

Annual Planning and Evaluation Report  
Part A: Unit Indicators, 2004-2005

**COLLEGE OF EDUCATION**

***NCATE ACCREDITED***

**1984-2010**

Niagara University

[www.niagara.edu](http://www.niagara.edu)

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# 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 personnel, candidates, 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 and extending the current contributions of the faculty and professional staff. 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 College of Education, in accordance with the mission of the University, will demonstrate its commitment to the community, expanding partnerships and service to address professional counseling and educational needs.

## **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)

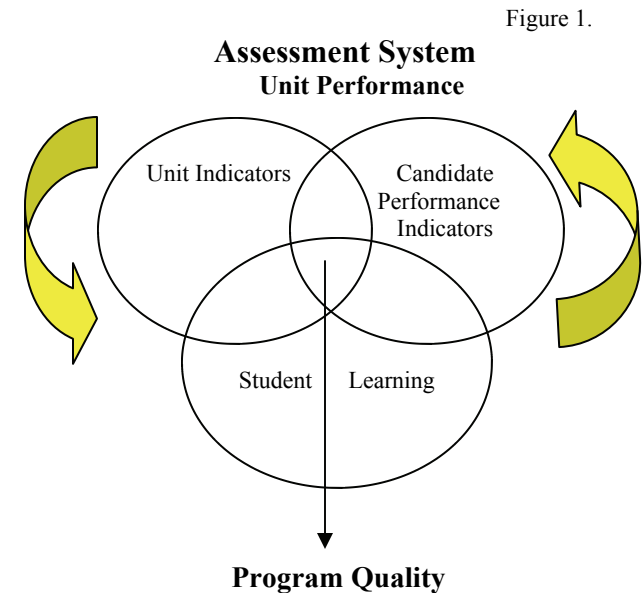
- ◆ **Program Quality**

- 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

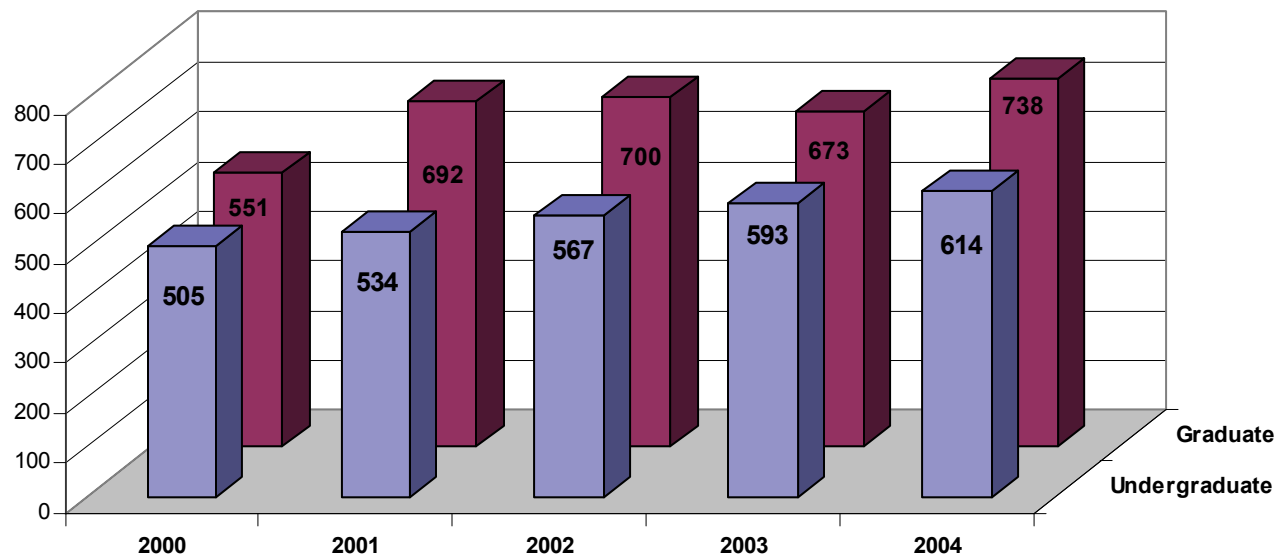
- ◆ Enrollment in the College of Education continued to increase at the undergraduate and graduate level of study. Graduate credit hour enrollment increased by 12.7% totaling 16,772 credit hours for the summer, fall, and spring semesters. The qualifications of incoming undergraduate students exceeded those of the general university population; qualifications of incoming graduate candidates shows evidence of variability across programs.
- ◆ Retention of undergraduate students in the College of Education increased during the past reporting period to 82% and is substantially higher than the general university population. Important changes were made to First Year Niagara (all education students together), the CARE program, certification seminars, and on-going annual student checks through the Assistant to the Dean's office (freshmen, sophomore, and senior) to enhance the retention and graduation of students in the College of Education.
- ◆ Success of candidates continues to be demonstrated by a 97% pass rate on all required New York State certification examinations, including the newly reported Content Specialty Tests. Employment of undergraduate alumni (follow-up survey) dipped to 89.7%. while the employment of graduate student (includes advanced study) remained at 95.3%. An increase was noted in candidate reporting of their professional/pedagogical knowledge after one-year (85% and 27% rating their knowledge as 4 or 5 respectively).
- ◆ The percent of courses taught by full-time faculty in teacher education and the percent of student teachers supervised by full-time supervisors decreased this past year. This is partially due to open lines that remained unfilled due to unsuccessful searches. The FTE of part-time faculty during the 2004-05 academic year was 17.8.
- ◆ The diversity of undergraduate candidates showed a slight increase for the 2004-05 academic year; however greater gains were found across the University. The diversity of faculty increased to 40.6% in 2004.
- ◆ The placement of student teachers and interns in advanced programs in "high needs" schools decreased during the past reporting year. Forty-eight percent of student teachers for New York State placements 27% of administrative, and 41% of counseling interns were in districts considered "high needs" by New York State.
- ◆ External funding in the College rose to \$655,592 for the 2004-05 academic years, representing a continuing increase in external revenues coming into the University. The College of Education was a partner in two new grants received by the Niagara Falls City School District (totaling \$7 million over three years).

