

## College of Education Blueprint for Academic Excellence 2015 - 2016

### I. Executive Summary

#### A. Contribution to the Academic Dashboard

As we review our potential for growth, much of our work focuses on contributing to the Academic Dashboard. We have developed the online program for Palmetto College, as well as a new online doctoral program. We recruit honors-college-caliber students with the Teaching Fellows Program, to address both growth and SAT average. We have ascertained student satisfaction with advisement and continue to implement strategies to enhance retention and graduation rates. With the growth of our faculty, we continue to have an acceptable student-faculty ratio. Research funding has remained steady in the past two years, and we have invested in our research centers to increase external funding. Externally sponsored research proposal submissions are also higher than in previous years. Faculty research productivity is consistent with a “very high research activity” university. Our doctoral degree contribution to the University remains proportionally high.

Here are some specific statistics related to the Academic Dashboard. **Undergraduate enrollment** increased by 19 percentage points since 2011. In the past year, the **average SAT score** of entering freshmen increased by 1 point, the **freshman-sophomore retention rate** increased by 1 percentage point, and the **six-year graduation rate** increased by 10 percentage points. The **student-faculty ratio** is now 15 to 1. **Research funding** held steady at approximately \$7.0 million. **Faculty research productivity** remained high. The number of **doctoral degrees awarded** decreased, but with a new online doctoral program we anticipate a future increase.

#### B. Contribution to Key Performance Parameters

The college’s 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. The goals that are stated are also priorities in our most recent strategic plan and initiatives.

Specifically, Goal #1 (strengthening internal and external communication) provides the kind of information that will draw stakeholders to look to the University for educational solutions as we provide service to the State. Goal #2 (leading in technological innovation for teaching, educating teachers, and conducting research in educational arenas) directly supports quality teaching and research recognition. Goal #3 (addressing State needs in education) articulates our role in providing service to the State. Goal #4 (maintaining some programs that are nationally recognized) addresses research recognition. Goal #5 (being a diverse and supportive community in teaching and research) address key parameters by enhancing the quality of our teaching, achieving research recognition, and serving the educational needs of a State with a

diverse population. Most or all of these goals serve to promote the sustainability of our work, our College, and our University.

## **II. Meeting Academic Dashboard Targets**

**1. Total Undergraduate Enrollment.** Our undergraduate student headcount enrollment increased by 10% from 1,119 students in Fall 2012, to 1,228 students in Fall 2013, and has further increased for Fall 2014, to 1,231. Enrollment has increased by 19% since 2011. 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 with last year, the Committee for Initial Teacher Education Programs (CITEP) has reviewed the state teacher supply and demand report to plan for future areas of need.

We currently have 33 students actively enrolled in our Palmetto College initiative, up from the inaugural cohort of 12 students. We have also continued our efforts with the SC Teaching Fellows Program and currently host 139 Teaching Fellows. 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.** 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.** While current percentages are not available, the numbers from last year were reviewed and updated to reflect greater retention. The reported number of 76.8% for the 2012 freshman cohort retained, rose to 77.4% retained in 2013. The overall retention within the University moved from 90.4% to 91% during that time period. There is no sophomore retention data available at the time of this report.

For the past two years, we 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.

We continue to provide Praxis Core exam assistance through an appointed Praxis Core coach. This year, the college continues using Northstar, a Praxis Core preparation software system for

students. Since its implementation in October 2013, we have had 176 students utilize the system. Early numbers suggest that 153 of these students have either been successful with or are currently enrolled in the program. 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.** While the 2008 data are not available, last year's analysis indicated that our six-year graduation rate increased to 79.1% for the 2007 Cohort. This was up 10.2% over the previous year. Similar increases were made in the 4- and 5-year graduation rates. 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 is 15 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, even with increasing undergraduate enrollment. We will continue to watch this ratio and adjust the size of our faculty (particularly the tenured/tenure-track faculty), as needed. The size of the tenured/tenure-track faculty has increased from 64 members in fall 2011, to 75 members in fall 2014.

**6. Research Expenditures.** Total extramural funding remained consistent, at \$6.8 million in FY2013 and \$6.7 million in FY2014. Research expenditures actually outpaced funding (due to multi-year awards) for a total of \$7.0 million. We reviewed our internal grants programs and decided to continue funding these programs as an investment for future external funding. The total number and amount of externally sponsored research proposal submissions by funding sources for FY 2014 have increased from \$7.5M to \$8.8M thus far this year.

