**Education Unit Strategic Plan – February 18, 2016**

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| **Fitchburg State Strategic Plan Goal/Objective/Actions**  & **ESE Program Review Criteria** | **Education Unit Objectives** | **Education Unit Action** |
| **Goal 1: Strengthen Academic Programs** | | |
| **1A.** **Prepare students for success in the workforce through a university education, which combines a liberal arts education and professional programs**.   * **1A2**. Increase collaboration in academic programs through team teaching, learning communities, interdisciplinary course development, and research opportunities and support appropriate high-impact learning experiences, opportunities in academic and experiential settings.   ***ESE Domain: The Organization***  *#2*. Systems/structures support collaboration within departments and across disciplines and improve candidate preparation.  ***ESE Domain: Instruction***  *#1.* Completers have the content knowledge (SMK) to be effective in the licensure role. Professional licensure programs: Completers have a deeper content knowledge that makes them more effective in the licensure role.  *#2.* Completers have the pedagogical skills (PST/PSAL) to be effective in the licensure role. For professional licensure programs: Completers have increased pedagogical skill that makes them more effective in the licensure role.  *#3.* Completers have a positive impact on outcomes for P-12 students. For Professional licensure programs: Completers have an increasingly positive impact on outcomes for P-12 students.  ***ESE Domain:* Field Based Experiences**  *#3.* Field-based experiences are fully embedded in program coursework such that connections between theory and practice are explicit.  *#4.* Responsibilities in pre-practicum and practicum experiences build to candidate readiness for full responsibility in the licensure role.  ***ESE Domain: Continuous Improvement***  *#1*. Sponsoring Organization monitors individual program efficacy and ensures that candidates who complete the program are prepared to be effective in the licensure role. | **Objective 1A:**  Candidates will develop subject matter knowledge and learn pedagogical skills that positively impact P-12 student learning.  **Objective 1A2**:  Increase number of courses co-taught by education and LA&S faculty (for example: Human Growth and Development taught by Psychology and Education faculty; Earth Systems taught by Science and Education faculty) | * Collect data to investigate relationship between LA&S course performance and MTEL completion. * Increase institutional support for data analysis and to use for continuous improvement. * Examine administrative structure to determine if there are ways to foster communication between education and LA&S faculty. * Make recommendations to administration regarding interdisciplinary course development.   page 1 |
| **1C. Make innovative use of developing technologies appropriate for students of the 21st century.**   * **1C1**. Encourage a culture of experimentation and innovation with instructional technologies through operational and structural improvements and academic initiatives.   ***ESE Domain: The Organization***  *#6*. Faculty/instructors and staff engage in professional development or work in the field that has a positive impact on the quality of preparation provided to candidates. | **Objective 1C:**  Increase faculty knowledge, skills, and use of current and future technologies utilized in an educational environment. | * Provide professional development for faculty in use of new and innovative technology to encourage a culture of experimentation and innovation. * Increase technology resources such as TeachLivE™, Smartboards, tablets for all faculty, etc. to encourage a culture of experimentation and innovation. * Increase maintenance checkups of existing and new technology. * Provide opportunities for faculty to work with the instructional technologist during the academic year. |
| **1D. Enhance and affirm student, faculty, and staff diversity as central to the Fitchburg State experience. Experiencing diversity expands perspectives, contributes to multicultural competence, and becomes a key element in attracting and retaining students, faculty, and staff.**   * **1D2**. Identify and support appropriate and ongoing efforts to further develop multicultural competencies in student, faculty and staff.   ***ESE Domain: The Organization***  *#5.* Recruitment, selection, and evaluation processes result in the hiring and retention of effective faculty/instructors, staff.  ***ESE Domain: The Candidate***#1. Systems to recruit and admit candidates result in the increased racial and ethnic diversity of completers.  ***ESE Domain: Field Based Experiences***  *#7*. Field based experiences are in setting with diverse learners. | **Objective 1D**:  Recruit, support, and retain diverse candidates. | * The Education Unit Diversity Committee will develop a plan to recruit diverse candidates. * Employ strategies to support the emotional, social, and academic well-being of all students. * Provide professional development for faculty on strategies to support the emotional, social, and academic well-being of all students. * Identify and provide a variety of specific support related to content instruction and requirements of MTELs. |
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| **Goal 2: Promote Student Success by Breaking Down Barriers** | | |
