

NEVADA STATE COLLEGE SCHOOL OF EDUCATION



**STRATEGIC PLAN
2020-2025**

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Message from the Dean

What an exciting time for the Nevada State College School of Education! In the finest tradition of NSC (which challenges our campus to BE BOLD, BE GREAT, and BE STATE), our School of Education has gone “all in” for helping to locally grow more of Nevada’s PK-12 teachers and speech-language pathologists.

Our 2020-2025 Strategic Plan reflects our continued commitment to building robust undergraduate and graduate level curricula offerings for students, developing a cohesive organizational culture for our faculty/staff, and forging innovative partnerships. With the current construction of the new Glenn and Ande Christenson School of Education, we are poised to rapidly expand various aspects of School of Education activities.

Our new Speech Language Clinic and Early Childhood Education Center will provide critical resources for the local community. Additionally, with the only Master’s program in Speech Language Pathology in southern Nevada, we are excited by the prospect of continuing to continue to build and grow the program.

This plan encompasses a multitude of areas. For example, we outline strategies for creating seamless articulation agreements that will make it possible for graduates of two-year preparatory programs throughout our State (CSN, WNC, and TMCC) to complete affordable and accessible four-year teaching degrees via face-to-face or distance-based coursework.

Similarly, we provide directives that serve as evidence of our long-standing commitment to work in collaboration with school districts throughout the State as well as in the Clark County School District. Over the next five years, we will activate our commitment to serving as partner and coursework provider for CCSD’s alternative route to licensure program (ALTA). Another prominent component of NSC’s planned future is the continued expansion of our Teacher Academy Pipeline Project (TAPP) so that it is inclusive of even more high schools. As is known by many, our TAPP program is a large-scale initiative that provides high school students with an accelerated pathway to a college degree and to their first PK-12 teaching position!

Finally, as we launch several new degree programs such as our Early Inclusive Childhood Bachelor’s degree program, we also continue to elevate the quality of our elementary, special education, bilingual education and secondary education programs that



prepare graduates for successfully working in 21st century classrooms. We urge you to review our 2020-2025 Strategic Plan and, in the process, discover why NSC is the 2nd fastest growing college in the United States. Our new Strategic Plan also outlines our broad plans for serving our highly unique student body – one which, through the efforts of those who have gone before us, is now one of the most diverse campuses within the United States! Go Scorpions!

Dennis Potthoff
Dean, School of Education





NSC'S MISSION AND VISION: DELIVERING ON THE PROMISE

Nevada State College recently engaged in college-wide strategic planning. Our new plan, “Delivering on the Promise” highlights the unique contributions and commitments NSC embodies as the only state college in the Nevada System of Higher Education (NSHE). Embedded within the new strategic plan are the five key themes listed below.

NSC Strategic Themes

Theme One: Students (S)

We will deliver on our promise to students by demonstrating leadership in providing innovative forms of academic and student support that improve student success for a highly diverse, first generation student population.

Theme Two: Curriculum and Instruction (CI)

We will deliver on our promise to innovate in curriculum and instruction by building innovative and socially relevant curricula that anticipate and are responsive to the regional workforce, transformational in nature, and committed to developing the whole student.

Theme Three: Organizational Culture (OC)

We will deliver on our promise to nurture our unique organizational culture by cultivating a workplace that is inclusive, inspirational, characterized by meaningful work, and supportive of diverse perspectives.

Theme Four: Growth and Capacity Building (GC)

We will deliver on our promise to steward our growth and capacity building, expanding the College intentionally through strategic enrollment management, enlarging our physical footprint through sustainable building practices, and relationship-driven advancement practices.

Theme Five: Community Engagement and Economic Development (CE)

We will deliver on our promise to improve community engagement and economic development by increasing our public-private partnerships, forging strong relationships with local organizations, making a positive impact on the community, and improving the local economy.

We have also updated our NSC Mission and Vision Statements to reinforce these themes. NSC's updated mission and vision reconfirm the school's status as an educationally inclusive institution of higher education.



NSC Mission: At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable degree programs open doors to career success and an enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity – the promise of a stronger community and a better future for all of Nevada.