**7. Faculty Research Productivity.** In AY 2013, the tenured/tenure-track faculty of the College published 129 articles (1.9 per faculty member) in peer-reviewed journals, provided 218 presentations (3.2 pfm) at national and international conferences, published 8 books (0.1 pfm), published 41 chapters (0.6) in edited books, and received 7 awards (0.1 pfm) from national or international organizations. Additionally, they submitted 55 funding proposals (0.8 pfm) and received funding on 44 proposals (0.6 pfm). We will soon be collecting data for AY2014, but anticipate similar numbers.

**8. Doctoral Degrees.** The College produced 43 doctoral graduates in AY2014, a significant percentage of the total doctorates granted by the University, but a decrease from the 69 graduates in AY2013. This is concurrent with an enrollment freeze in one program area as it recalibrates its focus away from practitioner studies and toward pure research preparation for the academy. Our strategies continue to augment quality graduate work in multiple ways. Specifically, having reviewed doctoral curricula and associated research training for doctoral students, 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) initiated a new online Ed.D. in Curriculum and Instruction that is attracting large cohorts of students.

### **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 Academic Year Goals**

##### **Goal #1: Improve internal and external communications and public relations.**

*Progress.* We have developed a communications plan with key messaging points. We have increased the use of our website, social media, UofSC communiques, local media, email and electronic newsletters/invitations to deliver those messages. As a consequence, social media engagement increased 26 % in the past calendar year. We completed Phase I of the new website and began Phase II. We replaced @Wardlaw with *Impact*, an electronic magazine. We completed the design and content of a press kit. A survey will be deployed to gauge audience awareness of College priorities, initiatives and impact.

*Plans.* [All of these represent College teaching, research, and service to enhance sustainability.]

- Embarked upon strategic planning for the college and through surveys, focus groups, and general forums to develop college priorities, initiatives and strategic impact focus
- Further develop the College website to include department and sub-unit content
- Increase the diversity and quantity news releases in external media
- Identify potential stakeholders to increase the audience of *Impact* magazine

##### **Goal #2: Integrate technology into all aspects of the College, to include academic, administrative, communications, and assessment functions.**

*Progress.* The College maintained a top-ranked status among schools that offer online programs (#18). Continued participation in the building of the University's distance learning initiatives led to greater participation by the faculty. We are focusing efforts on enhancing courses delivered via the web with ADA compatibility and robust media. We have begun integrating College systems with the Banner system. The Office of Information Technology moved to a more secure system for servers, web, and data. The College continues to work with the CISO's office to maintain a strategy to secure technology assets.

*Plans.*

- Develop and implement a unified support ticket system for the COE service departments that handle technology, logistics, and communications [to sustain our mission]
- Implement Chalk and Wire system for assessment purposes and train faculty, staff, and students on its usage [to address teaching excellence]
- Develop, implement, and maintain a system of services that will provide the College the needed resources to process, store, and manage student data in a more efficient secure electronic manner [to sustain our mission]
- Work with vendors and faculty to upgrade classroom technology [teaching excellence]

- Develop an internal web portal for information, document management, forms, and departmental sites [to sustain our mission]
- Transition finance and human resources to PeopleSoft [to sustain our mission]

**Goal #3: Continue to enhance administrative structures and processes to improve college operations and minimize redundancy.**

*Progress.* We continue to improve efficiency of operations through strengthened communication via regular meetings of Administrative Council, Executive Council, quarterly budget meetings with chairs and the Dean, and COE committees. Administrative staff members have completed professional development related to Banner and the Affordable Care Act and continually update their knowledge of policies and procedures related to travel, procurement, and HR. Roles of staff in COE offices and departments have been realigned to avoid redundancy, clarify responsibilities, and improve efficiency.

*Plans.*

- Put structures in place to manage online programs—student services, technology support, faculty/instructional support [address teaching excellence]
- Assess and address the efficiency and effectiveness of academic and graduate student services processes, such as the graduate student admission process and curriculum actions, and clarify roles and responsibilities of units [to sustain mission]
- Continue to restructure for high quality services and efficiency for faculty and students

**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.**

*Progress.* We have increased the number of doctoral candidates in the College and continue to develop funding models for graduate assistantships. We reviewed the impact of our internal grants programs and consequently decided to keep those programs in place. We have also begun disseminating Academic Analytics information and have asked departments to review these as part of research planning. We began a new research colloquium series, sponsored by the Dean, conducted the first solicitation for speakers, and have arranged the first two colloquia.

