

**Unit Operations Assessment Committee
Annual Report to the Head of the Unit
2011-2012**

The Following Documents were reviewed:

1. Professional Education Governance Faculty Survey
2. Academic Capital Support
3. Budgeted Academic Support
4. Budgeted Academic Support for Instruction
5. Library Allocations
6. Computer Purchased and Inventoried
7. Scholarly Development Allocations
8. Student Infrastructure Allocations
9. Technology Fee Allocations
10. College of Education Productivity
11. Professional Education Faculty Title Totals (2009, 2010 and 2011)
12. Professional Education Faculty Information Document Summary
13. Professional Education Faculty Workload (fall)
14. Professional Education Faculty Workload (spring)
15. Research Awards
16. Course/Instructor Evaluations (fall)
17. Diversity

Tables are accessible at <http://www.astate.edu/a/prof-ed-programs-office/assessment/2011---2012-annual-report.dot>.

1. Professional Education Governance Faculty Survey - Three Year Trends

- Data collected in 2007-2008, 2008-2009, and 2011-2012
- The Governance Faculty Survey was changed prior to the 2011-2012 data collection
- The Three Year Trend Report will focus on a subset of the questions.
- Return Rates for the three years varied and are as follows
 - 2007-2008 – 46.4% return rate
 - 2008-2009 – 36% return rate
 - 2011-2012 – 39.02% return rate

Question 1: Proposed curriculum and program changes must follow specific guidelines within the governance system before being forwarded to the Head of Unit. How effective has the

Professional Education Governance handled the curriculum review/approval processes?
(Question 7 in documents)

	2007-2008		2008-2009		2011-2012		Totals
	Responses	Percent	Responses	Percent	Responses	Percent	
Very Effective	17	44%	13	43%	15	53%	45
Somewhat Effective	16	41%	13	43%	10	36%	39
Ineffective	0	0%	4	13%	3	11%	7
No Knowledge	6	15%	0	0%	0	0%	6

****General Comments**

1. Overall the responses show the majority of respondents thought the review/approval processes were very effective or somewhat effective.
2. From the Open response to this question in the 2011-2012 survey. The following suggestions for improvement were mentioned more than once.
 - a. Have information to committee member several days (at least a week) prior to the meetings. This allows for a more thorough review and informed voting.
 - b. Decisions should be reported back to the responsible people and disseminated to all faculty within concerned departments.

Question 2: The governance system is designed to represent all of the Professional Education Faculty. How effective has governance represented the diverse interests of the Professional Education Faculty from all of the colleges at ASU? (Question 9 in documents)

	2007-2008		2008-2009		2011-2012		Totals
	Responses	Percent	Responses	Percent	Responses	Percent	
Very Effective	14	36%	18	60%	11	37%	43
Somewhat Effective	15	38%	6	20%	12	40%	33
Ineffective	5	13%	4	13%	7	23%	16
No Knowledge	3	8%*	2	7%	0	0%	5

*In 2007-2008, 2 respondents left this question blank.

****General Comments**

1. Overall the responses show the majority of respondents thought governance represented the diverse interests of the PEF from all colleges were very effective or somewhat effective.

2. From the Open response to this question in the 2011-2012 survey. The following suggestions for improvement were mentioned more than once.
 - a. Better communication, ensuring that all individuals receive governance documents and policies
 - b. Fair representation for all programs

Question 3: The area programs (forums) are intended to facilitate discussion among the Professional Education Faculty about a broad range of teacher education issues. How effective have the area programs been in facilitating discussion? (Question 11 in the documents)

	2007-2008 (Forums)		2008-2009 (forums)		2011-2012		Totals
	Responses	Percent	Responses	Percent	Responses	Percent	
Very Effective	6	15%	8	27%	11	37%	25
Somewhat Effective	19	49%	15	50%	12	40%	46
Ineffective	12	31%	5	17%	7	23%	24
No Knowledge	2	5%	2	7%	0	0%	5

****General Comments**

1. Overall the responses show the majority of respondents thought the area programs (forums) facilitated discussion very effective or somewhat effective. However, there is almost twice as many people that stated the area program (forums) were only somewhat effective in facilitating discussion among the Professional Education Faculty.
2. Note there was an increase in the percentage of people stating the area programs were effective in facilitating discussion. Perhaps the change from Forums to Area Programs has been a good decision.
3. No short answer data was collected for this question. It is possible that we should collect data here to find out how to better meet the needs of the faculty.

Question 4: How would you rate the effectiveness of the governance system for the academic year? (Question 12 in the documents).

