

**Revised Five-Year Program Plan  
2005-2010  
College of Education  
8/8/05 draft**

**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 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	\$1,220,00	\$1,190,000	\$23,370,000
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	\$50,000	\$190,000	\$70,000	\$57,000	\$58,000
<i>Total</i>	\$583,000	\$740,000	\$1,472,000	\$1,418,000	\$23,602,000

## **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/EFT)
- **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