*Plans.*

- Executive Council discussions reveal a wide variety of views regarding research outcome measures, research strategies, and resource allocation, so the primary plan this year is to resolve some outstanding issues regarding the role of research in the College in order to create a focused and specific set of initiatives to enhance the research culture of the College [to address research/scholarship reputation and productivity]
- Continue to develop research symposiums, visiting scholars initiatives, and international and national experts programs
- Continue to emphasize the college's research centers of excellence for national and international collaboration: Child Development and Research Center and Center for Inquiry

**Goal #5: Promote a college culture that supports diversity of personnel, students, curriculum, pedagogy, and partnerships.**

*Progress.* We worked on the diversity aspects of our online programs. We were able to combine elements of courses into a single course in order to focus more specific attention on diversity issues. The College continues to attract diverse professors and is successful in retaining them. We are also beginning to recruit from more diverse student populations through the Palmetto College initiative. We are now reaching regions of high need across the state so that candidates can do field experiences in these high demand areas. This initiative gives our candidates access to areas that have not historically been a part of our field experiences. Additionally, we have coordinated our Palmetto College field placements so that those candidates might realize the benefits of new and diverse placements that also yield potential for new partnerships. We are encouraging the faculty to participate in Center for Teaching Excellence programming and conducting our own initiatives through the Chalk and Wire data program. The Diversity Committee now alerts the faculty to important events across the campus, provides access to a wide range of activities through sponsored attendance and coordination, and invites post-event discussions on key topics and themes related to diversity and an inclusive community.

*Plans.* [All of these are to enhance teaching, research, and service to the State.]

- Determine how academic program curricula address the understanding of diversity and develop plans for strengthening this aspect of the curriculum
- Collect data on personnel and student diversity and plan to address areas of need
- Catalog local, state, and international partnerships and develop plans for strengthening existing partnerships and forming new partnerships, as needed
- Explore partnerships with alternative teaching models to offer our expertise where needed in training the best teachers and principals in K-12 settings

**B. Five Year Goals [All goals are related to the top priorities from our strategic plan – Strategic Map at the end of this section.]**

**Goal #1: The College will regularly and effectively communicate to both internal and external audiences regarding instructional programs, research, community service, and operations.**

We hope to build stronger communication mechanisms within the College to promote our work [enhance teaching, research, and service] and to better communicate what we do and accomplish to external audiences [promote reputation and sustainability].