	2007-2008		2008-2009		2011-2012		Totals
	Responses	Percent	Responses	Percent	Responses	Percent	
A	11	28%	8	27%	10	33%	29
B	14	36%	17	57%	9	30%	40
C	9	23%	1	3%	8	27%	18
D	1	3%	1	3%	3	10%	5

F	0	0%*	3	10%	0	0%	3
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* 4 respondent left this question blank in 2007-2008

1. Overall the responses show the majority of respondents graded the governance system as an A or B. However, 8.5% graded it a D or F (represents 8 of 95 respondents over the three surveys).
2. Major concerns from the short answer response as to why certain grades were selected (From the Open response to this question in the 2011-2012 survey.)
 - a. Limited or little input from faculty not on committees are presented nor considered.
 - b. Representation of standing committees
 - c. Material should be disseminated with enough time prior to meetings for sufficient review.

2. Academic Capital Support:

The College of Education receives equitable treatment since this allocation is the same for each college and the funds are given to each college every three years. The current allocation is \$40,000 per college.

3. Budgeted Academic Support:

This area is difficult to evaluate since there are many variables that contribute to these expenditures which represent salaries, benefits, and supplies for the Dean’s Office. When you compare the COE to the other professional colleges we are not in an equitable position. Especially in light of the student credit hours the COE produces each year. In the past two years the COE has produced 28.69% of the student credit hours at the undergraduate and graduate levels and we are in fifth place for Budgeted Academic Support at 9.93%. Data differentiating undergraduate and graduate levels would shed additional light on the criteria utilized for disbursement of funds.

4. Budgeted Academic Support for Instruction

The COE receives an equitable share in this area which includes funds for salaries, benefits, supplies, etc. for the instructional units. The COE has received the highest percentage of funds for the past five years with a 17.90% of the funding.

5. Library Allocations

The COE ranks third as compared to the other colleges for Library Allocations. However, with our large number of graduate students we should be receiving additional support.

6. Computer Purchased and Inventoried

This report in its current format does not allow for any comparisons.

7. Scholarly Development Allocations

The COE of receives an equitable share of funding. The COE ranks first with a five year average of 18.53% of the total funding. Ascertain the source of funding.

8. Student Infrastructure Allocations

This source of funding is difficult to analysis since the decision is in the hands of the Student Body President and the Provost Office. There does not seem to be a “rhyme or reason” for the annual allocations. Over a five year history the COE ranks sixth out of ten colleges.

9. Technology Fee Allocations

The COE of receives an equitable share of funding. The COE ranks first with a five year average of 17.04% of the total funding.

Items 2-9 Overall:

The COE receives equitable financial support, especially when allocation of funds is based on faculty lines.

10. College of Education Productivity

Productivity as self-reported by faculty in the College of Education shows the following results.

N=135

Activities	Numbers/ Percentages
Scholarly Publications and Creative Activities of Significant Professional Stature:	
1. Refereed Publications and Creative Activities (include “In Press” publications)	40 (53%)
2. Invited Chapter(s), Review Articles, Exhibits, etc.	13 (17%)
3. Significant Non-refereed Publications and Creative Activities (do not include abstracts)	25 (33%)

Published Proceedings	
a. Scholarly and Creative Activity Presentations to Learned Forums:	154 (205%)
b. Extramural Funding for Research and Creative Activities:	43 (57%)
c. Professional Recognitions and Awards to Faculty, Staff and Students:	13 (17%)
d. Theses/Research Projects:	23 (30.1%)
e. Dissertations:	35 (46.6%)
Service:	
1. International Conference/Meeting	11 (14.6%)
2. National Conference/Meeting	30 (40%)
3. Regional Conference/Meeting	11 (14.6%)
4. State Conference/Meeting	32 (42.6%)
5. Local Conference/Meeting	16 (21.3%)
f. Service to Arkansas State University	118 (157%)
Offices in Professional Organizations:	
1. International	8 (10.6%)
2. National	22 (29.3%)
3. State	16 (21.3%)
4. Local	8 (10.6%)
5. Other	69 (92%)
6. Collaborative Work with Public Schools/Teachers	14 (18.6%)

Summary:

As shown on Table 1, the areas for greatest performance include (1) scholarly and creative activity presentations to learned forums with 154 (205%); (2) Service to ASU (118 or 157%). Conversely, the areas with the lowest performance are (1) Offices in international and local professional organizations, both at 8 entries or 10.6% of the entries.

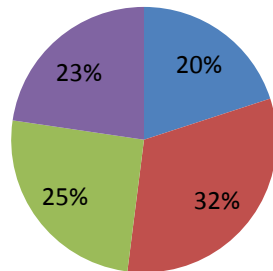
11. Professional Education Faculty Title Totals (2009, 2010 and 2011)

Figure 1 provides a pie chart that shows the break out of faculty title in the College of Education for 2011.

N=75

Figure 1: Professional Education Title Totals

■ Professor ■ Associate ■ Assistant ■ Instructor



Summary:

The distribution of faculty members according to titles in the Professional Education Unit shows close to 1/3 of the faculty members are associate professors with 20% of professors in the College.

