

University of South Florida
College of Education
Annual Review
2016-2017



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Introductory Comments

The 2016-17 annual report for the College of Education marks a transitional year for the College. In July of 2016, Dr. Vasti Torres resigned as Dean and Dr. Roger Brindley has overseen this report period as an Interim Dean. At the time of writing, processes are being completed to initiate a Dean's search that should bring a permanent leader to the College.

This also is a transitional year as reflected in this document because 2016-17 represents a watershed year for the College. Much of the performance planning for the College this year took place under the last Dean. Put another way, the record of the College on the 59 performance metrics was to a large part set in plans established in 2015-16. There was nothing an Interim Dean arriving in late July could do to effect the May through July summer of 2016 and only a negligible amount of change was possible for the fall semester that followed a few weeks later. Rather, the focus of the combined efforts of the College and the broader community from The Provost's Committee who authored the visionary document *Imagining a New and Bright Future for the USF College of Education*, through the Dean's Office and Department Chairs to the staff and faculty who have responded admirably to the Interim Dean's invitation to "get on the front foot" has been focused on changing existing processes, emphasizing key areas of need, constructing new approaches, and challenging assumptions all with the purpose of helping the College begin to rebound in enrollment. None of these efforts will show any substantive effect or substantially influence performance metrics until the fall of 2017. As the interim Dean is inclined to say when discussing enrollment trends, "you have to find the bottom to push off." That is the challenge the College has faced head-on in 2016-17.

As a result we have a strangely bifurcated report. On the one hand we have performance metrics that speak to planning undertaken to a large part in 2015-16 while we have an annual report document that speaks to efforts to arrest the decline in enrollment and reestablish effective strategies with the expectation these will be reflected in the fall 2017 metrics, while continuing to intentionally address our research folio as a college. This is a brief report followed by a more lengthy set of appendices.

Highlights for the year include a high likelihood we will reach grant funding performance metrics, in addition to a doubling of Co-PI research with other colleges. Our faculty have received significant national awards this year while the college continues to develop new programs that promise substantial increases in graduate enrollment (e.g., the new Ed.D., the Teacher Leadership Academy) and undergraduate persistence and time to graduation (e.g., FTCE preparation apps, GKT boot camps and on-line modules). By August 2016, every program in the college will have had the opportunity to migrate their webpage content and graphics to the USF content management system, and the communications and marketing efforts of the College have been regenerated with the production of new digital and print media designed to heighten prospective student interest while branding the College among our local, regional and national educational communities.

Sincere thanks go to all the faculty and staff of the College who have been energized this year and who have worked diligently to proactively address our challenges and opportunities. Our gratitude also goes to our gracious supporters and advocates at USF, within the K-12 educational community, and across our engaged communities of collaborative colleagues.

Research & Scholarly Productivity

The College of Education's focus on research and scholarly productivity in the fall of 2016 and spring of 2017 was to build upon the infrastructure to encourage and support faculty in seeking external funding. The kick-off to this focus was a presentation by Senior Associate Vice President for Research and Innovation, Dr. Rebecca Puig, to our faculty and graduate students on the topic of *Everything You Want to Know about Research – That We Forgot to Tell You!* In October of 2016, Interim Dean Brindley announced a \$250.00 travel incentive for faculty members who submitted a grant proposal with a budget of \$25,000 or greater (dating back to July 1, 2016 through May 2017).

To encourage collaboration both within the College of Education and across colleges, we hosted two *Pecha Kucha Research Events* with faculty and doctoral students presenting their research interests in a brief, fast-paced presentation style. The first Pecha Kucha event was held on October 28, 2016 and the second was hosted on March 9, 2017. Our most recent initiative was hosting the first *College of Education Grant Writing Summit* on April 7, 2017. Attended by 58 faculty, graduate students, and staff from the College of Education and other units on the USF campus, the Summit began with a keynote presentation by Dr. Rebecca Puig, followed by a panel discussion with eight faculty and staff from the College with expertise in grant writing. Participants were then invited to engage in break-out sessions that focused on specific topics such as writing a compelling grant application narrative, time management and the grant writing process, and how to match research interests with available funding opportunities. This Summit was very successful and participants offered suggestions and requests for follow-up sessions to be offered in the future. Our intent is for these professional development opportunities to promote the grant writing process with outcomes evidenced in increased number of proposals submitted and funded in the College to meet our performance planning goals.

Submitted and Awarded Grants

It is noted for the 2015-2016 academic year that there was an increase in the overall number of grant proposals submitted by faculty in the College of Education and an increase in the number of proposals funded as compared to the prior year (2014-2015). Overall, research proposals for the 2015-2016 academic year were funded at a rate of 62%, which is the highest percent success rate reported in the College of Education in the past several years.

Type	12-13		13-14		14-15		15-16	
	Submitted	Funded	Submitted	Funded	Submitted	Funded	Submitted	Funded
Federal	12	1	22	7	15	3	13	4
State	13	13	25	25	12	12	20	19
Private	10	5	18	8	9	2	7	3
Other	10	3	8	1	6	3	5	2
Total	45	22	73	41	42	20	45	28
Success Rate	49%		56%		48%		62%	
Amount	31,469,949	15,172,291	41,724,955	19,859,021	29,925,822	15,981,696	29,932,506	20,071,110

Notes:

- Private – Represents funding from non-profit or not for profit organizations (e.g., Foundations)
- Other – Represents flow-through funding from other organizations (i.e., we are a subcontract recipient)
- This table does not include COEDU faculty serving as Co-PI for other area submissions

**Projected Submitted and Awarded Grants for 2016-2017
(as of 03/31/17; 9 months of data)**

Data in the table below compare the number of grants submitted and awarded in 2015-2016 with the data on those metrics for the first 9 months of 2016-2017. As noted on page 4, we anticipate, at a minimum, another 11 state grant proposals to be submitted prior to the end of the fiscal year, with all 11 of those proposals awarded funding. Additionally, we have 10 proposals pending award decision. Therefore, we project at least a 61% success rate for the 2016-2017 fiscal year.

Type	15-16		16-17 (9 months)	
	Submitted	Funded	Submitted	Funded
Federal	13	4	11	1
State	20	19	5	5
Private	7	3	6	4
Other	5	2	5	2
Total	45	28	27 Goal = 45	12
Success Rate	62%		44%	
Amount	29,932,506	20,071,110	23,771,043 Goal: \$26,306,831	3,095,916

Notes:

- Private – Represents funding from non-profit or not for profit organizations (e.g., Foundations)
- Other – Represents flow-through funding from other organizations (i.e., we are a subcontract recipient)
- This table does not include COEDU faculty serving as Co-PI for other area submissions
-

Conclusion: By the end of the fiscal year we expect 38 proposals submitted. We are already at 84% of the PPA metric 49 goal with ten weeks of the fiscal period remaining.

**Proposed and Awarded Grant Budget Amounts for 2015-2016
& Projected Amounts for 2016-2017
(as of 03/31/17; 9 months of data)**

Data in this table compare the budget amounts for grants submitted and awarded in 2015-2016 with the data on those metrics for the first 9 months of 2016-2017. It should be noted that we anticipate, at a minimum, another 11 state grant proposals to be submitted prior to the end of the fiscal year, with all 11 of those proposals awarded funding. Additionally, we have 10 proposals pending award decision. Therefore, we project a substantial increase in these total amounts and the percent awarded for the 2016-2017 fiscal year.

Proposed Budget Amount	15-16		16-17 (9 months)	
	Submitted	Funded	Submitted	Funded
Federal	8,538,674	1,503,187	16,312,745	68,849
State	20,181,336	18,502,166	2,741,879	2,741,879
Private	258,982	34,704	164,450	66,398
Other	953,514	31,053	4,551,969	218,790
Total	29,932,506	20,071,110	23,771,043 Goal = 26,306,831	3,095,916
Awarded %	67%		13%	

Notes:

- Private – Represents funding from non-profit or not for profit organizations (e.g., Foundations)
- Other – Represents flow-through funding from other organizations (i.e., we are a subcontract recipient)
- This table does not include COEDU faculty serving as Co-PI for other area submission

Conclusion: Based on the tables on pages 5 and 6, barring late RFP notices, we do not anticipate meeting PPA 49 (grant proposals submitted), but we do expect to meet, or exceed, the funding award goals for PPAs 49 and 50.