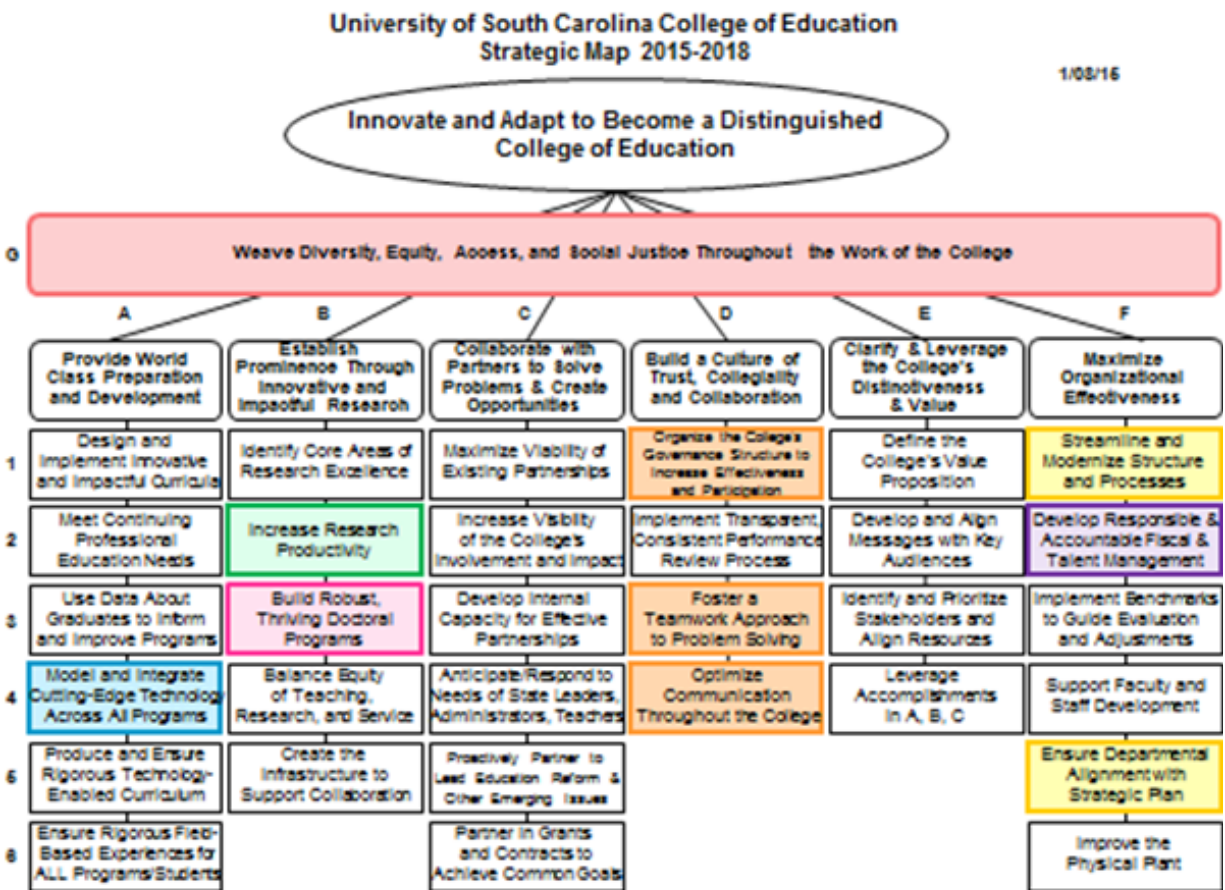
**Goal #2: The College will be the state leader among colleges of education in utilizing technological innovations to improve instruction, research, and operational functions.** This pushes us to adopt technological advances whenever these advances can lead to higher quality instruction, research, and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

**Goal #3: The College will routinely consider new initiatives and 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: Programs within the College will be nationally recognized as consistent with those of a top-tier research university.** This establishes our priorities not only as a professional school that provides the strongest teachers and educational leaders in the State, but also as a full player in a research university with some nationally recognized programs [to promote scholarship and 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 goes beyond acceptance of diversity, instead embracing diversity within our College, but also promoting educational practices that are stronger because of diversity [to promote teaching excellence, research, and service to the State].



## **IV. Appendices**

### **A. Resources Needed**

**Goal #2: The College will be the state leader among colleges of education in utilizing technological innovations to improve instruction, research, and operational functions.**

**Type of Resource: Create Model Classrooms/Labs with multiple technologies for preparing teacher candidates.**

The College needs space to create the state of the art high tech classrooms that are equipped for teacher training. 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 experiences for both student candidates and faculty.

**Goal #4: Programs within the College will be nationally recognized as consistent with those of a top-tier research university.**

**Type of Resource: Funding/recruitment package that is competitive for full-time graduate students (especially doctoral students)**

Continue to build our student population of full-time students. Although there are benefits to professional educators who are part-time, we seek to build a research culture with much collaboration among faculty members and full-time graduate (particularly doctoral) students. Grants and contracts address this to a limited extent, but do not provide us the ability to engage in competitive recruiting. Several of our programs have a national stature that can draw high-caliber applications, but we often fall short of successfully recruiting from this pool.



## **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*

- Launched a **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.
- Achieved recognition for innovation and listed as **#18 college for online graduate programs** in U.S. News and World Report.
- **Remodeled and equipped a counselor education observation laboratory** in Wardlaw Hall to enhance the already strong reputation of the Counselor Education program.
- **Successfully recruited a strong cohort of tenure-track faculty** to enhance the quality of our faculty and scholarship potential and be on par with peer aspirant institutions. Specific changes include:
  - Created a **better balance** in the proportion of tenured/tenure-track and non-tenure-track faculty members.
  - **Doubled the size** of the Educational Administration tenured/tenure-track faculty to address needs in this area as it relates to creating a strong research culture.
  - **Increased faculty governance** to provide stronger participation of the faculty.
- **Hired a new Director of Information Technology/Operations** and strategized a plan to address internal information technology needs to enhance the quality of our work and academic programs.
- **Increased submissions for grants and contracts** and is now home to the *Interdisciplinary Journal of Problem-based Learning*, bringing **research notoriety 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 a **sequence of summer courses** to aid student's progress to degree and generate revenue from educators who are seeking advanced education opportunities.

