

Annual Planning and Evaluation Report

Part A: Unit Indicators 2008-09



COLLEGE OF EDUCATION

NCATE ACCREDITED

1984-2010

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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 College of Education will demonstrate its commitment to a diverse, inclusive, multicultural and international society 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.
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 counseling and education community.
4. Candidates and graduates of the College of Education's programs will demonstrate the professional knowledge, skills, and dispositions of outstanding practitioners as defined by our own values and those of accreditation and review bodies.
5. The College of Education, in accordance with the mission of the University, will demonstrate its commitment to expanding professional partnerships and service endeavors to address the needs of the broader community.

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); Candidates in the teacher education programs are expected to demonstrate competency in each of the standards associated with the nationally recognized associations for the specific program (and certification), including NAEYC, ACEI, CEC, NSTA, NCSS, NCTE, NCTM, TESOL, and ACTFL.

Assessment System of the College of Education

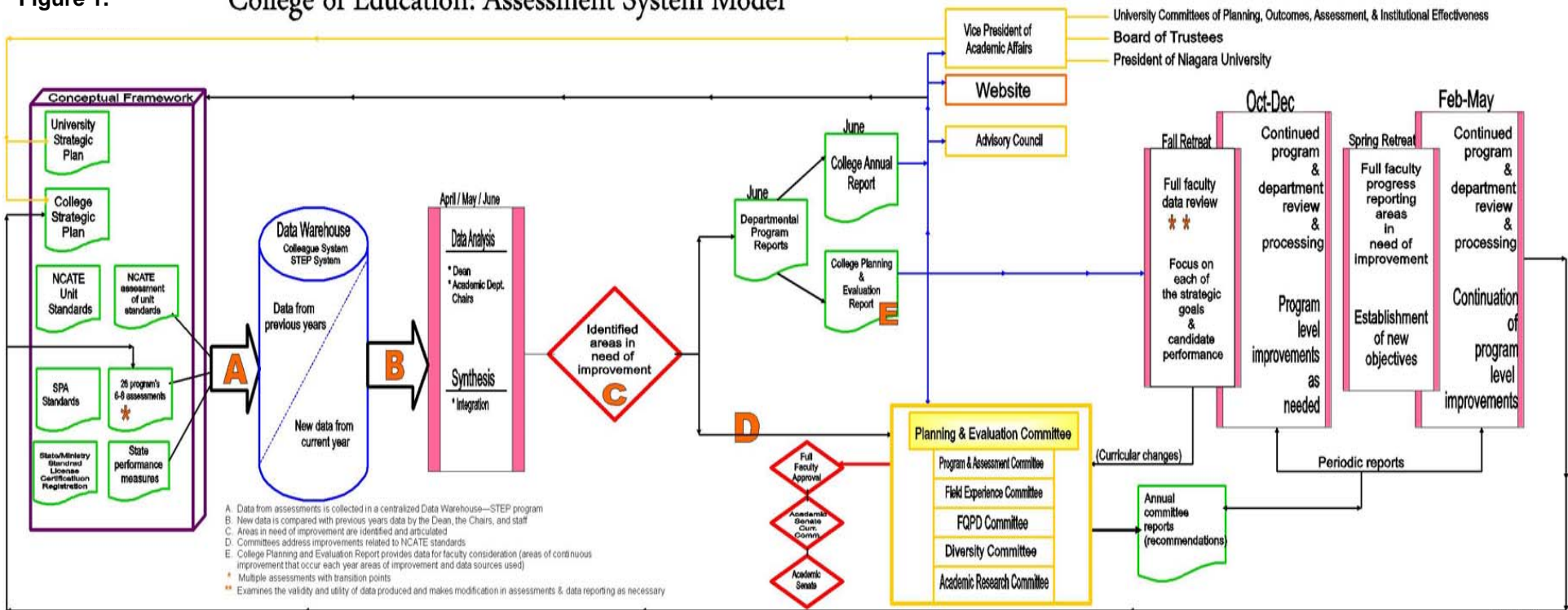
The Assessment System of the College of Education is a carefully designed and functional system for collecting, organizing, maintaining, analyzing and utilizing meaningful information for the purpose of decision making, planning, and strengthening the College and its programs.

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. Specific steps are taken to establish fairness, accuracy, and consistency in assessment procedures and unit operations.

The College of Education's Assessment System (see Figure 1. below) represents a comprehensive process for continuous improvement, planning, and quality assurance. This includes:

- ◆ **Unit level:** College committees (aligned to strategic goals areas) report annually (May) on progress (data-based) and areas in need of further improvement. The faculty retreat (September) serves as the annual assessment meeting for the sharing, use and analysis of data.
- ◆ **Departmental level:** Candidate performance across multiple assessments is aligned with the approved professional standards. All programs have transition points that serve as a roadmap for success and accountability.

Figure 1. College of Education: Assessment System Model



Executive Summary

- In 2008-09, the College of Education undertook a comprehensive assessment review of the Unit and its programs. Highlights included (a) the continuing accreditation of the B.P.S. program (primary/junior and intermediate/senior) through the Ontario College of Teachers with no conditions, for 7 years, (b) national accreditation of 21 programs through NCATE (SPA review process), (c) completion of the readiness review and external program review for doctoral study, and (d) the self-study of the Administration and Supervision program for continuing Ministerial Consent to operate at approved sites in the Province of Ontario. This comprehensive assessment by the faculty in education continues this year with the national site visit for NCATE. Reviews have commented on the alignment of programs and performance to the conceptual framework, the systemic review of data and use of results to revise and strengthen programs, the collaboration of faculty, extensive field experiences and the impact on P-12 learning.
- Enrollment in the College of Education increased 7.7% for the 2008-09 academic year (1557 headcount, undergraduate and graduate). This enrollment accounts for 40% of the total University enrollment (N=3890, fall 2008) and 80% of the graduate enrollment (N=929, fall 2008). The qualifications of incoming candidates continued to meet or exceed established criteria for entry into the programs. The retention of undergraduate candidates in education was 84%, exceeding the University retention of 80% for that same year (2007-08). A significant increase was noted in the retention of education candidates in their major (77%, freshmen to sophomore).
- The success of candidates is noted in the employment of both undergraduate and graduate alumni in the College of Education as reported for the Class of 2007 (one-year follow up). Ninety-seven percent (97%) of the undergraduate alumni, 94% of the graduate alumni, and 91% of the BPS alumni reported being employed (full/part-time). It is also noted that 77.7% of the undergraduate alumni are enrolled in graduate education (an increase from 60% the previous year).
- The high quality of candidates is also noted in candidate performance on the New York State certification examination. Of the 2006-07 program completers in teacher education, 100% passed the Assessment of Teaching Skills – Written (ATS-W) and the Liberal Arts and Sciences Test (LAST), and 88 - 100% passed the Content Specialty Tests (CST).
- The dispositions of candidates is assessed in each of the programs offered in the College of Education. Data show that candidates meet or exceed the established benchmark for the observable attributes associated with each of the core dispositions of professional commitment and responsibility, professional relationships, and critical thinking and reflective practice.
- Faculty in the College of Education provide leadership across the University in their service (91% serve on university committees) and in their participation in P-12 schools (100%). Faculty scholarship increased during the 2008-09 academic year, with 81% of the faculty publishing.
- Education candidates rate their participation in “community based projects (e.g., service learning) as part of a course” higher than peers at Niagara University and at peer institutions (NSSE, 2008). The education candidates also rated their “contributions to the welfare of the community” significantly higher than at peer institutions (NSSE, 2008). These indicators are directly related to the conceptual framework of the College and represent the overarching base for program standards and expectations.
- The four-year graduation rate for candidates in education was 64% (cohort of 2004), exceeding the state rate for independent institutions of higher education (52.5%, New York State Education Department, ORIS). The five year graduation rate among education candidates was 69% for the same cohort (compared with 63.2% for independent institutions statewide).
- Partnerships with the schools are far-reaching. Two specific partnership programs have resulted in documented increases in student learning in a high needs, urban school district (Niagara Falls City School District) – the Teacher Quality Enhancement program and the STEM program. Using research-based practices that bring university faculty, school faculty and teacher candidates equally into the classroom, the model resulted in data-based gains in student achievement, enhancements to teacher practice, and documentation of higher level thinking across courses (school and university). This model of professional development and pre-service practice was published as exemplary practice in the recent publication of AACTE (2009), Innovation and Reform in Teacher Preparation (2009).