NSC Vision: Nevada State College will deliver on its promise to Nevada by becoming a model of teaching excellence, a pioneer in innovative student support, and an agent of economic growth and social justice.

Furthermore, NSC has adopted several Core Values to guide our college-wide development.

- 1.) Core Value: Embrace the Journey: We foster a culture of high-achieving teams and empower individuals to be the difference.
- 2.) Core Value: Climb Mountains: We aspire to be experts in transforming the lives of our students and their families. We strive towards excellence in our jobs and advancement in our careers.
- 3.) Core Value: Blaze Trails-If we think there is a better way, we look at the research, trust our instincts and try it!

The School of Education 2020-2025 Strategic Plan has been aligned with the NSC Strategic Plan.





School of Education

VISION AND MISSION

The knowledge economy has already been birthed. In this regard, the United States is characterized by a demand for workers and citizens who not merely learn information, but who are equipped to utilize concepts and data to create new approaches to the resolution of problems in the human condition. This mandate is reflected in the vision and mission of Nevada State College's School of Education.

Vision

Nevada State College School of Education prepares professionals to advance justice and equity through improving the education and well-being of young children, adolescents, and adults towards supporting a diverse and inclusive society.

Mission

The Mission of the Nevada State College School of Education is to prepare educators and speech language pathologists to support children, youth, and adults by utilizing evidence-based approaches and providing high quality field and clinical experiences. We are committed to promoting:

- Creative, critical, reflective, responsive, and collaborative professionals
- High quality research and evidence-based practices
- Cultural, linguistic, physical, and cognitive diversity
- Justice, equity, and inclusivity
- Partnerships with families, PK-12, higher education, and the community
- Civic engagement and advocacy





STRATEGIC PLAN FRAMEWORK OVERVIEW

THE THREE R'S-RECRUITMENT, ENRICHMENT AND RETENTION

Strategic Goal 1: Recruitment

NSC School of Education is dedicated to the **recruitment** of students into the teaching field and to the development of speech language professionals. We offer a variety of program options that support the creation of effective and high quality teacher candidates and speech language pathologists. Our **recruitment** efforts reflect an ongoing commitment to a diverse student body and a diverse faculty and staff in the School of Education. **Recruitment** initiatives in this plan also demonstrate our dedication to working closely with two-year community colleges across Nevada. Finally, our **recruitment** activities reflect both the internal and external goals of our School of Education.

Strategic Goal 2: EnRichment

EnRichment emphasizes the enhancement of campus and community activities and programs that have been designed to increase and support the quality of the services delivered by the NSC School of Education. Our **enRichment** activities emphasize the professional preparation of our teacher candidates and speech pathologists, program assessment, professional entrance and exit exam support and the development and elevation of new program pathways in selected goals.

Strategic Goal 3: Retention

Retention activities highlighted in this Strategic Plan identify internal outcomes such as the **retention** of students while in our programs, as well as external outcomes including **retention** of students in the teaching field and in speech language pathology once they exit our programs. **Retention** is the result of recruiting strong candidates and ensuring our instruction and support are grounded not only in evidence-based research but that they also enrich professional practice.



**OVERVIEW OF NEVADA STATE COLLEGE, SCHOOL OF EDUCATION'S
2020-2025 STRATEGIC INITIATIVES AND OBJECTIVES**

RECRUITMENT

EXTERNAL - OUTSIDE SCHOOL OF EDUCATION



GOAL 1. Complete articulation agreements with two-year colleges (e.g., TMCC, WNC, CSN) that offer pre-education coursework in the subject areas of secondary education, elementary education, special education, bilingual education, and early childhood education. NSC Theme-Students

Initiatives	Outcome Objectives and Timeline
1.1 Create seamless articulation agreements with at least three of the state's two-year community colleges' pre-education majors in order to facilitate the transfer process into NSC/SOE.	1.1.1 By Spring of 2021, the SOE will complete articulation agreements with WNC, CSN, and TMCC and disseminate to stakeholders.

GOAL 2. SOE will increase the number of full-time academic and administrative faculty and staff, particularly from marginalized populations.

(NSC Theme: Growth and Capacity, Organizational Culture)

Initiatives	Outcome Objectives and Timeline
2.1 Actively recruit using HR and professional networks.	2.1.1. By 2025, 50% of academic faculty new hires will be identified as diverse.
	2.1.2. By 2025, 50% of administrative faculty new hires will be identified as diverse.
	2.1.3. By 2025, 50% of staff new hires will be diverse.



GOAL 3. SOE programs and practices will actively continue to support the recruitment of elementary education, early childhood, special education, secondary education and speech-language pathology majors, especially diverse populations, within NSC programs.

(NSC Theme: Students)

Initiatives	Outcome Objectives and Timeline
3.1 The SOE will elevate its efforts to recruit and retain diverse Education, Early Childhood, and Speech Language Pathology majors from TRIO/Upward Bound, Nepantla, TAPP Programs.	3.1.1. By 2025, the SOE will increase the percentage of newly enrolling students of color to approximately 25%.
	3.1.2. By 2025, the SOE will increase the number of students who enroll from underrepresented populations (i.e. males, STEM, bilingual populations, students with disabilities and other under-represented populations) from 44 to 99.
	3.1.3. By 2025, the Speech-Language Pathology program will increase the number of students of color who enroll to above the national average of 18% in the graduate program and of 25% in the undergraduate program, respectively.
	3.1.4. By Spring of 2021, the SOE will identify recruitment events during each academic year that can be used to engage students in each area listed in an effort to attract 5-10 new students as majors in SOE.
	3.1.5. By Spring of 2021, the SOE will assign 10 percent of TRIO and NEPANTLA funds for use as scholarships for those students who enter teaching or speech language pathology programs.
	3.1.6. By 2025, the SOE will increase the number of diverse education and/or speech pathology majors from TAPP Schools by 25%.
3.2 Use funding for opportunities to recruit students by providing financial support for tuition	3.2.1. By Fall of 2020, the SOE will hold one meeting per semester with the following NSC



and books as well as paid student teaching.	entities: Grants Office, the Foundation Office and the SOE Advisory Committee to explore funding opportunities.
	3.2.3. By January of 2021, the SOE will apply for 1-2 new or recurring grants annually.
3.3 The SOE will explore outreach and student recruitment opportunities with community organizations and peer institutions for the purposes of student recruitment (e.g advisory board, collaborating on grant proposals).	3.3.1. By May 2020, the SOE hold monthly meetings with the SOE Advisory Council that result in an annual increase of two (2) or more new partners per year.
	3.3.2. By September of 2021, the SOE will provide outreach materials to a minimum of 5 community organizations per year. All materials will be translated to Spanish.
	3.3.3. By September of 2020, the SOE will continue monthly meetings with the Admissions and Recruitment Office in order to track the degree to which overall enrollment and enrollment diversity goals are met.

GOAL 4. SOE will support the recruitment and retention of students in Northern Nevada.

(NSC Theme: Students)

Initiatives	Outcome Objectives and Timeline
4.1 Build a network of NNV principals, teachers, counselors, and speech language pathologists (as well as use marketing and outreach materials coupled with social media and F2F presentation to recruit.)	4.1.1. By 2025, the SOE will increase the number of students from Northern Nevada who enroll in the teacher education cohort by a minimum of 12 students.



INTERNAL - WITHIN SCHOOL OF EDUCATION

GOAL 5. SOE will increase enrollments in dual, licensure, and additional endorsement programs. (NSC Theme: Students, Curriculum and Instruction)

Initiatives	Outcome Objectives and Timeline
5.1 Develop and expand dual, licensure and endorsement recruitment events, materials.	5.1.1 By 2025, the SOE will increase the number of students who enroll in programs such as bilingual, autism, technology from 44 in 2020 to 99 .

2020 STRATEGIC PLANNING

ENRICHMENT

EXTERNAL - OUTSIDE SCHOOL OF EDUCATION

GOAL 6. The SOE will continue to develop partnerships with community organizations and peer institutions.

(NSC Theme: Students, Community Engagement and Economic Development)

Initiatives	Outcome Objective and Timeline
6.1 The SOE will explore outreach opportunities with community organizations and peer institutions for the purposes of program enhancement (e.g. advisory board, collaborating on grant proposals, professional development.	6.1.1. By 2025, the SOE convene 3 meetings with stakeholders in Nevada regarding best practices for parent, family, and community engagement.
	6.1.2. By 2025, the SOE will increase the numbers of TAPP sites from 8 to 18.

GOAL 7. The SOE will establish a high quality Early Childhood Education Center and Speech Language Pathology Clinic.

(NSC Theme: Students, Community Engagement and Economic Development)

Initiatives	Outcome Objectives and Timeline
7.1 Build direct services through the Speech Language Pathology Clinic for	7.1.1. By 2025, the SOE SLP Clinic will expand faculty and staff capacity from <u>4</u> in 2020 to <u>8</u> .



children and adults with speech, language, voice, and swallowing disorders.	
	7.1.2. By 2021, the SOE will develop and implement business plans for the SLP Clinic.
7.2 Build direct services in the Early Childhood Education Center.	7.2.1 By 2021, the SOE ECEC will be fully staffed with high quality early childhood personnel who elevate the profession by serving as leaders in the community.
	7.2.2. By September 2020, the SOE develop and implement a business plan for the ECEC Center .
	7.2.3. By 2021, the ECEC will obtain a State of Nevada Business License.
	7.2.4. By 2025, the ECEC will obtain full NAEYC accreditation.
	7.2.5. By 2023, the ECEC will receive achieve a 5 star Silver State Quality QRIS rating.
	7.2.6. By 2025, the ECEC will maintain high quality standing through the Clark County Childcare Licensing.
	7.2.7. By 2025, the ECEC will maintain high quality standing through the Southern Nevada Health Department.



INTERNAL - WITHIN SCHOOL OF EDUCATION

GOAL 8. SOE will draft bylaws to provide guidance for shared governance to ensure the consistent growth and development of the School.

(NSC Theme: Organizational Culture)

Initiatives	Outcome Objectives and Timeline
8.1 School of Education will convene a SOE Bylaws Committee that will draft SOE bylaws to ensure shared governance and faculty voice in the SOE .	8.1.1. By January of 2020, the SOE will disseminate a final draft of bylaws to SOE faculty.

GOAL 9. The SOE will continue to implement a coherent and systematic unit-wide and program-specific assessment plan.

(NSC Theme: Students, Curriculum and Instruction)

Initiatives	Outcome Objectives and Timeline
9.1 Finalize program assessment for the SOE.	9.1.1. By January of 2021, the SOE will align syllabi, key performances, and professional standards. We will continue expanding performance assessment across all courses and programs for full and part-time faculty.
	9.1.2. By September of 2021, SOE full-time and part-time faculty will participate in annual assessment trainings designed to calibrate assessment tools, update and/or revise key performances, rubrics and integrate research-based practices into the SOE assessment plan.
9.2 The Teacher Education Program will continue to research possibilities for national accreditation.	9.2.1. By 2025, the SOE will identify potential options for national accreditation and determine the best steps for moving forward.
9.3 The School of Education will develop a structure for data management, collection and analysis processes.	9.3.1. By September of 2020, the SOE will provide copies of annual Assessment reports to faculty and NSC leadership.
	9.3.2. By September of 2020, SOE will upload all assessment reports to the X Drive for faculty and staff accessibility.



	9.3.3. By September of 2022, the SOE will request funds to hire a SOE Data Management Specialist.
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GOAL 10. The SOE will continue to support Praxis (Core and Assessment) preparation initiatives.

