The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2007-2008 academic year?

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2007-2008 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. change in Title II data that indicates the unit no longer meets the required state pass rates on licensure exams
2. change in the state-approved status (e.g., probation or low-performing) of the professional education unit as identified by the state licensing agency
3. change in institutional accreditation status
4. the addition or removal of programs.
5. changes in program delivery, particularly when traditionally delivered programs become distance learning programs. NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face.
Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

- No changes were made to the conceptual framework. A mid-term evaluation of the conceptual framework is scheduled for the spring of 2009.

Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

The latest Title II data indicate a 100% pass rate in all Florida Teacher Certification subject areas. The pass rate for both the Basic Skills test and the Professional Education test are 100%.

Survey data from Principal Surveys, Exit Surveys and Alumni Surveys show a high degree of satisfaction with COEDU programs.

Initial teacher preparation (ITP) surveys items are closely articulated with the Florida Accomplished Practices and are evaluated on a five point scale. These items are then grouped according to the knowledge and skills in NCATE standards 1 and 4: Content Knowledge, Pedagogical Content Knowledge, Professional and Pedagogical Knowledge, Student Learning, and Diversity, and composite mean scores for each knowledge/skill area are calculated.

Principals' evaluate bachelor's degree graduates' (N=308) classroom performance from 3.9 (Student Learning; Pedagogical Content) to 4.1 (Professional & Pedagogical) on the five point scale (1 = Weak, 2 = Fair, 3 = Satisfactory, 4 = Strong, and 5 = Outstanding). MAT candidates (N=118) receive mean scores of 4.0 for Content Knowledge, Pedagogical Content Knowledge, Student Learning, and Diversity, and 4.1 for Professional and Pedagogical Knowledge.

Principals evaluate graduates' dispositions related to the conceptual framework by indicating the extent to which they agree or disagree with a series of statements (1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, and 5 = Strongly Agree). For bachelor's degree graduates, scores range from 4.3 for Reflective thinking to 4.6 for Commitment to students and Ethical and professional conduct. Similar results were observed for MAT graduates, with principals reporting mean scores ranging from 4.3 for Reflective thinking to 4.5 for Commitment to students, and Ethical and professional conduct.

The ITP Exit Survey is designed to provide graduating initial preparation candidates with an opportunity to rate their level of...
preparation on items related to the Florida Accomplished Practices and NCATE standards (1 = Weak, 2 = Fair, 3 = Satisfactory, 4 = Strong, and 5 = Outstanding). Results show bachelor’s degree recipients’ perceptions of preparation in the each of the NCATE knowledge/skills range from 3.9 (Student Learning) to 4.2 (Professional & Pedagogical; Diversity) for Tampa candidates (N=81), from 3.8 (Pedagogical Content) to 4.2 (Diversity) for Lakeland candidates (N=16), and from 4.1 (Pedagogical Content) to 4.7 (Diversity) for Sarasota candidates (N=13). MAT graduates’ responses range from 3.7 (Student Learning) to 4.0 (Diversity) for Tampa candidates (N=23) and from 4.0 (Student Learning; Pedagogical Content) to 4.2 (Content; Diversity) for Sarasota candidates (N = 16).

Bachelor's degree alumni perceptions of preparation in each of the NCATE knowledge/skills range from 3.9 (Student Learning) to 4.2 (Professional & Pedagogical; Diversity) for Tampa alumni (N=81), from 3.8 (Pedagogical Content) to 4.2 (Diversity) for Lakeland alumni (N=16), and from 4.1 (Pedagogical Content) to 4.7 (Diversity) for Sarasota alumni (N =13). MAT degree alumni perceptions of preparation are slightly higher, ranging from 4.0 (Student Learning; Pedagogical Content) to 4.3 (Professional and Pedagogical; Diversity) for Tampa alumni (N=58) and from 4.0 (Student Learning) to 4.2 (Diversity) for Sarasota alumni (N=12).

Final Internship assessment results (including dispositions) are reported in Standard 3.

