

**Wisconsin Educational Approval Board
Application for Renewal 2018 - 2019
Institutional Planning – Updated for FY2018**

Saint Mary's University of Minnesota

D. SWOT Analysis

The analysis includes data collection and analysis by the program directors, the Dean of the School of Education, and the Chief Academic Officer.

Strengths:

- Dedicated and competent leadership personnel
- Experienced and expanding faculty
- Faculty located throughout the state of Wisconsin
- Relevant and effective curriculum
- Effective program development/program review process
- Cohort-based delivery model
- Direction from the University Strategic Plan: 2012-2017
- Direction from the University's Strategic Priorities (Priority 4: Innovation and Disruption of the Model)
- Strong strategic partnerships with WI public and private schools
- Ongoing maintenance of high quality academic experience in a distinctive blended format that meets the needs of adult learners across the state with opportunities for online instruction for informational content and face-to-face instruction for discussion and "hands-on" activities..
- Efficient and cost-effective program delivery
- High completion rates
- Positive reviews from students and other stakeholders
- Increased enrollment and number of credits delivered in 2017-2018

Weaknesses:

- Geographic distance of faculty, staff, and students from each other
- University financial constraints for promoting growth
- Declining enrollment in MA Literacy Education/K-12 reading.
- Program leadership and staff turnover

Opportunities:

- Improve outreach efforts across Minnesota and Wisconsin.
- Leverage new personnel with greater energy and technologic expertise
- US DOE and SARA regulations provide opportunity to increase/improve understanding and communication of state licensure requirements for licensed professions in MN, WI, and other states.
- State and regional accreditation reviews provide ongoing impetus for improving assessment tools and strategies across programs.
- Faculty interest in increased collaboration and vertical alignment within programs.
- Faculty interest in professional development opportunities and instructor observation.
- Role clarification efforts highlight areas of opportunity to centralize key student support functions.

Threats:

- Dependence on K-12 system for students
- Competitors offering fully online programs
- New regulations and processes from regional accreditor and federal government related to faculty qualifications and state licensure disclosures.
- K-12 education programs require individual state licensing without reciprocity with Minnesota
- Cuts in state K-12 spending and weakening of teachers' collective bargaining; earning a Master Degree has been removed from many districts' salary schedule, thereby providing disincentive to pursuing master's degree.

Goal	Timeline	Success Measure	Updates / Status
Expand and strengthen faculty development opportunities to enhance the expertise of all faculty in the use of instructional and administrative technology.	Faculty training sessions –each semester (in person) and ongoing (electronic) -Individual tutoring and ongoing support provided for faculty by Director of Instructional Technology and Librarians Training in CAMS (student enterprise system) for all faculty as well as Center for Excellence in Learning and Teaching (CELT) programs	Each syllabus incorporates technology-facilitated learning Course evaluations report high levels (4 & 5) of effective use of technology	Syllabus overhaul complete; training and support for instructional and administrative technology uses ongoing through FY19 Course evaluations report high levels of effective use of technology for FY18
Strengthen faculty support to ensure retention and instructional quality.	Training - Culturally Responsive Teaching Institute process for instructor observations Institute new faculty mentor/mentee partnership process.	All ED programs undergo Culturally Responsive Teaching training with newly formed CRT department within SOE. Increased faculty satisfaction and retention Surveys of students show high levels of satisfaction and engagement.	In process through FY19
Increase the student use of technology for learning and	Enhance the usability of SuperSearch (the	Student use of online tools, library services	Targets met; orientation and

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administrative functions, including library access.	library search engine) by implementing new features, enabling students to access Google Scholar and WorldCat within SuperSearch, save PDFs to the cloud, use SuperSearch easily regardless of color blindness, and browse and understand link labels easily Develop/enhance online library instruction plans within courses	increases by 80% over current level	training ongoing through FY19. Developed online library instruction plan for MEd in Teaching and Learning in the MED635 course; additional course enhancements in process. (FY18)
Offer SMU's signature specialty K-12 programming in education-related areas such as K-12.	Continue consultation with DPI in 2017-2018. Continue to build site and faculty resources.	Program approvals obtained from DPI and EAB. Grow enrollment in MA in Literacy Education (K-12 reading) by 2018-2019.	Targets met; enrollment growth effort ongoing
Identify and address staff retention issues	Dean, CAO, HR, and SGPP Academic Dean: creation of staff retention plan by Summer 2018. Define program staff roles and responsibilities more clearly; centralize support functions as needed.	Improved staff retention, satisfaction.	Ongoing through FY19
Culturally responsive Teaching -- develop & strengthen methods, techniques, and teaching strategies to respond to different learning styles	Embed culturally responsive teaching strategies and tools into courses. Provide faculty development to facilitate culturally responsive teaching that fosters global,	All ED programs undergo Culturally Responsive Teaching training with newly formed CRT office.	In process through FY19-20

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	multicultural and civic engagement		
Strengthen assessment of student learning.	Strengthen Student Portfolio as assessment of student learning (MA Ed Wisconsin) Institute process for outside rater program evaluation of Capstone portfolios	Students' portfolio entries for WI Teacher Standard #10 will provide examples of ethical leadership and service in schools and communities. 90% of student portfolios will rate above competent level for all items.	Complete. 100% of student portfolios rated above competent level for all items.
Increase visibility and grow enrollment (all)	Expansion of field specialist and Director of Outreach roles to increase visibility to program	Increased YoY enrollment across all programs	Ongoing Increased enrollment and number of credits delivered in 2017-2018; highest number since inception of program for MA Ed Wisconsin