Key Performance Indicators

Structure and Governance (NCATE unit standard)

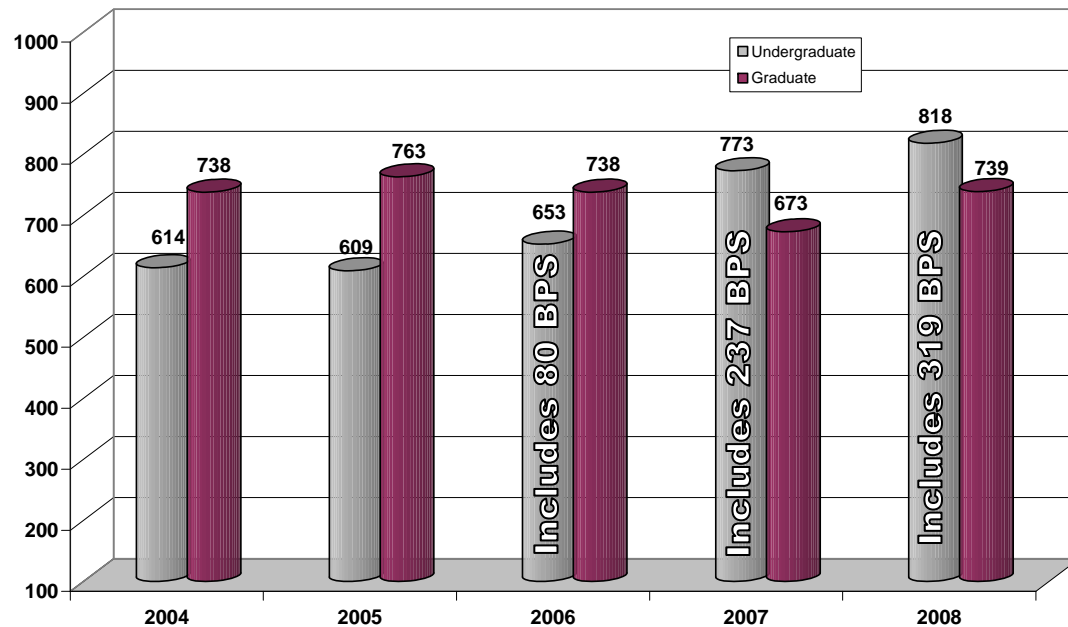
- ◆ Enrollment: College of Education
- ◆ Percent of courses taught by full-time faculty (and adjunct faculty FTE)
- ◆ Percent of student teachers supervised by FT supervisors/faculty

NCATE Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources for the preparation of candidates to meet professional, state, and institutional standards.

College standing committee	University strategic plan	College strategic plan	NCATE Unit Standard	State standards
Planning and Evaluation Committee	Goal 1, Objective C,G,H (quality of programs, graduate education retention), Goal 3 (organizational effectiveness and continuous assessment)	Goal 3 (high standards in programs)	Standard 2 (assessment system) and Standard 6 (unit structure and governance)	Pt. 52. 21 (registration of programs)

Enrollment: College of Education Undergraduate and Graduate Programs
(2003-2008)



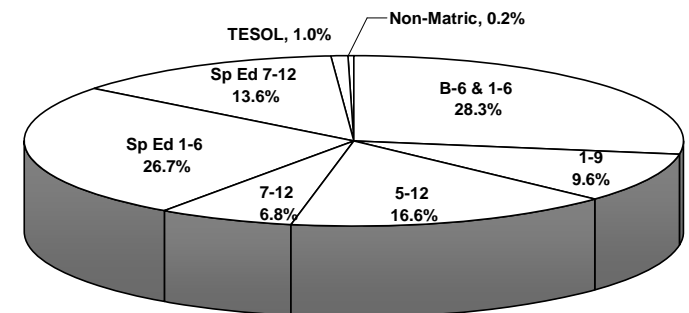
Increases were noted in both undergraduate and graduate enrollment. The 2008 undergraduate enrollment includes 499 teacher candidates studying on campus and 319 B.P.S. teacher candidates studying at Ontario sites under the consent of the Minister of Training, Universities and Colleges. Enrollment in 2008-09 an increasing number of by 7.7% (headcount) from the previous year.

Graduate Credit Hour Enrollment:
2004-2009 **

Graduate Students	Summer Credit Hours	Fall Credit Hours	Spring Credit Hours	Total Credit Hours
2004-05	3,335	6,785	5,889	16,009
2005-06	3,378	6,884	6,542	16,804
2006-07	3,397	6,768	6,272	16,437
2007-08	2,882	6,487	5,865	15,234
2008-09	2,611	6,990	6,369	15,970

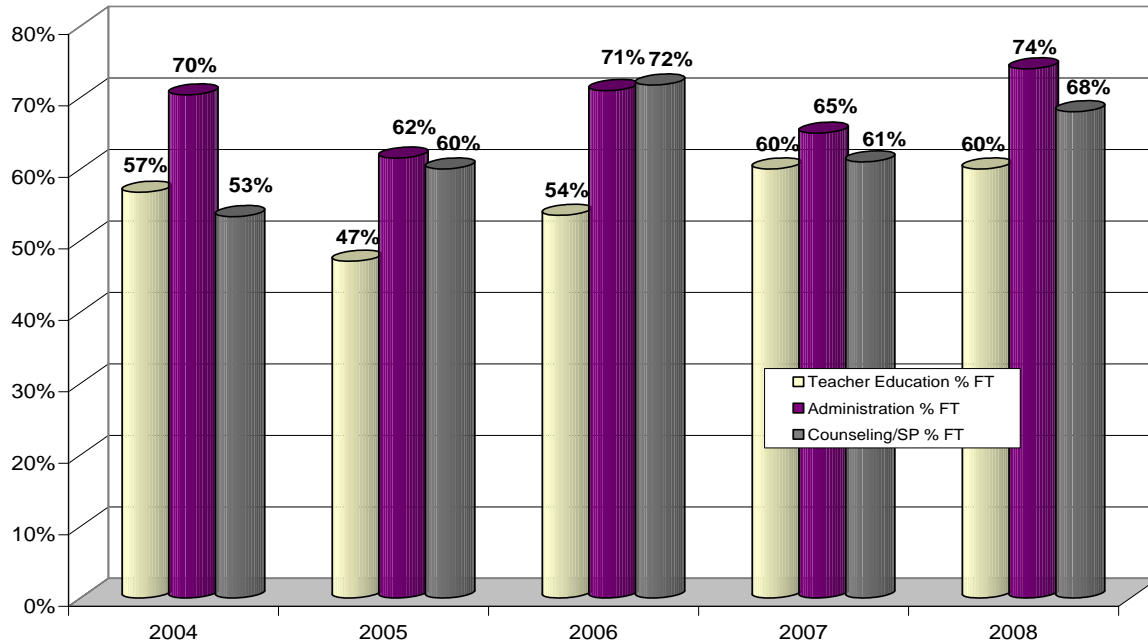
** does not include BPS

Undergraduate Teacher Education:
Program Demand 2008-09 (N=499)



An increasing number of undergraduate students in education were enrolled in secondary special education (13.6% in 2008-09 as compared with 6.2% in 2007-08) where supply and demand data continue to demonstrate a strong need. Other shortage areas continue to be under enrolled (e.g., TESOL, sciences).

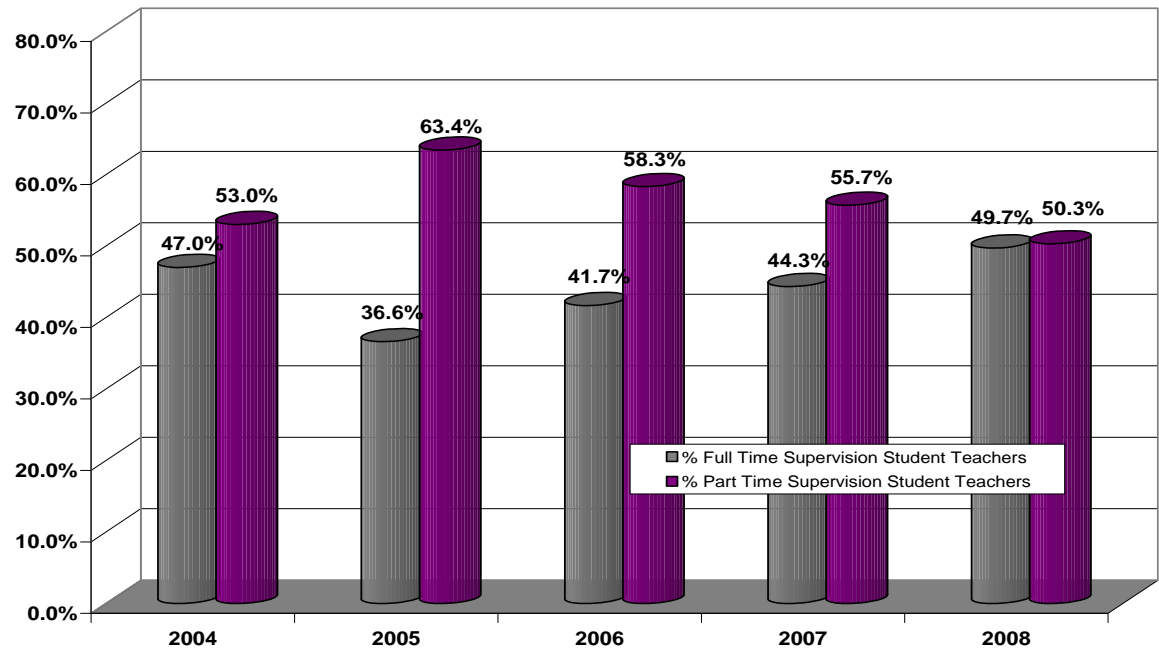
Percentage of Courses Taught by Full Time Faculty:
2003 to 2008



The percent of courses taught by full-time faculty exceeds the benchmark established in New York State requirements. Consistency in the percentage of courses taught by full-time faculty has been maintained even with increased sabbatical leaves among veteran faculty.