Survey data disaggregated by campus and program, and item level analysis suggest that some initial teacher preparation candidates are rated (or self-assess) slightly lower (though still in the satisfactory – proficient range) on items related to developing assessments and the use of data, as reflected in the generally lower mean scores for Student Learning and the use of technology, as reflected in mean scores for Pedagogical Content Knowledge. As noted in Standard 2, these disaggregated data are reviewed and analyzed by programs to inform program improvement. The implementation of the "continuous teaching cycle" assessment as part of internship (see Standard 2) in which interns collect and analyze pre and post assessment data, the increasing number of students enrolled in the Laptop Initiative, and programmatic improvements should help to increase candidates’ and graduates’ confidence and skill in these areas.

At the advanced level, the Master’s Exit Survey (N=83) provides graduating advanced master’s candidates with an opportunity to rate their perceptions of preparation (1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, and 5 = Strongly Agree). Candidates indicate being “well prepared in my area of specialization” with a mean score of 4.1; “confident in my ability to use appropriate technologies in my work” (4.3); and “well prepared to critically evaluate the literature in my field” (4.1). This survey is completed by candidates in masters’ programs for the advanced preparation of teachers, as well as other school professionals. The survey will be revised in the coming academic year to add items specific to teaching skills for experienced teachers.

The Advanced Graduate Exit Survey is completed by candidates graduating from specialist or doctoral programs, using a set of items similar to the Master’s Exit Survey. Respondents (N=16) to this survey indicate being “well prepared in my area of specialization” with a mean score of 4.3; “well prepared for the design and management of professional projects” (4.5); “well prepared to assume a leadership position” (4.5); “confident in my ability to use appropriate technologies in my work” (4.5); and “confident in my research skills” (4.1).

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Please describe the unit's plans for and progress in meeting this standard.

In the spring 2008, an assessment subcommittee consisting of faculty and school personnel was convened to consider how to better document candidate impact on student learning during internship. The first step was to revise the Final Internship Survey, the evaluation of interns completed by cooperating teachers and university supervisors using indicators related to the Florida Accomplished Practices. Based on cognitive interviews with university supervisors who were asked to identify survey items that were difficult to understand or evaluate or that were poorly constructed, indicators were modified or replaced with new items. The second phase was to develop an internship portfolio or “continuous teaching cycle” type assessment in which candidates are required to plan standards-based lessons, conduct pre-and post assessments of student learning, and consider alternative strategies. The successful completion of the continuous teaching cycle portfolio will become a required component of final internship. Based on “continuous teaching cycle” assessments that were already being used by some programs, a basic framework and rubric was developed for an assessment that could be adapted to other programs. A pilot test of the continuous teaching cycle portfolio will be piloted in the fall of 2008 by Secondary Education and Childhood Education and Literacy Studies.
The College of Education has expanded the use of the Chalk and Wire e-portfolio for candidate assessment and data collection. As of academic year 2007-08, all state approved certification programs, with the exception of Educational Leadership in Tampa and Sarasota are using the Chalk & Wire e-portfolio. The Educational Leadership MA program is being revised to incorporate new Florida Leadership Standards, and plans are for the program in Tampa to begin using Chalk & Wire e-portfolio in coming year.

The Distance Learning Group (a subgroup of the Technology Action Group, charged with advising the dean on matters related to technology) is working to develop a new course evaluation form for distance learning courses, designed to specifically address indicators of quality of instruction delivered via technology.

The Director of Assessment regularly conducts surveys of employers, graduates, and alumni and compiles and analyzes these data, as well as the data for final internship assessment from cooperating teachers and university supervisors. These data are disaggregated by program and a report is sent to each program in the Data-based Programmatic Analysis and Review (DPAR). Results are reviewed in department meetings and actions based on the data are considered. A report of the programs' review and analysis and actions based on the data is returned to the Director of Assessment and the Associate Dean for Educator Preparation.