12. Professional Education Faculty Information Document

Summary

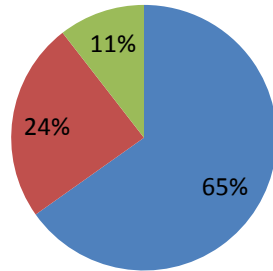
The faculty information sheet shows complete information on all 75 faculty members listed in the Professional Education Unit.

13. Professional Education Faculty Workload (fall)

As seen on Figure, the Professional Education Faculty Workload for fall, based on hours/FTE shows

Figure 2: Professional Educational Unit Total

■ Undergraduate ■ Graduate ■ Reassigned Time



Summary

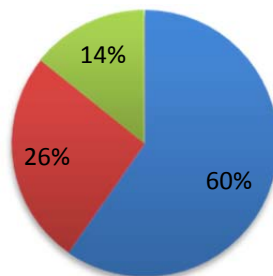
In Figure 2, the largest number average number of hours was spent with undergraduates (65%) followed by graduates (24%).

14. Professional Education Faculty Workload (spring)

As seen on Figure 3, the Professional Education Faculty Workload for spring, based on hours/FTE shows

Figure 3: Professional Educational Faculty Workload

■ Undergraduate ■ Graduate ■ Reassigned Time



Summary

The largest number average number of hours was spent with undergraduates (60%) followed by graduates (26%). There was a 5 % reduction in the average number of hours spent with undergraduates when compared with fall. Conversely, there was a 4% increase in hours for graduate during spring when compared to fall semester.

15. Research Awards

Summary

Research awards across the College of Education showed a total of \$8,603,081. When compared to two years previous, there is a huge reduction in research awards for the College of Education in 2011-2012. An overall look at the last 5 years clearly shows that the College of Education has earned 49.90% of the total allocation of research money when compared to all other colleges on campus.

16. Course/Instructor Evaluations (fall)

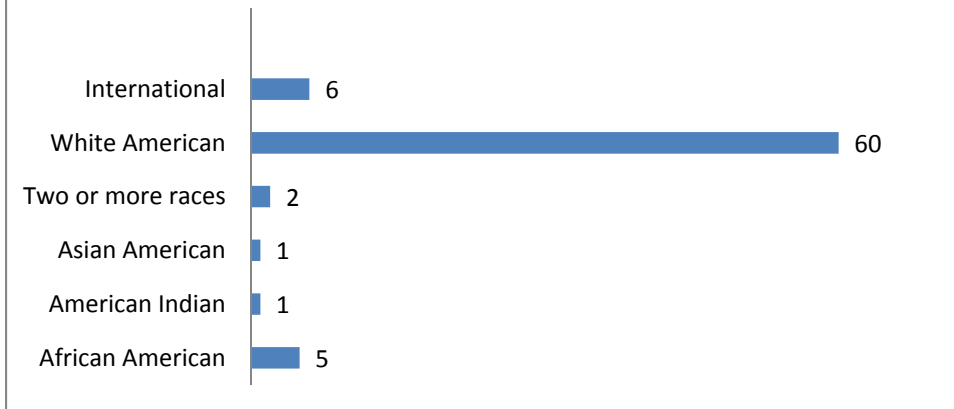
Summary

During fall 2012 college faculty for face-to-face and on-line course evaluations were conducted. There were 17 questions on the face-to-face evaluations compared to 11 questions for the on-line evaluations. The mean evaluation score for face-to-face classes was 4.53 compared to 4.17 given in the on-line environment.

17. Diversity

The professional Education Faculty reflects diversity as follows:

Figure 4: Professional Education Faculty - Diversity Totals



Summary

Figure 4 shows 80% whites; 8% internationals; 1.33% Asian American; 1.33% American Indian; and 6.67% African American making up the Professional Educational Unit in the College of Education.

Overall Recommendations

1. Have information/agenda items to COPE committee members at least one week prior to COPE meeting. A $\frac{3}{4}$ vote of COPE would be required to consider items, which had not been provided one week prior.
2. COPE minutes should be continued to be posted on the Professional Education website and mailed to Professional Education Faculty after they are approved.
3. Monitor Question 2 on the Governance Survey, "The governance system is designed to represent all of the Professional Education Faculty. How effective has governance represented the diverse interests of the Professional Education Faculty from all of the colleges at ASU?" for ineffective responses.
4. Area Program groups need to meet regularly, especially when program changes are forthcoming
5. Professional Education Committees should be open and publicized ahead of time to allow non-committee member professional education faculty to attend if they so choose.

6. Due to the exceptional high number of student credit hours generated by the COE (28.69%) we propose the following recommendations to reflect our status as this institutions frontrunner in the generation of Student Credit Hours (SCH's).
 - a. Increased allotment of funds for Library allocations for graduate material to support online education.
 - b. Increased Salaries to support the number of generated credit hours
 - c. Explore the possibility of more flexibility of the use of library funds
7. Explore ways to intentionally cast a wide net for diverse faculty recruitment.