

Blueprint for Quality Enhancement 2009-2010

College of Education

University of South Carolina

I. Vision, Mission and Goals

A. Executive Summary

Vision

The College of Education (COE) at the University of South Carolina 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.

Mission Statement¹

The University of South Carolina's 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 populace. 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. This commitment entails:

- Bridging the gap among theory, research and practice to promote excellence in teaching and learning within and across educational contexts;
- Conducting principled, free inquiry from diverse perspectives that promotes quantitative and qualitative scholarship to advance knowledge and educational practice;
- Partnering with government agencies; P-12 educators, schools, and districts; families; professional organizations; and other institutions of higher education; and
- Preparing educators to have a sincere understanding and appreciation of diversity as we challenge ourselves and others to work for social justice.

¹*Adopted 8/24/01 by vote of College of Education faculty and staff*

Executive Summary

The Professional Education Unit of USC, with the College of Education as its anchor, is accredited by the National Council for the Accreditation of Teacher Education (NCATE), with the latest accreditation renewal awarded on April 1, 2004. Each program in the College is approved by its professional association (in partnership with NCATE) or approved by the South Carolina Commission on Higher Education or the South Carolina State Department of

Education. The College offers 4 undergraduate, 15 masters, and 3 education specialist degree programs, and 11 doctoral programs.

Operating from a total annual budget of approximately \$14 million, the College awarded 208 baccalaureate degrees, 225 masters degrees, 63 educational specialists degrees, 17 certificates, and 33 doctoral degrees. Students enrolled in over 23,000 undergraduate credit hours and approximately 24,000 graduate credit hours. The total enrollment in fall, 2008, was 2,056, which included over 1,000 undergraduate students. Faculty members from the four departments demonstrated their productivity in the form of 8 books, 26 book chapters, 84 refereed articles, and 193 national and international presentations. The faculty also secured over \$7 million in external funding to support research, teaching, and service endeavors. Another \$370,000 was received in funding and pledges as gifts from generous donors.

The members of the College have embraced six five-year goals that address our mission and vision. These goals are to:

- 1) Improve degree programs and unit practices and procedures based on data-driven analyses.
- 2) Increase the accessibility of courses to meet student needs by using distance education and alternative scheduling.
- 3) Increase the emphasis on scholarship by providing support and recognition for faculty research, encouraging research collaboration among members of the faculty and students, and engendering a culture of scholarly discussion and dissemination.
- 4) Increase external funding to include \$7 million per year in grants and contracts and \$1 million in annual giving.
- 5) Develop and maintain a student and faculty population reflecting the ethnic, cultural, and gender diversity of South Carolina and national composition of faculty within professional programs as well as ensure that all programs prepare professional educators for the diverse setting in which they will work.
- 6) Strengthen clinical experiences and professional collaboration with community partners (i.e., schools; districts; agencies; other human-service, evaluation, and research providers).

B. Goals, Initiatives and Action Plans

The College has embraced six five-year goals that address our mission and vision. This is a change from the *Blueprint* for AY2009, which had seven goals. Two previous goals have been discontinued, due to budgetary constraints, but a new goal has been added to place a focus on scholarship during a time when faculty members are contributing more to teaching. Following is a description of the six goals, the specific action plans that are associated with each goal, and a progress report describing the College's progress to date as we move into the fourth year of our five-year goal cycle. The eliminated goals are listed at the end of this section of the report, along with the reasons for their dismissal.

1) Improve degree programs and unit practices and procedures based on data-driven analyses.

This goal both serves the mission of the College to contribute to the high achievement of all learners and addresses Standards #1 and 2 of the National Council for the Accreditation of Teacher Education.

a) Continue to refine assessment databases and systems for ongoing analysis of data collected including update of program assessment plans as new outcomes measures are created and refinement of the clinical experiences database to ensure diversity.

Progress on this item in 2008 includes the revision of all COE program assessment plans in spring 2008 using a new template consistent with program review requirements for all programs (whether reviewed by a specialized professional association or the South Carolina Commission on Higher Education). The program assessment database was updated to include each program's revised assessments and rubric categories. In fall 2008, data summary reports for all initial certification programs were generated and sent to program coordinators, department chairs, and the Associate Dean for Academic and Student Affairs. Representatives from each program area met with the Associate Dean and the Director of Accreditation to coordinate any changes needed in each program's database in preparation for the generation of program reports in summer 2009. Advanced programs data summary reports and database reviews will occur in spring 2009. The database system continues to provide for recording data on candidate dispositions, exit surveys, and surveys of graduates as well as data on faculty.

A School University Partnership and Clinical Experiences Task Force met in 2008 to explore the development of a clinical experiences diversity database. The discussions resulted in the suspension of the development an electronic database to track diverse placements. Program faculty instead emphasized that diverse clinical experiences are provided in a myriad of ways depending on the needs and processes of individual programs that would not adequately be reflected in a clinical placement database. For example, some programs ensure diverse experiences through on-site courses in diverse settings with integrated clinical experiences as a component of course time. The Dean's Diversity Task Force which originated in fall 2008 may choose to further address this issue.

b) Modify the unit-wide assessment system to ensure more frequent review of unit-wide data and broader distribution of assessment results.

This item is now complete. The unit-wide assessment system was revised in detail and reviewed by the following bodies which supported its adoption:

- Quality Assurance Committee
- Professional Development School Coordinating Council
- College of Education Administrative Council
- USC Professional Education Unit's Professional Education Programs Committee

The COE is now adopting the following new initiative as a next step in unit-wide assessment: Consistently implement the unit-wide assessment system by distributing aggregated data to program faculty, unit directors, administrators, and appropriate committees for their review.

c) Review and modify, where necessary, our process for evaluating instruction.

No action has been taken on this item since the 2008 report. Additional discussion concerning alternative means for evaluating instruction will be completed by the next Blueprint report in 2010.

d) Create and implement a system for promoting and tracking the professional development of instructional faculty.