# Key Performance Indicators

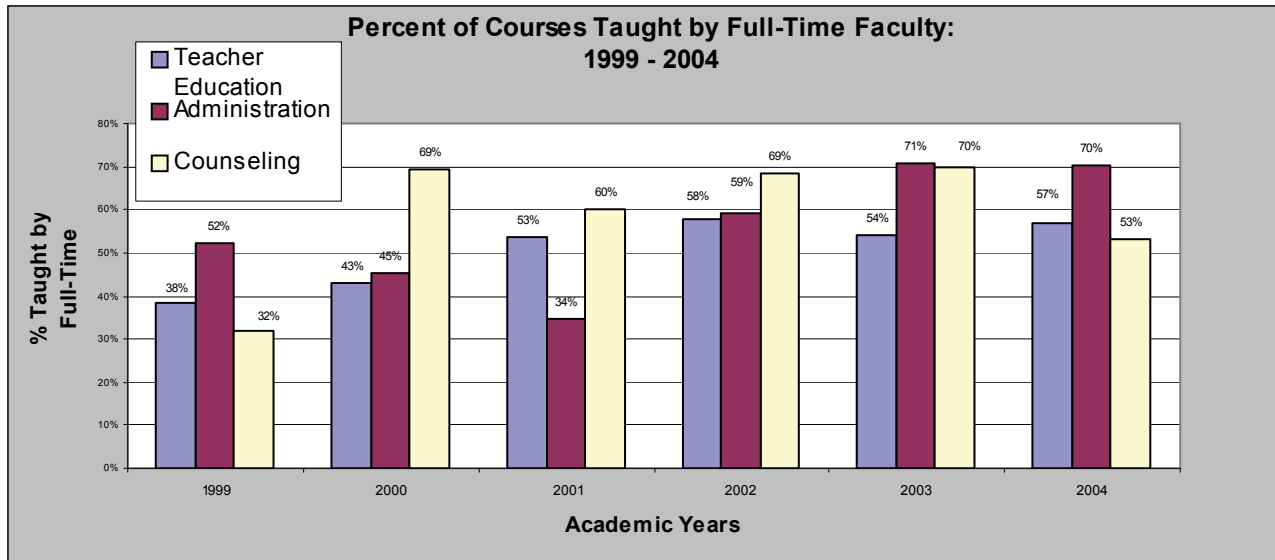
## ***Structure and Governance (NCATE unit standard)***

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

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



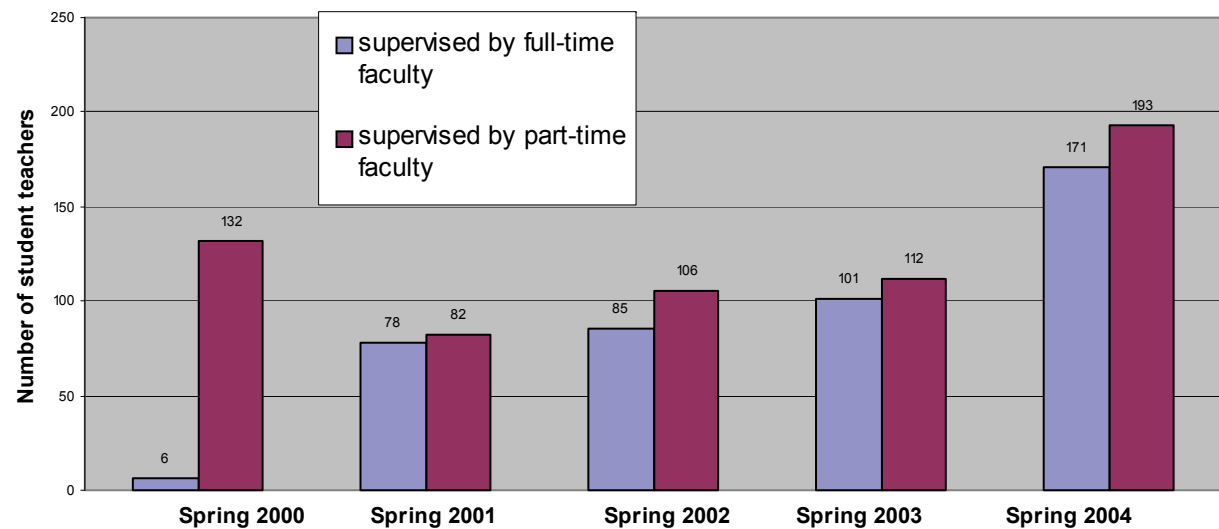
Enrollment increased by 6.8% (undergraduate and graduate). The undergraduate enrollment (N=614) account for 3% of this increase showing a strong continuing enrollment in education. Annualized graduate enrollment totaled 16, 772 credit hours (summer, fall, spring) representing a 12.7% increase. It is important to note that the fall and spring enrollment for graduate students has become more equalized over the past two years.



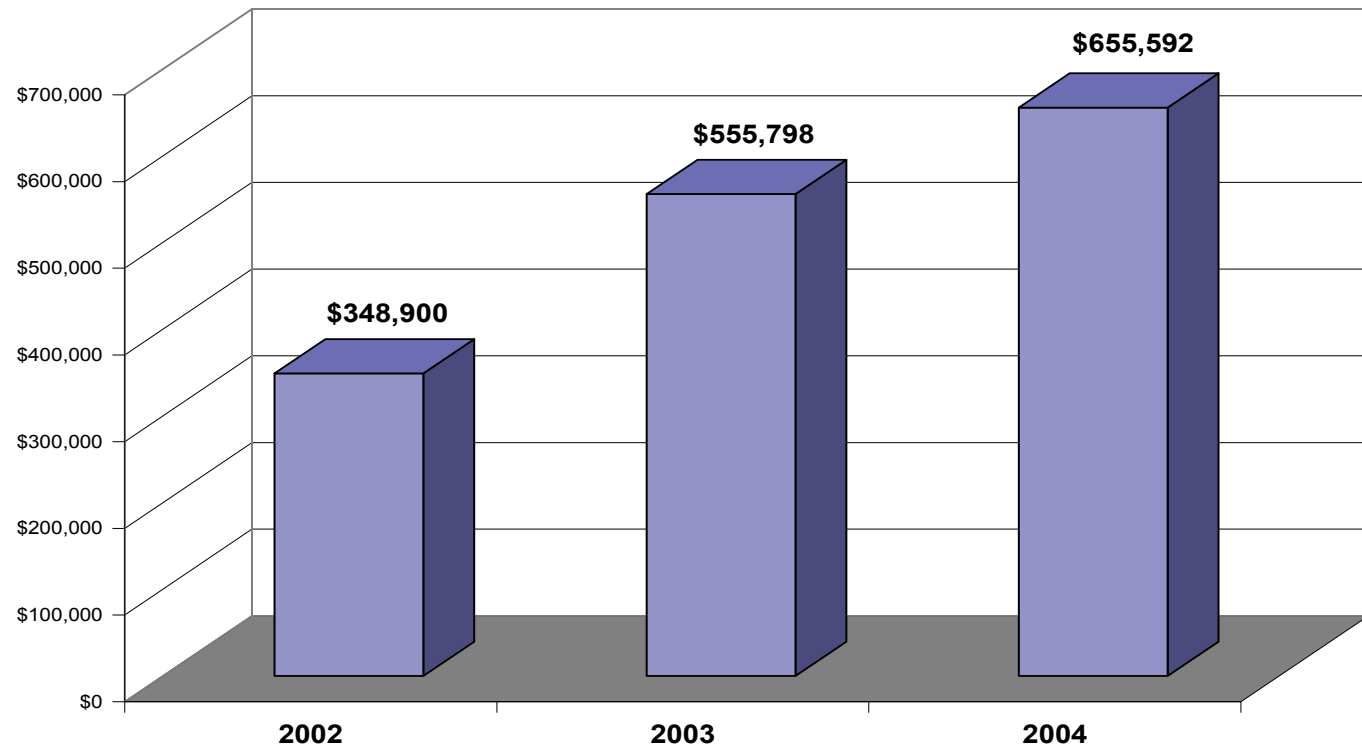
The percent of courses taught by full-time faculty continue to exceed minimum requirements set forth by the State. In the area of counseling, an open tenure-track line accounts for the fluctuation for 2004.

