

# Executive Summary

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## Blueprint for Academic Excellence College of Education AY2017-2018

### Introduction

The COE offers 5 undergrad teacher education programs, 16 masters degrees, 9 doctoral degrees, and 2 specialist degrees covering teacher education, counselors, education administrators, researchers and policymakers. Our traditional student populations have maintained while our online endeavors have provided increased enrollment at the graduate level. We continue to implement and seek new strategies to enhance retention/graduation rates as well as diversity. Increasing research expenditures, proposal submissions, and faculty productivity are consistent with a "very high research activity" university. Opportunities include design/delivery of teacher education programs, revamp of high quality research infrastructure, and space.

### Highlights

- TEACHING
  - Urban Cohort Initiative for Early Childhood
  - Piloting the University of South Carolina Residency Project
  - Doctoral fellowships for the Professional Development Schools Network
  - Reinstated Holmes Scholars
  - Carolina New Teacher Induction Program
- RESEARCH
  - Implemented financial support & infrastructure
  - Launched Research Institute
  - Reinstated Center for the Education & Equity of African American Students
- SERVICE
  - Visionary to serve as a National Resource Center for Diversity, Equity, and Inclusion Issues in Education

Jon Pedersen, Professor and Dean



UNIVERSITY OF  
**SOUTH CAROLINA**  
College of Education



# Blueprint for Academic Excellence

## College of Education

### AY2017-2018

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# Foundation for Academic Excellence

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## **Mission Statement**

The College of Education is a dynamic, nurturing, learning community that supports the growth of aspiring and practicing educators. The College, through purposeful interaction among faculty and students, emphasizes the active construction and application of knowledge, skills, and dispositions to promote educational excellence, equity and opportunity in the 21st Century. We honor our responsibility to contribute to the high achievement of all learners and the development of an educated populous. Pursuant to this responsibility, we are committed to developing and sharing our expertise and leadership as well as offering a forum for educational dialogue and advancement.

Updated: 01/31/2012

## **Vision Statement**

The College of Education will distinguish itself as a state and national leader in its efforts to be responsive, engaged, and collaborative in addressing the needs of its students, professions and community. These characteristics will be the hallmarks of the College's teaching and learning activities, research mission, and service obligations, as it achieves excellence through focused involvement.

Updated: 01/31/2012

## **Values**

As the flagship university of the state, the University of South Carolina (USC) has a responsibility to produce not only knowledgeable and practiced teachers, counselors, and administrators, but educators who can work effectively with a broad range of stakeholders to lead the drive for excellence, equity, and opportunity for all students in South Carolina in the 21st century. The central role of collaboration in the preparation of educators and our high expectations for their role in leading educational excellence is reflected in our initial programs conceptual framework--Collaborative Educational Leaders. For advanced program candidates, the element of advocacy is added to reflect the important role of experienced educators in operating beyond their immediate sphere of influence to support innovation and change to meet the needs of students, the profession, the community, and the greater society. This is expressed in the advanced programs conceptual framework title Collaborative Educational Leaders & Advocates

Updated: 01/31/2012

# Goals - Looking Back

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Goals for the College of Education for the previous Academic Year.

## Goal 1 - Improve internal and external communications and public relations

<b>Goal Statement</b>	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].
<b>Linkage to University Goal</b>	Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Completed successfully
<b>Achievements</b>	Successfully launched new communication tools that will continue to aid our ability to communicate with a variety of audiences both internally and externally.
<b>Resources Utilized</b>	website, brochures, face-to-face, videos

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

<b>Goal Statement</b>	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].
<b>Linkage to University Goal</b>	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Completed with mixed results
<b>Achievements</b>	We are continuing to investigate best practices within the teacher education preparation discipline. We have successfully launched the Education Technology concentration of our online Ed.D. program.
<b>Resources Utilized</b>	



**Goal 3 - Continue to enhance administrative structures and processes to improve college operations and minimize redundancy**

<b>Goal Statement</b>	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].
<b>Linkage to University Goal</b>	Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Completed successfully
<b>Achievements</b>	As a first step in maximizing the effectiveness of our College, we launched a hiring plan aimed at achieving full staff status.
<b>Resources Utilized</b>	Human Resources

**Goal 4 - Develop systems for implementing and ascertaining the high quality of research programs & a research culture consistent w/ the Carnegie classification**

<b>Goal Statement</b>	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].
<b>Linkage to University Goal</b>	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Completed successfully
<b>Achievements</b>	<p>Our education programs continue to be ranked nationally as top-tier by US News and World Report, Best Colleges, and Shanghai Rankings just to name a few.</p> <p>100% of our programs are recognized/recognized with condition by the following professional associations:</p> <ul style="list-style-type: none"> <li>American Council on the Teachers of Foreign Languages (ACTFL)</li> <li>Council on Exceptional Children (CEC)</li> <li>International Literacy Association (ILA)</li> <li>National Council for the Social Studies (NCSS)</li> <li>National Science Teachers Association (NSTA)</li> <li>National Council of Teachers of English (NCTE)</li> <li>National Council of Teachers of Mathematics (NCTM)</li> <li>Association of Childhood Education International (ACEI)</li> <li>National Association of Education of Young Children (NAEYC)</li> <li>National Association for Sport and Physical Education (NASPE)</li> <li>Association of Middle Level Education (AMLE)</li> <li>Commission on Accreditation of Athletic Training Education (CAATE)</li> <li>Council for Accreditation of Counseling and Related Educational Programs (CACREP)</li> <li>Educational Leadership Constituent Council (ELCC)</li> </ul>



<b>Resources Utilized</b>	Office of Assessment and Accreditation within the College of Education OIRAA at the university
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**Goal 5 - Promote a college culture that supports diversity of personnel, students, curriculum, pedagogy, and partnerships.**

<b>Goal Statement</b>	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].
<b>Linkage to University Goal</b>	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Completed successfully
<b>Achievements</b>	Access, equity and social justice are on-going initiatives of the college. We continue to reflect what we seek in theory and in practice.
<b>Resources Utilized</b>	

# Goals - Real Time

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Goals for the College of Education that are in progress for AY2017-2018.

## Goal 1 - Improve the overall brand and reputation of the College.

<b>Goal Statement</b>	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].
<b>Linkage to University Goal</b>	Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Goal Status</b>	Progressing as expected (multi-year goal)
<b>Achievements</b>	<p>With a new Director of Communications, we have been able to improve overall communication and the Office of Communications as evidenced by the following successes:</p> <ul style="list-style-type: none"> <li>o Undergraduate brochure</li> <li>o Graduate flyer</li> <li>o Recruitment video</li> <li>o Website transition to new CMS</li> <li>o Annual magazine - mails Sept. 1</li> <li>o Monthly College of Education story in UofSC Today</li> <li>o Photography collection</li> <li>o Thank you cards</li> <li>o Various flyers for programs/projects</li> </ul>
<b>Resources Utilized</b>	
<b>Continuation</b>	<p>Continue completion of website updates</p> <p>Effectively market the college's expertise to various media platforms</p> <p>Continue internal communication mechanisms including newsletters and social activities</p>
<b>Action Plan for Achieving the Goal</b>	Secure continuing national recognition of all programs and national accreditation of the Educator Preparation Unit through the newly formed Council for Accreditation of Education Professionals (CAEP). 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 (first institution in the state to do so under CAEP).
<b>Upcoming Plans</b>	

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

<b>Goal Statement</b>	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]. Develop a system for evaluating, prioritizing, and implementing best practice technology improvements across the College.
<b>Linkage to University Goal</b>	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Goal Status</b>	Progressing as expected (multi-year goal)
<b>Achievements</b>	Updated faculty computers, technology within the COE managed classrooms and lab.
<b>Resources Utilized</b>	
<b>Continuation</b>	Preparing teacher candidates to integrate technology in teaching including:  A hub for tech innovation,  A makerspace for professors and students  BEST type institute,  Learning lab for teachers
<b>Action Plan for Achieving the Goal</b>	Create advisory board to review new technology available and make recommendations about technology adoptions for the College. Analyze how candidates are being taught to integrate technology into teaching. Identify technology needs in the College academic and administrative infrastructure. Assess and identify pedagogical technology needs.
<b>Upcoming Plans</b>	

**Goal 3 - Assess, simplify, and modernize the teacher preparation process to improve the student experience and operate efficiently**

<b>Goal Statement</b>	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].
<b>Linkage to University Goal</b>	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Goal Status</b>	Progressing as expected (multi-year goal)
<b>Achievements</b>	Created at three-year induction program, Carolina Induction Program, to launch Fall 2017 in support of new teachers. Nearly 20% of first year teachers and almost 40% of teachers who stay in the classroom for five years leave the profession.
<b>Resources Utilized</b>	
<b>Continuation</b>	Urban Cohort Initiative in ITE for Early Childhood. This provides our students opportunities to engage in classroom experiences early and often with a wide variety of children from all different backgrounds so that our students upon graduation can provide culturally relevant curriculum and teaching.  Holmes Scholars Program - Undergraduate Scholarships & Graduate Assistantships. We are committed to increasing the diversity of our student body (both undergraduate and graduate). Our relationship with this national organization allows us to commit resources to recruit and retain a diverse student body and provide them with supports both internally and through this national organization.
<b>Action Plan for Achieving the Goal</b>	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.
<b>Upcoming Plans</b>	Initiating the University of South Carolina Residency Project. This proposed project would be funded by the US Department of Education in partnership with the Sustainable Funding Project at Bank Street College of Education. The University of South Carolina College of Education has a proposed pilot project to design teacher preparation programs to include a residency model. The residency will include a full year paid co-teaching experience with a mentor teacher.

**Goal 4 - Foster a culture of research excellence among faculty and students within the College.**

<b>Goal Statement</b>	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].
<b>Linkage to University Goal</b>	Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Goal Status</b>	Progressing as expected (multi-year goal)
<b>Achievements</b>	Re-instated a Center for the Education and Equity of African American Students. The focus of this center is the production and dissemination of cutting-edge research on teaching effectiveness for African American students by advancing the educational and social welfare of Black students, families and communities and making research accessible to a wide variety of constituents.
<b>Resources Utilized</b>	
<b>Continuation</b>	Process to support professional development for faculty and staff (100K)  Support for international travel (2.5K/faculty/3years)  3-year induction program for new faculty (Hiring a Director of Research Institute)
<b>Action Plan for Achieving the Goal</b>	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.
<b>Upcoming Plans</b>	Developing and implementing a Research Institute within college for coordination and core faculty support for scholarship



**Goal 5 - Continue implementation of the COE Diversity Plan to foster diversity and engagement within the academic and administrative functions of the College.**

<b>Goal Statement</b>	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.
<b>Linkage to University Goal</b>	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Goal Status</b>	Progressing as expected (multi-year goal)
<b>Achievements</b>	Improved overall atmosphere of college through personal communication, college wide events for faculty and staff, recognition of faculty and staff, and ongoing support of faculty and staff for professional development including diversity-equity-inclusion
<b>Resources Utilized</b>	
<b>Continuation</b>	Community building activities for COE undergrads (Community Table). A goal for our college is to bring students together to discuss those issues that are important to them and their future as educators. These discussions have included difficult topics to talk about and this forum provides a safe environment for this to happen.
<b>Action Plan for Achieving the Goal</b>	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>Upcoming Plans</b>	Developing the capacity to advance the College of Education as a National Resource Center for Diversity, Equity, and Inclusion Issues in Education.

