

University Strategic Goal #1 – Transformative Education

**Educate for Transformation and
Prepare a New Generation of Servant Leaders**

Strategic Objectives and Initiatives: Selected Accomplishments

A. Revise and develop graduate programs to focus on high need areas that anticipate the needs of the evolving market and assure efficient use of human and capital resources.

1. Redesign post-baccalaureate and master's teacher education programs to focus on STEM education.
 - Goal met.
 - From 2011-14, partnered with the Woodrow Wilson Foundation to develop a Woodrow Wilson Fellowship master's program to prepare math and science teachers for urban school districts. The WWF program prepared 39 teachers to work in urban districts in Ohio.

2. Develop and implement Master of Physician Assistant Practice program.
 - Goal met.
 - Developed the Master of Physician Assistant Practice program (MPAP); four cohorts have enrolled.
 - Thirty *Class of 2016* cohort students graduated in December 2016 and Spring 2017.
 - Current enrollment:
 - *Class of 2017*: 35 students
 - *Class of 2018*: 40 students
 - *Class of 2019*: 40 students

3. Develop a Catholic School Leadership doctoral program.
 - Goal not met.

4. Create a new doctoral program track to prepare educators for advanced leadership roles in K-12 schools and as professors at the university level.
 - Goal not met.

5. Encourage all SEHS departments to explore new degree and certificate programs addressing current marketplace trends.

- Goal partially met.
 - Master of Science in Education – Leadership for Educational Systems (Departments of Counselor Education & Human Services, Educational Administration and Teacher Education.)
 - Graduate Certification programs:
 - Catholic Education (Teacher Education)
 - Dyslexia (Teacher Education); eight students currently enrolled.
 - Teaching English to Speakers of Other Languages (TESOL); 61 students have enrolled in the TESOL certificate program; 13 students currently enrolled.
 - Instructional Leadership in Catholic Schools (Educational Administration).
 - STEM; 29 students currently enrolled.
 - Graduate certificate in development:
 - Autism

6. Develop one new degree or certificate program for international delivery. (Note: Same as 4D1.)

- Goal met.
 - TESOL certificate for undergraduate international students in study-abroad program

B. Create transformative learning experiences for undergraduate students.

1. Implement models of integrated course work (CAP) for undergraduate students.

- Goal met.
 - SEHS undergraduate departments have developed 18 (11 EDT, 7 HSS) Common Academic Program (CAP) courses. Additional CAP courses are in development.
 - EDT developed Middle Childhood/Intervention Specialist degree program to prepare middle childhood educators to teach students with disabilities and other learning difficulties. Ours was the first Ohio program to award this dual licensure.

2. Systematically integrate neighborhood and Catholic school service with undergraduate curricula.
 - Goal partially met.
 - EDT candidates provide tutoring for neighborhood and Catholic schools from first year to senior year as aligned in specific courses and the Urban Teacher Academy.
 - HSS faculty members have focused on class/student research projects with Adaptive Sports of Ohio, Cameroon Football Development Program, Front Row Foundation, House of Bread and Mission of Mary Farm. Additionally, HSS 220 Adaptive Physical Activity students work with Dayton Public Schools special needs students.

3. Expand teacher education student participation in specialized training programs (e.g. Urban Teacher Academy, Catholic Schools Education).
 - Goal not met.
 - We cannot document an **increase** in the number of participants in certificate and other programs.

4. Provide an on-campus Food Lab for Dietetics program.
 - Goal met.
 - Produce One Food Lab, located on the fifth floor of Fitz Hall, has been in operation since 2013 for HSS food service courses.

5. Create an undergraduate learning assessment system that integrates essential outcomes of Common Academic Program and professional standards.
 - Goal partially met.
 - CAP-approved courses utilize a student learning outcome assessment developed by the University CAP Committee. (https://www.udayton.edu/provost/cap/assessment/assessment_rubrics.php).
 - A system that integrates CAP assessment with professional standards has not been developed.

