



Annual Planning and Evaluation Report
Part A: Unit Indicators, 2003-2004

COLLEGE OF EDUCATION

NCATE ACCREDITED

1984-2011

Niagara University

www.niagara.edu

Table of Contents

1. Conceptual Framework
2. Overview of Assessment System
3. Executive Summary
4. Key Performance Indicators
 - ◆ Enrollment and Resources
 - ◆ Diversity
 - ◆ Faculty Contributions
 - ◆ Candidate Performance
 - ◆ Technology Integration
5. Use of Data for Continuous Improvement

Conceptual Framework

University Mission: Niagara University educates its students and enriches their lives through programs in the liberal arts and through career preparation, informed by the Catholic and Vincentian traditions.

College of Education Mission : The College of Education prepares educational and mental health leaders, who demonstrate the knowledge, skills, and dispositions needed to serve others and who further the values and practices of their respective professions. We seek to inspire our candidates, in the Vincentian tradition, to individually and systemically foster core values of professional commitment and responsibility, professional relationships, and critical thinking and reflective practice.

Faculty are committed to developing programs with courses, clinical experiences, and assessments based **on student-centering through constructivist practice**; a process-product framework; and reflective practice.

Faculty members in the College seek to promote these orientations through modeling related pedagogical practices and instilling in our candidates a desire to implement them in their professional lives.

College of Education Strategic Goals:

1. The commitment to diverse, inclusive, multicultural, and international society will be demonstrated through its faculty, students, curriculum and clinical experiences.
2. The professional development for faculty, staff, and administration within the College of Education will be substantive and ongoing with the aim of continuously promoting the quality of programs in teaching, counseling, and administration. This professional development will build upon and extend the current contributions of the faculty and professional staff and support growth in areas of scholarly interest and expertise.
3. All programs within the College of Education will be based on high standards consistent with our own values, and those of accreditation and review bodies; and will be consistently revised and developed to meet the needs of the community.
4. Graduates will demonstrate the qualities of outstanding reflective practitioners and the dispositions of caring, respect for self and others, commitment to equity and social justice, open mindedness, and fairness.
5. The commitment to educational and information technology will be demonstrated in the curriculum and clinical experiences completed by candidates, and continuously supported through the provision of resources including hardware and software, and faculty in-service.

Program Standards:

Candidates in the programs are expected to demonstrate the knowledge, skills, and dispositions of the following national standards: Educational leadership programs— Educational Leadership Constituent Council (ELCC); Counseling Programs—Council for the Accreditation of Counseling and Related Educational Programs (CACREP); School Psychology Program.— National Association of School Psychologists (NASP); Teacher Education Programs— Interstate New Teacher Assessment and Support Consortium Standards (INTASC) for initial programs and National Board for Professional Teaching Standards (NBPTS) for advanced programs.

Assessment System and the College of Education

The Assessment System of the College of Education is a carefully designed and functional system for collecting, organizing, maintaining, analyzing and utilizing meaningful information. The assessment system provides meaningful information for unit performance and program quality as depicted in Figure 1.

- ◆ **Unit Performance**

- measuring progress (Unit standards, strategic plan goals, federal and state standards)
- Internal planning, analysis and advocacy (plan for the Unit generally, program areas specifically)

- ◆ **Program Quality**

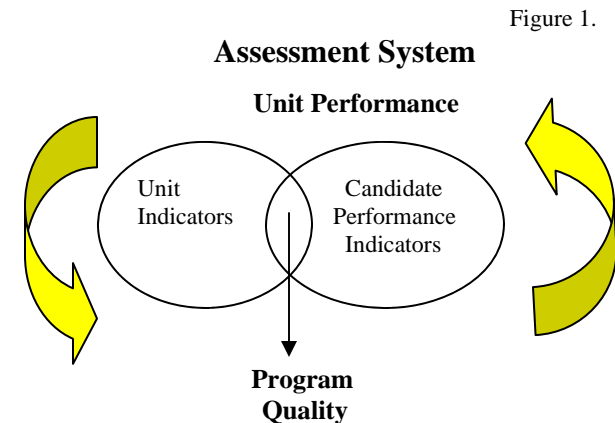
- Measuring candidate performance
- Identifying strengths and issues
- Continuous improvement

The assessment system is aligned with the conceptual framework of the College, includes data related to multiple points of assessment, reflects the involvement of the professional community, and ensures integration of assessment information and data with other University assessments.

Unit and program data are being collected, analyzed and used for the primary purpose of improvement at the Unit and program level:

- ◆ **Unit level:** College committees (aligned to strategic goals areas) report annually (April-May) on progress (data-based) and areas in need of further improvement.

- ◆ **Departmental level:** Candidate performance across multiple assessments (internal and external). Departments provide annual reports focused on candidate performance across program areas and multiple assessment points.



Executive Summary

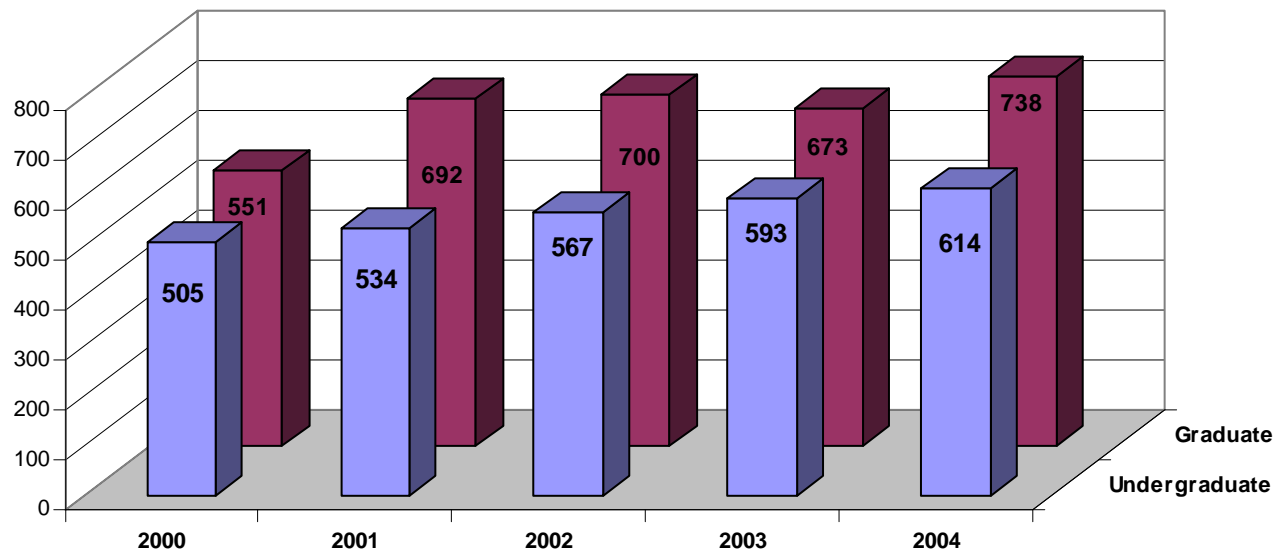
- ◆ Enrollment increased slightly (7 %) in the Fall 2004, representing a continued high enrollment for undergraduate and graduate. Summer enrollment, however, increased by 26% from 2003 to 2004. Qualifications of incoming undergraduate students in education exceeded those of the general university population; qualifications of incoming graduate candidates remain relatively constant from the previous year despite variations from program to program.
- ◆ Success of candidates continues to be demonstrated by a 97 % pass rate on NYS certification exams and 95% placement in the workforce. Candidates rate their content and pedagogical knowledge in the range of 4 to 5 (scale of 1 to 5 and 5 being excellent) after one year in the field.
- ◆ The percent of courses taught by full-time faculty and percent of student teachers supervised by full-time supervisors remains over 50%. Faculty, including first year members, contribute beyond teaching to both service and scholarship. Increased participation in the Pre-K—12 schools is evident among faculty.
- ◆ The diversity of faculty has increased slightly for the 2004 academic year, yet the diversity of candidates remains constant. In fact, the diversity of undergraduate candidates in education is lower than the diversity of the general undergraduate population of Niagara University. Experience in “high needs” schools is evident in early field experiences, teaching assistantships, and student teaching placements (62%).
- ◆ Freshman to sophomore retention of undergraduate students has increased from 77% to 80% (2002 cohort). First year experience initiatives for education students continued to be strengthened and implemented to increase retention and graduation rates.
- ◆ Integration of technology is evident through increased knowledge reported by both faculty and candidates. Increased use of Blackboard, websites, and digital technology are noted among candidates and faculty. Sixty-three percent of the faculty rated their instructional technology knowledge as advanced, as compared to 12% in 2002.
- ◆ External funding in the College of Education increased by 59%. A new grant, Teacher/Leader Quality Partnership was awarded in partnership with the Buffalo Public Schools.

