

**Department of CCEI  
Program Review  
January 2016**

**Review Team Members**

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**Overview**

The review team of Dr. Rochelle Brock and Dr. Candace Kaye, accompanied by FAU internal reviewer Dr. Michael Horswell, reviewed the Department of Curriculum, Culture & Educational Inquiry during a two-day visit that took place on January 26-27, 2016. Before the visit, Dr. Emery Hyslop-Margison, the chair of the department, provided the team members with a self-study. Additionally, the review team met with:

- CCEI faculty members in three separate meetings (tenure, tenure track and adjunct professors)
- CCEI graduate students (several current students and a recent graduate)
- Chair of the Department, Dr. Hyslop-Margison
- COE Dean's Office Team (Drs. Bristor-Dean; Heydet-Kirsch-Assistant Dean of Accreditation and Assessment; Herbst -Assistant Dean for PK-12 Schools and Educational Programs; Torok - Associate Dean for Enrollment Management; Shepherd - Associate Dean, Office for Academic and Student Services; and Cheryl Marcello-COE Coordinator, Administrative Services and Terri Rossi-COE Executive Secretary)
- Dr. Deborah L. Floyd Dean, Graduate College, FAU
- Dr. Susan H. Fulks Associate Dean, Graduate School, FAU
- Dr. Camille Coley E., J.D., CRA, Sr. Associate Vice President for Research
- Dr. Anthony Ambrosio, Director of Assessment for Undergraduate Programs
- Dr. Russell Ivy, Associate Provost for Programs and Assessment

The External Review Team's charge was threefold: 1) to address the three areas of concern (questions) provided to us in the department's self-study, 2) to assess issues raised in the self-study that the review team saw as "the most salient for purposes of improvement," and 3) to provide a list of actionable recommendations that could take the program to "the next level." Based on the charge given to the review team by the Dean of Education, the Program Review Report addresses the three areas mentioned. Additionally, this report includes information obtained from meetings with the stakeholders during the site visit. The most salient points are being addressed as the questions are being answered. **Note:** Recommendations will be embedded into the answers as well as the Recommendations section and will be set in **bold-face** type.

**General Comments and Observations**

Curriculum Culture and Educational Inquiry (CCEI) is one of 7 departments within the College of Education at Florida Atlantic University. The chair of CCEI, Dr. Emery Hyslop-Margison, has been chair since 2013 and is a renowned scholar in critical

pedagogy. CCEI faculty are committed to the program and are productive especially given their workload (teaching and advising). The analysis of scores on SPOTS questions 20 and 21 shows an improvement at both the undergraduate and graduate level since 2009. Question 20) *Rate the quality of instruction as it contributed to your learning in the course* totaled 1.7 for both undergraduate and graduate students. The mean for both undergraduate and graduate students on question 21) *What is your rating on this instructor compared to other instructors you have had?* was 1.9. Although both scores are good, it must be noted that assessing quality teaching must go beyond scores on the SPOTS, something the department already recognizes as noted in their self-evaluation.

CCEI currently has two (2) Full Professors, five (5) Associate Professors, three (3) Assistant Professors, one (1) Senior Instructor, and one (1) Instructor. It was reported during the on-site visit that the department has received permission to hire an Associate or Full Professor although the given salary range will make this difficult. A collegial climate amongst faculty exists in the department. It was noted that several faculty are engaged in joint research projects. Although the scholarly activities of CCEI faculty presented in the table below are commendable, faculty have not received grant funds since the 2009-2010 academic year. (*The number in the table above represents funding received in 2009-2010*), which could be due to the extra typical workload of senior faculty. It is recommended that faculty take better advantage of the various resources offered by the Division of Research.

<b>CCEI Faculty Scholarly Activity</b>	<b>2009 and 2014</b>
Books (including monographs & compilations)	13
Other peer-reviewed publications	38
All other publications	33
Presentations at professional meetings or conferences	107
Grant Proposals submitted.	8
Organized & Sponsored Research, Other Sponsored Activities	\$39,414

The programs of study in CCEI are: Bachelor's in Early Care and Education (joint degree program with the Department of Exceptional Student Education); one Master's Program in Curriculum & Instruction with specializations within the program including coursework in TESOL/Bilingual Education, Multicultural Education, and Early Childhood Education; an Ed.S. in Curriculum and Instruction; and a Ph.D. in Curriculum and Instruction.