COEDU Research Expenditures

Sponsored Research Expenditures: Total and Federal				
Fiscal Year	Federal Expenditures	Federal Flow Through Expenditures	Non-Federal Expenditures	Total Sponsored Research Expenditures
2012	\$2,747,426	\$8,253,126	\$432,965	\$11,433,518
2013	\$2,514,784	\$10,911,101	\$772,036	\$14,197,920
2014	\$2,179,930	\$11,432,065	\$1,232,114	\$14,844,108
2015	\$2,288,206	\$16,620,387	\$1,083,228	\$19,991,822
2016	\$1,650,488	\$7,727,067	\$637,615	\$10,015,170
2017*	\$1,716,700	\$6,479,110	\$691,498	\$8,887,307

Note: *These data reflect the first 8 months of FY 2017

Goals for 2016-2017

- Total Research Expenditures = \$13,648,072
- Federal Research Expenditures (Sum of Federal Expenditures + Federal Flow Through Expenditures) = \$12,524,946 (65% of Goal.)

Conclusion: With at least 11 proposals pending, and with 4 months to report, we are at 65% of PPA metric #51 goal. Similarly, with current federal research expenditures of \$8,195,810 after 8 months we are 65% towards the goal of PPA metric 52. We expect current expenditures to continue and conclude that we will be very close to goal.

COEDU Faculty Serving as Co-Principal Investigator on Collaborative Grants

One of our concerns this year is that a number of college faculty are Co-PIs elsewhere in the university and that effort is not reflected in research attributed to the College. It is important in the annual report that we note these initiatives. The table below presents data on the number of collaborative grants submitted in 2015-2016 and during the first 9 months of 2016-2017 on which faculty in the College of Education served as the Co-Principal Investigator with a Principal Investigator from another unit within USF. These other units include College of the Arts (School of Music), College of Arts and Sciences (Chemistry, Computer Science and Engineering, Electrical Engineering, Geoscience, Integrative Biology, Mechanical Engineering), College of Public Health, and College of Behavioral and Community Sciences (Applied Behavior Analysis). The Dean's Office wanted to include this table given the College is not directly credited with the interdisciplinary work as Co-PI's.

Type	15-16		16-17 (9 months)	
	Submitted	Funded	Submitted	Funded
Federal	12	2	13	TBD
State	-	-	-	TBD
Private	-	-	-	TBD
Other	-	-	1	TBD
Total	12	2	14	TBD
Success Rate	17%			
Amount	\$7,353,191	\$1,640,357	\$16,842,103	TBD

Notes:

- Private – Represents funding from non-profit or not for profit organizations (e.g., Foundations)
- Other – Represents flow-through funding from other organizations (i.e., we are a subcontract recipient)

Conclusion: The 2016-2017 Co-PI effort of 14 grant proposals (with three months of the year ahead of us) is significant. Not only does this amount represent additional effort on top of the PI proposals of \$23.7 million (a total PI and Co-PI of \$40,613,146), it also is more than double the Co-PI effort of the previous year. We conclude these data speak to the increasingly interdisciplinary nature of the research endeavor in the College.

Faculty Awards

Faculty members in the College of Education continue to receive recognition both within the University of South Florida and in their respective professional fields. The national awards listed below all represent significant recognition from national learned societies and professional organizations. These data relate to **PPA 45**. The state/USF awards reflect the profound commitment of faculty to local and regional community engagement.

National Awards

- **Dr. David Allsopp** received the Sam Kirk Award as Educator of the Year from the Learning Disabilities Association of America.
- **Dr. Rebecca Burns** was awarded the Claudia A. Balach Teacher Research Award from the American Education Research Association, Professional Development Research Special Interest Group.
- **Dr. Allan Feldman** received the 2016 Innovations in Teaching Science Teachers Award from the Association of Science Teacher Educators (ASTE) for the paper, "The Use of Journal Clubs in Science Teacher Education," co-authored with Dr. Karen A. Tallman from Springfield College.

- **Dr. Nathan Fisk:** Recipient of 2016-17 Fulbright U.S. Scholar Award - United Kingdom.
- **Dr. Sara Flory** received the Metzler-Freedman Exemplary Paper Award from the Journal of Teaching in Physical Education.
- **Dr. Jennifer Jacobs** was a 2016 Association of Teacher Educators Clinical Practice Fellow.
- **Dr. Johanna Lasonen,** Career & Workforce Education, received a 2016 Global Achievement Certificate of Achievement which recognizes outstanding contributions to the USF System's global mission during an academic year.
- **Dr. Janet Richards** received the 2016 Excellence in Scholarly Research Award from the Organization of Teachers of Literacy, International Reading Association Special Interest Group.
- **Dr. Arthur Shapiro** received the 2017 Living Legend Award from the National Council of Professors of Educational Administration.
- **Dr. Dana Zeidler** was the recipient of the 2016 Distinguished Contributions to Science Education through Research Award for NARST: A Worldwide Organization for Improving Science Teaching and Learning through Research. This represents the highest honor bestowed by the organization for life achievement in scholarship and service to the profession.
- The **USF Preschool for Creative Learning**, under the directorship of **Dr. Victoria Damjanovic**, received its NAEYC Accreditation and was awarded the SECA Family Engagement Award.

State/USF Awards

- **Dr. Rebecca Burns** was awarded the 2016-2017 Outstanding Community-Engaged Teaching Award.
- **Dr. Barbara Cruz** was awarded the Outstanding Faculty Service Award for her work with the Institute for Black Life at USF.
- **Dr. Betsy Doone** received recognition for her global work at the Global Achievement Awards breakfast, University of South Florida.
- **Dr. Cheryl Ellerbrock** was awarded the Paul S. George Award in Recognition of Leadership and Service for the Advancement of Middle School Level Education in the State of Florida at the Florida League of Middle Schools Conference.
- **Dr. Sara Flory** was awarded the 2016-2017 Outstanding Undergraduate Teaching Award.
- **Dr. Jenifer Schneider** received a 2016 Bronze Telly Award for Best Educational Video. (Writer & Director) & USF Media Innovation Team (Producer). (2016, March 15). Overview of "The Inside, Outside, and Upside Downs of Children's Literature: From Poets and Pop-ups to Princesses and Porridge." [Video file]. Retrieved from <http://www.kaltura.com/tiny/yn1jr>
- **Dr. Ruthmae Sears** was the 2016 Florida Association of Mathematics Teacher Educators (FAMTE) Mathematics Teacher Educator of the Year.
- **Dr. Dana Zeidler** was the recipient of 2016 Distinguished University Professor, Office of the President, University of South Florida, Tampa, FL.

Faculty Scholarly Productivity

Faculty Productivity Trend Data										
	Number and Types of Publications					Number and Types of Presentations				
	Books	Book Chapters	Articles	Total Pubs	Contributing Faculty	Int'l	Nat'l	Regional State/Local	Total Pres	Contributing Faculty
2016	11	47	110	168	65	52	190	41	283	66
2015	8	47	125	180	60	42	205	64	311	62
2014	17	71	131	219	66	44	266	79	389	79
2013	10	30	93	133	63	40	200	40	280	68
2012	9	50	105	164	70	40	325	60	425	80

Notes:

- Publication and presentation data are based on data submitted to the FAIR VitaBank by February 2, 2017. These data represent the best available information and a snapshot of faculty contributions.
- Publication results do not include manuscripts that were “in press” or “accepted for publication”, conference proceedings, technical reports or other manuscripts.
- The category “contributing faculty” refers to the total number of distinct COEDU faculty members who authored or co-authored one or more publications or gave one or more presentations in that year.

Faculty Governance

Faculty remain highly active in the governance of the College through the Faculty Policy Council (FPC). During the 2016-2017 year the undergraduate and graduate committees considered 11 new program submissions, 4 new graduate certificates, and 11 new courses (see Appendix A). During this transition year in the College, the FPC has liaised closely with the Dean’s Office.

Enrollment Initiatives

There has been substantial investment of resources during 2016-2017 to address the enrollment decline in the College (performance metrics 1 through 19). These initiatives combine the allocation of effort within the College and across our community partners. Much of this work has required an entrepreneurial spirit of the faculty and staff that does not reflect easily in a narrative report. However, below are examples of the commitment to address our enrollment metrics as part of a broader expansion of the College profile.

