College of Education Annual Fall Retreat  
*Academic Complex*  
*September 7, 2007*

8:30  
Coffee and continental breakfast

9:00  
Welcome, Get Organized and Introductions

*All participants*  
**Expected outcome:** The purpose and expected outcome(s) will be reviewed.

9:30  
The Academic Complex: Internal “construction” (now it’s our turn)

*All participants*  
**Expected outcome:** Participants will review building features and the technology training strategy, as well as to confirm the “buddy system” for setting up classrooms, labs, and counseling facilities (by September 27).

10:15  
The “State of the College”

*Dr. Debra Colley*  
**Expected outcome:** Participants will review College data (assessment system), identify strengths and areas in need of improvement (as aligned with the Strategic Plan and NCATE standards).

10:45  
Planning: 2005-06 and Beyond (by Committees)

*Dr. Sylvia Valentin, Dr. Roselind Bogner, Dr. Augustyniak, Patti Wrobel, Dr. Colley, Chairpersons of College Committees*  
**Expected outcome:** Chairpersons and committee members will conduct their first meeting of the 2007-2008 academic year (agendas to be provided by the committee chairs).

11:45 p.m.  
Lunch

12:30  
Program Quality and Candidate Performance: SPA Update

*Dr. James Mills (NCATE Coordinator), Dr. Vince Rinaldo*  
**Expected outcome:** Faculty and supervisors will review the status of the 6-8 identified assessments for specific program reviews.

1:00  
Candidate Performance Review/Discussion (Program area grouping): A review of outcomes (6-8 assessments)

*Dr. Chandra Foote, Department Chair  
Dr. Kris Augustyniak, Department Chair  
Dr. Helen Snider, Director of Student Teaching*  
**Expected outcome:** Faculty and supervisors will list specific program action steps (issues/tasks) to be addressed during the 2007-2008 academic year.

2:45  
Closing and Next Steps

**Expected outcome:** Participants will review action steps and provide feedback on the day’s activities and outcomes. Next steps will be summarized.

3:00  
Reception – Rooms 350-351

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*Annual “Advance”*
College of Education

Fall Retreat
September 7, 2007

Vision

Our collective vision focuses on . . .

.... Excellence (*high quality and world class*)

.......Transforming the community through education,  
(\textit{cutting edge})

......... Opportunity that is global and diverse

............... Reciprocal and collaborative partnerships

............... ...Learner and community focused instruction  
(\textit{student/family})
Our mission

To prepare 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, and to foster core values of professional commitment and responsibility, professional relationships, and critical thinking and reflective practice.

- Conceptual framework:
  - Constructivism
  - Process-product
  - Reflective practice

College of Education Conceptual Framework

Our goals

- 1. Diversity (faculty, students, curriculum and clinical experiences).
- 2. Professional development for faculty, staff, administrators and extension of contributions.
- 3. High standards for all programs (consistently revised and developed).
- 4. Quality candidates and graduates (knowledge, skills, dispositions).
- 5. Professional partnerships and service.
Assessment system - purpose

- **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

How – *the structure, the process*

- **Unit level:**
  - College committees
  - Annual reporting (April) and identification of issues

- **Departmental level:**
  - Candidate performance across multiple assessments (internal and external)
  - Annual report of the Chairpersons and Coordinator of Student Teaching (June, July)
Key Performance Indicators

- Structure and governance
- Diversity
- Faculty Contributions
- Candidate performance
- Partnerships and service

Program Enrollment (2006-07)

- Undergraduate programs (573):
  - Early childhood and childhood: 153
  - Childhood (1-5): 11
  - Childhood and middle childhood (7-9): 88
  - Middle childhood and adolescence (9-12): 131
  - Adolescence Education (7-12): 52
  - Special education and childhood: 50
  - Special education and adolescence: 26
  - TESOL: 5

- Bachelor of Professional Studies (80)
  - Primary/junior: 55
  - Intermediate/senior: 25

- Graduate program enrollment (738):
  - School psychology: 29
  - School counseling: 46
  - Educational leadership: 54
  - Mental health counseling: 26
  - Literacy: 89
  - Foundations: 14
  - Special education: 35
  - Elementary teacher education: 200
  - Secondary teacher education: 117
  - Non-matriculated: 78
Enrollment

- Enrollment 2007-08 (census date is 9/15):
  - Undergraduate
  - Graduate

- Enrollment (2006-07):
  - Undergraduate – 573 (609 in 2006) + 80 (Ontario)
  - Graduate – 738 – (credit hour enrollment --- 16,437)

Diversity

- 47.4% of faculty, 28% of adjunct faculty, and 57% of supervisors represent diverse national and ethnic backgrounds (increase from previous year).

- 5.8% of undergraduate students in education (decrease from previous year) and 41.6% of graduate students in education (increase from previous year) are from diverse backgrounds.

- 5 paraprofessionals from the Buffalo Public Schools obtained M.S. Ed. degree (total of 12 graduates of TLQP project).

