Mission

In accordance with the Mission of Loyola Marymount University, the faculty, staff, and students of the School of Education understand and declare our purpose to be the encouragement of life-long learning and academic excellence, the education of the whole person, and the promotion of service and justice for all. We commit ourselves to serving public and private education by fostering excellence inspired by the Jesuit and Marymount traditions of Catholic education.

Vision

The School of Education (SOE), located in the culturally and linguistically diverse greater Los Angeles region, recognizes the changing nature of the educational landscape, the need for excellence and relevance in higher education, and the impact of rapid advances in technology. The SOE is committed to furthering our Mission, making a difference in PreK-16 education and serving our students through innovative and socially just leadership, a dedication to mental health and wellness, and strategic partnerships that provide opportunities to transform the educational landscape.

The SOE will become a premier Professional Learning Community (PLC) by implementing the following goals:

1. Excel as a Professional Learning Community in the Jesuit and Marymount Traditions
2. Lead Through Teaching, Research, and Community Engagement
3. Enhance Effectiveness Through Assessment and Accountability
4. Transform Teaching and Learning Through Innovative Uses of Technology
EXCEL AS A PROFESSIONAL LEARNING COMMUNITY IN THE JESUIT AND MARYMOUNT TRADITIONS

The School of Education will unite academic rigor with service by establishing a community of inquiry, collaboration, and professional practice. As a Professional Learning Community (PLC), the SOE faculty, staff, students, alumni, and administration will continue to share in the LMU commitment to academic excellence, spiritual growth, and social justice – hallmarks of a contemporary Catholic university in the Jesuit and Marymount traditions.

OBJECTIVE 1:

RATIONALE: A strong PLC promotes a professional environment that is focused on academic rigor and grounded in practice.

ACTIONS:
- Develop a plan to define and operationalize the tenets of a PLC.
- Engage the SOE faculty, staff, students, and administration in professional development activities to achieve a shared vision that commits to mutual respect, trust, accountability, and collective learning.
- Strengthen internal communication throughout the SOE.

OBJECTIVE 2:
Adopt and implement a shared definition of rigor across the SOE that engages the PLC in the pursuit of excellence and collaboration.

RATIONALE: A culture that respects, develops, and reinforces academic rigor, collaborative research, and dynamic curricula promotes a model of excellence.

ACTIONS:
- Create an SOE-wide task force to define a standard of rigor.
- Implement and assess the standard of rigor across the SOE, reviewing and revising all SOE courses and addressing culminating experiences, grading policies, and practices.

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1 Professional Learning Community (PLC) refers to the intentional learning of all participants and their application of the learning in all SOE activities and settings. The dimensions of a PLC include shared values and vision, collegiality, collective learning, supportive and shared leadership, data-informed decision-making, collaborative commitment to community and opportunity improvement, and closing the opportunity/achievement gap for traditionally marginalized students.
OBJECTIVE 3:
Promote clear, concise, and consistent external communication.

RATIONALE: Clear and consistent communication contributes to the PLC by encouraging collaboration, providing streamlined services, and responding to the needs of all SOE constituents and partners.

ACTIONS:
- a. Create a communication task force to assess current communication practices and revise communication protocols and publications in a way that promotes dialogue and shares information across communities.
- b. Strengthen the SOE infrastructure to support a more efficient and effective networked PLC, including social networks.

OBJECTIVE 4:
Improve the SOE student and alumni experience.

RATIONALE: Effective student services enhance learning, foster the education of the whole person, and provide engaging opportunities for SOE students and alumni.

ACTIONS:
- a. Work with the Graduate Division task force to determine how to strengthen internal partnerships with LMU services (Career Development Services, Financial Aid Services, Student Accounts, Information Technology Services, Student Health Center, Student Psychological Services, Dining Services, etc.).
- b. Improve technology help desk support for SOE faculty and students who are engaging in online and off-site classes and using emerging technologies.
- c. Strengthen existing SOE student organizations and increase student and alumni involvement in the PLC, working in partnership with the Graduate Student Association of LMU.
- d. Develop an SOE Alumni Association in collaboration with LMU Alumni Relations.
LEAD THROUGH TEACHING, RESEARCH, AND COMMUNITY ENGAGEMENT

The School of Education will develop professionals who are able to lead through exemplary practice, research, and partnerships that broaden understanding, foster innovation, and embrace diversity.