** does not include BPS

Supervision of Student Teachers: Full Time vs. Part Time
(2003-2008)



Gains were made in supervision of student teachers by full time faculty (teaching and clinical). The benchmark of 50% was reached during the 2008-09 academic year.

** does not include BPS

Diversity

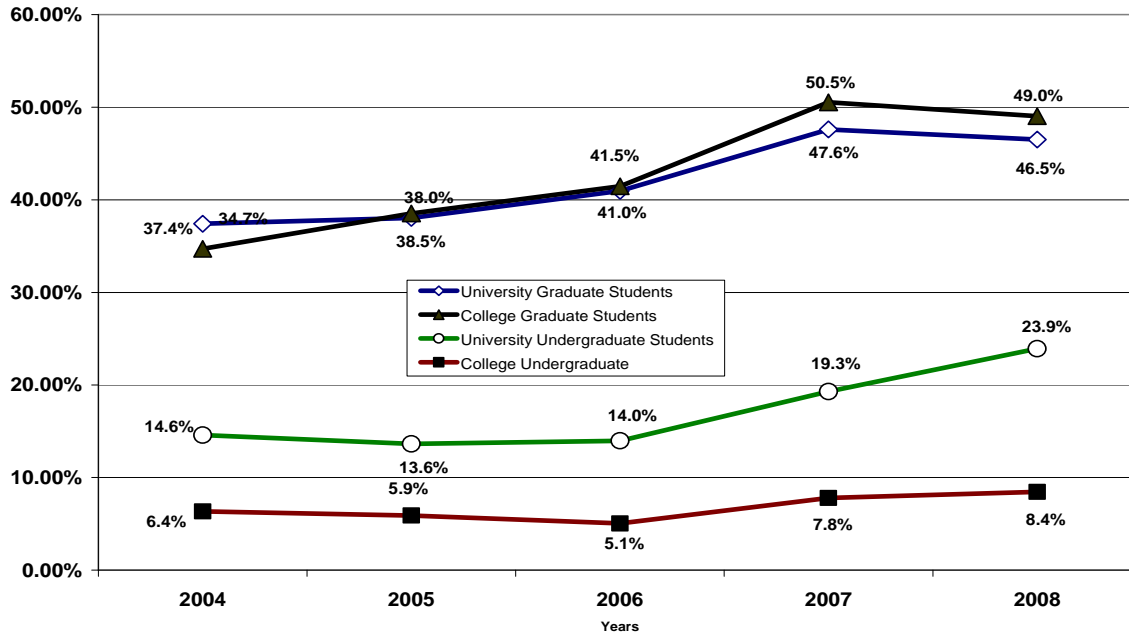
- ◆ Diversity of candidates (graduate and undergraduate)
- ◆ Diversity of faculty and supervisors
- ◆ Culminating practicum in high needs schools
- ◆ Candidate performance (indicators from NSSE data)

College of Education Strategic Goal 1

The College of Education will demonstrate its commitment to a diverse, inclusive, multicultural and international society through its personnel, candidates curriculum, and clinical experiences.

College standing committee	University strategic plan	College strategic plan	NCATE Unit Standard	State standards
Diversity Committee	Goal 1, Objective F (diversity)	Goal 1 (diversity)	Standard 4 (diversity)	Pt. 52. 21 (c) (d) (f) (requirements for high needs placements and populations)

Diversity of Candidates: University and College (2003-2008)

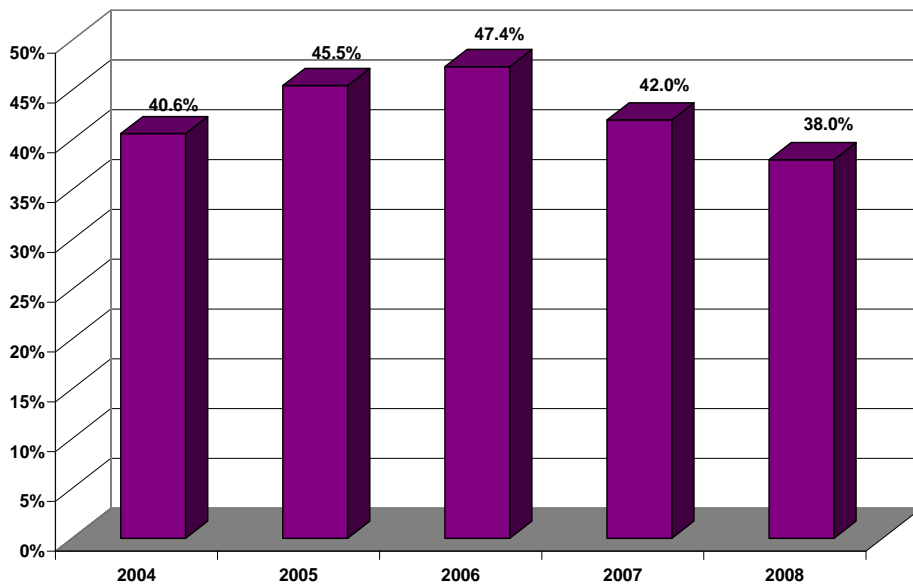


The diversity of candidates in education increased slightly at the undergraduate level and remained constant at the graduate level. As noted by the University Key Performance Indicator's Report, 2008, the benchmark for student diversity of IPED's group of colleges is 18.8%. While the College of Education's percent of 8.4% falls below this benchmark, it is important to note that many of the benchmark schools are urban colleges and universities located in diverse parts of the northeast.

An analysis of the NSSE data depicts increased inclusion of diverse perspectives in class discussions or writing assignments and at a higher rate than the Carnegie Peers.

** does not include BPS

Diversity of Faculty and Supervisors (includes international) (N=42, 2003 - 2008)



Culminating Practicum in High Needs Schools: Placement Data (2004-2009)

Program Areas	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Educational Leadership	28%	27%	40%	45%	50%
School Psychology	36%	19%	11%	15%	30%
School Counseling	21%	41%	32%	36%	52%
Literacy	39%	23%	26%	21%	36%
Foundations of Teaching	67%	50%	33%	n/a	25%
Special Education	43%	29%	33%	29%	21%
Teacher Education Student Teaching	48%	48%	50%	41%	38%

** does not include BPS

**Indicators related to the Diversity of the College of Education
NSSE Data: 2005 through 2008 mean comparisons**

National Survey of Student Engagement	Class	College of Education			Niagara University			Carnegie Peers			NSSE		
		(Mean)			(Mean)			(Mean)			(Mean)		
		2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
		-	-	-	-	-	-	-	-	-	-	-	-
		2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
1. Academic & Intellectual Experiences		In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3= often, 4= very often.											
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	Fresh	3.04	2.85	3.00	2.71	2.70	2.79	2.76	2.79	2.80	2.76	2.76	2.78
	Senior	2.94	2.80	2.91	2.95	2.76	2.84	2.83	2.86	2.85	2.78	2.80	2.81
u. Had serious conversations with students of a different race or ethnicity than your own	Fresh	2.02	2.38	2.19	2.33	2.40	2.51	2.51	2.53	2.59	2.55	2.56	2.60
	Senior	2.47	2.56	2.24	2.58	2.46	2.42	2.61	2.64	2.66	2.64	2.66	2.67
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Fresh	2.58	2.41	2.33	2.60	2.61	2.76	2.64	2.64	2.67	2.68	2.68	2.70
	Senior	2.61	2.76	2.40	2.71	2.59	2.59	2.68	2.67	2.69	2.71	2.71	2.72
7. Enriching Educational Experiences		Which of the following have you done or do you plan to do before you graduate from your institution? (Recorded: 0= have not decided, do not plan to do; 1= done.											
f. Study Abroad	Fresh	1.89	2.03	1.95	.00	.01	.1	.03	.03	.03	.03	.03	.03
	Senior	2.39	2.08	2.13	.15	.08	.12	.11	.10	.10	.14	.14	.15
11. Educational and Personal Growth		To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1= very little, 2= some, 3 quite a bit, 4= very much											
i. Understanding people of other racial and ethnic backgrounds	Fresh	2.62	2.74	2.61	2.57	2.52	2.58	2.58	2.64	2.68	2.57	2.61	2.67
	Senior	2.69	2.64	2.60	2.63	2.59	2.54	2.60	2.64	2.66	2.57	2.59	2.64

Faculty Contributions

- ◆ Participation in Schools
- ◆ Scholarship
- ◆ Service

College of Education Strategic Goal 2

The professional development for faculty, staff, and administration within the College of Education will be substantive and on going with the aim of continuously promoting the quality of programs and extending the current contributions of the faculty and professional staff.

