College of Education Blueprint for Academic Excellence 2016 - 2017

I. Executive Summary

A. Contribution to the Academic Dashboard

The Academic Dashboard remains the metric for our core work. Across the past three years our undergraduate population has fluctuated by a small number (about 50 students), though our participation in Palmetto College has provided small increases in this targeted and non-traditional population of undergraduate students. At the graduate level, in addition to maintaining the size of our traditional population, we are recruiting significant cohorts of students through online programs and have increased the number of graduating doctoral candidates. Average SAT and ACT scores have had little variation in the past several years, as might be expected for teacher preparation programs, though we continue to recruit honors-college-caliber students with the Teaching Fellows Program, to address both growth and SAT average. We have ascertained student satisfaction with advisement, yet we continue to implement and seek new strategies designed to enhance retention and graduation rate. With the growth of our faculty in the past five years, we have a student to tenure/tenure-track faculty ratio of 14 to 1, and a formula-adjusted ratio of 8.45 to 1. Research funding increased in the past year from $6.7 million to $9 million. Externally sponsored research proposal submissions also increased. Faculty research productivity is consistent with a "very high research activity" university. Our doctoral degree contribution to the University has increased and remains proportionally high.

B. Contribution to Key Performance Parameters

Our annual and five-year goals are clearly related to the key performance parameters. We naturally place a high emphasis on quality education. This is reflected in our goals for our degree programs, but also in our work with school districts and education agencies, relating directly to the performance parameter of service to the State. We continue to balance the responsibilities of a professional school with our contribution to the research mission of a research university. Our stated goals are also priorities in our most recent strategic plan and initiatives. Development of this strategic plan included all of our faculty and staff, as well as key constituents in the education community, and lays the groundwork for this Blueprint and goals that are clearly aligned with key performance parameters.

Specifically, Goal #1, to improve the overall brand and reputation of the College, while directly related to sustainability, is only possible with a foundation of teaching excellence, research productivity, and service to the state, community, and profession. Goal #2, to become a leader in technological innovations among colleges of education, enhances both teaching excellence and research productivity. Goal #3 (to utilize research to address State needs in education) is a blending of the research and service performance parameters. Goal #4, to offer nationally-recognized programs, means that we are recognized for teaching excellence and research productivity, which in turn sustains our mission. Goal #5, a commitment to diversity, means that our teaching, research and service address the needs of a diverse state population.

II. Meeting Academic Dashboard Targets

1. Total Undergraduate Enrollment. Our undergraduate student headcount enrollment was 1,228 students in Fall 2013, slightly increased for Fall 2014, to 1,231, and decreased by Fall 2015 to 1168 full-time students and an additional 136 part-time students. We continue to discuss program capacity and potential growth in the College. Each department has prepared a report on load and capacity for analysis as we consider expanding enrollments and the impact on current staffing levels. As in the past two years, the Committee for Initial Teacher Education Programs (CITEP) has reviewed the state teacher supply and demand report to plan for future areas of need. Nationally, Colleges of Education are experiencing a decline in undergraduate enrollment. Our new accreditation standard requires a recruitment plan for initial licensure programs, which is currently being drafted.

We currently have 47 students actively enrolled in our Palmetto College initiative, up from 33 students last year. The first cohort of 4 Palmetto College students is scheduled to graduate this May. We have also continued our efforts with the SC Teaching Fellows Program. These are honors-college-caliber undergraduate students who have shown a strong dedication to becoming future teachers and who receive funds from the State to pursue teaching. We will continue to support university recruitment activities such as the admissions' office open house events, the counselor fly-in event, scholar socials, and admitted student days. Also, we have designated a person to arrange meetings with our faculty for prospective students and their parents. We will continue these activities in the coming year as we begin to more closely tie targeted enrollment numbers with recruitment activities.

2. Average SAT and ACT Scores – Updated data unavailable. The average SAT for undergraduates entering a College of Education program as freshmen increased by 1 point, from 1156 in fall 2013, to 1157 in fall 2014. The ACT average increased from 25 in 2103, to 26 in 2014. We will continue to support the recruitment of quality students through participation in university recruitment efforts, such as the admissions office's scholar social events, aimed at high achieving students.

3. Freshman-Sophomore Retention Rate. The reported percentage of 75.2% for the 2013 freshman cohort retained within Education, rose to 78.3% for the 2014 cohort. The College's overall freshman-sophomore retention rate of 86.7% is on par with the University's overall retention rate of 88.1% for the 2014 freshman-sophomore cohort.

For the past three years, we have made a thorough review of advisement practices and administered satisfaction surveys to our undergraduate students. We continue to receive high marks from our students who consistently scored our advising practice as "satisfied" or "very satisfied." We will continue to survey students and look for areas of possible improvement given that quality advisement is critical to student retention. Additionally, we now have a first-year advisor through the University Advising Center that is housed within the College and also established a Student Diversity and Inclusion Advocate to support the retention of students from diverse populations and backgrounds.

We continue to provide Praxis Core exam assistance through an appointed Praxis Core coach and a new Praxis Core scholarship for students needing to retake the exam who also demonstrate financial need to ETS. The college continues using Northstar, a Praxis Core preparation software system for students. Since its implementation in October 2013, we have had 275 students utilize the system; 141 students have successfully passed all three sections of the Praxis after using Northstar. We will continue to integrate this new system into our process for assisting students with meeting this important program progression requirement.

4. Six-year Graduation Rate – The six-year graduation rate fell 2.9 percentage points for the 2009 Cohort. A team of professional advisers continues to work with our undergraduates to provide students accurate information regarding program requirements. Additionally, our advising staff assists our undergraduates in developing a clear plan of study to help them reach graduation. We will continue to review feedback from our students as we explore ways to continue the positive momentum of improved graduation rates.

5. Student to Faculty Ratio. Our student-to-faculty ratio (that is, full-time tenure-track to undergraduate full-time students) is 14 to 1. The adjusted ratio (per the suggested formula) is 8.45 to 1. We have strategically increased the size of the faculty and implemented initiatives (e.g. college-funded enhancements to the salary compression initiative) to retain these faculty members in an attempt to keep this ratio low.

