

College of Education 2006 Annual Report

Highlighted Achievements

1. The UGA College of Education's overall graduate program rose to **21st** from 27th in the nation in 2006 *U.S. News and World Report* rankings. In specialties, **nine programs rank among the nation's top 20 out of 10 categories**. Six of those rank in the top 10. *U.S. News* ranked the online master's degree program in adult education (UGA's first) and several online certification programs have UGA ranked as the **16th largest E-learning graduate program in education nationally**. **Doctoral programs in kinesiology rank 14th** in the nation in a 2006 evaluation by the American Academy of Kinesiology and Physical Education. The **counseling psychology program ranks 22nd in research productivity** among programs in the United States, Canada and Israel, reports a study in *The Counseling Psychologist* (May 2006).
2. The College of Education has emerged as **a campus leader** through **the administrative processes** it has put in place since the Board of Regents approved the reorganization plan in January 2005. During 2006, six other units on campus asked College staff to demonstrate our **integrated spreadsheets used in managing grants**. These units have adopted those spreadsheets. The College has also developed **a web-based faculty activity report that has query capabilities**. This has been shared with Institutional Research staff for consideration campus-wide to streamline data collection for our next SACS visit. In fall 2006 an online curriculum approval process was initiated resulting in more efficiency and speed in approving curriculum proposals. COE faculty and administrators have adopted standard procedures for department head compensation, requesting part-time faculty to cover instructional needs when faculty resign or retire, requesting faculty lines, and for generating a quarterly financial report which helps us better track our resources. All of this administrative **work is part of a college goal of greater efficiency, equity and transparency**.
3. A strategic priority of the college is to enhance our research infrastructure. In 2006, **we generated \$19,244,991 in external funding** across almost 100 grants and contracts. We hired an interim director for our new Education Policy and Evaluation Center to develop new funding streams in this significant area of education research. We initiated projects to work with faculty to identify new areas of potential research funding and to help them develop fundable research proposals. For example, in the Counseling and Human Development Services department this work will culminate in a spring grant proposal writing retreat. We continue to reinvest salary release funds not needed to hire replacement instruction to provide seed funding for faculty for proposal development.

Given the large number of graduate students in the College of Education, support for assistantships is crucial. **Support from external grants and contracts enabled the college to almost double the number of graduate students receiving support last year**—with 150 of 399 graduate assistantships funded through grant accounts. Graduate

student support provided by the COE included funding for travel to present scholarly papers. Last fiscal year, 102 graduate students received \$30,120 in travel support from the college.

With external funding for research rising from \$9.5 million to \$19 million over the last five years, the College faced an overwhelming need for additional research space to accommodate the increase in project staff and research assistants. Setting aside funds, the **College made use of space within Aderhold Hall by constructing 2,200 square feet of new dedicated research space** by removing the long-defunct escalators from the center of the building. The project resulted in 11 new fully furnished office areas that will accommodate up to 36 project staff. In addition, our Georgia Center for Assessment has, in collaboration with UGA's Auxiliary Services who will build and own the facility, designed a new 12,000 square foot test scoring facility.

4. The College of Education had a successful year for private giving, **surpassing its capital campaign goal** of \$10 million dollars with the establishment of several meaningful endowments. The **Ann E. Jewett Curriculum Library and Graduate Support Fund** was established in the Department of Kinesiology with a contribution of \$50,000 that came from several of Dr. Jewett's former students, colleagues and friends. Matt and Jon Stinchcomb's first annual **Countdown to Kickoff event raised over \$20,000 to support our Pediatric and Motor Development Clinic**. The Goizueta Foundation continued its support of the Center for Latino Achievement and Success in Education with a contribution of \$533,674 to expand their work. **Dr. Helen Taylor** is donating **\$25,000 to support doctoral students in adult education. Elizabeth Garrard Hall** bequeathed **\$250,000 to create an endowed professorship in elementary education** and **gave an additional \$200,000 to the Ira E. Aaron International Scholarship Fund**. The College raised over \$185,000 in our annual fund drive. Our *Archway to Excellence* capital campaign fund now totals over \$11,000,000 raised toward featured objectives.

5. The Partnership for Reform in Science and Mathematics (PRISM), in its fourth of five years, is a state-wide NSF Math/Science Partnership grant that involves four higher education institutions (University of Georgia, Georgia State University, Georgia Southern University, and Armstrong Atlanta State University) and fifteen partner school districts. PRISM's focus is on improving teaching and learning in science and mathematics from kindergarten through the second year of college. This improvement is accomplished through strong partnerships with teachers and administrators in seven area school districts, and with UGA's Franklin College of Arts and Sciences, College of Education, and College of Agricultural and Environmental Sciences. **More than 1,552 K-12 teachers and 116 UGA faculty members have received PRISM supported professional development since the beginning of the grant.** PRISM supports fifteen Learning Communities which include faculty from K-12 schools and the University of Georgia. The work of these learning communities ranges from very specific tasks, such as the development of standardized assessments for high school Algebra I students to very broad tasks, such as the study and implementation of inquiry-based teaching.

Georgia Teacher Quality (TQ), a federally funded program managed by the University of Georgia for the University System of Georgia Board of Regents, supports projects that provide content-based professional development to teachers of mathematics, science, language arts, reading, and social studies. TQ works closely with other professional units at UGA and other Georgia colleges and universities. Annually, TQ receives approximately \$1.9 million and distributes these funds on a competitive basis. In 2006, 48 projects were awarded with an average budget per project of \$42,500 and duration of 5 months. In 2006, the program provided **725 K-12 teachers with professional development** experiences. Examples of these projects are ones that explore watersheds from source to sea, reef systems, volcanoes and barrier islands, and others that involve participants traveling to Costa Rica and Mexico.

Strategic Plan Changes

The College of Education's 2000 Strategic Plan can be found in Attachment One. There have been no major changes in the plan. It was used as the basis of the 5 Year Plan. The final revised version of the College's 5 Year Plan can be found in Attachment Two.

Progress

On January 17, 2007 the College of Education submitted its budget report to the Provost's office. Attachment Three contains several pages of tables showing the progress on goals identified in the revised 5 Year Plan which came from that budget report.