Customized Teacher Leader Academy

The College of Education has partnered with Mort Elementary School–A Partnership and Community School in conjunction with six other community partners. The academic arm of this partnership is the Mort Customized Teacher Leader Academy (MCTLA). The Customized Teacher Leader Academy (C-TLA) is an example of a cutting-edge approach to school renewal and community partnership where together we harness the collective power of schools and universities to develop teacher leadership capacity. This allows us to support school administrators in renewing their low performing schools. In addition, the C-TLA develops teacher leadership capacity for turnaround schools by focusing the curriculum around a graduate certificate and entry to multiple Masters programs. To date, 26 teachers have completed the Teacher Leadership Certificate and 15 have continued onwards to their graduate degree. Since

2013 this represents 480 graduate student credit hours. Currently, an additional 53 teachers are enrolled in the site-based and online certificate programs (**PPAs 3, 8, 16, & 37**).

At the core of a Customized Teacher Leader Academy is the shared mission of making a difference in the lives of children, adolescents, and young adults, and improving student achievement. This shared mission guides the collaborative decision-making and problem solving processes.

STEM Education Professional Development

The College of Education recognizes the importance STEM *education* and the development of career and college ready students. The competencies embodied in STEM education help all students, not just those who will pursue postsecondary education or careers. We are invested in supporting teachers to help them teach in effective ways that support student achievement. For the purposes of this report, three examples follow:

1st Annual Innovation in Education Luncheon. We launched our STEM professional development initiative with this luncheon sponsored by the Daved C. Anchin Center. The focus of the luncheon was *Empowering STEM Educators* with Jason Morrella, President of the Robotics Education & Competition (REC) Foundation, as our keynote speaker. The 160 attendees were comprised of teachers, school administrators and business leaders who came together to learn more about the importance of STEM in the k-12 schools and the impact STEM skills have on developing the next generation of our workforce. These kind of community events involving educators support the STEM initiatives at USF (**PPA metrics 40 and 41**).

Helios Middle School STEM Residency Mathematics and Science Programs. These programs are two parallel teacher preparation programs offered by the College. The development and implementation of these programs is funded by a \$2,736,000 implementation grant and a \$430,000 planning grant both from the Helios Education Foundation. USF COEDU has partnered with the College of Arts and Sciences and College of Engineering along with Hillsborough County Public Schools (HCPS) to develop and implement the programs. This grant operates with the support of the David C. Anchin Center. Preservice teachers participate in two early field experiences (i.e., Practicum 1 and 2) and a yearlong residency (internship) using a co-teach model supported by HCPS. This initiative supports **PPA 40, 41, and 59**.

Panamanian Teachers Program. In response to needs expressed by the Panamanian National Secretariat of Science, Technology and Innovation (SENACYT) and educational leaders of Panama, faculty in Science Education developed a STEM focused professional development program for a cohort of 50 Panamanian primary teachers, providing pedagogical and subject matter knowledge and skills based on research-based practices in elementary science education. Approximately 80% of the program is being delivered online with science education faculty also travelling to Panama to deliver face-to-face training and field application. As we progress through the experiences, we expect to learn more about the needs of the teachers, the nature of elementary science in Panama, and online professional development.

Communications, Marketing, & Recruitment Initiatives

The College of Education Communications and Recruitment Workgroups were charged by the Interim Dean to identify the current strengths and weaknesses of all aspects of communications and marketing within the College and to develop more effective strategies.

Communications Workgroup

The Communications Workgroup was formed because the College did not have a strategic communication plan or the critical digital and print materials necessary to effectively brand out work. Membership in this group included faculty, staff, and students from across the College as well as a representative from Innovative Education. Suggestions and associated actions for “differentiated communication” to meet the needs of our stakeholders (students, donors, community partners, legislators, etc...) included newsletters, blogs, testimonials, and the continued efforts to update the College’s website. Follow-up meetings focused on the need for consistent branding of materials distributed externally. The Director of Communications reviewed all materials sent out externally to ensure continuity of message and brand. Templates for brochures, reports, PowerPoints, and narrative handouts to be shared with faculty were developed and placed on Canvas for easy access. Stephanie Harff from Innovative Education shared expertise on marketing programs and explained the digital marketing workflow and the role of recruiters assisting with marketing.

Website and Branding

The faculty and staff requested a complete overhaul of the COEDU website. Our colleagues in Innovative Education concurred and as a result in 2016-2017 the College has been focused on a major website migration through the university content management system. In addition, the COEDU has made a concerted effort to raise the College’s profile and to highlight and disseminate programs and research accomplishments at major national/international conferences (See Appendix B). New products include flyers fold-out posters, a digital and print view book, banners, and consistently branded gift items. The College of Education also supported travel for faculty and school partners presenting their research in order to raise awareness of the College profile. Examples of the website migration and marketing materials follow:

COEDU Program Websites Migration (www.usf.edu/education). During the 2016-2017 year, the College of Education’s website is being updated and expanded. As of the beginning of April, the College’s communications office, in collaboration with the website development team at University Communications and Marketing, has supplied 15 programs with updated content packets for their review. Once these content packets are reviewed for accuracy by the program faculty, the content is then migrated into the CMS, and the old websites are retired.

Currently, we are approximately halfway through this process. An example of the migration may be found www.usf.edu/education/areas-of-study/educational-measurement/.

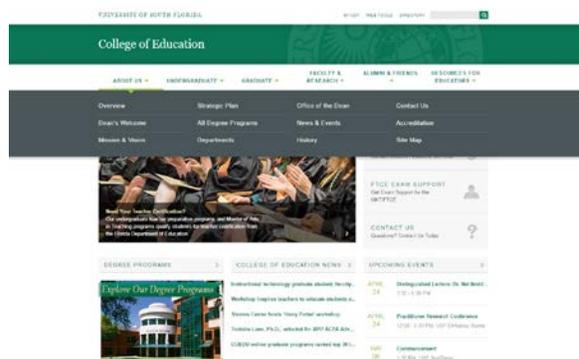
A major concern with the former website was the difficulty surrounding intuitive navigation. This year, the communications office consulted with both Innovative Education and the University Communications and Marketing office to look at its current website sitemap and make revisions. By using drop-down tabs, the new site significantly reduces the number of page levels required to navigate. Tab options have been carefully designed to support easier movement through the site.



HOMEPAGE FOR THE COMPLETED EDUCATIONAL MEASUREMENT AND RESEARCH PROGRAM WEBSITE – APRIL 2017

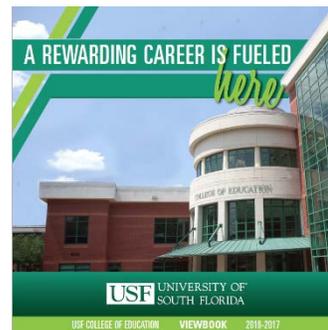


SCREENSHOT OF THE COLLEGE OF EDUCATION'S WEBSITE HOMEPAGE BEFORE THE MODIFIED SITE NAVIGATION, APRIL 2017



SCREENSHOT OF THE COLLEGE OF EDUCATION'S WEBSITE HOMEPAGE AFTER THE MODIFIED SITE NAVIGATION (WITH DROPDOWN MENU LISTINGS FOR 'ABOUT US' SECTION), APRIL 2017

Print Materials. This is an area of significant effort as there were no consistently designed digital and print materials in the College previously. In addition, renewed attention has been focused on social media. The College of Education's communications office has created numerous materials to promote the College's program offerings, and to provide faculty members and recruiters with a visual aid when speaking to prospective students.



COVER OF COLLEGE OF EDUCATION VIEWBOOK, 2016-2017

These items include:

- Undergraduate Program Fact Sheets (November 2016)
- Fold-out posters for undergraduate programs (February 2017)
- Fold-out posters for graduate programs (February 2017)
- Retractable Banners for College of Education recruitment/community events (February 2017)
- College of Education view book (to be printed by end of April 2017)

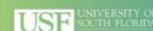
RETRACTABLE BANNER
DESIGNED TO DEMONSTRATE
COEDU KEY
INITIATIVES/RESEARCH
FOCUS



University of South Florida
College of Education

Teacher Inquiry & Preparation
Leadership Development
Turnaround School Renewal
Global Diversity & Perspectives
Innovative Digital Solutions

www.usf.edu/education
813.974.3400



To boost the visibility of the College of Education’s degree programs, the Communications workgroup has also worked with the marketing team in Innovative Education to develop customized materials for the Masters in Education (M.Ed) in Instructional Technology Program.