Key Performance Indicators

**Structure
and
governance**
*(NCATE unit
standard)*

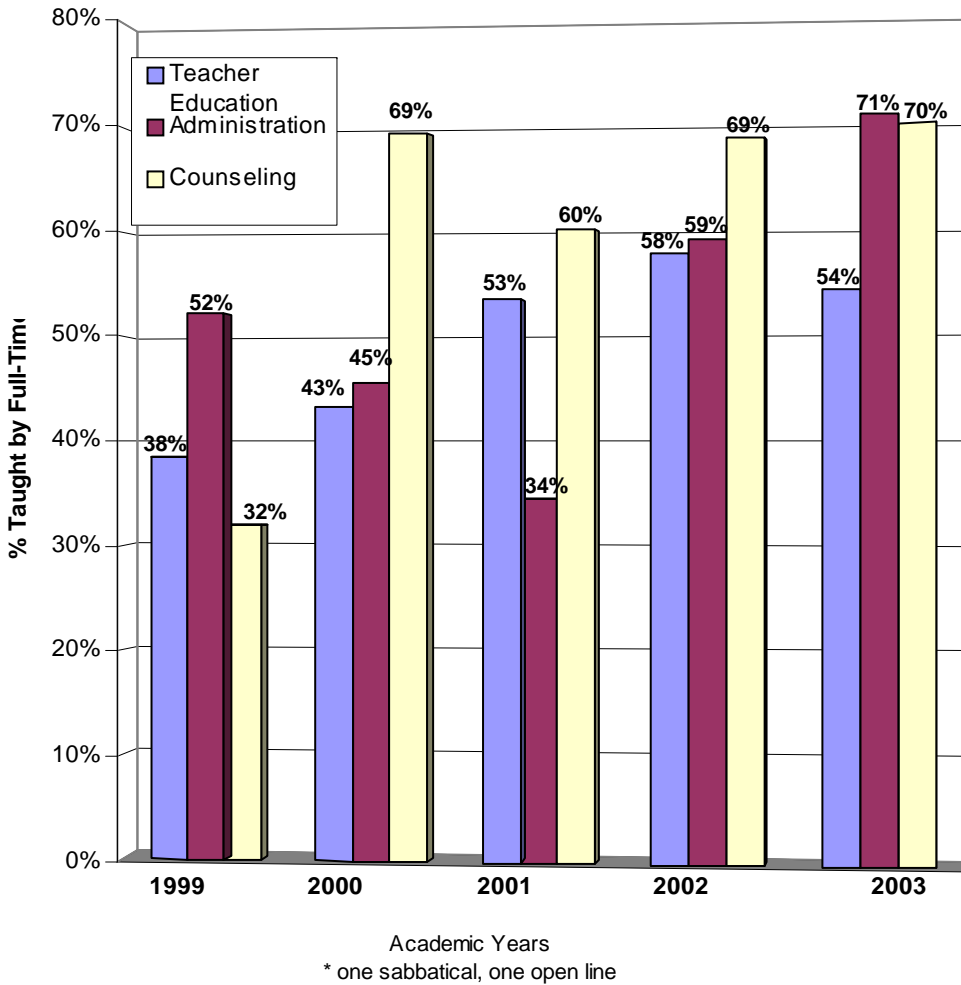
- ◆ Enrollment: College of Education
- ◆ % of courses taught by full-time faculty (and adjunct faculty FTE)
- ◆ % of student teachers supervised by FT supervisors/faculty
- ◆ External Funding

Enrollment: College of Education (2000-2004, Fall enrollment counts)



