

Annual Planning and Evaluation Report

Part A: Unit Indicators 2005-06



NIAGARA  UNIVERSITY

COLLEGE OF EDUCATION

NCATE ACCREDITED

1984-2010

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)

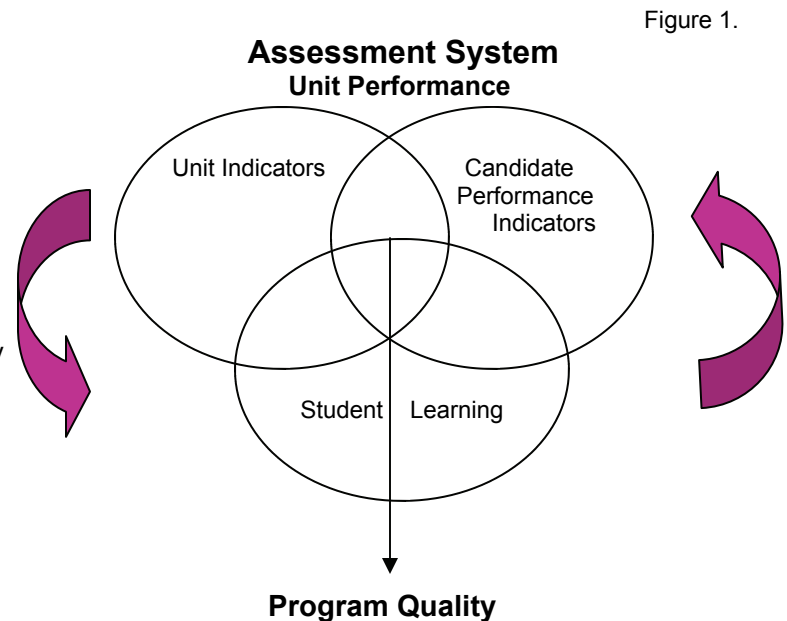
◆ Program Quality

- 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:

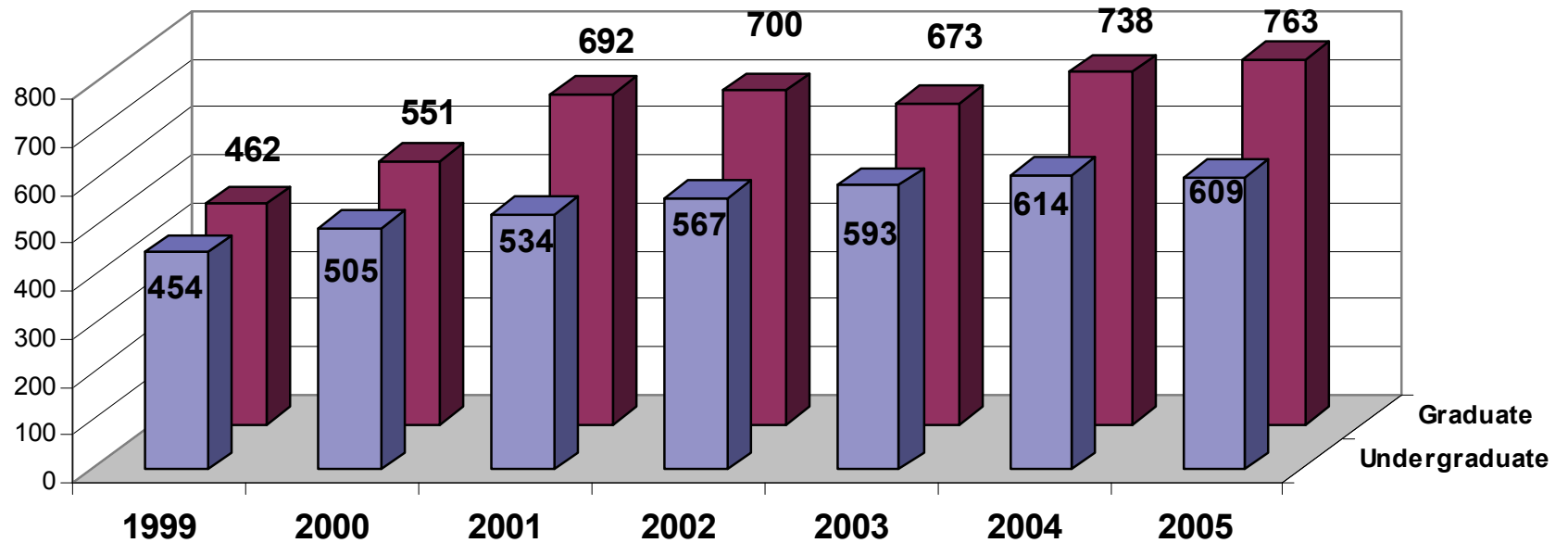
- ◆ **Unit level:** College committees (aligned to strategic goals areas) report annually (April-May) on progress (data-based) and areas in need of further improvement.
- ◆ **Departmental level:** Candidate performance across multiple assessments



