review Recommendations provided to the Academic Affairs Holistic Academic Program Review Committee

These recommendations do not include specific recommendations for reorganizing/restructuring. There is a University Ad Hoc Committee on College Reorganization working on ideas for restructuring colleges university-wide. Within the College of Education, COE Executive Committee is discussing COE reorganization; their recommendations are due to the Dean on April 2nd, 2012.

1. Restructure COE to enhance opportunities and reduce barriers for faculty collaboration across all programs.
2. Examine the number of units required for specific programs in COE and in similar programs across the CSU. Revise programs with a high number of required units to align with similar programs.
3. Examine 4 and 5 unit courses and their rationales, with the possibility of reducing them to 3 unit courses.
4. Investigate models for fieldwork supervision, and revise programs to ensure equality in the number of units and quality for student fieldwork and supervision of fieldwork, as well as equality in the workload for supervising students.
5. All programs will explore and implement additional cost-saving measures. These will be posted to the COE Holistic Review SharePoint site for faculty to share initiatives.
6. Special education is phasing out their Level 2 program and few students remain. If the number of Level II students results in six or fewer students in a class, they will recommend students take courses at Fresno State or another CSU and transfer the coursework to complete Level II credentials.
7. Revise MA in Education: Curriculum and Instruction (with concentrations) to MA in Education: Curriculum and Instruction (no concentrations). Have core courses that all students take. Have one Program Coordinator for MA in Education: C&I. (Note: The MA in Education: School Administration and MA in Education: School Counseling will not be affected.)
8. In all advanced credential programs, require students to enroll in an MA program at the same time they enroll in advanced credential programs. Currently the Counseling program is the only one that requires this.
9. Re-evaluate and possibly revise duties and assigned time for department chairs and program coordinators.

I look forward to receiving the COE Executive Committee's Recommendations on Restructuring on April 2nd; recommendations regarding reorganization and restructuring will be forthcoming.

Appendix A

COE Associate Dean Position Description

This position description is used as a basis for determining the position classification and is maintained as an official record of the duties assigned to this position. This description is intended to be an accurate reflection of the assigned work, however, it is understood that duties may be removed, modified or assigned, and may not be included on this description.

DEPARTMENT: College of Education

POSITION: NEW EXISTING

POSITION CLASSIFICATION: Associate Dean

WORKING TITLE: Associate Dean

EMPLOYEE NAME:

SUPERVISOR NAME AND CLASSIFICATION: Kathy I. Norman, Dean, College of Education

A. POSITION PURPOSE: The Associate Dean is an indispensable member of the College leadership team who oversees the daily operations of the College. The diligence of the Associate Dean in attending to internal administrative duties enables the Dean to serve as the main external voice of the College. The Associate Dean reports to and works closely with the Dean of the College of Education in implementing the vision of the College, and represents and acts on behalf of Dean in her/his absence. The Associate Dean plays a central role in the College by fostering a collaborative environment and assisting in the coordination and implementation of academic goals, educational policy, curricular planning and development, academic program quality, sponsored research, and strategic and academic planning. The Associate Dean is dedicated to the mission of the University and to the full range of programs in the College of Education.

B. SUPERVISORY/LEAD RESPONSIBILITIES:

| CLASSIFICATION OF POSITION(S): | NUMBER OF EMPLOYEES: |
|---------------------------------------|-----------------------------|
| Administrative Analyst | 1 |
| Administrative Coordinator | 1 |
| Credential Analyst II | 2 |
| Administrative Support II | 1 |
| Director of Assessment and Evaluation | 1 |
| TPA Coordinator | 1 |

C. PHYSICAL DEMANDS: The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

D. WORK ENVIRONMENT: The College of Education offers one Ed.D program with two concentrations, three master's programs with eight concentrations, two bachelors programs with 25 concentrations, and 10 credential programs at the graduate level. The College is comprised of 45 full-time faculty members and currently has 30 part-time faculty on the spring 2012 schedule. At this time the College has 17 staff members, and has four academic departments. The College is accredited with the National Council for Accreditation of Teacher Education (NCATE), and credential programs are accredited by the *California* Commission on Teacher Credentialing (CCTC).