OBJECTIVE 1:
Examine and strengthen the SOE's impact in the field as a leader in practice and in policy.

RATIONALE: The SOE is committed to strengthening its impact and expanding our role as a key player in PreK-16 education locally, statewide, nationally, and internationally.

ACTIONS:

a. Complete the work of the following SOE working groups and task forces:
   - Early Childhood Education, SB 2042/Clear Credential Program, Teachers of English to Speakers of Second Languages, Literacy Program, and Catholic Inclusion Program.

b. Respond to the opportunity/achievement gaps of marginalized PreK-12 students – especially African American students, English Language Learners (ELLs), and students with disabilities.

c. Ensure that all SOE graduates are competent in 21st Century Skills.

d. Charge specific departments with exploring:
   1. A degree program in higher education administration.
   2. Increased enrollment, program accessibility, and resources for students entering Science, Technology, Engineering, and Mathematics (STEM) fields, ELL education, special education, and community college.
   3. Internal partnerships with other LMU schools and colleges to develop interdisciplinary graduate programs.

e. Create a task force to redesign teacher preparation programs.

f. Review the SOE’s clinical support services and develop a new structure to meet the changing needs of the SOE and the field.

g. Integrate the California Common Core State Standards and Smarter Balanced Assessment System in SOE courses.

h. Support SOE faculty and staff leadership in policy work in regional, state, and national organizations.

i. Develop The Educational Success Project.

1 21st Century Skills include critical thinking, communication, creativity, information and media literacy, social responsibility, problem solving, collaboration, self-directed learning, and accountability and adaptability.
2 Standards include, but are not limited to, The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, mental health standards, ELD standards, and special education standards.
OBJECTIVE 2:
Improve support for faculty teaching, scholarship, and service.

RATIONALE: The work of the faculty is the core of a successful and thriving SOE.

ACTIONS:
  a. Implement and evaluate the SOE Rank and Tenure Standards, drafted and adopted by SOE faculty in 2012-2013 to facilitate an appropriate balance among teaching, scholarship, and service activities.
  b. Increase opportunities for faculty to develop and implement cutting-edge pedagogies, courses, and curricula (e.g., online courses, hybrid courses, and flipped classrooms).
  c. Continue to develop effective faculty evaluation processes, including peer evaluation and online/hybrid course evaluation.
  d. Increase the quantity and quality of faculty-generated external funding proposals.
  e. Strengthen SOE internal faculty resources (e.g., grant/fellowships, travel) to support identified strategic initiatives.
  f. Revise merit processes to reward and incentivize faculty and staff participation in strategic partnerships.

OBJECTIVE 3:
Strengthen and enhance the doctoral program.

RATIONALE: The doctoral program is an anchor program in the SOE that prepares leaders for key roles in policy, advocacy, and leadership in the communities we serve. The doctoral program faculty and students will conduct research to advance the intellectual and social justice traditions of the SOE as an integral part of the collaborative work of SOE faculty, students, and communities.

ACTIONS:
  a. Increase dissertation committee participation through greater involvement of SOE faculty, a cadre of affiliated faculty from across the university, and SOE department presentations at doctoral colloquia.
  b. Review, revise, and develop courses to strengthen the doctoral program and enhance student learning.
  c. Support doctoral student involvement in faculty research across the SOE and the university.
  d. Create an advisory board, including alumni and student representatives, to support and advise the doctoral program.
  e. Explore potential specialization areas for the doctoral program while maintaining a directed emphasis on leadership for social justice.
  f. Obtain membership in the University Council for Educational Administration.
  g. Identify external funding to enhance scholarship support for doctoral students and post-doctoral research fellows.
  h. Institutionalize an external assessment and evaluation process of the doctoral program.
OBJECTIVE 4:
Strengthen SOE programmatic priorities, capacity, and operational sustainability.