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

### Supervision of Student Teachers: Full-Time vs. Part-Time



**External Funding: College of Education**

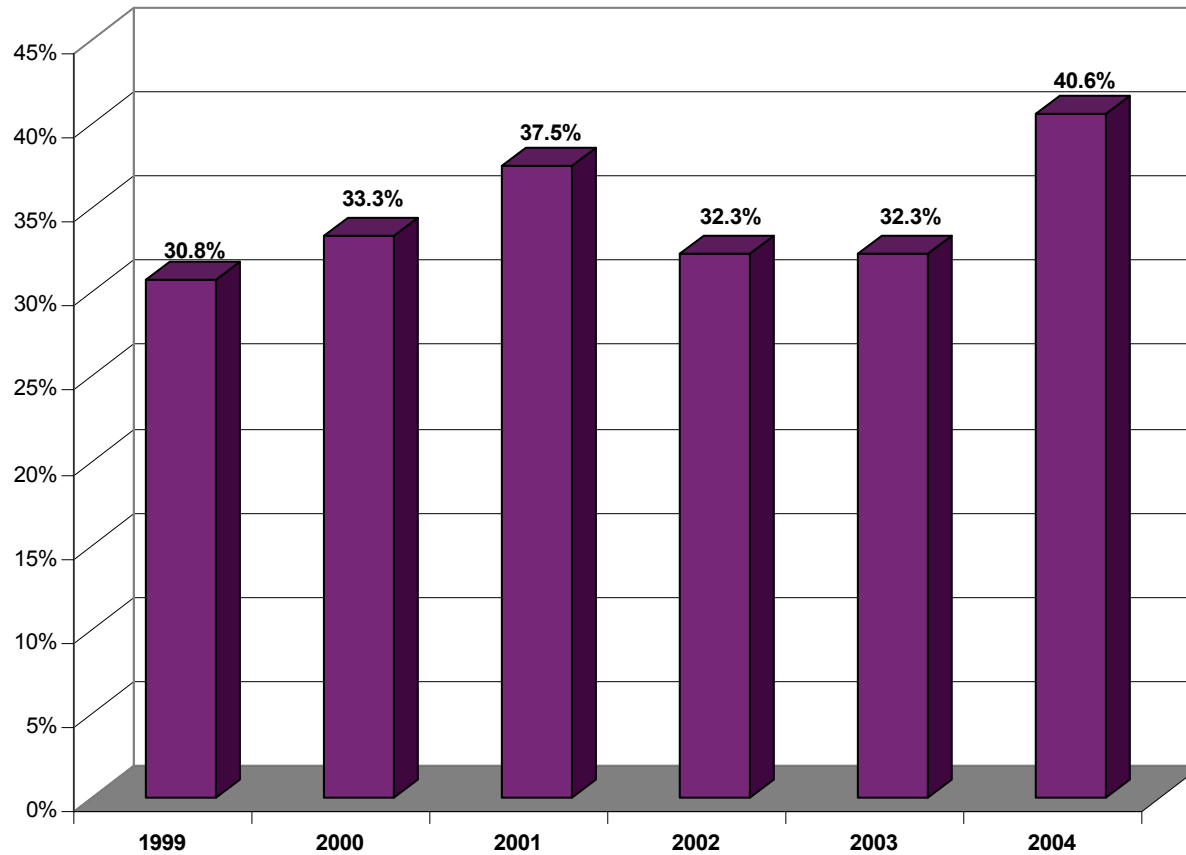


During the 2004-05 academic year, the College of Education increased external funding. The project to prepare teachers aides for shortage areas in the Buffalo City School District received continuing funding and the PT3 grant funds were carried over for the completion of the project. Two new national grants were received, in partnership with the Niagara Falls City School District, to support professional development initiatives in the areas of math, science and literacy. These initiatives have shaped the establishment of the professional development initiative of the College, the Institute of Applied Learning.