C. Align online learning structures and processes with recognized best practices in faculty, course, and program development; increase number of online courses and programs.

1. Enhance the online pedagogical skills of SEHS faculty and staff community.

- Goal partially met.
 - Sixty-three faculty and staff attended a January 2013 intersession workshop focused on online pedagogy.
 - All SEHS faculty engaged in an April 2013 online instruction participated in a workshop focused on the QM standards and course format; 59 instructors completed this training.
 - The SEHS ranking in the U.S. News & World Report Best Online Education Graduate Programs rose from: #123 in 2013, to #55 in 2014, to #25 in 2016, to #15 in 2017.

2. Redevelop all SEHS courses and programs in alignment with Quality Matters criteria.

The following initiatives were created to help meet C.2.:

- SEHS Online moved the content of 118 unique online courses into the new QM Template, which aligned all SEHS courses and programs with QM standards.
- Nine master's degree programs were converted to the QM template.
- SEHS developed numerous teaching innovations (e.g., narration) and techniques to increase the accessibility and interactivity of SEHS courses on mobile devices. Faculty are now creating their own narrated PowerPoint lectures etc.
<https://www.youtube.com/watch?v=Aee3h0Zqhcl>.

3. Implement the People-Process-Product model of online course and program development.

- Goal partially met.
 - The following features of the P3 model have been incorporated:
 - Lead faculty members are identified to develop courses.
 - Program goals are reviewed and aligned with course learning objectives.
 - Faculty are assigned to develop course content.
 - E-learning staff adapts content to Isidore online presentation format in consultation with faculty.
 - Faculty consult with E-Learning staff to make improvements and respond to student feedback from SET or other sources.
 - Lead faculty members are responsible for making revisions to each course as needed at least once every three years.

4. *Increase the number of on-line courses and programs.*

- Goal partially met.
 - *SEHS Online has worked with faculty to create 10 new courses.*

D. *Become a national leader in the clinical preparation of classroom teachers.*

1. Create and support a teacher education reform task force consisting of higher education and K-12 professionals to study current calls for reform of teacher education.
 - Goal not met.
 - A teacher education reform task force was not convened.
2. Develop recommendations for implementing programmatic changes in relation to reform initiatives.
 - Goal not met.
 - See D1.
3. Create and implement innovative methods for engaging pre-service teachers, school-based mentors, and teacher education faculty in professional problem solving.
 - Goal partially met.
 - Teacher Education faculty have worked with Professional Learning Communities (PLC) from Dayton Catholic schools focusing on literacy and meeting the third grade reading challenge.
 - Teacher Education faculty members are engaged in professional development related to use of current technology pedagogy using iPads and Chromebooks.

E. Develop opportunities to increase college access and success for Dayton area youth.

1. Maintain Upward Bound (UB) program.
 - Goal met.
 - New federal grant funding secured for 2012-17 and 2017-22. Upward Bound serves three Belmont, Dunbar and Meadowdale High Schools (DPS).
 - UB serves 63 students annually; 127 students have participated in UB from 2012-17.
2. Provide leadership for community-based efforts to increase college readiness and student access and success, particularly for those in high poverty school districts.
 - Goal met.
 - Through the SEHS, the community-wide *Learn to Earn Dayton* (L2ED) initiative was created. L2ED focuses on increasing college and career readiness of high school students and in improving the college matriculation and college graduation rates of Montgomery County students. For information on L2ED outcomes, go to <http://learntoearndayton.org/>.
3. Establish formal links with foster-youth organizations.
 - Goal not met.

University Strategic Goal #2 – Scholarship

Cultivate Outstanding Scholarship, Research, and Artistic Creation

Strategic Objectives and Initiatives

A. Demonstrate commitment to the importance of research and other forms of scholarship.

1. Revise SEHS Vision and Mission Statements to (a) ensure primacy of scholarship and (b) link scholarly productivity with promotion and tenure.
 - Goal not met.
2. Establish scholarship standards for new tenure-track faculty; develop common understanding of School scholarship standards across departments and programs.
 - Goal not met.
3. Recognize and reward scholarship in relation to annual performance evaluations and merit pay.
 - Goal met.