Public Service and Outreach Contributions

Enhancing the Learning Environment

1. The Center for Latino Achievement and Success in Education (CLASE) offered an intensive, science-based, pre-collegiate, credit earning program for 55 current and former ESOL students from Meadowcreek High School in Gwinnett, during the month of July. The program was held on the campus of the new Georgia Gwinnett College and was funded by UGA OVPPSO in collaboration with the Hispanic Scholarship Fund to develop a pipeline of students for postsecondary education. By the end of the program, **92% of students reported having as their goal attending a 4 year college or university**. Additionally, 30 of the 55 students changed their schedules for the following fall and in effect "tracked themselves up" into more rigorous classes. The program effectively increased students' academic English necessary for success in school, promoted interest in science, and had dramatic impacts on student self perceptions regarding their efficacy and their identity. *Steps to College* students returned to their school in the fall to share this knowledge and to offer one another tutoring assistance for their Advanced Placement courses.
2. Several of our departments run clinics that serve local populations while providing training for our graduate students. **In 2006 across all these clinics a total of 4,973 clients were served (2,406 K-12 students, 629 UGA students,**

- and 1,938 adults**). For example the Speech and Hearing Clinic provides hearing screenings for the Special Olympics, Athens Council on Aging, and Hope Haven, and provides speech-language bilingual assessments through school partnerships in Clarke, Jackson, Oconee and Oglethorpe counties. The Fitness Center provides adult fitness and cardiac rehabilitation services to faculty, staff and community members. The Center for Counseling and Personal Evaluation provides direct counseling services. The School Psychology Clinic provides low cost psychological evaluations for children with learning and behavior problems. The Pediatric Exercise Clinic provides motor development and adapted physical education services to children with various disabilities. The Reading Clinic provides tutoring services to children who struggle with reading. In all clinics university undergraduate and graduate students develop their professional skills under faculty supervision while serving members of the university and local communities.
3. The College continues to be engaged in high levels of partnerships and professional development with school districts. Faculty in the college have formal partnerships with **nineteen different counties in Georgia** as well as outside the state for quality field placements, internships, and many collaborative projects. For example, the Teaching Additional Languages program partners with Pinewood Estates Trailer Park for field experiences in tutoring Latino youth. As part of our district-wide partnership with CCSD, Mathematics Education has a Grow Your Own Mathematics Teachers project in Clarke County. The departments of Mathematics and Science Education and Lifelong Education, Administration and Policy have partnerships with Gwinnett County, one provides graduate training to elementary teachers in the area of mathematics education and the second provides an L-5 school leadership certificate. The Teachers for English Language Learners (TELL) grant supports staff development partnerships with the following districts: Clarke, Hall, Gainesville City, Fulton, Dalton/Whitfield and with Georgia State University. The SPECTRUM undergraduate program in special education has partnership with 7 school districts in Georgia. Nearly all departments offer professional development activities for local school personnel. For example, the Red Clay Writing Project provides professional development to school personnel in a seven county service area.
 4. Programs in the college had partnership agreements with **35 different recreation and community service agencies. In 2006, students and faculty in these programs serviced 1, 660 youth** in programs such as the Empowered Youth Programs, Boys & Girls Clubs, the Girl Scouts, and the Reducing Bullying program. Faculty in the Department of Counseling and Human Development Services served families involved with the Georgia Department of Juvenile Justice (nine counties) and the Georgia Department of Family and Children Services (DFACS).
 5. A substantial number of College of Education faculty and students are actively involved in health related work. Programs in communication sciences and disorders, counseling, school psychology, athletic training and exercise science work closely with health care facilities. Students have practicum and internship placements in these facilities and faculty frequently collaborate with staff on

- research projects. **In 2006, we had partnership agreements with 38 health care facilities.** Selected examples of these partnerships include Shepherd Center, Athens Regional Medical Center, Children's Healthcare of Atlanta, DeKalb Medical Center, Emory University Hospital, Gwinnett Hospital System, Roosevelt Warm Springs Institute for Rehabilitation, St Joseph's Hospitals (Augusta, Savannah), Veteran's Affairs Hospitals (August & Bay Pines, Florida) and Advantage Behavioral Health.
6. In 2006 faculty in the **Department of Mathematics & Science Education opened a M.Ed. and Ed.S. program in Griffin** for elementary teachers. This program will help teachers develop their skill in teaching mathematics.

Research Investment

1. The College of Education recognizes that we must invest in graduate students to build the next generation of researchers. The college sponsored its third **Annual Graduate Student Research Conference** with growing participation. This conference was begun through a cross-department initiative begun by the Department of Educational Psychology and Instructional Technology through their involvement in the Carnegie Initiative on the Doctorate, a national research project aimed at improving doctoral education in American universities. Many of the student participants develop the confidence in this conference to present papers at state, national and international professional meetings. Prizes for the research quality are given in two areas, qualitative research and quantitative research.
2. A team of College of Education experts in assessment and reading education is finishing a three-year **project to determine whether Georgia's Reading First Program is effective** in its implementation and impact on student achievement. Reading First is one of the major initiatives of the federal No Child Left Behind legislation.
3. For the past two years, one of our social science education faculty members **served as Georgia's state coordinator for "We the People: The Citizen and the Constitution"**. The national program uses curriculum materials and a nationwide network of teachers to teach understanding of the American constitutional democracy and the current relevance of the Constitution and the Bill of Rights. Students participate in simulated congressional hearings where they demonstrate their knowledge and understanding of constitutional principles, evaluating and defending positions on current and historical issues. High school, district, and state competitions lead to a national championship.