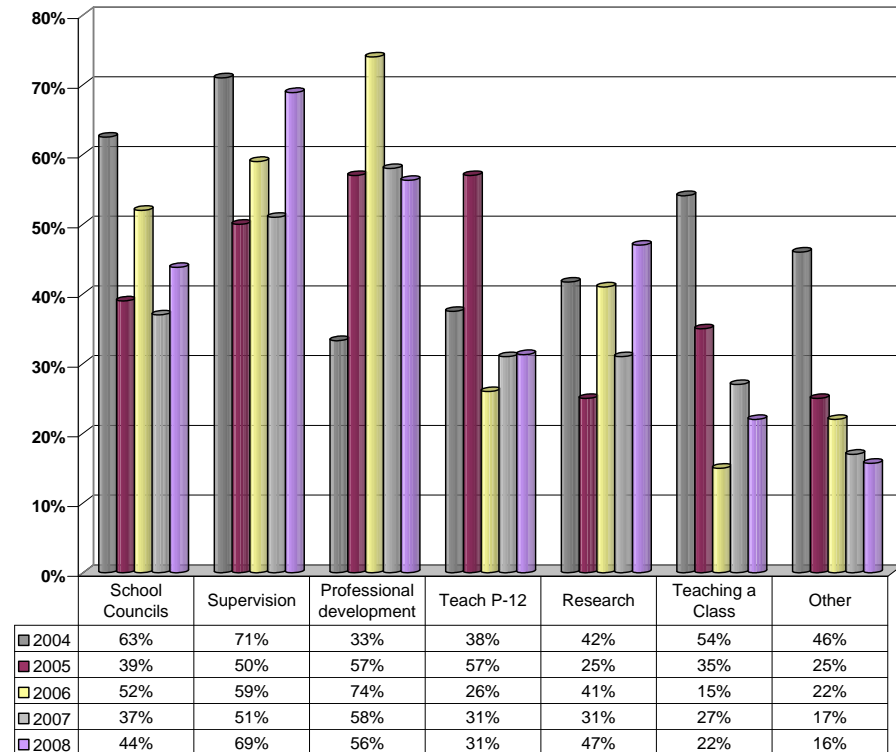
College standing committee	University strategic plan	College strategic plan	NCATE Unit Standard	State standards
FQPD Committee	<i>Goal 1, Objective E (academic reputation, faculty and research through initiative), Goal 2 (student learning)</i>	<i>Goal 2 (professional development and faculty contributions)</i>	<i>Standard 5 (faculty qualifications)</i>	<i>Pt. 52. 2 (faculty), Pt 52.21 (h) (registration of programs)</i>

Education faculty provide leadership across the university in terms of their contribution to the mission and university service. 100% of the faculty were directly involved in the P-12 schools or clinics in 2008-09. Their contributions represent numerous roles across a continuum of service demonstrating systemic and in-depth collaboration with practitioners. Increases are noted in the area of (a) providing professional development, and (b) teaching P-12 students or working in counseling centers in the community.

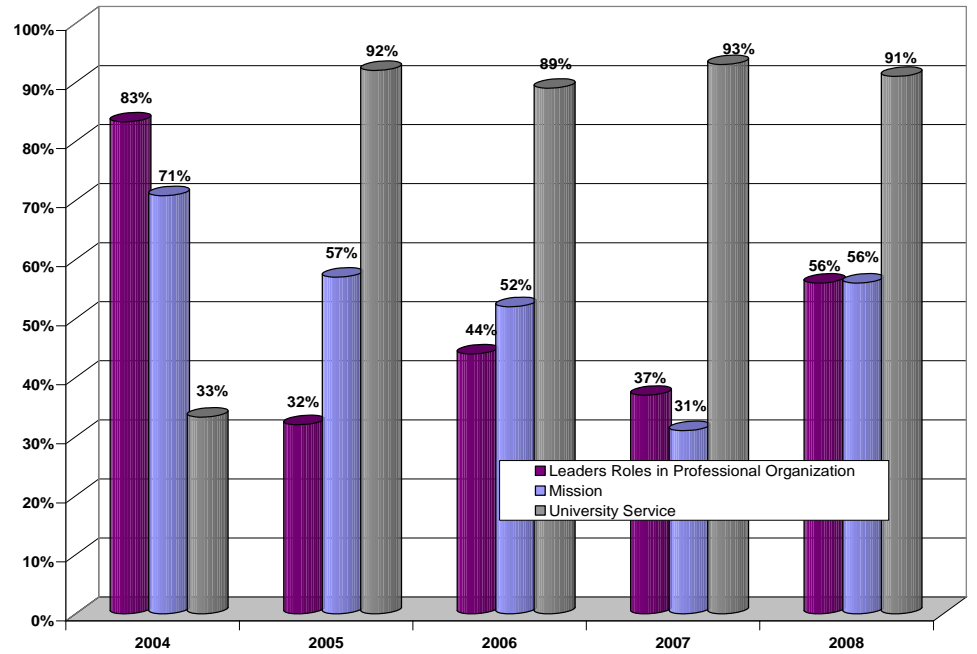
Full Faculty Reporting in P-12 Schools
2005-2008

	2006-07	2007-08	2008-09
# Faculty Reporting	27	29	32
% Faculty Participation	89%	93%	100%

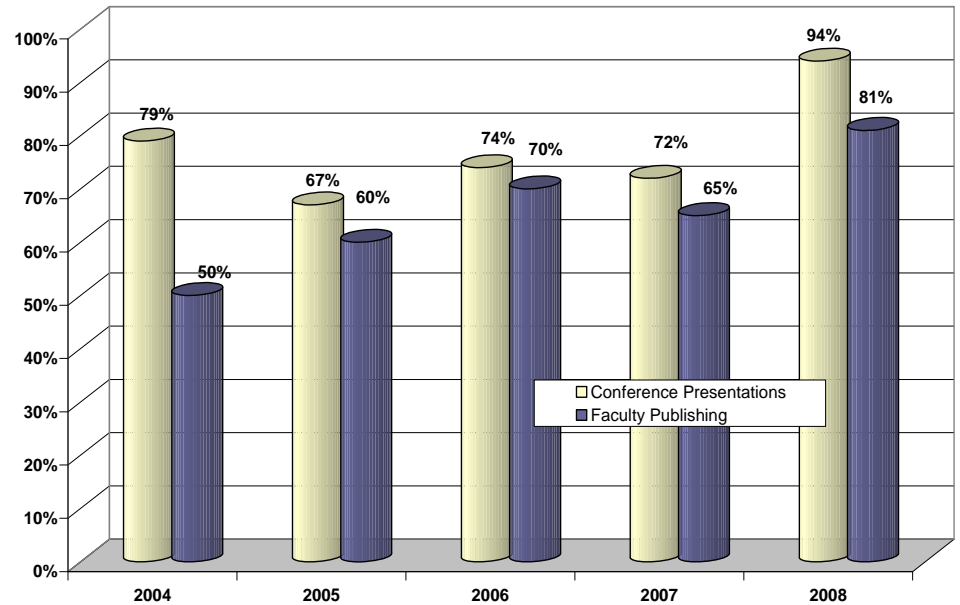
Faculty Participation in P-12 Schools: 2004-2008
(N=32, 2008)



Faculty Contribution to Service: 2004-2008
(N=32, 2008)



Faculty Contribution to Scholarship: 2004-2008
(N= 32, 2008)



Candidate Performance

- ◆ Entry into program: Undergraduate and graduate qualifications
- ◆ Retention and graduation rates
- ◆ Dispositions
- ◆ Pass rate on New York State certification examinations (LAST, ATS-W, CST)
- ◆ Employment of graduates (% employed, alignment to training, continuing education)
- ◆ Alumni and Employer Follow Up Assessments
- ◆ Indicators of candidate use of technology (NSSE Data)

College of Education Strategic Goal 4

Candidates and graduates of the College of Education’s programs will demonstrate the professional knowledge, skills, and dispositions of outstanding practitioners as defined by our own values and those of accreditation and review bodies.