# Key Performance Indicators

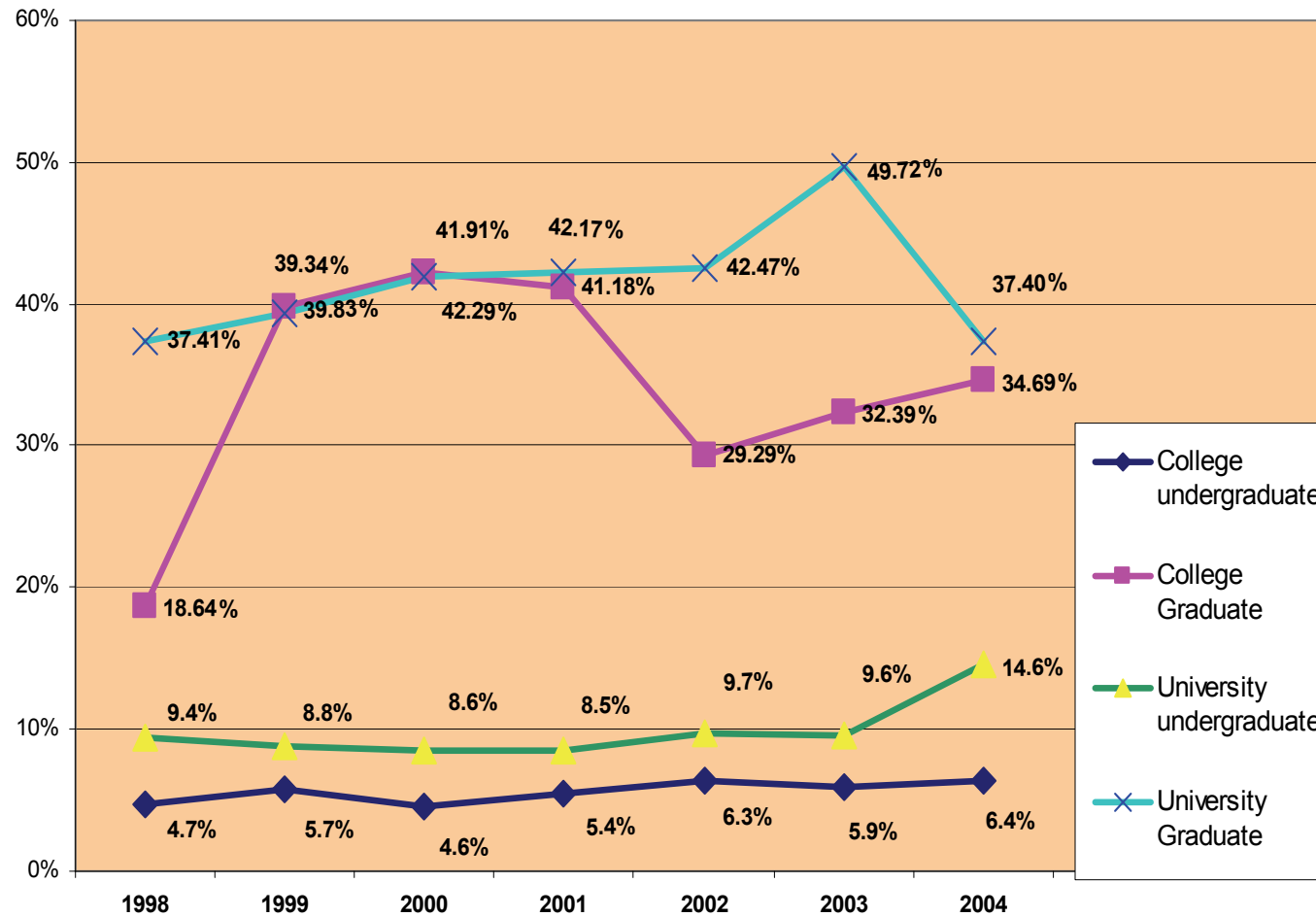
- Diversity*
- ♦ Diversity of faculty
  - ♦ Diversity of candidates (graduate and undergraduate)
  - ♦ Diversity of field experiences
  - ♦ Performance on program standards

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



The % shown above (40.6% in 2004) includes nine members of the faculty from international backgrounds and four members of the faculty from diverse ethnic backgrounds in the United States.

Diversity of Candidates: University and College  
(1998-2004)



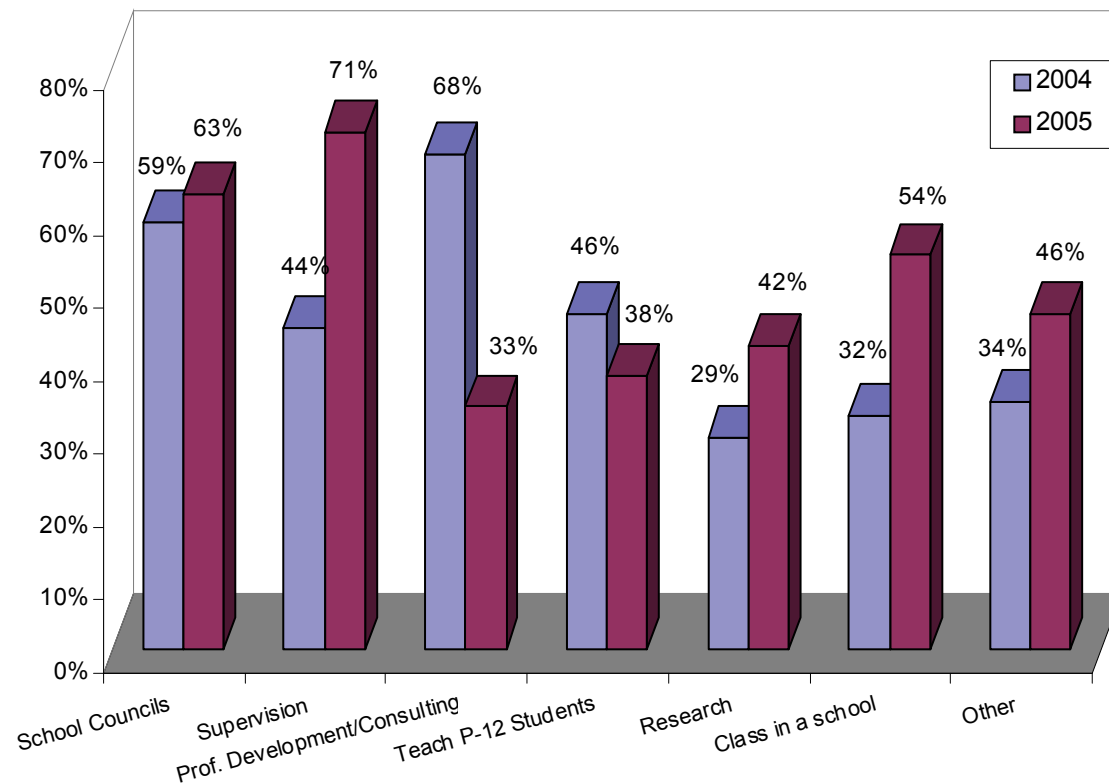
The College strives to increase candidate diversity with specific initiatives delineated in the 2004 strategic plan. There was an increase in the diversity of undergraduate candidates in 2004-05 across the University (14.6%), with a slight increase noted among education students. The diversity reported among graduate candidates is primarily attributed to the international population of students in the graduate programs in teacher education.