Selected programmatic changes as a result of survey data, program assessment data, or feedback from stakeholders include:

- Inclusion of more content related to state and district assessment data, including having district personnel speak to candidates about district assessment systems. (Special Education BS)
- Enhanced content on data-driven instruction and assessment. (Special Education BS)
- Further emphasis in EEX 6225 Developing Individual Education Programs for Students with Disabilities and EEX 6247 Implementing and Evaluating Programs for Students with Disabilities, is now being placed on demonstrating how instructional technology can be used to engage K-12 learners and facilitate an active learning environment. (Special Education MAT)
- Additional content on facilitating higher order thinking infused in EEX 6247. Additionally, the key assessment for the course (Curriculum Project) was expanded to include a requirement to demonstrate the effective use of higher order questioning strategies in the implemented unit of instruction. (Special Education MAT)
- An early field experience for Physical Education was expanded to four half days each week for 7.5 weeks instead of two half days per week for the entire semester. This has allowed candidates to have a more intense experience in the schools by being there more continuously. Efforts continue to include more technology in courses.
- The School Psychology doctoral program is providing additional experiences applying the problem-solving/response to intervention process to school, classroom and individual student needs.
- In response to the emphasis on accountability and the increased need for evidence-based practices at the K-12 level, the Measurement and Evaluation Department has identified a need for a more formal and broader scope of coursework and applied experiences in the area of evaluation in the doctoral program. A sequence of courses and a practicum in evaluation was developed and implemented on a pilot basis in academic year 2007-08.
- The Department of Educational Leadership and Policy Studies is planning revision to the Ed.D. program that will allow candidates to choose between two areas of focus: Leadership and Policy Studies, or Curriculum Leadership Studies.

In response to a state-wide identified need for highly qualified teachers at all school levels who can instruct P-12 students in reading skills as well as a need for administrators who are qualified to evaluate and supervise school personnel providing reading instruction, the Department of Childhood Education and Literacy Studies has received conditional approval from the Florida Department of Education to offer a 15 hour Graduate Reading Endorsement. In addition, Exceptional Student Education has applied to the state for a Reading Endorsement addition to the BS and MAT programs. In addition, in response to the need for teachers with expertise in less common foreign languages that are gaining in importance, the Foreign Language Education program has applied to the state to offer an MAT in Chinese, Russian and Italian.

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Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

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**Standard 3. Field Experiences and Clinical Practice**

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills,
and professional dispositions necessary to help all students learn.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:**

<table>
<thead>
<tr>
<th>Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:</th>
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<tbody>
<tr>
<td>Candidates in final internship are highly successful. Final Internship completion rates for Fall 07 and Spring 08 are 99%. Of the 287 interns enrolled in internship in fall 2007, 284 successfully completed, and of the 412 enrolled in spring 2008, 407 successfully completed.</td>
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Candidates in final internship are evaluated by university supervisors and cooperating teachers using the Final Internship Evaluation, which rates the intern on a number of skills and dispositions based on the Florida Educator Accomplished Practices for teachers. The items are rated on a 1 (unsuccessful)-5 (exceeds expectations) scale. The individual items are then grouped according to the knowledge and skills in NCATE Standards 1 and 4: Content Knowledge, Pedagogical Content Knowledge, Professional and Pedagogical Knowledge, Student Learning, and Diversity, and composite mean scores for each knowledge/skill category are calculated. The data are disaggregated by campus.

Undergraduate and graduate initial preparation interns receive high scores from cooperating teachers and university supervisors in all knowledge/skill areas related to the NCATE standards. Based on the 1 (unsuccessful)-5 (exceeds expectations) rating scale used on the Internship Evaluation instrument, interns on all campuses received composite mean scores in each knowledge and skill area in the 4 (proficient) + range.

There is a high degree of consistency among campuses in the overall mean scores achieved by interns for any given knowledge or skill area. The average ratings received by interns from either cooperating teachers or university supervisors on each campus in each knowledge or skill area are closely matched, differing by 0 to .3 for both undergraduate and graduate interns. There is also a high degree of consistency between cooperating teachers and university supervisors on each campus in the overall scores they give to interns in each knowledge and skill area. Differences between average scores from cooperating teachers and from university supervisors for any given knowledge or skill area are very small, ranging from 0 to .1 for both undergraduate and graduate interns.

The Final Internship Evaluation also includes a number of “dispositional” items. Interns exhibit the requisite dispositions that are aligned with the conceptual framework. These dispositions are assessed by university supervisors and cooperating teachers. Mean scores for dispositional items for bachelor’s and MAT interns on all campuses are within the “proficient” range of 4.0-5.0, with all scores above 4.0.