B. Increase the capacity for scholarly productivity.

1. Develop a plan to cultivate an environment supportive of outstanding scholarship, including research.
 - Goal partially met.
 - Graduate assistant (GA) program, implemented in 2012, provides research support available to all tenure-track faculty; GA support provided to clinical faculty members on a limited basis.
 - A total of 172 10-hour per week GAs awarded from 2012-17 with an annual average of 34.4 awards.
 - The SEHS Summer Faculty Research grant program, implemented in 2016, provides summer research funding to tenure-track faculty members. Ten Summer Faculty Research Grants awarded in 2016 and 2017.
 - Editorial support is available to all faculty members upon request.
2. Implement a Faculty Development Program that provides differentiated opportunities and resources for scholarship across professorial ranks.
 - Goal not met.

C. Increase National Recognition for SEHS Scholarship

1. Develop a program to promote and publicize nationally and internationally recognized scholarship of SEHS faculty.
 - Goal not met.

University Strategic Goal #3 – Catholic and Marianist Identity
Strengthen and Promote the University’s Distinct Catholic and Marianist Identity

Strategic Objectives and Initiatives

- A. Increase recognition and expression of Marianist identity within SEHS teaching, scholarship, and service.**
1. Incorporate characteristics of Marianist educational content into all entry-level courses.
 - Goal partially met.
 - All first-year, first-semester EDT students complete a community engagement plan incorporating concepts from *Characteristics of a Marianist Education*.
 2. Create new learning opportunities related to the Marianist characteristics in both undergraduate and graduate programs.
 - Goal partially met.
 - In EDT, Student Learning Outcomes (SLOs) are based on the Habits of Inquiry, which are grounded in the Marianist charism. EDT students connect SLOs to their personal teacher identity by examining their beliefs and assumptions about the teaching and learning processes.
 - Two Honors Program students have completed summer internships in Center for Catholic Education (CCE).
 3. Educate new faculty and staff about the characteristics of a Marianist education.
 - Goal not met.
- B. Promote scholarship grounded in and focused on Catholic traditions, heritage, and mission.**
1. Attain funding for an endowed professorship in the Center for Catholic Education (CCE).
 - Goal not met.
 2. Increase the research capacity of the CCE for the purpose of conducting Catholic and Marianist scholarship. (SF)
 - Goal partially met.
 - There were five presentations at National Catholic Education Association annual meetings from 2012-17.
 - Two articles were published in the *Journal of Catholic Education*.
 - A total of 126 Catholic Education Summit submissions to e-commons.
 - There have been 1475 downloads of Catholic Education Summit materials from e-commons.

C. Increase visibility of our Catholic and Marianist identity.

1. Identify opportunities for displaying Catholic and Marianist faith symbols throughout SEHS facilities.

- Goal met.
 - SEHS acquired Marianist symbols from Brother Mel Meyers' collection, which are displayed in prominent locations in office suites of each academic department, Dean's Office and CCE.

D. Promote engagement activities to model and promote Marianist charism.

1. Increase engagement in providing professional development and continuing education programs to Marianist high schools and K-12 Catholic schools throughout the U. S.