The emphasis on understanding diversity in the department is important. CCEI students stated that students in other departments in COE did not have the same understanding or appreciation of diversity issues as the students in CCEI. As noted in the exit report by the accrediting body for teacher education programs, Council for the Accreditation of Education Preparation (CAEP), the department's work in diversity is a national exemplar. The department should be commended for this, and the COE should better utilize the expertise of CCEI in all of its' departments. This also fits with FAUs Strategic Plan Platform on Diversity.

CCEI should be commended for designing and implementing its M.Ed. in Curriculum & Instruction, which is one of only eight fully online degrees at Florida Atlantic University and was recently ranked #23 in online programs in the field of Curriculum and Instruction (Bestprograms.org). This program contributes to FAU's Platform of *Innovation and Entrepreneurship* and should be held up as an example.

### **Department Focus Questions with Responses**

In its self-study, the Department asked for general recommendations for improvement and responses to specific questions. This section addresses those questions and provides general recommendations. There are several recommendations that would require resource support from the University and College while others would not necessarily require an external substantial increase in resources. The Department's focusing on specific redirection and planning could accomplish those in the latter category.

### ***CCEI questions and External Reviewers responses:***

#### ***1) How can we be more competitive with marketing efforts and support a program-specific marketing budget?***

A crucial part of the external evaluation was to offer recommendations for the department to "move to the next level" and a marketing plan is necessary for this to happen. A difficulty in implementing a marketing strategy is that CCEI was "cobbled together" when another department split in two, a perception expressed to the reviewers. Because of this, not all of the programs in CCEI necessarily make sense and the department has had to create an identity-something they are still searching to find. This is one of the issues the department needs to address as it works to develop a competitive marketing strategy. The other issue is funding. Despite the fact that many universities across the country are in a budget crunch and funds for activities that do not generate student dollars are not as forthcoming as they once were, the external reviewers note that with creativity and "out-of-the-box" thinking there are still things that can be done to market the department. The external reviewers offer the following suggestions for CCEI to increase its marketing efforts.

### **Recommendations:**

- The external reviewers were provided with the current CCEI brochure. We actively encourage the department to review and revise the brochure. The brochure does not provide enough information about the programs offered or about the faculty in the program. It is also recommended that each program that CCEI offers have a separate brochure that describes the program and the required coursework. Although COE has a designated individual that creates marketing materials, it is suggested that a CCEI faculty (or perhaps someone from the Business School) work closely with the person to ensure a brochure that provides the necessary information;
- The program checklists need to be updated. For example, the M.ED. yellow sheet the external reviewers were provided did not mention this program was now an on-line degree. Additionally, there were contradictions between what is on the CCEI website and what is stated within the program check lists.