(NSC Theme: Students, Curriculum and Instruction)

Initiatives	Outcome Objectives and Timeline
10.1 Continue EDU 163 and EDU 164 instruction.	10.1.1. By September of 2020, the SOE will continue to enroll 90 students annually in EDU 163 and EDU 164.
	10.1.2. By September of 2020, the SOE will continue to provide a Praxis Core Lab Course Workshop Series—two sections of this 1 credit hour (45 clock hour) experience will be scheduled each semester.
10.2 Gather and analyze data related to licensure required assessments.	10.2.1. By January of 2021, the SOE we will convene an SOE Licensure Assessment committee to analyze Praxis data in order to determine additional supports for students and program enhancement.
10.3 Investigate/research possible Praxis Core funding for student needs.	10.3.1. By January of 2021, the SOE will work in collaboration with the Grants Office and the NSC Foundation Office to identify funding opportunities.
10.4 Provide access to practice tests for Praxis Core and Assessment exams .	10.4.1 By January of 2021, the SOE will provide practice tests for all certification and licensure areas.
10.5 Seek additional funding for licensure exam resources and support.	10.5.1 By 2025, the SOE will develop course modules to facilitate the passing of the licensure exam .



	10.5.2 By 2025, the SOE will create and implement student workshops to facilitate the licensure exams.
	10.5.3. By September of 2020, SOE faculty and administration will attend state decision-making conferences as well as support faculty to partake in state meetings that address state licensure requirements.
10.6 Gather data related to licensure required assessments.	10.6.1 By September 2022, the SOE will convene the SOE Licensure Assessment Committee to review findings from interventions and to maintain only those that advance outcomes.

GOAL 11. The SOE will advocate for SOE-only advisors who will be housed in the SOE. (NSC Theme Growth and Capacity, Organizational Culture, Students)

Initiatives	Outcome Objectives and Timeline
11.1 Advisors will facilitate a significant increase in the number of in-program SOE majors that take advantage of direct academic advising services and support.	11.1.1. By 2025, the SOE will increase the number of program admitted students who meet with advisors in order to increase retention and support graduation.
11.2 Hire a SOE Academic Success Coach who will facilitate Praxis Core meetings and delivery of information to pre-major students.	11.2.2. By Fall 2021, the SOE will create an SOE Academic Success Coach PDQ and job description.
	11.2.3. By September of 2023, the SOE will increase students' baseline Praxis scores by 15%.
	11.2.4. By January of 2022, SOE will keep track of minutes and agendas from meetings with SOE Academic Success Coach and pre-major advisors.



GOAL 12. Continue to develop, revise, and enhance programs and curriculum in the SOE.

(NSC Theme: Curriculum and instruction, Growth and Capacity and Organizational Culture)

Initiatives	Outcome Objectives and Timeline
12.1 Launch Inclusive Early Childhood Education Program by January 2021.	12.1.1. By 2021, the SOE will develop a Marketing and recruitment plan for the program launch .
	12.1.2. By September of 2021, the SOE will recruit a cohort of 15 students for the program by Fall 2021.
12.2 Develop a Speech Language Pathology Master’s Preparatory Peer-Mentoring Program.	12.2.1. By 2025, students will obtain 25 hours of clinical observation per term (at least 3).
	12.2.2 By 2025, students will be paired and engage with graduate mentors.
	12.3.3. By 2025 , students will "experience graduate life" by sitting in as guest to at least one graduate course and will, as a result, experience significant increases in program engagement.
12.3 The SOE will develop and propose a Masters degree that responds to a critical personnel shortage area in Nevada.	12.3.1. By September 2020, the SOE will convene an Ad-hoc committee to explore and implement a new Master’s degree program in the SOE.
12.4 Revise the Elementary Education Program.	12.4.1 By September 2022, the SOE will develop course revision proposals for submission to the SOE and Faculty Senate Curriculum Committees.
12.5 Revise and realign the Secondary Education degree programs in order to lead to demonstrated improvements in secondary education outcomes.	12.5.1. By September 2022, the SOE will develop course revision proposals for submission to the SOE and Faculty Senate Curriculum Committees .
	12.5.2 By January of 2022, SOE representatives will meet with LAS Chairs to improve degree program offerings based upon measurable and non-measurable implicit and other factors that