# Goals - Looking Ahead

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Goals for the College of Education that are slated for the upcoming year.

## **Goal 1 - The College will be the state leader among colleges of education in utilizing technology to improve instruction, research, & operational functions.**

<b>Goal Statement</b>	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]. Develop a system for evaluating, prioritizing, and implementing best practice technology improvements across the College.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Goal Status</b>	
<b>Action Plan for Achieving the Goal</b>	Create advisory board to review new technology available and make recommendations about technology adoptions for the College. Analyze how candidates are being taught to integrate technology into teaching. Identify technology needs in the College academic and administrative infrastructure. Assess and identify pedagogical technology needs. Preparing teacher candidates to integrate technology in teaching including: <ul style="list-style-type: none"> <li>o A hub for tech innovation</li> <li>o A makerspace for professors and students</li> <li>o BEST type institute</li> <li>o Learning lab for teachers</li> </ul>
<b>Resources Needed</b>	Technological expertise as it pertains to the PK-12 work environment

**Goal 2 - Improve the overall brand and reputation of the College. <br />**

<b>Goal Statement</b>	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].
<b>Linkage to University Goal(s)</b>	Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Goal Status</b>	
<b>Action Plan for Achieving the Goal</b>	<p>Improve overall atmosphere of college through personal communication, college wide events for faculty and staff, recognition of faculty and staff, and ongoing support of faculty and staff for professional development including diversity-equity-inclusion.</p> <p>Creating actionable initiatives for fundraising including but not limited to: Increasing the number of personal contacts/semester; increase our ability to track and communicate with alumni; create Advisory Board; create Kitchen Cabinet for Business Leaders.</p> <p>Create strategies to be responsive to shifting policy/culture at state and federal levels.</p> <p>Secure continuing national recognition of all programs and national accreditation of the Educator Preparation Unit. 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.</p>
<b>Resources Needed</b>	
<b>Notes</b>	<p>Improved overall communication and organization (new organization within college) through the following:</p> <p>Undergraduate brochure</p> <p>Graduate flyer</p> <p>Recruitment video (<a href="https://youtu.be/mfa-QaPsBQA">https://youtu.be/mfa-QaPsBQA</a>)</p> <p>Annual magazine - mails Sept. 1</p> <p>Monthly College of Education story in UofSC Today</p> <p>Photography collection</p> <p>Thank you cards</p> <p>Various flyers for programs/projects</p>

**Goal 3 - Assess, simplify, and modernize the teacher education preparation process to improve the student experience and operate efficiently.**

<b>Goal Statement</b>	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].
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Goal Status</b>	
<b>Action Plan for Achieving the Goal</b>	<p>Recruitment of students for teacher education (graduate and undergraduate) with a focus on diversity. Implement structures and strategies towards growing teacher education including pathways to initial teacher education programs. Implement structures and strategies towards growing graduate education. Continue growing on-line graduate programs. Reframe our focus on building thriving doctoral programs &amp; increasing research productivity. Further support new teachers in state through 3-year new teacher induction program.</p> <p>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.</p>
<b>Resources Needed</b>	Dedicated leadership to oversee academic affairs, inclusive of our clinical experiences and student services.

**Goal 4 - Foster a culture of research excellence among faculty and students within the College.**

<b>Goal Statement</b>	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].
<b>Linkage to University Goal(s)</b>	Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Goal Status</b>	
<b>Action Plan for Achieving the Goal</b>	<p>Developing the support and infrastructure to support the development of high quality research/scholarship in the college. Support scholarship focused on inquiry into teacher/leadership preparation design and delivery. Establishing a Research Institute with a research faculty director.</p> <p>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.</p>
<b>Resources Needed</b>	Dedicated leadership for the research endeavors of the College. Currently recruiting for a Director for our Research Institute.
<b>Notes</b>	<p>We have the following efforts underway to support Faculty &amp; Staff Including Infrastructure for High Quality Research:</p> <p>Process to support professional development for faculty and staff (100K)</p> <p>Support for international travel (2.5K/faculty/3years)</p> <p>3-year induction program for new faculty (Hiring a Director of Research Institute)</p> <p>1 year PD for grant writing</p> <p>Created staff council in support of staff</p> <p>Developing and implementing a Research Institute within college for coordination and core faculty support for scholarship</p> <p>Enhancing social media presence (e.g., minimize, on-line presence, social media)</p> <p>Hired 34 new faculty and staff in 2016/2017</p> <p>106 Faculty total in college as of 8/1/2017</p>

**Goal 5 - Continue implementation of the COE Diversity Plan to foster diversity and engagement within the academic and administrative functions of the College.**

<b>Goal Statement</b>	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.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Goal Status</b>	
<b>Action Plan for Achieving the Goal</b>	<p>Our diversity initiatives have a three prong focus:</p> <ol style="list-style-type: none"> <li>1. Recruitment of students for college (graduate and undergraduate) with a focus on diversity.</li> <li>2. Retention of diverse faculty, staff and students in COE.</li> <li>3. Enhance support for diverse faculty staff and students in COE.</li> </ol> <p>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.</p>
<b>Resources Needed</b>	A full-time Associate Dean for Diversity, Equity and Inclusion
<b>Notes</b>	We are developing the capacity to serve as a National Resource Center for Diversity, Equity, and Inclusion Issues in Education.



# Academic Programs

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## Program Rankings

*Academic programs that were nationally ranked or received external recognition during the Academic Year.*

US News and World Reports Best Graduate Schools of Education includes review and ranking of the following programs - All Post-baccalaureate (certificate), Master's (including MT), Education Specialist, Doctoral degree programs.

US News and Word Reports Best Online Programs include review and ranking of the following programs: M.Ed. Educational Administration, Ed.D. Educational Technology, Ed.D. Curriculum & Instruction, and M.Ed. Teaching.

For 2017, Best Colleges ranked our online M.Ed. in Educational Administration #3 out of 25 for the best online master's in education administration programs.

For 2016, ShanghaiRanking's of Sport Science Schools and Departments ranked our Department of Physical Education and Athletic Training #3 in the World in a review inclusive of the Arnold School of Public Health's Department of Exercise Science and the College of Hospitality, Retail and Sports Management.

## Instructional Modalities

*Innovations and changes to Instructional Modalities in unit's programmatic and course offerings that were implemented during the Academic Year.*

During AY16-17, six distance delivery course proposals were approved or in the approval process (EDEX 891T, EDEX 760, EDEX 761, EDEL 306, EDRD 731, EDPY 706).

Within our online Ed. Admin. Master's Program, commercially developed principal simulations were purchased and integrated across class modules.

SCTS 4.0, a four-level teacher observation and evaluation rubric that is a valid, proprietary assessment with implementation throughout South Carolina required by state law, replaced the ADEPT system for observing and evaluating classroom-based teachers and USC educator licensure candidates. USC implemented Expanded ADEPT in the Fall of 2016 and all candidates in Internships I/A and II/B were evaluated using the SCTS 4.0 rubric. Data from our Fall 2016 initial implementation suggest that our candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

While we collected data for all teacher licensure programs with candidates participating in the first implementation of the instrument, we focus our analysis on the Early Childhood program candidates as they constitute the majority of candidates (91.5%) participating in the Internship II/B Evaluations. Our data indicated that 88% of Early Childhood candidates achieved a rating of "proficient" or "exemplary" across all indicators of the Instruction Domain of SCTS; 96% of our Early Childhood candidates achieved a rating of "proficient" or "exemplary" on the Teacher Content Knowledge Indicator. Additionally, 83% and 91% of Early Childhood candidates assessed at the Midterm and Final, respectively, were rated as "Exemplary" or "Proficient" for Activities and Materials which includes criteria regarding technology use to enhance student learning; 82% and 83% of Early Childhood candidates were scored as exemplary and proficient during their final observation in Thinking and Problem Solving indicators. Lastly, 95% of our Early Childhood candidates achieved a rating of "proficient" or "exemplary" across professionalism indicators.

The Cumulative Video Case Study - Understanding Learning Development and Needs, a part of EDPY 401 course content, was aligned to InTASC standards in Summer 2016 and implemented as an EPP-wide assessment in Fall 2016. In Fall 2016, 121 students from four course sections participated in the course assessment.

During Fall 2016, the USC Unit Work Sample was approved for Phase I implementation in Spring 2017 with self-selecting programs and full implementation during AY 2018-19 with all initial licensure programs. Rubric criteria are aligned to InTASC standards and SCTS 4.0; CITEP reviewed and approved face validity in Spring 2017. While reviewing the instrument for content curricular validity is an on-going process through the two pilot phases of implementation (AY 2016-17 and AY 2017-18), beginning Summer 2018, a CITEP task force will work with OAA to begin criterion validity analyses. Unit Work Sample key assessment results will be reviewed for stability and consistency between applications to ensure inter-rater reliability.

In Fall 2016, the Committee for Initial Teacher Education Programs (CITEP) approved the University of South Carolina College of Education Professional Dispositions Procedures for Undergraduate, MT and MAT Programs for Spring 2017 implementation as part of the Teacher Education Profile process. The Dispositions Self-Assessment will be applied at three key program matriculation markers - courses early in the initial licensure program (ex. EDTE 201), as part of the Internship application, and as part of the Professional Program application. BA Early Childhood, BA Elementary, MAT Elementary, BA/BS Middle Level, MT Secondary English, BM Music Education, and MAT Music Education programs participated in the Phase I Pilot implementation.

## **Program Launches**

*Academic Programs that were newly launched during the Academic Year; those that received required approvals but which had not yet enrolled students are not included.*

The Clinical Mental Health Counseling Concentration of the Ed.S. in Counselor Education will begin admitting students in Summer 2017. Department of Educational Studies.

## **Program Terminations**

*Academic Programs that were newly terminated or discontinued during the Academic Year.*

Ph.D. in Early Childhood Education - awaiting BOT approval for termination, however, enrollment ceased in Fall 2016

Ed.S. in Teaching - awaiting BOT approval for termination, however, enrollment ceased in Spring 2014

M.Ed. in Higher Education Business Administration - terminated December 2016

## **Supplemental Info - Academic Programs**

*Any additional information on Academic Programs appears as Appendix 1. (bottom).*

# Academic Initiatives

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## Experiential Learning for Undergraduates

*Initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.*

For our undergraduate initial teacher education programs, the Office of Clinical Experiences (OCE) maintains Field Placement Data from program area faculty and coordinators for each program which prepare teachers. Programs areas, CITEP, and PDS Coordinating Council have opportunities to review the data and provide feedback annually.

All teacher education programs at USC surpass the State of South Carolina Department of Education's (SCDE) requirement of 100 hours of field experiences prior to full time or directed student teaching for undergraduate candidates and 75 hours of field experiences prior to full time or directed student teaching for graduate candidates.

Undergraduate initial teacher licensure candidates in the College of Education (COE) complete an average of 188 hours of field experience prior to full time or directed student teaching, well above the state required minimum. Undergraduate students in the Elementary Education program complete the most number of field experience hours prior to full time student teaching--354 hours. The Elementary Education program teaches its methods courses on site in schools and implements embedded field work into the program. All USC initial teacher licensure candidates complete an average of 469 hours in their full time or directed student teaching. Using an average of 7 hours per instructional day, student teacher candidates complete 67 days in the school(s).