The size of the tenured/tenure-track faculty was 64 members in fall 2011, 75 members in fall 2014, and is now 72 tenured/tenure-track faculty. Additionally, we have 21 full-time non-tenure-track clinical faculty members and 138 adjunct faculty members who are largely responsible for clinical supervision of our teacher candidates. We are currently conducting six active faculty searches (three tenure-track and three non-tenure-track).

6. Research Expenditures. Research expenditures for FY2015 totaled $1.24 million. Total extramural funding has increased from $6.8 million in FY2013 and $6.7 million in FY2014 to $7.95 million in FY2015. Faculty members wrote 129 proposals to request $11.5 million in funding, compared to $8.8 million in FY2014. We continue to support our internal grants programs as an investment for future external funding.

7. Faculty Research Productivity. Using data from academic analytics, we provide the following productivity information for the 80 faculty members included in the AY 2015 data: 251 journal articles (2011 – 2014), 12 awards, and 45 books (2005 – 2014).

8. Doctoral Degrees. The College produced 65 doctoral graduates in AY2015, a significant percentage of the total doctorates granted by the University and an increase from the 43 doctoral graduates in AY2014. Our strategies continue to augment quality graduate work in multiple ways. Specifically, having reviewed doctoral curricula and associated research training for doctoral students over the past two years, program faculty members have: (1) developed on-line courses from several program areas so as to encourage cross disciplinary study and research, (2) broadened choices for course offerings to allow for innovative and authentic programs of study, and (3) transitioned our Ed.D. in Curriculum and Instruction to an online

format that is attracting large cohorts of students and increased enrollment from 39 (Fall 2013) to 215 (Fall 2015).

III. College Goals and their Contribution to Key Performance Parameters

The relationship of progress and plans to key parameters are identified in brackets [].

A. 2015 – 2016 AY Goals and Progress & 2016 – 2017 AY Goals and Plans

Progress for Previous Goal #1: Improve internal and external communications and public relations. We have completed the process of identifying priorities for the College, settling on nine top priorities. We operationalized these and began the process of collecting baseline data. This process has helped us communicate our vision for the future. We also hired a new digital content manager to oversee our web development. We have revamped the site map and many faculty members are now helping to update and create current content. We have worked on increasing the number of stories picked up by University and external media sources, with some limited success. We also launched a social media campaign. We turned our print newsletter, *Impact*, into an electronic form and in so doing increased readership. [Sustainability]

Plans for New Goal #1: Secure continuing national recognition of all programs and national accreditation of the Educator Preparation Unit. [Teaching/Research Excellence; Sustainability]

- Initiate SPA 101 training and contract with a SPA consultant to assist with reports
- Send accreditation staff and CAEP Steering Committee members to CAEP conference
- Identify data and data needs to document that we address national and state standards
- Commission select faculty members to assist with self-study draft in summer 2016
- Complete final self-study draft by January 2017

Progress for Previous Goal #2: Integrate technology into all aspects of the College, to include academic, administrative, communications, and assessment functions. We developed a unified support ticket system for service departments. We implemented the Chalk and Wire (CW) assessment system into courses that include key assessment assignments. CW is being used for exit surveys, supervisor evaluation, and coaching teacher evaluations. The exhibit room for our upcoming CAEP accreditation is being constructed within CW. We are implementing the CW field experience module to assist in making quality and diverse field placements. Incoming student files are now processed electronically. We are working with UTS to upgrade technology classrooms in Wardlaw Hall. [Teaching Excellence; Sustainability]

Plans for New Goal #2: Develop a system for evaluating, prioritizing, and implementing best practice technology improvements across the College. [Teaching Excellence; Sustainability]

- Analyze how candidates are being taught to integrate technology into teaching
- Identify technology needs in the College academic and administrative infrastructure
- Consider the possibility of an *ad hoc* advisory council for our IT department
- Assess and identify pedagogical technology needs

Progress for Previous Goal #3: Continue to enhance administrative structures and processes to improve college operations and minimize redundancy. We hired two additional staff members to manage our online programs and trained relevant existing staff members in online protocols. We reorganized our student services' staff to address changes due to online programs and implemented monthly meetings with Academic Partners and Graduate School staff to enhance coordination. We redesigned the physical structure of student services offices to correspond to staff reorganization. A committee was created to address efficiency and effective processes and is in the process of identifying and prioritizing potential efficiencies. Audit meetings focused on processes related to transitions from teacher candidate to certified teacher have already revealed specific areas where we can address efficiency. [Sustainability]

Plans for New Goal #3: Assess, simplify, and modernize the teacher preparation process (professional program, internship, clinical placements) to improve the student experience and operate efficiently. [Teaching Excellence]

- Review other institutions to identify best practices
- Implement a process to address state laws about TB testing and SLED check requirements before any school placement
- Develop an online application process for all applications related to teacher preparation
- Implement an electronic system for field placements and related communications
- Develop virtual trainings for university supervisors and coaching teachers
- Create an online system for candidates to find handbooks, requirements, and forms

Progress for Previous Goal #4: Develop systems for implementing and ascertaining the high quality of research programs and a research culture consistent with the Carnegie designation of the University. We initiated a Research Colloquia Series. The intent of the program is to encourage a vibrant research culture that includes research talks and professional development for the College, the larger University community, and the educational community. Speakers spend two to three days on campus and conduct small-group meetings and seminars, in addition to the colloquium presentation. The target is one colloquium per semester. The Center for Educational Partnerships focuses on putting research into practice by delivering professional development and working collaboratively with groups across the state. An example is the Center for Inquiry (CFI) that models a university-public school partnership and serves as a national demonstration site for inquiry-based instruction. The Yvonne & Schuyler Moore Child Development Research Center (CDRC) will continue to explore research partnerships within the university as well as actively pursue collaborative research partnerships with other research institutions throughout the country. The CDRC research goal is to increase external funding by 10% during 2015-2016 and have received $2,284,421 so far in external funding. [Research productivity; Service]

Plans for New Goal #4: Foster a culture of research excellence among faculty and students within the College. [Research Productivity]