Global Economy

1. Faculty members in the College of Education have been actively involved in international activities. **Fifty-one faculty members have either taught, conducted/presented research or provided direct service to international schools or agencies.** Some of the countries where this work has occurred include: United Kingdom, Sweden, Finland, France, Germany, Spain, Switzerland, Turkey, Hungary, Czech Republic, Greece, Italy, Russia, Jordan, United Arab Emirates, China, Taiwan, Cambodia, South Korea, Vietnam, Thailand, Singapore,

- Philippines, Malaysia, Australia, Mexico, Uruguay, Barbados, Brazil, Ghana, and South Africa.
2. Several departments have formal partnerships with international universities. The Department of Lifelong Education, Administration and Policy has a formal relationship with the University of Botswana. The Department of Mathematics and Science Education has formal relationships with institutions in Kenya, South Korea, the Philippines and Thailand.
 3. Faculty members in the College of Education encourage students to participate in study abroad programs. Faculty members coordinated programs in Ireland, Costa Rica, Mexico, and Russia. **Fifty-four students have participated in study abroad** opportunities in various countries including: Peru, Russia, Spain, Australia, New Zealand, Fiji, Hungary, England, Cuba, Brazil, France, Spain, Italy, South Africa, Mexico, Costa Rica, Ecuador, and Ireland. An additional sixteen students participated in the Consortium of Overseas Student Teaching (COST) with placements in England, Australia, New Zealand, Antarctica, Ecuador, Mexico, and South Africa.

Assessing Effectiveness & Efficiency

The College completed a successful accreditation process through the Professional Standards Commission (PSC) and NCATE with all programs receiving continued accreditation. **In 2006 nine programs were nationally recognized for excellence by their professional associations.** All educator preparation programs are aligned to national standards and have developed assessment systems to measure student progress at key decision points. A college assessment task force was established to examine current assessment systems and work toward a more streamlined assessment system used across all educator preparation programs. This task force has met weekly since fall and with the expectation that a fully operational unit assessment system with common decision points and assessment measures will be in place in AY 2008. Databases for tracking program completers and licensure examinations were developed to increase efficiency in reporting data to the PSC and the Board of Regents. Seven teacher education programs submitted proposals to use the M.A.T. degree to identify all graduate initial teacher education programs to be in alignment with Board of Regents expectations and to increase efficiency and accuracy in tracking initial certification teachers at the masters level.

Specific examples of ways in which assessment efforts resulted in significant program improvements include the following: the science education program is engaged in doctoral program redesign to reflect changes in the field; a significant revision of the School Psychology training model was implemented with a focus on more research training with increased productivity and an assessment system to capture the outcomes of this training; the Speech Language Pathology program developed and initiated a course entitled Multicultural Issues in Speech-Language Pathology in response to feedback from students and external clinic supervisors; special education students in exit surveys expressed the need for more field experiences with diverse populations leading to a placement tracking system to ensure diversity of field placements; middle school and

social studies programs redesigned field experience assessment instruments and field supervisor orientation programs to increase quality of supervision; the English Education redesigned requirements to include an electronic portfolio; and the sport studies curriculum was revised to focus on sport business in response to exit and alumni surveys.

Student Retention/Graduation

The College continues to have **graduation rates near or at 100% in all undergraduate and graduate programs**, primarily due to high quality programs as well as engaged faculty serving as mentors and monitoring student progress toward completion. Many programs at both levels use cohort models to increase cohesiveness and to provide peer support of students. One department with an online masters degree has a comprehensive four-step mentoring and advisement system that has produced very high completion rates. Another department implemented a new tracking system to monitor time to graduation. Graduate students regularly participate in national organizations, leadership development programs, and collaborate with faculty on research projects that they present at state, regional and national conference and result in co-authored publications. Two programs support and encourage student-produced journals (*Journal of Language and Literacy* and *The Mathematics Educator*). One department sponsors a seminar series dedicated to faculty/student research. This high level of graduate student engagement in collaborative research projects supports high graduation rates and successful placement in excellent positions following graduation.

Attachment One 2000 COE Strategic Plan

The College of Education: An Engaged Community of Scholars Addressing Society's Needs Today, Preparing Leaders for Tomorrow

Long-range trends point to far-reaching changes in human diversity, technology, and global economic structures. Our changing society demands innovative and highly-adaptive educators, researchers, and human development professionals who are prepared for leadership roles in diverse urban, rural, and suburban settings, both in this country and abroad. We need to attract, prepare, and help our partner institutions (e.g., schools, community agencies, businesses, corporations) retain a more culturally diverse population. As a research institution, the College of Education must increase its leadership role in preparing professionals for the variety of settings in which education occurs. In response to the challenges of today's society we envision a multifaceted, interdependent, and evolving role for the COE characterized by a high level of engagement with critical educational and human development needs in partnerships with our constituents; increased impact of our research to anticipate and address critical needs in schools and other settings and to guide practice and policy; and leadership as a distinguishing characteristic of COE graduates. To these ends we have established five interrelated goals.

1. The COE will **Increase the Impact of our Research**. We will promote college research efforts through organizational change and college-wide support such as establishing cross-disciplinary research teams on important issues of education and human development, implementing a faculty research leave program, and significantly expanding the level of external support. We will focus research in selected areas (e.g., critical educational and human development problems with clientele from community agencies, schools, and corporations; issues with potential global impact). We will enhance funding opportunities, visibility, and impact (e.g., in relation to improved practice, development of theory, and generation of new research).
2. The COE will **Improve the Quality of Teaching and Learning** in all settings in which education occurs, especially public schools. We will address specific teacher shortages through vigorous recruitment (e.g., in feeder colleges and historically black colleges and universities) and retention (e.g., first year induction and paid internship programs) efforts. We will enhance COE graduates' preparation to bring students from diverse backgrounds in a variety of demographic settings to high levels of achievement by, for example, increased preparation to work in urban, rural, and low SES settings; second-language, cross-cultural, special educational, and international experiences; and integrated information technology. We will prepare COE graduates to work collaboratively with families, school personnel, community leaders, health care professionals, and members of the media to address social issues.

3. The COE will **Increase Active Engagement with Constituents**. We will develop a COE model of an engaged college that entails responsive partnerships with schools, community agencies, businesses, corporations, and other universities, both at home and abroad. Our faculty, students, and staff will anticipate and respond to societal challenges through direct involvement with constituents in programmatic efforts in research, teaching, and outreach. We will increase the number and variety of international activities of the college. Active engagement will be a primary pathway to improving the quality of teaching and learning, developing leadership, and increasing the impact of research.
4. The COE will **Promote Leadership Development** in undergraduate and graduate programs. We will identify experiences for becoming change agents and prepare COE faculty and graduates to be innovators and leaders in applying information technology and distance learning.
5. The COE will **Establish a Self-Renewing Process**. The COE will continuously examine its goals, structures, and resources in order to be responsive to the needs of our students, the people of Georgia, and other constituents. We will institutionalize a process that incorporates feedback from faculty, staff, graduates and other stakeholders to critique and revise strategic plans and establish priorities annually.