	may be operative in the classroom.
	12.5.3. By January of 2023, the SOE will refine and align degree program requirements and course schedules in order to increase attendance, academic performance, course retention, and degree progression.
12.6 Consider how to integrate the Arts into SOE programming.	12.6.1. By June of 2024, the SOE will conduct research on the benefits of integrating arts into SOE programming and hold a minimum of two meetings with Angela Brommel, NSC Arts Coordinator and LAS faculty to explore the breadth of options for Arts integration.
12.7 Develop a multicultural course for licensure renewal that advances educational equity.	12.7.1. By September of 2020, the SOE will create a new course proposal and submit to the Curriculum Committee for review and approval.
	12.7.2. By September of 2020, the SOE will promote the course to current students and local district partners.
12.8 The SOE will continue its commitment to creating and implementing study abroad programming that provides the opportunity for students enrolled in SOE programs to broaden their perspectives on teaching, learning, and schools.	12.8.1. By 2025, the SOE will hold 1-2 meetings with the NSC Leadership team to determine the supports needed for study abroad program that will result in a study abroad program outline by 2025.
12.9 Create an SOE NSC faculty Research/Resident Scholar/Research Scholar program designed to provide 6-12 units of release time for research.	12.9.1. By January of 2023, the SOE will draft a program proposal.
	12.9.2. By January of 2024, the SOE will hold 1-2 meetings with the NSC Leadership team to determine the criteria and guidelines needed for a Research Scholar Program.
12.10 SOE will continue its commitment to utilizing and integrating technology preparation and instruction into programming.	12.10.1. By September of 2021, the SOE will review the need and training for new technology that supports contemporary practices in the SOE.
	12.10.2. By September of 2022, the SOE will



	enhance preparedness for using technology with PK-12 students by backwards mapping SOE programming to determine where technology instruction occurs.
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GOAL 13. SOE will enhance the systematic development and revision of high quality field experiences across SOE programs.

(NSC Theme: Community Engagement and Economic Development, Students, Curriculum and Instruction)

Initiatives	Outcome Objectives and Timeline
13.1 Implement research-based early field experience models for Teacher Education and Speech language pathology majors.	13.1.1. By September 2020, the SOE will reconvene the Field Experience Committee, with representatives from both the teacher education and speech language pathology programs and collectively recommend strategies to improve outcomes.
	13.1.2. By October 2020, the Committee will provide monthly updates to SOE faculty regarding program revisions and recommendations.
13.2 Continue to align student performance data generated via the pre-student teaching, student teaching, and speech-language pathology clinical and professional field evaluation instruments with INTASC, NEPF, NAEYC and ASHA Standards as applicable.	13.2.1 By September 2020, the SOE will review student performance data annually in order to determine students' outcomes to interventions.
	13.2.2. By September 2020, the SOE will hold annual faculty assessment work sessions to update curricula and programs based upon assessment data.
	13.2.3. By September 2020, the SOE will review student performance data annually in order to determine students' outcomes to interventions.
	13.2.4. By January of 2021, the SOE will hold part-time and full-time faculty training and calibrations on the new tool.



	13.2.5. By September of 2022, the SOE will develop assessments for Field experiences.
13.3. Develop intern and externships for undergraduate and graduate speech-language pathology.	13.3.1. By 2025, expand sites for tiered clinical experiences for undergraduate students from 1 in 2020 to a minimum of 5 (NSC RiteCare, on-campus clinic, EC program at NSC, Simucase and Master Clinician).
	13.3.2. By 2025, 90% of UG SLP students will obtain 25 observation hours through tiered clinical experiences prior to placement in their final practicum placement or graduation.
	13.3.3. By 2025, the SOE will develop an assessment protocol for obtaining and maintaining quality clinical experiences in the graduate program.
	13.3.4. By 2025, the SOE will expand the number of clients receiving services by 25% at the Rite Care Clinic.
13.4. Develop high quality field experiences for teacher candidates and speech and language pathology students in the Inclusive Early Childhood program.	13.4.1. By 2025, the SOE will identify and coordinate opportunities for students to engage in Field Experiences.
	13.4.2. By September, 2020, the SOE will identify an Inclusive Early Childhood program lead to oversee early field experiences.
13.5 Improve SOE student teaching and field experiences to enhance teacher candidates' knowledge and skills as assessed by self-reports, scores on standardized teaching exams, licensing pass rates, etc.	13.5.1 By 2025, SOE will develop an effective student teaching model.
	13.5.2. By 2025, SOE will develop an effective field experience model.
13.6 Improve SOE speech language externships and practicum experiences	13.6.1. By 2025, the SOE will expand partnerships with charter schools, private