- Implement research colloquia for recipients of the College internal grants programs
- Assess impact or outcome of College internal grants (e.g. publication, external grant)
- Host a monthly research colloquium featuring College students, faculty, visiting scholars

- Host at least two grant-writing and two interdisciplinary research workshops
- Collect and report on faculty and student research productivity in each department
- Increase and diversify grant funding pursued by members of the faculty
- Establish an RGP review panel for all proposed grant activity outside of the College
- Survey the faculty about research mentoring needs

Progress for Previous Goal #5: Promote a college culture that supports diversity of personnel, students, curriculum, pedagogy, and partnerships. A Student Diversity and Inclusion Advocate now addresses the needs of our diverse student population. We established a need-based internal grant program for repeat Praxis Core examinees. We implemented a formula to ensure that all students in clinical experiences have an opportunity to work with diverse populations, and we highlight diversity as a key component in the review of our programs. The College Diversity Committee is reviewing our Diversity Plan. We continue to focus on under-represented groups in our hiring practices. We recently added Dutch Fork High School to our Professional Development School (PDS) Network to continue to strengthen and diversify that Network. We gathered empirical data evidence that our elementary education candidates demonstrate greater awareness and beliefs about social justice than candidates at peer research-extensive universities across the Southeast. [Teaching Excellence; Service]

Plans for New Goal #5: Continue implementation of the COE Diversity Plan to foster diversity and engagement within the academic and administrative functions of the College. [Service]

- Articulate and promote the role of the new Student Diversity and Inclusion Advocate
- Recruit student ambassadors to represent the diverse population within the College
- Ask the Diversity Committee to develop specific projects and steps related to diversity
- Create a confidential student referral system to link faculty members and students
- Implement signature programs/events to provide opportunity for student engagement
- Explore access and equity programs for diversifying student and faculty populations

B. Five Year Goals [Goals related to top priorities from strategic plan – see page 8]

Goal #1: Improve the overall brand and reputation of the College. We hope to build stronger communication mechanisms to recruit quality students, promote our work [enhance teaching, research, and service] and communicate what we do to external audiences [sustainability].

Goal #2: The College will be the state leader among colleges of education in utilizing technological innovations to improve instruction, research, and operational functions. This pushes us to adopt technological advances whenever this can lead to higher quality instruction, research, and efficiency [to promote teaching excellence, research quality, and sustainability].

Goal #3: The College will utilize our research and scholarship to address emerging State needs in a manner that capitalizes on strengths throughout the College community. This requires us to transform into a responsive and agile College that can take the lead in addressing State education issues with the full participation of our College community [to serve the State].

Goal #4: Academic programs within the College will be nationally recognized as consistent with those of a top-tier research university. Our priorities are as both a professional school

that provides the strongest teachers and educational leaders in the State and also as a player in a research university with nationally recognized programs [to promote research reputation].

Goal #5: The College will be a diverse and supportive community of teachers, researchers, and learners who promote educational practices based on the strengths of a diverse society. This goal embraces diversity within our College and recognizes that educational practices are stronger because of diversity [to promote teaching excellence, research, and service to the State]. We will promote a college culture that supports diversity of personnel, students, curriculum, pedagogy and partnerships.

University of South Carolina College of Education
Strategic Map 2015-2018

1/08/15

Innovate and Adapt to Become a Distinguished College of Education

G Weave Diversity, Equity, Access, and Social Justice Throughout the Work of the College

	A	B	C	D	E	F
	Provide World Class Preparation and Development	**Establish Prominence Through Innovative and Impactful Research**	**Collaborate with Partners to Solve Problems & Create Opportunities**	**Build a Culture of Trust, Collegiality and Collaboration**	**Clarify & Leverage the College's Distinctiveness & Value**	**Maximize Organizational Effectiveness**
1	Design and Implement Innovative and Impactful Curricula	Identify Core Areas of Research Excellence	Maximize Viability of Existing Partnerships	Organize the College's Governance Structure to Increase Effectiveness and Participation	Define the College's Value Proposition	Streamline and Modernize Structure and Processes
2	Meet Continuing Professional Education Needs	Increase Research Productivity	Increase Visibility of the College's Involvement and Impact	Implement Transparent, Consistent Performance Review Process	Develop and Align Messages with Key Audiences	Develop Responsible & Accountable Fiscal & Talent Management
3	Use Data About Graduates to Inform and Improve Programs	Build Robust, Thriving Doctoral Programs	Develop Internal Capacity for Effective Partnerships	Foster a Teamwork Approach to Problem Solving	Identify and Prioritize Stakeholders and Align Resources	Implement Benchmarks to Guide Evaluation and Adjustments
4	Model and Integrate Cutting-Edge Technology Across All Programs	Balance Equity of Teaching, Research, and Service	Anticipate/Respond to Needs of State Leaders, Administrators, Teachers	Optimize Communication Throughout the College	Leverage Accomplishments in A, B, C	Support Faculty and Staff Development
5	Produce and Ensure Rigorous Technology-Enabled Curriculum	Create the Infrastructure to Support Collaboration	Proactively Partner to Lead Education Reform & Other Emerging Issues			Ensure Departmental Alignment with Strategic Plan
6	Ensure Rigorous Field-Based Experiences for ALL Programs/Students		Partner in Grants and Contracts to Achieve Common Goals			Improve the Physical Plant

IV. Appendices

A. Resources Needed

Five-year Goal #1 - Improve the overall brand and reputation of the College Related to one year goals 1, 2, 3, 4 and 5			
Type of Resource:	**Existing:**	**Additional:**	**Strategy:**
Personnel	At capacity with staff FTEs (38/38); near capacity with faculty FTEs (77/86) and six pending faculty searches (if filled, 83/86)	Requesting 7 additional staff FTEs for a total of 45 and 4 additional faculty FTEs for a total of 90.	Reduce the reliance on temporary personnel and move college to a more sustainable staffing model; add faculty lines to growing areas of promising scholarship. We would convert current full-time temporary employees to a FTE slot – we have pressing need in assessment/accreditation, clinical experience placements, communications and departmental staff.
Support from University Communications/Digital Strategy	Currently receive limited direct assistance; mainly templates, guides and sporadic general meetings	Rotation of advisory services (web, media, print) to augment and add value to COE communication strategies	Facilitate a more cohesive and collaborative relationship between college specific marketing needs/efforts and university resources/efforts