# Key Performance Indicators

## *Faculty Contributions*

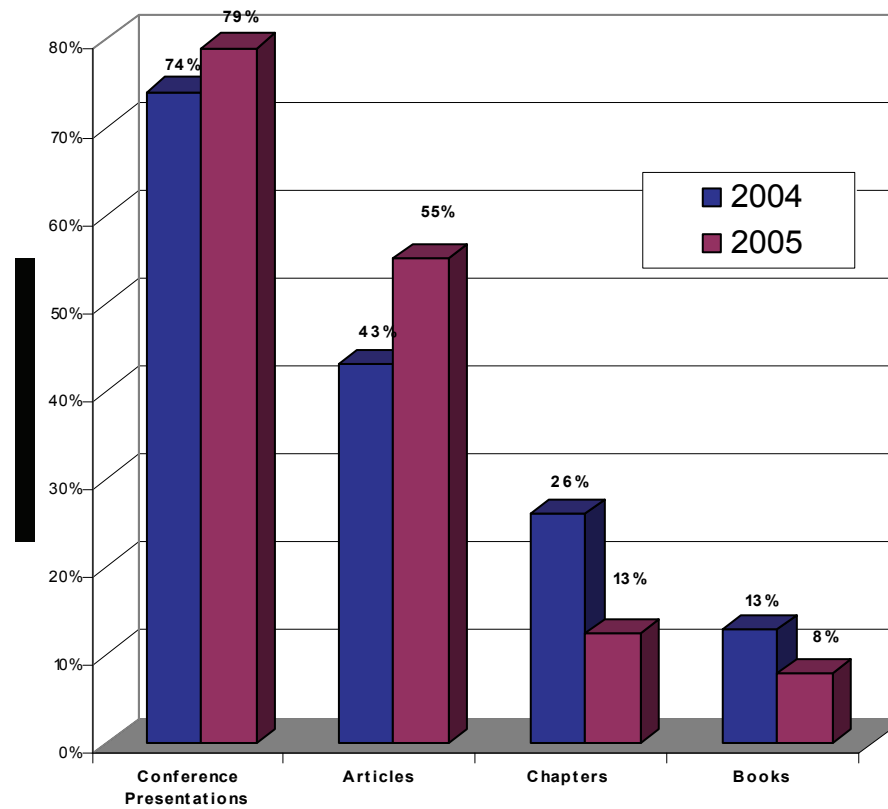
- ♦ Participation in Schools
- ♦ Scholarship
- ♦ Service

**Faculty Participation in P-12 Schools: 2004-2005**



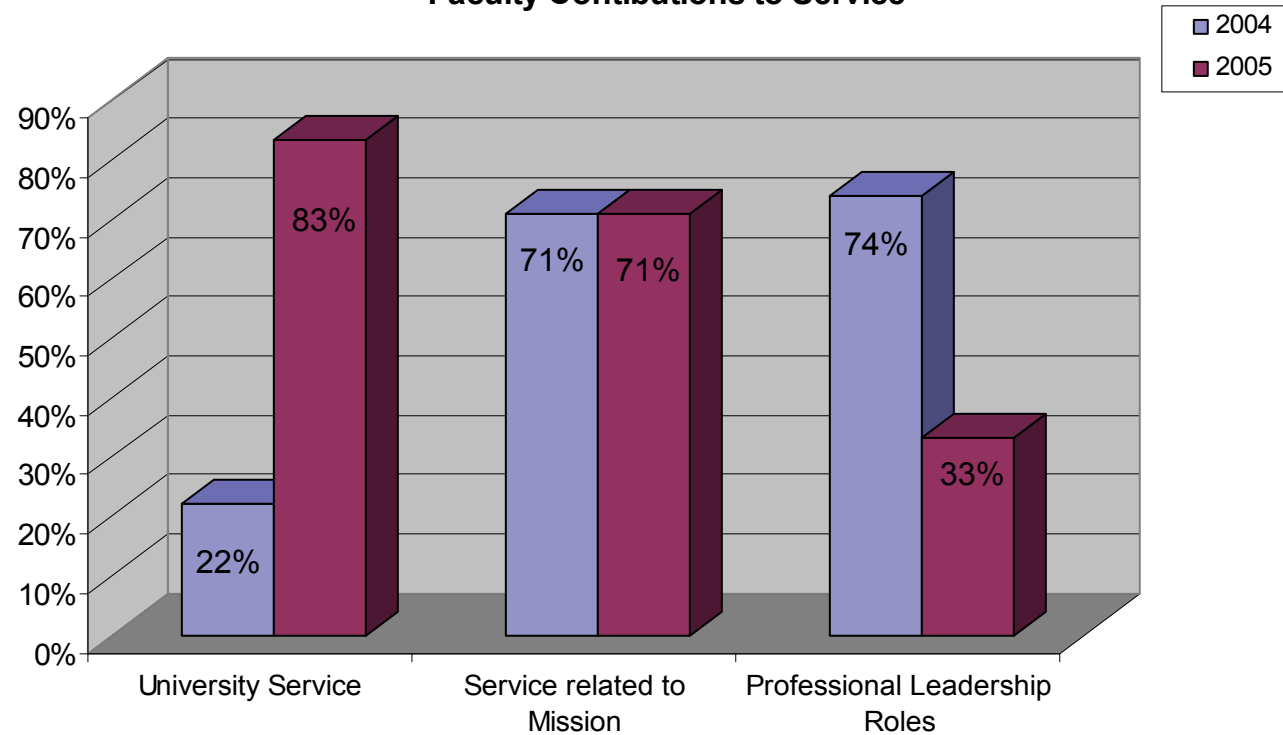
Faculty participation in Pre-K—12 schools continually reflects various roles and responsibilities to coincide with partnerships between the College and schools. The continuum of participation includes leadership, teaching, research, and supervision.

**Faculty Contributions to Scholarship:  
2004-2005**



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

### Faculty Contributions to Service



During the 2004-05 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

**Institutional Pass Rates on New York State  
Certification Examinations**

Examinations	Pass Rates							
	2000-2001		2001-2002		2002-2003		2003-2004	
	Pass Rate <b>Niagara</b>	<b>Statewide</b> Pass Rate	Pass Rate <b>Niagara</b>	<b>Statewide</b> Pass Rate	Pass Rate <b>Niagara</b>	<b>Statewide</b> Pass Rate	Pass Rate <b>Niagara</b>	<b>Statewide</b> Pass Rate
Liberal Arts and Sciences Test (LAST)	99% (n=260)	95%	98% (n=287)	95%	98% (n=297)	96%	99% (n=295)	98%
Assessment of Teaching Skills – Written (ATS-W)	99% (n=263)	67%	100% (n=291)	96%	98% (n=294)	97%	99% (n=292)	99%
CST Multi-Subject	<b>CST data reported after February 2004</b>						99% (n=72)	95%
English							100% (n=12)	95%
Mathematics							100% (n=13)	97%
Social Studies							100% (n=17)	89%
Students w/ Disabilities							93% (n=15)	86%
<b>Summary</b>	<b>99%</b>	<b>94%</b>	<b>98%</b>	<b>94%</b>	<b>97%</b>	<b>95%</b>	<b>97%</b>	<b>96%</b>

The 2003-04 report included the first required reporting of performance on the Content Specialty Tests (CST) for initial certification. CST data were reported for those examinations in which 10 or more candidates were program completers during the reporting year. As a result, scores were not rated for biology, chemistry, Spanish, or French CST's in 2003-04.