- Goal met.
 - The CCE has hosted six annual *Catholic Education Summits* to (i) disseminate best practices in Catholic education, (ii) provide professional development and (iii) build community for Catholic school educators. A total of 962 individuals have participated in the annual Summit.
 - In partnership with Catholic Religious Education Development Institute (CREDI) of Trinidad and Tobago, the Department of Educational Administration (EDA) has enrolled seven cohorts in the online Master's of Educational Leadership (Catholic School Concentration) program. Of the 95 students enrolling, 73 have graduated.
 - Lalanne is a two-year teacher service program in which participants (i) enroll in a two-year EDT master's program, (ii) teaching in a Catholic school in Ohio, Indiana or Michigan (iii) and live together in a faith development community. Seventy-two students enrolled in Lalanne from 2012-2017.
 - St. Remy Initiative is a program for Dayton-area Catholic school educators to meet as a learning community to (i) strengthen their spirituality, (ii) advance their instructional skills and (iii) develop leadership potential. Since 2012, 331 Catholic school educators have participated in St. Remy.
 - Dr. George Lisjak, director of Marianist Educational Studies and Partnerships, offered at least two three-day workshops for Marianist high school teachers and administrators each year.

University Strategic Goal #4 – International Engagement
Advance International and Intercultural Citizenship and Engagement

Strategic Objectives and Initiatives

- A. Create opportunities for intercultural study within Dayton region and nationally.**
1. Expand existing outreach program partnerships in diverse school and community settings.
 - Goal partially met.
 2. Develop opportunities for intercultural study through placements within and beyond Dayton.
 - Goal not met.
- B. Increase the diversity of University of Dayton student body, faculty, and staff.**
1. Develop a comprehensive system for monitoring enrollment of racially and ethnically diverse and international students.
 - Goal met.
 2. Recruit, retain, and graduate increased numbers of racially and ethnically diverse and international undergraduate and graduate students.
 - Goal partially met.
 - Enrollment of racially and ethnically diverse (American Indian, Alaskan Native, Black/African American, Native Hawaiian/Pacific Islander, Two or More Races) undergraduate students increased from 5.0% in 2012-13 to 7.6% in 2016-17.
 - Enrollment of racially and ethnically diverse (American Indian, Alaskan Native, Black/African American, Native Hawaiian/Pacific Islander, Two or More Races) graduate students decreased from 12.1% in 2012-13 to 11.6% in 2016-17.
 3. Recruit and retain increased numbers of racially and ethnically diverse faculty and staff.
 - Goal not met.

4. Improve/Increase access to University supports for racially and ethnically diverse and international students.
 - Goal met.
 - Within the UD-Sinclair Academy, EDT has approved articulation agreements for three licensure programs; the Adolescent to Young Adult program has four approved concentrations.
 - Fifty percent (8 of 16) of the currently accepted Academy students are in EDT.
 - SEHS has committed to offering 20 scholarships modeled on the Flyer Promise model from 2017-20 for academically qualified students from families with annual earnings below \$75,000; scholarships include tuition, room and board.
 - Five students (2 EDT, 3 HSS) will begin as SEHS Scholarship recipients in Fall 2017.
 - SEHS will enroll four additional Flyer Promise students from Chaminade Julienne High School in Fall 2017.
 - Early Childhood Education Leadership and Advocacy program enables international students to complete a degree without licensure.
 - International students are eligible for Graduate Assistantships.
 - SEHS is developing a proposal for a 1+2+1 Bachelor of Science in Nursing program in partnership with Sinclair Community College (SCC); this program will be more affordable because of the two years of SCC enrollment.

C. Enhance international and intercultural learning opportunities.

1. Create new opportunities for faculty and staff professional development related to intercultural/international sensitivity and competency.
 - Goal partially met.
 - Six SEHS faculty members have participated in the Global Education Seminar, five since 2012.
2. Expand study abroad opportunities for students integrated with program goals.
 - Goal met.
 - Study abroad participation increased from 59 in 2012-13 to 106 in 2016-17, an 80% increase.
3. Improve quality and depth of evidence for intercultural competence.
 - Goal partially met.
 - In 2012, EDT adopted the *Intercultural Development Inventory (IDI)* as a pre- and posttest measure of intercultural competence for all undergraduate teacher preparation programs. IDI result used for faculty and students to develop action planning to increase intercultural competence.
 - EDT subsequently has added the *Intercultural Effectiveness Scale (IES)* for all undergraduate teacher preparation programs.

D. Expand program offerings to international audiences.

1. Develop at least one degree or certificate program for an international audience.
 - Goal met.
 - TESOL Certificate for undergraduate international students in study-abroad program.
2. Develop and implement a Teaching English to Speakers of Other Languages (TESOL) endorsement program.
 - Goal met.
3. Develop English language teaching programming for international audiences.
 - Goal met.
 - SEHS collaborated with Center for International Programs to guide development of English-language learning online modules for Spanish-speaking educators through University of Dayton Publishing.

University Strategic Goal #5 – Responsible Stewardship

Practice Responsible Stewardship

Strategic Objectives and Initiatives

A. Meet University expectations regarding academic productivity.

1. Sustain quality and credit hour production of undergraduate programs.
 - Goal not met.
 - Undergraduate enrollment:
 - Declined from 1126 in Fall 2012 to 961 in Fall 2016, a 14.6% decline.
 - Declined from 1090 in Spring 2013 to 944 in Spring 2013, a 13.4% decline.
 - Undergraduate SCHs declined from 8427 in Fall 2012 to 7404 in Fall 2016, a 12.1%.
2. Increase graduate credit hour production.
 - Goal accomplished.
 - Graduate SCHs rose from 7,909 in Fall 2012 to 8,597 in Fall 2016, an 8.7% increase.
3. Rename SEHS to fully reflect the evolving spectrum of academic programs.
 - Goal met.

B. Increase revenue from workshop credit programs.

1. Expand marketing of and revenue derived from workshop credit programs.
 - Goal not met.
2. Increase access to University funding for graduate program marketing.
 - Goal not met.
 - SEHS worked with UD Graduate Affairs on a digital marketing campaign conducted by Hobsons in 2013; this campaign did not yield additional enrollment.

C. Sustain and enhance SEHS program quality.

1. Maintain CACREP, CAPTE, and NCATE accreditations.
 - Goal met.
 - Successful outcomes for the ARC-PA, CAEP, CAPTE and NASP accreditation efforts (CACREP re-accreditation application pending).

2. Successfully implement teacher performance assessment.
 - Goal met.
 - Implementation of edTPA in 2013. In final semester of coursework followed by student teaching, teacher education candidates implement and are evaluated with edTPA on all InTASC standards.
 - Dispositions, Attributes and Proficiencies (DAP) Interview implemented in 2016 for all teacher education candidates.
3. Enhance development structures; enhance communications with SEHS alumni and friends.
 - Goal partially met.
 - SEHS has reconstituted its Advisory Council, which meets biannually.
 - SEHS has an assigned Advancement Advocate (liaison) and Dean works in cooperation with regional Development Officers.
 - Goal of enhancing communications with SEHS alumni and friends not met.
4. Initiate a case for revisioning, expansion, and renovation of Chaminade or funding for a new building to house SEHS.
 - Goal met with the move to Fitz Hall in May 2014.

D. Enhance efficiency of academic operations.

1. Review curriculum to identify and reduce redundant courses.
 - Goal not met.
2. Implement procedures to reduce expenses and increase revenues for third term, online, and off-campus courses and programs.
 - Expense reduction goal met.
 - Revenue increase goal met.
3. Develop improved faculty and staff goal-setting procedures to align individual goals with departmental needs.
 - Goal partially met.

E. Develop leadership skills of all staff and faculty members.

1. Provide a broad array of leadership training opportunities for staff and faculty.
 - Goal partially met.

F. Identify new health sciences program options.

1. Engage internal and external consultants to identify new health science programs options that match SEHS mission and values.
 - Goal partially met.
 - Development and approval of Master's of Dietetics and Nutrition program and proposed (in process) Bachelor of Science in Nursing program.

Information Sources

School of Education & Health Sciences Office of the Dean.

University of Dayton Factbook (2016).

https://udayton.edu/finadmin/_resources/docs/ir/documents/factbook_fall_2016.pdf.

University of Dayton Institutional Reporting.