#### **D. Weaknesses and Plans for Addressing Weaknesses**

**Succession Planning.** Personnel 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, reorganization and cross-train current employees.

**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: Align resources to targeted priorities in a graduated three-year plan.

**Retooling Personnel to Keep Pace with Rate of Change at 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. Plan: As in the past, we will have to do the best we can with secondary shadow systems. These sap resources and never reach productivity levels that would be optimal to our work.

**Alternative Revenue Streams.** Planning education-related conferences 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 the University Conference Office.

**College of Education  
Unit Statistical Profile**

**1) Number of Entering Freshmen and their average SAT or ACT scores**

	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 – According to Nancy Floyd in IRA, updated information is not available.**

Starting in:	Ending in:	% 2010 Cohort Retained in 2011	% 2011 Cohort Retained in 2012	% 2012 Cohort Retained in 2013	% 2012 Cohort Retained in 2013 updated since last year by IRA
Education	Education	73.9%	68.5%	76.8%	77.4%
Education	Another school at USC	15.9%	15.4%	13.6%	13.6%
<b>TOTAL</b>		<b>89.8%</b>	<b>84%</b>	<b>90.4%</b>	91%

*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 – According to Nancy Floyd in IRA, updated information is not available.

Starting in:	Ending in:	% 2009 Cohort Retained in 2011	% 2010 Cohort Retained in 2012	%2011 Cohort Retained in 2013	%2011 Cohort Retained in 2013 updated since last year by IRA
Education	Education	79.6%	80.1%	82.6%	82.6%
Education	Another school at USC	14.5%	11.8%	9.5%	10.5%
<b>TOTAL</b>		<b>94.1%</b>	<b>91.9%</b>	<b>92.4%</b>	93.1%

*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 2011	Fall 2012	Fall 2013	Fall 2014
Level	# FTE Enrollment	# FTE Enrollment	#FTE Enrollment	#FTE Enrollment
Undergraduate	796	868	910	824
Masters	460	433	387	448
Specialist	No Data	No Data	No Data	No Data
Certificate	No Data	No Data	No Data	No Data
First Professional	0	0	0	0
Doctoral	192	189	159	249
<b>Total</b>	<b>1,448</b>	<b>1,490</b>	<b>1,456</b>	<b>1,522</b>

*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*

	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Level	# Headcount Enrollment	# Headcount Enrollment	# Headcount Enrollment	# Headcount Enrollment
Undergraduate	1034	1119	1228	1231
Masters	469	462	385	501
Specialist	165	139	70	66
Certificate	17	19	17	16
First Professional	0	0	0	0
Doctoral	380	347	308	392
<b>Total</b>	<b>2,065</b>	<b>2,086</b>	<b>2,008</b>	<b>2,206</b>

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

**5) Number of Entering Graduate Students with average GRE, MCATE, LSAT scores –**

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 2013	# Spring 2014	# Summer 2014
Undergraduate	38	178	9
Masters	40	163	61
Specialist	0	0	0
Certificate	16	1	1
First Professional	0	0	0
Doctoral	17	13	13
<b>Total</b>	<b>111</b>	<b>355</b>	<b>84</b>

*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 – Updated information is not available from IRA.

Starting in:	Ending in:	2005 Cohort			2006 Cohort			2007 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	48.7	54.7	54.7	44.7	50.0	50.0	52.8	57.6	58.3
Education	Another school at USC	6.0	14.0	15.3	12.1	18.2	18.9	11.8	19.4	20.8
<b>TOTAL</b>		<b>54.7</b>	<b>68.7</b>	<b>70.0</b>	<b>56.8</b>	<b>68.2</b>	<b>68.9</b>	<b>64.6</b>	<b>77.0</b>	<b>79.1</b>

*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 2013	# Spring 2014	# Summer 2014
Undergraduate	13,636	14,417	686
Masters	4,641	5,237	3,837
First Professional	0	0	0
Doctoral	1,431	1,430	805
<b>Total</b>	<b>19,708</b>	<b>21,084</b>	<b>5,328</b>

*This table includes the total number of credit hours delivered by the College of Education by level and semester, regardless of major.*

### 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%

*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 since last year, indicating progress that will likely continue in this area.*

