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D-R-A-F-T
Strategic Planning Briefing Notes III
School of Education

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The School of Education Planning Council

- A representative group of faculty from the School of Education responsible for collecting and analyzing data; communicating with colleagues in the School of Education about the planning process; developing a draft strategic plan for review and approval; and recommending implementation strategies.
- Advisory to Dean Ron Rochon
- Chair: Wendy Paterson
- Members: N. Chicola, C. Eggleston, L. Elm, L. Gleckel, W. Gleckel, F. Howe, N. Monaco, S. Phelps, D. Pomerantz, S. Samora, P. Theobald, K. Wood
- Facilitator: Dorcas Colvin

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Work Completed To Date

- Mission, Values - completed in 2005-06 by the School of Education
- Situation Analysis (collected and analyzed internal and external data to determine strengths, weaknesses, opportunities and threats) – completed by SOE Planning Council, Summer 2006
- Vision Statement – identified priority elements/concepts as basis for vision statement
- Strategic Priorities – identified strategic issues that emerged from the situation analysis – formed the basis for strategic goals.
- Developed Draft Vision, Strategic Goals and Objectives for review by entire faculty

Data Reviewed by Planning Committee:

- Enrollment Trend Data – Buffalo State and School of Education
- Graduation and Retention Data – Buffalo State and School of Education
- Faculty Profile Data
- Student Profile Data
- Student Satisfaction Data – Buffalo State and School of Education
- Educational Benchmarking (EBI) Teacher Education Alumni Survey
- Buffalo State Alumni Survey
- Teacher Certification Exam Scores
- Annual Report Data
- Curriculum Data
- Demographic Data
- Economic Data – Federal Reserve and Moody's
- Teacher Supply and Demand Data – State Education Department
- State Education Regulations
- Federal Law and Regulations – especially “No Child Left Behind” Law
- National Reports –
 - National Association of State Universities and Land-Grant Colleges (NASULGC) *Elements of Accountability*;

- 1 – Educational Testing Service (ETS) *A Culture of Evidence*;
- 2 – U.S. Department of Education Commission on Higher Education (Education
- 3 Secretary Spelling’s Commission);
- 4 – Society for College and University Planning (SCUP) *Trends in Higher Education*;
- 5 – EDUCAUSE – *Understanding the Net Generation*
- 6 – Rockefeller Institute – *State Fiscal Outlooks: 2005 -2013*

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8 **The Planning Context**

- 9 • “No Child Left Behind” legislation (NCLB) and the growing demand for accountability
- 10 measures in higher education place new demands on faculty and school districts
- 11 • NCATE and TEAC: creating the challenge of maintaining high-quality programs in the face
- 12 of accreditation schisms
- 13 • Growing trend related to alternative teacher certification (school-based, community colleges,
- 14 on-line, etc) that compete with School of Education programs – teaching as a profession
- 15 versus a craft
- 16 • Growing gaps in teacher supply and demand, especially in urban districts and some
- 17 disciplines (e.g. math/science)
- 18 • Number of college-bound students expected to grow nationally, but decline in western New
- 19 York
- 20 • Growing gap in college attendance, matriculation and graduation between whites and non-
- 21 whites
- 22 • Technological proliferation creating a “flat world” highlighting the demand for creativity in
- 23 education
- 24 • Declining support for and understanding of the public purposes of higher education –
- 25 higher education increasingly viewed by some policymakers as a consumer good
- 26 • School of Education goals must contribute to and be consistent with Buffalo State’s strategic
- 27 plan and SUNY goals

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29 **School of Education Profile**

- 30 • 3 departments, 2 centers (CEURE and Literacy), 1 endowed chair
- 31 • School of Education part of an interdisciplinary teacher education unit - 6 of the 23
- 32 undergraduate teacher education programs at Buffalo State College, 14 of the 25 graduate
- 33 programs in education and 3 of the 18 post-baccalaureate teacher certifications programs are
- 34 housed in the School of Education. Remaining education programs are embedded in
- 35 discipline-related departments in other Schools.
- 36 • 1387 undergraduate students and 812 graduate students enrolled in School of Education
- 37 (14.9% of total Fall 2006 undergraduate enrollment and 42.6% of total Fall 2006 graduate
- 38 enrollment)
- 39 • Undergraduate SOE enrollment has increased since 2003 by 273 students while graduate
- 40 enrollment has decreased by 92 students
- 41 • Undergraduate students primarily full-time (91.6%), female (88% in Elementary Education
- 42 and 86% in Exceptional Education) and White (78.5%).
- 43 • Graduate students are largely part-time (78.7%) and White (81.6%).

- Minority student representation is 8.3% at the undergraduate level and 8.2% at the graduate level. This compares with 18% Buffalo State College under-represented minority enrollment at the undergraduate level and 8.9% at the graduate level.
- The majority of students enrolled at Buffalo State come from Erie and Niagara Counties (70.7% of undergraduates and 85.3% of graduate students) and the mean high school average for general freshman is 86.8 and the mean SAT composite score is 1,008.
- 96% of the full-time tenured and tenure-track faculty have terminal degrees
- 46% of highest degrees awarded by SUNY institutions
- The average age of the faculty and staff is 53.6 years old
- The ratio of full-time/part-time faculty within the School of Education is 49.3% full-time and 50.7% part-time. This compares with 52.6% full-time to 47.4% part-time for Buffalo State College as a whole.
- 13 of the 83 full-time faculty and staff in the School of Education belong to an under-represented minority group (15.7%)