Executive Summary

- ◆ Enrollment in undergraduate and graduate programs in the College of Education has increased 30% since 2000. The past year provides evidence of a focused, strategic enrollment pattern. In keeping with the strategic plan, the B.P.S. in education was accredited by the Ontario College of Teachers, leading to Ministerial Consent to offer this program at selected sites in the Province. Graduate credit hour enrollment (16,562 for 2005-06) increased by 28%, with the largest enrollment increase noted for summer sessions. The qualifications of incoming undergraduate students slightly exceeded those of the general university population in terms of high school GPA; qualifications of incoming graduate candidates are in keeping with the intake assessment criteria established by each program.
- ◆ Retention of undergraduate education students at the University reached its highest level since 2000 (85% freshmen to sophomore). The retention of undergraduate education students in their major, however, decreased for the 2004 cohort of entering freshmen (75%). Studies of student persistence and analyses of freshmen initiatives in education (e.g., field experiences, advisement, course evaluations) will take place to further a focus on retention and graduation of undergraduate candidates in teacher education programs.
- ◆ The success of candidates continues to be demonstrated through candidate performance on the New York State certification examinations: 100% pass rate on the Assessment of Teaching Skills; 99% pass rate on the Liberal Arts and Sciences Test; and 95% (overall) pass rate on the Content Specialty Tests. The employment of graduate alumni (follow-up survey) remains high, while a slight decrease is noted in the employment of undergraduate alumni. The undergraduate candidates, however, are enrolled in graduate school at a higher level than previous years. First-time data collected from employers indicated strengths in using a variety of instructional strategies; willingness to continue professional growth and self-assessment (reflective practitioner); and collaboration with colleagues, parents, community.
- ◆ Decreases continued in the use of full-time faculty and supervisors as noted by the percent of courses taught by full-time faculty, FTE of part-time faculty (19.2), and the supervision of student teachers. This is partially due to sabbatical leaves, however, over the next few years an increasing number of faculty are eligible for sabbatical leave.
- ◆ Diversity among faculty has increased, while diversity among teacher candidates at the undergraduate and graduate level of study remains constant. It is important to note, however, that the diversity of the undergraduate students at the University increased during the 2005-06 academic year. In terms of candidate experiences in working with diverse populations, 48% of teacher education student teaching placements, 41% of counseling internships, and 27% of administrative internships were in high needs settings.
- ◆ The Institute of Applied Learning was established this year as the professional development arm of the College. External funding (\$691,000) to support this initiative increased during this reporting year and 410 credit hours of professional development were delivered.

**Enrollment: College of Education
(1999-2005, fall enrollment counts*)**



Enrollment in undergraduate and graduate program has increased 30% since 2000, but has equalized over the past year. Graduate credit hours were 16,562 for 2005-06 (summer, fall, spring) with the most significant shift being in summer credit hours enrollment (28% increase from 2004.)

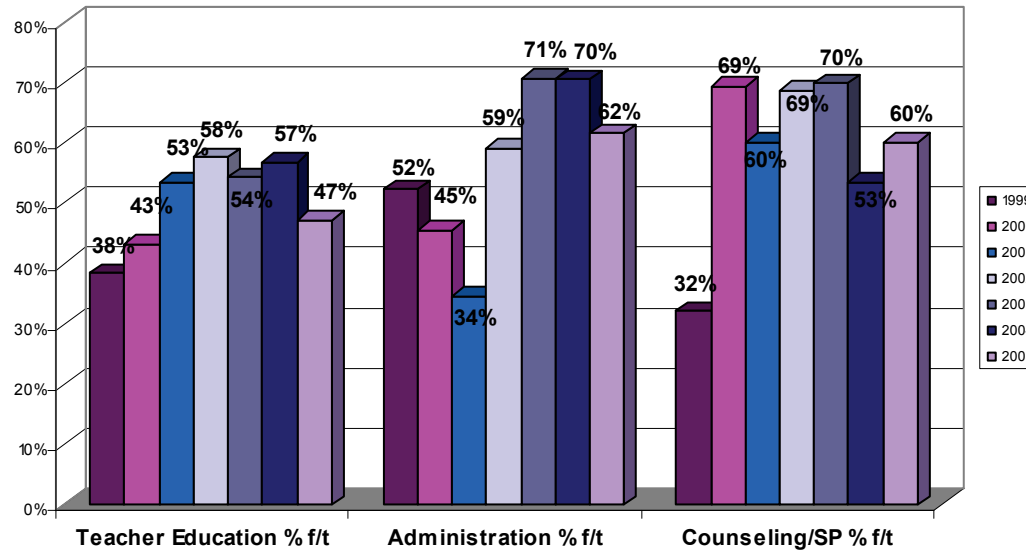


Key Performance Indicators

***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

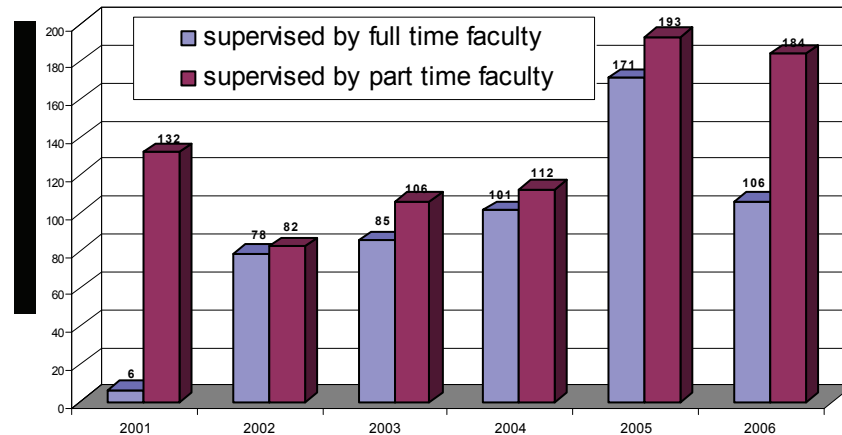
Percent of Courses Taught by Full-Time Faculty



