

Florida A&M University College of Education



Strategic Plan 2018 – 2022

Dr. Patricia Green-Powell, Interim Dean

Message from the Dean

The strategic planning process was designed to guide our pathway in order to make decisions that will allow us to achieve our endeavors. For me, the process has made the pathway clearer. Each department in the College of Education had a voice in the production of this plan. I believe that the College of Education faculty and staff must concentrate our collective energies on the academic preparedness of our students as future transformative teachers and leaders. We must enhance our existing programs and invent new, signature programs that meet the needs of a global workforce. We must continue to support the development of the college's faculty and seek new colleagues who will strengthen our programs, as well as enrich our shared sense of academic community. We must forge new partnerships and collaborations that will keep us in touch with the needs of our stakeholders. In implementing the 2017-2022 Strategic Plan, the College of Education must continue to provide the highest levels of teaching, research, and service, while ensuring excellence with caring for our students.

*Dr. Patricia Green-Powell
Interim Dean
College of Education*

Florida A&M University

Mission Statement

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

Vision Statement

Florida Agricultural and Mechanical University will be recognized as a premier land-grant, doctoral-research university that produces globally competitive graduates.

Core Values

*Scholarship • Excellence • Openness • Fiscal Responsibility •
Accountability • Collaboration • Diversity • Service • Fairness • Courage •
Integrity • Respect • Collegiality • Freedom • Ethics • Shared Governance*

College of Education

Mission Statement

The primary mission of the College of Education (COE) is the production of transformative professionals who are informed, proactive, competent, and reflective practitioners to serve in educational institutions. The College of Education administers the pre-service and in-service professional education and graduate programs encompassed within four (4) undergraduate and graduate degree granting departments: Elementary Education; Secondary Education, Technology Education, and Foundations; Health, Physical Education, and Recreation; and Educational Leadership and Counseling. The College of Education provides the relevant curriculum for elementary, secondary, and graduate education programs supporting 12 undergraduate degrees and 6 graduate degrees. The COE aspires to: (1) assume leadership for the selection, guidance, and professional preparation of teacher educators and practitioners who will serve in elementary, secondary and post-secondary schools, and other related agencies of Florida and the nation; and (2) provide a substantial foundation for advanced study as students choose to extend their educational preparation and pursuits. These purposes will be met through a foundation of general education, a planned sequence in professional education, and rigorous graduate programs providing excellent preparation for professional pursuits, graduate study and post-graduate work.

Vision Statement

The College of Education at Florida A&M University will be a leading institution in the preparation of education professionals through a commitment to outstanding teaching, scholarship, and leadership in order to improve the lives of individuals in a changing and complex global society.

The operation of the College of Education is founded on four thematic processes: 1. Commitment to Social Justice; 2. Collaboration & Strategic Partnerships; 3. Clinical Practice; and 4. Integration of Digital Media. The COE employs these processes to prepare its teacher and leadership candidates to become transformative teachers & leaders. The COE seeks to develop candidates' knowledge, skills, and dispositions in alignment with the Pillars of Effective Practice for the 21st Century Educator. These pillars are: 1. Professional Expertise (Pedagogy & Content Knowledge); 2. Critical Inquiry; 3. Cultural Competence; and 4. Reflective Practice. Program faculty draw upon a legacy of excellence and a commitment to teaching, research, and service in order to provide the highest quality of instruction and learning experiences for teacher and leadership candidates.

College of Education Core Values

PROFESSIONAL EXPERTISE

FAMU teacher candidates understand the central concepts of the discipline, structure of pedagogy, and use of formative and summative assessment data for continuous improvement of instruction and creating learning experiences that are meaningful for all learners.