*Note from Nancy Floyd - We know that the 354 calculations (percent of the major taught by instructors with highest degree) are probably wrong and we're checking them out now. To do those calculations you need CIP matches between the instructor CIP and the course CIP and we're thinking that's where it went awry. So let's table those questions until we know more.*

## 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%
Middle Level Education, English, B.S.	62.10%
Middle Level Education, Mathematics, B.A.	42.98%

Major	% Credit Hrs
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%

*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. 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.*

### 11) Number of Faculty by Title

Fall 2011

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructor	Lecturer	Adjunct
Professor	18	0	0	1	0	0	0
Assoc. Professor	26	2	0	4	0	0	0
Asst. Professor	20	2	0	6	0	0	0

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructor	Lecturer	Adjunct
Other rank	0	0	0	12	1	0	105
<b>Total</b>	<b>64</b>	<b>4</b>	<b>0</b>	<b>23</b>	<b>1</b>	<b>0</b>	<b>105</b>

Fall 2012

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
<b>Total</b>	<b>72</b>	<b>3</b>	<b>0</b>	<b>24</b>	<b>4</b>	<b>0</b>	<b>110</b>

Fall 2013

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
<b>Total</b>	<b>77</b>	<b>2</b>	<b>0</b>	<b>26</b>	<b>2</b>	<b>0</b>	<b>104</b>

Fall 2014

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
<b>Total</b>	<b>75</b>	<b>1</b>	<b>0</b>	<b>20</b>	<b>2</b>	<b>0</b>	<b>138</b>

Tables include the number of faculty by title for the College of Education by fall semester as reported by IRA. 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 from FY2013.**

<b>Ethnicity</b>	<b>Fall 2013</b>	<b>Fall 2014 Current Number</b>	<b>Change in Number</b>
Hispanic	4	3	-1
American Indian/Alaska Native	1	1	0
Asian	2	2	0
Black or African American	9	9	0
White	56	47	-9
Two or More Races	1	0	-1
NR/Alien	0	0	0
Unknown	2	2	0
Not Available for this semester	-	11	+11
<b>Total</b>	<b>75</b>	<b>75</b>	<b>0</b>

*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. With IRA'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.*

**F. Statistical Research Data**

1. The total number and amount of externally sponsored research proposal submissions by funding source for FY 2014.

**#1 - Blueprint Data - FY2014**

<b>Home Department</b>	<b>Total Amt-1st Year</b>	<b>Total Count</b>	<b>FEDERAL</b>	<b>STATE</b>	<b>LOCAL</b>	<b>COMMERCIAL</b>	<b>OTHER</b>	<b>PRIVATE</b>
Education	<i>\$718,033</i>	2	1	1				
Education Leadership & Policies	<i>\$148,455</i>	4		1			3	
Educational Studies, Department of	<i>\$969,080</i>	13	8		2			3
Instruction & Teacher Education	<i>\$5,738,819</i>	44	17		12		12	3
Office of Program Evaluation	<i>\$372,108</i>	9	1	3	1			4
Physical Education	<i>\$645,124</i>	9	1		1	1	4	2
SC Educational Policy Center	<i>\$225,000</i>	1	1					
<b>Total Number of Submissions</b>		<b>82</b>	<b>29</b>	<b>5</b>	<b>16</b>	<b>1</b>	<b>19</b>	<b>12</b>
<b>Total \$'s Requested</b>	<b>\$8,816,619</b>		<b>\$5,396,549</b>	<b>\$923,441</b>	<b>\$201,384</b>	<b>\$279,500</b>	<b>\$1,638,426</b>	<b>\$377,319</b>

2. Summary of external sponsored research awards by funding source for FY 2014. Total extramural funding processed through Sponsored Awards Management (SAM) in FY 2014, and federal extramural funding processed through SAM in FY 2014.