RATIONALE: Strengthening programs will enable the SOE to respond effectively to changing contexts in the field of education.

ACTIONS:
   a. Increase opportunities for SOE students to engage in research with faculty.
   b. Identify external funding sources to increase assistantships and scholarships, support programmatic initiatives and events, and enhance student involvement in state/national conferences.
   c. Establish and develop an SOE position dedicated to supporting the grant application process.

OBJECTIVE 5:
Enhance strategic local/community partnerships, and build and maintain appropriate national and international partnerships.

RATIONALE: The SOE will respond to changes in the field through strategic partnerships with other organizations to meet the needs of the communities and students we serve.

ACTIONS:
   a. Enhance and strengthen existing partnerships with PreK-12, higher education, and community organizations.
   b. Develop and implement a plan for the Playa Vista Demonstration School partnership with opportunities for participation across the SOE.
   c. Develop five-year strategic plans for the Family of Schools, SOE centers, and LMU/Teach For America partnership.
   d. Increase SOE faculty, staff, and student participation in the Fulbright programs and other international programs.
   e. Expand relevant study-abroad opportunities for SOE faculty, staff, and students.
   f. Create a task force to explore opportunities for international graduate student enrollment, in alignment with LMU’s existing infrastructure for international students.
OBJECTIVE 6:
Advance the SOE to a position of national leadership in Catholic education.

RATIONALE: The SOE plays an important role in promoting LMU as a premier Catholic university.

ACTIONS:
   a. Position the Center for Catholic Education (CCE) as a leader in local, state, and national Catholic organizations.
   b. Identify and pursue additional funding sources to support the work of the CCE.
   c. Strengthen the CCE’s focus in policy development and the promotion of research and practice.
   e. Strengthen and expand relationships with the Los Angeles Archdiocese, Diocese of Orange, Diocese of San Bernardino, and other regional dioceses.
   f. Explore potential partnerships within mission dioceses and other underserved dioceses.
   g. Expand the reach of the Partners in Los Angeles Catholic Education (PLACE Corps) program, the Catholic Archdiocesan School Teachers (CAST) program, and the Catholic School Leadership Academy (CSLA).
   h. Develop and implement an online certificate and MA program in Catholic Inclusion.
ENHANCE EFFECTIVENESS THROUGH ASSESSMENT AND ACCOUNTABILITY

The School of Education will use a comprehensive evaluation system to track measurable indicators of achievement, study impact in the field, and implement data-based decision-making processes in support of the PLC.

OBJECTIVE 1:
Review and redesign the SOE assessment system.

RATIONALE: A culture of assessment is consistent with the SOE Mission, Vision, and Conceptual Framework and necessary to accomplish its goals.

ACTIONS:

a. The Assessment Committee will:
   1. Conduct an audit of the current SOE assessment system.
   2. Identify and review signature assignments and evaluation rubrics, and integrate key elements of relevant reforms and new standards in all courses to update program goals and learning outcomes.
   3. Enhance the implementation of signature assignments using LiveText for data analysis, accreditation, and program improvement.
   4. Update SOE surveys, including candidate exit surveys, candidate satisfaction surveys, alumni surveys, and employer surveys.

b. Engage all faculty in the curriculum planning process to identify where specific learning outcomes and integration of technology should be addressed and implemented.

c. Create a comprehensive database to track SOE students from admissions to alumni status.

d. Develop a system for assessing SOE leadership.

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4 The “field” includes the traditional PreK-12 community, higher education, and those impacted by our Counseling/Licensed Professional Clinical Counselor (LPCC) program.

5 Relevant reforms include the new California Common Core State Standards and the Smarter Balanced Assessment system currently being implemented in PreK-12 schools, and where appropriate, National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools and mental health standards.
OBJECTIVE 2:
Prioritize academic programs.