Content area teacher education programs offer on-site courses at partnership elementary, middle and high schools. These courses also have embedded field experiences in traditional classrooms and after-school programs. Embedded field experiences provide pre-service teacher candidates the opportunity to observe, practice, and reflect upon theory as it is learned in the clinical setting. Embedded courses occur throughout the content specific teacher education degree programs and provide at least ten hours of observational or practical clinical field experience.

EDTE 201 is a common course taken by initial educator licensure candidates. The goals of the course are to use critical inquiry methodology and electronic research media to understand teaching and learning practices within the classroom context and to reflect on the relationship among and between technology, theory, student learning, and instructional practices. Candidates also learn to use technology to enhance and measure student learning in internship experiences.

Course content and goals as well as candidate performance in and course evaluation of clinical field experience courses are reviewed by program faculty and program coordinators every academic semester. The Director of Clinical Experiences, the Associate Dean for Academic Affairs, the Assistant Dean for Accreditation and Professional Preparation, the Quality Assurance Committee (QCom) as well as the Committee for Initial Teacher Education Programs (CITEP) also reviews these data on a cyclical basis to

make program- and EPP-level recommendations. Data disaggregated by program level are also

submitted to the Office of Institutional Research, Assessment and Analytics annually for review in compliance with Southern Association of Colleges and Schools(TM) (SACS) standards when these data affect program-level changes.

## **Experiential Learning For Graduate & Professional Students**

*Initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate or Professional level.*

For our graduate initial teacher education programs, the Office of Clinical Experiences (OCE) maintains Field Placement Data from program area faculty and coordinators for each program which prepare teachers. Programs areas, CITEP, and PDS Coordinating Council have opportunities to review the data and provide feedback annually.

All teacher education programs at USC surpass the State of South Carolina Department of Education's (SCDE) requirement of 100 hours of field experiences prior to full time or directed student teaching for undergraduate candidates and 75 hours of field experiences prior to full time or directed student teaching for graduate candidates.

Graduate initial teacher licensure candidates (MT/MAT) in the College of Education complete an average of 174.6 hours of field experience prior to full time or directed student teaching, well above the state required minimum of 75.

Doctoral students in the Department of Physical Education now have program completion requirements in teaching, research and service to prepare them for the academic job market.

Within the Department of Educational Leadership and Policies, commercially developed principal simulations were purchased and integrated across class modules in our online Educational Administration Master's Program.

The Office of Program Evaluation's dual mission focuses our efforts on providing excellent services to our clients and on enhancing the educational experiences of our Graduate Research Assistants. Graduate Research Assistants connect the skills learned in their research, evaluation, and statistics classes to their work with the OPE. The students work in teams under the guidance of a faculty lead and one or more research staff members. Students read project proposals/reports and meet with faculty, staff, and clients to learn about the projects and the OPE's associated scope of work. Entry level

students complete tasks such as data entry, basic data analysis, contribute to instrument development, and draft sections of reports. The more senior students conduct interviews (individual and focus groups), perform qualitative coding, perform advanced data analysis, and have greater responsibility in instrument development and report writing. These students also become mentors to the entry level students, which

builds leadership skills. Students' efforts are recognized through inclusion as co-authors on OPE project reports, ordered by relative contribution to the work. In addition, students regularly collaborate with OPE faculty on conference presentations and publications.

## **Affordability**

*Assessment of affordability and efforts to address affordability.*

Affordability for students and employability after graduation are two measures that concern us. As we reorganize and strengthen the leadership within the College, we should be able to make greater strides in the assessment of these two areas. Generally, the College has embarked on a programmatic review to ensure programs of study are not burdensome. Some programs revisions have resulted in the reduction of credit hours for degree completion, or changed the status of earned credit from post-masters to post-baccalaureate.

With our enrollment growth, we have hired more faculty to aid with additional course offerings, especially in the summer term. Additionally, our online programs with year-round offerings and 8-week courses, offers students the ability to complete their degree in a shorter time period.

A few professional master's programs have increased their numbers of part-time students, so as not to dissuade students who cannot afford to complete the program(s) on a full-time basis.

## **Reputation Enhancement**

*Contributions and achievements that enhance the reputation of USC Columbia regionally and nationally.*

As the flagship institution of higher education in the state, the College of Education strives to be a leader among our state peers and others. We accomplish this by maintaining our accreditations and program rankings by US News and World Report and Best Colleges. We are the first institution in the state to undergo the recently merged teacher preparation accreditation body CAEP.

By providing students with world-class preparation and professional development our regional and national reputation should be enhanced. Several of our students have been named SC Teacher of the Year. This year, we had an alumnus named a finalist for the NEA Foundation Teaching Excellence Award.

We will continue to establish prominence through innovative and impactful research. A faculty member in Instruction and Teacher Education won a lifetime achievement award from a national organization. Doctoral students have received dissertation awards or promising research awards from several national and regional organizations.

## **Challenges**

*Challenges and resource needs anticipated for the current and upcoming Academic Years, not noted elsewhere in this report and/or those which merit additional attention.*

Strategically growing our programs to coordinate with our available resources (personnel and space). With the birth and growth of online and hybrid programs, we are also contemplating what it means to be a College of Education in this era.

The balance of tenure and clinical faculty will be instrumental to the growth and future of the College.

## **Supplemental Info - Academic Initiatives**

*Any additional information on Academic Initiatives appears as Appendix 2. (bottom)*



# Faculty Population

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## Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2016	Fall 2015	Fall 2014
<b>Tenure-track Faculty</b>			
<b>Professor, with tenure</b>	17	16	16
<b>Associate Professor, with tenure</b>	29	30	34
<b>Professor</b>	0	0	0
<b>Associate Professor</b>	1	1	1
<b>Assistant Professor</b>	22	25	25
<b>Librarian, with tenure</b>	0	0	0
<b>Librarian</b>	0	0	0
<b>Assistant Librarian</b>	0	0	0
<b>Research Faculty</b>			
<b>Research Professor</b>	1	1	0
<b>Research Associate Professor</b>	1	1	2
<b>Research Assistant Professor</b>	0	0	0
<b>Clinical/instructional Faculty</b>			
<b>Clinical Professor</b>	1	2	4
<b>Clinical Associate Professor</b>	2	2	1
<b>Clinical Assistant Professor</b>	6	9	9
<b>Instructor/Lecturer</b>	6	8	10
<b>Adjunct Faculty</b>	109	102	99

## Faculty Diversity by Gender and Race/Ethnicity

Note: USC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See [https://nces.ed.gov/ipeds/Section/collecting\\_re](https://nces.ed.gov/ipeds/Section/collecting_re)

**Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2016, Fall 2015, and Fall 2014.**

	Fall 2016	Fall 2015	Fall 2014
<b>Gender</b>	195	197	201
<b>Female</b>	128	133	133
<b>Male</b>	67	64	68
<b>Race/Ethnicity</b>	195	197	201
<b>American Indian/Alaska Native</b>	2	2	2
<b>Asian</b>	3	3	4
<b>Black or African American</b>	22	18	17
<b>Hispanic or Latino</b>	4	5	5
<b>Native Hawaiian or Other Pacific Islander</b>	0	1	0
<b>Nonresident Alien</b>	3	0	0
<b>Two or More Races</b>	3	3	3
<b>Unknown Race/Ethnicity</b>	30	20	15
<b>White</b>	128	145	155

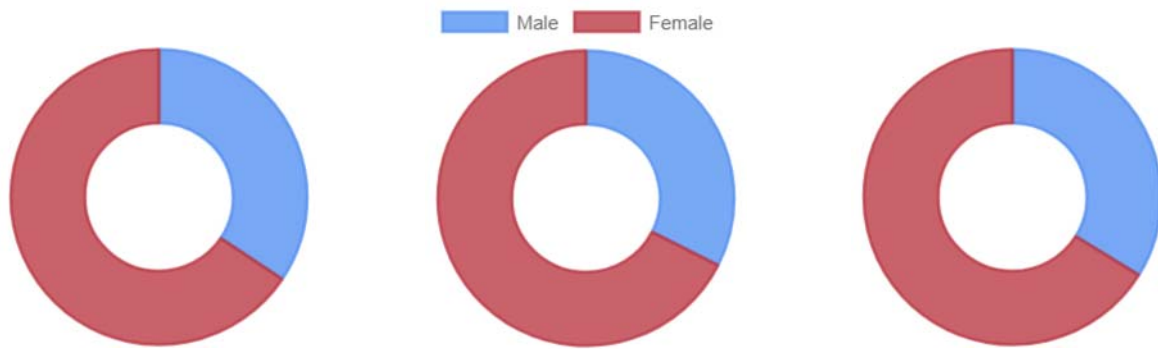
Illustrations 1 and 2 (below) portray this data visually.

### Illustration 1. Faculty Diversity by Gender

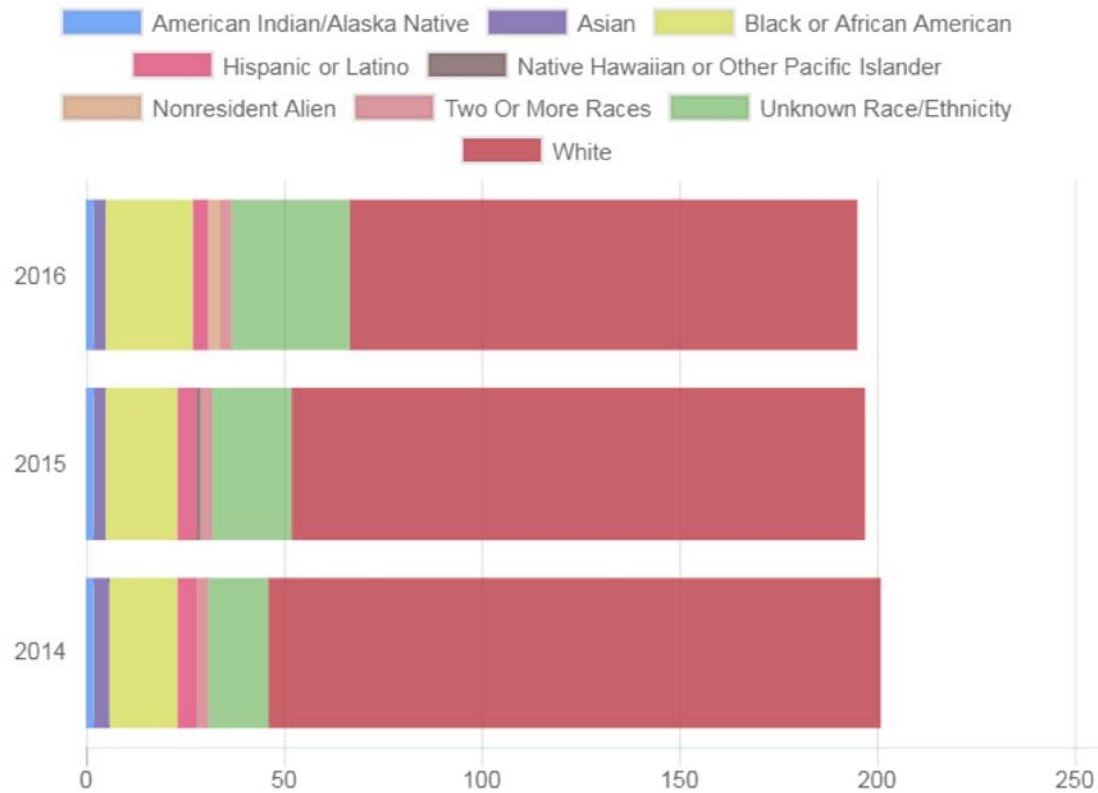
2016 Faculty Gender

2015 Faculty Gender

2014 Faculty Gender



### Illustration 2. Faculty Diversity by Race & Ethnicity



# Faculty Information

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## Research and Scholarly Activity

*Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:*

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.*
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department, if applicable).*
- 3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.*

During FY 2016, the amount of funding requests and proposals for sponsored projects have decreased. As a result, there has also been a decline in the amount of funding awarded to the College of Education during this year's activities. However, research expenditures have increased from the previous year.