Findings from Situation Analysis

- The School of Education graduated 215 students with undergraduate degrees and 312 students with graduate degrees in 2004-2005. Minority students represented 6.5% of the undergraduate degree recipients and 8% of the graduate degree recipients.
- Buffalo State teacher education programs had a 96.1% pass rate on the Professional Knowledge (ATS-W) exam and a 95.3% pass rate on the Other Content Areas exam (1998 – 2002 data). The 94% total pass rate is below the average pass rate for SUNY comprehensive colleges (95%), below the pass rate for all SUNY institutions (96.7%), and below the pass rate for all private institutions in New York State (94.6%), but above the pass rate for all CUNY institutions (91.7%)
- On the 2004-05 Educational Benchmarking Survey (EBI) Buffalo State College graduates' responses tended to be consistently lower than the comparison groups' responses on many of the factors determined to be the best predictors of overall program effectiveness. In responding to the Buffalo State specific questions, graduates gave teacher education programs very low marks in preparing them to be reflective practitioners (1.54 on 7 point scale) and enhancing their ability to teach effectively in high needs urban schools (1.13 on 7 point scale).
- A spring 2006 survey of 158 graduate students in the School of Education found high levels of student satisfaction with the delivery of instruction, faculty professionalism and accessibility, course content and quality. Survey respondents were less positive about assignments, faculty feedback on performance, the value of some courses for the money, advisement, the integration of technology into coursework and opportunities to enhance their understanding of diverse populations and working with students with disabilities. Students also indicated that were not familiar with national standards (NCATE/ACEI).

Based on these findings and internal and external driving forces, the School of Education Planning Council developed the following draft vision, strategic goals and objectives:

Proposed Vision Statement

The School of Education at Buffalo State College will be a national leader in teacher education comprised of respected scholars and exemplary teachers. We will prepare great educational leaders and teachers for the 21st century and our graduates will reflect the School of Education's commitment to democratic education, social justice, and diverse perspectives.

Goal 1: Student Recruitment, Support, and Retention

1. To recruit students with the motivation and ability to succeed in the School of Education and support them to graduation.
 - 1.1. To identify and enroll qualified students who we are currently not reaching (rural and urban).
 - 1.2. To attract the best and the brightest into the teaching field
 - 1.3. To develop early intervention systems to support student success while maintaining high academic standards

Strategic Goal 2: Academic Programs and Curriculum

2. To design and deliver relevant, respectful, and responsive programs with high standards of academic integrity
 - 2.1. To incorporate additional depth into the curriculum to enhance content in the areas of ethnic/racial/linguistic diversity and special needs students.
 - 2.2. To engage students in learning about multiple teaching approaches and a wide variety of educational perspectives to improve their teaching
 - 2.3. To address the need for greater innovation in the curriculum in order to compete with other institutions and alternative routes to certification
 - 2.4. To keep academic programs relevant and responsive to the changing environment while maintaining integrity in the curriculum.
 - 2.5. To be responsive to the demand for new teachers in disciplines where the current staffing and expertise of School of Education faculty do not match.
 - 2.6. To provide students with the optimal balance between theory and practice in the curriculum.
 - 2.7. To structure optimal relationships and partnerships with faculty across decanal areas to better integrate and coordinate content knowledge and pedagogy for all teacher education students.

Goal 3: Student Outcomes

3. To ensure that students graduate with the knowledge, skills, and dispositions required to be effective teachers and educational leaders.
 - 3.1. Ensure that graduates of the School of Education are able to:
 - demonstrate depth and breadth of knowledge in both content areas and pedagogy;
 - communicate effectively and professionally;
 - understand and model professional and ethical behavior and characteristics of good citizenship;
 - establish and maintain educational environments that promote teaching and learning;
 - assess learners' knowledge and use the data to inform effective educational practices;
 - differentiate instruction so that it is effective for diverse and inclusive populations of learners;
 - collaborate effectively and be good citizens within the school and community;
 - understand and appropriately use technology as an effective pedagogical tool
 - 3.2. To develop students' ability to think critically, solve problems and teach others to do likewise.

1 3.3. To design educational experiences which develop students' sense of responsibility for the greater
2 good and helps them to find and maintain passion for teaching and learning.
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4 **Goal 4: Diversity and Social Justice**
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6 4. To promote democratic education and social justice through diverse, inclusive and effective educational
7 experiences.
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9 4.1. To develop students' understanding of the critical role of education in a democratic society as part
10 of the social systems.

11 4.2. To enhance the diversity (ethnic, racial, and geographic) of the School of Education faculty, staff
12 and students.

13 4.3. To enhance the coordination of School of Education service activities and have greater impact on
14 the community.

15 4.4. To increase the School of Education's positive impact on local schools and educational
16 organizations.

17 4.5. To influence education policy at the local, state and federal levels.
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19 **Goal 5: Respected Scholars and Teachers**
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21 5. To enhance faculty research and scholarship, advance the scholarship of teaching and learning and
22 position teacher education faculty as leaders in pedagogy.
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24 5.1. To enhance opportunities for faculty to work together across disciplines to improve teaching and
25 learning, research and service.

26 5.2. To mentor new faculty and ensure consistency within the School of Education in the quality of
27 instruction for all programs.

28 5.3. To reconcile high levels of service and teaching activity with scholarship as the basis for tenure,
29 promotion and hiring practices.

30 5.4. To increase the number of externally funded projects.
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32 **Goal 6: Implementation**
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34 6. To evaluate and develop structures, systems and resources to support the strategic plan.

35 6.1. Establish task forces to develop measurable objectives and action steps for each strategic goal.

36 6.2. Continue to collect and evaluate information to help align internal systems in support of strategic
37 goals.
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