which are specifically designed to enhance student learning by improved “matching”.	schools, online schools nationwide, etc. in order to generate measured improvements in student outcomes.
	13.6.2. By 2025, the SOE will develop partnerships with hospitals, rehab facilities, and private practice clinics.

GOAL 14. The graduate program in Speech-Language Pathology will obtain full accreditation status in 2024.

(NSC Theme: Curriculum and Instruction, Growth and Capacity, Organizational Culture)

Initiatives	Outcome Objectives and Timeline
14.1 The Speech-Language Pathology program will complete CAA reporting functions and comply with guidelines (e.g., administrative structure and governance, faculty members, student admission criteria, program resources) as outlined in the CAA document.	14.1.1. From 2020- 2025, the SOE SLP program will receive positive feedback (i.e., no sanctions, probation) on annual reports.
	14.1.2 By 2025, the SLP graduate program will demonstrate successful completion of site visits for full accreditation.

**2020 STRATEGIC PLANNING
RETENTION
(TEACHERS AND SLPs IN FIELD)**

EXTERNAL - OUTSIDE SCHOOL OF EDUCATION



GOAL 15. Continue Early Career Mentoring Program for NSC SOE Graduates who teach in a PK-12 school setting.

(NSC Theme: Community Engagement and Economic Development)

Initiatives	Outcome Objectives and Timeline
15.1 Continue to support opportunities for new teachers in the first three years of their careers.	15.1.1. By September of 2021, the SOE will provide graduates with monthly face-to-face seminars and provide other resources via electronic formats.



	15.1.2. By January of 2021, the SOE will develop more systematic processes for tracking SOE graduates.
15.2 Explore viability of developing additional mentorship programming.	15.2.1. By September of 2022, the SOE will identify additional potential populations to receive mentorship support (such as ARL).
15.3 Continue in-service retention programs such as NEST (New Educator Support and Training program) for SOE graduates.	15.3.1. By January of 2022, the SOE will establish relationships with CCSO representatives to determine the mentorship needs of new teachers.
	15.3.2. By 2025, the SOE will increase the quantity and quality of mentoring and collaboration opportunities (e.g, curriculum alignment) between NSC faculty and TAPP leaders and instructors.
15.4 Explore sourcing revenues for the current NEST program.	15.4.1. By September of 2021, the SOE will meet with the NSC Grants Officer and the Foundation team to explore funding opportunities.
15.5 Create support initiatives for Speech and Language Pathology graduates.	15.5.1. By September of 2024, the SOE will conduct a needs assessment of SLP graduate students and use the data to devise additional supports.

GOAL 16. Support ARL Students

(NSC Theme: Students, Growth and Capacity, Curriculum)

Initiatives	Outcome Objectives and Timeline
16.1 Develop an infrastructure for ARL, to include growth, capacity, and revenue.	16.1.2. By May of 2023, the SOE will develop an ARL plan in the SOE that includes advising and faculty support.

GOAL 17. Explore a cohesive plan for SOE faculty to provide professional development for professionals within the field of education and speech language pathology.

(NSC Theme: Community Engagement and Economic Development, Organizational Growth and Capacity)



Initiatives	Outcome Objectives and Timeline
17.1 Develop an SOE Teacher Quality and Retention Institute.	17.1.1. By December 2021, the SOE will develop an enhancement proposal to be submitted to NSC Executive Team and if approved, submitted to the NSHE Board of Regents.
	17.1.2. By 2025, the SOE will increase the quantity and quality of professional development opportunities (e.g. culturally responsive teaching and other best practices) between NSC faculty and TAPP teacher leaders in the school district.