Since we have hired a new Director of Contract and Grants, the plan is to provide training sessions and research workshops in an attempt to bolster the number of sponsored projects being applied to serve as a catalyst for proposal development and bringing new projects to the College.

Under our new leadership, there is a greater push to pursue research and secure new funding. This renewed vision has created an environment that should provide faculty with a greater willingness to increase research and sponsored project productivity, particularly at the national and international levels.

## Faculty Development

*Efforts at Faculty Development, including investments, activities, incentives, objectives, and outcomes.*

*Optional*

Faculty in the Department of Physical Education receive \$1,200 in professional travel fund money. Funds may be applied to travel costs associated with presenting research or representing the Department at national or international conferences.

To increase research and scholarly activity among faculty in the Department of Educational Leadership and Policies, the travel budget per faculty has been increased from \$1,500 to \$2,000 so as to provide greater opportunity to connect with other educational researchers attending national conferences.

The South Carolina Educational Policy Center (SCEPC) has established a research group this past fall to focus on increasing scholarship production. With a successful start, they plan to continue their research group meetings. So far, their efforts have resulted in two conference presentations, a forthcoming article submission and a forthcoming book chapter.

## **Supplemental Info - Faculty**

*Any additional content on Faculty Information appears as Appendix 4. (bottom)*

## **Supplemental Academic Analytics Report**

*Content from Academic Analytics appears as Appendix 5. (bottom)*

# Teaching

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## Faculty to Student Ratio

The formula used to compute the ratio uses data from Faculty Population by Track and Title and Student Enrollment by Time Basis, as follows:

$$\frac{(Total\ Full-time\ Students + 1/3\ Part-time\ Students)}{((Total\ Tenure-track\ Faculty + Total\ Research\ Faculty + Total\ Clinical/Instructional\ Faculty) + (1/3\ Adjunct\ Faculty))}$$

**Table 4. Faculty-to-Student Ratio, Fall 2016, Fall 2015, and Fall 2014**

Fall 2016	Fall 2015	Fall 2014
1: 14.3	1:13.91	1:12.95

## Analysis of Ratio

*Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.*

The data supplied by OIRAA indicates that our student enrollment is increasing at a greater rate than our faculty. The preliminary ratio for Fall 2016 is similar and consistent to the College's calculated faculty to student ratio for Fall 2015 of 1:14 (as reported in the Blueprint for AY2017). The ratio has decreased from 1:15 in AY2016 as reported by the College in the same year's Blueprint. The OIRAA data displayed for Fall 2014 is more favorable than the College's previous calculation. The difference is likely due to the reliability of the data source used in the calculation.

To help manage the growth of our academic programs, we are hiring 27 full-time faculty this academic year with start dates on or before Fall 2017. Not only do we expect the faculty to student ratio to trend downward, but we expect our graduation rates to improve at the undergraduate and graduate levels. We will be able to offer more classes and balance the load of thesis and dissertation committees. This will be our largest influx of tenured, tenure-track and clinical faculty in recent years. It speaks to the commitment level of the College to provide an exceptional education experience to our students and the communities they will eventually serve.



# Faculty Awards Received

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*During AY2017-2018 faculty of COE were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.*

## Research Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Boutte, Gloria	Fullbright Hays	US Department of State
Tran, Henry	Distinguished Fellow	National Education Finance Academy
Brian, Ali	Research Fellow	SHAPE America
Mulvey, Kelly Lynn	Early Career Research Grant	National Institute of Justice

## Service Awards

Recipient(s)	Award	Organization
Watson, Lemuel	Social Justice Award	University of South Carolina/EOP

## Teaching Awards

Recipient(s)	Award	Organization
Muller, Meir	Outstanding Early Childhood Teacher Educator Award	National Association of Early Childhood Teacher Educators

## Other Awards

Recipient(s)	Award	Organization
Evans, Kathy	Lifetime Achievement Award	Association of Counselor Education and Supervision
Dickey, Edwin	Lifetime Achievement Award	National Council of Teachers of Mathematics

# Student Recruiting and Retention

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## Student Recruitment

*Efforts, including specific actions, to recruit students into College/School programs.*

Initial Teacher Education Preparation

The College has developed and is beginning to implement a recruitment and retention plan that primarily focus on our teacher preparation programs. This includes all of the undergraduate degrees in the College of Education and Master of Arts in Teaching and Master of Teaching degrees at the graduate level.

This recruitment plan takes into account a commitment to recruiting and preparing a diverse student body to become teachers and the state-wide information on employment trends found in the CERRA Supply and Demand Report. The recruitment plan is organized by 6 focus areas--

1. Access and Outreach
2. Communicating with Prospective Students and Promoting Programs
3. Yield Activities
4. Student Retention
5. Post Completion Connections
6. Recruitment and Retention Planning

Access and outreach activities described in the plan include the online Palmetto College delivery of the BA in Elementary Education, exploring articulation agreements, increasing our involvement in the SC Teacher Cadet program for high schoolers, and the Pro-Team program for middle schoolers.

Undergraduate advisors, the Director of the Office of Student Services, and the Assistant Dean of Academic Affairs attend events such as Open Houses, Admitted Student Days, and Scholars' Socials, that are sponsored by the Undergraduate Admissions office. Along with the Student Diversity and Inclusion Advocate, the Director and Assistant Dean participate in Senior Days for high school seniors, also sponsored by the Undergraduate Admissions office.

In the Director of Student Services is the contact for the Visitor Center. We work collaboratively with the Visitor Center to ensure a meaningful visit for prospective undergraduate students and their families. The College arranges for a faculty member to meet with each prospective student to create a personalized experience.

The Office of Student Services hosts Change of Major Workshops for interested USC students to explore and learn about our education undergraduate programs. During the workshops, students have the opportunity to

complete the paperwork to transfer into the College. The Office of Student Services sponsor multiple change of major workshops each semester.

Holmes Scholar - Undergraduate Program. To demonstrate our commitment to increasing the diversity of our student body, we have established the Holmes Honors students, a new program that provides a three-year scholarship to undergraduates who are historically underrepresented in the teacher and school-leader force, especially racial, linguistic, and ethnic minorities and people with exceptionalities. Our relationship with the national AACTE Holmes Scholar organization allows us to commit resources to recruit and retain a diverse student body and provide them with supports both internally and through this national organization.

Increased Teacher Cadet College Partnership from 4 to 11 high schools. We have grown the program to 11 high schools for 2017/2018 and will increase the number to 14 for the following year.

## Graduate Programs

The College works with Academic Partnerships (AP) for recruitment and marketing of our graduate online programs in Educational Administration (M.Ed.), Teaching (M.Ed.), and Curriculum and Instruction (Ed.D.).

The Principal Program in the Department of Educational Leadership and Policies has invested additional funds supporting faculty travel to learned societies for the Faculty Coordinator to recruit prospective higher education and student affairs (HESA) students at national conferences.

Holmes Scholar - Graduate Program. The College has also re-established itself as a participating institution with the AACTE Holmes Scholar program with three fully funded graduate assistantships. The goal is to recruit and retain the very best doctoral students and to support students from historically-underrepresented communities. Our relationship with this national organization allows us to commit resources to recruit and retain a diverse student body and provide them with supports both internally and through this national organization.

The redesign of the College of Education webpages now directs prospective graduate students to one email account monitored by the Office of Student Services. This allows a trained college staff person to appropriately respond or route prospective students to appropriate online resources or to faculty or staff contacts best positioned to answer questions.

## Student Retention

*Efforts at retaining current students in College/School programs.*

In addition to our recruiting and retention plan mentioned above, two major initiatives have provided the focus

for retention of our undergraduate students.

The College of Education has partnered with the University Advising Center to refer all students who fall below a 2.75 Overall GPA and below a 3.0 GPA in their most recent semester completed to the University Advising Center for three Academic Success Coaching appointments throughout the following semester. We know that all students can struggle with the transition to college life. In our college, we have adopted a referral system to the Student Success Center for at-risk students to assist students on their path to be successful teachers that may have in the past not gotten the support that they need.

When Praxis Core scores are received, students are contacted by the Office of Student Services. If scores received complete the Praxis Core requirement successfully, students are sent a congratulatory email. If there is a section that is not passed, students are emailed the contact information for the coordinator of the NorthStar online test preparation tool. If students have not contacted the coordinator in seven days, the Director of Student Services sends a second email encouraging use of the testing tool. The student's advisor is copied on the emails. We have recognized that some of our students struggle with the state mandated PRAXIS Core tests to become a certified teacher. Our Teaching Fellows have created a tutoring program, we have on-line assistance, and have looked at data pinpointing what students are having issues.

Additionally, the College has partnered with the University Advising Center to provide an advisor for first year students who is specifically trained in working with first year students. The purpose of this first year advising initiative is to improve student success in the first year. In order to strengthen our secondary teaching programs, we have employed a pre-master teaching advisor. All of our students seeking certification in secondary education must earn a bachelor's degree and then complete a master's degree.

To serve both graduate and undergraduate students, the College now has a Diversity and Inclusion Advocate. Among other activities, this advocate works with faculty and staff to support historically underrepresented students in order for them to become successful and fully engaged in all aspects of their educational experiences at the University of South Carolina.

# Student Enrollment & Outcomes

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The following data was provided by USC's Office of Institutional Research, Assessment, and Analytics. Please note that Fall 2016 and AY2016-2017 data, where presented, are preliminary and unofficial.