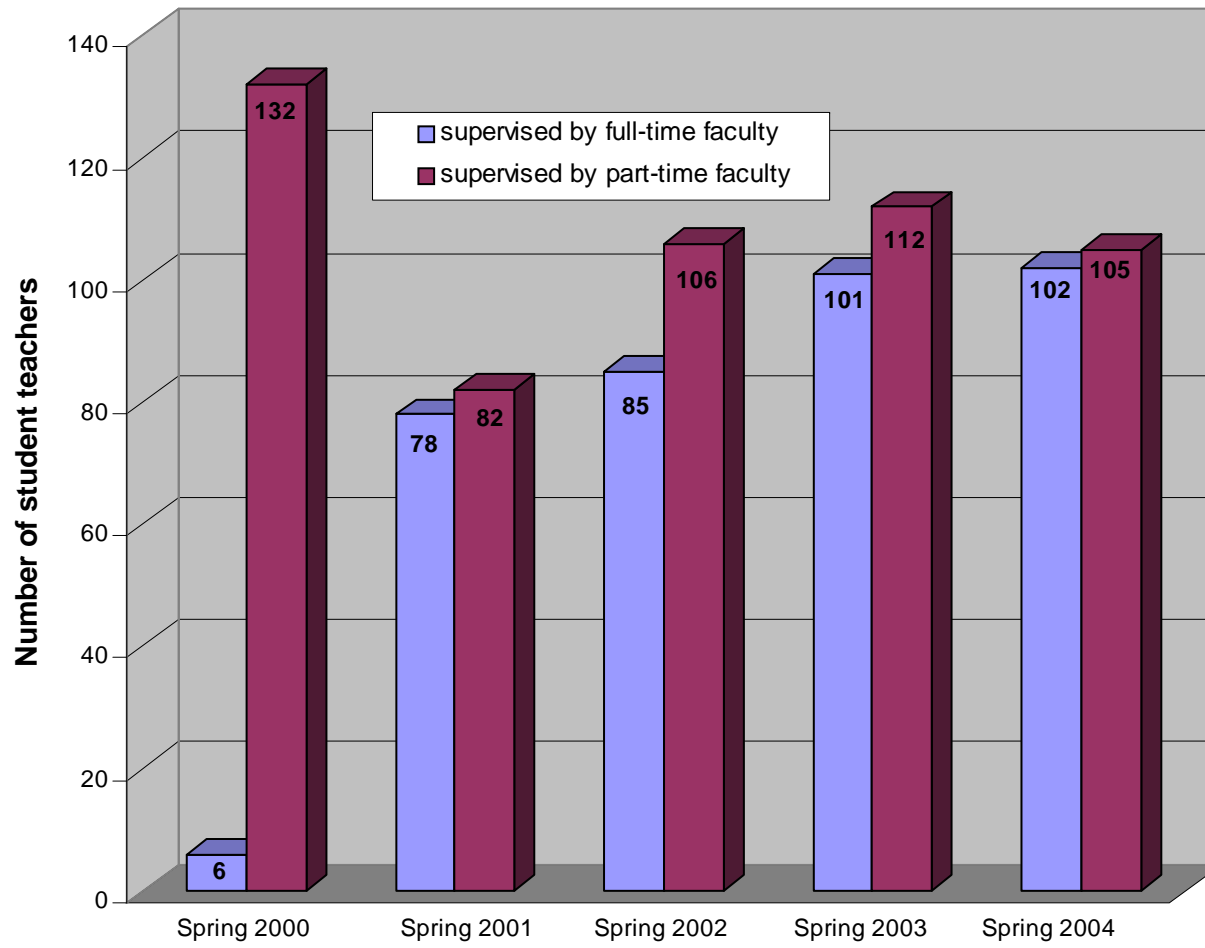
Over the past 5 years, enrollment in the College of Education has increased 21.5% for undergraduate and 33.6% for graduate programs. The increase in graduate enrollment is also evident by summer credit hour registration of 3,335. This represents a 60% increase in summer graduate enrollment over the past five years.

**Percent of Courses Taught by Full-Time Faculty:
1999-2003**



The percent of courses taught by full-time faculty continue to exceed minimum requirements set forth by the State. In the area of teacher education, an open tenure-track line and two semesters of sabbatical account for the fluctuation for 2003.

Supervision of Student Teachers: Full-Time and Part-Time



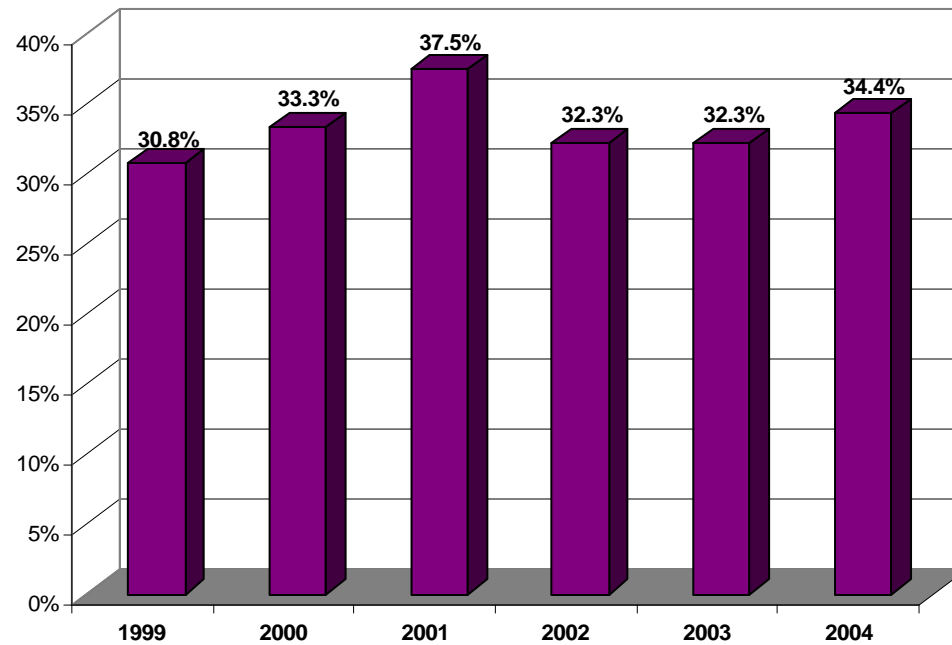
Even with the increase in enrollment, the supervision of student teachers remains balanced between full-time and part-time faculty.

Key Performance Indicators

Diversity

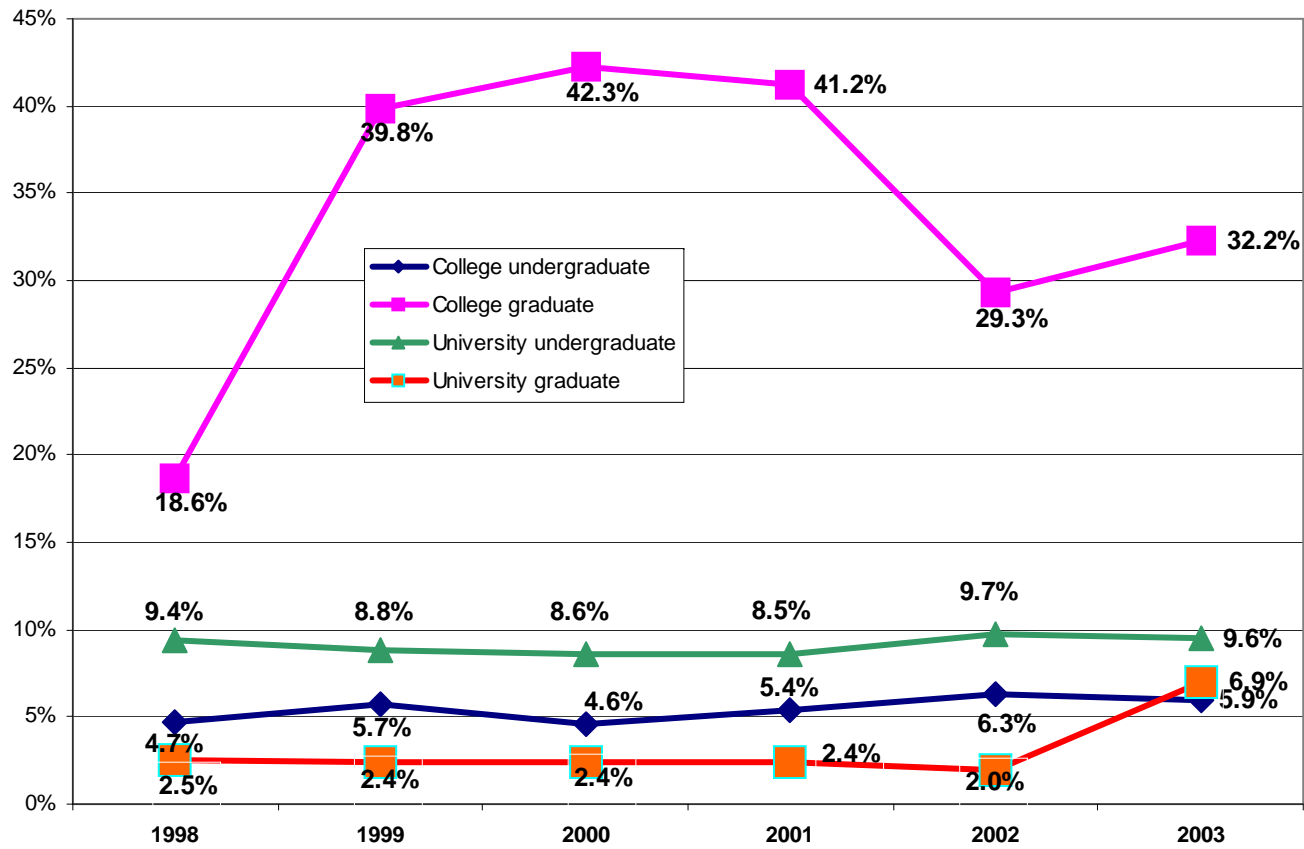
- ◆ Diversity of faculty
- ◆ Diversity of candidates (graduate and undergraduate)
- ◆ Diversity of field experiences
- ◆ Performance on program standards