Five-year Goal #2 - The College will be the state leader among colleges of education in utilizing technological innovations to improve instruction, research, and operational functions **Related to one year goals 1, 2, 4 and 5**			
Type of Resource:	**Existing:**	**Additional:**	**Strategy:**
Facilities	Wardlaw, Blatt	Space that will accommodate growth and technological upgrades by acquisition of a new building or renovation of current building	See below
Technology	Current technology investments only allow us to maintenance existing basic classroom technology infrastructure, periodically update faculty and staff computers.	Overhaul of COE classrooms to be state of the art classrooms that model the integration of technology as student would experience out in the field.	We are striving for capital resources that would allow us the luxury of instructional innovation and a learning lab to explore new pedagogical technologies.
The College needs space to create the state of the art high tech model classrooms/learning labs that are equipped for teacher training and research. The state of the art classroom would include multiple software and hardware for all teacher candidates. Such an investment would enhance the marketability of our students and provide professional development to practicing teachers. The need for a lab space with state of the art technologies also would augment our focus for online programs and add to the user experiences for both student candidates and faculty.			

B. Benchmarking Information

Top Ten Colleges of Education

These are the institutions most frequently cited in the most recent poll of our college faculty.

University of Georgia
Ohio State University
Indiana University
Michigan State University
University of Wisconsin-Madison
University of North Carolina-Chapel Hill
University of Virginia
University of Texas
University of Illinois Champaign Urbana
University of Michigan

Peer Colleges of Education

These are the institutions most frequently cited in the most recent poll of our college faculty.

University of Alabama
University of Florida
University of Missouri
University of Tennessee
University of Nebraska

C. Top Strengths and Important Accomplishments

Strengths continue to include **a diverse and well-trained faculty** from top-tier research universities and **faculty engagement in schools** through various partnerships to benefit the quality of our academic programs while addressing key performance parameters for our State.

Some Important Accomplishments

- Continued **strategic planning process** with participation from faculty and external stakeholders to enhance the mission of the college when addressing core issues, external needs and educational initiatives throughout the State. Collected baseline metrics to evaluate core areas and establish tiered goals and objectives.

- Achieved recognition for innovation and listed as **#20 college for online graduate programs** in U.S. News and World Report and also **Best Online Masters in Educational Administration** by Best Colleges.

- Added **additional academic program areas** to enhance the already strong catalog of degree offerings. The new programs include: MS in Athletic Training, mental health track in counselor education, and educational technology track in online Ed.D.

- **Hired a new Assistant Dean for Accreditation and Professional Preparation** to oversee and strategize a plan to address the upcoming national accreditation site visit and to enhance the quality of our professional education unit and clinical experience placements.

- **Increased submissions for grants and contracts** and actively contributing to the research agenda of the university; research being used to address local and state needs, thereby bringing **research visibility and prestige** to the University.

- **Streamlined several administrative processes** to provide for greater service quality, efficiency of use and, ultimately, cost savings. Created a “flatter” organization.

- Developed **additional eight-week courses** to aid student’s progress to graduation and generate revenue from educators who are seeking advanced education opportunities.

- **Exploring collaborative partnership** with proposed Midlands Arts Conservatory charter school (joint university venture with the School of Music and the College of Arts and Sciences).

- **Diversified staffing** across the College in multiple roles and functionality.

D. Weaknesses and Plans for Addressing Weaknesses

Talent Management. Personnel and succession planning continue to be an area of concern for the College. We are experiencing an increase in attrition due to a wave of retirements from employees with considerable institutional knowledge.

Plan: Analyze areas of greatest need to prioritize replacement hires; reorganize and cross-train current employees. Seek additional FTE slots to staff the college at an optimal level.

Alignment of Resources to Priorities for Transformation. Though our annual planning is sensitive to both internal and external priorities, we frequently find ourselves stymied by the lack of personnel, space, and funding to address these needs.

Plan: Through our strategic planning, align resources to targeted priorities in a graduated three-year plan.

Retooling Personnel to Keep Pace with Rate of Change at the University. The current university initiatives (e.g. Banner, Palmetto College, PeopleSoft, web site) are all necessary for the betterment of our organization. What is lacking is our agility and capacity to keep pace with all of the changes simultaneously.

Plan: Prioritize change initiatives and assign personnel teams based upon expertise.

Technology Deficits. The existing technological infrastructure within the College and the University is a barrier to our progress and potential. An example is the difficulty in retrieving program-level data that are necessary for addressing dashboard items and other strategic data. (At the time of this submission, updated datasets for from OIRA are unavailable).

Plan: As in the past, we will have to do the best we can with secondary shadow systems that produce unofficial data. However, maintaining these shadow systems sap resources, duplicate efforts and never reach productivity levels that would be optimal to our work.

Alternative Revenue Streams. Planning education-related conferences, executive education, and exploring innovative partnerships has the potential to provide higher revenue than we have realized in recent years.

Plan: Look for additional streams of revenue, provide webinars and professional development sessions, and explore relationships with entities that share the same mission, vision and/or values of the College and University overall.

E. Statistical Profiles

Academic Profile

Note: Titles in Red indicate that updated data is currently unavailable from the Office of Institutional Research and Assessment (OIRA)

1) Number of Entering Freshmen and their average SAT or ACT scores – Updated data unavailable

	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Entering Freshmen	164	177	170	166
Entering Freshmen ACT	24	25	25	26
Entering Freshmen SAT	1139	1150	1156	1157

Number of entering freshmen is based on admissions figures. Average SAT and ACT scores are based on the highest score used for admission decisions for either test for entering freshmen.

2) Freshmen retention rate

Starting in:	Ending in:	% 2011 Cohort Retained in 2012	% 2012 Cohort Retained in 2013	% 2013 Cohort Retained in 2014	% 2014 Cohort Retained In 2015
Education	Education	68.5%	77.4%	75.2%	78.3%
Education	Another school at USC	15.4%	13.6%	13.0%	8.4%
TOTAL		**84%**	**91%**	**88.2%**	**86.7%**

Freshmen retention rates reflect the percentage of the freshmen cohort that was retained the Fall term of the following year in the College of Education and the percentage that remained at the University in another program outside the College of Education.

