Appendix A4.6

College of Education
Questions from Governor Rick Scott  
Response Document for Academic Deans

Name of College or School: Education

Note: The listing of questions A through Q has gaps in the lettering because they correspond to the Governor’s request, and the deans are not being asked to respond to every question. Please use the lettering as they appear below for each of your responses.

A. What studies has your university done in the last three years to ensure your graduates are meeting the needs of employers?

Guidance for Response from Deans: Provide pertinent information that may include the involvement of advisory boards in your programs, the composition of the advisory boards to include employers and industry representatives in the profession, any employer surveys and alumni surveys conducted in the past three years. Also include accreditation standards that deal specifically with competencies required in professional practice.

1. In compliance with Standard 3 of the Continual Program Approval Standards for Teacher Education Program set forth the Florida Department of Education, the College of Education reviews feedback gathered through an Employer Satisfaction Survey and Completer Satisfaction Survey which are both administered annually to determine the preparedness of FAMU education graduate for their work in the profession 1 year after program completion. (3 years of employer and completer satisfaction data, Appendix A4.6.1).

2. Need Analysis through the FFMT – Analysis shows that we are the top producer of African American teachers in Florida.

3. The College of Education is served by two Advisory Boards:
   a. The Educational Leadership and Human Services Advisory Council – the 32 members include superintendents and principals from the thirty-two school districts located in central, north and panhandle of Florida.
   b. The College of Education Advisory Council – the 14 members include superintendents, principals and cooperating teachers from partner school districts to include: DRS, Leon, Jefferson, Gadsden, and Wakulla Counties. The council meets twice per year.
   c. Input is provided through these councils.

4. The college has held continuous approval with the Florida Department of Education and the standards set forth.

5. The College has held continuous NCATE accreditation for the past fifty-seven years. The College is required to engage in continuous improvement based on data relative to the accreditation standards.
B. Do you have measurable goals to meet employers’ current needs? If so, please provide them. How often are these goals updated?

Guidance for Response from Deans: List pertinent goals/learning outcomes to meet needs of employers from accreditation standards or other means such as professional standards or your advisory board’s input. How often are such goals revisited?

1. One of the largest producers of minority teachers in the state.
2. One of the two largest producers of the Florida Fund for Minority Teachers (FFMT) graduates.
3. Through NCATE accreditation we are required to assess, aggregate and make data driven decisions based on Knowledge, Skills and Dispositions of our students.
4. For the State of Florida we assess, aggregate and make data driven decisions on:
   a. Florida Educator Accomplished Practices (FEAPs) (Appendix A4.6.2)
   b. Florida Teacher Certification Examination (FTCE) (Appendix A4.6.3)
   c. Florida Educational Leadership Examination (FELE) (Appendix A4.6.3)
   d. Academic Learning Compact (Appendices A4.6.4.1-5)
   e. Student Electronic Portfolio (Appendices A4.6.4.1-5)
5. These goals are updated annually

C. Do you have measurable goals for each graduate in the areas of writing proficiency and critical thinking? If so, please send them to me with the goals and include the results for the last five to ten years.

Guidance for Response from Deans: List specific measurable goals in your program relating to writing proficiency and critical thinking. At a minimum, these should be reflected in your Academic Learning Compacts. Also include requirements in these two areas reflected in accreditation/industry standards and competencies tested in licensure examinations. Provide any summary results of assessment that demonstrate graduates have met writing proficiency and critical thinking goals, preferably for the past five to ten years.

1. The College of Education focuses on student learning related the Florida Educator Accomplished Practices (FEAPS) and the PEU Conceptual Framework (CF) proficiencies. The following are specific learning standards for COE students.

   FEAP 3: Communication
   The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.
CF 4: Critical Thinking

CF 4.1 Demonstrate an understanding of a variety of instructional / professional strategies to encourage student development of critical thinking and performance.

CF 4.2 Demonstrate the use of a variety of instructional / professional strategies to encourage students’ development of critical thinking and performance.

CF 4.3 Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind.

CF 4.4 Demonstrate the use of performance assessment techniques and strategies that measure higher order thinking skills of student.

CF 4.5 Demonstrate the use of higher order thinking skills.