**Faculty and Supervisors: % From Diverse Backgrounds
(includes international) 1999 - 2004**



The % shown above (34.4% in 2004) includes six members of the faculty from international backgrounds and five members of the faculty from diverse ethnic backgrounds in the United States.

**Diversity of Candidates: University and College
(1998-2003)**



The diversity of undergraduate students in education is below the university average. Graduate data include international candidates. The college strives to increase candidate diversity.

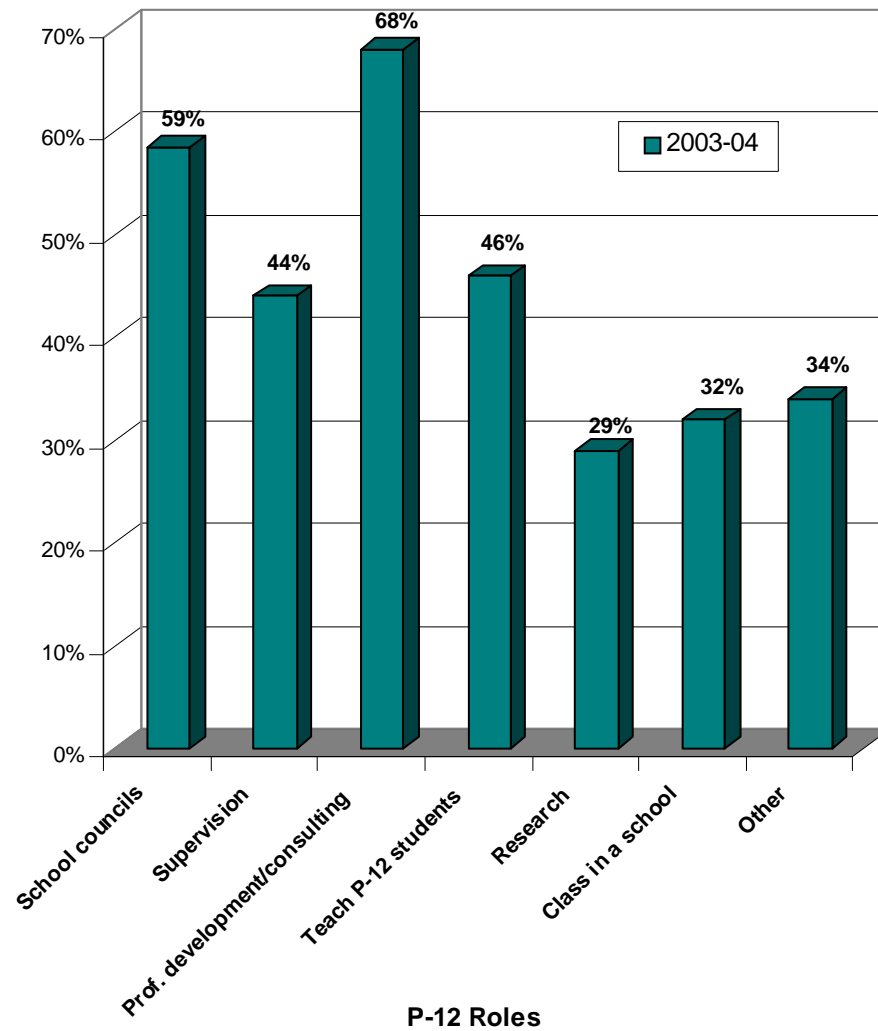
Key Performance Indicators

Faculty

Contributions

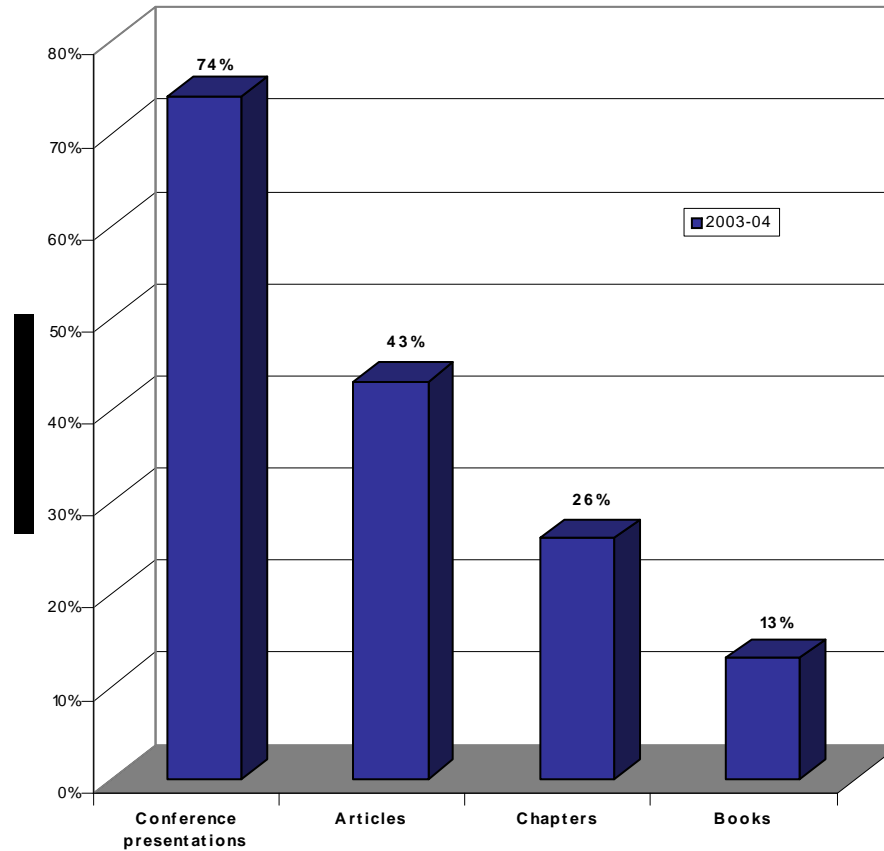
- ♦ Participation in Schools
- ♦ Scholarship
- ♦ Service