- CCEI engages in cross-department collaboration in the form of the undergraduate degree offered, research courses and using faculty from other departments as dissertation chairs for CCEI graduate students. It is suggested that this cross discipline/department collaboration be better advertised;
- Through a thorough analysis of the self-evaluation report and additional faculty meetings CCEI should create a common thread which runs through all of its' programs. For example, if CCEI infused community connections or social justice in programs the department could be branded along those lines. Because Brands are a common "shorthand" the department can use when advertising and are physically expressed through logos, jingles, mottos, etc., branding will create value for the work of CCEI. Communicating CCEI's brand allows the department to make a promise that can be delivered to students;
- CCEI reports that its M.Ed. in Curriculum & Instruction has been ranked #23 in online programs (Bestprograms.org). When looking for the ranking on the provided URL, the reviewers could not find any information on the ranking. It is suggested that the URL for the actual page that shows the ranking be used on all marketing materials and not the URL for the website. Also, this ranking should be better highlighted in all print materials as well as in any social media;
- It is suggested that the department works more closely with the Division of Research to find grants that will support marketing efforts;
- The department must adequately address those Platforms, which align with their expertise. When this is done marketing of the department will happen as FAU markets the specific Platform. For example, the College of Business is intricately involved in the Diversity Platform with its "Business and Economics Polling Initiative" (BEPI), which has been featured on MSNBC & CNN. According to the Department of Economics, BEPI conducts "surveys on business, economic, political, and social issues with main focus on Hispanic attitudes and opinions at regional, state and national levels" (<http://www.fau.edu/research/pillars/index.php>). Based on CCEI's stated commitment to diversity a specific program should be developed that is closely tied to the Diversity Platform. In this way, marketing for CCEI becomes tied to FAU's marketing. In other words, as they advertise a specific Platform they will naturally advertise CCEI's diversity program;
- CCEI must increase their online presence in social media (i.e., Twitter, Facebook, etc.) and insure that their online presence is accurate and up to date. When reviewing CCEI's Facebook page, it was noted that the page could be better used to advertise the department;
- Website: Prospective students, parents, current students, alumni, and others are increasingly making use of school websites to learn more about graduate degrees and the schools that offer them. It is critical that the department maintains an informative, up-to-date, user-friendly, and exciting website that helps to depict the value of pursuing a degree in CCEI. COE and the university must devote significant resources to the revision of the website;
- It was stated during the faculty and graduate student meetings that the university did not understand or respect the work of the department—better marketing will help with this issue.

2) *How can we work with local school districts in innovative ways to attract and retain graduate students?*

By including this question in the self-study, the Department of CCEI initiated the conversation for the external reviewers. The reviewers believe that this inclusion supports the concept that CCEI wants an opportunity to develop meaningful partnerships with local school districts for their graduate students. Throughout the external reviewers' time with members of the department, it can be noted that continued enhancement through contextual research within schools was identified as a needed component. The reciprocal relationship between teaching and research was articulated as well as the commitment to community engagement. Thus, the Department seems to be committed to deep engagement with local school partners for mutual collaboration, innovation, and improvement.

- The need for "sustained partnerships" was a common thread reflected through the responses to this question. Responses specifically identified the role of diversity in student populations.
- A "scholarship of engagement" and engaging in "research that matters" were identified as themes for focus of the service to local school districts to be recognized by the College and University for the activity. There is a sense that the College and University need to respect and celebrate this activity. Overall, the perception of the external reviewers is that there appears to be a break of understanding between the school district communities and potential research processes and opportunities in relationship to attracting and retaining graduate students. Two areas of promise mentioned are curriculum reviews in partnership with school districts and a recently formalized relationship with the Broward School District that could include in the future, a structure for sharing research of graduate students.

**Recommendations:** There needs to be further development of focused action items for collaboration between the Department and local school districts. Suggestions include:

1. Understanding of the place of this collaboration in concert with the Strategic Plan of the University, specifically the FAU Pillars and Platforms. This alignment could foster further exposure of the work of the Department and potential grants and other funding opportunities for graduate students and faculty. This area of focus can align the school districts' collaborative work with institutional goals and strategic actions. CCEI scholarly activities align well with the following University strategic plan platforms:
  - Diversity (especially, "building cross-cultural competencies"),
  - Leadership, Innovation, and Entrepreneurship (especially, "engagement in development of leadership skills"),
  - Peace, Justice, and Human Rights (especially, "develop programs that share best practices and promote tolerance and understanding of diverse cultures"). This platform has particular promise since there are three faculty members who serve on this FAU committee, and
  - Undergraduate Research and Inquiry ("distinction through discovery and research experiences that promote scholarship and graduation")

2. It is important to note that information was shared that districts 'came to FAU' expressing a need for building community. Therefore, there needs to be a continuance of the department's curriculum reviews mentioned in consultation with the local school districts. There was an expression by the Department that currently, we 'are a little distanced from the community'. For building community, activities can be both formal and informal. For the latter, it is a suggestion that there be regularly scheduled brown bag lunches for school district representatives, the Associate Dean who is responsible for the development of these partnerships, and Department faculty and students for the purpose of sharing ideas for collaborative research and service and updates of research in progress or completed for publication.