| **2A**. **Evaluate obstacles to retention and completion through the analysis of student data and the creation of campaigns to address identified barriers.**   * **2A4**. Build on and expand our current practice of “proactive advising” to increase student success based on data-driven target populations.   ***ESE Domain: The Candidate***  *#3*. Candidates receive effective advising throughout the program (including, but not limited to, being knowledgeable about licensure requirements and career development and placement services that contribute to employment upon completion.)  *#4*. Candidates at risk of not meeting standards are identified throughout the program (in prepracticum, during coursework, and while in practicum) and receive necessary supports and guidance to improve or exit the program. | **Objective 2A:**  Enhance the support for at-risk students. | * Employ strategies to support the emotional, social, and academic well-being of all students. * Provide professional development for faculty on strategies to support the emotional, social and academic well-being of all students. * Identify and provide variety of specific support related to content instruction and requirements of MTELs. * Identify and provide specific support for candidates related to content instruction and MTEL objectives. * Faculty members will meet with his/her assigned student advisees at least twice each semester, as well as other times as requested by the advisees. * Continue to learn and utilize advising tools in degree works and in the student success collaborative. * Implement At-Risk Candidate protocol. |
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| **2C. Ensure student support services are adequate to meet the needs of our current and future students.**   * **2C3**. Provide specific training for faculty and staff regarding the needs of diverse student populations with an eye toward creating a safe and accepting campus community for all, and including topics such as health and wellness, Title IX, ADA, differentiated instruction, English Language Learners, and cultural awareness.   ***ESE Domain: The Organization***  *#4*. All candidates, regardless of program or delivery model, have equitable and consistent access to resources.  ***ESE Domain: The Candidate***  *#1*. Systems to recruit and admit candidates result in the increased racial and ethnic diversity of completers. | **Objective 2C:**  Increase faculty knowledge of resources and procedures to assist candidate needs. | * Provide training to all faculty regarding resources and procedures to support all candidate needs. |
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| **Goal 3: Build a University Community that embraces Civic and Global Responsibility** | | |
| **3A**. Collaborate and align with local business, industry, educational, extended campus, and cultural partners on community-based projects and internships.   * **3A5.** Develop strategies to increase and coordinate community partnerships and alumni capacities, particularly as they might embrace changing demographics, in order to provide structure and capacity for civic learning, internships, and career development. * **3A6.** Identify logical non-profit, civic, corporate, cultural, and political partners to continually place interns in Fitchburg and the region. Creating this database will build a sustainable program that will increase Fitchburg State’s brand as an internship/service learning university.   ***ESE Domain: The Organization***  *#6*. Faculty/instructors and staff engage in professional development or work in the field that has a positive impact on the quality of preparation provided to candidates.  ***ESE Domain: Field Based Experiences***  *#2.* District Partners are involved in the design, implementation, and assessment of field-based experiences.  ***ESE Domain: Partnerships***  *#1.* Sponsoring Organization responds to the needs of the P-12 districts/schools.  *#2*. P-12 Partners make contributions that inform Sponsoring Organization’s continuous improvement. | **Objective 3A:**  Develop relationships with at least 3 community organizations to create a vision that focuses on community based partnerships.  **Objective 3A2:**  Broaden and expand opportunities for pre-practicum candidates that meets the need of both the candidates and the institution (i.e. after-school programs, etc.). | * Identity potential partners, create a vision, goals, and action plan. * Implement a pilot initial program, reevaluate and continue based on findings. * Create one-day opportunities for candidates and partners to explore the connection between pedagogy and practice. * Assess and align pre-practicum experiences to enrich and expand opportunities that meet the needs of both the candidates and the community partners. |
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| **Goal 4: Grow and Strategically Align Fitchburg State’s Resources** | | |
| **4A. Consistent with the academic and intellectual aspirations of Goal 1, pursue opportunities to increase existing revenue and identify new revenue streams, including new program development, recruitment, retention, and overall enrollment strategies.**   * **4A2**. Review graduate, undergraduate day, and evening offerings to determine appropriate expansion as well as consolidation.   ***ESE Domain: The Organization***  *#1.* Organization demonstrates sufficient capacity and authority to effectively support and sustain effective educator preparation programs.  *#3*. Budgets support ongoing educator preparation program sustainability and allocate resources according to the Sponsoring Organization’s goals. | **Objective 4A:**  Review undergraduate and graduate programs to determine appropriate expansion as well as consolidation. | * Annually review individual program enrollment and completion rates. Determine the Unit’s ability to provide candidates with rigorous and relevant educational experiences. * Make decisions to expand or consolidate programs based on above data. |
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