- E. EDUCATION:** Earned doctorate appropriate to the mission of the College.
- F. EXPERIENCE:** Demonstrated experience in teaching, research and scholarship that merits appointment and tenure at the professor level in one of the College's departments. Administrative experience, or strong promise thereof, related to the duties and responsibilities of this position. Successful collegial work and interactions within a team-oriented environment. Ability to promote an environment supportive of a diverse student body, faculty and staff. Involvement with practitioner community.
- G. SPECIALIZED KNOWLEDGE, SKILLS, ABILITIES:** Knowledge and respect for the College's unique mix of areas of study and professional practice, especially in relation to undergraduate, credential, and graduate levels. Experience working in and with public schools; an understanding of educational reform strategies; and knowledge of California and national policies, standards and regulations related to accreditation and educator credentials and licensing. Demonstrated commitment to fostering excellence in education at the University and P-12 levels. Demonstrated abilities to be well-organized, detail-oriented, a quick learner, and ability to thrive in a multi-tasking environment.
- H. REQUIRED QUALIFICATIONS:**
- An earned doctorate in a relevant field;
 - Excellent oral, written and interpersonal communication skills;
 - A record of university teaching, research/creativity activity, and service that merits appointment at the rank of professor with tenure. An internal candidate may be appointed at the rank of associate professor given good promise of appointment to professor in the near term;
 - Successful leadership experience;
 - Evidence of experience working with faculty, staff, and administration;
 - Evidence of involvement with the practitioner community.
- I. PREFERRED QUALIFICATIONS:**
- Knowledge of academic regulations and policies;
 - Three years of university administrative experience;
 - Experience effectively establishing and maintaining collaborative working relationships within a diverse team-oriented environment;
 - Leadership experience in college-level accreditation efforts (WASC and NCATE);
 - Experience working with University administration to ensure personnel, curricula, and program policy alignment;
 - Experience interpreting technical procedures and regulations;
 - Experience providing administrative oversight for hiring and evaluation of temporary faculty, College staff, and handling problems that are confidential and sensitive in nature;
 - Experience in preparing written reports, business correspondence, and procedure manuals;
 - Leadership experience in integrating technology into instruction and assessment;
 - Experience in effectively presenting information and responding to questions from managers, students, faculty, and the general public;
 - Experience defining problems, collecting data, establishing facts, drawing valid conclusions and interpreting a variety of evidence and reports that involve multiple abstract and concrete variables.