**Faculty Participation in P-12 Schools:
2003-04**



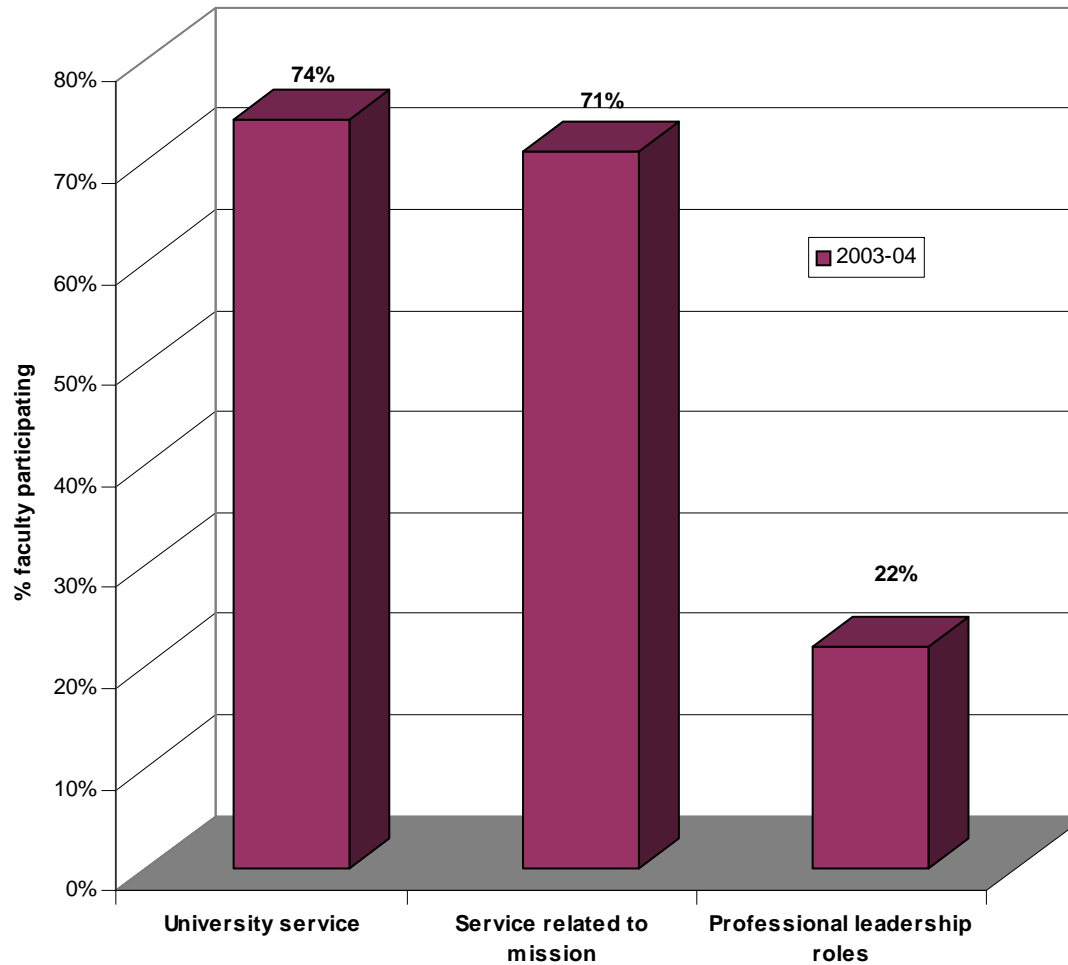
Faculty participation in Pre-K—12 schools continually reflects various roles and responsibilities to coincide with partnerships between the College and schools. The continuum of participation includes leadership, teaching, research, and supervision.

**Faculty Contributions to Scholarship:
2003-04**



Faculty scholarship reflects a commitment to academic contributions through conference presentations (regional, State, national and international) and publications in journals and text-books.

**Faculty Contributions to Service:
2003-04**



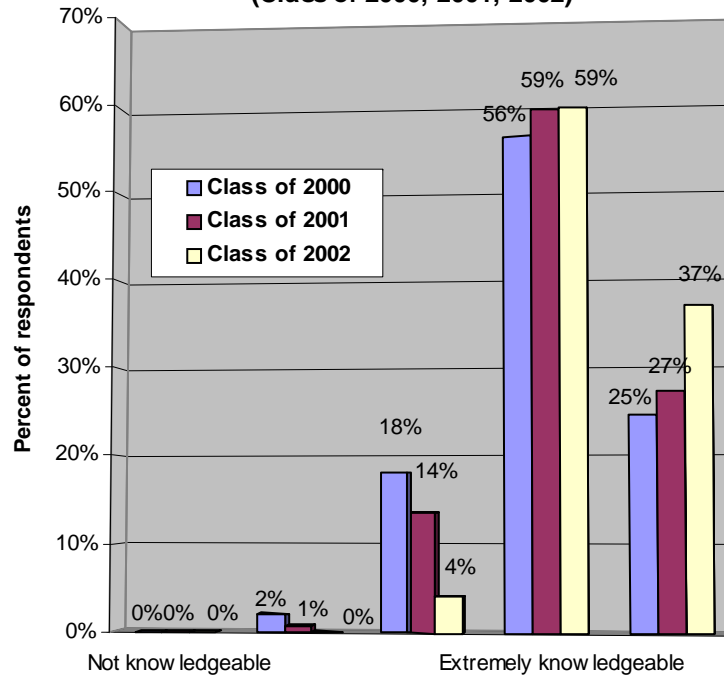
During the 2003-04 year, a high percent of faculty contributed to university service and service related to the Vincentian mission. It is important to note that first year members of the faculty are encouraged to focus on teaching, yet the College contribution to the university remains high.

Key Performance Indicators

Candidate Performance

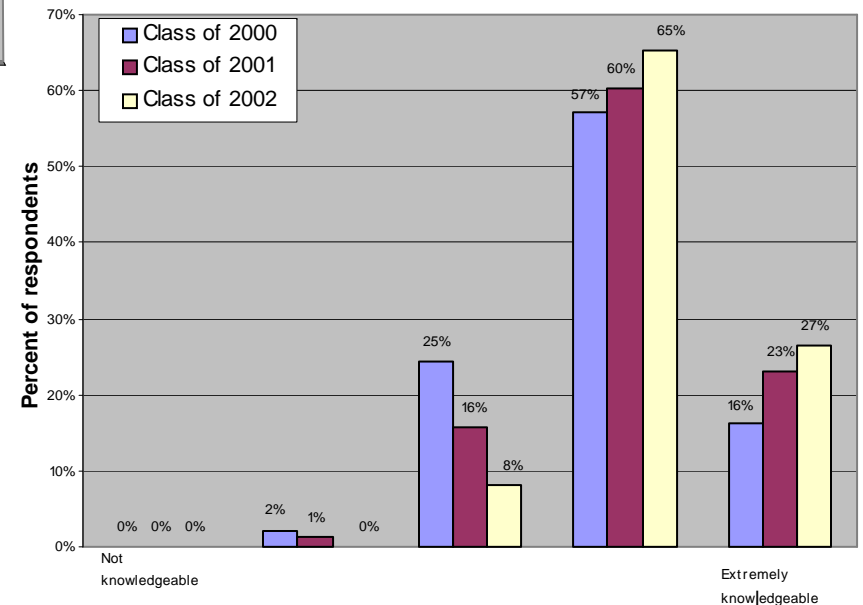
- ♦ Pass rate on New York State certification examinations (LAST, ATS-W, CST)
- ♦ Employment of graduates (% employed, alignment to training, continuing education)
- ♦ Ratings of pedagogical and content knowledge
- ♦ Employer satisfaction (under development)
- ♦ Undergraduate and graduate qualifications (SAT, GPA, MAT)
- ♦ Retention and graduation rates

