

California State University, Stanislaus

2007/2008

SUPPORT UNIT REVIEW - PHASE 3

COLLEGE OF EDUCATION

EXECUTIVE SUMMARY

Self-Study and External Review

1) Annual reports and self study

a) Evaluation process

Information in terms of annual reports is collected from each department in the College of Education and progress on the annually established college goals assessed against those reports. The Dean then compiles his annual report for the Provost. For this year's support unit review, department staff responded to a series of questions from the Dean's office about operations and surveyed and logged office tasks. This information was compiled into the self-study document. The self-study document was reviewed by the external review committee, and the committee wrote a questionnaire based on the self-study. The questionnaire was completed by faculty, staff, and students served by the College and results were compiled and analyzed.

b) Divergence between self study and review team findings

The team findings revealed that staff were identifying morale issues of a significant kind related to workload as well as feelings of not being enough of a team, points not raised in the self-study.

2) Mid-year and annual budget reports

a) Narrative summary

Current resource allocations are sufficient to allow for program support at the basic level. O&E budgets are insufficient to allow for any departmental or Dean's Office flexibility.

b) Assessment of resource allocation and effectiveness

Allocation of resources happens by reviewing past departmental expenditures, likely future initiatives, and demands of targeted enrollment planning. This process is adequate, given the currently centralized allocation processes we employ at the University.

c) Adequacy of resources allocated to perform mandated functions

Here is a list of current needs awaiting additional resources:

- Updating of classroom equipment and maintenance of equipment.
- Fitness Center: annual maintenance, repair, and replacement of equipment.
- Faculty and staff travel for participation at conferences, trainings, and certification programs.
- Advertising funds to promote programs and help with recruitment.
- Acute need for Associate Dean to lead accreditation and on-going assessment efforts and strengthen curriculum development, research, and outreach initiatives.

3) Effectiveness of the unit in supporting the mission of the university**a) Mission, goals, and values**

The COE effectively supports the university mission: The faculty, staff, administrators, and students of California State University, Stanislaus are committed to creating a learning environment which encourages all members of the campus community to expand their intellectual, creative, and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for lifelong learning. To facilitate this mission, we promote academic excellence in the teaching and scholarly activities of our faculty, encourage personalized student learning, foster interactions and partnerships with our surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region. The College of Education mission reflects and supports the university mission: Our mission is the professional preparation of teachers and school service professionals. Specifically, the College prepares elementary, middle, and secondary-level teachers and school administrators, counselors, reading/language arts specialists, instructional technologists, special educators, and physical and health educators. Faculty are committed to meeting the rightful expectation of the public regarding the education of effective and dedicated educators who exhibit competence, reflection, and a professional passion manifested in their advocacy for children and their communities. The SUR assessment process confirms that COE is appropriately oriented to support the mission.

b) Processes and assessment

The program review cycles and accreditation by CCTC and NCATE regularly evaluate how well the College and its programs meet the stated mission, goals, and values.

c) Special issues

The program review cycles and accreditation processes by CCTC and NCATE regularly focus major attention on assessment of student learning along with how well the College and its programs assess student learning. This past year each program in the College reviewed and updated its assessment systems, both in terms of student learning and program level assessments.