Appendices

[Appendix A](#) – Budget Projections

[Appendix B](#) – Strategic Planning Process

[Appendix C](#) – College of Education Millennium Commission Report

[Appendix D](#) – Kellogg Commission Report on the Future of State and Land-Grant Universities

[Appendix F](#) – Position Paper on Technology

[Appendix G](#) – Position Paper on Multicultural Education

Goal #1: Increase the Impact of our Research

Rationale: Research is a distinguishing element of our professional work and central to the COE mission. Research informs our teaching, outreach, and other professional efforts. Research generated by COE faculty and students should be a major source of guidance for practice and policy. The media should regard the College as a primary source of information through our research and development efforts. Funding agencies should seek and support our research efforts. Supportive of Institutional Goals 3 and 4.

Objectives and Possible Strategic Actions

A. Promote college research efforts through organizational change and college-wide support.

1. Institute the position of Associate Dean for Research.
2. Establish cross-disciplinary research teams on important issues of education and human development.

3. Double the number of graduate student research assistantships
4. Implement a faculty research leave program.
5. Develop alternative proposals for supporting faculty research initiatives.
6. Expand the level of external support significantly over the next five years.

B. Focus research in selected areas to enhance funding opportunities, visibility, and impact.

1. Fund endowed chairs and named professorships in selected areas.
2. Implement an enhanced system for identifying funding opportunities.
3. Use grant overhead return funds to support infrastructure development and proposal development in selected areas of research.
4. Conduct research in and disseminate findings related to major COE initiatives, e.g., Multicultural Education, Academic Community Learning, and Technology.
5. Develop an engaged research agenda (see Goal 3) that is based on critical educational and human development problems identified through needs assessments and conducted collaboratively with clientele from community agencies, schools, and corporations.
6. Identify, support, and expand research that has potential global impact.

C. Provide greater visibility for the research results.

1. Develop strategies and activities to showcase research efforts such as hosting an annual “Educational Research that Matters to Georgia Day,” and invite the media, legislators, and representatives from government agencies, school systems, and others stakeholders.
2. Generate press releases on research efforts and findings.
3. Create and publicize a dynamic database of research findings and practical implications that is easily accessible by, and responsive to, the needs of local and national constituents.
4. Broaden the definition for publication to include outlets that are appropriate, timely, and relevant to a culturally diverse society.

D. Document and assess the impact of COE research.

1. Conduct biennial surveys of our graduates and client institutions (especially within our partnerships) as to their priorities, concerns, and application of COE research.
2. Assess the impact of COE research in relation to improved practice, development of theory, and generation of new research; e.g., conduct 3-5 year analyses of leading research journals to identify the relative contributions of COE faculty.
3. Provide annual reports to the Dean’s office that identify research impact, infrastructure needs, funding trends, and suggested directions for new research initiative.

Goal #2: Improve the Quality of Teaching and Learning in Schools and Other Educational Settings

Rationale: As a research institution, the College of Education must continue its leadership role in preparing teachers, researchers, and other educators for schools, institutions of higher education, and other educational settings. Our changing society demands highly-adaptive educators. We need educators who are prepared to work in diverse urban, rural, and suburban settings; with English speakers and speakers learning English; and with learners with a wide range of abilities and previous experiences. We need a more culturally diverse educational force, and we need to stem the tide of educator dropout and burnout. The COE is also actively engaged in the improvement of teaching and learning in higher education, community education, technical institutes, business and industry, health care, sports and recreation, and a myriad of other settings in which education occurs. Long range trends involving accelerating changes in diversity, technology, and global economic structures require educators in all these settings to be highly innovative and adaptive. We must take a multifaceted, interdisciplinary approach. This goal is central to becoming an Engaged College, to increasing the Impact of our Research, and to Leadership Development. Supportive of Institutional Goals 1, 2, and 4-8.

Objectives and Possible Strategic Actions

A. Address specific teacher shortages through vigorous recruitment and retention efforts and through the development of alternative teacher preparation programs.

1. Initiate recruitment strategies (e.g., on-campus summer programs and institutes) among middle/high schools, feeder colleges, and historically black colleges and universities to encourage African Americans, Hispanics, and members of other under-represented groups to enter teacher preparation programs.
2. Recruit and retain diverse faculty, staff, administrators, and students and actively build an inclusive college of education community that values diversity.
3. Expand distance-education opportunities and partnerships with schools, other colleges and universities, and state agencies for mentoring of pre-service and in-service teachers.
4. Monitor supply and demand by field and develop strategies and incentives to encourage students to enter high-need fields.
5. Explore alternative models of teacher preparation, e.g., BSED programs beyond 120 hours, post-baccalaureate programs, and cross-disciplinary courses and programs.
6. Research and develop strategies to address teacher attrition issues including failure of newly certified teachers to enter the field and the high dropout rate during the first three years.
7. Develop first year induction and paid internship programs with partner organizations.

B. Enhance COE graduates' preparation to bring students from diverse backgrounds in a variety of demographic settings to high levels of achievement.

1. Increase our graduates' preparation to work in urban, rural, and low SES settings through focused campus courses, more varied field placements, and technological/distance education linkages.
2. Incorporate second-language, cross-cultural, and international experiences in preparation programs for teachers, school administrators, teacher educators, and other education professionals.
3. Develop, research, and teach strategies for learning about and addressing educational needs across cultural, socioeconomic, and linguistic communities.
4. Develop, research, and teach strategies for meeting the needs of students with special learning situations.
5. Align course content in teacher preparation programs with state and national professional association standards.
6. Conduct collaborative research on significant issues related to teaching and learning, family/school/community context; incorporate findings in pre-service and in-service programs and allied fields (e.g., health promotion and behavior, counseling, educational leadership).
7. Develop and implement pre-service and in-service teacher education initiatives that integrate information technology as a central element to support teaching and learning in culturally diverse settings.