**3) *How can we support our thriving doctoral students, as well as faculty and advance their scholarly pursuits?***

Responses to this question became a major portion of time spent with various groups. Beginning with administrators at the University level and continuing, the following perceptions and recommendations are offered in tandem by the external reviewers in response to this question:

- For funding support, there appears to be a lack of interaction between university grant opportunities and faculty and students of the Department. **Recommendation:** Again, it is the suggestion by the external reviewers that specific focus be given to the FAU Strategic Plan's Pillars and Platforms to achieve support for scholarly pursuits by both faculty and students. Additionally, the reviewers suggest 1) including doctoral students in team grant applications; 2) looking at Hispanic Serving Institution grants now that FAU qualifies under this program; and 3) promoting Division of Research grant-writing workshops to doctoral students.
- Mentoring appears to be another theme. Although graduate students in the Department mention the openness of all faculty to support them, they suggest it would be helpful for them to be assigned a specific mentor at the beginning of their program within their field and while they are beginning coursework to support them in advancing their scholarship and understanding grant processes and availability from the beginning. **Recommendation: This suggestion needs to be a consideration of note.**
- Rigorous publication expectations are important to the institution. However, perhaps the workload issues around dissertation advising and course assignments (3-3 load) could be looked at so that there can be continued research productivity balanced with community engagement and teaching/mentoring of students. **Recommendation: This suggestion needs to be a consideration of note.**
- Financial support of graduate students is considered weak in relationship to the desire of the Department for their graduate students to thrive. The external reviewers consider this fact as presented by the majority of members of the community interviewed as one of the most important tasks of the department. Previous statements in the report reflect this.

**Recommendation: Solutions for financial support of graduate students needs to be a major focus of discussion immediately.**

- There appears to be a ‘community of silos’ within the College.  
**Recommendation: Inter-departmental collaboration is seen as a necessity for a positive direction in answer to this question.**
- **Recommendation:** A suggestion is made to have a Development Officer in the College to support investigation of funding sources, but also offer opportunities for professional development colloquiums, seminars, etc.

**Most Salient Areas Addressed in the Self-Study for Purposes of Improvement/  
 Recommendations Presented as Action Plans to Take Department to Next Level**

<b>Areas Most Salient for Purposes of Improvement</b>	<b>Assessment</b>	<b>Recommendation Presented as Action Plans</b>
<b>Mission and Purpose of Department of CCEI</b>	The external reviewers found that the current purpose, vision, goals of the department were unclear to stakeholders.	<ul style="list-style-type: none"> <li>• Revisit Mission statement of Department to align and update to reflect the most current vision and respond to the question, “Who are we?”</li> <li>• The website for the Department needs to be revisited (For example, the website states that ‘there is an admission freeze for three of our programs’ and to contact the department. Perhaps more information can be provided on the website rather than only requesting those interested to contact the department via a phone number.</li> <li>• (See Alignment with Strategic Plan of University below)</li> </ul>
Alignment with Strategic Plan of University	A strong theme expressed in the self-study and throughout the external review day was the absence of a close	<ul style="list-style-type: none"> <li>• Place agreed upon concepts within the new Mission statement that would align departmental work,</li> </ul>