*One Year Follow-Up of Graduates: Placement Survey  
(Class of 2003\*)*

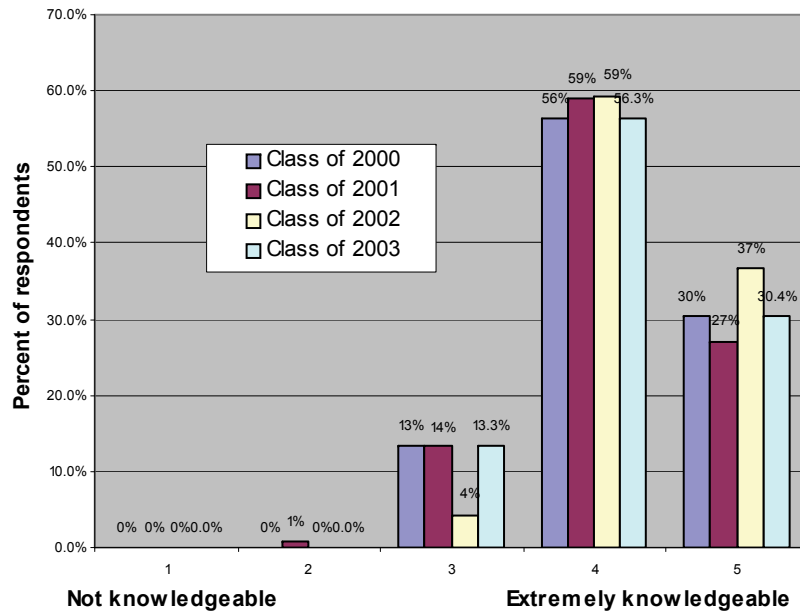
<b>Indicators</b>	<b>% of Respondents</b>
<b>Employed (Full/Part-time):</b> <ul style="list-style-type: none"> <li>• Undergraduate</li> <li>• Graduate</li> </ul>	<p style="text-align: right;"><b>89.7%</b></p> <p style="text-align: right;"><b>95.3%</b></p>
<b>Employed in Area Related To Major:</b> <ul style="list-style-type: none"> <li>• Undergraduate</li> <li>• Graduate</li> </ul>	<p style="text-align: right;"><b>94.8%</b></p> <p style="text-align: right;"><b>94.6%</b></p>
<b>Continuing Education:</b> <ul style="list-style-type: none"> <li>• Undergraduate</li> <li>• Graduate</li> </ul>	<p style="text-align: right;"><b>55.1% (enrolled)</b></p> <p style="text-align: right;"><b>8% (enrolled)</b></p> <p style="text-align: right;"><b>44.8% (plan to attend)</b></p>

**Undergraduate - N=67, response rate of 57.8%**

**Graduate – N=193, response rate 54.1%**

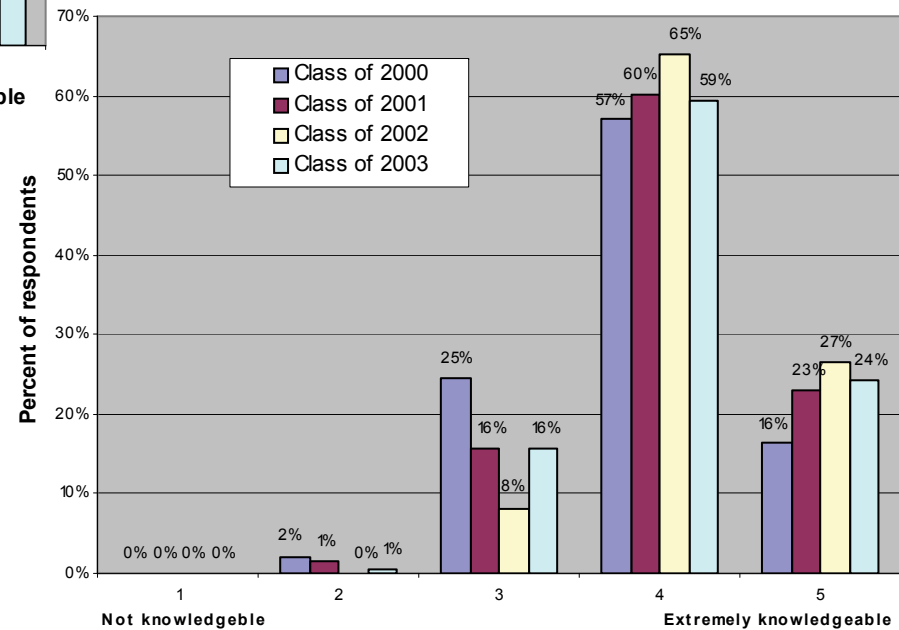
The employment of undergraduate alumni decreased as their enrollment in graduate education increased (55% reported being enrolled in graduate school). An increasing number of graduate alumni (those completing an M.S.Ed. or advanced certificate program) report that they are continuing their education in graduate school (8%) or their intent to return to school to pursue additional education (44.8%).

**Rating of Content Knowledge (one year follow-up):  
(Class of 2000, 2001, 2002, 2003)**



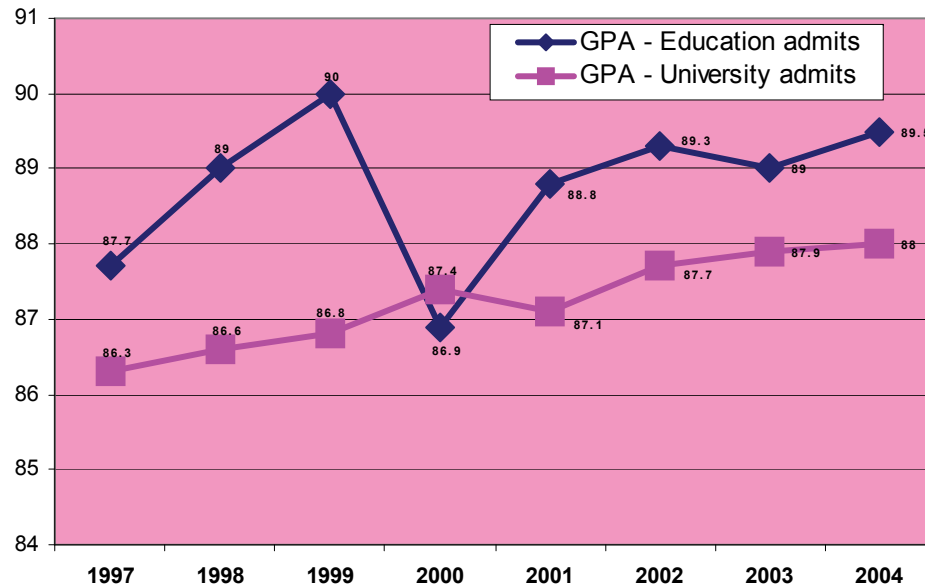
Alumni rate their content and pedagogical knowledge primary in the range of four to five. Data from 2003 indicate an increase in the rating of “3” for both content and pedagogical knowledge.