C. Prepare COE graduates to work collaboratively with families, school personnel, community leaders, health care professionals, and members of the mass media to address social issues affecting education.

1. Incorporate cross-disciplinary community approaches to better prepare graduates to address serious health risks facing learners (e.g., lack of physical activity, balanced nutrition, and sleep; use of cigarettes, alcohol, and illegal drugs; high-risk sexual activity; depressive disorders and suicide; and physical and emotional violence).
2. Expand COE graduates' preparation to engage with families in creating communication and learning bridges among home, school, and community settings.
3. Increase COE graduates' preparation to design, implement, and utilize tutoring, mentoring, and counseling programs.
4. Prepare educational scholars to conduct original research in family/school/community contexts of education through new doctoral programs, such as a Ph.D. in cross-disciplinary programs with sociologists, psychologists, anthropologists, health professionals, social workers, and others.

Goal #3: Increase the COE's Active Engagement with Constituents

Rationale: A defining characteristic of distinguished research faculty at land-grant institutions is the impact of their scholarship on the lives of constituents. While

successful in addressing societal needs in the past, the COE is committed to developing more responsive, collegial, and effective models of interaction called for by the complex challenges faced by today's communities. The COE seeks to become an engaged college whose faculty, students, and staff anticipate and respond to societal challenges through direct involvement with constituents in its programmatic efforts in research, teaching, and outreach. Supportive of Institutional Goals 6 and 8.

Objectives and Possible Strategic Actions

A. Develop a COE model of the Engaged College using the Kellogg commission report as a springboard.

1. Discuss the implications of *Returning to our Roots: The Engaged Institution; Kellogg Commission Report (1999)*, develop a COE model, and establish priorities.
2. Support interested units in developing areas of engagement, strategic actions, and research opportunities in conjunction with its stakeholders.
3. Increase influence on educational policy through targeted interactions with state and national legislative committees and other policy groups.
4. Invigorate and expand alumni and development efforts.

B. Develop responsive partnerships with schools, community agencies, businesses, corporations, and other universities.

1. Establish ongoing channels of two-way communication with partner institutions to determine critical need areas.
2. Demonstrate collaborative leadership in research and development strategies addressing critical issues in Georgia and beyond.
3. Develop opportunities and support for integrating research, teaching, and outreach for faculty and students through engagement projects with partners.
4. Increase opportunities for faculty and student in Academic Community Learning.
5. Increase support for research, outreach, and teaching opportunities with partners in multiple contexts, including international and domestic culturally diverse settings.
6. Engage in collaborative action research with constituents, focusing on needs and priorities that are local in nature but national in relevance, to improve education practices through applications of information technology.

C. Support interdisciplinary research, teaching, and outreach.

1. Increase working relationships with counterpart faculty/staff, both within and outside the College, for cross-disciplinary teaching, research, and outreach.
2. Establish interdisciplinary problem-focused teams addressing educational issues of state, national and global significance.

D. Establish resources and a reward structure encouraging faculty and student participation in engagement efforts.

1. Develop resource partnerships for creative funding of engagement opportunities.
2. Increase recognition of engagement endeavors in merit, tenure and promotion, and COE awards processes.
3. Explore mechanisms for planning and funding centers that coordinate engagement efforts (e.g., Center for Research, Instruction, and Service Learning Projects).
4. Expand external funding from a variety of sources, including foundations and alumni.

E. Increase the number and variety of international activities of the college.

1. Identify a single individual in the college to coordinate international activities and serve as liaison to the university's Office of International Education.
2. Increase number of formal cooperative agreements with institutions in other countries.
3. Identify sources of funds to increase number of students engaged in study abroad or student exchange programs.
4. Identify sources of funds to increase number of international faculty exchanges and study leaves.

Goal #4: Promote Leadership Development in Undergraduate and Graduate Programs

Rationale: Professional leadership should be a distinguishing characteristic of UGA COE graduates in all disciplines. It is increasingly important that graduates be systematically prepared to be change agents in their professional settings. We proceed with the assumption that leadership can be nurtured and enhanced through appropriate experiences. Promoting leadership not only benefits the professional development of the student but enhances the overall impact of the College as well. Supportive of Institutional Goals 1 and 2.

Objectives and Possible Strategic Actions

A. Define leadership and identify experiences for becoming change agents.

1. Organize a series of COE forums on the meaning and enhancement of leadership in undergraduate and graduate education.
2. Define leadership and develop strategies within each program area to equip graduates to become change agents.
3. Develop a newsletter or listserv distribution to recognize leadership contributions of students in UGA, the community, and beyond.
4. Examine current COE organizational structures and practices relative to their receptiveness to student leadership.

5. Work with interested colleges across UGA to establish a Leadership Development Center and an option for an undergraduate leadership endorsement.

B. Provide all students with opportunities to lead.

1. Provide resources for revising existing programs throughout the College to enhance leadership development.
2. Include students as active collaborators in outreach/teaching/ research projects and partnerships, and recognize them as potential initiators of such “engaged” relationships.
3. Expand opportunities for students to develop leadership abilities that are effective with people from cultures other than their own and in diverse settings, both international and domestic.
4. Expand opportunities for students to serve on COE committees and to provide input into other College and department matters.
5. Develop leadership skills by engaging students as leaders and collaborators in addressing issues of cultural diversity.

C. Prepare COE faculty and graduates to be innovators and leaders in applying information technology and distance learning in their respective areas of expertise.

1. Identify state-of-the-art exit information technology competencies appropriate to students in COE programs and implement accompanying assessment instruments.
2. Provide faculty development in applying current and emerging information technology in order to promote leadership in this area.
3. Study the need, efficacy and potential impact of distance learning courses and assist and reward faculty in developing and implementing these courses as appropriate.

Goal #5: Establish a Self-Renewing Process

Rationale: The COE will continuously examine its goals, structures, and resources in order to be responsive to the needs of our students, the people of Georgia, and other constituents. We will institutionalize a process that incorporates feedback from faculty, staff, graduates and other stakeholders to critique and revise strategic plans annually. Supportive of Presidential Theme of Efficiency.