RATIONALE: Building a sustainable SOE requires the development of a comprehensive evaluation system so that programs are analyzed for their contribution to the SOE Mission, Vision, and Conceptual Framework; their academic and strategic value; their required financial resources; their impact in the field; and their ability to enhance student learning.

ACTIONS:
1. Establish metrics and key performance indicators to evaluate program effectiveness and viability.
2. Ensure programs leading to licensure are continually updated to meet current standards, advances in the field, and PreK-16 data.
3. Establish clear systems for launching new academic programs, centers, and initiatives, and for phasing out existing ones, if necessary.

OBJECTIVE 3:
Allocate SOE resources to ensure that they reflect the SOE’s Strategic Plan.

RATIONALE: The regular review of resource usage and Strategic Plan alignment ensures that processes and decisions are participatory, consistent, strategic, and transparent.

ACTIONS:
1. Review and improve the annual report process.
2. Develop a process to conduct productivity/cost analyses of departments, programs, centers, faculty, and staff.
3. Link the SOE assessment system to the strategic allocation of resources.
4. Align SOE merit and incentive programs to Strategic Plan priorities.
TRANSFORM TEACHING AND LEARNING THROUGH INNOVATIVE USES OF TECHNOLOGY

The School of Education will use innovative technologies in ways that are transformative, humanistic, inquisitive, contextual, and knowledge generating, and that democratize learning, scholarship, and service.

OBJECTIVE 1:
Create and implement a robust, distinguished, and networked dimension of the PLC that anticipates and embraces emerging technologies.

RATIONALE: The SOE community needs all members to contribute to developing new knowledge and skills through their participation in and use of emerging technologies.

ACTIONS:
 a. The SOE Technology Committee will:
   1. Align all technology goals with the new strategic plan.
   2. Implement technology needs assessments for each department.
   3. Research high-quality blended and/or pedagogical models.
 b. Identify internal resources and seek external resources to support SOE faculty, staff, students, administration, and community members’ efforts to strengthen the learning community.
 c. Increase the number of faculty/courses that effectively implement a blended and/or online program.

OBJECTIVE 2:
Use exemplary academic, administrative, and enterprise technologies.

RATIONALE: The SOE will use technology as a tool for the innovation and transformation of teaching, learning, and research. In the competitive environment of higher education, student recruitment, retention, and engagement are critical issues.

ACTIONS:
 a. Target specific programs for blended and/or online delivery, and develop an official process for approval and design of online course delivery, including Universal Design for Learning.
 b. Conduct purposeful and thoughtful sequencing of courses in the one-to-one programs (PLACE and CAST).
 c. Develop and evaluate individualized and group technology training programs.
 d. Refine the online course evaluation process to include hybrid and/or online course delivery and peer review of online courses.
 e. Increase and enhance the use of social media and Web-based technologies.
OBJECTIVE 3:
Strengthen institutional structures that utilize technology to make an impact in the field.

RATIONALE: For the SOE to achieve its academic and administrative technology objectives, it must have appropriate support services and technologically experienced faculty, staff, students, and administration.

ACTIONS:
   a. Support database systems, Learning Management Systems, and other software and application tools that meet the varied needs of programs, courses, and individuals.
   b. Utilize emerging technologies for candidate assessment, observations, and evaluations.
   c. Implement a comprehensive, user-friendly database of current SOE students, alumni, and other SOE partners to enhance the PLC and procure funding resources.
   d. Explore the use of technology in the supervision of clinical practice.

OBJECTIVE 4:
Strengthen resources for advancement in academic and enterprise technologies, activities, courses and programs.

RATIONALE: In order for the SOE to increase academic distinction, it must be strategic in the prioritization of expending resources and funding for innovative and transformative uses of technology.

ACTIONS:
   a. Identify and prioritize internal and external funding resources for individuals and groups engaged in effective uses of technology.
   b. Provide support and incentives for successful use of technology.
Leading the Way Forward:

2013-2018
STRATEGIC PLAN

A Community of Inquiry and Impact for Today’s Youth and Tomorrow’s Future