**Rating of Content Knowledge (one year follow-up):
(Class of 2000, 2001, 2002)**

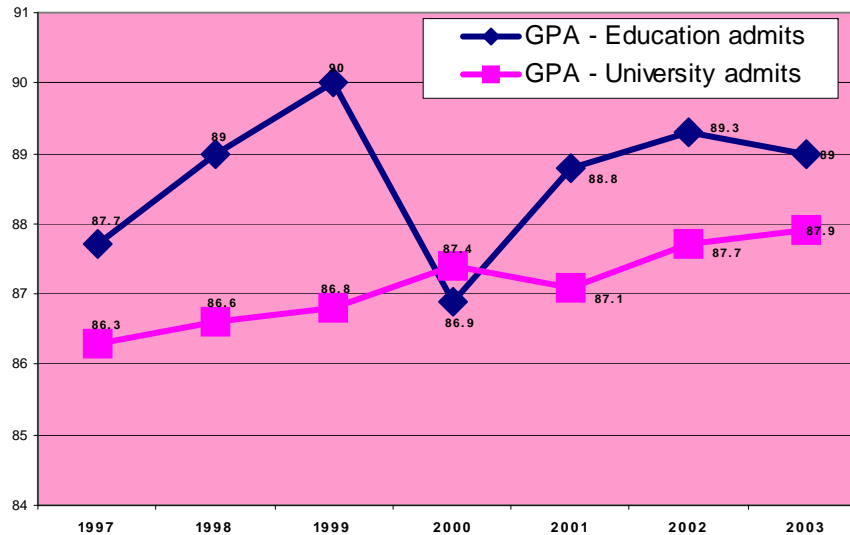


Alumni rate their content and pedagogical knowledge primary in the range of four to five. Increases are noted in the content knowledge reported by alumni of the class of 2002. The alumni survey is being revised to reflect a more detailed alignment to program standards.

**Rating of Professional/Pedagogical Knowledge
(Class of 2000, 2001, 2002)**



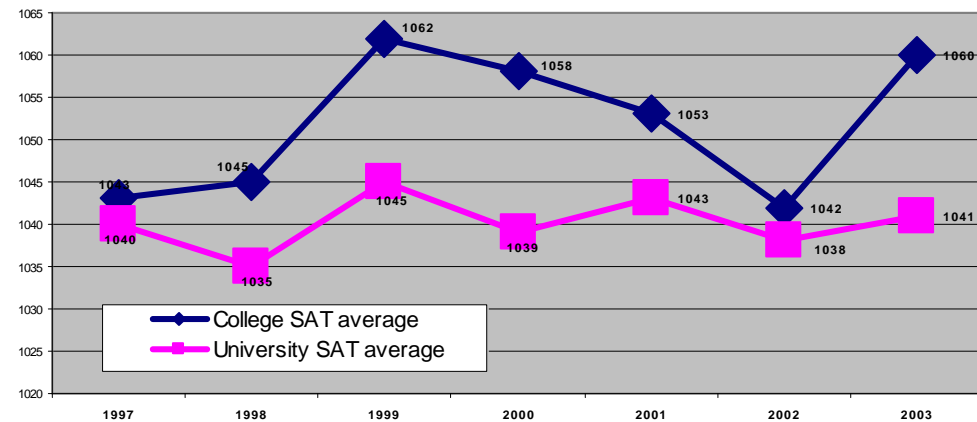
Undergraduate Qualifications: Comparison of High School GPA among University and Education Students (1997 - 2003)



Undergraduate teacher education candidates outperform university admits as measured by high school average.

Undergraduate teacher education candidates continue to have SAT scores that are higher than the university average.

Undergraduate Qualifications: SAT Comparison among University and Education students (1997 - 2003)



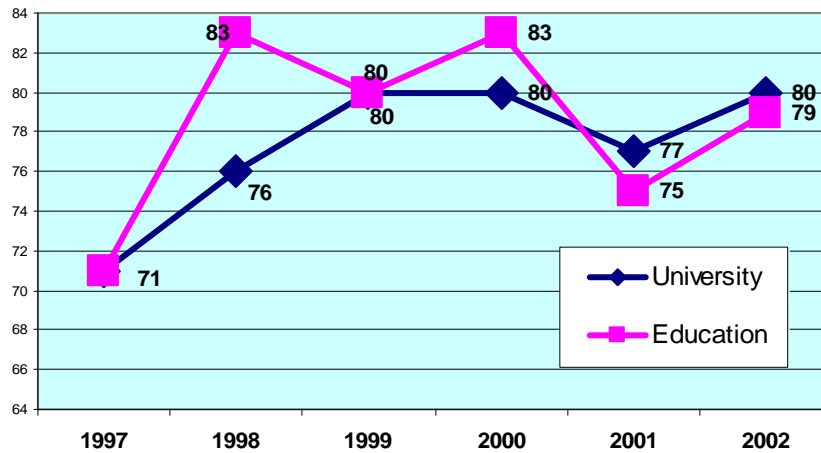
Graduate Candidates: Performance on MAT (Intake)

	1999	2000	2001	2002	2003
Early/ Childhood			37	39	37
Middle/ Adolescence			34	46	41
Literacy Instruction	30.5	31	33	31	39.7
Foundations	41	40	35	33	39
Special Education	41	41	34	32	34.6
Ed. Administration	48.2	38	37.1	44	36.9
School counseling		35.9	34.3	33	33.1
Mental Health Counseling		38.5	38	42.6	
GRE - School Psychology				389/439/ 489	410/517 / 4.7

Variations across programs are noted in the qualifications of incoming graduate students. Other intake measures include references and interviews.

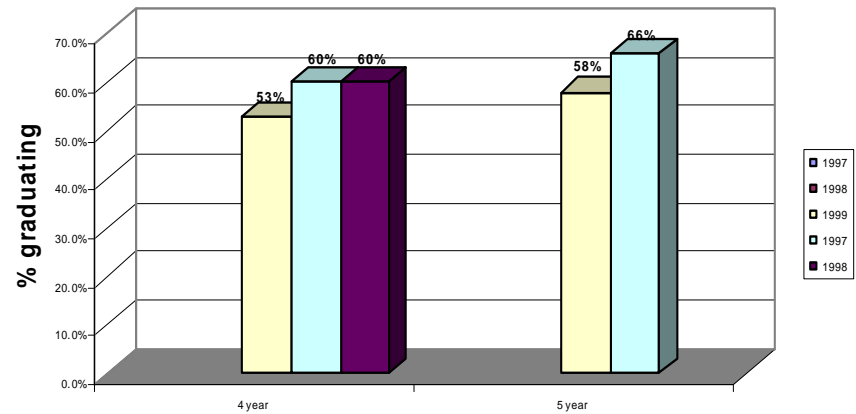
Qualifications of Graduate Candidates: Undergraduate QPA (Intake)

**Retention of Enrolled Students:
Freshman to Sophomore (2002 Report)**



The retention of education students (freshman to sophomore) increased to 80% for the 2002 cohort. Freshmen are admitted in their major and begin their educational coursework and field experiences in their freshman year.