College standing committee	University strategic plan	College strategic plan	NCATE Unit Standard	State standards
Field Experience and Partnership Committee	<i>Goal 3, objective B (professional development through the institute of applied learning), Goal 4 (bi-national service), Goal 5 D: (mission)</i>	<i>Goal 5 (partnerships and service)</i>	<i>Standard 3 (field experience and clinical practice)</i>	<i>52.21(b)(2)(ii)(c 2) Pt. 52.21 (g) (i) (specific regulations to register programs)</i>

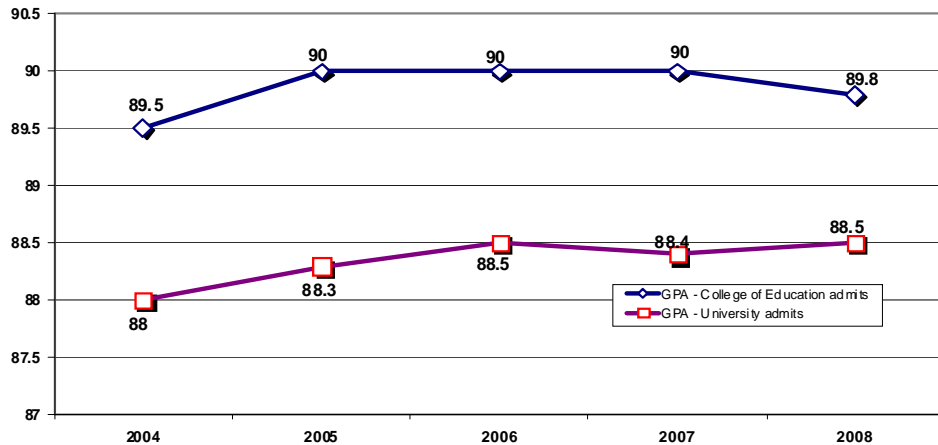
Graduate Candidates: Entry into Program Transition Point (MAT/GRE and GPA)

Programs	2004		2005		2006		2007		2008	
	MAT/ GRE	GPA	MAT/ GRE	GPA	MAT/ GRE	GPA	MAT/ GRE	GPA	MAT/ GRE	GPA
Early / Childhood	34.5	2.8	393	2.9	387	2.9	387	2.9	*	3
Middle / Adolescence	44	3	402	3.1	392	3.1	397	3	*	3.1
Literacy Instruction	37.7	3.42	387	3.3	390	3.4	*	3.4	*	3.5
Foundations	44	3.41	398	3.4	*	*	*	*	*	*
Special Education	36.6	3.45	378	3.6	393	3.5	*	3.4	*	3.4
Ed. Administration	39.2	3.5	401	3.7	*	3.8	*	3.6	*	3.7
School Counseling	35.7	3.31	**	3.4	GRE 419/482/4.2	3.4	GRE 428/518/4.4	3.4	GRE 407/518/3.9	3.3
Mental Health Counseling	**	3.45	397	3.1	427	3.3	GRE 449/493/4.4	3.4	GRE 409/444/4.0	3.3
GRE - School Psychology	462/536/4.6	3.4	407/537/4.3	3.5	464/560/4.4	3.5	470/563/4.3	3.5	432/505/4.1	3.5

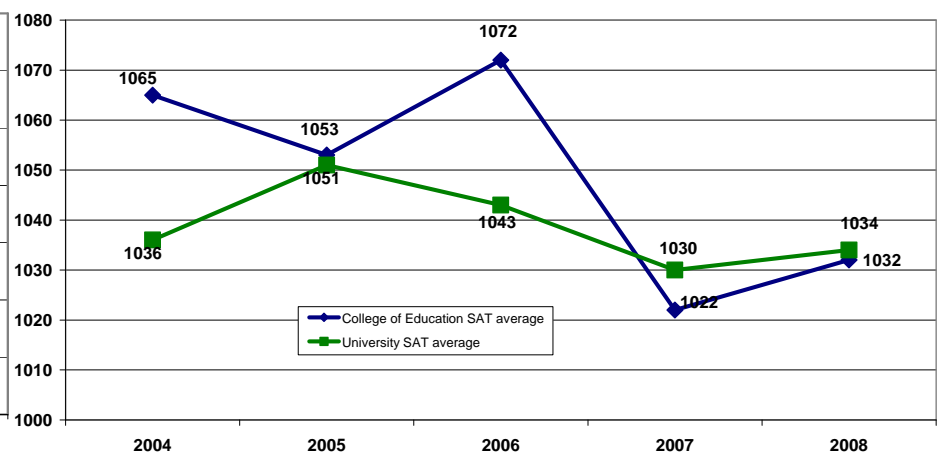
* Revised intake assessment policy * n < 5

Graduate candidates meet or exceed the criteria for entry into the program. The revised assessment for this transition point (2008) includes measures from reference letters and interviews.

Undergraduate Entry into Program: Comparison of High School GPA among University and Education Students (2003 - 2008)



Undergraduate Entry into Program: SAT Comparison among University and Education students (2003 - 2008)

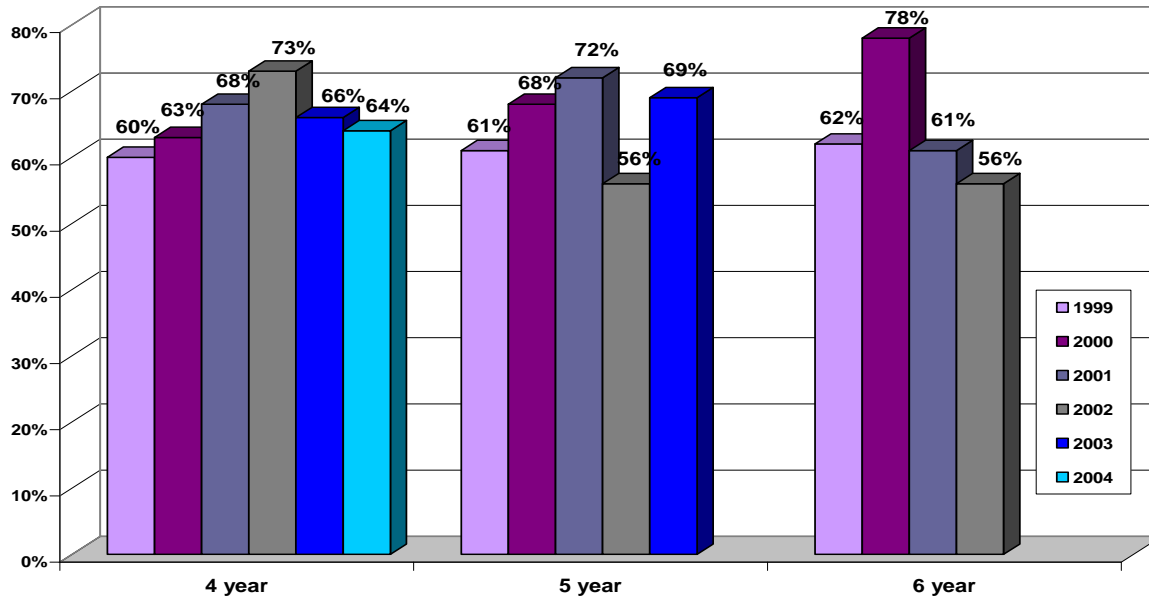


** does not include BPS

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The undergraduate mean for measures of entry into the program (transition point) is a 90 high school GPA and 1032 combined SAT score. The high school GPA continued to exceed that of general University admits. SAT scores increased slightly from the previous year.