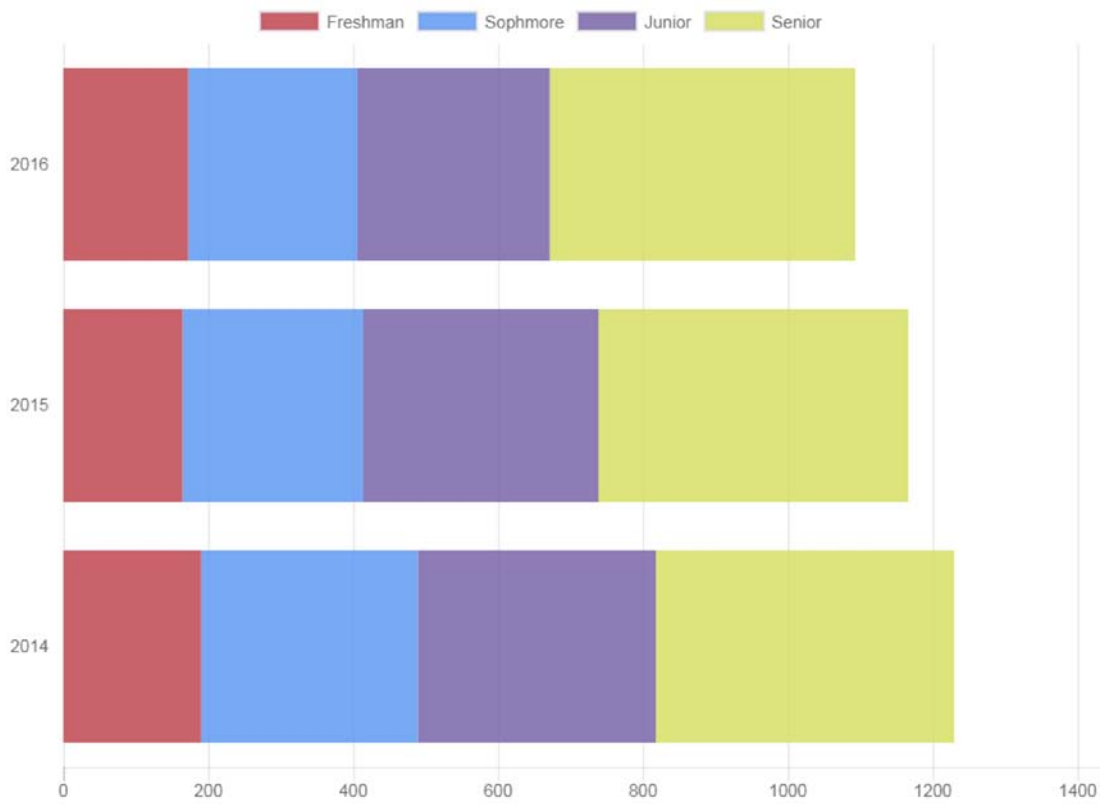
Note: Student enrollment and outcomes data are calculated by headcount on the basis of primary program of student only.

## Student Enrollment by Level & Classification

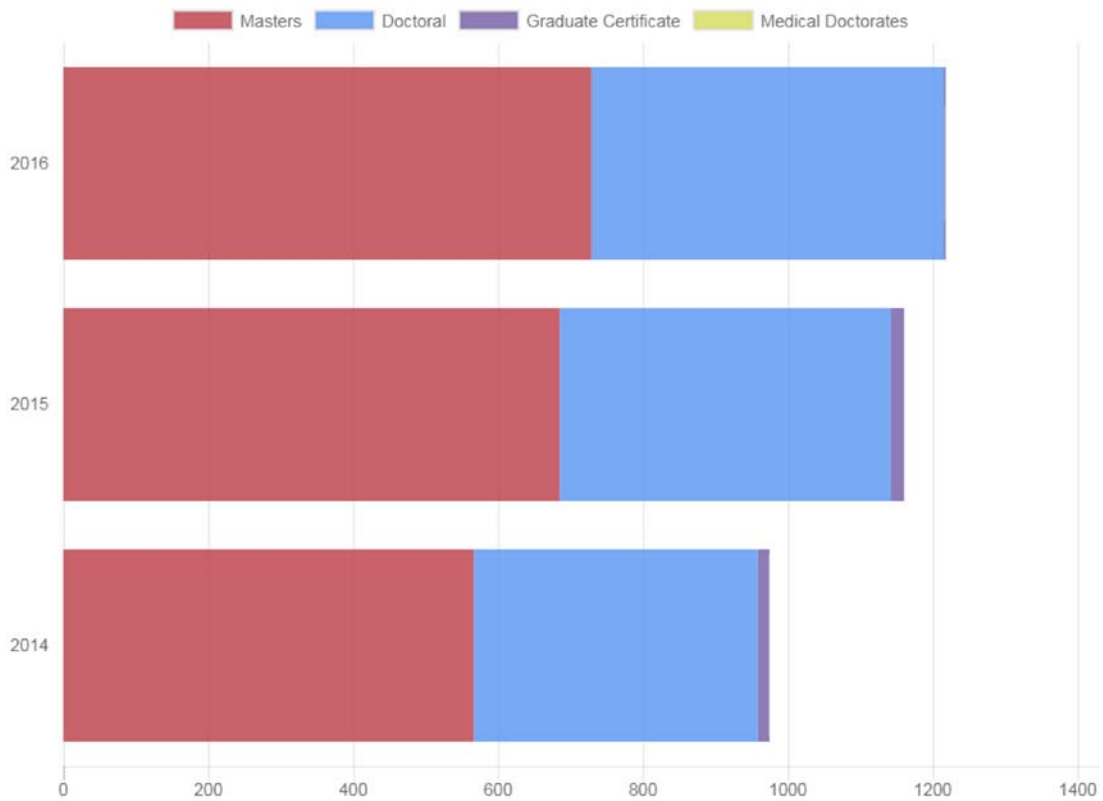
**Table 5. Student Enrollment by Level & Classification.**

	Fall 2016-2017	Fall 2015-2016	Fall 2014-2015
<b>Undergraduate Enrollment</b>			
<b>Freshman</b>	172	165	190
<b>Sophomore</b>	234	249	300
<b>Junior</b>	266	326	328
<b>Senior</b>	421	428	413
<b>Sub Total</b>	1093	1168	1231
<b>Graduate Enrollment</b>			
<b>Masters</b>	730	685	567
<b>Doctoral</b>	487	459	392
<b>Graduate Certificate</b>	2	18	16
<b>Sub Total</b>	1219	1162	975
<b>Graduate Enrollment</b>			
<b>Medicine</b>	0	0	0
<b>Law</b>	0	0	0
<b>PharmD</b>	0	0	0
<b>Sub Total</b>	0	0	0
<b>Total Enrollment (All Levels)</b>	<b>2312</b>	<b>2330</b>	<b>2206</b>

**Illustration 3. Undergraduate Student Enrollment by Classification**



**Illustration 4. Graduate/Professional Student Enrollment by Classification**



## Illustration 5. Total Student Enrollment by Classification (All Levels)



## Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
<b>Undergraduate</b>	<b>1093</b>	<b>1168</b>	<b>1231</b>
Full-Time	1053	1125	1186
Part-Time	40	43	45
<b>Graduate/Professional</b>	<b>1219</b>	<b>1162</b>	<b>975</b>
Full-Time	416	401	333
Part-Time	803	761	642
<b>Total - All Levels</b>	<b>2312</b>	<b>2330</b>	<b>2206</b>
Full-Time	1469	1526	1519
Part-Time	843	843	843



## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

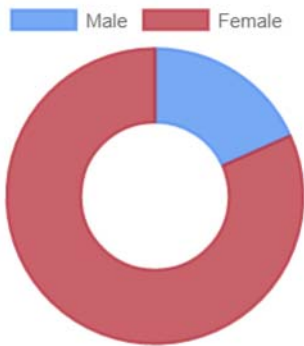
	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
<b>Undergraduate</b>	<b>1093</b>	<b>1168</b>	<b>1231</b>
<b>Female</b>	891	954	1030
<b>Male</b>	202	214	201
<b>Graduate/Professional</b>	<b>1219</b>	<b>1162</b>	<b>975</b>
<b>Female</b>	903	837	714
<b>Male</b>	316	325	261