3) Sophomore retention rate

Starting in:	Ending in:	% 2010 Cohort Retained in 2012	% 2011 Cohort Retained in 2013	% 2012 Cohort Retained in 2014	% 2013 Cohort Retained in 2015
Education	Education	80.1%	82.6%	76.4%	76.9%
Education	Another school at USC	11.8%	9.5%	15.6%	17.7%
TOTAL		**91.9%**	**93.1%**	**92.0%**	**94.6%**

Sophomore retention rates are based on the percentage of the freshmen cohort that was retained over the fall term of the sophomore year. This percentage is then used as the base number to calculate the percentage of the remaining cohort members who were retained over the fall of the junior year in the College of Education and the percentage that remained at the University in another program outside the College of Education.

4) Enrollment

	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Level	# FTE Enrollment	#FTE Enrollment	#FTE Enrollment	# FTE Enrollment
Undergraduate	868	910	824	870
Masters	433	387	448	506
First Professional	0	0	0	0
Doctoral	189	159	249	309
Total	**1,490**	**1,456**	**1,522**	**1,686**

FTE Enrollment is calculated by dividing the total number of credits delivered in the College of Education by the specified divisor for student enrollment levels. Divisors for FTE calculations: Undergraduate- 15 hours, Masters- 12 hours, Doctoral- 9 hours

Headcount Enrollment

Level	Fall 2012 # Headcount Enrollment	Fall 2013 # Headcount Enrollment	Fall 2014 # Headcount Enrollment	Fall 2015 # Headcount Enrollment
Undergraduate	1119	1228	1231	1168
Masters	462	385	501	626
Specialist	139	70	66	60
Certificate	19	17	16	16
First Professional	0	0	0	0
Doctoral	347	308	392	461
Total	**2,086**	**2,008**	**2,206**	**2,331**

Headcount represents the total number of students enrolled based on major.

5) Number of Entering Graduate Students with average GRE, MCATE, LSAT scores – Updated data unavailable

All CoE – w/o MAT	Fall 2010 (n=100)	Fall 2011 (n=122)	Fall 2012 (n=112)	Fall 2013 (n=104)
First Professional	-	-	-	-
MAT	-	-	-	-
GRE Verbal	-	-	-	-
GRE Quantitative	-	-	-	-
GRE Analytical	-	-	-	-

The Office of Institutional Research and Assessment excluded data due to high percentage of missing test scores in USC database.

MAT	Fall 2010	Fall 2011	Fall 2012	Fall 2013
First Professional	-	-	-	-
MAT	-	-	-	-
GRE Verbal	-	-	-	-
GRE Quantitative	-	-	-	-
GRE Analytical	-	-	-	-

6) Degrees Awarded by Level

Level	# Fall 2014	# Spring 2015	# Summer 2015
Undergraduate	46	184	16
Masters	13	142	54
Specialist	3	27	3
Certificate	1	14	1
First Professional	0	0	0
Doctoral	24	27	14
Total	**87**	**394**	**88**

This table includes the total number of degrees awarded from the College of Education by level and semester.

7) Four-, Five-, & Six-Year Graduation Rates

Starting in:	Ending in:	2007 Cohort			2008 Cohort			2009 Cohort		
		4-yr grad	5-yr grad	6-yr grad	4-yr grad	5-yr grad	6-yr grad	4-yr grad	5-yr grad	6-yr grad
Education	Education	52.8	57.6	58.3	48.7	54.6	54.6	49.7	54.9	56.2
Education	Another school at USC	11.8	19.4	20.8	20.2	25.2	26.1	13.7	20.9	21.6
TOTAL		**64.6**	**77.0**	**79.1**	**68.9**	**79.8**	**80.7**	**63.4**	**75.8**	**77.8**

Graduation rates are calculated according to US Department of Education guidelines. Rates are based on bachelor-seeking cohort students receiving baccalaureate degrees. The four year graduation rate represents the percentage of students in the cohort that completed degrees within four years. The five year graduation rate represents the percentage of students in the cohort that completed degrees within five years, but also includes those who completed degrees within four years. The six year graduation rate includes the percentage of students in the cohort that completed degrees within four, five, or six years.

8) Total Credit Hours

Level	# Fall 2014	# Spring 2015	# Summer 2015
Undergraduate	17,294	13,541	825
Masters	6,226	6,332	4,240
First Professional	0	0	0
Doctoral	2,176	2,139	1,531
Total	**25,696**	**22,012**	**6,596**

9) Percent of credit hours, by undergraduate major, taught by faculty with highest terminal degree

Spring 2013	
Undergraduate Major	**%Credit Hrs**
Athletic Training, B.S.	50.71%
Early Childhood Education, B.A.	26.69%
Elementary Education, B.A.	29.53%
Middle Level Education, English, B.A.	47.67%
Middle Level Education, English, B.S.	46.38%
Middle Level Education, Mathematics, B.A.	35.36%
Middle Level Education, Mathematics, B.S.	33.77%
Middle Level Education, Science, B.A. or B.S.	62.15%
Middle Level Education, Social Studies, B.A. or B.S.	63.10%
Physical Education, Teaching Certification, B.S.P.E.	34.82%

Fall 2013	
Undergraduate Major	**%Credit Hrs**
Athletic Training, B.S.	47.44%
Early Childhood Education, B.A.	28.06%
Elementary Education, B.A.	19.87%
Middle Level Education, English, B.A.	50.79%
Middle Level Education, English, B.S.	49.72%
Middle Level Education, Mathematics, B.A.	28.91%
Middle Level Education, Mathematics, B.S.	30.73%
Middle Level Education, Science, B.A. or B.S.	62.66%
Middle Level Education, Social Studies, B.A. or B.S.	45.64%
Physical Education, Teaching Certification, B.S.P.E.	30.88%

Fall 2014	
Undergraduate Major	%Credit Hrs
Athletic Training, B.S.	52.9%
Early Childhood Education, B.A.	26.52%
Elementary Education, B.A.	21.37%
Middle Level Education, English, B.A.	51.62%
Middle Level Education, English, B.S.	52.21%
Middle Level Education, Mathematics, B.A.	42.17%
Middle Level Education, Mathematics, B.S.	45.81%
Middle Level Education, Science, B.A. or B.S.	73.55%
Middle Level Education, Social Studies, B.A. or B.S.	58.04%
Physical Education, Teaching Certification, B.S.P.E.	29.51%

The following data for spring and fall 2015 are believed to be inaccurate as reported by OIRA. We request validity/reliability review of the data sources and for the data points to be recalculated.