While there have been professional development activities (e.g., diversity seminars/meetings, supervisor training) and support systems (e.g., grant-writing, program assessment development) developed for faculty and/or a combined audience of faculty and students (e.g., Museum of Education programs), a *system* for promoting and tracking professional development of instructional faculty has not been developed. This item is on the agenda of the Quality Assurance Committee for spring 2009.

e) Increase faculty and staff access to and expertise in using program assessment databases in order to foster a spirit of data-driven decision-making.

Substantial progress has been made on this activity including the training of a new staff member to enter ADEPT data, training of some administrative assistants to enter program data, and direct access for some faculty to the data base. This initiative will continue.

f) Identify and institute program improvements and unit practices and procedures based on analyses of data (e.g., candidate performance, clinical experiences, exit and graduate surveys, academic and budget reports).

This is a new initiative that is a natural follow-up to previously completed initiatives for identifying areas in need of improvement. Irma Van Scoy, Associate Dean for Academic Affairs, will recruit and identify a team to plan and implement this initiative.

2) Increase the accessibility of courses to meet student needs by using distance education and alternative scheduling.

Course accessibility addresses the needs of our learners while simultaneously offering participation in modern technologies for communication processes. Alternative scheduling can meet the needs of professional educators who work full time in the educational system and who wish to pursue additional education and professional development. Recent financial constraints have led to some reduction in course sections so that the College is now focusing on the distance education component of this goal, rather than alternative scheduling.

a) Conduct a review of existing university and college support structures for developing and managing distance education courses, then identify resources and potential partnerships needed to support faculty developing and teaching such courses.

Training workshops or demonstrations of instructional tools or techniques have not been well attended, but one-on-one meetings that occur when an instructor expresses an instructional need or interest does appear to be an effective means of training. Employees of Instructional Support continue to offer occasional workshops or demonstrations of instructional tools that can be used for online instruction, but most of the support is now offered through meetings with instructors as they design and develop their course materials. Usually these meetings are one-on-one. Sometimes these meetings are with a group of instructors from a program, and the group also discusses some of the ‘big picture’ issues that are important to their program as they plan their instructional materials and methods. Many of these events involve the instructor(s) learning to use a specific technology tool. Employees also continue to add links to training materials and other information about a wide range of technology tools—those for online instruction as well as more general instructional or administrative tools—on the Instructional Support web site.

b) Establish and publish information on support systems for assisting with the conversion of appropriate courses to a distance format.

Susan Quinn, COE Director of Instructional Support, has been active with other instructional support trainers on campus who have been building a community of individuals who are developing online instructional materials and/or teaching in this model. This peer support group has been focused around a campus-wide initiative, Communities of Practice (CoP) for Teaching Online. The group offers demonstrations and discussions centered around an issue or a technology tool that instructors use to design or develop online materials. The participants include individuals who are currently providing online instruction as well as those who are interested or have a need to know more about this delivery model. Instructors from the College of Education are frequent participants in this group, which has become one of the most successful CoPs on campus.

These events offer a collaborative atmosphere in which participants share their experiences and resources. The meetings are often followed by an e-mail that includes links to information and articles that were discussed or demonstrated. One of the next tasks of this group is to develop a library of these resources, other information, and reusable learning objects that can be accessed by anyone interested in online instruction. Susan Quinn and others from the College of Education will continue to contribute their experiences and expertise to this task.

3) Increase the emphasis on scholarship by providing support and recognition for faculty research, encouraging research collaboration among members of the faculty and students, and engendering a culture of scholarly discussion and dissemination.

This is a new goal that the College Administrative Council has embraced in order to promote scholarship during a time when faculty teaching loads have been increased to address budget cuts. Michael Seaman, Associate Dean for Administration and Research, will lead efforts on this goal. As a starting point, he will develop appoint individuals and teams to develop plans and be responsible for the implementation of the following six initiatives.

a) Develop and implement a system for tracking scholarly products (e.g. publications, research grant awards) that are produced by College faculty members and students.

b) Explore venues for dissemination of both research accomplishments and findings and establish a calendar for routine dissemination.

c) Review doctoral student opportunities and requirements for participation in faculty-led research and use this review to develop and implement a plan for increased faculty-student collaborations.

d) Generate, select, and implement ideas for faculty participation in scholarly professional development (e.g. conference attendance, presentation opportunities, workshops) that are sustainable even in times of exceptionally limited resources.

e) Create and promote regular opportunities for scholarly exchange that leverage intellectual resources both within and outside of the College.

f) Develop a plan for returning faculty members with a significant research work component to teaching six credit hours per semester as the College budget allows.

4) Increase external funding to include \$7 million per year in grants and contracts and \$1 million in annual giving.

External funding has risen from about \$5 million per year to \$7 million per year during the current five-year goal cycle. This was previously a goal of \$10 million per year, but increased faculty teaching loads have resulted in revising the goal so that the College faculty will work to maintain the current level of external funding in spite of higher teaching loads. The external funding target will be raised again if the fiscal standing improves so that teaching overloads can be reduced or eliminated. The annual giving goal remains at \$1 million per year.

a) Enhance processes to assist the faculty in proposal budget development and post-award budget monitoring.

Most of the support processes listed in prior initiatives have been completed. These include the creation of a grants office, the introduction of an internal “seed grant” program, and the development of a process for matching funding possibilities with research interests. During the current reporting period the COE Office of Grants and Contracts has implemented a post-award support network that identifies support personnel at the proposal stage and provides these

personnel at the award stage. In addition, a database of successful grant proposals is being built to provide models of success for proposers.

b) Increase the number of research faculty in the Office of Program Evaluation.

This goal is now complete. In September 2008 the COE hired Dr. Robert Petrulis to be the Director of the Office of Program Evaluation.

c) Create a strategy for increasing annual giving.

This initiative is now complete. A new initiative is now going to be implemented: With the assistance of the Central Development office, a new case statement for the College of Education will be prepared. The statement will include specific targets for fundraising, including those that will require considerable investment from foundations and private donors. It is anticipated that the Major Gifts Program Area in Central Development will be collaborating with the College in order to significantly increase overall giving.