RETRACTABLE BANNER -
RESEARCH FOCUS

The College also is working with Innovative Education to develop digital materials for both undergraduate and graduate degree program recruitment, such as landing pages via the inbound marketing/sales platform Hubspot and other digital advertising avenues. There is much more to do here, especially in the realm of social media, but this has been a productive year. We anticipate these communication efforts will be retained by the new leadership so that the College can work to improve its branding in the community, its national profile, and enhance its reputation (thereby assisting with national rankings). However, above all else, this focus on the development of a sound communication strategy is designed to reestablish the College as a premier destination for pre-service and in-service teachers, thereby maximizing the opportunity to drive new enrollment.



Earn a Master of Education in
INSTRUCTIONAL TECHNOLOGY
SAMPLE GRAPHIC USED FOR INSTRUCTIONAL TECHNOLOGY INBOUND MARKETING CAMPAIGN



SCREENSHOT OF LANDING PAGE FOR TEST-RUN OF LANDING PAGE

FOR COEDU MASTERS IN EDUCATION PROGRAMS

LINK: [HTTPS://PROGRAMS.USF.EDU/EXTRA-YARD](https://programs.usf.edu/extra-yard)

Recruitment, Admission, Enrollment Workgroup (RAE)

The RAE workgroup was created to aggressively address the challenges of declining enrollment in the College with an emphasis on finding and implementing solutions to reverse the current negative trends. The goal was simple. The College had to arrest the precipitous decline in recent years. As the Interim Dean noted, “we have to find the bottom before we can push off.” The RAE group includes representation from key university areas including the Director of Admissions, the Associate Dean for Undergraduate Studies and the Assistant Dean for Graduate Studies. Also represented are staff, faculty, and administrators involved with recruitment, admission and enrollment processes as well as individuals from affiliated colleges. Invited guests such as representatives from the USF Career Center have also provided valuable assistance.

Initial meetings were dedicated to identifying barriers to admission and enrollment and brainstorming best practices and solutions (see Appendix C). Sub-committees consisting of individuals from within and outside the committee were created to address identified tasks related to undergraduate and graduate enrollment and to share strategies with key individuals and program coordinators. Strategies developed and implemented by the sub-committee include an intentional communication campaign featuring personalized phone calls and revamped welcome letters (see Appendices D and E). Follow-up meetings with international admissions, INTO personnel and academic program coordinators and staff have resulted in improved procedures for international student admission and increases in INTO Pathway collaborations.

A College-wide Open House initiated by the workgroup drew a range of participants consisting of high school students, current USF and non-USF undergraduates considering graduate programs, USF and non-USF Master’s students considering doctoral programs and members of the general public interested in finding out about programs in education. Faculty and staff in attendance at the event shared information on degree and certificate programs, support services, academic assistance, student organizations and networking opportunities.

Online Course Development

In accordance with **PPA metric 10** and continuing several years of online course development in the College, during 2016-2017 a significant investment in personnel and resources was made to develop and upgrade the College’s online program offerings. Altogether, development of 29 online courses was supported during the past year (See Appendix F) with a further 9 course conversions plans for the summer of 2017. This represents a doubling of effort as the College moves towards a greater online presence for graduate programs.

Student Success

An analysis of the PPA metrics and the latest PPA update (released 3/31/17) shows increases in freshman retention and progression rates within the College. **PPA 20** is improved by 22% from 53% to 75%. In addition **PPA 21** shows progression rates have improved by 21% from 53% to 74%. While much work remains, the College efforts to create structures that support student success are improving the academic climate.

Further, the College has aggressively addressed the threat to program completion represented by the new testing requirements of the Florida Teacher Competency Exam (FTCE). In March 2015

the Florida Department of Education constructed a new rigorous General Knowledge Test (GKT) that has profoundly affected the 4- and 6-year graduation rates in the College. Though our students score higher than their peers around the state (85% compared to 78%), we have recognized the importance of developing supportive services. We developed a strong partnership with the Academic Success Center at USF to target individual tutoring for struggling students. In addition, the College offered 42 separate GKT workshops/boot camps facilitated by content matter experts. In 2016-2017 we have engaged 181 students in test preparation, test taking strategies, content review, and growth mindset thinking. Finally, we are developing an online platform to provide students with digitally rich tutorials. While the **PPA data for metrics 24-31** are incomplete at the time of writing, we expect these efforts to improve our 4- and 6-year graduation rates.

For the 2016-17 academic year, nearly \$400,000 was awarded to undergraduate and graduate students in the form of scholarships or fellowships. Additionally, the Florida Fund for Minority Teacher's Minority Teacher Scholarship is supporting 37 undergraduate students during this academic year. Another 24 undergraduate and graduate students were recommended to the Office of Financial Aid for consideration of TEACH grant funding. Florida Department of Education data indicate 75% of our COEDU 2010/2011 completers are still teaching in our public schools five years later. This is significantly higher than the Florida average of 68%. Additionally, COEDU graduates compare well to other education college graduates in Florida.

During 2016-2017 the College also addressed concerns about our conversion and yield rates by crafting a new series of communications to inform applicants about their admissions progress. The sequenced communication includes academic program contact information, messages from faculty and advisors, course advising and student support information to encourage students to complete the registration quickly and appropriately. These communications are shared over the course of several weeks and are sent on behalf of the academic program or the COEDU Graduate Support Office as outlined in Appendix D and Appendix E. As depicted in the table on the following page, these efforts at aggressively putting into effect a communication campaign for admitted students have resulted in substantial increases in admissions and enrollment on a year to date basis at both the masters and doctoral levels (**PPA 3, 4, 8, 9, 16, 17, and 18**).

COLLEGE OF EDUCATION GRADUATE GOAL TO ENROLL

2017 SUMMER/FALL

4/10/2017

Summer Week of Term = 5

Fall Week of Term =19

Level	2016 Summer/Fall			2017 Summer/Fall			Percent Change		
	App	Adm	Enr	App	Adm	Enr	App	Adm	Enr
Masters	403	60	3	403	138	15	0%	130%	400%
Doctoral	180	49	5	313	65	6	74%	33%	20%

As of the week of April 10, 2017 our year-to-year graduate applications are steady, but our conversion efforts are creating profound outcomes. The emphasis now must fall to completing

the conversion process and maintaining a focused effort on yielding these students over the summer months.

Part of our student success effort this year also has focused on ensuring our graduate students feel welcome and supported. At the graduate level, this includes several initiatives aimed at fostering community and cross-program collaboration and support among graduate students have been implemented. These include the establishment and successful operation of a COEDU Graduate Student Council that has become recognized as an official student organization, hosting of a COEDU graduate student meet-and-greet, and the creation of a graduate student lounge to be opened by the end of the academic year. Additionally, the development of a predictable two-year graduate course schedule and repository for detailed course information is underway. This is being done in response to student feedback that they need to be able to plan for timely degree completion.

Resources and Budgets: Use of Carry Forward

Beyond the E&G budget for the College this year the Interim Dean inherited a Carryforward balance that has been partially used to promote the initiatives identified in this report.

Specifically the following projects have been supported:

Building Upgrades:

The College has received little investment in physical facilities in recent years and as part of the commitment to create a welcoming environment for faculty, staff, and most importantly students, the College has invested in fresh paint on the dark hallways, a new graduate student lounge to accommodate and support our graduate students, and a new learning commons in the main COEDU rotunda.

Faculty and Dean Searches:

In 2015/16 we lost 8 faculty due to resignation/retirement. Firstly we had to conclude pay-outs. Then those 8 positions lead to new searches for colleagues and all those 30+ interviewees need to be transported to, and accommodated at, USF.

Promotional Campaigns / Recruitment and Marketing / Travel for Doctoral Students:

The concerted efforts to produce digital and print materials as described above led to the hiring of two USF majors to assist these efforts, new banners, the dissemination of new products and the development of a supply of branding gifts etc. Part of the branding this year included developing a presence at conferences and sending faculty with materials. We also supported doctoral students who were accepted to present their research at high-profile national conferences.

On-line Course Development

In a typical recent year the College has sought to convert approximately 15 courses per year to on-line formats. In 2016-17 the College has accelerated that effort to 29 courses with a particular emphasis on programs that were approaching a fully on-line status and our “older” on-line programs where some courses needed to be updated given the advances in technology.

Instructional Support and SCH Generation

Some programs needed an infusion of resources to continue to build their enrolment on recent positive trends. Notably, Exercise Science needed to replace specialized equipment and revamp their lab space and the Ed.D. program opening with over 40 grad II scholars needed support.

Grant Support and SCH Generation

In September 2016, faculty were asked to collaborate and identify areas of potential interdisciplinary growth and ways to reinvigorate the metrics of the College and then propose those ideas to their Chairs. In a few cases this led to one-time funding to support SCH and a number of small grants to seed research and scholarship that would lead to larger student numbers within an existing program or the identification of a new market of prospective students.