Spring 2015	
Undergraduate Major	%Cred Hrs
Athletic Training, B.S.	0.00%
Early Childhood Education, B.A.	22.76%
Elementary Education, B.A.	12.50%
Middle Level Education, English, B.A.	21.20%
Middle Level Education, English, B.S.	33.09%
Middle Level Education, Mathematics, B.A.	19.01%
Middle Level Education, Mathematics, B.S.	32.87%
Middle Level Education, Science, B.A. or B.S.	72.69%
Middle Level Education, Social Studies, B.A. or B.S.	36.20%
Physical Education, Teaching Certification, B.S.P.E.	22.13%

Fall 2015	
Undergraduate Major	***%Credit Hrs***
Athletic Training, B.S.	9.96%
Early Childhood Education, B.A.	10.85%
Elementary Education, B.A.	15.75%
Middle Level Education, English, B.A.	30.51%
Middle Level Education, English, B.S.	39.92%
Middle Level Education, Mathematics, B.A.	20.30%
Middle Level Education, Mathematics, B.S.	33.78%
Middle Level Education, Science, B.A.	75.09%
Middle Level Education, Science, B.S.	75.09%
Middle Level Education, Social Studies, B.A.	34.35%
Middle Level Education, Social Studies, B.S.	34.35%
Physical Education, Teaching Certification, B.S.P.E.	31.06%

SACS requires 25% percent of credit hours to be taught by faculty with a terminal degree. The table represents those percentages based on primary instructor of record for credit hours for major required courses for undergraduate academic programs in the College of Education. The College of Education has met the SACS threshold for all programs except the B.A. in Elementary Education. While the threshold was not met, the percentage increased by 1.5 points in Fall 2014, indicating progress that will likely continue in this area. We will wait for the recalculated totals for 2015 to determine if progress has continued.

10) Percent Credit Hours by Undergraduate Major, Taught by Full-time Faculty

Fall 2012

Major	%Credit Hrs
Athletic Training, B.S.	51.87%
Early Childhood Education, B.A.	46.33%
Elementary Education, B.A.	57.27%
Middle Level Education, English, B.A.	65.57%
Middle Level Education, English, B.S.	59.23%
Middle Level Education, Mathematics, B.A.	52.80%
Middle Level Education, Mathematics, B.S.	59.65%
Middle Level Education, Science, B.A. or B.S.	80.25%
Middle Level Education, Social Studies, B.A. or B.S.	55.95%
Physical Education, Teaching Certification, B.S.P.E.	49.49%

Spring 2013

Major	%Credit Hrs
Athletic Training, B.S.	63.59%
Early Childhood Education, B.A.	42.40%
Elementary Education, B.A.	59.53%
Middle Level Education, English, B.A.	63.54%
Middle Level Education, English, B.S.	60.24%
Middle Level Education, Mathematics, B.A.	49.46%
Middle Level Education, Mathematics, B.S.	52.51%
Middle Level Education, Science, B.A. or B.S.	71.79%
Middle Level Education, Social Studies, B.A. or B.S.	52.70%
Physical Education, Teaching Certification, B.S.P.E.	45.28%

Fall 2013

Major	% Credit Hrs
Athletic Training, B.S.	66.80%
Early Childhood Education, B.A.	42.10%
Elementary Education, B.A.	56.92%
Middle Level Education, English, B.A.	64.69%

Major	% Credit Hrs
Middle Level Education, English, B.S.	62.10%
Middle Level Education, Mathematics, B.A.	42.98%
Middle Level Education, Mathematics, B.S.	40.14%
Middle Level Education, Science, B.A. or B.S.	79.01%
Middle Level Education, Social Studies, B.A. or B.S.	51.59%
Physical Education, Teaching Certification, B.S.P.E.	54.90%

Fall 2014

Major	% Credit Hrs
Athletic Training, B.S.	65.17%
Early Childhood Education, B.A.	36.38%
Elementary Education, B.A.	49.57%
Middle Level Education, English, B.A.	64.60%
Middle Level Education, English, B.S.	63.12%
Middle Level Education, Mathematics, B.A.	53.86%
Middle Level Education, Mathematics, B.S.	59.71%
Middle Level Education, Science, B.A. or B.S.	87.40%
Middle Level Education, Social Studies, B.A. or B.S.	60.22%
Physical Education, Teaching Certification, B.S.P.E.	52.54%

Some of the following data for spring and fall 2015 are believed to be inaccurate as reported by OIRA. We request a validity/reliability review and for the data points to be recalculated.

Spring 2015

Major	% Credit Hrs
Athletic Training, B.S.	74.76%
Early Childhood Education, B.A.	37.66%
Elementary Education, B.A.	36.56%
Middle Level Education, English, B.A.	43.97%
Middle Level Education, English, B.S.	50.81%
Middle Level Education, Mathematics, B.A.	52.08%
Middle Level Education, Mathematics, B.S.	54.09%
Middle Level Education, Science, B.A.	85.45%
Middle Level Education, Science, B.S.	85.45%
Middle Level Education, Social Studies, B.A.	47.24%
Middle Level Education, Social Studies, B.S.	47.24%
Physical Education, Teaching Certification, B.S.P.E.	34.44%

Fall 2015

Major	*% Credit Hrs*
Athletic Training, B.S.	77.61%
Early Childhood Education, B.A.	29.99%
Elementary Education, B.A.	48.24%
Middle Level Education, English, B.A.	53.89%
Middle Level Education, English, B.S.	56.20%
Middle Level Education, Mathematics, B.A.	44.68%
Middle Level Education, Mathematics, B.S.	49.79%
Middle Level Education, Science, B.A.	92.85%
Middle Level Education, Science, B.S.	92.85%
Middle Level Education, Social Studies, B.A.	45.90%
Middle Level Education, Social Studies, B.S.	45.90%
Physical Education, Teaching Certification, B.S.P.E.	41.74%

SACS requires 50% percent of credit hours to be taught by full-time faculty. The table represents those percentages based on primary instructor of record for credit hours for major required courses for undergraduate academic programs in the College of Education. In 2014, the College of Education has met the SACS threshold for all programs except the B.A. in Early Childhood Education (at 49.57%, the B.A. in Elementary Education meets the threshold when rounded). We will wait for the recalculated totals for 2015 to determine if progress has continued for the Early Childhood Program and if any other programs have fallen below the threshold.