| J. ESSENTIAL DUTIES AND RESPONSIBILITIES | Percent of Time |
|--|-----------------|
| <p>ACADEMIC PROGRAMS:</p> <ul style="list-style-type: none"> • Oversees and coordinates the review and curriculum consultation processes, including course/program revisions, new course proposals and new degree/concentration proposals. • Ensures alignment of programs with professional, national, regional and statewide agencies (NCATE, WASC, and CTC). • Provides managerial support to faculty, staff and department chairs to sustain quality instruction in all educational activities. • Serves as a liaison for the College on committees and projects related to curriculum and programmatic needs. <p>ACCREDITATION & ASSESSMENT:</p> <ul style="list-style-type: none"> • Leads accreditation efforts for College (CTC, WASC and NCATE). • Oversees compliance with mandated performance assessments (TPA). | 15% |
| <p>SCHEDULE, ENROLLMENT, ADVISING, AND RECRUITMENT:</p> <ul style="list-style-type: none"> • Oversees faculty and staff recruitments from inception to completion. • Provides administrative assistance and oversight of the course schedule. • Monitors course enrollments; consults with Dean, chairs, program coordinators regarding low enrollments and additional courses needed. • Plans and tracks enrollment targets for programs; assists Dean and chairs with enrollment planning. • Facilitates College efforts in student recruitment, student retention, and advisement efforts. | 20% |
| <p>PERSONNEL:</p> <ul style="list-style-type: none"> • Provides administrative oversight for and evaluation of temporary faculty and all support staff. • Supervises Credential Office staff, Grant Offices staff, Director of Assessment and Evaluation, and TPA Coordinator. • Conducts individual and group meetings with Department Chairs and Program Coordinators. • Monitors the dissemination of scholarship and grant awards for students and faculty. <p>STUDENT AFFAIRS:</p> <ul style="list-style-type: none"> • Handles all aspects of student affairs in College, including but not limited to issues related to faculty relations, degree/program completion, major and minor requirements, grievances, and student success. • Serves as student contact for COE (student petitions, independent study, general inquiries, etc.). • Reviews and processes academic petitions and works with chairs/program coordinators in addressing student grievances. <p>FACULTY AFFAIRS:</p> <ul style="list-style-type: none"> • Assures accuracy in faculty workload reporting. • Oversees the compilation of the annual report of faculty scholarship in the College. • Inspires and supports faculty in developing their scholarly and research agendas through workshops, seminars, one-on-one mentoring, and the establishment or enhancement of formal collaborations with other departments. • Enhances a sense of collegiality among faculty in their intellectual, teaching, and scholarly endeavors. • Facilitates the development of programs and events to acknowledge faculty accomplishments in teaching, research and creative work, and exemplary community service. • Provides oversight and direction for the administration and distribution of faculty development resources. | 20% |
| <p>COLLEGE-WIDE AND CROSS-CAMPUS RELATIONS:</p> <ul style="list-style-type: none"> • Promotes effective functioning of various college committees and represents and acts on behalf of the Dean when needed. • Evaluates and prioritizes faculty and staff funding requests. • Provides support and oversight in the management of all College grants and contracts. • Furthers the development of a strong network of support services for faculty, staff and student activities. • Assists in the development of new centers and institutes within the College. • Interacts with the university-wide community in a variety of leadership capacities. | 15% |
| <p>ASSISTS DEAN:</p> <ul style="list-style-type: none"> • Establishes, maintains, and supports a positive working relationship with the Dean. • Provides effective counsel to the Dean. • Supports the Dean in carrying out the policies of the University and College. • Provides services as needed to ensure the mission/vision of the University and College are met. • Provides oversight for the day-to-day operations of the College, including supporting faculty, staff, and students in their roles. | 25% |

| | |
|---|------|
| <ul style="list-style-type: none"> • Assists with strategic planning, program review process, WASC assessment review procedures/processes, accreditation, annual reports, and Chancellor’s Office reports. • Represents and acts on behalf of Dean in her/his absence and sign documents requiring Dean’s signature when needed. • Assist the Dean, Department Chairs, Program Coordinators, and faculty with coordinating special events and faculty development activities specific to the College. • Assists in outreach activities and development of promotional or outreach materials including web, social, and print media. | |
| <ul style="list-style-type: none"> • Other duties as assigned | 5% |
| TOTAL | 100% |

Appendix B
COE Director of Assessment and Evaluation
College of Education

4/27/11

The Director of Assessment and Evaluation is responsible for providing leadership and support for all assessment and evaluation activities that relate to accreditation and other reports in the College of Education. The Director is charged with developing plans and systematic procedures for collecting, analyzing, and reporting student outcome and program evaluation data. The Director works closely with all Departments and with the College of Education Assessment, Accountability, and Accreditation (AAA) Committee and reports directly to the Dean. Responsibilities include:

- Manage all activities related to the Teaching Performance Assessment (TPA) System, to include (but not limited to): develop plans for administration; train and calibrate of scorers; assign of tasks to be scored; maintain records; prepare reports.
- Develop an integrated electronic system to collect, manage, and report all data pertinent to the College of Education assessment system.
- Develop plans for systematic storage and an integrated data base system.
- Assist all Departments within the College with the development of valid, reliable assessment measures.
- Administer surveys of students, graduates, and employers and prepared summary reports for Department/program review.
- Prepare data for all reports required by accrediting bodies and other agencies related to the College of Education.
- Provide technical support and assistance to programs and departments in developing instruments and in analyzing, interpreting, and responding to data.
- Ensure that all work related to assessment is in alignment with institutional assessment and evaluation.