- Instructional Design and Lesson Planning: FAMU teacher candidates apply an understanding of human development and learning in the design of rigorous, culturally relevant instruction that promotes mastery of the appropriate knowledge for all students.
- Learning Environment: FAMU teacher candidates maintain a student-centered learning environment that is positive, safe, equitable, collaborative, and inclusive of all students.
- Instructional Delivery and Facilitation of Learning: FAMU teacher candidates use a deep understanding of the content, knowledge of best educational practices, and awareness of their students to deliver effective instruction and facilitate learning.
- Assessment: FAMU teacher candidates employ a variety of traditional and authentic assessment strategies, including both formative and summative measures, to monitor student achievement, modify instruction, and make improvements.
- Continuous Improvement: FAMU teacher candidates consistently reflect on their practices, pursue personal and professional goals, and engage in professional development efforts to enhance instruction, promote student achievement, and improve schools.
- Professional Responsibility and Ethical Conduct: FAMU teacher candidates embrace their role as community leaders, maintain high professional standards, and advocate for the well-being and success of all students.

CRITICAL INQUIRY

FAMU teacher candidates understand the skills and demonstrate the practices of systemic, purposeful critical inquiry and research that are essential to creating experiences that engage learners in generating knowledge and testing hypotheses according to the standards of evidence used in the discipline. The candidates also promote critical inquiry skills in their learners.

CULTURAL COMPETENCE

FAMU teacher candidates understand and effectively respond to students from different cultural backgrounds, affirm the dignity and worth of all learners, respect cultural patterns and expectations, and use a variety of research-based educational practices that employ cultural differences to improve student learning.

REFLECTIVE PRACTICE

FAMU teacher candidates understand the methods of reflection that encompass a variety of self-assessment and problem solving strategies for evaluating their practice, its influences on students' growth and learning, and the complex interaction between them.

College of Education Strategic Overview

External Scan

Strengths: Teacher shortages exist at the local, state, regional, and national levels. FAMU is the only public historically Black college/university (HBCU) in the state that offers undergraduate and graduate degrees in teacher education in various disciplines. The COE has a long and celebrated history of producing minority teachers. Other strengths include:

- Strong, supportive alumni
- Engagement with a variety of stakeholders
- Robust P-20 partnerships
- Activism in the community

Opportunities: The FAMU COE operates on a continuous growth and improvement model. As such, opportunities frequently present themselves with a wealth of teaching, research, and service initiatives. Such opportunities include:

- Collaborating within the university and with other institutions on grants and research projects
- Expanding partnerships with alumni
- Forging relationships with corporate entities
- Providing programs for international engagement
- Partnering with local K-12 schools to improve student performance

Threats: The FAMU COE competes with public and private institutions of higher education which offer education degrees. Additionally, school districts hire graduates with non-education degrees who seek alternative certification. Other threats include:

- Inundation of regulatory policies and guidelines from the Florida Department of Education (FLDOE) and accrediting bodies
- Negative perception of FAMU

Internal Scan

Strengths: The FAMU COE stands on a rich history of preparing teachers and leaders. The COE faculty are well-trained and experienced. The COE is housed in an updated facility with Smart technology and internal technology expertise. Other strengths include:

- An expansion of graduate degree offerings
- A growth in enrollment in the Sport Management and Curriculum & Instruction graduate programs
- A team of STEM education faculty
- A long standing Camp Adventure study/work abroad program

- An inter-institutional grant which provides financial support for graduate study
- A faculty and student body who are active in national and state professional organizations
- A well-managed Candidate Empowerment Center that offers free tutorial and certification test preparation services

Opportunities: The FAMU COE has a plethora of internal opportunities to improve upon its current performance, instructional programs, and outreach. Opportunities include:

- The ability to make use of the increased availability of classroom, university, and Florida Department of Education data to:
 - Generate scholarship from the College and the FAMU Developmental Research School (DRS)
 - Make more evidence-based decisions at the College and the FAMU DRS
- Increased scholarship, publications, presentations, and other scholarly activities as faculty, staff, and students collaboratively work within the College, across the university, and across institutions
- Increased participation of faculty from the College and the FAMU DRS to engage in meaningful scholarship
- Exploration of the feasibility of FAMU DRS meeting the criteria to become a cutting-edge Professional Development School
- A cross-college collaboration to offer multiple designated sections of English and Mathematics taught by faculty who have taken the Florida Teacher Certification Examination (FTCE) to prepare pre-majors for the rigors of certification testing
- Approval and implementation of a non-certification program, B.S. in Education, Child and Family Studies
- Encouragement of students to apply for a paid summer internship with the North Florida Freedom Schools

