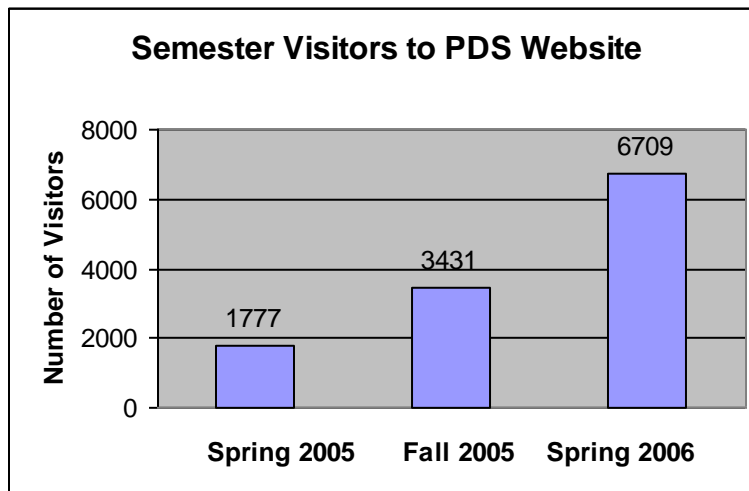


Professional Development Schools Elementary Education and Reading Buffalo State College Website Statistics Report Spring and Summer 2006

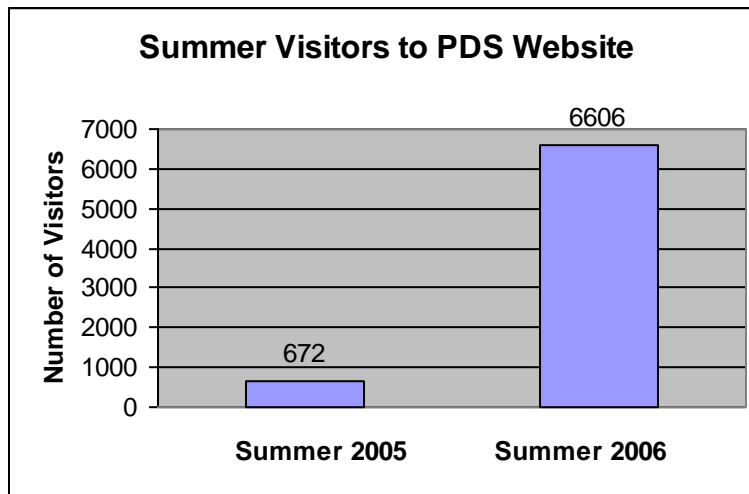
Submitted by Shari Jakubowski and Leslie Day

Summary of Usage:

As the PDS website entered its second full year of operation, more and more visitors took advantage of the site. During the spring 2006 semester, 6,709 visitors accessed the PDS site and viewed 27,469 pages. In contrast, during the 2005 spring semester, there were only 1,777 visitors to the Buffalo State PDS Website and 7,997 pages viewed. During the fall 2005 semester, 3,431 visitors accessed 22,268 pages. Each semester has shown steady growth in website access. In spring 2006, each day, including weekends, an average of 56 people visited the site and viewed nearly a total of 229 pages. Typically, each visitor viewed only just over 4 pages per session and stayed on the site for 2.58 minutes. Both the number of pages viewed and length of stay are considerably lower than previous semesters, yet the number of visitors that take advantage of this site continues to grow steadily. One possible explanation for this trend might be that as more people access the site on a regular basis they are able to navigate with greater ease and use the PDS website more as a resource tool in their daily professional or educational lives. The website traffic has continuously increased with significant increases from spring and summer 2005 to fall 2005 and again to spring 2006.



The 2006 summer months saw an astounding 6,606 visitors to the PDS website. Only 672 guests visited the site in the summer of 2005. During summer 2005, 4,661 total pageviews were recorded in contrast to summer 2006 when 27,041 total pages were viewed. The summer of 2006 recorded nearly 220 pageviews per day; summer 2005 recorded nearly 38 per day. Once again, the trend was to view fewer pages per session for a shorter period of time in the second summer. Familiarity with the site may be the rationale behind this change.



During the summer 2006 and spring 2006 semester time period, only 9% of our visitors entered the site through a search engine. The majority of our visitors are entering through a previously bookmarked page or through the BSC front page. This information indicates that the majority of our visitors are familiar with our site.

The top ten most requested pages have remained mostly constant over the past four semesters with any changes taking place within the ranking of the top ten spots. Most of our guests enter through our home page and this has been our number one request since the creation of the website. Our second most requested page is PDS partners and it has also maintained its ranking across the semesters. The third, fourth, and fifth most requested pages are those belonging to our 311/312 and student teaching schools. Other pages rounding out the top ten include our meeting page, retreat information, action research, awards, and conference page and our newly added 2006 highlights page.

Conclusions and Goals:

The PDS website continues to grow in popularity and usefulness. The department of elementary education and reading in conjunction with the PDS Consortium and student support from the student representatives to PDS will continue to improve and expand this site. As we achieve and maintain our previous goals, we look towards creating new goals and continuously improving our site for the well being of those who use it.

One of our current proposed goals is to reach out to our teacher candidates and inform them of our website and all the informative pages it has to offer in enriching their educational lives. A section for current students will be created on the PDS website. Instructors are strongly encouraged to utilize and promote the PDS website within all classes and PDS sites. Adding the PDS website address to course syllabi might be one way to help spread the word. We are excited to announce that we have added links for our EDU 201 and EDU 211 courses and cohorts, so even students in these courses could benefit from accessing the website. In addition, plans are being made for a teacher candidate brochure that would highlight the PDS and its website. Currently, the PDS website address is available on Bacon Hall bulletin

boards and in the department handbook. Further ways to disperse this information need to be explored.

In addition, the website would be a useful tool for informing the general campus, other departments, faculty, students, and the general community about who we are and what we do. This area of expansion also needs to be discussed.

Through participation, commitment, and communication, the student representatives in partnership with our educational PDS community will continue to strive for the success of our PDS website and its goal of informing and highlighting our Professional Development Schools to our PDS community and those around us.

Respectfully submitted by Shari A. Jakubowski-Peters and supervised and edited by Leslie Day, PDS Director