There is consistency among cooperating teachers and university supervisors with regard to the dispositions that appear to be “strengths” among undergraduate and graduate interns. For undergraduate and graduate interns on all campuses, cooperating teachers and university supervisors consistently gave the higher mean scores (4.7-4.9) in the following areas:

- Exhibits a sense of responsibility and dependability.
- Demonstrates emotional balance and maturity.
- Adheres to Florida Code of Ethics, as well as school and county codes.
- Meets expectations regarding attendance, punctuality, and record keeping.
- Demonstrates enthusiasm and a positive attitude towards teaching.
- Demonstrates professional care and concern about students’ rights and well being

Data for 2007-2008 are consistent with Internship Evaluations from the previous two years.

Changes planned for the Final Internship Assessment are discussed in Standard 2.

**Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:**

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

**Standard 4. Diversity**

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 4. Diversity**
Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

4 that occurred in your unit this year:

For academic year 2007-2008, candidate enrollment data show that approximately 27 percent of College of Education candidates on the Tampa campus are from underrepresented groups (including 1 percent non-resident alien); at the undergraduate level, 27 percent of candidates are from underrepresented groups (including .5 percent non-resident alien); 26 percent of master’s degree candidates (including 1 percent non-resident alien), and 29 percent of post-masters advanced degree candidates (including 6 percent non-resident alien). On the Sarasota campus, 16 percent of candidates are from underrepresented groups: 14 percent at the undergraduate level, and 19 percent at the master’s degree level. On the USF Polytechnic campus, 15 percent of candidates are from underrepresented groups: 15 percent at the undergraduate level, and 16 percent at the master’s degree level (including .5 percent non-resident alien). (USF InfoMart, Annual Unduplicated Headcount, Declared Majors)

As noted in Standard 3, based on the 1 (unsatisfactory)-5 (exceeds expectations) rating scale used on the Internship Evaluation instrument, interns received mean scores in knowledge and skill areas related to the NCATE standards, including diversity, in the 4 (proficient) + range. University supervisors and cooperating teachers rate interns on the following skills related to diversity:

• Maintains or enhances a classroom environment that respects social, cultural, linguistic and cognitive differences
• Models behaviors of acceptance, resolution, and mediation
• Selects instructional materials that enhance students’ understanding of differences among people and viewpoints
• Implements lessons designed to accommodate students’ social, cultural, and linguistic needs

In addition, as noted in Standard 1, data from 2007-08 Principal Survey show similar results. On the 1-5 scale (1 = Weak, 2 = Fair, 3 = Satisfactory, 4 = Strong, and 5 = Outstanding) principals rate both bachelor’s degree and MAT graduates as 4.0 overall with regard to the following diversity related knowledge, skills and dispositions:

• Analyzing students’ learning needs to accommodate linguistic and cultural differences
• Encouraging the exploration of diverse points of view
• Working actively to challenge stereotypes
• Working to maintain the respect and confidence of colleagues, parents, and students
• Using a variety of developmentally appropriate activities to engage and motivate students.
• Integrating a variety of experiences and activities to enhance learning
• Advocating for all students

The COEDU faculty Diversity Committee continues to sponsor annual diversity forums: “Creating Teaching Opportunities from Critical Issues.” Fall 2007 diversity forums focused on “Challenging Heterosexism in the Classroom,” intended to help faculty, students and school personnel develop awareness, comfort and competence in addressing and discussing issues of gender identity in the classroom and school settings. Diversity forums and other diversity-related activities are chronicled on the college’s new Diversity webpages.

Faculty members have addressed a wide range of diversity and cultural competence issues in their research. In 2008, faculty published 21 diversity related journal articles or book chapters and made diversity-related presentations at 17 state and national conferences. Recently submitted for publication in a national journal, is a manuscript developed from the results of faculty focus groups conducted in fall 2006 concerned with understanding what faculty do to infuse diversity into curricula and courses, barriers experienced by faculty in attempting to address diversity issues, and their efforts to advance candidates’ development of multicultural competence. The faculty co-chairs of the COEDU Diversity Committee were recognized by the USF Office of Diversity and Equal Opportunity with a Diversity Summit Honor Roll Award for their leadership in advancing diversity-related activities and inquiry. The Diversity Summit, an annual USF day-long event, is an opportunity for the university community to share best practices in inclusion and diversity and to make recommendations to the university administration.