Threats: Pre-education majors struggle to pass the Florida Teacher Certification Examination (FTCE) General Knowledge Test because the courses which should prepare them for that exam and are not offered within the College of Education. Other threats include:

- A decrease in enrollment
- Retention of pre-majors and majors
- Low graduation rates
- Statewide issues with passing all portions of the FTCE
- Increased costs and demands placed by accrediting bodies

Strategic Priority 1 - Exceptional Student Experience

Goal 1.1: Enhance pathways to **degree attainment**

Strategy 1.1.1: Create and implement a non-certification education degree program: Bachelor of Science (BS) in Education, Child and Family Studies (ECFS)

Strategy 1.1.2: Research the viability of offering courses/programs online and/or in off-campus sites

Strategy 1.1.3: Re-examine advisement policies and procedures to enhance progression and graduation rates

Strategy 1.1.4: Examine practices to ensure alignment of competencies and skills of licensure examinations with syllabi, course materials, and activities so students will be able to successfully progress

Strategy 1.1.5: Increase enrollment using a structured recruitment plan and sustainable retention efforts

Strategy 1.1.6: Obtain reaccreditation from Council for the Accreditation of Educator Preparation (CAEP) and continued approval from the FLDOE

Strategy 1.1.7: Seek specialized accreditation from the National Recreation and Park Association (NRPA)

Strategy 1.1.8: Encourage membership and participation in student organizations, fellowships, and global programs

Strategy 1.1.9: Use COE resources to help develop current and potential programs at FAMU DRS (e.g., Gifted, Teacher Education Academy, dual enrollment, college credits)

Goal 1.4: Increase the number of students graduating from programs in **areas of high employer demand**

Strategy 1.4.1: Add areas of emphasis to the Master of Education (M.Ed.) in Curriculum & Instruction (C&I) to fill high-need fields

Strategy 1.4.2: Update Sport Management Master's degree program to include Sport Management and Recreation track

Key Performance Metrics

- FTIC 2nd year retention rate | 81.4% / 90%
- Academic progress rate (2nd year retention with GPA above 2.0) | 76.74% / 88%
- FTIC 4-year graduation rate | 6.96% / 45%
- FTIC 6-year graduation rate | 41.74% / 65%
- Percentage of Bachelor's degrees without excess credit hours | 31% / 60%
- Average cost to student | Baseline / \$11,000
- AA transfers headcount enrollment | 33 / 50
- Number of degrees awarded | 49 / 130
- Fall headcount enrollment | 457 / 750

Additional Metrics

- Percentage of Students Completing High Impact Co-Curricular Experiences
- Number of Student Completing Study Abroad or International Experiences
- Number of Bachelor Degrees Awarded in Programs of Strategic Emphasis | 15 / 40 (PBF Metric)
- Number of Graduate Degrees Awarded in Programs of Strategic Emphasis (PBF Metric) | 10 / 20
- Enrollment in Online Degree Programs
- Percentage of undergraduate FTE in online courses

Strategic Priority 2 - Excellent and Renowned Faculty

Goal 2.1: Promote faculty excellence by recruiting, *supporting* and retaining a diverse faculty with a commitment to teaching, research, and community engagement, consistent with a doctoral-research university

Strategy 2.1.1: Recruit new hires for tenure track positions that demonstrate a history of, or capacity for, high level productivity and/or teaching effectiveness

Strategy 2.1.2: Review and revise COE Tenure and Promotion criteria

Strategy 2.1.3: Improve and increase overall faculty scholarship

Strategy 2.1.4: Provide professional development opportunities for COE faculty

Strategy 2.1.5: Provide professional development opportunities and mentoring relationships for DRS faculty

Additional Metrics

- Number of Faculty Recognized and Rewarded for Excellence in Teaching
- Number of Faculty Recognized and Rewarded for Excellence in Research
- Number of Colleges/Schools that Revise Tenure and Promotion Criteria

Strategic Priority 3 - High Impact Research, Commercialization, Outreach and Extension Services