	<p>alignment with the Strategic Plan of FAU, specifically, the Pillars and Platforms.</p> <p>As mentioned previously in this document, this area of focus can align the work of the department with institutional goals and strategic actions. CCEI scholarly activities align well with the following University strategic plan platforms:</p> <ul style="list-style-type: none"> <li>• Diversity (especially, “building cross-cultural competencies”. This would potentially align with the department’s stated strength),</li> <li>• Leadership, Innovation, and Entrepreneurship (especially, "engagement in development of leadership skills"),</li> <li>• Peace, Justice, and Human Rights (especially, “develop programs that share best practices and promote tolerance and understanding of diverse cultures”). This platform has particular promise since there are three faculty members who serve on this FAU committee, and</li> <li>• Undergraduate Research and Inquiry (“distinction through discovery and research experiences that</li> </ul>	<p>research, and projects closely with the Strategic Plan of FAU. This supports funding, university marketing, and a higher level of exposure for the important work being achieved in the Department.</p>
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	promote scholarship and graduation”)	
Department Policies	The external reviewers found that policies of departmental service and research, equitable teaching loads, determination of chairs of doctoral committees were areas of great concern to those in the department.	<ul style="list-style-type: none"> <li>• Policies and Procedures need to be clarified. It is recommended that a Policy and Procedure manual be created.</li> <li>• Sets of by-laws for the department need to be considered.</li> <li>• Development of standing committees for curriculum decisions and assessment are also a consideration for examination.</li> <li>• Revisit who can chair dissertation committees. Assistant professors currently co-chair committees unofficially but do not get credit for the work they do. Instead create a policy where Assistant Professors can chair dissertation committees in their third year.</li> <li>• Department needs to develop a Workload Policy which includes a defined process for course releases.</li> </ul>
Inter-Departmental Collaboration	Because of the sharing of courses with other departments, collaboration and communication is a necessity.	<p>Consideration of the following action is suggested:</p> <ul style="list-style-type: none"> <li>• Open dialogue needs to be ongoing.</li> <li>• Problem solving needs to be a part of the dialogue.</li> <li>• Weekly informal talks from graduates and faculty about their research with the expectation that all</li> </ul>

		<p>constituents attend, and the departments rotate responsibility.</p> <ul style="list-style-type: none"> <li>• While the external review team does not have a ‘magic wand’ to respond to concerns expressed in the self-study, the following are some basic ideas: <ol style="list-style-type: none"> <li>1. The Department of CCEI needs to continue to be proactive in developing a unified concept for curriculum development including the sharing of courses.</li> <li>2. The external reviewers do not see a solution being easy, but do believe that the basis for solutions is a thoughtful consideration with <u>prioritization of needs of the students.</u></li> </ol> </li> </ul>
<p>Graduate Student Support</p>	<p>The external reviewers suggest a continued building of community.</p> <p>Support packages for graduates need to be a focus of consideration.</p>	<ul style="list-style-type: none"> <li>• It was unclear to the external reviewers if there was a distinct organization of a graduate community beyond social events. Regularly scheduled brown bag events to share scholarship is a consideration for action by the reviewers.</li> <li>• “Graduate students take up a lot of time” was expressed by faculty. Since this appears to be the focus of the Department, an open discussion of how this perception can be addressed would seem</li> </ul>

		<p>meaningful.</p> <ul style="list-style-type: none"> <li>• There are four assistantships for grad students each year. For enrollment to increase and applications to be more competitive graduate funding needs to be made a priority at FAU. One suggestion for the department is to convert their adjunct positions to graduate assistantships. This would result in at least partial funding for graduate students and importantly provide university teaching to doctoral students. If a graduate student does not have the initial qualifications to teach an undergraduate class the class can be jointly taught with a faculty member, which should address any SACS issues.</li> </ul>
<p>Course/Program Development/Realignment</p>	<p>The external reviewers suggest a revision of CCEI research courses.</p> <p>The external reviewers recommend revision of the M.E.D. program.</p>	<ul style="list-style-type: none"> <li>• It is strongly encouraged that the department “own” the research courses offered to graduate students. As is there is an imbalance between qualitative and quantitative research courses—students take more quantitative courses than qualitative courses. Also, the research courses CCEI students take are not always taught by CCEI faculty or in the</li> </ul>