Fundraising

Development Annual Report

This year we have been successful in increasing our donations as compared to last year and are doing well in our efforts in comparison to other colleges. At the time of writing, we are at 96.47% of goal needing another \$31,500 over the next ten weeks to reach our goal of \$750,000 (PPA #59).

FISCAL YEAR TO DATE COMMITMENTS BY UNIT - FISCAL YEAR COMPARISON
FOR FISCAL YEAR 2016 THROUGH 04-01-2016 and FISCAL YEAR 2017 THROUGH 04-01-2017

UNIT	CURRENT YEAR GOAL	FY 2016 04-01-2016 DONORS	FY 2017 04-01-2017 DONORS	% CHANGE DONORS	FY 2016 04-01-2016 COMMITMENTS	FY 2017 04-01-2017 COMMITMENTS	% CHANGE COMMITMENTS	% CURRENT YEAR GOAL REACHED
Alumni Association	\$1,000,000	8,246	7,713	-6.46	\$941,848	\$865,506	-8.11	86.55
Tampa College of Arts and Sciences	\$4,875,000	1,815	1,216	-33.00	\$1,847,838	\$2,675,442	44.79	54.88
Muma College of Business	\$5,000,000	828	611	-26.21	\$15,632,571	\$1,743,826	-88.84	34.88
College of Behavioral and Community Sciences	\$750,000	270	271	0.37	\$885,193	\$908,975	2.69	121.20
Tampa College of Education	\$750,000	607	323	-46.79	\$300,867	\$723,550	140.49	96.47
Tampa College of Engineering	\$4,375,000	486	471	-3.09	\$899,537	\$1,349,934	50.07	30.86
Tampa Honors College	\$1,000,000	72	121	68.06	\$1,724,895	\$3,612,524	109.43	361.25
Tampa Libraries	\$0	82	134	63.41	\$99,740	\$49,098	-50.77	0.00
College of Marine Science	\$800,000	43	62	44.19	\$482,692	\$204,484	-57.64	25.56
Division of Student Affairs	\$500,000	768	648	-15.63	\$340,500	\$134,919	-60.38	26.98
Public Broadcasting	\$6,600,000	22,622	22,123	-2.21	\$5,016,389	\$5,302,292	5.70	80.34
Tampa College of The Arts	\$1,900,000	260	292	12.31	\$1,229,790	\$707,705	-42.45	37.25
Constituent Units	\$27,550,000	35,029	32,997	-5.80	\$29,401,859	\$18,278,255	-37.83	66.35

Tampa College of Education

Fundraising Commitment	FY 2015	FY 2016 (to March 31, 2016)	FY 2017 Through March 31 st
Annual Goal	\$1,000,000	\$1,000,000	\$750,000
% Goal Reached	98%	28.57%	96.47%
Donor Count	998	602	297
Total Commitment	\$984,533	\$285,682	\$723,550
Outright Gifts	\$386,910	\$195,712	\$211,893
Pledges	\$67,487	\$28,630	\$152,709
Planned Gifts	\$460,000	\$0	\$250,000
State Match Pledges	\$40,135	\$51,340	\$40,100
Private Research Grants	\$30,000	\$10,000	\$68,849

With the discontinuation of the Telefund program from the Foundation, we have a decrease in donors, making it more important for strategic engagements with alumni and donors from the College. Faculty are extremely helpful in our efforts, as they are our best resources.

Tampa College of Education Endowments

Department/Center	Endowment Market Value as January 31 st	
	FY 2016	FY 2017
Anchin Center	\$3,351,860	\$3,619,756
Dean's Office	\$1,784,907	\$1,927,383
Migrant Center	\$1,743,794	\$1,897,180
SCATTER/Tutor-A-Bull	\$291,132	\$324,842
Stavros Center	\$3,313,124	\$3,577,925
EPS	\$53,011	\$83,209
LCACHE	\$463,596	\$500,345
T&L	\$1,901,227	\$2,055,580
Grand Total	\$12,902,651	\$13,986,219

All endowments in the College of Education are restricted to a certain program or scholarship. 99% of our operating funds (spendable) are also restricted to a certain purpose.

Engagement:

We are starting to build on our relationships with donors and alumni with various donor activities.

- Coffee & Conversation with Emeritus and Retired Faculty: August 4, 2016
- Homecoming Distinguished Alumni Event: October 8, 2016
- Education in Action: November 16, 2016
- Innovation in Education: March 21, 2017
- Migrant Scholarship lunch: April 17, 2017
- Richardson Scholarship Event April 23, 2017
 - (Cancelled this year due to Mr. Richardson's passing)
- Florida Universities AERA Alumni Event: April 28, 2017
 - (Cancelled this year due to various Colleges' changes)
- Texas Instruments Leadership Summit: May 9, 2017

Dean's Circle:

In 2015, the College of Education Dean's Circle was established with the help of Dr. Stephanie Holmquist Johnson serving as the chair.

The mission of the Dean's Circle is to promote and support the College of Education in its efforts relative to serving its students, state, region, and nation. The Circle is instrumental in helping the College serve as an economic partner in creating global education opportunities.

Circle members serve as advocates of the College of Education and help to advance public relations and the image of the College. They also assist with our fundraising efforts by

supporting our current engagement activities and helping to identify new opportunities to bring public awareness and support to the College of Education. In addition, the Dean's Circle represents a critical and constructive perspective for the Dean's Office.

Current Dean's Circle Members:

Dr. Stephanie Holmquist Johnson, Chair

Dr. and Mrs. Lou Bowers

Ms. Betty Castor

Mr. Gary Cucchi

Ms. Martha Proulx Flynn

Dr. Earl Lennard

Dr. Augie Mauser

Ms. Betty Otter-Nickerson

Ms. Michele Perry

Mr. Joe Tomaino

APPENDICES

Appendix A - Faculty Governance

Graduate Program Committee (GPC)

New Graduate Certificates

[Exceptional Student Education](#)

[Qualitative Research](#)

[Cybersecurity Awareness & Education](#)

New Courses

[PET 5495 Principles and Issues in Coaching](#)

[EME 5310 Technology in Leadership Education \(James Hatten\)](#)

[EME 6480 Digital Citizenship and Online Safety \(Nathan Fisk\)](#)

[EDF 6864 International Perspectives and Practices in Gifted and Talented Education](#)

[EDF 6863 Contemporary Issues and Trends in International Education](#)

[EDF 6690 Learning and Linguistic Diversity in a Transnational Context](#)

Program Changes

[M.A. in Autism and Severe Intellectual Disabilities](#)

[Ph.D. in C&I in Special Education](#)

New M.Ed. Concentration

[M.Ed. in C&I with a concentration in Comparative and International Education](#)

Course Changes

[EDF 6517 –Historical Foundations of American Education](#)

[SCE 6315- Teaching Elementary School Science](#)

Undergraduate Program Committee UPC

Course Changes

[PET 4742 – Secondary PE Methods: Physical Activity & Fitness Opportunities](#)

[EDF 2085 – Introduction to Diversity for Educators,](#)

[SCE 4863 – Science, Technology, Society Interaction](#)

[EDF 3604 - Schools and Society](#)

[LAE 4414 – Teaching Literature in the Elementary School, Grades K-6](#)

[APK 3120 - Exercise Physiology for the Non-Exercise Majors](#)

[EEX 4742 - Narrative Perspectives on Exceptionality](#)

[EEC 4940 – Internship: Early Childhood](#)

[SSE 4380: Global and Multicultural Perspectives in Education](#)

New Courses

[EEC 4615 – Current Trends and Issues in Early Childhood Education](#)

[EEC 4207 – Assessment and Evaluation of Young Children](#)

[EEX 4013 – Young Children with Special Needs](#)

New Minor

[Sports Coaching](#)

Program Change

[B.S. in Early Childhood Education](#)

Appendix B – College Profiling at Conferences

American Association of Colleges of Teacher Educator Annual Meeting	
Profile Focus	An Innovative and Leading Research I College of Education
Presence	Kiosk located directly in front of space where all General Sessions, and Major Forums with Spotlight speakers occurred. USF College of Education logo branded on Kiosk.
Materials Developed & Disseminated	COEDU two-sided flyer highlighting research activities and accomplishments; COEDU look-book/fold out poster; online view-book; pop-up banner.
Number of Contacts	Estimated General Contacts: 250
Associated Activities	President Genshaft provided introductory remarks/USF highlights at Spotlight Speaker Major Forum (Linda Darling-Hammond); Interim Dean Brindley provided beginning welcoming remarks/USF College of Education highlights at conference's beginning General Session.
Feedback	Positive feedback on quality and design of materials; overwhelming enthusiasm for giveaway items; opportunities to speak with faculty colleagues from across the country, parents of prospective students, prospective undergraduates, and practitioners interested in Grad 2 programs.

Association of Teacher Educators Annual Meeting	
Profile Focus	Highlight urban teacher education clinical practices teacher education clinical practices and partnerships; undergraduate student, graduate student, school partner, and faculty research; recruit inservice and preservice teachers into our graduate programs.
Presence	Display booths at the Clinical Fellows Forum meeting room and in front of meeting rooms for the Preservice Teacher Strand
Materials Developed & Disseminated	COEDU two-sided flyer highlighting graduate programs; flyers highlighting Teacher Leadership Certificate, Helios Middle School STEM Preservice Teacher Preparation Program, flyer describing David C. Anchin Center initiatives/projects; flyers on

	individual graduate programs; chart of all current graduate programs.
Number of Contacts	Recruitment Contacts: Preservice Strand (Monday, 2/13): 23 visitors; 8 potential graduate students, 4 of those current undergraduates interested in graduate programs.
Associated Activities	<p>Clinical Fellows Symposium: 5 faculty; Kate Boney, Clinical Education Coordinator; and David Allsopp, Assistant Dean of Educator Preparation and Partnerships participated in the 3-day symposium consisting of an opening reception, workshops, breakout workgroups, and highlighted sessions.</p> <p>Recruitment: Kate Boney and Miranda Sloan, Enrollment Services Team Administrator in the Graduate Support Office, connected with preservice teachers participating in the preservice strand regarding our graduate programs</p> <p>Presentations by USF faculty, students, or partners: 11</p>

National Association of Professional Development Schools	
Profile Focus	Highlight urban teacher education clinical practices and partnerships; undergraduate student, graduate student, school partner, and faculty research; recruit inservice and preservice teachers into our graduate programs.
Presence	Bronze Level Conference Sponsor; display booths at the registration area/outside of major session rooms, and a table at the preservice teacher job fair.
Materials Developed & Disseminated	COEDU two-sided flyer highlighting research activities and accomplishments; COEDU look-book/fold out poster; flyers highlighting Teacher Leadership Certificate, Helios Middle School STEM Preservice Teacher Preparation Program, flyer describing David C. Anchin Center initiatives/projects.
Number of Contacts	Recruitment contacts: Preservice Teacher Job Fair: 15 undergraduate preservice teachers with interest in the Teacher Leadership Certificate

Associated Activities	<p>Kate Boney, Clinical Education Coordinator and Rebecca Burns, Assistant Professor, connected with 20+ preservice teachers during the preservice teacher job fair.</p> <p>Presentations by USF faculty, students, or partners: 24 paper sessions; 35 poster presentations (preservice teachers)</p>
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APPENDIX C – RAE Workgroup

Initial Challenges, Barriers and Solutions Generated by the Recruitment, Admission, Enrollment Workgroup (RAE)

- Our pass rate on the GKT is 54%, at least 20% lower than most other colleges in the state. Our 6-year graduation rate is 46.2%. The workgroup felt GKT is a contributing factor. The percentage of students who pass all parts of the GKT the first time is not very high. Students need to take the GKT earlier in their academic career so they are prepared to retake sections as necessary, still meeting the May application deadlines. It was noted that students may retake the test sections only every 31 days, placing additional barriers to timely admission.
- A discussion ensued regarding course development for pre-test GKT preparations, particularly for pre-Ed majors. The pass rate for first-time GKT testers is low; taking the GKT as a freshman, students will know their strengths and weaknesses with better ability to focus on areas needing the most attention and focus.
- Admitting students to a pre-Ed major is one possible solution to establishing and maintaining a relationship with potential EDU majors. EDU majors are not admitted to the college until they have completed 60 credit hours and maintain a 2.5 GPA. Talk centered on how the college currently assigns students into a virtual pre-Ed major without formal entry into the college, but shortfalls in developing and maintaining relationships with these students has contributed to a less than favorable attrition rate. According to reports delivered in the workgroup, February 2014 numbers reveal 122 FTIC and 158 transfer students, with only 53% retained to the sophomore year. More fully engaging FTIC students is most certainly one avenue that needs to be developed.
 - In conjunction with b) and c) above, various solutions were presented including
 - Formally assigning students to the COEDU sooner than their junior year (60 + credits).
 - Guiding liberal arts coursework to fit the GKT prep and other EDU coursework.
 - Creating an intentional liberal arts sequence specifically for EDU matriculation
 - Better communication with and from CAS advisors regarding the programs, requirements, and proposed coursework
 - Developing multiple pathways to COEDU admission, e.g. immediate admission or pre-ED classification up to 60 credit hours.
- We need to define the requirements and process in categorizing a student as pre-Ed. This includes GKT status, GPA, and pre-requisites completed. Further analysis is necessary.
- Can we create more FUSE academic pathways? There are seven schools we can partner with to increase this avenue to enrollment using a guaranteed admission pathway nor direct admission model. FUSE is an excellent option for students not eligible for USF admission initially, but to be satisfactorily transitioned.
- We are challenged to answer the question: What would we do for students differently if they were admitted to the college in their freshman year? Outside of pre-requisites, are their requirements that prevent freshman and sophomores from taking 3000+ level courses? What are those restrictions? Can they be manipulated? Examination of additional data and requirements is necessary to fully address this question.

- The university is revisiting the general education program, providing broader participation by other colleges. This workgroup needs to remain apprised of the progress of that reexamination, offering our solutions as appropriate and applicable.
- One goal of the workgroup should be to lay out eight semesters of course sequence that students can follow in 120 hours. Concern was raised that faculty is not actively involved in the pre-education process, and sometimes advisors are teaching Academic Foundations.
- Other colleges, like MUMA, have bolstered their enrollment and created a strong community among students, faculty and staff. Communication and collaboration should take place among the institution's programs to develop the best practices that can be emulated across and through programs, learn what works and what does not according to discipline, if that applies, and coordinate efforts with cross-promotions and connected interests. Some concern in this endeavor is the magnitude of creating personalized and individual marketing plans for students. The alternative is to analyze student demographics, including those not retained, and create prototype marketing plans to appeal to the greatest audiences.
- Transfer students seem to be most at risk of defecting from the COEDU to other education providers or abandoning education as a career choice altogether. Admission to USF does not align with the admission process and requirements of the COEDU, students often failing to navigate the timelines and requirements for admission to COEDU programs. The default action has been to direct transfer students to department websites for information, but those sites may not be updated to provide accurate or sufficient information.
- Graduate students also face challenges entering the COEDU programs. During summer sessions, no faculty may be available to speak with students regarding their program or admission requirements. The consensus is that there is little consistency between departments, with some having more availability than others. Some colleges in the university have included staff-led advising. Some suggestions for these challenges included:
 - Put admissions information on the department websites.
 - Develop a process and plan for walk-in students and summer inquiries, i.e. signage, rotating advisors, etc.
 - Offer some incentive to faculty (stipend, alternate schedule) for performing the advising function.
 - Creating a FTE to do full time admissions and enrollment processes.
 - The graduate programs are in dire need of marketing assistance. Specific, targeted content is needed to entice and capture the graduate market, as is continued marketing to develop and maintain a relationship with graduate students.
 - A brief discussion ensued regarding Grad2, including the option to offer assistantships sooner or waive tuition and fees, if possible. Clarification on those policies and requirements is necessary to refute rumor and create standard policy.
 - Regarding the general information of students leaving the COEDU, the workgroup would like to review data on student demographics, such as reasons for leaving, coursework they've taken, faculty/GTA instructors, etc. Knowing some of this information may provide insight on where we are losing students to other programs or college in general.

APPENDIX D

College of Education Graduate Support Office Admission, Recruitment, and Retention Activities

August 9, 2016

GSO represented the College of Education at the USF Graduate Student Orientation information session sponsored by the Office of Graduate Studies. In addition to providing incoming students with a warm welcome on behalf of the college, we provided information regarding our courses and certificates to new students in other colleges (and a few employees). We made contact with 24 students during this event.

August 18, 2016

GSO Staff phoned all of the admitted Fall 2016 students who had not registered for courses, offering assistance and information regarding registration holds and making referrals to academic programs. 40 students were contacted.

August 22-25, 2016

GSO staffed a table in the Rotunda during the first week of the semester (a drop-in orientation), answering questions, providing resources for graduate students, and collecting contacts for the Graduate Student Council.

August 25, 2016

GSO participated in the Week of Welcome event in the TECO room, answering questions about graduate study. Contact information was collected from seven (7) prospective graduate students and forwarded to the appropriate programs.

September 29, 2016

A representative from GSO staffed a table at the Hispanic Heritage Month Kick-Off in the Marshall Center. Contact information from two students was collected.

October 11, 2016

GSO and the Student Academic Services Office met with Sean Gilmore of the USF INTO program to discuss ways of better serving INTO Pathways students and international students in general. One result of this meeting is INTO providing GSO with a regular list of the Pathways students who will be finishing their program so that GSO and academic departments can be more proactive in welcoming these students upon their formal program admissions.

October 17, 2016

Departmental Academic Program Specialists met with members of the GSO for a working lunch to discuss communications and recruitment events for graduate students.

October 27, 2016

GSO represented the college at the USF Graduate and Professional School Fair sponsored by the Office of Career Services. Eighteen students visited our table and ten of those expressed interest in our programs and provided their contact information for more details. The contact information was forwarded to the appropriate academic programs.

November 2nd and 3rd, 2016

GSO staff made phone calls to 54 students admitted for the Spring 2017 semester who had not yet registered for coursework to congratulate the students on their admissions and to remind them that registration was over. We also confirmed that the email that the students provided when applying was still the best way to make contact with them. In addition, the staff answered questions and made appropriate referrals to assist students with issues preventing registration such as holds or financial aid information.

A list of these contacts with notes regarding the calls were provided to the Academic Program Specialists in each department who followed up by email with each student to provide course registration information and general program advisement.

As a follow-up, GSO tracked how many of the students contacted registered within two weeks of the phone calling. Of the 54 students contacted, 15 (28%) subsequently registered for Spring 2017 coursework.

November 16, 2016

The Graduate Admissions staff, at the invitation of GSO, presented a workshop on graduate advising processes and available resources to faculty and staff. There were 18 participants in attendance.

November 29, 2016

GSO staffed a table at the College of Education's Open House event in the Rotunda. We answered questions from current and prospective students. We met with 18 students that evening, including one prospective student whose information we collected and forwarded to the appropriate department.

December 9, 2016

GSO staff made phone calls to 14 students admitted for the Spring 2017 semester who had not yet registered for coursework to congratulate the students on their admissions and to remind them that registration was over. We also confirmed that the email that the students provided when applying was still the best way to make contact with them. In addition, the staff answered questions and made appropriate referrals to assist students with issues preventing registration such as holds or financial aid information.

January 10, 2017

Represented the College of Education at the Spring USF Office of Graduate Studies Spring 2017 New Graduate Student Orientation. In addition to reaching out to admitted College of Education students, was available to answer questions about our Graduate Certificate programs and teacher certification resources.

February 13, 2017

With Dr. Kathryn Boney, staffed a table at the Association of Teacher Educators Conference in Orlando where we made contact with undergraduate students to provide information about our graduate degree programs.

February 23, 2017

Met with Dr. Jeany McCarthy regarding recruitment efforts for graduate students (including MAT).

March 3, 2017

Attended a meeting regarding Instructional Technology program recruitment at Innovative Education at the invitation of Dr. Barbara Shircliffe, chair of Educational and Psychological Studies.

Other ongoing activities

GSO generates for academic departments a weekly list of graduate applications awaiting final admissions decision as well as a list of the students who have been admitted to each program. In addition, GSO has reached out via email to Summer and Fall 2017 applicants whose applications for admissions are incomplete due to missing items and have therefore not been forwarded to the academic departments for review.

APPENDIX E

Graduate Program Applicant Correspondence For Applicants Missing Required Items

Dear <Student's Name>:

Thank you for your interest in graduate programs in the College of Education at the University of South Florida. Your application for admission has not been forwarded to your academic program for review and decision because the following required items are missing:

«Items_Missing»

Please upload all necessary documentation to your online application which you can access through the following link: <https://secure.vzcollegeapp.com/usf/default.aspx?cid=87<id=1>

You may access the application you submitted through the “Sign In & Modify My Application” box in the upper right hand corner. You will need the email you used and the password you created when you completed the application as well as your student ID number («UID»). The documents should be uploaded in a PDF format.

Instructions for Uploading Items

1. Log in to your account
2. Click the "My Workspace" box on the top toolbar
3. Click on the "My Documents" link
4. Click on the "Upload a Document!" link (a separate window will open)
5. Click on the type of document you are uploading. Follow this step for each document. Documents will load to your file after midnight.

You can check the status of your admission application at <https://www.grad.usf.edu/sonic3/status.php>.

We appreciate your interest in continuing your studies in the College of Education, and look forward to finalizing your application.

Sincerely,

College of Education
Graduate Support Office
edu-gradstudies@usf.edu

For Applicants Who've Submitted All Required Items (from the Academic Program)

Dear <Student's Name>:

Thank you for your completed application for admission to the **(degree and graduate program title)** for the **(semester)**. We look forward to reviewing your materials.

It will take our committee approximately 5 to 10 business days from this date to review and process your application. Shortly after this, you will receive an official notice of your final admission status from the Office of Graduate Admissions.

We appreciate your interest in our program and thank you for your patience. If you have any questions, please contact **(Name, Phone Number, Email Address)**.

Sincerely,

Faculty Research Point of Pride

Date

Dear <Student>,

We are incredibly proud of our vibrant community of scholars here in the College of Education and are thrilled that you've chosen to join us. We want to highlight the work of our faculty and students and the valuable contributions they are making to the advancement of knowledge and practice in the field of Education locally, nationally, and globally.

One such contribution is the work of <Name>, a <position/rank> in the <Department> whose work is focused on <research interest>. Please click on the <link/player> to hear more about this exciting venture.

We appreciate your interest in continuing your studies with us. If you have any questions, please contact **(Name, Phone Number, Email Address)**.

Sincerely,

GAR Recommended for Further Review (from the academic program)

Date

Dear <Student>, We just wanted to reach out with an update about your application for admission to the <program> for the <term> semester.

We have forwarded the application on for further and final review. Once the final decision has been processed, you will receive both an email and a hard copy letter from the Graduate Admissions Office with your final admission decision status within 10-15 business days.

We appreciate your interest in our program and thank you for your patience. If you have any questions, please contact **(Name, Phone Number, Email Address)**.

Sincerely,

Admitted Student Correspondence (from Academic Program)

Dear <Student>:

Congratulations on your admission to the **(program name)** for the **(semester)**! We are excited to have you as a part of our program and look forward to meeting with you soon. The following information will help you in getting ready for your first semester and beyond.

The **(program)** office is located **(location)** with office hours **(office hours)**. The program is part of the **(department name)** which is chaired by **(department chair's name)**. **(Program Coordinator's Name)** is the coordinator for the **(program name)** who, along with Academic Program Specialist **(APS Name)** are available to advise you about courses and requirements and to help attend to the administrative responsibilities related your degree program. **(Provide contact information for the program coordinator and the APS)**

If you haven't already, please make sure that you complete the student health information forms that were included with the admission letter you received from the Office of Graduate Admissions. You can also download those forms here: <http://www.usf.edu/student-affairs/student-health-services/immunizations/immuncompliance.aspx>. Your ability to register for program coursework is blocked until Student Health Services receives and processes those forms. Please complete and submit them as soon as possible.*

Following are the courses offered for the **(semester)** recommended for newly admitted students: **(list the courses—prefix, number, and title--along with their CRNs, the days and times when the courses meet, and the contact phone number and email address for courses requiring permits.)** You will be able to register for coursework via your student OASIS account which you can access here: <http://oasis.usf.edu> You may find the registration tutorial from the University Registrar's Office a helpful guide for navigating the system. You may download it from this link: <http://www.usf.edu/registrar/resources/index.aspx> Please make sure

to register before (last day of on-time registration for the semester) to avoid late registration fees for the term.

Current graduate student tuition and fee can be found here: <http://www.usf.edu/business-finance/controller/student-services/tuition-rates.aspx> Please note that payment of tuition and fees must be received in full by or before (**payment due date**). Payment can be made through your OASIS account. If you are receiving financial aid, please review your account on OASIS to see if the funds have been applied. If you have an assistantship, please check with (**the appropriate contact**) to find out next steps.

(Insert any program-specific new student events that you may have planned such as orientations, advising meetings, meet-and-greets, etc. The Office of Graduate Studies sponsors a campus-wide new student orientation during the Fall and Spring semesters. The dates can be found on their website: <http://www.grad.usf.edu/orientation.php>)

Please contact us if you have questions or experience circumstances that may affect your starting the program.

We are excited to have you join us in the (term) and look forward to the contributions you will make to our program and our field of study.

Sincerely,

Email Encouragement for Admitted Students to Register (Validate Admission)

Dear <Student>,

Congratulations on your acceptance to the College of Education (COEDU)! The College of Education at the University of South Florida enjoys a national reputation, is accredited by the Southern Association of Colleges and Schools, and the National Council for the Accreditation of Teacher Education. <**Additional Points of Pride**>

One of the most important next steps in your journey is to validate your admission to the university. Validation is the processes by which your department and the university confirm your intention to take your place in your academic program and begin pursuing your degree. The validation process involves the following:

- Registering for coursework for your program.
- Providing the Graduate Admissions Office with any missing items that may have been identified in your admission letter (this information is also accessible through your OASIS account)

We encourage you to register before **<end of on-time registration date for the term of entry>** in order to avoid late registration and payment fees. The **<program>** is offering the following courses for the **<term>** semester recommended for students starting our program:

<Recommended Courses>

You may find this OASIS student registration tutorial to be a helpful resource:

<https://www.youtube.com/watch?v=jX0aHNucTVM>

You can access the OASIS student registration system through the following link:

<http://www.usf.edu/it/class-prep/myusf.aspx>

We look forward to you joining us for the **<term>**. If you have any questions, please contact **(Name, Phone Number, Email Address)**.

Graduate Support Office Calling Script

(Admitted Students Who've Not Registered Two to Four Weeks Prior to Semester's Start)

Hi! I'm **<GSO Team Member Name>** from the College of Education at the University of South Florida. I'm calling to congratulate you on your **<term>** admission to the **<Student's Program>** program. We're glad you'll be joining us.

I'm calling today to remind you that registration for **<term>** is open and to let you know that your program will be getting in touch with you shortly with new student information including course offerings for Spring.

You'll receive an email from your program regarding registration and some other helpful information from **<Department APS Name>**. May I confirm your email address? *Read student's email address listed on the detail report. Change it on your list if they offer a new one.*

Great! You should be getting that email sometime within the next week. In the meantime, do you have any questions? **<Answer as best you can, make appropriate referral, pass the question on via appropriate email, etc.>**

We look forward to seeing you in the **<term>**!

Have a great day!

Once the calls are finished, GSO consolidates any notes from the calls and distributes them to the Departmental APS staff.

Letter to Validated (Admitted and Registered) Students

Dear <Student>,

Congratulations on your acceptance to the College of Education (COEDU)! The College of Education at the University of South Florida enjoys a national reputation, and is accredited by the Southern Association of Colleges and Schools and the National Council for the Accreditation of Teacher Education.

Please be sure to consult the USF Graduate Catalog (<http://www.grad.usf.edu/catalog.php>) and the College of Education's Graduate Support Office homepage (www.coedu.usf.edu/main/sas/sas_graduate.html) for policies and procedures related to graduate study. **You are responsible for these requirements**, and it is in your best interests to be familiar with them.

You should plan to meet with your program advisor as soon as possible in order to complete your Program of Studies. (If you have not been assigned an advisor, please contact your department chairperson for guidance.) The Program of Studies is the document listing all of the courses required for your degree program, and assures that the coursework you are taking is appropriate for your degree. This document is signed by you, your program advisor or major professor, the chairperson of your department, and the Graduate Coordinator in the College of Education. The document is not official until all of these signatures have been obtained. To find the appropriate program of study form for your degree program, please visit the College of Education's [Graduate Support Office homepage](#).

Additionally, students admitted to initial certification programs (e.g. Reading Education, School Guidance, School Psychology) must meet requirements related to the CLAST and/or General Knowledge Test. These requirements may impact your ability to graduate. Be sure to speak with your advisor about this matter so that these requirements can be met in a timely manner.

Finally, if you were informed in your acceptance letter from the USF Graduate Admissions Office that you are in need of items to finalize your admission (e.g., official transcripts, test scores), please be sure to forward those items to that office as soon as possible. Please consult your acceptance letter and contact the USF Graduate Admissions Office at 813-974-8800 regarding any outstanding items.

Again, congratulations on your admission, and best wishes as you embark upon your graduate experience in the College of Education.

Sincerely,

Graduate Support Office Staff
USF College of Education
College of Education Building (EDU) 320

Letter to Non-Validating Students from GSO

NOTE: If you already have submitted a Deferment Request, been Reinstated, or Petitioned to add classes for <term>, please disregard this e-mail.

Dear <Student's Name>,

We are pleased with your acceptance to the College of Education for this semester. Our records indicate that although you were admitted, you did not validate your admission by registering for coursework for this term.

Your application for admission is good for up to one year from the term of your admission to the university. If you do plan to enroll for a later term during this period, please contact the department of your program immediately. They will assist you with completing a [Deferment of Admission Request Form](#) to update your term of entry.

Please note that you will need to reapply to the university if you have decided to change your degree program or if your desired term of entry will exceed the period for which your current application for admission is valid.

Best Regards,

Please note: A list of the non-validating students is forwarded to each academic department so that additional contacts can be made.

Appendix F – Online Course Development

Course	Course Name	Instructor	Dev Sem	Launch Sem	Launch Date
EDF 4430	Measurement for Teachers	Leia Cain	su16	f16	8/22/17
EDF 3604	Schools and Society	Alisha Brown/Barbara Shircliffe	su16	f16	8/22/16
EDG 3801	Cybersecurity and the Everyday Citizen	Ilene and Michael Berson	su16	f16	8/22/16
EDE 6486	Teacher Research for Student Learning	Rebecca Burns	su16	s17	1/9/16
EDF 6432	Foundations of Measurement	Yi-hsin Chen	su16	f17	8/22/16
RED 6846	Practicum in Reading	James King			
EME 6930	Web Programming 1	Glenn Smith	su16	f16	8/22/16
EME 6930	Web Programming 1	Glenn Smith	f16	s17	1/9/17
EDE 6076	Teacher Leadership for Student Learning	Rebecca Burns	f16	f17	1/9/17
EEX 6234	Identification & Assessment Low Incidence Disabilities	Phyllis Jones	f16	s17	1/9/17
APK 3120	Exercise Physiology for Non-Exercise	Candi Ashley	f16	s17	1/9/17
EDF 6211	Science Majors Psychological Foundations of Education	Lisa Lopez	f16	s17	1/9/17
RED 6068	Adolescent Literacy: Survey of In and Out of School Literacy Practices	Danielle Dennis	f16	s17	1/9/17
SCE 6315	Teaching Elementary (K-5) School	Jeni Davis	f16	s17	1/9/17
EDF 6481	Foundations of Educational Research	Leia Cain	s17	f17	8/21/17
LAE 6315	Composing Disciplinary Texts: Research and Practice for Writers and Writing	Jenifer Schneider	s17-su17	f17	8/21/17
EDF 4909	Digital Identity	James Hatten	s17	su17	5/15/17
EME 6936	Online Teaching and Learning	James Hatten	s17-su17	f17	8/21/17

PET 4742	Secondary Methods: Physical Activity & Fitness	Sara Flory	s17	su17	
RED 6846	Practicum in Reading	James King	s17	f17	8/21/17
EBD 6246	Educating Students with Autism	Karen Colucci	s17	su17	8/21/17
EDG 7069	Sustainable Innovation in Education	Howard Johnston	s17-su17	f17	8/21/17
LAE 5932	Authors and Their Work	Joan Kaywell	s17-su17	f17	8/21/17
RED 6545	Vocabulary and Word Study	Danielle Dennis	s17	f17	8/21/17
EEX 6248	Instructional Approaches for Exceptional Students	Elizabeth Doone	s17	s18	
EGI 6415	Consultation, Counseling, and Guidance of the Gifted	Elizabeth Shaunessy- Dedrick	s17-su17	f17	8/21/17
EDE 6556	Coaching for Student Learning	Rebecca Burns	s17	f17	8/21/17
LAE 6637	Current Trends in English Education	Michael Sherry	s17	f17	8/21/17
EEX 6767	Assistive Technology	Phyllis Jones	s17	su17	5/15/17