Goal 3.1: Expand and enhance cutting edge research and *creative scholarship* for the benefit of the state of Florida, the nation, and the world

Strategy 3.1.1: Nurture inter-college and/or inter-university partnerships to produce grants and publish research

Strategy 3.1.2: Provide guidance to COE faculty in identifying possible external funding sources that align with their research and academic interests

Strategy 3.1.3: Provide guidance to DRS faculty in identifying possible external funding sources that align with their research and academic interests

Goal 3.3: Increase the number of nationally recognized *graduate programs*

Strategy 3.3.1: Provide support to students in the doctoral pipeline and expand doctoral offerings

Strategy 3.3.2: Seek specialized accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Commission on Sport Management Accreditation (COSMA)

Strategy 3.3.3: Reexamine the Carnegie Project on the Education Doctorate (CPED) in School Improvement and Reform (Ed.D.)

Key Performance Metrics

- Number of research doctorates awarded | 2 / 10

Additional Metrics

- Percentage of Faculty Engaged in Outreach/Service Events

Strategic Priority 4 - Transformative Alumni, Community and Business Engagement

Goal 4.2: Enhance *public-private partnerships* to support teaching, research and service

Strategy 4.2.1: Build and strengthen sustainable community partnerships with stakeholders from academic settings, agencies, and/or businesses to enhance COE programs

Strategy 4.2.2: Build and strengthen sustainable community partnerships with stakeholders from academic settings, agencies, and/or businesses to enhance DRS best practices and improve school grade

Goal 4.3: Build and lead strong networks of supporters and partners

Strategy 4.3.1: Maintain and strengthen community-driven advisory councils (i.e., Teacher Education Advisory Council and Panhandle Inter-Area Superintendents Council)

Strategy 4.3.2: Maintain and strengthen alumni network through outreach activities

Key Performance Metrics

- Percent of Bachelor's graduates enrolled or employed full-time | Baseline / Goal
- Number of research doctorates awarded | 2 / 10
- Annual Giving | Baseline/ Goal

Additional Metrics

- Annual Alumni Giving Rate
- Number of Public-Private Partnerships
- Faculty Community Engagement and Volunteer Activities

Strategic Priority 5 - First-Class Business Infrastructure

Goal 5.5: Leverage technology to establish a **data-driven** culture

Strategy 5.5.1: Utilize Blackboard FTCE Diagnostic Test to determine the effectiveness of online FTCE module

Strategy 5.5.2: Utilize Blackboard Analytics and Florida Department of Education Reporting System to develop individualized test preparation plans

Strategy 5.5.3: Utilize Blackboard Analytics to generate early alerts and mid-term reports for advising

Strategy 5.5.4: Utilize Watermark to generate student performance data to make data-driven decisions for continuous improvement

Key Performance Metrics

- Number of (undergraduate) degrees awarded | 26 / 75
- Fall (undergraduate) headcount enrollment | 282 / 500
- Academic progress rate (2nd year retention with GPA above 2.0) | 76.74% / 88%
- FTIC 4-year graduation rate | 6.96%/ 45%
- FTIC 6-year graduation rate | 41.74% / 65%
- Percentage of Bachelor's degrees without excess credit hours | 31% / 60%

Strategic Priority 6 - Outstanding Customer Experiences

Goal 6.1: Develop and maintain a university-wide **culture of service excellence**

Strategy 6.1.1: Improve customer service within the College of Education by developing and monitoring professional development for staff

Strategy 6.1.2: Improve communication through the use of technology

Key Performance Metrics

- FTIC 2nd year retention rate | 81.9% / 90%
- Academic progress rate (2nd year retention with GPA above 2.0) | 76.74% / 88%
- FTIC 4-year graduation rate | 6.96%/ 45%
- FTIC 6-year graduation rate | 41.74% / 65%
- Percentage of Bachelor's degrees without excess credit hours | 31% / 60%
- Average cost to student | Baseline / \$11,000
- Number of degrees awarded | 49 / 130
- Fall headcount enrollment | 457 / 750

Additional Metrics

- Customer Satisfaction Ratings