**College of Education  
#2 - Blueprint Data  
Fiscal Year 2014**

PI_HM_DEPT_DESC	PI_NA	TENURE STATUS DESC	RANK	TOAL SPONSOR	FEDERAL	STATE	LOCAL	PRIVATE	COMMERCIAL	OTHER
Education	Watson, Lemuel	TENURED	PROFESSOR	340,429	2,100	200,000				138,329
Education Leadership & Policies	Bloom, Jennifer		CLINICAL PROFESSOR	13,000						13,000
Education Leadership & Policies	Hudgins, James		CLINICAL PROFESSOR	10,000		10,000				
Education Leadership & Policies	Young, Phillip	TENURED	PROFESSOR	-186,375						- 186,375
Educational Studies, Department of	Brown, William	TENURED	PROFESSOR	139,931	139,931					
Educational Studies, Department of	Christle, Christine	TENURED	ASSOC. PROFESSOR	189,273	189,273					
Educational Studies, Department of	DiStefano, Christine	TENURED	ASSOC. PROFESSOR	21,200			21,200			

**College of Education  
#2 - Blueprint Data  
Fiscal Year 2014**

PI_HM_DEPT_DESC	PI_NA	TENURE STATUS DESC	RANK	TOAL SPONSOR	FEDERAL	STATE	LOCAL	PRIVATE	COMMERCIAL	OTHER
Educational Studies, Department of	Drasgow, Erik	TENURED	PROFESSOR	-68,694		12,599				-81,293
Educational Studies, Department of	Johnson, Robert	TENURED	PROFESSOR	49,115	49,115					
Educational Studies, Department of	Marshall, Kathleen	TENURED	ASSOC. PROFESSOR	219,736	219,736					
Educational Studies, Department of	Plotner, Tony		ASST PROFESSOR	496,094	496,094					
Instruction & Teacher Education	Baker, Hannah		RESEARCH ASSOCIATE	365,522		365,522				
Instruction & Teacher Education	Baum, Angela		ASST PROFESSOR	531,662	531,662					
Instruction & Teacher Education	Knopf, Herman	TENURED	ASSOC. PROFESSOR	2,016,536	1,966,538			49,998		
Instruction & Teacher Education	Lotter, Christine	TENURED	ASSOC. PROFESSOR	0	0					
Instruction & Teacher Education	Schnake, Kerrie		CLINICAL INSTRUCTOR	138,158	138,158					
Instruction & Teacher Education	Spence, Lucy	TENURED	ASSOC. PROFESSOR	10,000	10,000					



**College of Education  
#2 - Blueprint Data  
Fiscal Year 2014**

PI_HM_DEPT_DESC	PI_NA	TENURE STATUS DESC	RANK	TOAL SPONSOR	FEDERAL	STATE	LOCAL	PRIVATE	COMMERCIAL	OTHER
Instruction & Teacher Education	Styslinger, Mary	TENURED	ASSOC. PROFESSOR	10,000	10,000					
Instruction & Teacher Education	Thompson, Stephen	TENURED	ASSOC. PROFESSOR	337,030	337,030					
Instruction & Teacher Education	Virtue, David	TENURED	ASSOC. PROFESSOR	99,195	37,800					61,395
Instruction & Teacher Education	Vogler, Kenneth	TENURED	ASSOC. PROFESSOR	0	0					
Instruction & Teacher Education	Yow, Jan		ASST PROFESSOR	0	0					
Office of Program Evaluation	D'Amico, Leigh		RESEARCH ASST PROF	307,428	29,478	154,750	46,000	77,200		
Office of Program Evaluation	Dickenson, Tammiee		RESEARCH ASSOC PROF	419,207	317,207	92,000		10,000		
Physical Education	Mensch, James		CLINICAL ASSOCIATE PROF	34,100				34,100		
Physical Education	Minton, Dawn			4,935				4,935		
Physical Education	Stodden, David			55,750	55,750					
Physical Education	Torres-McGehee, Toni	TENURED	ASSOC. PROFESSOR	383,000			23,000		279,500	80,500
Physical Education	Yeargin, Susan		ASST PROFESSOR	923				923		
SC Educational Policy Center	Monrad, Diane		RESEARCH ASSOC PROF	386,130	236,130	150,000				
SC School	Barber, Cassie		CLINICAL	254,606		254,606				

College of Education  
#2 - Blueprint Data  
Fiscal Year 2014

PI_HM_DEPT_DESC	PI_NA	TENURE STATUS DESC	RANK	TOAL SPONSOR	FEDERAL	STATE	LOCAL	PRIVATE	COMMERCIAL	OTHER
Improvement Council			INSTRUCTOR							
SC School Improvement Council	Hudson, Tom		CLINICAL INSTRUCTOR	127,303		127,303				
<b>TOTALS</b>				<b>6,705,194</b>	<b>4,766,002</b>	<b>1,366,780</b>	<b>90,200</b>	<b>177,156</b>	<b>279,500</b>	<b>25,556</b>

3. Total sponsored research expenditures per tenured/tenure-track faculty for FY 2014, by rank and by department, if applicable.