5) Develop and maintain a student and faculty population reflecting the ethnic, cultural, and gender diversity of South Carolina and national composition of faculty within professional programs as well as ensure that all programs prepare professional educators for the diverse setting in which they will work.

The College has adopted a budget that will result in a decrease in the size of the faculty across the next five years. Consequently, the emphasis for this goal will shift to the retention of a diverse faculty, as well as recruitment and retention of a diverse student body. We also continue to believe in the need to prepare educators “to have a sincere understanding and appreciation of diversity as we challenge ourselves and others to work for social justice.” This aspect of the mission is best addressed within an environment that is itself diverse.

a) Increase and retain a more diverse student population through initiatives to recruit underrepresented groups and support their success in education programs (e.g., meeting Praxis standards).

This is a new initiative that has been added as a natural consequence of completing an initiative to review population data and in recognition of a need to promote the success of all program candidates. Irma Van Scoy, Associate Dean for Academic Affairs, will lead the effort to develop and implement recruitment and support plans.

b) Conduct a systematic review of the how programs address diversity then develop and implement a plan to support program development related to diversity.

Following the administration of a program diversity survey and input from various constituencies in 2007, the Dean created a Diversity Committee in fall 2008 comprised of faculty, staff, and students. Among other issues, the committee is addressing the preparation of candidates in relation to diversity. The committee has had two meetings and is gathering additional data in preparation to make recommendations to the faculty and administration in 2009.

c) Complete implementation of a plan to ensure field experiences in diverse settings for all initial certification candidates.

A SUPCE Task Force met in 2008 to discuss issues and compare practices across programs for ensuring diversity in clinical experiences. The task force found that there are a range of approaches being used to incorporate diverse experiences across programs. It was determined that no one approach was appropriate to meet the needs of all programs and for the near future each program would have the responsibility for ensuring diverse experiences for its own candidates. This issue may be further addressed by the newly established Diversity Committee.

d) Establish a strategy for faculty retention that includes targeted invitations to apply for positions, financial incentives, and the establishment of a support network.

During 2007-2008 the Dean's Diversity Task Force was established, met, and made two major recommendations:

1. Departments should revise their APR and T&P process to include a diversity representative on APR/T&P committees to serve as an advocate for faculty of color. Each department has done so. A meeting is planned for department diversity representatives with the USC Director of Access and Equity/Diversity Training regarding their role on these committees.
2. A more permanent committee of faculty, staff, and students should be established to focus on issues of diversity in the COE. The Dean solicited nominations for committee representatives and appointed the Diversity Committee in fall 2008. The committee has met, elected tri-chairs (faculty, staff, and student), and is engaging in discussions to focus its agenda and explore possibilities for establishment as a permanent committee. (Note: This committee is in addition to the Alliance for Diversity and Social Justice which is an open faculty group exploring issues of race, diversity, and equity.)

6) Strengthen clinical experiences and professional collaboration with community partners (i.e., schools; districts; agencies; other human-service, evaluation, and research providers).

This goal reflects our mission to emphasize “the active construction and application of knowledge, skills, and dispositions” and to do so within school settings in order to provide excellent learning opportunities for students. It also highlights the strength of collaboration with neighboring organizations and members of the community who embrace goals that overlap with our own.

a) Enhance the scope and degree of physical contact with our school partners.

- The Office of School-University Partnerships and Clinical Experiences (SUPCE) has hired “clinical experiences coordinators” for the undergraduate early childhood and elementary programs. Those two individuals have been in constant physical contact with school administrators, initially to discuss teacher candidate placements but more recently for purposes that go beyond placement issues, including on-site ADEPT trainings when needed and face-to-face discussions of teacher/teacher candidate issues in circumstances calling for remediation and/or in-depth discussions.

- SUPCE’s Executive Director has also increased his personal on-site visits with school partners in an effort to clarify expectations and/or requirements related to specific practicum or internship experiences or simply to provide information about USC’s programs for P-12 faculty and staff.
- Faculty members in many of USC’s initial certification programs have hosted “principal panels” at USC as a way for their teacher candidates to both meet these potential future employers and learn from them about their expectations for teachers from an administrator’s point of view.
- A growing number of USC faculty members, including a significant number of recent hires, have made a point of visiting local P-12 school sites to discuss research initiatives or to provide professional development for the school faculty.
- In recent semesters, the number of USC faculty members who have served as university supervisors during teacher candidates’ internship experiences has been relatively small. That number will grow significantly beginning in the fall 2009 semester, as many faculty members will be taking on supervision roles as part of their normal (increased) teaching loads. This will exponentially increase the degree of direct physical contact between USC faculty and our school partners.

b) Engage in a collaborative research project examining best practices.

This is a revised initiative. No further action had been taken on the previous version of the initiative since the last report, but this revision is meant to expand the discussion and work on a specific project that will directly address one of the most prominent questions in education at all levels—local, state, and national.

c) Review the system and increase mechanisms for P-12 faculty and administrators to collaborate in significant ways in the development of pre-service teacher education.

The Office of School-University Partnerships and Clinical Experiences initiated bi-annual Partnership Forum meetings to solicit feedback from representatives of local schools and school districts on USC’s teacher education programs. The October 16, 2008 Forum, hosted by Carolina Springs Elementary School in Lexington School District 1, garnered input from school officials regarding, among other items, teacher candidate dress codes and the importance of precise and timely communication between the university and schools hosting teacher candidates. The next Forum will be held on February 19, 2009, at Rice Creek Elementary School in Richland School District 2.

d) Identify and systematically document current collaborations with units outside the College of Education that are outside of the PDS partnership (e.g., other K-12 partners; other units at USC; other groups beyond USC such as other colleges and universities, corporations, other businesses, individuals and foundations).