Objectives and Possible Strategic Actions

A. Assess goals, priorities, and strategic actions in relation to human resources.

1. Reestablish (and broaden to include all stakeholders) an annual Faculty Senate Planning Retreat to reexamine the COE priorities, assess progress towards goals, and establish each year’s targeted goals and strategies.
2. Evaluate effectiveness of current administrative structures in relation to strategic needs.

3. Evaluate effectiveness of current faculty work loads in relation to strategic needs.
4. Adapt technology to enhance interaction of faculty and students, personalize education, and maintain active ties with alumni.

B. Assess goals, priorities, and strategic actions in relation to financial resources.

1. Review the adequacy and diversity of the resource base for all existing college goals.
2. Recommend changes for addressing new priorities.
3. Establish a process and funding source for continuous upgrading and maintaining of information technology infrastructure.

C. Explore a different name for the College that reflects its programmatic diversity.

Attachment Two

Revised Five-Year Program Plan 2005-2010 College of Education 8/17/05 Final Revision

A. Statement of Vision and Goals

1. Vision

The College of Education at the University of Georgia will promote equity and full participation in a diverse global economy by continually assessing our programs, generating research, and developing policy to revitalize education, well being and learning.

2. Goals

- The COE will *Increase the Productivity and Impact of our Research* by investing in the research infrastructure to increase external funding.
- The COE will *Improve the Quality of Teaching and Learning* in all settings in which education occurs, especially public schools.
- The COE will *Increase Active Engagement with Constituents* through off-campus and distance learning programs, partnerships, research collaborations and advisory councils.
- The COE will *Provide Leadership* in promoting equity and social justice in research, teaching and service.

3. External Factors

- Societal need for research-based leadership in the local, state, national, and global arenas

There is an increased need for colleges of education at research extensive universities to take the intellectual leadership in education sciences and associated graduate programs to insure a well prepared faculty pipeline and the development of new knowledge. The general public, its leaders in diverse cultural, economic, and political settings, and policy makers increasingly expect public schools and, in turn, colleges of education to address and intervene in a variety of social issues. Schools are now in the business of, for example, providing quality education to an increasingly diverse population; assisting communities to empower themselves; promoting physical, mental, and emotional health and well-being across the life span; and preparing citizens who can thrive in a global environment. Reallocation of resources toward graduate education is important to meeting these expectations.

- Increased accountability for learning outcomes

This factor is evidenced by, for example, (a) the increase in standardized assessment (No Child Left Behind, Title II of Higher Education Act), (b) requirements that teacher preparation programs certify their graduates, (c) a strong push at federal and state levels that colleges of education be more closely connected to P-12 schools as well as to colleges of arts and sciences and (d) the call to provide equitable access to a high-quality, affordable education at all levels.

- Increased enrollment demands and personnel shortages in the State of Georgia

The Department of Education's National Center for Education Statistics (May 2004) projects an increase in population in Georgia through 2013 of 5-15% for the P-16 population (the largest on the east coast) because of immigration and north to south migration. Critical shortages are anticipated in several teaching fields, in leadership positions at all levels and in student support areas. Colleges of education will also experience stress since, because of budget cuts, full-time faculty positions are not being filled. Part-time faculty cannot provide the research skills and leadership required to address the pressing needs of 21st century education.

- Need for education in non-school settings and across the life-span

Education is now a central strategy used by all institutions to address a variety of social issues, such as economic development, community empowerment, and promotion of physical, mental, and emotional health across the life span. Thus, education is now seen as a lifelong process occurring not only in the traditional K-12 classroom settings, but also in other locations of daily life, including the workplace and the community. Colleges of education are called upon to prepare leaders and teachers for all settings in which education occurs.

- Alternative models of teacher preparation

Government is diminishing the role of colleges of education as the gatekeeper of educator preparation. The No Child Left Behind Act has redefined "highly qualified teacher" to be a person who has not necessarily taken a single class in education and has legislated what constitutes appropriate education research, which in the past has been left to research universities. At the same time, 45 states have adopted alternative routes to teacher certification, which reduce or bypass the time normally spent in colleges of education. All of these changes have produced a variety of competitors to colleges of education. These include for-profit universities (University of Phoenix), community colleges (see New Mexico where they produce more teachers than 4-year institutions), not-for profits (Teach for America which takes college graduates without any education courses), and

public schools themselves (New York has its own leadership and teacher education program).

4. Program Priorities

Given our mission as a research extensive, land grant institution, the following are our specific program priorities.

- a. Building the infrastructure to support acquisition of external funds and policy development
- b. Building programs teaching the foundations of research to graduate and undergraduate students (Research Evaluation Measure and Statistics; Qualitative Research Program)
- c. Building programs preparing PreK-16 teachers and other school personnel particularly in meeting the needs of students with disabilities and those whose primary language is not English (dual certification program in general and special education, TESOL)
- d. Develop and strengthen cross-college centers promoting diversity and social justice, and that house affiliated faculty who teach social foundations courses and research related issues

Summary of Resources Needed (detail provided in attachment A)

<i>Priority</i>	<i>FY 06</i>	<i>FY 07</i>	<i>FY 08</i>	<i>FY 09</i>	<i>FY 10</i>
a- infrastructure	\$360,000	\$370,000	\$1,220,000	\$1,190,000	\$20,230,000
b-inquiry	\$65,000	\$90,000	\$56,000	\$57,000	\$58,000
c-dual certification & TESOL	\$108,000	\$90,000	\$126,000	\$114,000	\$116,000
d-Center	\$80,000	\$280,000	\$160,000	\$57,000	\$58,000
<i>Total</i>	\$663,000	\$830,000	\$1,562,000	\$1,418,000	\$20,462,000

B. University-Level Performance Measures

The methods described below will be used to annually measure demand, quality, productivity and impact:

1. Demand

- Documented personnel shortages
- Intended majors enrollment reports
- Ratio of applicants to admitted students in undergraduate and graduate programs

2. Quality

- **The following key outcomes identified in our existing major assessment plans(s) will be monitored annually:**

Praxis II or other certification licensures exams

3. Productivity

a. Faculty – the following methods will be used and reported annually in order to monitor and measure the full range of faculty accomplishment.