**College of Education  
#3 - Blueprint Data  
Fiscal Year 2014**

<u>Dept</u>	<u>PI</u>	<u>USC Total Expenditures</u>	<u>Tenure Status</u>	<u>Rank</u>
Education	Watson, Lemuel	69,353	Tenured	Professor
	Winburn, Linda	547		
Education Leadership & Policies	Bloom, Jennifer	42,910		
	Hudgins, James	9,937		
	Young, Phillip	187,079		
Educational Studies, Department of	Brown, William	141,649	Tenured	Professor
	Carlson, Ryan	10,382	Tenure Track	Asst Professor
	Christle, Christine	167,624	Tenured	Assoc Professor
	DiStefano, Christine	310,678	Tenured	Assoc Professor
	Drasgow, Erik	102,776	Tenured	Professor
	Johnson, Robert	39,838	Tenured	Professor
	Marshall, Kathleen	213,848	Tenured	Assoc Professor
	Plotner, Tony	283,860	Tenure Track	Asst Professor
Instruction & Teacher Education	Baker, Hannah	181,055		
	Baum, Angela	164,759	Tenured	Assoc Professor

**College of Education  
#3 - Blueprint Data  
Fiscal Year 2014**

<u>Dept</u>	<u>PI</u>	<u>USC Total Expenditures</u>	<u>Tenure Status</u>	<u>Rank</u>
	Knopf, Herman	179,645	Tenured	Assoc Professor
	Lotter, Christine	159,616	Tenured	Assoc Professor
	Schnake, Kerrie	100,471		
	Spence, Lucy	-1,108	Tenured	Assoc Professor
	Styslinger, Mary	13,607	Tenured	Assoc Professor
	Thompson, Stephen	109,578	Tenured	Assoc Professor
	Virtue, David	184,136	Tenured	Assoc Professor
	Vogler, Kenneth	47,367	Tenured	Asst Professor
	Yow, Jan	335,508	Tenured	Assoc Professor
Office of Program Evaluation	D'Amico, Leigh	116,704		
	Dickenson, Tammiee	328,889		
	McMillian, Marciea	9,527		
Physical Education	Mensch, James	31,120		
	Stodden, David	27,927	Tenured	Assoc Professor
	Torres-McGehee, Toni	443,776	Tenured	Assoc Professor
	Yeargin, Susan	912	Tenure Track	Asst Professor
USC Child Development Research Center	Baum, Angela	199,971	Tenured	Assoc Professor

**College of Education  
#3 - Blueprint Data  
Fiscal Year 2014**

<u>Dept</u>	<u>PI</u>	<u>USC Total Expenditures</u>	<u>Tenure Status</u>	<u>Rank</u>
	Knopf, Herman	1,488,763	Tenured	Assoc Professor
	Schnake, Kerrie	805,063		
SC Educational Policy Center	Monrad, Diane	324,555		
SC School Improvement Council	Barber, Cassie	132,482		

4) Number of patents, disclosures, and licensing agreements in fiscal years 2012, 2013 and 2014

<b>College of Education</b>	<b>Invention Disclosures</b>	<b>Provisional patent applications</b>	<b>Non-Provisional patent applications</b>	<b>Issued patents</b>
2012	0	0	0	0
2013	1	0	0	0
2014	0	0	0	0

## **College of Education 2015-2016**

### Budget Increase/Decrease Scenarios

With a 5% Increase in Funding from the Provost's Office, the College of Education would:

- Increase funding for full-time doctoral students
- Increase services in the Counseling Clinic
- Address inequities in faculty pay
- Add one or two post-doctoral positions in the Child Development Research Center
- Build technology infrastructure
- Create a high-tech classroom for teacher candidates which could be placed in the I-95 corridor

With a 5% Decrease in Funding:

- Increase class size; therefore, reduce part-time faculty by 25%
- Reduce funding for the Office of Educational Outreach and the Office of Program Evaluation. These programs would become 100% grant and contract-funded
- Reduce professional development funds
- Defer technology upgrades
- Eliminate redundant masters programs
- Automate functions in the Student Services Office and throughout the college
- Reduce staff by combining job functions
- Reduce subsidy for Professional Education Unit; therefore, raise course fees for Clinical Experience/Supervision