11) Number of Faculty by Title

Fall 2012 – OIRA Data

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructor	Lecturer	Adjunct
Professor	21	0	0	3	0	0	0
Assoc. Professor	32	1	0	2	0	0	0
Asst. Professor	19	2	0	7	0	0	0
Other rank	0	0	0	12	4	0	110
Total	**72**	**3**	**0**	**24**	**4**	**0**	**110**

Fall 2013 – OIRA Data

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructor	Lecturer	Adjunct
Professor	20	0	0	3	0	0	0
Assoc. Professor	35	1	0	2	0	0	0
Asst. Professor	22	1	0	9	0	0	0
Other rank	0	0	0	12	2	0	104
Total	**77**	**2**	**0**	**26**	**2**	**0**	**104**

Fall 2014 – OIRA Data

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructor	Lecturer	Adjunct
Professor	15	0	0	3	0	0	0
Assoc. Professor	35	0	0	1	0	0	0
Asst. Professor	25	1	0	9	0	0	0
Other rank	0	0	0	7	2	0	138
Total	**75**	**1**	**0**	**20**	**2**	**0**	**138**

Fall 2015 – COE Data

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructor	Lecturer	Adjunct
Professor	17	1	0	2	0	0	0
Assoc. Professor	30	1	0	2	0	0	0
Asst. Professor	25	3	0	9	0	0	0
Other rank		0	0	8	0	0	138
Total	**72**	**5**	**0**	**21**	**0**	**0**	**138**

Tables include the number of faculty by title for the College of Education by fall semester as reported by OIRA. Faculty reports by departments are not available from University reports. ***Totals differ from College of Education data****.*

12) Current Number and Change in Number of Tenure-Track and Tenured Faculty from Underrepresented Minority Groups

Ethnicity	Fall 2014	Fall 2015	Change in Number
Hispanic	3	4	+1
American Indian/Alaska Native	1	2	+1
Asian	2	3	+1
Black or African American	9	8	-1
White	47	51	+4
Two or More Races	0	2	+2
NR/Alien	0	0	0
Unknown	2	0	-2
Not Available for this semester	11	2	-9
Total	**75**	**72**	**-3**

This table includes the number of tenure-track and tenured faculty by ethnicity for the College of Education for two semesters and the changes in those numbers. ***The Fall 2015 data listed is compiled from DataWarehouse, not OIRA.***

With OIRA's addition of the "Not Available for this semester" designation, current numbers and changes in numbers may not accurately represent diversity within the College of Education.

Research Profile

1. The total number and amount of externally sponsored research proposal submissions by funding source for FY 2015.

#1 - Blueprint Data - FY2015								
Home Department	**Total Amt-1st Year**	**Total Submissions**	**COMMERCIAL**	**FEDERAL**	**LOCAL**	**OTHER**	**PRIVATE**	**STATE**
Child Development Research Center	***$100,399***	1		1				
Education	***$1,698,115***	2		1				1
Education Leadership & Policies	***$38,000***	1				1		
Educational Studies, Department of	***$3,169,580***	21		11	2		4	4
Instruction & Teacher Education	***$4,704,294***	62		16	36	8	1	1
Office of Program Evaluation	***$349,176***	7		1			4	2
Physical Education	***$1,092,479***	17	1	2	3	7	4	
SC School Improvement Council	***$5,000***	1						1
Total Number of Submissions		**112**	**1**	**32**	**41**	**16**	**13**	**9**
Total Funding Requested	**$11,157,043**		**$327,500**	**$8,489,595**	**$305,500**	**$253,000**	**$496,036**	**$1,285,412**

2. Summary of external sponsored research awards by funding source for FY 2015. Total extramural funding processed through Sponsored Awards Management (SAM) in FY 2015, and federal extramural funding processed through SAM in FY 2015.

#2 - Blueprint Data										
Fiscal Year 2015										
PI_HM_DEPT_DESC	PI	TENURE STATUS	RANK	TOTAL SPONSOR	COMMERCIAL	FEDERAL	LOCAL	OTHER	PRIVATE	STATE
Education	Watson, Lemuel	TENURED	PROFESSOR	$138,475				$38,475		$100,000
Education Leadership & Policies	Bloom, Jennifer			$51,000				$51,000		
Educational Studies	Brown, William	TENURED	PROFESSOR	$99,446						$99,446
Educational Studies	Christle, Christine	TENURED	ASSOC. PROFESSOR	$194,531		$194,531				
Educational Studies	DiStefano, Christine	TENURED	ASSOC. PROFESSOR	$324,095		$310,095	$14,000			
Educational Studies	Drasgow, Erik	TENURED	ASSOC. DEAN	$81,942				$14,025		$67,917
Educational Studies	Johnson, Robert	TENURED	PROFESSOR	$49,115		$49,115				
Educational Studies	Marshall, Kathleen	TENURED	ASSOC. PROFESSOR	$323,877		$323,877				
Educational Studies	Plotner, Tony		ASST PROFESSOR	$248,047		$248,047				
Educational Studies	Shah, Payal		ASST PROFESSOR	$18,900		$18,900				
Instruction & Teacher Education	Baker, Hannah		RESEARCH ASSOCIATE	$45,690						$45,690
Instruction & Teacher Education	Baum, Angela	TENURED	ASSOC. PROFESSOR	$217,438		$217,438				
Instruction & Teacher Education	Knopf, Herman	TENURED	ASSOC. PROFESSOR	$2,017,258		$2,017,258				
Instruction & Teacher Education	Lotter, Christine	TENURED	ASSOC. PROFESSOR	$123,099		$123,099				
Instruction & Teacher Education	Spence, Lucy	TENURED	ASSOC. PROFESSOR	$30,000		$30,000				
Instruction & Teacher Education	Styslinger, Mary	TENURED	ASSOC. PROFESSOR	$10,000		$10,000				