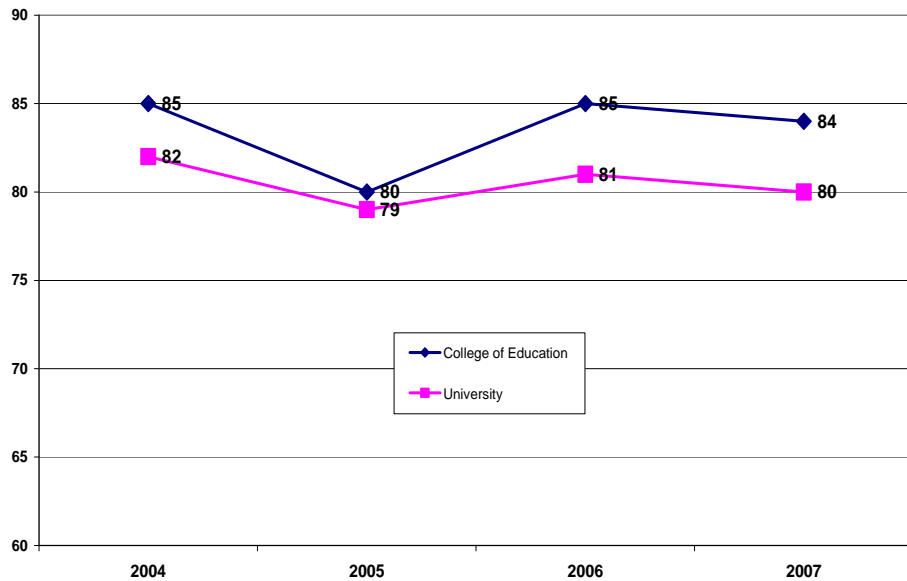
**Graduation Rates:
4 year, 5 year, 6 year**



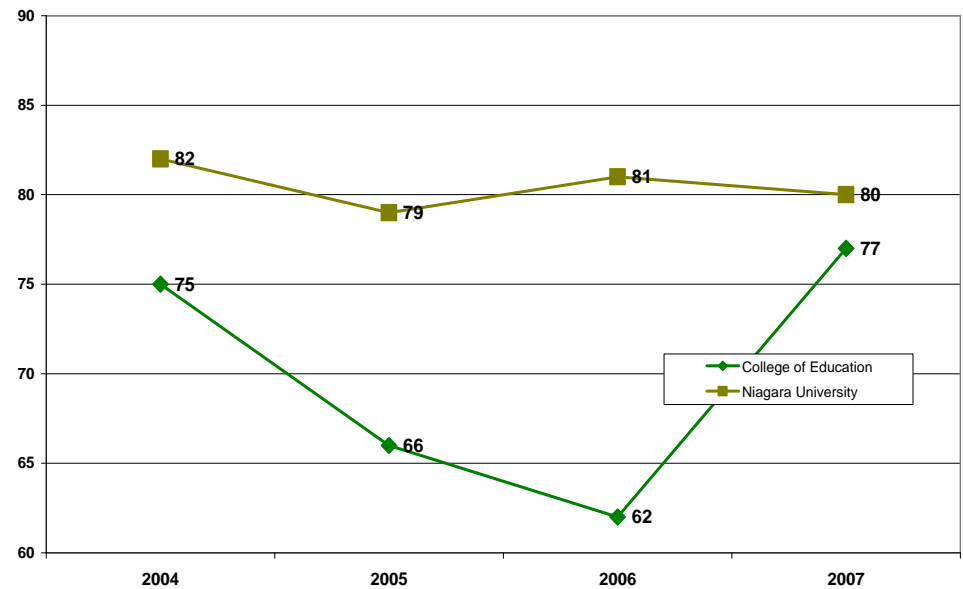
The four year graduation rate among education candidates was 64% (2004 Cohort) exceeding the state rate for independent institutions of higher education (52.5%, ORIS).

Cohort retention at the University has been relatively stable (Key Performance Indicator's report, 2008). Both Niagara University and the College of Education are above the benchmarked schools (IPEDS). The retention of education majors in their program increased significantly to 77% (freshman to sophomore).

**Retention Percentage of Enrolled Education Students at NU:
Freshman to Sophomore (2008 Report)**



**Retention Percentage of Enrolled Education Students in Major:
Freshman to Sophomore (2008 Report)**



** does not include BPS

** does not include BPS

**Assessment of Candidate Dispositions:
(2006-2009)**

Dispositions	Advanced Teacher Education			Educational Leadership			Counseling & School Psychology		
	2006-07 N=68*	2007-08 N=658*	2008-09 N=723*	2006-07 N=40*	2007-08 N=140*	2008-09 N=211*	2006-07 N=110*	2007-08 N=375*	2008-09 N=463*
Professional Commitment	2.99	3.07	3.37	3.00	3.57	3.20	2.98	3.44	3.55
Professional Relationships	2.99	3.11	3.45	3.00	3.55	3.19	2.98	3.48	3.59
Critical Thinking and Reflective Practice	2.99	3.10	3.29	3.00	3.59	3.11	2.99	3.43	3.49

* N= all candidates in all education classes (is a duplicate count)

Dispositions	Initial Teacher Education			BPS			
	2006-07 N=1685*	2007-08 N=2938*	2008-09 N=2896*	2006-07 N=50*	2007-08 N=1267*	Evaluation Form Fall 2008	2008-09 N=795*
Professional Commitment	3.00	3.14	3.22	2.98	3.02	Care	3.01
Professional Relationships	3.00	3.16	3.25	2.97	3.01	Respect	3.02
Critical Thinking and Reflective Practice	3.00	3.14	3.20	2.93	3.00	Trust	3.01
						Integrity	3.03

Scale for Assessment (1-5):
 1- Strongly Disagree
 2- Somewhat Disagree
 3- Agree
 4- Strongly Agree
 5- Exceptional/Outstanding

* N= all candidates in all education classes (is a duplicate count)

*Candidates meet or exceed the benchmark of 3 in all programs.
 Reliability studies demonstrate the strength of the instrumentation
 for assessment of dispositions (r=98.7, p<.001).*

**One Year Follow-Up of Graduates: Employment and Education Survey
(Class of 2003-2007)**

Indicators	% of Respondents Class of 2003	% of Respondents Class of 2004	% of Respondents Class of 2005	% of Respondents Class of 2006	% of Respondents Class of 2007
Employed (Full/Part-time):					
Undergraduate	89.7%	87.4%	93.2%	90.7%	97.1%
Graduate	95.3%	97.1%	93.4%	99%	93.9%
Employed in Area Related To Major:					
Undergraduate	94.8%	82.7%	94.2%	87% -100% *	66.7% - 100% *
Graduate	94.6%	92.7%	93.9%	91.7%	95.2%
Continuing Education:					
Undergraduate	55.1% (enrolled)	59.4% (enrolled)	77.4% (enrolled)	60.4% (enrolled)	77.3%(enrolled)
Graduate	8% (enrolled)	14% (enrolled)	12.8% (enrolled)	9% (enrolled)	6.9% (enrolled)
	44.8% (plan to attend)	44.8% (plan to attend)	29.7% (plan to attend)	35% (plan to attend)	45.1% (plan to attend)
Response Rate:					
Undergraduate	57.8% (N=67)	65.7% (N=96)	60.7% (N=74)	67.7% (N= 86)	59.3% (N=76)
Graduate	54.1% (N=193)	51% (N=173)	46.3% (N=183)	50.1% (N= 210)	38.2% (N=156)

* Range by specific education program

**Follow – Up Assessments: Undergraduate Alumni, Graduate Alumni & Employers
(2005-2008)**

Question Topics	Class of 2004			Class of 2005			Class of 2006			Class of 2007		
	Undergrad N=96 Response Rate=66%	Graduate N=173 Response Rate= 51%	Employer	Undergrad N= 74 Response Rate=61%	Graduate N=183 Response Rate=46%	Employer	Undergrad N=86 Response Rate=68%	Graduate N=210 Response Rate=50%	Employer	Undergrad N= 76 Response Rate=59%	Graduate N=156 Response Rate=38%	Employer
Knowledge of the subject matter	4.4	4.3	3.2	4.4	4.4	*	4.4	4.3	4.3	4.3	4.4	*
Working with diverse learners and communities	4.4	4.2	3.3	4.3	4.3	*	4.6	4.3	4.2	4.3	4.4	*
Using a variety of instructional (or administrative) strategies to enhance performance	4.3	4.2	3.3	4.3	4.3	*	4.5	4.3	4.1	4.4	4.4	*
Motivating and managing the learning environment (school leaders-building a vision)	4.1	4.1	3.2	4.0	4.2	*	4.4	4.1	3.8	4.2	4.2	*
Creating interactive learning (and/or organizational) environments, including the use of technology	4.1	4.2	2.8	4.1	4.2	*	4.3	4.2	3.8	4.3	4.2	*
Implementing formal and informal assessment strategies	4.1	4.2	3.2	4.3	4.2	*	4.6	4.2	3.7	4.3	4.2	*
Willingness to continue professional growth and self-assessment (reflective practitioner)	4.6	4.6	3.7	4.6	4.6	*	4.5	4.6	4.1	4.6	4.7	*
Collaboration with colleagues, parents, community	4.4	4.5	3.5	4.4	4.6	*	4.5	4.4	4.1	4.3	4.5	*

** Dispositional questions added to the 2007-08 Employer Follow-Up Study

* Employer Survey conducted biannually

The 2007-2008 employer survey included measures of dispositions as adopted by the faculty. Employers rated dispositions as 4.3, 4.2, and 4.3 (professional commitment and responsibility, professional relationships, critical thinking and reflective practice, respectively).