(FEAPS and CF Performance Results for as many years as available, Appendix A4.6.5)

2. We have measurable goals for each of the following:
   - Writing Initiative (Appendix A4.6.6)
   - Communication and Critical Thinking Skills (Appendix A4.6.7)
   - Writing requirements for the licensure exams (Appendix A4.6.8)
   - Knowledge, Skills, and Dispositions (Appendix A4.6.7)
   - Florida Educator Accomplished Practices (FEAPs) (Appendix A4.6.9)
   - Florida Teacher Certification Examination (FTCE) (Appendix A4.6.7)
   - Florida Educational Leadership Examination (FELE) (Appendix A4.6.10)
   - Academic Learning Compact (Appendix A4.6.11)
   - Student Electronic Portfolio (Appendix A4.6.2)

E. Are professors required to integrate writing proficiency and critical thinking into all courses? If so, what oversight is provided to ensure that these skills are being taught? How are these skills integrated into course assessments?

Guidance for Response from Deans: This is related to your response to item C above. Elaborate on your response, relative to the responsibilities of faculty members related to integrating writing and critical thinking, and oversight to ensure this is occurring. Please include any state mandated writing and critical thinking requirements which must be reflected in course syllabi. Include sample syllabi.

All faculty members are required to integrate writing proficiency and critical thinking in all courses. These skills are aligned to the PEU Conceptual Framework themes, and the Uniform Core Curriculum Content Standards. Faculty are required to integrate key tasks into their courses which are measured by rubrics and which
contained elements linked to each standards.  (Sample of course syllabi that reflect writing from syllabi posted for NCATE, (Appendix A4.6.12)

F. Do you have measurable goals for student success after graduation? If so, please send me the goals and the results for the last five to ten years.

Guidance for Response from Deans: Information in the following two categories would be useful:

1. Any goals the programs have relative to student success in the form of outcomes such as percent of graduates finding employment within a specified time, average salaries garnered by recent graduates, types of jobs graduates find, etc. Note any alumni who have gained prominence in the profession.

2. Any goals the programs have in terms of what competencies students should be able demonstrate upon employment in the profession. For example, engineering programs must identify learning outcomes and program objectives as required by ABET to ensure competence once employed. List specific accreditation requirements that are pertinent to this question. For programs not undergoing accreditation, list other relevant program goals. Other sources of information may include employer surveys and alumni surveys. Provide summary results for the past five to ten years demonstrating the goals are met.

1. The College of Education is required to conduct the following surveys on an annual basis:
   a. Employer Satisfaction Survey (Appendix A4.6.1)
   b. Student Follow-up Survey after one year of teaching (Appendix A4.6.1)
   c. Exit Interview for all graduates (Appendix A4.6.13)
   d. Rehire ability data (Appendix A4.6.14)
   (Post at least 3 years of data for each of these, Appendix A4.6.14)

2. We also engage two advisory councils to conduct routine assessments of our students as teachers and to provide valuable insight into the continuing needs of the school districts.

3. We are required to have an Induction Program that follows/tracks our graduate for three years and to provide support.

M. What programs do you have to educate students regarding job opportunities? What are your measurable goals for each program? Do you use information similar to the data available from the Florida education and Training Placement Information Program (FETPIP) to prepare students prior to admission and prior to selection of major? Please provide me the results for the last five to ten years.

Guidance for Response from Deans: State the mechanisms in place at the program or college level to educate students regarding job opportunities, and the measurable goals for each program regarding education about job opportunities and student placement.
1. The College of Education has consistently placed all graduates. In fact schools call us to fill teacher vacancies they may have. Many time students are offered contracts on site. In addition job opportunities are handled through:
   a. Recruitments Fairs is conducted by the Career Center each Spring
   b. Individual school district recruitment visits
   c. Job Placement Boards
   d. Individual student referrals

Q. Please provide me with any additional information you think may be helpful, including your thought process to make sure we are headed in the right direction.

Guidance for Response from Deans: Provide data and other specifics on how your programs are addressing workforce needs in some significant way, such as producing x% of African American workforce in a particular field. Include here or under relevant question examples of outstanding accomplishments relating to any questions. Also include any other pertinent thoughts.

We are one of the major producers of minority teachers, counselors, administrators and school psychologist in the state. The increased number of minority educators has been identified by the state as a critical need.