- Specific learning activities: 62 candidates and 5 members of the faculty participated in study abroad; 50 teacher candidates participated in the co-sponsored panel discussion on “Successful Teachers and City Schools” (Diversity Committee and MISA – April 2007); 27% of the undergraduate students participating in mission-based BASIC programs were education students (n=12, 2006=07).

- Faculty scholarship and service: national presentation (NAME conference, October 2006); research in three high needs schools (Catholic Central, Makowski, BOCES in Buffalo); 110 participants in the International Leadership Conference; leadership of and participation in African Education Alliance of Western New York; participation in Inner City Summit and International Literacy Task Force.
Diversity cont.

- Placements

<table>
<thead>
<tr>
<th>Placements in high needs schools</th>
<th>2004-05</th>
<th>2005-06</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership</td>
<td>28.3%</td>
<td>27%</td>
<td>40%</td>
</tr>
<tr>
<td>School Psychology</td>
<td>36.3%</td>
<td>19.3%</td>
<td>11%</td>
</tr>
<tr>
<td>School Counseling</td>
<td>21.4%</td>
<td>41%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Literacy</td>
<td>39.2%</td>
<td>23%</td>
<td>25.7%</td>
</tr>
<tr>
<td>Foundations of Teaching</td>
<td>66.7%</td>
<td>50%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Special Education</td>
<td>42.8%</td>
<td>28.5%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Initial Teacher Education</td>
<td>48%</td>
<td>48%</td>
<td>49.5%</td>
</tr>
</tbody>
</table>

Faculty

- % of courses taught by full-time faculty, 2006-07: 56% in teacher education; 71% in administration; 72% in school psychology, mental health and school counseling (combined average).

- % of supervision by full-time faculty, 2006-07: 63% of student teachers were supervised by full-time university faculty.

- FTE of part-time faculty in College:
Faculty contributions

![Bar chart showing faculty participation in K-12 schools from 2003 to 2006.](chart1)

Faculty contributions cont.

![Bar chart showing faculty contributions to service and scholarship.](chart2)
Candidate Performance

- 2005-06 completers:
  - 100% pass rate on ATS-W
  - 99% pass rate on LAST
  - 92-100% pass rate on CST

- Employment (one-year follow-up):
  - 93% report being employed (full or part-time)
  - 77% of undergraduate alumni are enrolled in graduate school (59% previous year)

Follow-up Assessment

Follow-up Assessments: Undergraduate Alumni

Follow-up Assessments: Graduate Alumni
Subtest score analysis

Literacy CST Average Subtest Scores for All Test Takers
Graduate Candidates
Summer 2006-Spring 2007

Subtest Areas: 235 to 250 is Pacing Score

Subtest score analysis

Students With Disabilities CST Average Subtest Scores for All Test Takers
Undergraduate vs Graduate Students
Summer 2005-Spring 2007

Subtest Areas: 235 to 250 is Pacing Score
Quality of candidates - undergraduate

Retention in major
Freshmen to Sophomore
Retention at NU
Freshmen to Sophomore

Impact on Student Learning
Accomplishments

- Design and completion of the Academic Complex
  - Key points (handout)
  - Teaching studio (library)
- Full implementation of Ontario programs (232 - teacher education, 35 - administration and supervision) – three professional development school sites.
- Program developments: Licensure designation for MHC; literacy minor; special olympics course; course modifications; dispositional assessment (revisions to assessments, incorporation into freshman symposium); professional development plan (and space) for adjunct faculty
- 3 faculty awarded tenure and promotion, 4 sabbatical leaves; faculty honors
- “Leadership initiatives” – elevating the status of the College (i.e., International Leadership Conference, constructivist conference, math/science summer institute, Math/Science Grant)
- Expanding international initiatives – study abroad, international conference, sabbatical leaves

Accomplishments cont.

- Institute of Applied Learning ($542,980)
  - New grant received – Math/Science Summer Institute ($159,420 – not included above)
  - 217 participants in various sponsored initiatives for professional development
  - Buffalo partnership for paraprofessionals – 7 degree graduates
  - New partnerships created with the workforce investment board for the training of displaced teachers in Catholic Schools and for counseling programs for high school seniors.
- Center for Excellence in Catholic Education
  - 390 individuals from Catholic Education participated in sessions of the CECE (professional development and specific courses).
  - 11 members of the faculty were involved in Catholic schools.
  - Increase in placements in Catholic Schools (30% increase for teaching assistantships; 17% increase for student teaching placements)
  - New partnerships created with Catholic Curriculum Collaborative, University of Rochester, NCEA, and Buffalo Zoo.
This year

- Program assessment, Program assessment, Program assessment

- Key issues:
  - Retention, first year experience, and transfer programs
  - Diversity (candidates, placements, assessment of curriculum)
  - Competitive and market-driven programs

- Facilities – teaching studio and building – full activation and professional development

- Program development:
  - Ph.D.
  - Ontario continuing implementation – contributions in high needs schools (Senor Santo Christo)
  - Meeting educational and community needs: STEM, early childhood, bilingual school psychology
  - International follow-up for study, research, exchange
  - Out of area programming (on-line offerings and international)

- Advancement initiatives
  - Handout