Institutional Pass Rates: New York State Certification Examinations (2003-2008)

Examinations	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008			
	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=295)	98%	99% (n=258)	99%	99% (n=392)	99%	100% (n=382)	99%	100% (n=380)		99%	
Assessment of Teaching Skills – Written	99% (n=292)	99%	100% (n=282)	99%	100% (n=389)	99%	100% (n=386)	99%	100% Elem (n=239)	100% Second (n=147)	99% Elem	99% Second
Multi-Subject	99% (n=72)	95%	98% (n=180)	95%	96% (n=200)	95%	98% (n=213)	95%	97% (n=213)		95%	
English	100% (n=12)	95%	92% (n=23)	93%	94% (n=30)	94%	95% (n=38)	96%	88% (n=32)		95%	
Mathematics	100% (n=13)	97%	92% (n=12)	97%	100% (n=20)	98%	96% (n=26)	97%	97% (n=30)		98%	
Social Studies	100% (n=17)	89%	83% (n=20)	91%	92% (n=47)	92%	84% (n=38)	90%	89% (n=38)		91%	
Students w/ Disabilities	93% (n=15)	86%	88% (n=21)	88%	96% (n=46)	90%	100% (n=39)	90%	98% (n=42)		91%	
Biology	n/a	n/a	100% (n=15)	98%	100% (n=15)	99%	100% (n=17)	99%	95% (n=19)		99%	
Spanish	n/a	n/a	* (n=4)	92%	* (n=5)	92%	85% (n=13)	93%	88% (n=8)		93%	
Literacy	n/a	n/a	n/a	n/a	100% (n=21)	98%	100% (n=35)	99%	100% (n=30)		99%	
Spanish	n/a	n/a	* (n=4)	92%	* (n=5)	92%	85% (n=13)	93%	88% (n=8)		93%	
French	n/a	n/a	* (n=5)	81%	Not reported	Not reported	* (n=3)	86%	* (n=2)		76%	
Chemistry	n/a	n/a	* (n=4)	97%	* (n=3)	98%	* (n=2)	98%	* (n=2)		96%	
ESOL	n/a	n/a	n/a	n/a	n/a	n/a	* (n=1)	99%	* (n=2)		99%	
Educational Leadership** ● School Building Leader ● School District Leader	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	● 100% (n=3) ● 100% (n=2)		75-87%	

* - 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.

** - Pilot Test for Educational Leadership

Indicators related to the use of Technology among candidates in the College of Education
NSSE Data: 2005 through 2008 mean comparisons

National Survey of Student Engagement	Class	College of Education (Mean)			Niagara University (Mean)			Carnegie Peers (Mean)			NSSE (Mean)		
		2005 - 2006	2006 - 2007	2007 - 2008	2005 - 2006	2006 - 2007	2007 - 2008	2005 - 2006	2006 - 2007	2007 - 2008	2005 - 2006	2006 - 2007	2007 - 2008
1. Academic & Intellectual Experiences		In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3= often, 4= very often.											
i. Used an electronic medium (list serve, chat group, internet, instant messaging, etc.) to discuss or complete an assignment	Fresh	2.78	2.67	2.59	2.75	2.60	2.66	2.61	2.58	2.55	2.64	2.61	2.59
	Senior	2.92	2.92	2.93	2.85	2.77	2.74	2.85	2.82	2.82	2.85	2.83	2.82
m. Used email to communicate with an instructor	Fresh	3.29	3.28	3.22	3.09	3.16	3.25	2.96	3.04	3.09	3.01	3.06	3.11
	Senior	3.47	3.52	3.70	3.47	3.41	3.47	3.27	3.31	3.33	3.31	3.33	3.38
10. Institutional Environment		To what extent does your institution emphasize each of the following? 1= very little, 2= some, 3= quite a bit, 4= very much											
g. Using computers in academic work	Fresh	3.22	3.59	3.17	3.32	3.28	3.27	3.28	3.29	3.27	3.32	3.32	3.31
	Senior	3.47	3.48	3.49	3.50	3.39	3.43	3.45	3.44	3.43	3.47	3.47	3.46
11. Educational and Personal Growth		To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1= very little, 2= some, 3 quite a bit, 4= very much											
g. Using computing and information technology	Fresh	2.78	3.44	2.90	2.98	3.03	3.05	2.98	2.99	3.01	2.99	3.01	3.04
	Senior	3.19	3.00	3.20	3.26	3.15	3.25	3.21	3.19	3.21	3.21	3.20	3.22

Education candidates use technology quite a bit or very much across indicators (e.g., computers, information technology, electronic medium). The new Academic Complex provides a comprehensive investment instructional technology (and professional development) in response to these data.

Partnerships and Service

- ◆ Service Indicators (NSSE Data) (Conceptual Framework)
- ◆ Service Hours

College of Education Strategic Goal 5

The College of Education, in accordance with the mission of the University, will demonstrate its commitment to expanding professional partnerships and service endeavors to address the needs of the broader community.

College standing committee	University strategic plan	College strategic plan	NCATE Unit Standard	State standards
FQPD Committee	Goal 1, Objective E (academic reputation, faculty and research through initiative), Goal 2 (student learning)	Goal 2 (professional development and faculty contributions)	Standard 5 (faculty qualifications)	Pt. 52. 2 (faculty) Pt. 52.21 (h) (registration of programs)

**Indicators related to the Conceptual Framework of the College of Education
NSSE Data: 2005 through 2008 mean comparisons**

National Survey of Student Engagement	Class	College of Education			Niagara University			Carnegie Peers			NSSE		
		(Mean)			(Mean)			(Mean)			(Mean)		
		2005 - 2006	2006 - 2007	2007 - 2008	2005 - 2006	2006 - 2007	2007 - 2008	2005 - 2006	2006 - 2007	2007 - 2008	2005 - 2006	2006 - 2007	2007 - 2008
1. Academic & Intellectual Experiences In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3= often, 4= very often.													
g. Worked with other students on projects during class	Fresh	2.31	2.33	2.28	2.28	2.31	2.41	2.44	2.44	2.44	2.40	2.40	2.41
	Senior	2.56	2.68	2.74	2.49	2.52	2.52	2.59	2.59	2.60	2.51	2.52	2.52
h. Worked with classmates outside of class to prepare class assignments	Fresh	2.33	2.77	2.42	2.27	2.46	2.41	2.33	2.30	2.36	2.36	2.38	2.40
	Senior	2.69	3.04	2.83	2.82	2.76	2.78	2.74	2.69	2.73	2.75	2.75	2.75
k. Participated in a community-based project (e.g. service learning) as part of a regular course.	Fresh	2.78	2.62	2.59	1.98	1.95	1.81	1.50	1.50	1.57	1.50	1.52	1.60
	Senior	3.14	2.72	2.81	2.23	2.24	2.21	1.73	1.71	1.76	1.69	1.69	1.74
7. Enriching Educational Experiences Which of the following have you done or do you plan to do before you graduate from your institution? (Recorded: 0= have not decided, do not plan to do; 1= done.)													
a. Practicum, internship, field experience, co-op experiences, or clinical assignment.	Fresh	3.58	3.31	3.63	.19	.13	.19	.07	.07	.08	.07	.07	.08
	Senior	3.92	4.00	3.93	.77	.71	.71	.50	.48	.48	.53	.56	.53
b. Community service or volunteer work.	Fresh	3.44	3.38	3.62	.57	.50	.50	.35	.34	.35	.37	.37	.38
	Senior	3.89	3.80	3.67	.84	.86	.83	.56	.54	.55	.59	.59	.60
11. Educational and Personal Growth To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1= very little, 2= some, 3 quite a bit, 4= very much													
o. Contributing to the welfare of your community	Fresh	2.64	2.85	2.78	2.67	2.57	2.72	2.31	2.34	2.41	2.34	2.39	2.47
	Senior	3.11	2.72	3.06	2.94	2.93	2.94	2.41	2.40	2.43	2.42	2.43	2.48

SERVICE HOURS

Candidates in education completed 17,412 hours in service learning in the community (campus).