- **Teaching**

Undergraduate credit hour production

Graduate credit hour production

Credit hour production/EFT

Formula funding production (undergraduate x 1 + graduate x 3/EF)

- **Research**

Number of publications in peer reviewed journals

Externally funded research activity

- **Service**

Number of leadership positions in international, national, regional, and state organizations

b. Students

Average time to graduation by program

Graduation rates – students admitted versus those who graduate

c. Benefits to Community, State, Region, Nation, Global Community

Number of workshops conducted locally, statewide, nationally, & internationally

Number of clients seen in College clinics

Number of formal partnerships with schools and community based agencies.

4. Impact

The impact on the University's three strategic goals will be measured and monitored as follows:

- **Building New Learning Environment**

Number of internal and external awards received by faculty

COE-wide mean on student evaluations of faculty instruction

- **Research Investments**

Amount of grants awarded

Amount as a percent of state funded expenditures

- **Competing in a Global Economy**

Number of students participating in study abroad programs

Number of faculty conducting research or service to international schools &/or human service agencies

- **Our contributions to enhancing diversity will be measured and monitored as follows:**

Number and percent of underrepresented students in all programs

Number and percent of underrepresented faculty

C. College-selected performance measures

We have identified goals as described in A2 above. The following are objectives for each goal and unique performance measures which we will regularly monitor to assess progress towards those objectives:

Goal #1 The COE will Increase the Impact of our Research by investing in the research infrastructure to increase external funding.

Objectives:

- a. Increase the average external funding per faculty member
- b. Increase the ratio of faculty submitting proposals for external funding

Key Performance Measure(s):

- a. & b. **Fall 2005** - 2%
- a. & b. **Fall 2006 & beyond** - 3% each year

Goal #2 The COE will Improve the Quality of Teaching and Learning.

Objectives:

- a. Send more PhD graduates to peer & aspirant research extensive institutions
- b. Increase the number of students who demonstrate professional performance through electronic portfolios.
- c. Track & increase the number of graduates taking positions in-field within 12 months of graduation.

Key Performance Measure(s):

- a. **Fall 2005** – collect baseline data
Fall 2006 & beyond – slight increase over baseline
- b. **Fall 2005** – Increase by 100 students per year
Fall 2006 & beyond - Increase by 150 students per year
- c. **Fall 2006** – collect baseline
Fall 2007 & Beyond – increase by 5% per year

Goal #3 The COE will Increase Active Engagement with Constituents.

Objectives:

- a. Establish a College level advisory committee
- b. Increase the number of formal partnerships with agencies, school districts and other educational providers with whom we work or partner.
- c. Increase the number of off-campus and distance learning programs

Key Performance Measure(s):

- a. **Fall 2005** - Identify potential committee members & obtain their agreement to serve
Fall 2006 - Hold first semi-annual meetings
Fall 2007 & beyond- Maintain semi-annual meetings
- b. **Fall 2005** – collect baseline data

- Fall 2006 & Beyond** – add 1 new partnership per year
- c. Add one new program per year

Goal #4 The COE will *Provide Leadership* in promoting equity and social justice in research, teaching and service.

Objectives:

- a. Increase the percent of underrepresented students in all programs
- b. Increase the percent of underrepresented faculty
- c. Conduct an annual survey of the climate for diversity
- d. Increase the percent of students' working with under-represented student populations (low SES, ESOL, special needs, students of color) through more diverse field placements.

Key Performance Measure(s)

- a. & b. **Fall 2005** – Collect baseline data
Fall 2006 and beyond – 1% increase each year
- c. **By Spring 07** – complete survey, collect and aggregate baseline data
- d. Percent of students in diverse field placements
Fall 2005 - 90% of student body
Fall 2006 - 100% of student body
Fall 2007 & beyond- Maintain 100% of student body

**Attachment Three
College of Education
Institution Level Performance Measures for Program Planning**

	FY 2005 Baseline	FY 2006 Goal	FY 2006 Actual	Modified FY 2009 Goal
Demand				
1. Intended majors enrollment reports	2,604	Maintain # of intended majors but redistribute among critical areas	2,625	Goal=maintain # of intended majors but redistribute among critical areas
2. Ratio of applicants to admitted students in undergraduate and graduate programs	Undergraduate – 76.5% (881/674)	Undergraduate – 78%	Undergraduate - 79.4% (851/676)	Undergraduate Goal- 80%
	Graduate - 44.7%(2,206/987)	Graduate - 47%	Graduate – 49.6% (1,995/990)	Graduate Goal-maintain a ratio below 50%
3. # Graduate students (fall term enrollment)	2,419	2,515 (4% increase from FY 05)	2,348 (3% decrease from FY 05)	Goal=2,902 (20% increase from FY 05)
Quality				
4. Praxis II pass rate	98% pass rate	100%	99%	100%
5. National Rankings (U.S. News & World Report)	24th	23 rd	21st	20th
Productivity - Faculty				
Teaching				
6. Undergraduate credit hour production	53,961; decreased by 2.5% from FY 04[1]	Increases in CHP are tied to increases in faculty lines	51,095; decreased by 5% from FY 05	Maintain CHP at FY 06 level
7. Graduate credit hour production	48,862; decreased by .6% from FY 04	Increases in CHP are tied to increases in faculty lines	47,758; decrease by 2% from FY 05	Increase graduate CHP by 3% over the FY 06 level
8. Credit hour production/EFT	772, decreased by 2% from FY 04	Increase by 1.5% from FY 05	765; decrease by .09% from FY 05	Slight increase over the FY 06 level with more emphasis on graduate CHP
9. Formula funding production (\$ generated per instructional EFT)	Undergrad.= \$8,202,072 Graduate= \$26,678,652 Total= \$34,880,724 (\$253,310/EFT)	Increase recruitment of graduate students to increase formula funding	Undergrad.= \$8,175,200; Grad.= \$27,508,788; Total= \$35,683,988 (\$276,301/EFT)	Increase recruitment of graduate students to increase formula funding
Research:				
10. Number of publications in peer reviewed journals	208	218 (5% increase per year)	219; 5 % increase from FY 05	Goal=250 (20% increase over FY 05)