**Rating of Professional/Pedagogical Knowledge Undergraduate and Graduate Respondents (Class of 2000, 2001, 2002, 2003)**



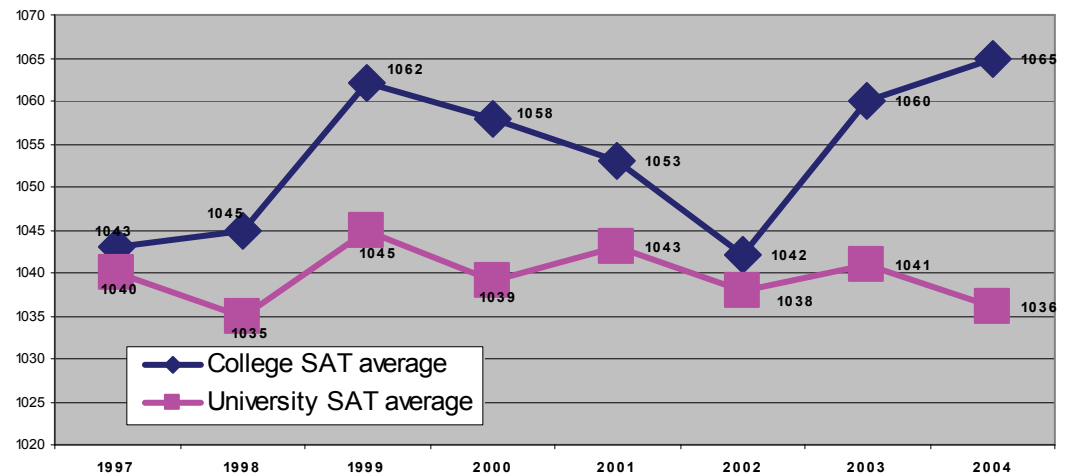
The class of 2004 survey includes specific questions related to the program standards for teacher education and educational leadership. The same questions are included in the employer survey, piloted for the 2004 employment year.

**Undergraduate Qualifications: Comparison of High School GPA among University and Education Students (1997 - 2004)**



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

**Undergraduate Qualifications: SAT Comparison among University and Education students (1997 - 2004)**



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

**Graduate Candidates: Performance on MAT Intake**

	1999	2000	2001	2002	2003	2004
Early / Childhood			37	39	37	34.5
Middle / Adolescence			34	46	41	44
Literacy Instruction	30.5	31	33	31	39.7	37.7
Foundations	41	40	35	33	39	44
Special Education	41	41	34	33	34.6	36.6
Ed. Administration	48.2	38	37.1	32	36.9	39.2
School Counseling		35.9	34.3	44	33.1	35.7
Mental Health Counseling		38.5	38	33		
GRE - School Psychology				389/439/489	410/517/4.7	462/536/4.6

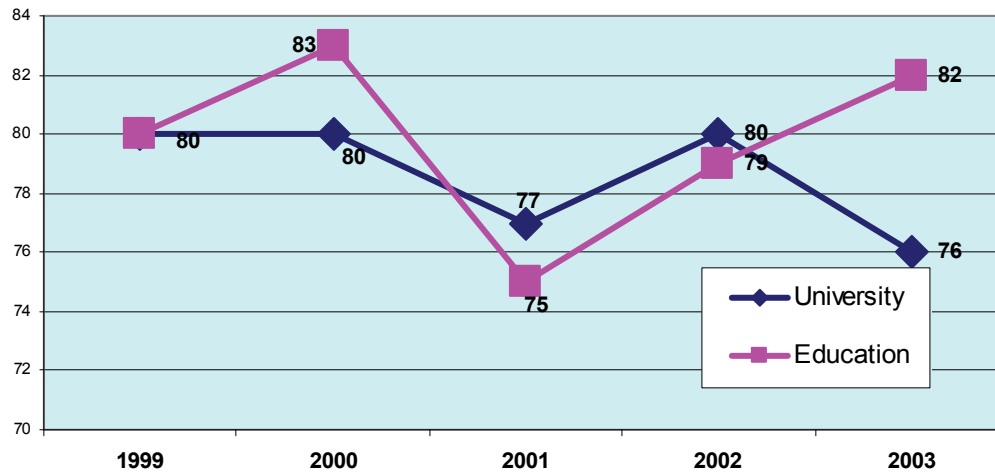
Variations across programs are noted in the qualifications of incoming graduate students. Other intake measures include references and interviews.

A three year increase in GRE scores is noted among candidates who have been admitted into the School Psychology program. The first graduating class received their diploma and credentials in May of 2005.

**Qualifications of Graduate Candidates: Undergraduate QPA (Intake)**

	1999	2000	2001	2002	2003	2004
Early / Childhood			3	3.1	3	2.8
Middle / Adolescence			3.1	3.2	3.3	3
Literacy Instruction	3.5	3.48	3.5	3.2	3.5	3.42
Foundations	3	3.2	3	3.3	3.3	3.41
Special Education	3.1	3.1	2.3	3.4	3.3	3.45
Ed. Administration	2.9	3	3.2	3.3	3.4	3.5
School Counseling	3.2	3.2	3.2	3	3.2	3.31
Mental Health Counseling	3.92	3.2	3	3.1	3.1	3.45
School Psychology				3.45	3.2	3.4

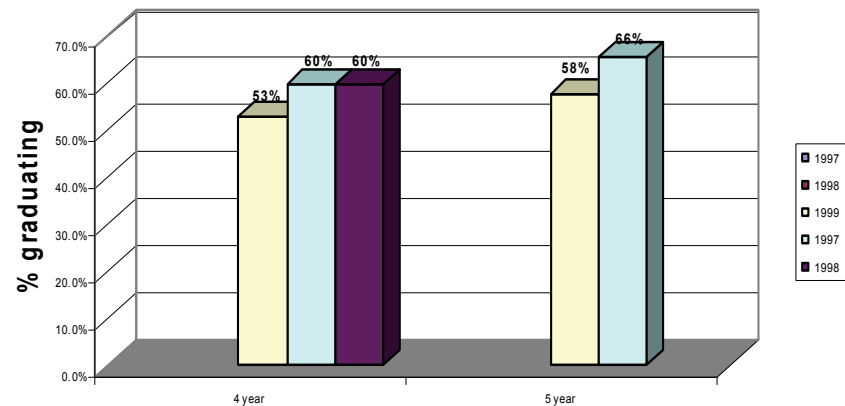
**Retention of Enrolled Students:  
Freshman to Sophomore (2004 Report)**



Retention of undergraduate students in education increased to 82% and is substantially higher than the University average. Targeted initiatives in the strategic plan of the College attribute to increased freshmen-to-sophomore retention.

The four and five year graduate rates are under review and discussion by faculty and staff. As freshmen – to –sophomore retention rates increase, additional study is needed on freshmen-to-junior and freshmen – to senior retention in order to improve graduation rates generally.

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



# Key Performance Indicators

## *Partnerships and Service*

- ◆ Service Hours
- ◆ Level of Contribution of Partnerships ( Arts & Sciences, Education, P-12 Schools)
- ◆ Number of Credit hours through professional development

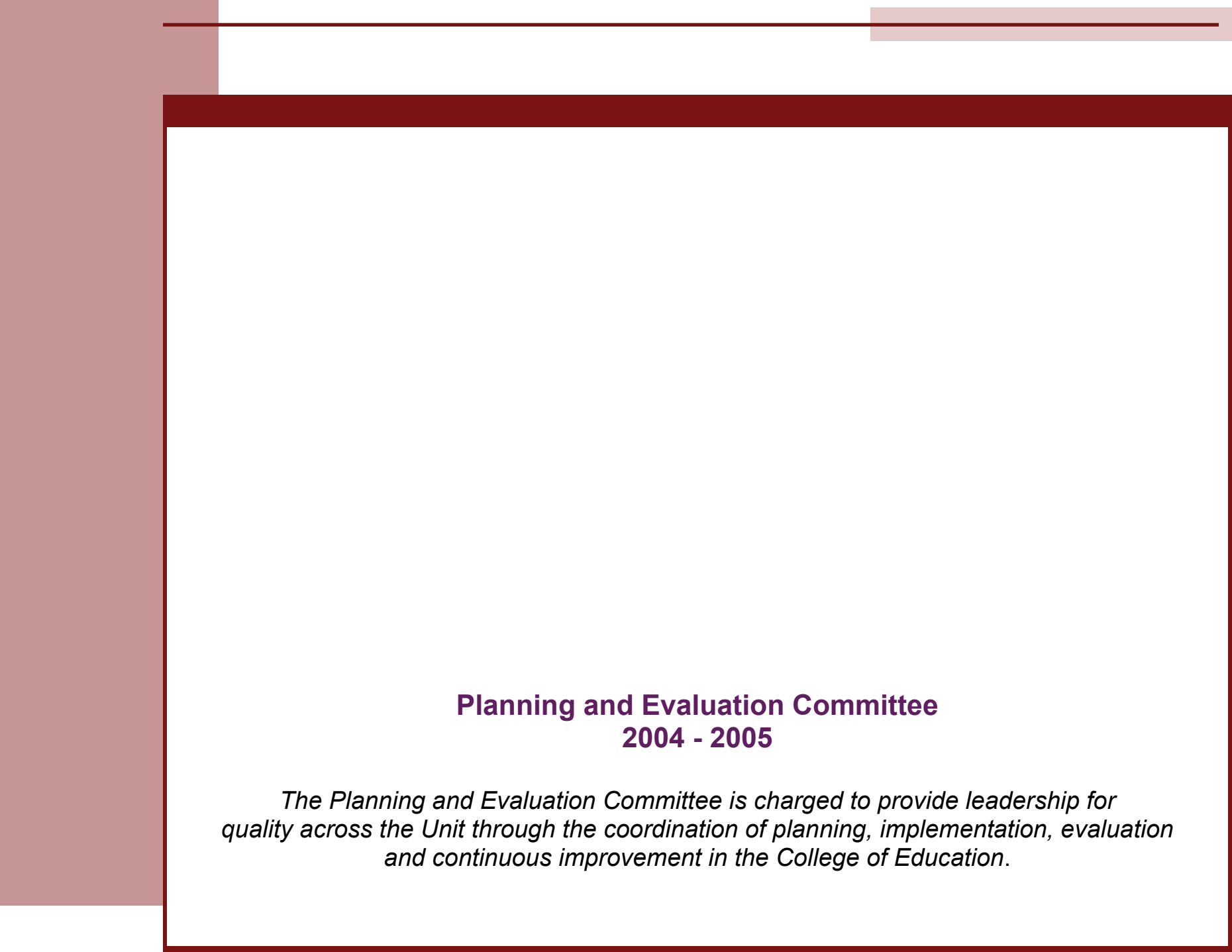
The partnership and service goal for the College of Education was approved in the fall 2004 for the new strategic plan of the College (2004-2011).

First year reporting:

- ◆ The standing committee of the College was re-organized with a new charge (Field Experiences and Partnerships) indicators.
- ◆ Candidates in education completed 29,575 hours in service learning in the community.
- ◆ Professional development initiatives (partnerships with Niagara Falls and Buffalo, Orleans / Niagara BOCES, SED/Voyager) resulted in 379 credit hour enrollment during the 2004-05 academic year.
- ◆ The Center for Excellence in Catholic Education was created through a partnership between the Niagara University and Stella Niagara Education Park. The Center conducted its first international dialogue with 25 leaders in Catholic education from Ontario and New York State.

# Unit and Program Improvement

Improvement	Data Source
Orientation meetings and professional development sessions for adjunct faculty (annual orientation sessions, Blackboard training).	FTE ratio, student evaluations in courses taught by adjunct faculty, feedback from Advisory Council.
Redesign of comprehensive evaluation for M.S. Ed. in teacher education and the comprehensive examination for educational leadership (evaluation rubrics, process, and exam format/questions).	Data on candidate performance across multiple measures in areas of approved standards (INTASC and ELCC).
Increased coordination between three phases of field experiences and the reporting of total hours for pre-student teaching reviews (mid-point assessment data) for all candidates.	Data on field experiences (Learn and Serve and Teaching Assistantships).
Candidate performance analyses by approved specialty standards in advanced teacher education (NBPTS) and educational leadership (ELCC).	Candidate performance data by specific program areas (as aligned with specialty professional association standards).
Design and development of the graduate orientation handbook for entering M.S. Ed. students in teacher education. Development of discussion board (on website) with Q & A for Ontario candidates in administration and supervision.	Student evaluations and feedback from applicants, graduate admissions data (qualifications).
A program in Teaching English to Speakers of Other Languages (TESOL) developed, approved, registered with NYSED for fall 2005 implementation.	Diversity indicators (enrollment, faculty/staff, supply/demand data, placements in high-needs districts).
Bachelor of Professional Studies (B.P.S.) in teacher education (concentrations in primary/junior or intermediate/senior) was approved and registered for accreditation by OCT.	Performance on Ontario candidates and findings of the quality review panel for Ministerial Consent.
Technology enhancements and design of my NU (student e-mails and notifications) to enhance communication within and across programs of study.	Retention data, data from freshmen and sophomore checks.



**Planning and Evaluation Committee  
2004 - 2005**

*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.*