#2 - Blueprint Data

Fiscal Year 2015

PI_HM_DEPT_DESC	PI	TENURE STATUS	RANK	TOTAL SPONSOR	COMMERCIAL	FEDERAL	LOCAL	OTHER	PRIVATE	STATE
Instruction & Teacher Education	Thompson, Stephen	TENURED	ASSOC. PROFESSOR	$634,302		$634,302				
Instruction & Teacher Education	Virtue, David	TENURED	PROFESSOR	$204,000		$0		$204,000		
Instruction & Teacher Education	Williams, Toni		ASST PROFESSOR	$2,158					$2,158	
Instruction & Teacher Education	Yow, Jan	TENURED	ASSOC. PROFESSOR	$2,727,048		$2,727,048				
Office of Program Evaluation	D'Amico, Leigh		RESEARCH ASST PROF	$408,459		$276,729			$41,445	$90,285
Office of Program Evaluation	Dickenson, Tammiee		RESEARCH PROFESSOR	$350,891		$337,691			$13,200	
Office of Program Evaluation	Lewis, Ashlee		RESEARCH ASST PROF	$249,367		$75,967			$86,400	$87,000
Physical Education	Mensch, James		CLINICAL ASSOCIATE PROF	$58,390					$58,390	
Physical Education	Torres-McGehee, Toni	TENURED	ASSOC. PROFESSOR	$493,500	$327,500			$166,000		
Physical Education	Yeargin, Susan		ASST PROFESSOR	$30,000					$30,000	
SC Educational Policy Center	Monrad, Diane		RESEARCH ASSOC PROF	$243,028		$224,278				$18,750
SC School Improvement Council	Hudson, Tom		CLASSIFIED	$37,000						$37,000
TOTALS				**$9,411,056**	**$327,500**	**$7,818,375**	**$14,000**	**$473,500**	**$231,593**	**$546,088**

3. Total sponsored research expenditures per tenured/tenure-track faculty for FY 2015, by rank and by department, if applicable.

#3 - Blueprint Data				
Fiscal Year 2015				
Dept	**PI**	**USC Total Expenditures**	**Rank**	**Tenure Status**
Educational Studies	Brown, William	$97,678	Professor	Tenured
	DiStefano, Christine	$246,157	Assoc Professor	Tenured
	Johnson, Robert	$45,270	Professor	Tenured
Instruction & Teacher Education	Knopf, Herman	$18,487	Assoc Professor	Tenured
	Schnake, Kerrie	$8,543		
	Thompson, Stephen	$85,271	Assoc Professor	Tenured
Office of Program Evaluation	D'Amico, Leigh	$195,970	Research Asst Prof	
	Dickenson, Tammiee	$117,702	Research Professor	
	Lewis, Ashlee	$87,300	Research Asst Prof	
Physical Education	Stodden, David	$18,256	Assoc Professor	Tenured
	Torres-McGehee, Toni	$2,008	Assoc Professor	Tenured
	Yeargin, Susan	$26,189	Asst Professor	
SC Educational Policy Center	Monrad, Diane	$298,362	Research Assoc Prof	
Total Expenditures		**$1,247,191**		

4) Number of patents, disclosures, and licensing agreements in fiscal years 2013, 2014 and 2015

College of Education	Invention Disclosures	Provisional patent applications	Non-Provisional patent applications	Issued patents
2013	1	0	0	0
2014	0	0	0	0
2015	0	0	0	0

F. Challenges

- In order to target and monitor potential students from underrepresented groups, the College would like to have an increased voice in the admission of students who express an interest in education without sacrificing the quality of incoming students. The current admission profile provides the college with a homogenous student population and a growing trend of students who chose education as a second or third choice major.

    - Having some flexibility in the admission profile or alternative measure of success for education students would allow us to reach a diverse population of potential teacher candidates from the onset of their academic career and meet the state's increasing need for teachers. Having some flexibility in the admission profile of education students will result in increased enrollments overall and address access and equity issues important to the university.

- Changing the culture of graduate education from part-time to full-time is a challenge for the college. Therefore, continuing to develop standard recruitment and retention strategies and competitive funding packages is priority to support our strategic planning initiative. Collaborating with the university to create incentives to aid the recruitment of outstanding graduate students to study full-time would be ideal.

- Despite the recent success of alternative offering and online programs, the college continues to struggle to find the right balance between quality, workload, talent management, and support for online programs that are beneficial for faculty, students, and the college. More specifically, meeting students' needs to staff the dissertation committee within the current university guidelines amidst the rapidly growing Online Ed.D. program (via Academic Partnerships) continues to be a challenge.

- Charging Teacher Cadets full USC tuition is a challenge. The Teacher Cadet program is our number one recruiting program for high school students interested in teaching. Because these high school students have to pay USC tuition, potential Cadets are choosing other universities in the state, thereby limiting our ability to utilize that funding source to recruit new teacher candidates. Our Cadet numbers have decreased dramatically since the reduced tuition was increased to full tuition. Currently, the College pays for the cost of the class.

- The inaccessibility of longitudinal data from the State Department of Education is becoming a challenge. New accreditation standards require post-graduation data on employed students in the field. The State Department of Education has indicated an unwillingness to provide such data.

- Coordination of a core curriculum and key assessment indicators across the Professional Education Unit (PEU) continues to be a challenge. The current and only PEU shared

evaluation is insufficient to meet the new CAEP accreditation standards. We are working to have a shared curriculum and key assessments across the PEU which would demonstrate overall best practice for initial educator licensure programs and move us toward maintaining national recognition of our educator preparation programs.

- Request from the Athletic Training program to move to another college with like programs. The program is currently in conversation with the Arnold School of Public Health.