### Illustration 6. Undergraduate Student Diversity by Gender

2016 Undergraduate Gender



2015 Undergraduate Gender



2014 Undergraduate Gender

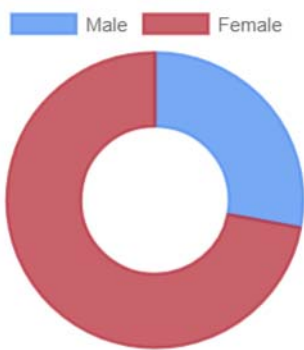


### Illustration 7. Graduate/Professional Student Diversity by Gender

2016 Graduate Gender



2015 Graduate Gender



2014 Graduate Gender

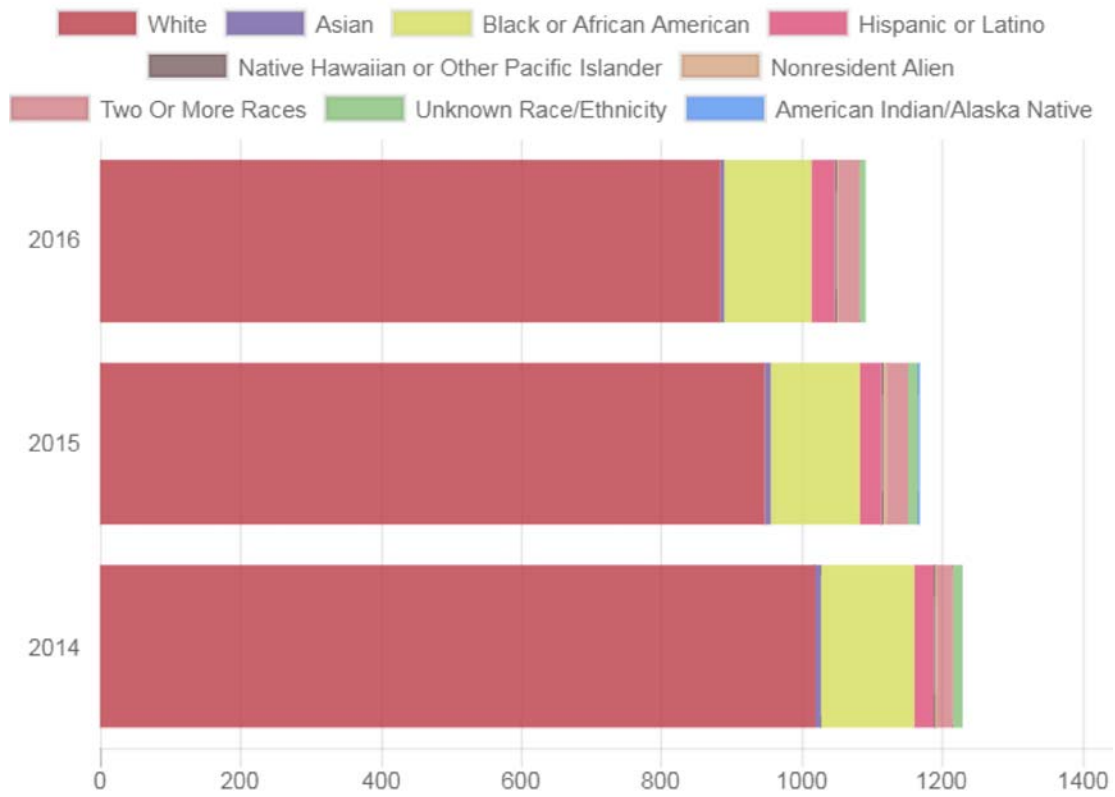


## Student Diversity by Race/Ethnicity

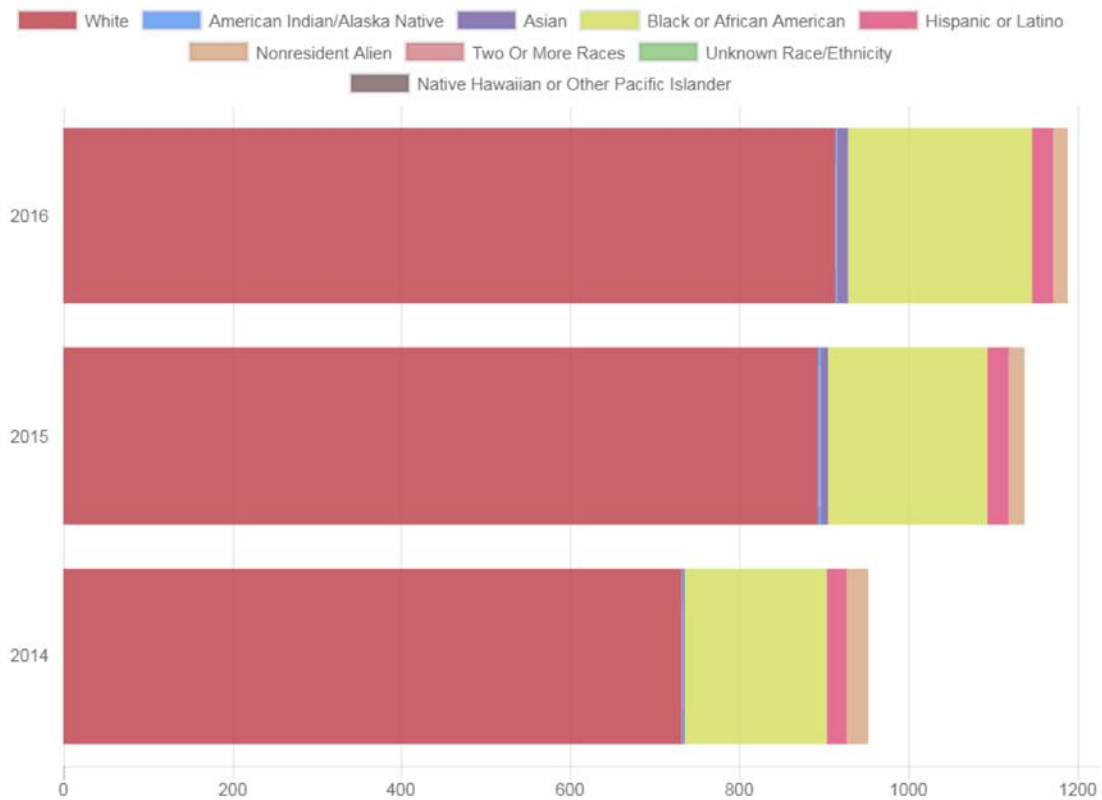
Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
<b>Undergraduate</b>	<b>1093</b>	<b>1168</b>	<b>1231</b>
American Indian/Alaska Native	2	2	2
Asian	6	7	8
Black or African	125	128	132
Hispanic or Latino	33	30	29
Native Hawaiian or Other Pacific Islander	3	3	3
Nonresident Alien	3	5	2
Two or More Races	30	32	22
Unknown	7	13	13
<b>Race/Ethnicity</b>			
White	884	948	1020
<b>Graduate/Professional</b>	<b>1219</b>	<b>1162</b>	<b>975</b>
American Indian/Alaska Native	3	2	1
Asian	13	9	2
Black or African	217	189	169
Hispanic or Latino	25	25	23
Native Hawaiian or Other Pacific Islander	0	0	1
Nonresident Alien	17	19	26
Two or More Races	15	10	12
Unknown	16	14	9
<b>Race/Ethnicity</b>			
White	913	894	732

**Illustration 8. Undergraduate Student Diversity by Race/Ethnicity**



**Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity**



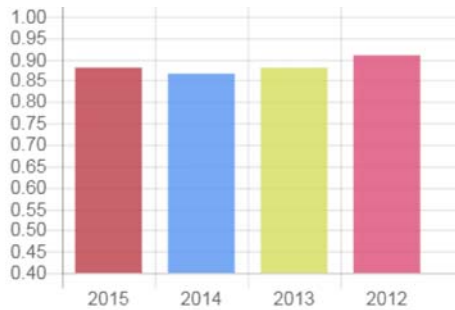
# Undergraduate Retention

Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

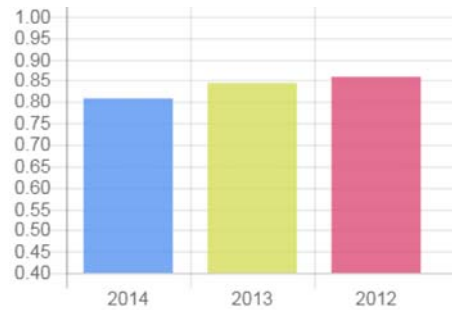
	First Year	Second Year
Fall 2015 Cohort	87.9%	N/A
Fall 2014 Cohort	86.7%	80.9%
Fall 2013 Cohort	88.2%	84.6%
Fall 2012 Cohort	91%	85.9%

Illustration 10. Undergraduate Retention, First- and Second Year

First Year



Second Year



# Student Completions

## Graduation Rate - Undergraduate

Table 10. Undergraduate Graduation Rates for First-time Full-time Student Cohorts at 4-, 5-, and 6 Years.

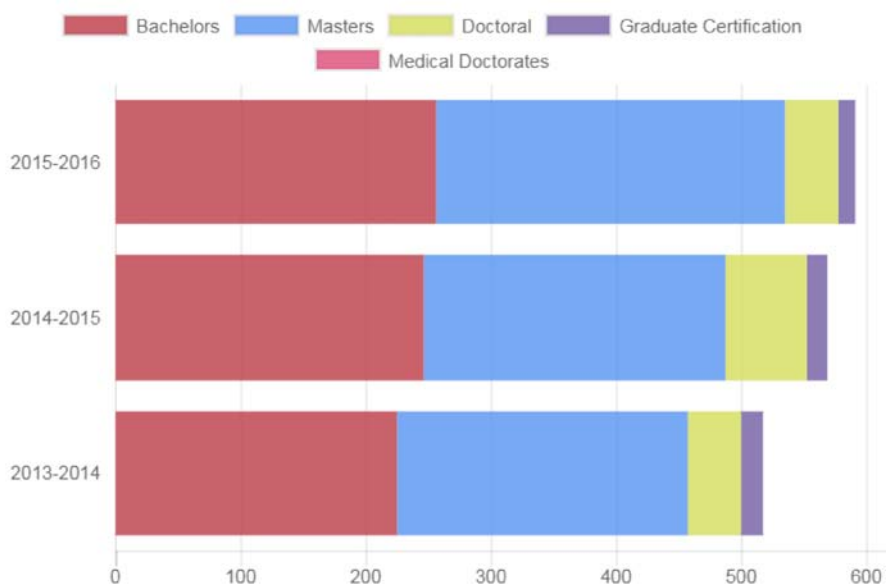
	4-Year	5-Year	6-Year
Fall 2010 Cohort	68.2%	76.4%	78.4%
Fall 2009 Cohort	63.4%	75.8%	77.8%
Fall 2008 Cohort	68.9%	79.8%	80.7%

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2015-2016	AY2014-2015	AY2013-2014
Bachelors	256	246	225
Masters	279	242	232
Doctoral	43	65	43
Medical	0	0	0
Law	0	0	0
Pharmacy Doctorate	0	0	0
Graduate Certificate	13	16	18

Illustration 11. Degrees Awarded by Level



# Alumni Engagement & Fundraising

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## **Alumni**

*Substantial activities, engagements, and initiatives with alumni during AY2016-2017, focusing on relationships and activities with alumni.*

The College of Education hired their first full-time Director of Development in 2.5 years charged with 120 face-to-face visits in addition to unit and development events. Additionally, travel to visit alumni with a gift capacity rating of \$25,000 and higher occurred in Florida, Georgia, North Carolina, greater Baltimore area and all over South Carolina.

College of Education hosted events/initiatives: Cockaboose Pre-game Tailgate Event at Football (October 29, 2016), Homecoming Alumni Tailgate (November 5, 2016), Carolina's Promise Campaign Donor Thank You Initiative (December 2016), Retired Faculty Luncheon (March 15, 2017), TAG (Thank Alumni for Giving) Day (March 21, 2017).

The Dean, Jon Pedersen, travelled state-wide visiting esteemed alumni, donors and friends of the College of Education.

Alumni, donors and friends of the College of Education have been hosted and entertained at numerous sporting events (football, men's and women's basketball, baseball) in the President's Suite.

## **Development, Fundraising and Gifts**

*Substantial development initiatives and outcomes during AY2016-2017, including Fundraising and Gifts.*

The College of Education executed both fall and spring annual fund solicitations in conjunction with Office of Annual Giving. The Family Fund for the College of Education was promoted and supported by a projected ~30% of the college as of March 2017. The Dean's Circle was revamped with new stewardship levels and is set to launch in June 2017. The College of Education will complete its first Crowdfunding initiative in the 2016-17 year. The Director of Development is projected to submit 10 proposals and personally raise \$500,000 for fiscal year 2016-17. The College of Education as a whole has raised \$178,500 as of March 2017.

## **Supplemental Info - Alumni Engagement & Fundraising**

*Any additional information on Alumni Engagement and Fundraising appears as Appendix 6. (bottom)*

# Community Engagement

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## Description

*Community engagement and community based research, scholarship, outreach, service or volunteerism conducted during AY2016-2017, including activities at the local, state, regional national and international levels.*

Urban Cohort Initiative in ITE for Early Childhood. This provides our teacher education candidates opportunities to engage in classroom experiences early and often with a wide variety of children from all different backgrounds so that our students upon graduation can provide culturally relevant curriculum and teaching.

Establishment of the Midlands Educator Effectiveness Roundtable. This is yet another example of how we work with our partners to learn more about our students and their preparedness as they transition to school classrooms as teachers.

Clinical Experience Field Placements Partnership Sites provide opportunities for teacher education candidates to work with P-12 students to develop their teaching skills and meet university course requirements, as appropriate for each candidate's level in the program. Sites vary from semester to semester but in general include over 100 schools from six Columbia area districts: Lexington County School District 1, Lexington/Richland County School District 5, Lexington County School District 2, Richland County School District 1, Lexington County School District 4, and Richland County School District 2.

Professional Development Schools (PDS - 16 total) provide clinical placement for student teaching, but also allow for collaborative community based research. The PDS network offers participating schools a three-year commitment encompassing: a demonstrated emphasis on inquiry-based teaching and learning; the presence of a critical mass of faculty working with USC teacher candidates throughout their programs; a faculty-wide examination of the National Network for Educational Renewal's Agenda for Education in a Democracy; conducting of at least one research or demonstration project in collaboration with USC faculty over the course of the three-year relationship; and the hosting, whenever possible, of pre-service courses on-site.

A faculty member with a co-PI at Benedict College received a Fulbright Hays grant. The purpose is to take a team of 13 participants (6 professors, 6 P-12 teachers, 1 media person) to Cameroon for four weeks in the summer of 2017. During their time in Cameroon, they will be studying the Diaspora Literacy (the relationship between the culture, language, etc. among people of the African Diaspora).

## Community Perceptions

*How unit assesses community perceptions of engagement, as well as impact of community engagement on students, faculty, community and the institution.*

Broad community perceptions are not currently assessed, but will likely be added for future evaluation. This year, however, we did survey employers on their satisfaction with the preparation and employability of our teacher education candidates.