		<p>department. Given that the department is Curriculum, Culture and Educational Inquiry the department's faculty should teach the research courses their students take. Also, CCEI should become known with the COE and across campus as offering cutting edge qualitative research courses.</p> <ul style="list-style-type: none"> <li>• The <i>M.Ed. in Curriculum and Instruction</i> includes ten (10) areas of specialization: <b>1)</b> ESOL Endorsement (Fully Online, K-12); <b>2)</b> Multicultural Education (Fully Online, K-12); <b>3)</b> Early Childhood Education; <b>4)</b> Art (K-12); <b>5)</b> English/Language Arts (6-12); <b>6)</b> Foreign Language (French, Spanish, K-12); <b>7)</b> Mathematics (6-12); <b>8)</b> Science (Biology, Chemistry, Physics, 6-12); <b>9)</b> Social Studies (6-12) and <b>10)</b> Reading (Combines reading and curriculum, leads to endorsement but does not lead to certification as a reading teacher, K-12)</li> <li>• It is the recommendation of the External Reviewers that for CCEI to move to the next level the</li> </ul>
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		<p>department needs to concentrate on what they can do well instead of attempting to do too much. Instead, the department should focus on Elementary Education, ESOL, and Multicultural Education since these areas of specialization are compatible with other programs within CCEI.</p>
CCEI Marketing Plan	<p>In order for CCEI to advertise its programs they must undertake the work of developing a comprehensive marketing plan.</p>	<ul style="list-style-type: none"> <li>• Alumni: An alumni association should be instituted. Develop an alumni directory and hold various alumni events to market the department. For example, invite alumni back to school to talk with students about their industry or career field. Recruit alumni to mentor graduate students. (Please note this also addresses question #3 How can we support our thriving doctoral students, as well as faculty and advance their scholarly pursuits?) CCEI can feature alumni success stories online and provide real world examples for prospective students. CCEI can also discuss employment of their graduates on the website;</li> <li>• Media: Local Newspapers-The department should</li> </ul>

		<p>establish relationships with the local newspapers. In this way when an expert opinion is needed on a particular educational issue, CCEI will be contacted. Also, the papers can be contacted when CCEI faculty or students conduct various programs. Faculty can write opinion pieces and letters to the editor or a reporter can be invited to interview the chair. Local Broadcast Media- Are CCEI classes preparing innovative presentations? Is famous alum coming to speak? Invite the local TV news station to attend;</p> <ul style="list-style-type: none"> <li>• <b>Publicity Video:</b> A well-done video has enormous marketing appeal, particularly if it is produced by CCEI. The video can be streamed on the department's website, copies distributed in classrooms, and presented at admissions events;</li> <li>• <b>Students: Peer Roundtable-</b>A Peer Roundtable provides a structured opportunity for students to network, socialize and share ideas. It can also contribute to a sense of community. Student</li> </ul>
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		<p>Marketing Committee- Utilize student experience and talent to carry forward marketing initiatives for which staff and resources do not exist. CCEI Graduate Student Association- Have students organize a graduate student organization, which will promote publicity of the degree, aid students in networking opportunities and encourage a graduate student community;</p> <ul style="list-style-type: none"> <li>• YouTube Videos: CCEI can create a video channel on YouTube with content related to the various programs, interviews with 'star' and recent alums, statistics on salaries and careers, and links to more online resources for prospective students, etc. The YouTube page can be linked from CCEI's FAU website so that prospective students can learn more about their degrees and the career opportunities they provide, as well as hear from current alumni professionals on how their degrees helped them</li> </ul>
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### **Conclusion**

The external reviewers saw a Department that is admirable in many ways. The reviewers particularly applaud the Department of Curriculum, Culture and Educational Inquiry for their faculty; their caring for students and expertise were evident. Additionally, the Department leadership is devoted to its well-being.

However, the Department has many challenges. The reviewers believe it is a necessity to build a strong departmental identity. The Department will need to continue to build a strong alignment with the vision of the University and with the administration in deliberations so there can be a platform to 1) understand departmental concerns and aspirations and b) be connected to university level commitments and goals. To this end, the strong recommendation by the external reviewers is that the Department develop a vision for itself and that this be done in an inclusive and transparent manner with the inclusion of all members of the department and ideally, with inter-departmental dialogue. If the Department intends to continue to be an active player in the work of FAU as a whole [which includes funding], it needs to reconsider steps toward a realistic and specific alignment with the Pillars and Platforms of FAU. Again, transparency is needed among the Provost, the College, and the Department.

The work of the Department can only be enhanced by more collaboration across departments of the College to serve students better. As the new Chair begins, the notion of strong leadership needs to continue to support the needs and goals of the Department and to continue toward the next steps of excellence.