Candidates in the BPS program completed 3,300 hours in service learning in the community (Ontario).

Grades 1-8 DRA Passing Rate and Subject Averages at 10, 20, 30, and 40 Weeks by TQE Served Status:
Niagara Falls School District, 2006-2007

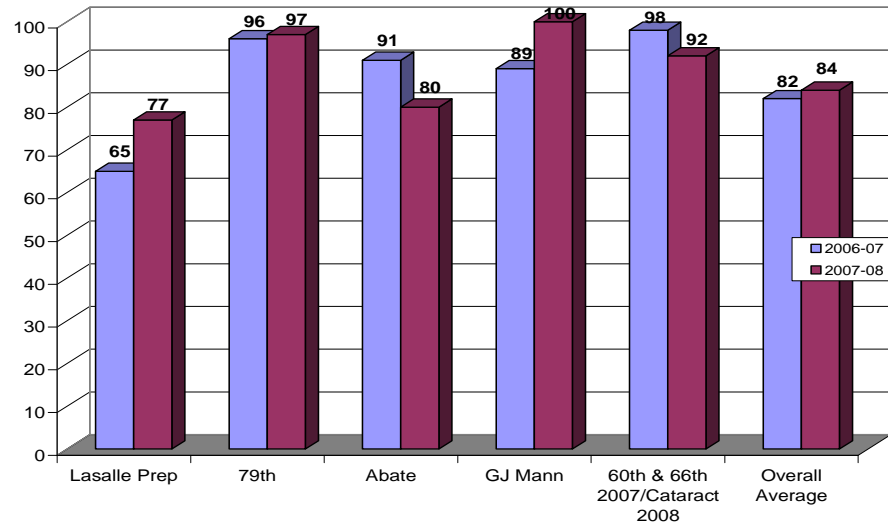
Grades 1-8 subject	10 weeks % at or above standard		20 weeks % at or above standard		30 weeks % at or above standard		40 weeks % at or above standard	
	Not TQE directly served	TQE served	Not TQE directly served	TQE served	Not TQE directly served	TQE served	Not TQE directly served	TQE served
ELA district benchmarks (DRA)	64	66	53	67	60	70	72	74
ELA grades	84	80	81	82	83	86	82	85
Math grades	80	77	72	57	78	68	77	61
Social studies grades	85	91	93	91	84	85	82	87

Grades 9-12 Subject Averages at 10, 20, 30, and 40 Weeks by TQE Served Status:
Niagara Falls School District, 2006-2007

Grades 9-12 subject	10 weeks % at or above standard		20 weeks % at or above standard		30 weeks % at or above standard		40 weeks % at or above standard	
	Not TQE directly served	TQE served	Not TQE directly served	TQE served	Not TQE directly served	TQE served	Not TQE directly served	TQE served
ELA grades	86	81	85	83	86	90	85	86
Math grades	85	82	78	81	77	81	73	79
Social studies grades	81	78	76	73	78	88	72	87

New York State Science Assessments for STEM Target Schools for Grades 4 & 8:
Niagara Falls School District
(2006-07 & 2007-08)

Partnership projects with P-12 schools (TQE and STEM) have resulted in increases in student achievement. Partnerships directly involve University faculty, school faculty, and teacher candidates in bringing research-based practice to the classroom and into the teacher preparation program.



IMPROVEMENT	DATA SOURCE
Standard 1: Candidate Performance	
Program modifications in the Foundations of Teaching program - curriculum revisions include a focus on math, science and technology.	<ul style="list-style-type: none"> Enrollment and certification data. Analyses of student achievement (TQE and STEM grants).
Program revisions in school counseling and mental health counseling.	<ul style="list-style-type: none"> Alignment to national standards – consistency in assessment.
Addition of required literacy course (577) for M.S. Ed. program in Literacy Instruction.	<ul style="list-style-type: none"> Analysis of candidate performance data for the specific literacy program standards (i.e., IRA).
Curriculum design and development in the area of teacher leadership – approval and registration of a certificate of advanced study - Teacher Leader.	<ul style="list-style-type: none"> Review of research in emerging area of teacher leadership; Input from partnership schools.
Within courses in the childhood programs, enhance program assignments to include more constructed responses in their assignments	<ul style="list-style-type: none"> Subtest score analysis (constructed response subtests of LAST, CST's).
Second full-year of implementation of course-embedded assignments (across program areas).	<ul style="list-style-type: none"> Candidate performance data.
Special education program revisions	<ul style="list-style-type: none"> Candidate performance data – (use of input and faculty deliberation from SPA program reviews).
<ul style="list-style-type: none"> Each of the 26 submitted external program reviews (SPA reviews for NCATE) included a detailed analysis of the use of assessment results to improve programs. These reports documented numerous evidence-based improvements that have been made and the on-going analysis of candidate performance by faculty. SPA reviewers commented on the notable commitment to continuous improvement and use of data by the faculty. 	
Standard 2: Assessment System and Unit Evaluation	
<p>Refined system for entry and analysis of graduate intake assessment (transition point – entry to program):</p> <ul style="list-style-type: none"> Graduate matrix – incoming credit in content Interview matrix – graduate intake assessment 	<ul style="list-style-type: none"> Data on transition points (entry into program) as aligned with national standards.
<p>Rubric expansion and refinement (including evaluation forms for internship and student teaching requirements) – on-going process of continuous improvement to enhance the reliability and validity of the assessment process.</p>	<ul style="list-style-type: none"> Candidate performance data as aligned with national program standards – analysis by faculty in program SPA reviews. Consistency of assessment and inter-rater reliability for specific program area standards.
<p>Enhancements to the technology for the assessment system:</p> <ul style="list-style-type: none"> Modifications to STEP Securement of the assessment “shared-drive” program for field experiences and student teaching (university-based, secure system). Implementation of electronic evaluation process for student teaching (updates to the web site). 	<ul style="list-style-type: none"> New technology advancements (revised and upgraded systems infrastructure and platforms). Use of technology needs by evaluators and assessment secretary.

IMPROVEMENT	DATA SOURCE
Standard 3: Field Experience and Clinical Practice	
Modification of the assessment of the required internship for educational leadership.	<ul style="list-style-type: none"> • Candidate performance as aligned with ELCC standards. Review of transition points.
Creating a website to communicate with and provide professional information regarding student teaching to cooperating/associate teachers (in conjunction with IT).	<ul style="list-style-type: none"> • Professional development and communication with cooperating teachers (alignment with the conceptual framework of the College).
Revised requirement for internship and practicum (number of hours and assessment) in school counseling program.	<ul style="list-style-type: none"> • Candidate performance as aligned with CACREP standards – analysis by faculty.
Standard 4: Diversity	
On-line survey was designed to quantify and explicate the experiences and expertise of College of Education faculty in regards to diversity.	<ul style="list-style-type: none"> • Contributions of faculty (FQPD survey) in regard to this specific area of the standards.
On-campus programs were initiated to address high needs issues among children and youth in the Niagara area – Monster reading, Standards for Santa week, summer literacy PEP camp for Niagara Falls 1 st grade children, and community program for young adults with developmental disabilities (Opportunities Unlimited).	<ul style="list-style-type: none"> • Diversity of experiences of candidates. • NSSE data
Partnerships expanded in high needs areas; including the Niagara Street School, Academy School, and Senior Santo Cristo.	<ul style="list-style-type: none"> • High needs placements (field experiences). • NSSE data
Standard 5: Faculty Qualifications, Performance and Development	
Additional technology workshops for full-time and part-time faculty and staff were offered throughout the year. New technologies and instructional applications were included related to technology in the Academic Complex (smartboards, podcasting). A plan was developed to prepare candidates on smartboards early in their undergraduate program (begin fall 2009 in NUS).	<ul style="list-style-type: none"> • Technology survey • NSSE data • TQE and STEM
Standard 6: Unit Governance and Resources	
Allocated resources to implement initiatives in the strategic plan related to distance education – qualifications courses in Ontario, leadership programs.	<ul style="list-style-type: none"> • On-line learning resources – analysis of strategic plan indicators and accomplishments.
Created Teaching Studio in the main University library as a “hands-on” working center for curriculum and engaged teaching/learning.	<ul style="list-style-type: none"> • Budget allocations and access to curriculum materials.
Purchased additional smartboards and instructional technology.	<ul style="list-style-type: none"> • Technology survey. • NSSE data

Planning and Evaluation Committee

2008-2009

Revised 10/2/2009

The Planning and Evaluation Committee is charged to provide leadership for quality across the Unit through planning and assessment for the College of Education. The College Planning and Evaluation Committee serves as the primary coordinating committee for the College of Education's strategic plan, assessment system, and accreditation.