**Graduation Rates:
4 year, 5 year**



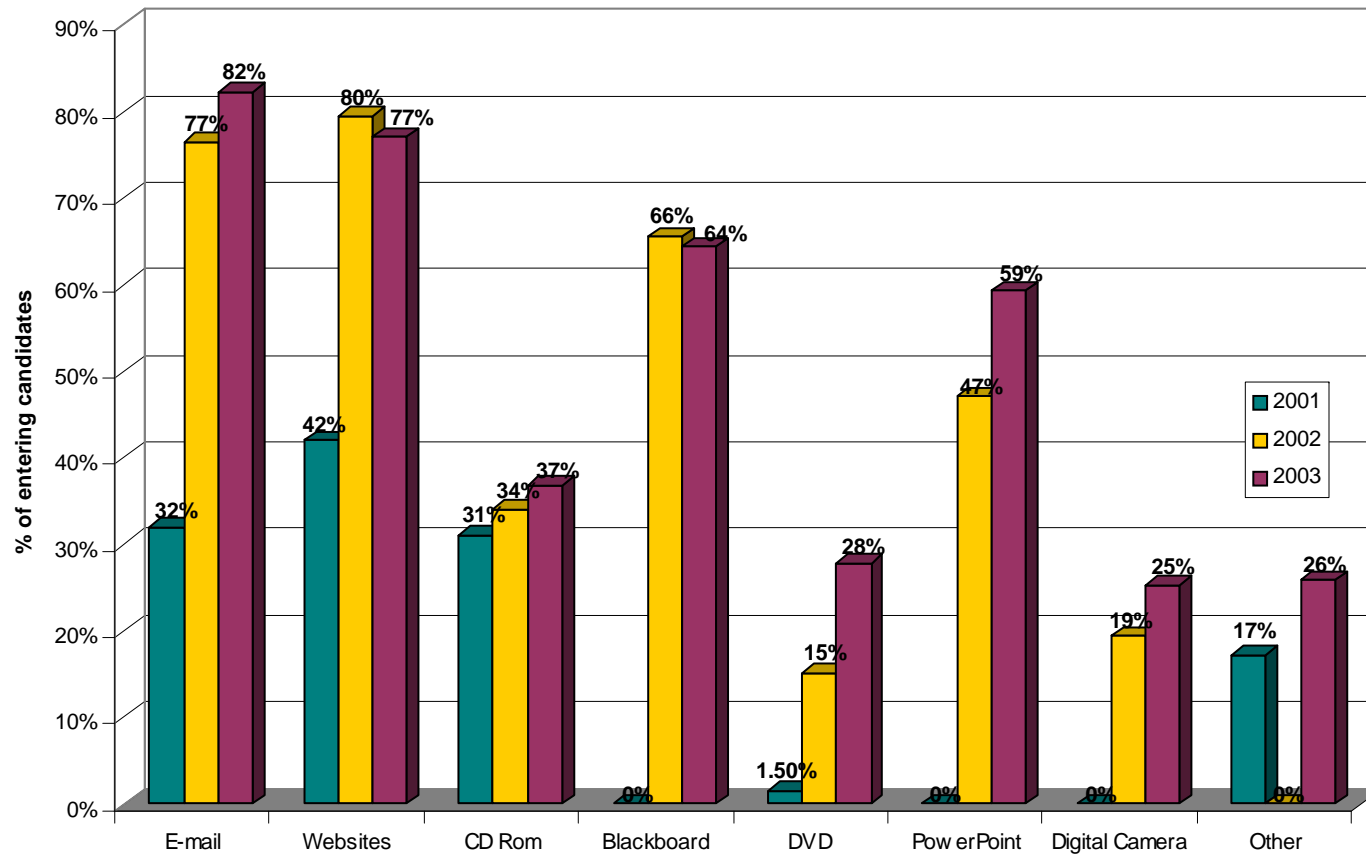
Key Performance Indicators

Educational ♦ Candidates' technology usage
and

Instructional ♦ Faculty use of instructional technology
Technology

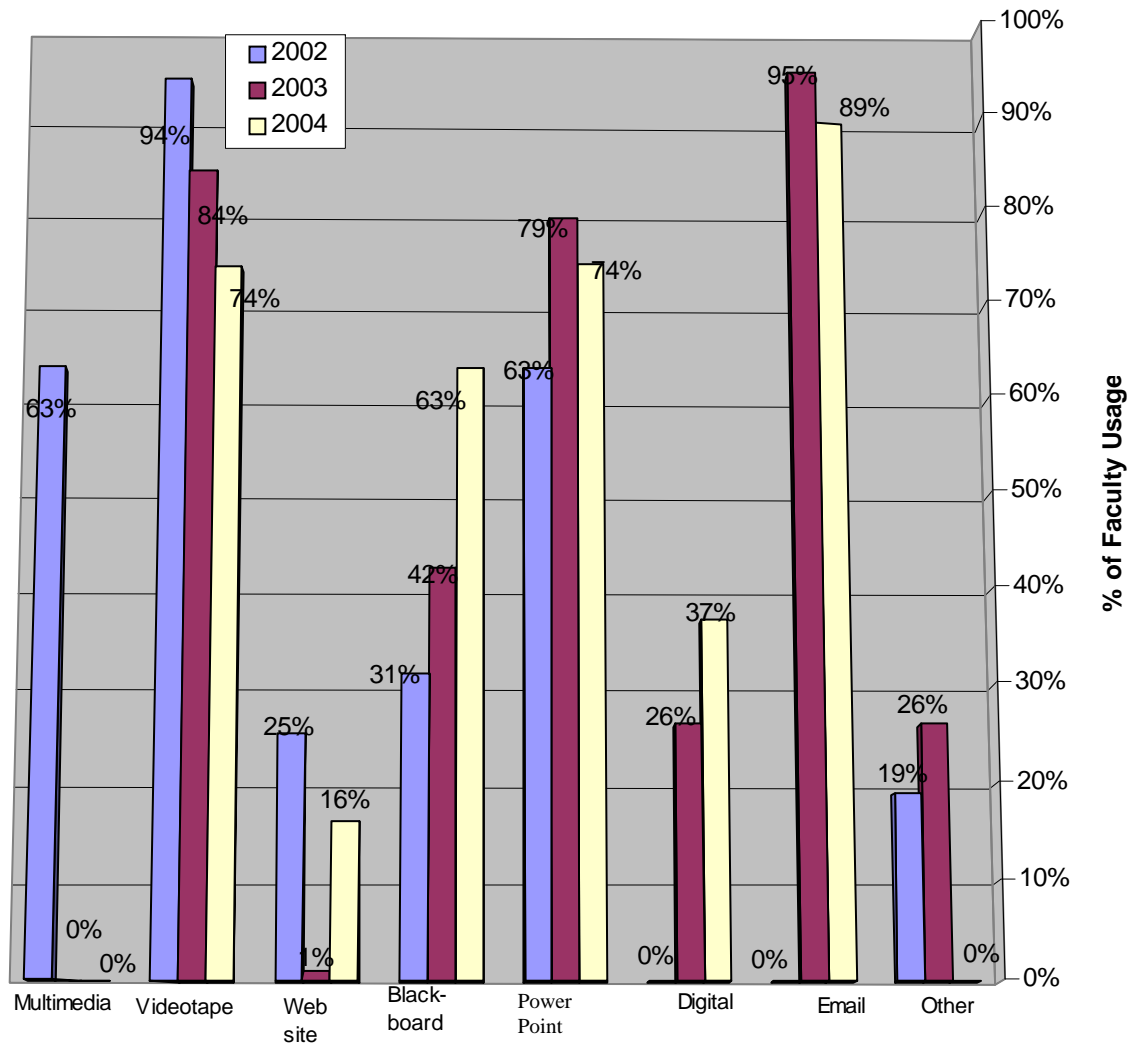
- ♦ Rating of technology knowledge among faculty