Representatives from the USC College of Education (and local public school partners) are currently collaborating with representatives from Winthrop University, Furman University, and

Lander University to examine the processes each institution uses in assessing teacher candidate dispositions. The initial stages of the project were shared at the annual meeting of the National Network for Educational Renewal (NNER) in September 2008, and the research team hopes to interest the NNER in further funding the initiative.

e) Consistently implement and continue to refine the system for evaluating the quality of and disseminating data about field experiences as measured by the different constituent groups (e.g., practicum students and interns, supervisors, coaching teachers, approved clinical instructors, school administrators, USC liaisons, program faculty).

- The Office of School-University Partnerships and Clinical Experiences (SUPCE) has worked with the Office of Accreditation and Quality Assurance to revise the surveys completed by teacher candidates, coaching teachers, and university supervisors at the conclusion of teacher candidates' final internship. Data from those surveys are now routinely entered into the FileMaker Pro database and are shared with the chair of the Department of Instruction and Teacher Education as part of the faculty annual review process (for those members of the faculty who serve as university supervisors). SUPCE is currently implementing a system for also sharing the data with program coordinators in order to solicit feedback for improving the final internship semester.
- Because University faculty have suggested that data from the final internship semester survey might also be valuable for earlier internships, SUPCE will, in February 2009, pilot a similar survey for the internship experience immediately preceding the final semester internship. Depending on the results of that pilot, SUPCE will discuss with program faculty the possibility of permanently expanding the internship surveys through additional programs.
- A SUPCE Task Force begun in December 2007 designed a "Clinical Placement Recommendations" form to be completed by any USC faculty member who wished to recommend specific local schools or P-12 teachers as sites or as coaching teachers for USC's initial certification programs.

Discontinued Goals

Funding cuts have forced the College to discontinue two goals that would have required substantial funding.

Identify two to three programs to promote to national recognition and develop and begin implementation of a strategic plan for achieving national ranking for those programs.

This goal is consistent with our vision to be recognized nationally among colleges of education, but after two programs were identified and strategies began to be developed, it became clear that funding cuts would make it unfeasible to carry out these strategies.

Create a new electronic public information infrastructure to increase public awareness of College degree programs, research, and outreach initiatives.

We set this goal in order to educate our constituents regarding the work and accomplishments of our college family. In an era of accountability and criticism of educational systems, we are committed to informing the public about the quality of our graduates, our cutting-edge hands-on work with districts, schools, and state agencies and our research findings that inform both science and policy. Although this work is still important, we must carry it out within the existing infrastructure. Some of the initiatives formerly in this goal have been rewritten within the new and continuing goals.

C. Summary of International Dimension

During 2008, the College of Education significantly enhanced its international strengths, most notably with new faculty hires in Educational Administration and Social Studies. These individuals brought wide international experience and have helped to raise the college's profile in the field of international and comparative education. Two books on comparative and international education were published by College faculty members in 2008.

This was also the first complete year for the Office of International and Comparative Education (OICE), and during this year it completed the first cycle of a two-year, five-course sequence in the field. Demand for these courses has been strikingly high, most notably in Higher Education and Student Affairs (HESA). HESA is currently exploring a partnership with the Moore School of Business to develop a national-global Masters in Higher Education Management, an effort lead by College faculty members Michelle Maher, Katherine Chaddock and Jim Hudgins. In addition, the first course in the sequence, International & Comparative Education (EDFN741), will be offered in fall 2009.

OICE worked throughout the year to prepare for the arrival of the Comparative and International Education Society conference in South Carolina in March, 2009. This conference will significantly raise the University's profile in the field's primary professional organization. The University also hosted a major conference on Latino Children's Literature, under the direction of COE faculty member Julia Lopez-Robertson. OICE also worked closely with USC's International Student Services (ISS) and Study Abroad (SA) to host a regional conference of NAFSA, the primary professional organization in those specialties.

Two faculty members were awarded research grants to visit Taiwan and one returned for an exchange program. The College also hosted Ming Chuan University's vice president and a professor of educational psychology. Ming Chuan has created a regular graduate student internship for College of Education HESA students in student affairs at its Taipei campus, and this coming May, it will host the first OICE study-abroad program, a mixed undergraduate/graduate program under the direction of Christian Anderson. Plans are also under way for additional opportunities for students to learn abroad when Dr. Lopez-Robertson leads a program in Vera Cruz, Mexico. Another faculty member, Jennifer Wilson, received a Fulbright fellowship and is currently spending the academic year studying in Norway.

OICE has worked extensively with colleagues and departments across the university in program development, grants, and hosting leading scholars in the field. Partners include the Moore School of Business, The Walker Institute of International and Area Studies, Women's Studies, African Studies, Anthropology, Russian and Eurasian Studies, Latin American Studies, The Development Studies Working Group and Islamic Cultural Studies. Seed grants were sought in African business education (Dr. Stevick and Dr. Moyi, with the Moore school, for \$50,000) and obtained for research about the use of international teachers in South Carolina (\$10,000). Internationally renowned scholars to visit the College of Education during 2008 included Stephen Heyneman of Vanderbilt University and Bruce Johnstone, former president of the SUNY system, who was supported by the College of Education Research Lecture. A doctoral student in higher education hosted a group of social work students from Germany, part of a broader effort to understand the benefits of internationalization in the professional fields.

OICE has begun to attract students into our traditional degree programs. New students committed to international research have applied or enrolled in HESA, Educational Administration, Curriculum Studies and Foundations of Education this year. We also have a very strong contingent of international students from China, Tanzania, India and Burundi. A special challenge for OICE in the coming years will involve locating funding for excellent doctoral students. During 2008, three doctoral students completed dissertations on comparative educational issues, one each in Foundations of Education, Curriculum Studies and HESA.

II. Funding

Finally, the College has committed to a goal of maintaining external funding from grants at the current level of \$7 million per year (up from \$5 million per year in 2005). The faculty is committed to this endeavor even though teaching loads have been increased. With the recently approved stimulus package, we are watching for opportunities coming from the U.S. Department of Education in direct announcements, as well as flow-through funding coming from the S.C. Department of Education. Salary savings due to participation in grants and contracts is an important component of the College budget, which is why we continue to maintain incentive programs and seed grant opportunities, even in the midst of budget cuts.

III. Statistical Profile

A. Instructional

1) Number of Applications¹

Level	Fall 2006	Fall 2007	Fall 2008
Undergraduate	962	985	1,118
Masters	619	529	589
Certificate	4	0	3
First Professional	0	0	0
Doctoral	179	204	194
Total	1,764	1,718	1,904

¹ Institutional Planning and Assessment updated the data in these rows as of 2/1/08, so data here are different than what appears for fall 2006 and fall 2007 in the Blueprint Report in 2008.

2) Number of Admissions¹

Level	Fall 2006	Fall 2007	Fall 2008
Undergraduate	504	486	525
Masters	391	337	374
Certificate	3	0	1
First Professional	0	0	0
Doctoral	98	112	105
Total	996	935	1,005

¹ Institutional Planning and Assessment updated the data in these rows as of 2/1/08, so data here are different than what appears for fall 2006 and fall 2007 in the Blueprint Report in 2008.

3) Freshmen retention rate

Starting in:	Ending in:	% 2004 Cohort Retained in 2005	% 2005 Cohort Retained in 2006	% 2006 Cohort Retained in 2007	% 2007 Cohort Retained in 2008
Education	Education	71.1	75.3	75.8	75.0
	Another school at USC	10.4	9.3	9.9	11.8
TOTAL		81.5	84.6	85.6	86.8

4) Majors Enrolled

Level	Fall 2005		Fall 2006	
	# FTE Enrollment	# Headcount Enrollment	# FTE Enrollment	# Headcount Enrollment
Undergraduate	587	879	741	1,078
Masters	922	388	943	441
Specialist	No data	172	No data	No data
Certificate	No data	43	No data	36
First Professional	0	0	0	0
Doctoral	152	270	156	278
Total	1,661	1,752	1,840	2,026

Level	Fall 2007		Fall 2008	
	# FTE Enrollment	# Headcount Enrollment	# FTE Enrollment	# Headcount Enrollment
Undergraduate	761	1,069	767	1045
Masters	774	421	496	514
Specialist	No data	212	No data	138
Certificate	No data	37	No data	35
First Professional	0	0	0	0
Doctoral	182	305	183	324
Total	1,717	2,044	1,446	2,056

5) Graduates

Level	# Fall 2006	# Spring 2007	# Summer 2007	# Fall 2007	# Spring 2008	# Summer 2008
Undergraduate	34	129	17	47	144	18
Masters	18	122	92	20	113	53
Specialist	11	13	10	11	42	21
Certificate	16	1	0	17	0	0
First Professional	0	0	0	0	0	0
Doctoral	6	16	8	11	14	12
Total	85	281	127	106	313	104

6) Graduation Rates

Starting in:	Ending in:	1999 Cohort			2000 Cohort		
		4-yr grad	5-yr grad	6-yr grad	4-yr grad	5-yr grad	6-yr grad
Education	Education	21.1 ¹	21.1 ¹	21.1 ¹	41.2	47.1	52.9
	Another school at USC	15.8	31.6 ¹	31.6 ¹	17.7	29.4	29.4
TOTAL		36.84	52.63	52.63			

¹ These duplicate rates are attributed to very low numbers during these years.

Starting in:	Ending in:	2001 Cohort			2002 Cohort		
		4-yr grad	5-yr grad	6-yr grad	4-yr grad	5-yr grad	6-yr grad
Education	Education	13.3	26.7	26.7	12.5	18.8	18.8
	Another school at USC	13.3	20.0	20.0	31.3	43.8	50.0
TOTAL		26.6	46.7	46.7	43.8	62.5	68.8

7) Credit Hours

Level	# Fall 2006	# Spring 2007	# Summer 2007	# Fall 2007	# Spring 2008	# Summer 2008
Undergraduate	11,113	11,101	707	11,421	10,997	573
Masters	11,312	7,437	4,974	9,286	6,109	4,904
First Professional	0	0	0	0	0	0
Doctoral	1,407	1,279	564	1,636	1,522	812
Total	23,832	19,817	6,245	22,343	18,628	6,289

8) Faculty Counts¹

Fall 2008

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructors	Lecturers	Adjunct
Professor	20	0	0	0	-	-	0
Assoc. Professor	27	1	0	5	-	-	0
Asst. Professor	32	4	0	6	-	-	0
Other rank	0	0	0	14	1	-	92
Total	79	5	0	25	1	0	92

Fall 2007

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructors	Lecturers	Adjunct
Professor	21	0	1	1	0	0	0
Assoc. Professor	24	1	0	4	0	0	0
Asst. Professor	33	0	0	4	0	0	0
Other rank	0	0	0	13	2	0	84
Total	78	1	1	22	2	0	84

Fall 2006

Faculty Rank	Tenure-track	Research	Visiting	Clinical ²	Instructors	Lecturers	Adjunct
Professor	20	0	0	1	0	0	0
Assoc. Professor	21	2	0	2	0	0	0
Asst. Professor	32	0	0	5	0	0	0
Other rank	0	0	0	9	2	0	70
Total	73	2	0	17	2	0	70

¹ Faculty reports by Departments not available via University reports. The College of Education maintains internal counts on faculty by rank, type, and department, but these may vary slightly from these University data. Department data are reported in a separate section of this report.

9) Continuing Education Units

N/A

B. Research and Creative Accomplishments

10a) Calendar Year 2008 Publications

Departments	Books	# Book Chapters	# Refereed Articles	# Non-Refereed Articles
Educational Leadership & Policies	3	1	7	8
Educational Studies	2	5	34	7
Instruction & Teacher Education	9	16	54	8
Physical Education	1	6	7	0
Total	15	28	102	23

10b) Calendar Year 2008 National & International Presentations

Departments	# Presentations
Educational Leadership & Policies	44
Educational Studies	88
Instruction & Teacher Education	116
Physical Education	19
Total	267

11) Calendar Year 2008 Performances & Juried Exhibitions

N/A

12) Summary of Sponsored Research Activity

Sponsoring Agency	Project Title	Status
Association for Institutional Research	Analysis of Faculty Salaries at Historically Black Colleges and Universities	Awarded
Blue Choice Health Plan	GA: Abbie Shook	Awarded
Blue Choice Health Plan	GA: Abbie Shook	Awarded
City of Columbia	Richland One School District Performance Analysis	Awarded
Coca Cola Foundation	The USC First Annual Celebration of Latino Children's Literature Connecting Cultures and Celebrating Cuentos	Declined
College Transition Connection/National Down Syndrome Society	College Transition Connection / National Down Syndrome Society: Post Secondary Education	Awarded
Columbia College	Columbia College GAs: Kelli McErlean, Erin Payseur, Whitney M. Watts, Sabrena A. O'Keefe, Kelly Prather	Awarded
Foundation for Child Development	CUENTOS	Declined
George Mason University/Institute for Education Sciences	Developing curriculum that promotes positive outcomes for transitioning students with intellectual and developmental disabilities into employment and independent living settings	Pending

Sponsoring Agency	Project Title	Status
Georgia State University/Institute for Education Sciences	Development and Validation of Behavioral Screeners of Early Identification and Intervention in Elementary School	Awarded
Georgia State University/Institute for Education Sciences	Development and Validation of Behavioral Screeners of Early Identification and Intervention in Elementary School - Year 2	Awarded
Greenville County School District/SC Department of Education	Public Choice Innovation School Grant Program	Awarded
Innovation Drive, Inc./U.S. Department of Education	Hydrogen Education Program	Declined
John D and Catherine T MacArthur Foundation	A Facebook Case Study: Testing the Viability of Merging a Social Network with a Knowledge Building Community of Practice	Declined
John D and Catherine T MacArthur Foundation	Now You Know How I Feel	Declined
Knowles Science Teaching Foundation	The New Math Teacher Support Program: Retention and Reform	Declined
Lexington County School District 5/U. S. Department of Education	Reading, Writing and Reasoning in American History Project	Awarded
NATA Research & Education Foundation	The Effects of Hypohydration, Hyperthermia, and Electrolyte Depletion on Exercise Associated Muscle Cramping	Awarded
National Council of Teachers of English	Literacy-in-Persons: Practicing Literacy in an African-American Community in the Rural South	Awarded
National Down Syndrome Society	College Transition Connection / National Down Syndrome Society: Post Secondary Education	Awarded
National Institutes of Health	Examining the Effects of a Mind-Body Intervention and Couples/Family Counseling on Women's Infertility-Related Stress During First-time In Vitro Fertilization Treatment	Pending
National Science Foundation	Improving STEM Retention through Instruction: Leveraging Faculty Expertise-Supplemental Funding Request	Awarded

Sponsoring Agency	Project Title	Status
National Writing Project Corporation/U.S. Department of Education	National Writing Project: In Service Jump Start	Awarded
National Writing Project Corporation/U.S. Department of Education	National Writing Project: Midlands 2008-2009	Awarded
National Writing Project Corporation/U.S. Department of Education	National Writing Project: Rural Sites Network Minigrant	Declined
National Writing Project Corporation/U.S. Department of Education	National Writing Project: Santee Wateree	Awarded
NCTE Research Foundation	Not No More: A Collaborative Study of Secondary, Content Area Teacher Study Groups	Declined
Newberry County School District	GA: TBA-Newberry County	Awarded
NFL Charities	Effects of Hyperthermia, Fatigue, Hypohydration, and Sodium Depletion on Exercise Associated Muscle Cramping	Declined
Orangeburg School District 3	Professional Development Project District and School Administrators	Awarded
Richland County School District One	GA: TBA - Richland One School District	Awarded
Richland County School District One/U. S. Department of Education	Proposal for Evaluation of the Richland School District One Teaching American History Vertical Immersion Project (2007-2010)	Awarded
Richland County School District One/U. S. Department of Education	The Vertical Immersion Project (VIP)	Awarded
Richland County School District Two	GA: Jeff Wilson-Potts	Awarded
SC Arts Commission	Arts in Education Research Project II (Year 8) - SCAC	Awarded
SC Budget and Control Board	External Evaluation: IAM Student Laptop Pilot Project	Declined

Sponsoring Agency	Project Title	Status
SC Commission on Higher Education	Center of Educational Equity in Math and Science	Declined
SC Commission on Higher Education	Creating an Early Childhood Nature-Based Inquiry Model	Awarded
SC Commission on Higher Education	EEDA Grant Proposal	Awarded
SC Commission on Higher Education	Improving Teacher Quality Higher Education Grant Program	Awarded
SC Commission on Higher Education	On-Track: Teaching Reading Content Knowledge Year 2	Awarded
SC Commission on Higher Education	Proposal to Education Oversight Committee for Evaluation of the Four-Year-Old Pre-Kindergarten Expansion (Year 03 2008-09)	Awarded
SC Department of Education	2007-2008 SC Technical College Leadership Academy	Awarded
SC Department of Education	An Investigation of Technical Issues Related to the SC Accountability System	Awarded
SC Department of Education	An Investigation of Technical Issues Related to the SC Accountability System	Awarded
SC Department of Education	Arts Assessment Institute (AAI) 2008: AAI-1 - Classroom Assessment in the Arts	Awarded
SC Department of Education	Arts in Education Research Project II (Year 8) - SDE	Awarded
SC Department of Education	Developing Health Education Program Assessment	Awarded
SC Department of Education	iCoach-Teacher Teams Professional Development Program for Middle Schools	Awarded
SC Department of Education	Professional Development for the 2007 English Language Arts Academic Standards	Awarded
SC Department of Education	Proposal for Evaluation of the OAASIS Project	Awarded
SC Department of Education	Proposal: Analysis of Survey Responses for the SCRI K5 Phase 3 End-Point Reflections and SCRI K5 Phase 4 Mid-Point Reflections	Awarded
SC Department of Education	SC Reading Initiative (SCRI) Middle Grades Phase 3	Awarded

Sponsoring Agency	Project Title	Status
SC Department of Education	South Carolina Reading Initiative High School Phase 1	Awarded
SC Department of Education	South Carolina Reading Initiative Middle Grades Phase 2	Awarded
SC Department of Education	South Carolina Reading Initiative Phase 3	Awarded
SC Department of Education	Standards-based Arts Assessment in SC 2007-2008 (Dance and Theatre)	Awarded
SC Department of Education	Standards-based Arts Assessment in SC 2007-2008 (Music and Visual Arts)	Awarded
SC Department of Education	Standards-based Arts Assessment in SC: Music and Visual Arts (2007-08)	Awarded
SC Department of Education	Supplemental Request: Evaluation of Professional Development Program in Classroom Assessment	Awarded
SC Department of Education	The Education and Economic Development Act: The Impact on Teacher Preparation Unit	Awarded
SC Department of Education/U. S. Department of Education	Continuation --- Project CREATE	Awarded
SC Department of Education/U. S. Department of Education	Evaluation of the TRIAAD Project	Awarded
SC Department of Education/U. S. Department of Education	Evaluation Proposal for Extension of the State Improvement Grant	Awarded
SC Department of Education/U. S. Department of Education	Project CREATE: Distance MAT Program	Awarded
SC Department of Education/U. S. Department of Education	South Carolina Reading First 2007-2008	Awarded
SC Department of Social Services/U.S. Department of Health and Human Services	Improve the Quality of Child Care for SC Families Extension 3 Amendment 4	Awarded

Sponsoring Agency	Project Title	Status
SC Department of Social Services/U.S. Department of Health and Human Services	SC Program for Infant/Toddler Care - Infant-Toddler Specialist Network (2008-09)	Awarded
SC Department of Social Services/U.S. Department of Health and Human Services	Technical Assistance and Development Project for an Electronic System of Data Collection and Authentic Assessment for Infants and Toddlers (Year 2)	Awarded
SC Department of Social Services/U.S. Department of Health and Human Services	Training and Special Events to Improve the Quality of Child Care for South Carolina Families	Awarded
SC General Assembly	SC School Improvement Council	Awarded
SC General Assembly	Writing Improvement Network (WIN)	Awarded
Southern Institute on Children and Families	GA: Alfreda G. Miller	Awarded
U. S. Department of Education	Preparation of Leadership Personnel: Project LeaDER	Declined
U. S. Department of Education	Preparation of Leadership Personnel: Project PALEEIS	Awarded
U. S. Department of Education	Preparing School Counselors as Related Service Providers for Children and Youth Disabilities	Awarded
U. S. Department of Education	Special Education Pre-service Training Improvement Grant	Declined
U.S. Department of Defense	Certified Athletic Trainer --- Forward Program	Awarded
U.S. Department of Defense	Supplemental Request: Certified Athletic Trainer-Forward Program	Awarded
U.S. Department of Defense	Supplemental Request: Certified Athletic Trainer-Forward Program	Awarded
University of Illinois Urbana Champaign/U. S. Department of Education	Early Intervention for Beginning Communicators with Autism and Other Developmental Disabilities	Declined
USA Track and Field Foundation	An Expert Track Coach's Instructional Communications with Elite Athletes	Declined
USC Research Foundation	An Investigation of the Impact of Teacher Education at a Predominantly White Institution	Declined

Sponsoring Agency	Project Title	Status
USC Research Foundation	Assessment of Physical Activity Patterns of Soldiers Engaged in Basic Combat Training While Wearing Combat Boots and Running Shoes	Awarded
USC Research Foundation	Case Studies of Middle and High School Physical Ed Teacher Effectiveness in Relation to Preparing Students for Lifetime Physical Activity	Declined
USC Research Foundation	Coaching Teachers' Perception of their Roles and Identities in the Teacher Preparation Process	Declined
USC Research Foundation	Linking Action Research and Service Learning	Declined
USC Research Foundation	Literacy-in Persons Project Phase II	Declined
USC Research Foundation	MGS: The Impact of the No Child Left Behind Act on the Map of Early Childhood Curriculum and Potential Outcome for Children	Declined
USC Research Foundation	MGS: Who Are the Best Teachers for Young African-American Males?	Awarded
USC Research Foundation	The New Math Teacher Support Program	Declined
USC Research Foundation	Widening the Engineering Career Pipeline for Girls and Students of Color	Declined
Verizon Foundation	Preparing Literacy Coaches in High-need Schools in SC	Declined
Wachovia Foundation	LEADS: Literature, Equity, Accountability and Diversity in Science	Declined
Winthrop University	Arts in Education Research Project II (Year 8) – ABC	Awarded

13) Extramural Funding

Total extramural funding processed through SAM in FY 2008: \$8,936,046¹

Total Federal extramural funding processed through SAM in FY 2008: \$6,261,715

¹Extramural funding processed through SAM includes awards received in FY08 for funding in FY09. Actual funding available in FY08 was approximately \$7 million.

14) Total Research Expenditures Per Tenured/Tenure-Track Faculty Member for FY2008

Department / Rank	Amount	Faculty Count	Amount per Faculty Member
Educational Leadership	\$141,570.00	8	\$17,696.25
Assistant Professor	\$0.00	3	\$0.00
Associate Professor	\$0.00	3	\$0.00
Professor	\$141,570.00	2	\$70,785.00
Educational Studies	\$1,170,890.00	23	\$50,908.26
Assistant Professor	\$322,631.00	5	\$64,526.20
Associate Professor	\$132,260.00	11	\$12,023.64
Professor	\$715,999.00	7	\$102,285.57
Instruction and Teacher Ed	\$2,262,768.00	32	\$70,711.50
Assistant Professor	\$624,489.00	16	\$39,030.56
Associate Professor	\$558,020.00	10	\$55,802.00
Professor	\$1,080,259.00	6	\$180,043.17
Physical Education	\$13,650.00	8	\$1,706.25
Assistant Professor	\$0.00	3	\$0.00
Associate Professor	\$0.00	3	\$0.00
Professor	\$13,650.00	2	\$6,825.00
Grand Total	\$3,588,878.00	71	\$50,547.58

15) Amount of Sponsored Research Funding Per Faculty Member for FY 07-08

	Federal	Other	Private	State	State/Local	USC RF	Total
Non Tenure-Track	1,183,444			1,196,581	121,000		2,501,025

Department	Federal (Flow-through)	Federal (Non-compete)	Other	Prv	State	State / Local	USC RF	Total	Amount per Faculty Member
Educational Leadership	0					74,400	5,952	80,352	10,044
Assistant Professor	0							0	0
Associate Professor								0	0
Professor						74400	5952	80352	40176

Department	Federal (Flow-through)	Federal (Non-compete)	Other	Prv	State	State / Local	USC RF	Total	Amount per Faculty Member
Educational Studies	396,389	1,117,343	54,105		318,000	31,007		1,916,844	83,341
Assistant Professor	95,910	917,391	54,105					1,067,406	213,481
Associate Professor	105,256					31,007		136,263	12,388
Professor	195,223	199,952			318,000			713,175	101,882
Instruction Teacher Education	1,780,393	923,112	16,031		60,000			2,779,536	86,861
Assistant Professor	1,128,370		16,031		20,000			1,164,401	72,775
Associate Professor	545,846				0			545,846	54,585
Professor	106,177	923,112			40,000			1,069,289	178,215
Physical Education	0		21,000					21,000	2,625
Assistant Professor			1,000					1,000	333
Associate Professor									
Professor			20,000					20,000	10,000
Grand Total	2,176,782	2,040,455	91,136		378,000	105,407	5,952	4,797,732	67,574

16) Percentage of Unit Faculty with Sponsored Research Activity

Physical Education										
		%	With Sponsored Award	%	Research	%	Service	%	Training	%
Number of Faculty Members	8	100%	2	25%	1	50%	1	50%	0	0%
Professors	2	25%	1	50%	0	0%	1	50%		
Associate professors	3	38%	0	0%	0	0%	0	0%		
Assistant Professors	3	38%	1	33%	1	33%			0	0%

Educational Leadership & Policies										
Number of Faculty Members	8	100%	2	25%	2	100%	0	0%	1	50%
Professors	2	25%	1	50%	1	50%	0	0%	1	
Associate professors	3	38%	0	0%	0	0%	0	0%	0	0%
Assistant Professors	3	38%	1	33%	1	50%	0	0%	0	
Educational Studies										
Number of Faculty Members	23	100%	8	35%	4	50%	1	13%	4	50%
Professors	7	30%	2	29%	2	25%	0	0%	1	13%
Associate professors	11	48%	3	27%	0	0%	0	0%	2	25%
Assistant Professors	5	22%	3	60%	2	25%	1	100%	1	13%
Instruction and Teacher Education										
Number of Faculty Members	32	100%	15	47%	2	13%	4	27%	10	67%
Professors	6	19%	4	67%	0	0%	0	0%	4	27%
Associate professors	10	31%	4	40%	0	0%	1	7%	1	7%
Assistant Professors	16	50%	7	44%	2	13%	3	20%	5	33%
Office of Program Evaluation										
Number of Faculty Members	3	100%	3	100%	1	33%	3	100%	2	67%
Assistant Professors	3	100%	3	100%	1	33%	3	100%	2	67%
COE TOTAL										
Number of Faculty Members	74	100%	30	41%	10	33%	9	30%	17	57%
Professors	17	23%	8	47%	3	10%	1	3%	6	20%
Associate professors	27	36%	7	26%	0	0%	1	3%	3	10%
Assistant Professors	30	41%	15	50%	7	23%	7	23%	8	27%

17) Number of Faculty Members Serving as Co-Investigators in Cross-Unit Activities: 4

18) Number of Faculty Members Cross Appointed in Centers and/or Institutes: 0

19) Number of patents, disclosures and licensing agreements in calendar year 2008: 0

20) Number of proposals submitted to external funding agencies during calendar year 2008

Department	*Number of External Proposals Submitted through Sponsored Awards Management
Physical Education	10
Educational Leadership & Policies	7
Educational Studies	20
Instruction & Teacher Education	39
SC Education Policy Center	2
SC School Improvement Council	1
Office of Program Evaluation	14
Other	2
Total Submissions	95

*Totals do not reflect preliminary proposal submissions or letters of inquiry not processed through Sponsored Awards Management.

C. Faculty Hiring

21) Faculty Hired in 2008-09

Departments	Professors	Assoc. Professors	Asst. Professors	Clinical
Educational Leadership & Policies	0	0	1	0
Educational Studies	0	0	1	1
Instruction & Teacher Education	0	0	1	0
Physical Education	0	0	1	0
Total	0	0	4	1

22) Post-Doctoral Scholars in FY2008

Departments	
Educational Leadership & Policies	0
Educational Studies	0
Instruction & Teacher Education	0
Physical Education	0
Total	0

23) Anticipated Losses & Anticipated Hiring

The counts for hires include non tenure-track faculty members and begin with data also reported in #21.

Departments	2008-09		2009-10		2010-11		2011-12		2012-13	
	# lost	#hired	# lost	#hired	# lost	#hired	# lost	#hired	# lost	#hired
Educational Leadership & Policies	0	1	0	0	0	0	1	0	1	0
Educational Studies	7	1	1	0	1	0	1	0	0	0
Instruction & Teacher Education	4	1	2	0	1	0	0	0	0	0
Physical Education	2	1	2	1	0	0	0	0	0	0
Total	13	4	5	1	2	0	2	0	1	0-

Three losses in 2008-2009 were due to retirement, one was due to non-renewal of contract (non-tenure track) and eight were due to attrition. One loss in 2009-2010 will be due to retirement and four will be due to non-renewal of contracts (non-tenure track).

24) Faculty Excellence Initiative Applications

0 submitted 0 approved

25) Center of Economic Excellence Endowed Chair Applications

0 submitted 0 approved

26) Centenary Plan Applications

0 submitted 0 approved