An analysis of the spring 2007 Student Climate Survey was completed in January 2008. The survey was developed by the Diversity Committee to gauge candidates’ perceptions of the college climate with regard to promoting a better understanding of diverse groups of people based on race/ethnicity, sexual orientation, gender, language, religion, socio-economic background, disability, and political viewpoint. The survey also sought to assess candidates’ perceptions of whether or not students feel that the college’s curriculum promotes diversity and prepares them to work with diverse populations.

Overall results of the survey were generally positive with regard to candidates’ perceptions of the college’s curriculum in emphasizing the importance of diversity, preparing them to facilitate safe learning environments, and providing a welcoming and supportive atmosphere for diversity in general. The survey also suggests some areas where the COEDU may focus its diversity related efforts. Responses indicate that while candidates recognized the importance of addressing issues of diversity in the college curriculum, it appears that many relate this importance only to their roles as future educators who will have to interact with diverse populations in the schools, but have not internalized the importance of an understanding of diversity in a larger context. Few responses considered sexual orientation or gender as a variable in diversity. It is hoped that diversity forums such as fall 2007 forum “Challenging Heterosexism in the Classroom,” will help candidates broaden and deepen their understanding of diversity issues.
Please indicate how the unit has addressed these Areas for Improvement (Optional).

**Standard 5. Faculty Qualifications, Performance, and Development**

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

For academic year 2007-08, COEDU faculty produced 140 books or book chapters, 356 journal articles and 56 other type publications. In addition, faculty made 308 presentations, received 18 professional honors or awards. Faculty were represented on 93 college, university or professional organization governance committees, and engaged in 119 other professional service activities. Most notably, Dr. Paulette Walker, Director of Undergraduate Programs and Internships, was elected national vice president of Delta Sigma Theta, the country’s largest African-American sorority.

According to institutional productivity ratings from 1992-2005, the Reading faculty were recognized in 2007 as being the 6th most active faculty nationally in research productivity. The name of the department of Childhood Education has been officially changed to the department of Childhood Education and Literacy Studies. The new name better reflects the Department’s mission of providing undergraduate and graduate programs in Early Childhood and Elementary Education, as well as graduate degrees in P-12 Reading Education.

The COEDU continues to support faculty scholarship through the College of Education Office of the Associate Dean for Research, which provides research-related professional development opportunities and technical assistance, and administers the Mini Grant Research Program.

The Mini Grant Program, now in its third year, provides opportunities for new and experienced researchers to secure internal funding to support research interests. All tenured and tenure-earning education faculty on all campuses may apply for mini-grant funding, which ranges from $2,500 to $5,000 per grant to be applied on a 12-month award. For 2007-2008, 14 faculty members received awards ranging from $4,500 to $5,000.

The First Annual COEDU Research Summit was held in the spring of 2008, co-chaired by the Associate Dean for Research and the Associate Dean for Academic Affairs. The theme of the summit was Enhancing the Research Culture. Approximately 65 COEDU faculty and staff were in attendance to participate in faculty panel discussions about successful methods for engaging in grant development and publishing.

The COEDU faculty participates in numerous community engagement, research, grant, partnership and professional development activities that serve the needs of local districts and the state. Eighteen school districts and county-wide agencies and 56 individual schools and agencies partnered with faculty on school/community-engaged curricular and research projects. Twenty-one school-community-engaged research projects were conducted during 2007-2008. One notable example is the Joshua House Tutoring Program. Joshua House is a residential shelter for abused and neglected children 6-12 years of age, and teen girls. Students from the COEDU SCATT (Suncoast Area Teacher Training) honors program tutor and mentor children two days a week. The tutors have access to the latest educational programs and web sites with 20 laptop computers purchased by donors in order to provide students with high tech instruction and build their computer skills. As a result of the tutoring program, Joshua House students display fewer behavioral problems, better school attendance and better academic performance, resulting in more students being placed on the honor roll. Because of its success, the tutoring program was expanded in 2008 to three Hillsborough County middle schools, with plans for expansion to additional schools in the future.