	FY 2005 Baseline	FY 2006 Goal	FY 2006 Actual	Modified FY 2009 Goal
11. Number of books	27	28	21	Goal=31
12. Externally funded research activity	70 tenure track faculty or 40.6% of tenure track faculty submitted proposals for external funding	42%	60 tenure track faculty or 35.9% of tenure track faculty submitted proposals for external funding	Goal=48%
Service				
13. Number of leadership positions in international, national, regional, and state organizations	79	83 (5% increase over FY 05)	84	Goal=87 (10% increase over FY 05)
14. Average time to graduation for undergraduates	Spg05 date only 4yrs. Or less = 70.4% 4-5 yrs = 27%	73% within 4 Years (2.5% increase)	IR isn't generating this data. The COE is developing a student data base in an attempt to capture this data.	Goal=80% within 4 yrs. or less
15. Graduation rates - students admitted versus those who graduate	IR conducting University wide study		IR isn't generating this data. The COE is developing a student data base in an attempt to capture this data.	
Benefits to Community, State, Region, Nation, Global Community				
16. Number of workshops conducted locally, statewide, nationally, & internationally	146	Maintain current levels without increases in faculty lines	103	Maintain current levels without increases in faculty lines
17. Number of clients in College clinics	1663 (partial data)	Maintain current levels without increases in faculty lines	2,944 (complete data)	Maintain current levels without increases in faculty lines
18. Increase the number of significant partnerships with agencies, school districts and other educational providers with whom we work or partner	16	add 1 new partnership per year	19	Goal=add 4 new programs over FY 05 baseline

	FY 2005 Baseline	FY 2006 Goal	FY 2006 Actual	Modified FY 2009 Goal
Essentiality – Impact Building New Learning Environment				
19. Number of international and external awards received by faculty	36	37 (2% increase over FY 05)	18	Goal=39 (8% increase over FY 05)
20. COE - wide mean on student evaluations of faculty instruction	undergraduate =4.20 graduate = 4.36	Maintain current levels	undergraduate=4.22 graduate=4.37	Maintain current levels
Research Investments				
21. Amount of grants awarded	\$18,059,691[2]	Maintain FY 05 level	\$19,244,991(including COE awards administered thru IBR)	\$20,000,000
22. Amount as a percent of state funded expenditures	Instruction 31.3%, Research 173.7%, Service 600.8%	Increase research percent by 10% per year	Instruction 23.1% Research 148.2% Service 1204.9%	Increase research percent by 40% over FY 05
Competing in a Global Economy				
23. Number of students participating in study abroad programs	54	57 (5% increase over FY 05)	58; 7% increase from FY 05	Goal=65 (20% increase over FY 05)
24. Number of faculty conducting research or service to international schools and/or human service agencies	39	41 (5% increase over FY 05)	48; 23% increase from FY 05	Goal=47 (20% increase over FY 05)
Our contribution to enhancing diversity will be measured and monitored as follows:				
25. Increase the percent of underrepresented students in all programs	13.9%	1% increase each year	14.7% (.8% increase)	Goal=17.9% (4% increase over FY 05)
26. Increase the percent of underrepresented faculty	17%	18%	17.50%	Goal=21%

**College of Education
College Selected Performance Measures for Program Planning**

	FY 2005 Baseline	FY 2006 Goal	FY 2006 Actual	FY 2009 Goal
Goal #1 The COE will Increase the Impact of our Research by investing in the research infrastructure to increase external funding.				
27. Increase the average external funding per faculty member	\$18,059,691/ 172 faculty = \$104,998/person	2% increase = \$107,098/person	\$19,244,991/167 faculty \$115,239/faculty	9% increase = \$114,448/person
Goal# 2 The COE will Improve the Quality of Teaching and Learning				
28. Send more PHD graduates to peer & aspirant research extensive institutions	collect baseline data	Slight increase over baseline	7	TBD
29. Increase the number of students who demonstrate professional performance through electronic portfolios	increase by 100 students per year	Increase by 150 students per year	128	increase by 150 over FY2006
30. Track & increase the number of teacher preparation graduates taking positions in-field in Georgia public schools	Develop a strategy for collecting baseline data that includes BOR Data Mart	Collect baseline data	657 teacher graduates 309 taking positions in GA public schools (47%)	Increase to 55% of teacher graduates taking positions in GA public schools

	FY 2005 Baseline	FY 2006 Goal	FY 2006 Actual	FY 2009 Goal
Goal #3 - The COE will Increase Active Engagement with Constituents				
31. Establish a College level advisory committee	Identify 7-9 potential committee members & obtain their agreement to serve	Hold first semi-annual meetings	Superintendents have agreed to participate in our first Educational Policy Advisory Conference in April '07. Membership for a college-wide advisory committee is being determined.	Annual meetings of the college-wide advisory committee representing statewide perspectives.
32. Increase the number of off-campus and distance learning programs	18	Add one new program per year	18	Goal=add 4 new program over FY2005 baseline (22)
Goal #4 - The COE will Provide Leadership in promoting equity and social justice in research, teaching, and service				
33. Conduct an annual survey of students on their perceptions of their preparedness for working with diverse populations	45% strongly agreed; 53% agreed they were prepared	Increase the % of students endorsing strongly agreed	50% strongly agreed; 47% agreed they were prepared	positive trend lines on survey data
34. Increase the percent of students working with under-represented student populations (low SES, ESOL, special needs, students of color,) through more diverse field placements.	Actual=94%	100%	98%	maintain 100% of student body
[1] The Department of Health Promotion & Behavior was moved from the COE to the College of Public Health. Decreases in CHP and CHP/EFT are likely due to that change.				and CHP/EFT are likely due to that change.
[2] Includes COE grants administered through IBR and excludes a spring grant in Health Promotion and Behavior that was inappropriately attributed to the COE.				

**Attachment Three
COLLEGE of EDUCATION**

Institution Level Performance Measures for Program Planning

	FY 2005 Baseline	FY 2006 Goal	FY 2006 Actual	Modified FY 2009 Goal
<i>Demand</i>				
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COLLEGE of EDUCATION
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