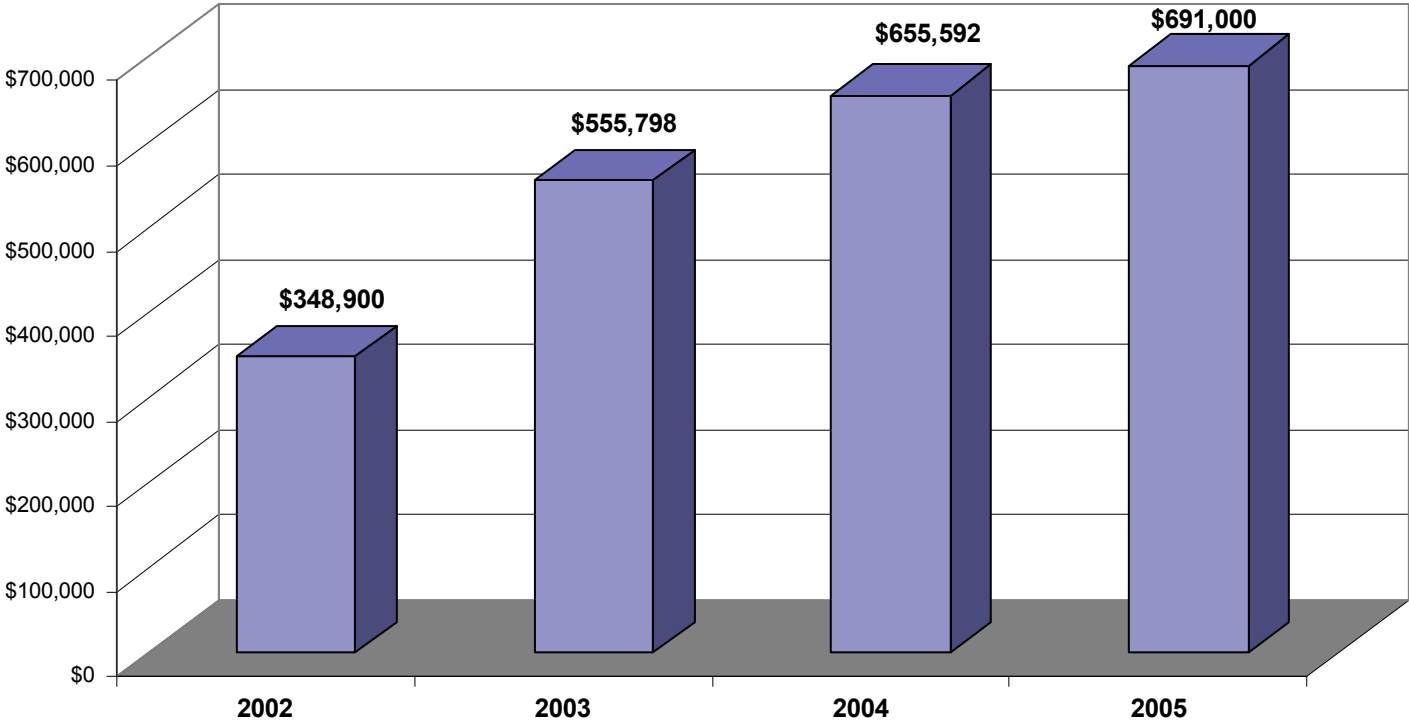
The percent of courses taught by full-time faculty has not generally increased. Data for teacher education reflects a significant drop in the percent, most of which is due to sabbatical leaves (3 terms) and a 1/2 year open line.

Full time supervision of student teachers has decreased and is now below 50%. An open line in 2005-06 accounts for a component of this discrepancy.

Supervision of Student Teachers: Full Time vs Part Time



External Funding: College of Education



During the 2005-06 academic year, the College of Education continued to increase external funding through grants and partnerships. Included are professional development initiatives in literacy, math, science and social studies; a paraprofessional pre-service project; and courses offered through the Institute of Applied Learning.

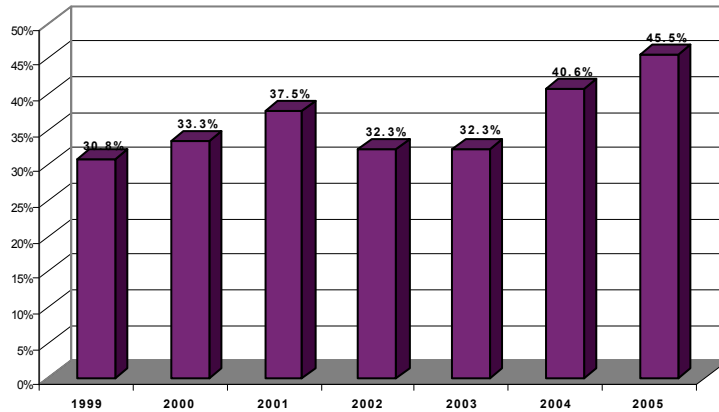


Key Performance Indicators

Diversity

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

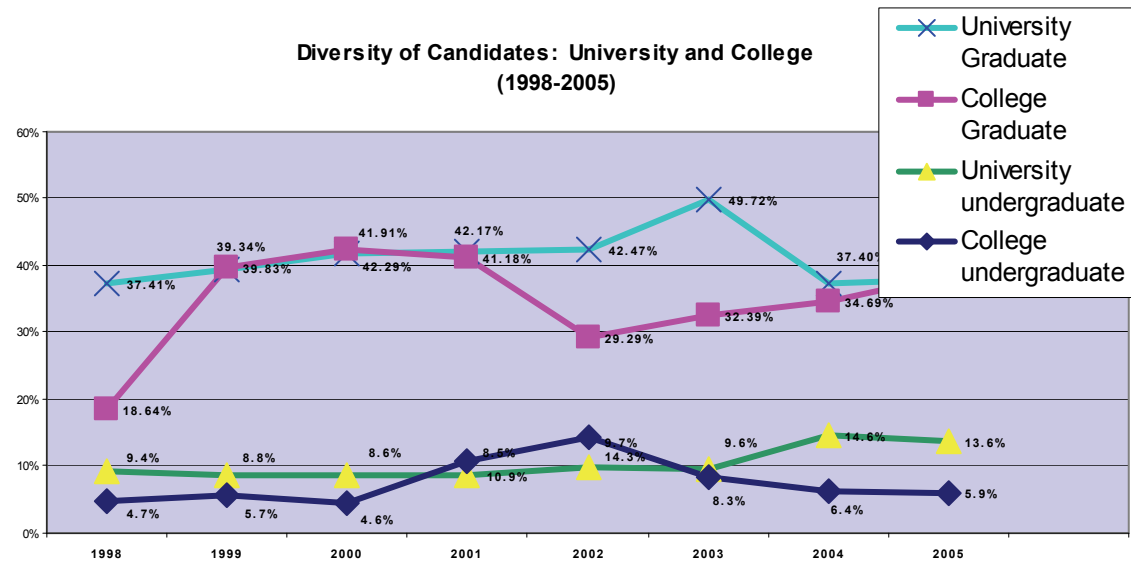
**Faculty and Supervisors: % From Diverse Backgrounds
(includes international) 1999 - 2005**



The percent depicted above includes 15 members of teaching and supervisory faculty, 9 from international backgrounds (Canada and Africa) and 6 from diverse backgrounds in the United States (African American, Latino, Native American.) In terms of adjunct members of the faculty, 26% of the adjunct faculty are from diverse national and ethnic backgrounds.

The College continues to implement initiatives of the Strategic Plan related to the need to increase candidate diversity. Increases in diversity of undergraduate students at the university has not resulted in an increase in education candidates. The diversity reported among graduate candidates is primarily attributed to the international population of students in the graduate programs in teacher education.

**Diversity of Candidates: University and College
(1998-2005)**





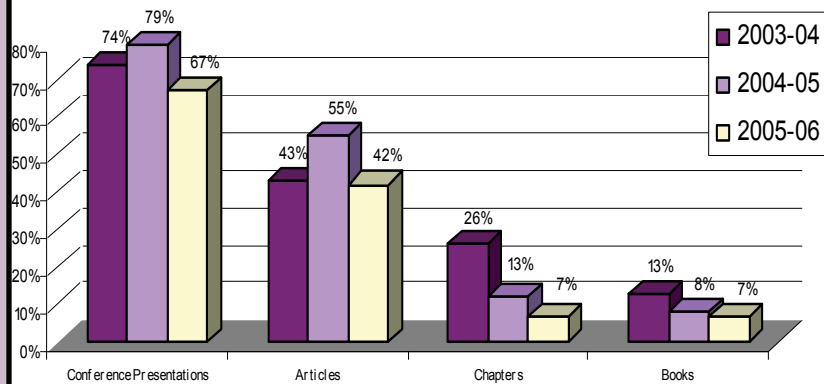
Key Performance Indicators



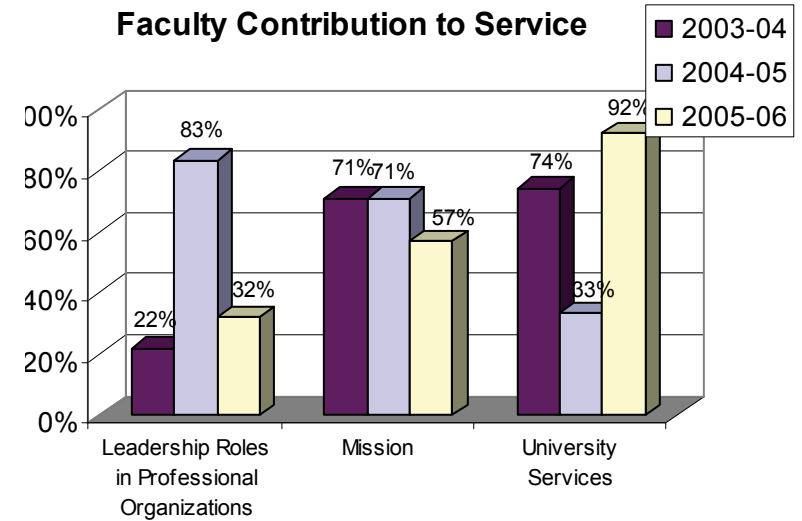
Faculty Contributions

- ◆ Participation in Schools
- ◆ Scholarship
- ◆ Service

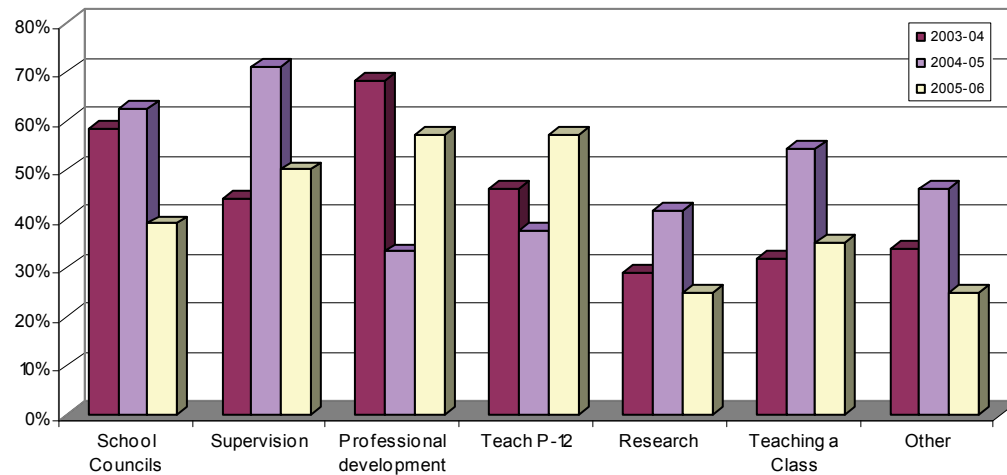
Faculty Contribution to Scholarship



Faculty Contribution to Service



**Faculty Participation in P-12 Schools:
2003-04 - 2005-06**



Faculty contributions reflect a commitment to academic Scholarship and service, including work in the Pre K-12 schools. Faculty participation in Pre K-12 schools extends beyond the supervision of interns and student teachers with increases noted in actual teaching of Pre K-12 students and in the provision of professional development.



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									
							-2004		2004-2005	
	Pass Rate Niagara	Statewide Pass Rate	Pass Rate Niagara	Statewide Pass Rate	Pass Rate Niagara	Statewide Pass Rate	Pass Rate Niagara	Statewide Pass Rate	Pass Rate Niagara	Statewide Pass Rate
Liberal Arts and Sciences Test (LAST)	99% (n=260)	95%	98% (n=287)	95%	98% (n=297)	96%	99% (n=295)	98%	99% (n=258)	99%
Assessment of Teaching Skills – Written (ATS-W)	99% (n=263)	67%	100% (n=291)	96%	98% (n=294)	97%	99% (n=292)	99%	100% (n=282)	99%
CST Multi-Subject	CST data reported after February 2004						99% (n=72)	95%	98% (n=180)	95%
English							100% (n=12)	95%	92% (n=23)	93%
Mathematics							100% (n=13)	97%	92% (n=12)	97%
Social Studies							100% (n=17)	89%	83% (n=20)	91%
Students w/ Disabilities							93% (n=15)	86%	88% (n=21)	88%
Summary							99%	94%	98%	94%

CST data are reported for those examinations in which 10 or more candidates were program completers during the reporting year. Specific analysis of subtest scores are generated for further study of candidate performances.

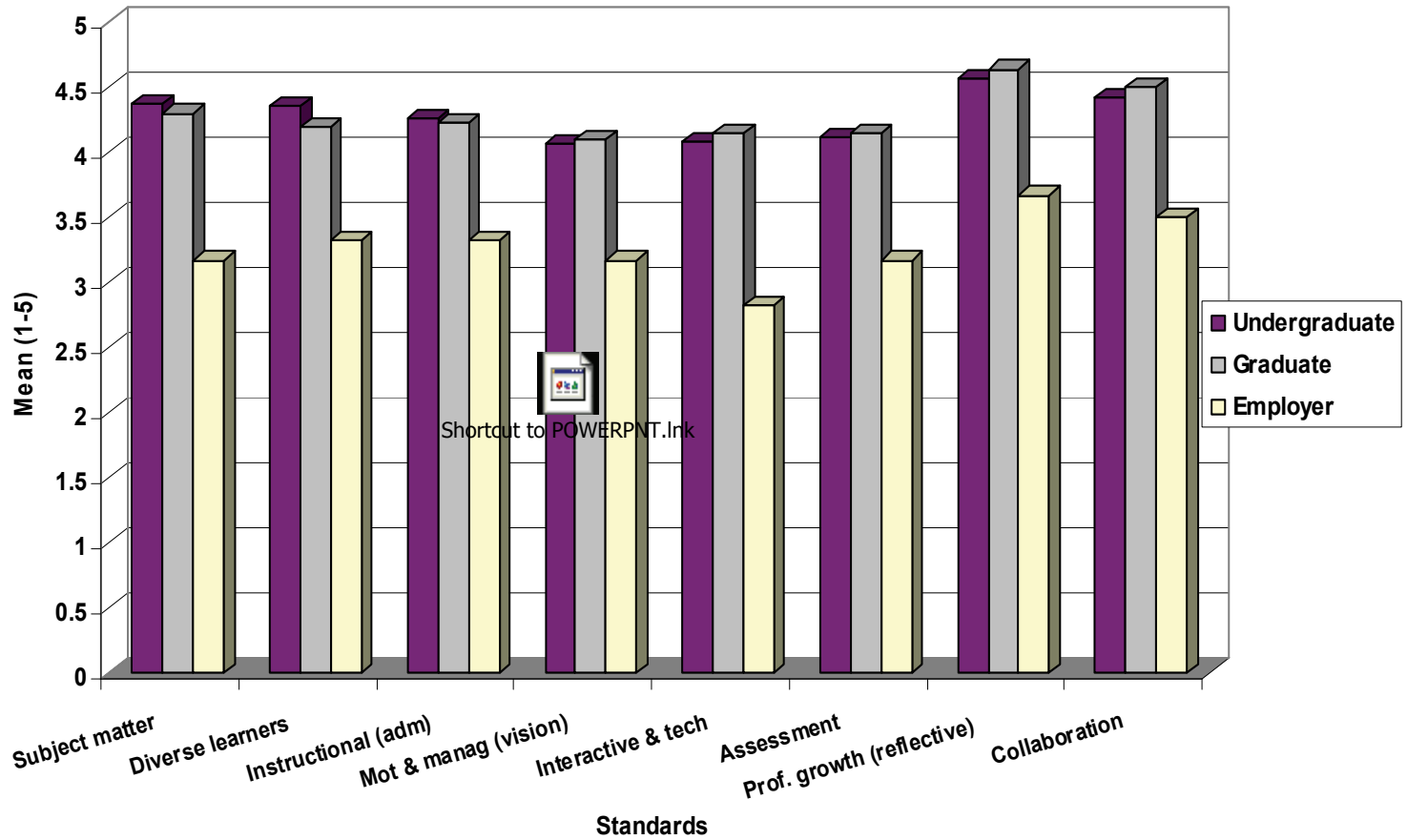
One Year Follow-Up of Graduates: Placement Survey (Class of 2004*)

Indicators	% of Respondents
Employed (Full/Part-time): Undergraduate Graduate	87.5% 97.1%
Employed in Area Related To Major: Undergraduate Graduate	82.7% 92.7%
Continuing Education: Undergraduate Graduate	59.4% (enrolled) 14% (enrolled) 44.8% (plan to attend)

Undergraduate - N=96, response rate of 65.7%
Graduate – N=173, response rate 51%

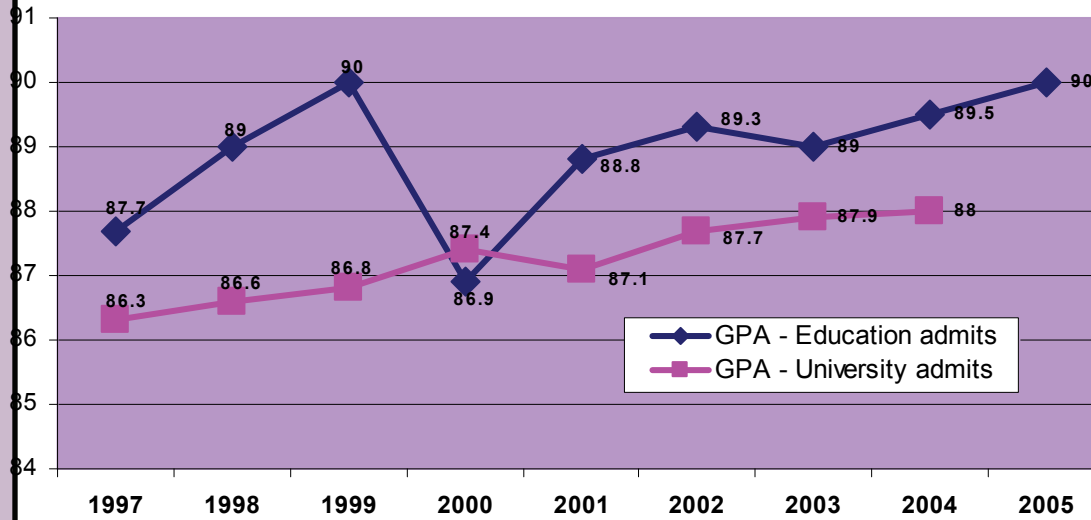
The employment of undergraduate candidates decreased from 2003 while the employment of graduate candidates increased. It is also important to note that an increasing number of graduate alumni report being enrolled in further study (increase from 8% in previous years.)

Follow-Up Assessment:
Undergraduate, Graduate, Employer



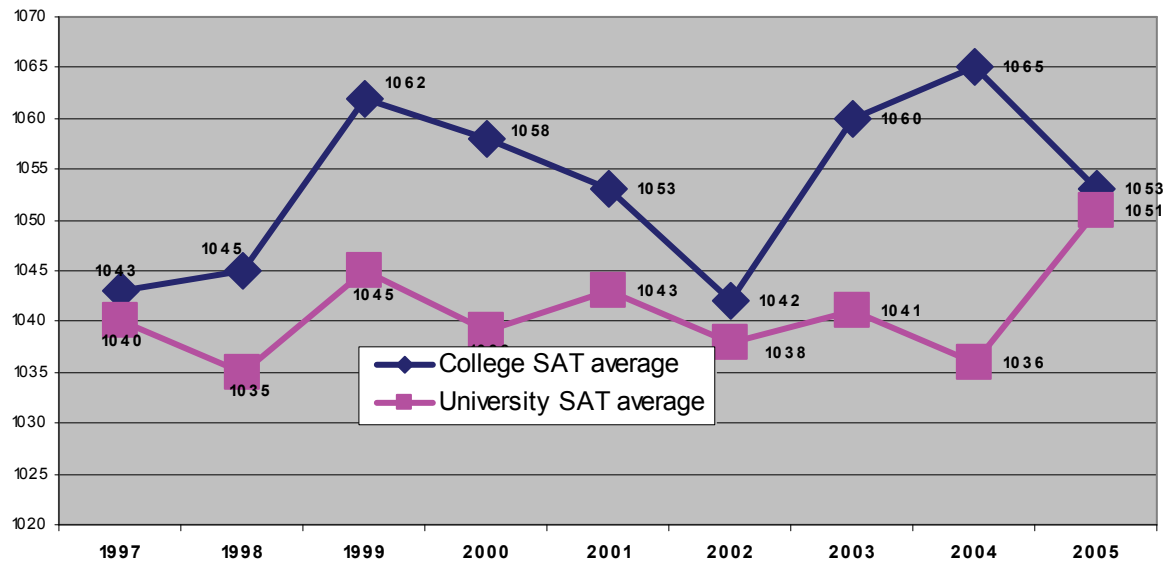
This data serves as the pilot for employer survey. Questions based on program standards are the basis for alumni (one year follow up) and employers.

Undergraduate Qualifications: Comparison of High School GPA among University and Education Students (1997 - 2005)



Undergraduate teacher education candidates continue to out perform University admits as measured by high school average.

Undergraduate Qualifications: SAT Comparison among University and Education students (1997 - 2005)



Graduate Candidates: Performance on MAT Intake

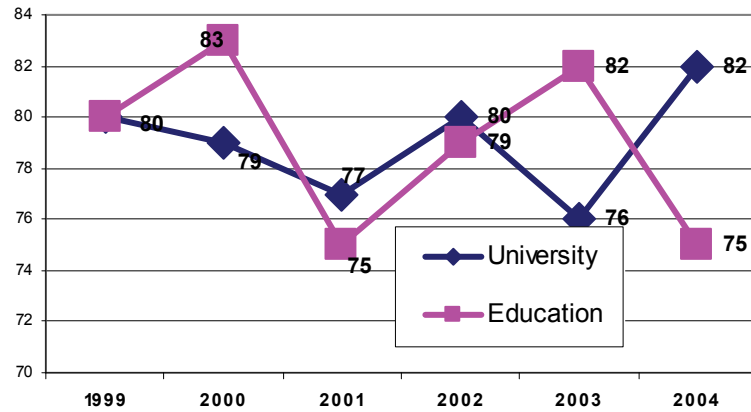
	2000	2001	2002	2003	2004	2005
Early / Childhood		37	39	37	34.5	393
Middle / Adolescence		34	46	41	44	402
Literacy Instruction	31	33	31	39.7	37.7	387
Foundations	40	35	33	39	44	398
Special Education	41	34	33	34.6	36.6	378
Ed. Administration	38	37.1	32	36.9	39.2	401
School Counseling	35.9	34.3	44	33.1	35.7	* ONLY 2 SCORES
Mental Health Counseling	38.5	38	33			397
GRE - School Psychology			389/439/489	410/517/4.7	462/536/4.6	407/537/43

Variations across programs are noted in the qualifications of incoming graduate students. However, criteria established for intake assessment is met across programs with only the early childhood and childhood program indicating less than a 3.0 QPA for incoming candidates.

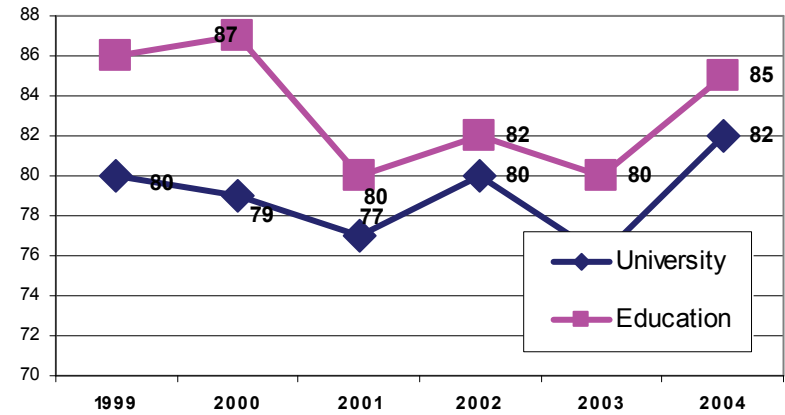
Qualifications of Graduate Candidates: Undergraduate QPA (Intake)

	2000	2001	2002	2003	2004	2005
Early / Childhood		3	3.1	3	2.8	2.9
Middle / Adolescence		3.1	3.2	3.3	3	3.1
Literacy Instruction	3.48	3.5	3.2	3.5	3.42	3.3
Foundations	3.2	3	3.3	3.3	3.41	3.4
Special Education	3.1	2.3	3.4	3.3	3.45	3.6
Ed. Administration	3	3.2	3.3	3.4	3.5	3.7
School Counseling	3.2	3.2	3	3.2	3.31	3.4
Mental Health Counseling	3.2	3	3.1	3.1	3.45	3.1
School Psychology			3.45	3.2	3.4	3.5

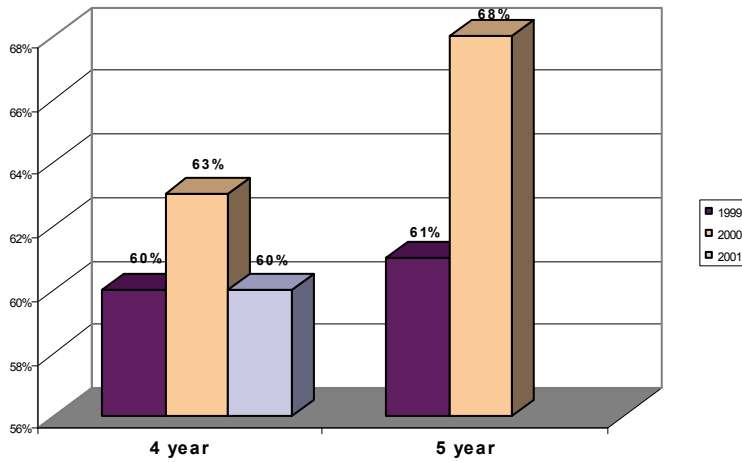
**Retention of Enrolled Education Students in Major:
Freshman to Sophomore (2005 Report)**



**Retention of Enrolled Education Students at NU:
Freshman to Sophomore (2005 Report)**



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



Retention of undergraduate education students in their major decreased to 75%, however, the retention of those students at NU was higher (85%) the University's average for freshman and sophomore retention. Reported graduation rates for education candidates is 60% and 68% (4 and 5 year respectively).



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

SERVICE HOURS

- ◆ Candidates in education completed 30,300 hours in service learning in the community.
- ◆ 48% of teacher education student teaching placed in high needs schools
- ◆ 41% of counseling interns placed in high needs schools
- ◆ 27% of administrative internships placed in high needs schools

Institute of Applied Learning

Mission:

The Institute serves as the professional development arm of the College of Education, and will implement activities as a partnership among faculty in the College of Education, the College of Arts and Sciences, and school districts, bringing research-based methodology to the classroom through ongoing sustainable initiatives. Through the collaboration of the College of Education and Arts and Sciences, and the school districts, professional development will be come embedded in the continuum of pre-service education, induction, and sustained professional learning. The College's conceptual framework of constructivism, process-product and reflective practice will inform the planning, delivery and assessment of professional development.

Total number of professional development hours: 453

Center for Excellence in Catholic Education {CECE}

Mission:

The Center for Excellence in Catholic Education is established through a partnership with Niagara University's College of Education and Stella Niagara Education Park. The regional center coordinates, supports and advances professional development for Catholic schools in the Western New York and Southern Ontario region. Through a comprehensive initiative for professional development and research, the Center will address the needs of leaders, new and practicing teachers, paraprofessionals, parents, and other stakeholders for the benefit of Catholic schools and their students.

IMPROVEMENT	DATA SOURCE
An additional supervisor of student teachers was hired. (Spring recruitment for 2006-07 academic year	Percent of student supervised by full-time clinical faculty.
Enhancements made to the “shared drive” data system for field experiences.	Delineation of student level profile data on number of hours and types of placement (commensurate with certification.)
Revised assessment course (EDU 451) and approved as program requirement (undergraduate programs.) EDU 451 approved to meet analytical skills requirement for education students.	Assessment subtest scores; portfolio data on INTASC Standard (#.....); employer survey results on assessment question (related to INTASC Standard.
Revised EDU 450 to include specific outcomes related to early childhood standards and performance indicators.	Candidate performance data as aligned with SPA standards (NY-) portfolio review specific to early childhood content requirements of the NY ...Standard.
Revised EDU 239 Educating Students with Exceptions to reflect content aligned with CEC Standards.	Candidate performance data related to alignment of INTASC Standards to those of the Council for Exceptional Children; subtest scores and pass rates for CST on Teaching Students with Disabilities.
Developed, approved and implemented standardized referral form (to replace letters) based on approved dispositions at the unit-level.	Intake data for graduate students, dispositional data at intake.
Program resources to create mediation course (EDU 619) and to revise EDU 657 Assessment in Counseling.	Candidate performance data on standards and program assessments (including midpoint assessment, internships and portfolio.)
<ul style="list-style-type: none"> ◆ Study abroad in Thailand initiated (33 candidates.) ◆ Revisions to paraprofessional project with Buffalo Public Schools to form on 3 year district plan. ◆ Partnership with Latin American Study program, international work with Green Institute for curriculum initiatives and professional development with international partners initiated. 	Diversity indicators (enrollment, faculty/staff, placements.)