The college offers a number of service learning courses. Courses are planned collaboratively with a community partner and meet a stated community or school need. Students must tie the community experience to the course learning goals. In academic year 2007-08, the COEDU offered 9 service learning courses for 6,021 service hours in settings including social service agencies, Head Start programs, and schools.

Some of the topics of faculty’s community-engaged scholarship include:
- Images of Aging in Children’s Literature
- Bullying and Cyberbullying Prevention
- Effects of Play Therapy on Academics, Self Concept, and Behavior of Children Who are Homeless or At Risk and the Effects of Filial Therapy on Their Parents
- Refugee Family Services School Liaison Program Evaluation
- Empowering Latinas: Amplifying Voice through Writing

Selected other examples of faculty grant related service and scholarship this year include:
- The PROMiSE (Partnership to Rejuvenate and Optimize Mathematics and Science Education) grant ($5.9 million, renewable up to $22.0 million over three years), through which USF in partnership with Florida State University (FSU), and the University of Florida (UF) will work with four of Florida’s largest school districts, the Florida Virtual School, various multi-county educational consortia, and the private firm Horizon Research, Inc., to develop training that will help mathematics and science teachers, many of whom are teaching out-of-field due to a statewide teacher shortage in these areas, meet the state’s standards for mathematics
Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.
Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

Partnering with the College of Arts and Sciences, the COEDU has developed a “BS to MAT” program for students in the liberal arts and sciences who decide to pursue a career in teaching. These combined degree programs provide students the opportunity to fulfill integrated requirements of undergraduate and master’s degree programs on an accelerated track by counting some of their graduate courses toward both degrees, thus reducing the time it would normally take to graduate by two semesters.

In 2008, the USF Lakeland campus was officially designated as USF Polytechnic, recognizing the campus’ emphasis on applied and technical disciplines, and its location at the center of Florida’s high tech corridor. USF Polytechnic’s 2007 strategic plan calls for curricular emphasis in areas such as business, education, engineering, information technology and allied health disciplines, aligning its mission with the economic development priorities of the region.

In response to the university’s new 2007-2012 Strategic Plan, units across campus will begin the Compact Planning process in the fall of 2008. The Compact Planning agreement is intended to align the unit’s priorities, goals and mission with the broad university strategic goals.

Budget

In FY 07-08, as a result of legislative budget cutting, all public state institutions faced substantial budget reductions, with further reductions projected for FY 08-09. For the university, the result has been a budgetary decrease of approximately $34 million. The net result has been a significant budget reduction in the College of Education. University wide, there has been a hiring freeze, and units were asked to consider strategic reorganizations and/or consolidations of departments and programs or services in an effort to maximize operating efficiency and reduce costs.

Within the COEDU, the Departments of Adult and Higher Education and Educational Leadership and Policy Studies have been merged under the leadership of a single department chair. Several staff positions in the College were eliminated and duties reassigned. The college was granted a waiver from the hiring freeze and has been able to complete five critical faculty searches (math, science and foreign language education; social foundations, and educational leadership).

The university is developing an enrollment reduction plan that will likely be implemented over a three year period. The plan is intended to allow USF to maintain the same quality of educational delivery while also providing an opportunity to shape the student body through freezing freshmen enrollment at this year’s levels, reducing transfer student enrollment (through increasing admission standards to further enhance student success), and modestly increasing graduate enrollment. It is also anticipated that there will be some redistribution of undergraduate enrollment to the regional campuses.

The COEDU’s external funding continues to rise, with an average of over $22 million annually during the past five years. USF ranks 9th in the nation in generating external funding according to U.S. News & World Report, up from 13th last year. Overall, US News and World Report ranked the College of Education as 45th in the nation this year, rising in one year from 48th to 45th and from 60th two years ago.

Over a 12 month period the Tampa Bay Educational Partnership was awarded $27.4 million in external funding for the COEDU and an additional $45.7 million for children and families who are served by the Hillsborough County school district. The external grants range from 18 months to 5 years.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

If you have another comments, use the space below: