

**Wisconsin Educational Approval Board  
Application for Renewal 2023-2024  
Institutional Planning – Updated for FY2023-24**

**Saint Mary's University of Minnesota**

**Update for 2023-24**

A SWOT analysis and goals included below for the Education programs was completed in March 2020 as part of Saint Mary's annual planning process. The analysis includes data collection and analysis by the program directors, the Dean of the School of Education, and the Provost and Dean of Faculties. Since 2020, the School of Education has undergone significant change in leadership and programming and has shifted to primarily online or hybrid program offerings. The university recently named a new dean of the School of Education, replacing the previous dean who left the university after just two years. Many of our existing programs in the School of Business and Technology and the School of Health and Human Services have also shifted to online and hybrid delivery. The university recently paused admission for the Master of Education in Teaching and Learning, which had operated in Wisconsin. The MA in Education which offers courses in partnership with EduCate is now offering most courses online. Currently, the university has no plans to expand programming on-site in Wisconsin; however, the arrival of a new Provost in February 2023 has spurred new discussions about growth that may include the state of Wisconsin. With the changes in academic leadership mentioned above, discussions regarding operations in Wisconsin have not yet been solidified or operationalized, which will occur over the next academic year.

From Previous Report

**Strengths:**

- 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 new Strategic Plan: 2019-2023
- 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

**Weaknesses:**

- Geographic distance of faculty, staff, and students from each other
- University financial constraints for promoting growth
- Program leadership and staff turnover

**Opportunities:**

- Improve outreach efforts across Minnesota and Wisconsin.

- Leverage new personnel with greater energy and technological expertise
- US DOE and SARA regulations provide opportunities to increase/improve understanding and communication of state licensure requirements for licensed professions in MN, WI, and other states.
- Strengthened partnership with Educate-WI to improve opportunities for licensure-track students.
- 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 accreditors 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.
- COVID-19 – necessity of shifting on-ground courses to online, fall planning uncertainties, drops in enrollment, etc.

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.	<p>Ongoing:</p> <p>Faculty training sessions – each semester (in person) and ongoing (electronic)</p> <p>-Individual tutoring and ongoing support provided for faculty by Director of Instructional Technology and Librarians</p> <p>Training in CAMS (student enterprise system) for all faculty as well as Center for Excellence in Learning and Teaching (CELT) programs</p>	<p>Each syllabus incorporates technology-facilitated learning</p> <p>Course evaluations report high levels (4 &amp; 5) of effective use of technology</p>	<p>Syllabus overhaul complete; training and support for instructional and administrative technology uses ongoing through FY22</p> <p>Course evaluations continue to report high levels of effective use of technology for FY22</p>
Strengthen faculty support to ensure retention and instructional quality.	Ongoing:	All ED programs undergo Culturally Responsive Teaching training with	In process through FY22



Goal	Timeline	Success Measure	Updates / Status
	<p>Maintain and evaluate process for instructor observations</p> <p>Maintain and evaluate faculty mentor/mentee partnership process.</p>	<p>newly formed CRT department within SOE.</p> <p>Increased faculty satisfaction and retention</p> <p>Surveys of students show high levels of satisfaction and engagement.</p>	
<p>Increase the student use of technology for learning and administrative functions, including library access.</p>	<p>Ongoing:</p> <p>Maintain and evaluate use of SuperSearch (the 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</p> <p>Maintain and evaluate online library instruction plans within courses</p>	<p>Student use of online tools, library services increases</p>	<p>Targets met; orientation and training ongoing.</p> <p>Library instruction plan for MEd in Teaching and MA ESL</p>
<p>Offer SMU's signature specialty K-12 programming in education-related areas such as K-12.</p>	<p>Maintain and evaluated site and faculty resources re: K-12 licensure</p>	<p>Maintenance of DPI, EAB, PELSB, and BOSA approvals.</p>	<p>Targets met; enrollment growth effort ongoing</p>
<p>Strengthen assessment of student learning.</p>	<p>Strengthen Student Portfolio as assessment of student learning (MA Ed Wisconsin)</p> <p>Maintain and evaluate process for outside rater</p>	<p>Students' portfolio entries for WI Teacher Standard #10 will provide examples of ethical leadership and service in schools and communities.</p>	<p>Ongoing.</p>

<b>Goal</b>	<b>Timeline</b>	<b>Success Measure</b>	<b>Updates / Status</b>
	program evaluation of Capstone portfolios	90% of student portfolios will rate above competent level for all items.	100% of student portfolios rated above competent level for all items in AY20-22