Comparison of Candidate Technology Usage: 2001-2003

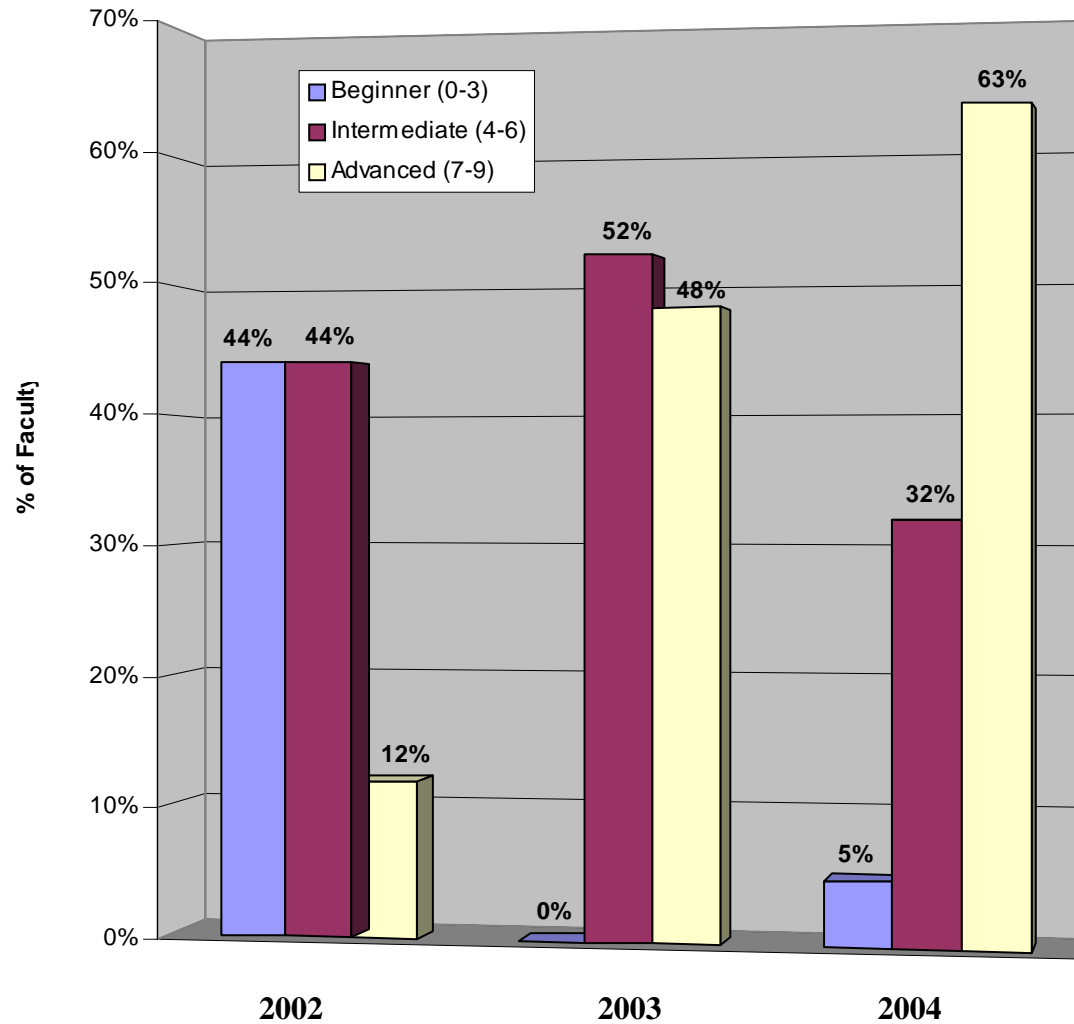


Among the technologies most reported by candidates are e-mail, websites, blackboard, powerpoint. Additional analyzes align the use

**Comparison of Faculty Technology Usage:
January 2002 (N=16), January 2003 (N=19), January 2004 (N=19)**



**Faculty Rating of Instructional Technology Knowledge:
January 2002 (N=16), January 2003 (N=19), January 2004 (N=19)**



Faculty knowledge of instructional technology (self-reported) has significantly increased over the past three years.

Unit and Program Improvement

Improvement	Data Source
The number of faculty and staff have increased; ratio of full-time teaching of courses has increased.	Workload data, loading, full-time teaching of courses
A new semester format (trimester) was developed to meet the needs of the secondary cohort enrollment (January starters) - spring 2004. Three distinct summer sessions were initiated (summer 2004).	Enrollment – fall, spring, summer
The College developed/approved new strategic plan, 2004 – 2010.	Key data from committees (diversity, professional development, faculty, performance).
Funding was secured for technology (hardware, software, professional development for faculty/candidates and staff, research).	Technology usage data (students, faculty)
Test preparation courses implemented; Collaboration with arts and sciences (initial program improvement dialogue, 2004).	NYS teacher certification test scores: pass rates and analyses by subtest scores for LAST, ATS-W, and CSTs
Funding was secured for paraprofessional programs to implement strategies delineated by the Diversity Committee. Funding was secured for the Math/Science Summer Youth Camp, and TESOL program was developed (Board approved in 2004).	Diversity indicators (enrollment, faculty/staff, work-force needs in schools, supply/demand data)
The College created "First year Niagara" for education students, pinning ceremony (Junior-Senior retention), and new activities in CARE to address retention issues (2003-04).	Student retention data
New positions to create a graduate intake office for the College were created—staff and faculty revised procedures for graduate admissions (2002-03).	Qualifications of incoming graduate candidates.
Faculty in teacher education revised portfolio assessment for initial teacher education candidates.	Candidate performance (culminating project/portfolio assessments)
Faculty in educational administration revised all educational administration programs (SAS, SDA, SBA).	Candidate performance along national standards.
Educational administration revised programs for Ontario ministerial consent.	Performance of Ontario candidates.



Planning and Evaluation Committee 2004

The Planning and Evaluation Committee is charged to provide leadership for quality across the Unit through the coordination of planning, implementation, evaluation and continuous improvement in the College of Education.