In an effort to establish a protocol for SC educational institutions to learn more about the satisfaction of employers with teacher preparation of their assigned duties (CAEP Standard 4.3), USC in collaboration with the Center for Educational Partnerships worked with external consultants to create a research design for the survey and focus group process, coordinate with targeted school district superintendents, select school district administrators to be surveyed and questioned, organize focus groups, train focus group facilitators, collect data, analyze the data and report findings. The Standard IV South Carolina Midlands Focus Group Report addresses employer satisfaction with USC completers from Academic Years (AYs) 2013-14, 2014-15, and 2015-16 as obtained from 3 focus groups with 14 participants during Fall 2016.

Conclusions from these focus groups regarding the USC College of Education teacher education program include--

- o The current education curriculum and content standards are generally preparing graduates for their first jobs and supervisors are happy with teacher preparation
- o The curriculum and undergraduate experiences produces teachers who are excited and eager to start teaching and are creative in the classroom with the content knowledge that is necessary for them to be successful
- o The teacher education program teaches induction teachers a variety of pedagogies that position them to be effective teachers
- o The curriculum teaches the importance of state college- and career-ready standards and assessment in evaluating student learning goals
- o Adding practical experiences in the curriculum would strengthen teacher preparation for their first job
- o Dialoging with school districts on a regular basis regarding issues that impact teacher preparation for their first jobs will strengthen teacher education
- o Augmenting the curriculum in the following areas would better prepare graduates for their first jobs
  - ? Strengthening preparation for parent-teacher conferences and parent communication
  - ? Expanding a knowledge of, and practical experiences in, classroom management
  - ? Teaching effectively in classrooms that have students with a wide range of learning abilities
  - ? Applying appropriate pedagogies to match the classroom education environment
  - ? Applying assessment data to improve 1) classroom learning and 2) to improve teacher classroom effectiveness
  - ? Helping potential teachers develop a realistic perception of the classroom and profession in the 21st century
  - ? Sensitizing induction teachers to the challenges and opportunities presented by ethnically and

socio-economically diverse communities

Face validity analyses of the employer survey and focus group protocol alignment with CAEP standards were conducted by paid consultants and OAA staff in Fall 2016 and Spring 2017. Spring 2017 changes to the survey instrument to improve content validity include dividing the divide free response "trends" question into separate strength(s) and weakness(es) questions.

Focus groups will be conducted annually with employers of our completers as identified by the SCDE as well as our completers who provide current contact information on the Induction Teacher Survey. To improve focus group participation, in future years, we will consider suggestions made by the consultants on the project which include requesting permission to conduct the focus groups at a district meeting or retreat for the principals and/or the induction teacher supervisors and scheduling online Facebook or alternative media focus groups for hard to reach populations and for employers who

have very few USC induction teachers.

OAA summarizes the data and distributes reports annually to program area coordinators, the Director of the Office of Clinical Experiences, the Director of the Office of Student Services, the Assistant Dean of Academic Affairs, and the Assistant Dean of Accreditation and Professional Preparation. The Committee for Initial Teacher Education Programs (CITEP) and the Quality Assurance Committee (QCom) (with membership inclusive of all licensure areas, PK-12 partners, and USC stakeholders) also review these data cyclically to make program- and EPP-level recommendations. Data disaggregated by

program level are also submitted to the Office of Institutional Research, Assessment and Analytics annually for review in compliance with Southern Association of Colleges and Schools(TM) (SACS) standards when these data affect program-level changes.

Community Impact Data is highlighted below:

Highlights from the Clinical Experiences Field Placements--Coaching Teacher Demographics data summary include--

OCE maintains a database of trained coaching teachers and it is updated each time SCTS 4.0 training is offered. Currently there are 314 coaching teachers in the database. Of those, 267 are female and 47 are male; 266 are White, 44 are African American, 3 are Asian and 1 is Pacific Islander. The average number of years of experience is 14 with ranges from 3 to more than 35 years. Of the 314 coaching teachers, 87 have Bachelor's degrees, 139 hold a Master's degree, 84 hold a Master's plus 30 designation and 4 hold a doctorate degree. Ten of these teachers obtained certification through an

alternative certification program. 77 are certification by the National Board for Professional Teaching Standards.

Highlights from the Clinical Experiences Field Placements--School Demographics data summary

include--

SCDE School Report Card school demographic data are used to compare diversity of school placements between programs. These data indicators are-- percent of students on free and/or reduced lunch, percent of white students, percent of gifted/talented students (primarily at elementary level), percent of students enrolled in advanced placement and/or international baccalaureate classes, percent of teachers with advanced degrees (higher than bachelors), percent of teachers returning from previous school year, and years of experience by principal at current school.

Overall, placements are diverse across and within programs as there are no statistically significant difference between selected South Carolina Department of Education School Report Card school demographic data of Early childhood/Elementary programs (EC/EL) and other programs with the exception of teachers with advanced degrees [ $t(101)=-5.293, p<0.05$ ]. Faculty, staff, students, principals, and coaching teachers are involved in the process of selecting clinical experiences placements. Chalk and Wire, the assessment system used in the COE, offers a field experience module which allows field placements to be made more efficiently using technology. OCE plans to implement the Chalk and Wire field experience module in the Spring of 2017 as it begins to make placements for Fall 2017.

The Office of Clinical Experiences (OCE) works with the Office of Assessment and Accreditation (OAA) to summarize clinical field experiences data by licensure program and distributes the report annually to program area coordinators, the Director of the Office of Clinical Experiences, the Director of the Office of Student Services, the Assistant Dean of Academic Affairs, and the Assistant Dean of Accreditation and Professional Preparation. The Committee for Initial Teacher Education Programs (CITEP) and the Quality Assurance Committee (QCom) (with membership inclusive of all licensure areas, PK-12

partners, and USC stakeholders) also review this data cyclically to make program- and EPP-level recommendations. These data will also inform evaluation of Academic Blueprint, Strategic Plan, and Diversity Plan goals.

## **Supplemental Info - Community Engagement**

*Any additional information on Community Engagement appears as Appendix 7. (bottom)*

# Collaborations

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## Internal Collaborations

Committee for Initial Teacher Education Programs (CITEP)

Professional Education Unit

CarolinaLIFE

## External Collaborations

South Carolina Department of Education

South Carolina Arts Assessment Program (SCAAP)

Center for Educational Partnerships, inclusive of the Writing Improvement Network, SC Geographic Alliance, SC Middle School Initiative, SC School Improvement Council

Induction Teacher Evaluations

Midlands Writing Project

University of South Carolina Residency Project

## Other Collaborations

*Our most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations.*

Child Development Research Center (includes both internal and external collaborations)

Exploring academic partnerships with HBCUs in the state

## Supplemental Info - Collaborations

*Any additional information about Collaborations appears as Appendix 8. (bottom)*

# Campus Climate and Inclusion

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## **Campus Climate & Inclusion**

*Activities unit conducted within AY2016-2017 that were designed to improve campus climate and inclusion.*

Development of COE Ambassador Program. We are implementing a program for student leadership in our college that engages a broad spectrum of students in developing and implementing strategies to assist all students in our college.

Lunch with the Dean - for students. We have created a program where students can sign-up to have lunch with the dean. This informal opportunity provides access to interact with the leadership in our college.

Initiated Student Advisory Council. This formal group has been developed so the leadership of our college can learn more about the concerns and needs of our students.

Community building activities for COE undergrads (Community Table). A goal for our college is to bring students together to discuss those issues that are important to them and their future as educators. These discussions have included difficult topics to talk about and this forum provides a safe environment for this to happen.

Established and expanded the scope of our Student Diversity and Inclusion Advocate.

The Department of Instruction and Teacher Education is currently developing innovative partnership designs with McCormick County and other rural districts to diversify our candidate population. This is also done through our rural initiative associated with the Elementary Education program via Palmetto College.

Current faculty recruitment has targeted diverse venues for advertising with a concerted effort to secure a diverse candidate pools.

Our Diversity Committee brought in two speakers, one each semester, to foster dialogue and discourse on inclusivity.

The College's Museum of Education hosts an annual Witten Lecture and presents the Chester C. Travelstead Award for Courage in Education. The Travelstead Award recognizes an educator from the state of South Carolina who displays courage and who exemplifies the College of Education's core values of stewardship, intellectual spirit, integrity, and justice.

## **Supplemental Info - Campus Climate & Inclusion**

*Any additional information about Campus Climate and Inclusion appears as Appendix 9. (bottom)*

# Concluding Remarks

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## Quantitative Outcomes

*Explanation of any surprises with regard to data provided in the quantitative outcomes throughout this report.*

## Cool Stuff

*Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.*

Elementary BA National Percentile: 91 by National Council on Teacher Quality ('16)

Online M.Ed. in Ed. Admin. ranked #3 of 25 by Best Colleges ('17)

#1 in the state for National Board-Certified Teachers

Online Education #40 by US News & World Report ('17)

US Best Graduate Schools of Education #78 by US News & World Report ('17)

## **Appendix 1. Academic Programs**



## **Appendix 2. Academic Initiatives**

## **Appendix 3. Research & Scholarly Activity**

**Office of Research  
Information Technology & Data  
Management**

# **College of Education**

**Fiscal Year 2016  
and prior**



# Faculty Information

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## RESEARCH AND SCHOLARLY ACTIVITY

The following refers to Appendix 1, 2 & 3 , which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department, if applicable).
- 3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

*Identified areas of challenge and opportunities with faculty research and scholarly activity, referencing Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management, including specific plans to meet these challenges or take advantage of the opportunities.*

## Summary of Extramural Proposal Submissions by Source

### Appendix 1

PI Home Department	Total First Year	Commercial - (COM)	Federal - (FED)	Local Govt - (LOC)	Other - (OTH)	Private, Non-Profit - (PHI)	State - (STA)
Education	62,000	1					
Education Leadership & Policies	61,653				2		1
Educational Studies, Department of	3,011,556		12			2	4
Instruction & Teacher Education	3,850,387		11	10		3	2
Office of Program Evaluation	261,484		3				1
Physical Education	1,288,822	1	1		4		
SC Educational Policy Center	62,910		2				
SC School Improvement Council	5,000						1
<b>Total Count</b>	<b>70</b>	<b>2</b>	<b>29</b>	<b>10</b>	<b>6</b>	<b>14</b>	<b>9</b>
<b>Total FY2016 First Year</b>	<b>8,603,812</b>	<b>287,500</b>	<b>6,459,332</b>	<b>56,500</b>	<b>261,653</b>	<b>795,262</b>	<b>743,565</b>

## Extramural Funding by Source, Department, Faculty & Rank Appendix 2

PI Home Department	Total Dept Funding	PI Name	Primary Job/Rank	Tenure Status	Total Funding	Commercial	Federal	Local Govt.	Other	Private, Non-Profit	State
Child Development Research Center		Googe, Heather	RESEARCH ASSOCIATE		637,667		637,667				
<b>Total</b>	<b>637,667</b>										
Education		Watson, Lemuel	PROFESSOR	TENURED	157,350				7,350		150,000
Education		Winburn, Linda	CLINICAL INSTRUCTOR		883						883
<b>Total</b>	<b>158,233</b>										10,000
Education Leadership & Policies		Hudgins, James	CLINICAL PROFESSOR		10,000						
Education Leadership & Policies		Smith, Douglas	ASST PROFESSOR	TENURE-TRACK	64,653				64,653		
<b>Total</b>	<b>74,653</b>										149,310
Educational Studies		Brown, William	PROFESSOR	TENURED	149,310						
Educational Studies		Carlson, Ryan	ASST PROFESSOR	TENURE-TRACK	95,481		95,481				
Educational Studies		Christie, Christine	ASSOC. PROFESSOR	TENURED	199,946		199,946				
Educational Studies		Johnson, Robert	PROFESSOR	TENURED	49,115		49,115				
Educational Studies		Marshall, Kathleen	ASSOC. PROFESSOR	TENURED	99,273		99,273				
Educational Studies		Plotner, Tony	ASST PROFESSOR	TENURE-TRACK	472,803		472,803				
Educational Studies		Rao, Vasanthi	RESEARCH ASSOCIATE		1,643,036		1,643,036				
Educational Studies		Wolfe, Katie	ASST PROFESSOR	TENURE-TRACK	54,240						54,240
<b>Total</b>	<b>2,763,204</b>										137,071
Instruction & Teacher Education		Baker, Hannah	RESEARCH ASSOCIATE		137,071						
Instruction & Teacher Education		Baum, Angela	ASSOC. PROFESSOR	TENURED	201,354		201,354				
Instruction & Teacher Education		Knopf, Herman	ASSOC. PROFESSOR	TENURED	2,000					2,000	
Instruction & Teacher Education		Miller, Bridget	ASST PROFESSOR	TENURE-TRACK	287,787		287,787				
Instruction & Teacher Education		Rao, Vasanthi	RESEARCH ASSOCIATE		148,502		148,502				
Instruction & Teacher Education		Spence, Lucy	ASSOC. PROFESSOR	TENURED	15,000		15,000				
Instruction & Teacher Education		Thompson, Stephen	ASSOC. PROFESSOR	TENURED	213,232		213,232				
Instruction & Teacher Education		Virtue, David	PROFESSOR	TENURED	77,250		35,600		41,650		
Instruction & Teacher Education		Wang, Yang	ASST PROFESSOR	TENURE-TRACK	2,300					2,300	
Instruction & Teacher Education		Williams, Toni	ASST PROFESSOR	TENURE-TRACK	1,000					1,000	
<b>Total</b>	<b>1,085,496</b>										84,945
Office of Program Evaluation		D'Amico, Leigh	RESEARCH ASST PROF		218,119		98,112				35,062
Office of Program Evaluation		Dickenson, Tammilee	RESEARCH PROFESSOR		662,006		662,006				
Office of Program Evaluation		Lewis, Ashlee	RESEARCH ASST PROF		179,997		93,247				86,750
<b>Total</b>	<b>1,060,122</b>										83,018
Physical Education		Mensch, James	CLINICAL ASSOCIATE PROF		83,018						
Physical Education		Sacko, Ryan			2,200					2,200	
Physical Education		Torres-McGehee, Toni	ASSOC. PROFESSOR	TENURED	560,000	225,500		85,000	210,000	39,500	
Physical Education		Yeargin, Susan	ASST PROFESSOR	TENURE-TRACK	120,733		120,733				
<b>Total</b>	<b>765,951</b>										56,250
SC Educational Policy Center		Monrad, Diane	RESEARCH ASSOC PROF		343,438		287,188				
SC School Improvement Council		Hudson, Tom	CLASSIFIED		100,303						100,303
<b>Total</b>	<b>100,303</b>										
<b>Total College of Education</b>					<b>6,989,067</b>						

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**Patents, Disclosures, and Licensing Agreements**  
**Fiscal Year 2014, 2015 and 2016**  
**Appendix 3**

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<b>FY2014 - FY2016 - COLLEGE OF EDUCATION</b>				
	<b>Invention Disclosures</b>	<b>Provisional Patent Applications</b>	<b>Non-Provisional Patent Applications</b>	<b>Issued Patents</b>
<b>TOTALS:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**\*Note:** Nationalized-PCTs, divisionals, and continuations are not included in these numbers.

## **Appendix 4. Faculty Information**



College of Education – Office of Grants and Contracts

Faculty Sponsored Research Data

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**FACULTY INFORMATION**  
**AY2016-2017 ONLY**

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\*Department Chairs, Grants and Contracts, OPE, EPC, CDRC

***Research and Scholarly Activity***

Please refer to the Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management. Identify areas of challenge and opportunities with faculty research and scholarly activity. Please provide specific plans you will implement to meet these challenges or take advantage of the opportunities.

During FY 2016, the amount of funding requests and proposals for sponsored projects have decreased. As a result there has also been a decline in the amount of funding awarded to the College of Education during this year's activities. This is most likely due to a vacancy in the Director position in the College's Office of Grants and Contracts office from September until the end of November in 2016. With a new Director in place, the plan is provide training sessions and research workshops to attempt to bolster the amount of sponsored projects being applied to serve as a catalyst for bringing new projects to the College.

With the arrival of our new Dean, there is a greater push to pursue research and secure new funding. This renewed vision has created an environment that should provide faculty with a greatly willingness to increase research and sponsored project productivity.

**Supplemental Info**

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Faculty for the Academic Year.

1. The total number and amount of externally sponsored research proposal submissions by funding source for FY 2016.

#1 - Blueprint Data - Proposal Submissions FY2016										
Home Department	Total Amt- 1st Year	Total Submissions	COMMERCIAL	FEDERAL	LOCAL	OTHER	PRIVATE	STATE		
Child Development Research Center	\$848,310	2		2						
Education	\$81,432	1		1						
Education Leadership & Policies	\$323,477	4		1		3				
Educational Studies, Department of	\$2,777,687	30		11	3	1	12		3	
Instruction & Teacher Education	\$1,909,198	15		11	1		1		2	
Office of Program Evaluation	\$980,662	7		3					4	
Physical Education	\$998,569	12		1		5	6			
SC School Improvement Council	\$7,350	1							1	
<b>Total Number of Submissions</b>		<b>72</b>	<b>0</b>	<b>30</b>	<b>4</b>	<b>9</b>	<b>20</b>		<b>9</b>	
<b>Total Funding Requested</b>	<b>\$7,926,685</b>		<b>\$0</b>	<b>\$5,633,189</b>	<b>\$29,950</b>	<b>\$114,877</b>	<b>\$1,208,859</b>		<b>\$939,810</b>	

2. Summary of external sponsored research awards by funding source for FY 2016. Total extramural funding processed through Sponsored Awards Management (SAM) in FY 2016, and federal extramural funding processed through SAM in FY 2016.

<b>#2 - Blueprint Data</b>										
<b>Fiscal Year 2016</b>										
<u>PI_HM_DEPT_DESC</u>	<u>PI</u>	<u>TENURE STATUS_DESC</u>	<u>RANK</u>	<u>TOTAL SPONSOR</u>	<u>COMMERCIAL</u>	<u>FEDERAL</u>	<u>LOCAL</u>	<u>OTHER</u>	<u>PRIVATE</u>	<u>STATE</u>
Education	Watson, Lemuel	Tenured	Professor	\$175,000						\$175,000
Physical Education	Sacko, Ryan			\$2,200					\$2,200	
Children Development Research Center	Googe, Heather		Research Associate	\$138,190		\$138,190				
Children Development Research Center	Rao, Vasanthi		Research Associate	\$1,676,233		\$1,676,233				
Children Development Research Center	Stodden, David	Tenured	Professor	\$82,171		\$82,171				
Education Leadership & Policies	Smith, Douglas	Tenure Track	Assistant Professor	\$63,699				\$63,699		
Educational Studies, Department of	Brown, William	Tenured	Professor	\$169,463						\$169,463
Educational Studies, Department of	Mulvey, Kelly Lynn	Tenure Track	Assistant Professor	\$150,000		\$150,000				
Educational Studies, Department of	Marshall, Kathleen	Tenured	Associate Professor	\$128,639		\$128,639				
Educational Studies, Department of	Ohrt, Jonathan	Tenure Track	Assistant Professor	\$285,041		\$285,041				
Educational Studies, Department of	Plotner, Tony	Tenured	Associate Professor	\$249,437		\$249,437				
Educational Studies, Department of	Wolfe, Katie	Tenure Track	Assistant Professor	\$136,442						\$136,442
Instruction & Teacher Education	Baker, Hannah		Research Associate	\$182,761						\$182,761



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

College of Education					
#3 - Blueprint Data					
Fiscal Year 2016					
<u>Dept</u>	<u>PI</u>	<u>USC Total Expenditures</u>	<u>Rank</u>	<u>Tenure Status</u>	
Education	Watson Lemuel	\$315,960.60	Professor	Tenured	
Child Development Research Center	Stodden, David	\$9,040.05	Professor	Tenured	
Education Leadership and Policies	Smith, Douglas	\$47,609.90	Assistant Professor	Tenure Track	
	Young, Sr., Phillip	\$871,139.44	Professor	Tenured	
Educational Studies	Brown, William	\$49,900.37	Professor	Tenured	
	Carlson, Ryan	\$111,649.87	Assistant Professor	Tenure Track	
	Christle, Christine	\$961,676.54	Associate Professor	Tenured	
	DiStefano, Christine	\$326,947.30	Associate Professor	Tenured	
	Dragow, Erik	\$112,326.40	Professor	Tenured	
	Johnson, Robert	\$159,612.51	Professor	Tenured	
	Marshall, Kathleen	\$1,215,547.00	Associate Professor	Tenured	
	Mulvey, Kelly Lynn	\$0.00	Assistant Professor	Tenure Track	
	Ohrt, Jonathan	\$203,803.48	Assistant Professor	Tenure Track	
	Plotner, Anthony	\$1,161,707.00	Associate Professor	Tenured	
	Shah, Payal	\$18,900.00	Assistant Professor	Tenure Track	
	Wolfe, Kathleen	\$52,008.65	Assistant Professor	Tenure Track	

<b>Instruction &amp; Teacher Education</b>	Baum, Angela	\$83,158.19	Assoc Professor	Tenured
	Lotter, Christine	\$124,072.90	Assoc Professor	Tenured
	Miller, Bridget	\$219,400.60	Assistant Professor	Tenure Track
	Roy, George	\$14,465.96	Assistant Professor	Tenure Track
	Spence, Lucy	\$33,771.06	Assoc Professor	Tenured
	Styslinger, Mary	\$103,410.50	Assoc Professor	Tenured
	Thompson, Stephen	\$216,545.90	Assoc Professor	Tenured
	Wang, Yang	\$800.00	Assistant Professor	Tenure Track
	Williams, Toni	\$2,857.46	Assistant Professor	Tenure Track
	Yow, Jan	\$2,503,361.00	Assoc Professor	Tenured
<b>Office of Program Evaluation</b>	D'Amico, Leigh	\$528,163.20	Research Asst Prof	
	Dickenson, Tammie	\$1,106,430.00	Research Professor	
	Lewis, Ashlee	\$408,583.80	Research Asst Prof	
<b>SC Educational Policy Center</b>	Monrad, Diane	\$833,448.70	Research Assoc Prof	
<b>SC School Improvement Council</b>	Hudson, Thomas	\$56,100.22	Program Manager I	
<b>Total Expenditures</b>		<b>\$10,552,548</b>		

4. Number of patents, disclosures, and licensing agreements in fiscal year 2016.

None to disclose for fiscal year 2016.

## **Appendix 5. Academic Analytics Report**



## **Appendix 6. Alumni Engagement & Fundraising**

## **Appendix 7. Community Engagement**

## **Appendix 8. Collaborations**

## **Appendix 9. Campus Climate & Inclusion**