

Division/Unit Goals Report - Institutional Effectiveness Data Report

University of Florida

Academic Affairs

Academic Colleges

College of Education

Education Mission

The mission of the College of Education is to prepare exemplary practitioners and scholars; to generate, use, and disseminate knowledge about teaching, learning, and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.

The College of Education supports the university's mission through the work of its distinguished professors and their graduate students who aggressively pursue vital, interdisciplinary research that is making a dramatic impact on teaching and learning, education policy, and leadership in all education disciplines. By partnering with public schools and communities across the state, College of Education faculty further the land grant mission by engaging in novel scholarship and research activities that enhance practices in early learning, K-12 schools, and higher education. As a diverse community of faculty, staff, and students, the College of Education is dedicated to improving conditions in schools and communities that contribute to making the world a better place, united in the commitment to diverse approaches as a means to engage with intractable educational problems.

Unit/College: College of Education

Goal 1: Research and Scholarship

Increase the amount of high quality research and scholarship as a way to improve educational and developmental outcomes across the human lifespan and address significant problems of practice and policy connected to education today.

Start: 7/1/2016

End: 6/30/2017

Progress: Ongoing

Division/College: College of Education

Responsible Roles: Director of Assessment and Accreditation (Colon, Elayne)

Action Items

- (1) Continue to identify and increase incentives for faculty scholarship (research) and impact.
- (2) Build intelligible visual representations of faculty research and scholarship so faculty can examine networks of collaboration and ultimately expand reach.

Measures of Action Items

1A - Academic Analytics Summary

1B - Publications, citations, and impact compared to peers

2 - UFIRST Proposal reports, including

2A - Number and total \$ value of proposals submitted

2B - Number and total \$ value of grants awarded

2C - Number of COE faculty involved as PI or Co-PI

Time Period of Action Items

Ongoing

Resources of Action Items

1A - Academic Analytics

2A - UF Office of Research

2B - Office of Educational Research (OER) Annual Report

2C - Internal College Data

Results and Evaluation

The College focused on improving incentives directly related to securing external funding and providing post-award management. The COE Office of Educational Research expanded services available to faculty and center researchers, such as pre-award processing and proposal writing assistance. The availability of services was memorialized in a document shared with new faculty to launch those faculty on a trajectory that supports grant-getting.

Data generated for this goal demonstrate the full-service research office is advancing external research funding and our overall research activities. The total number of proposal submissions college-wide was 96, an increase from 90 last year. The total dollar amount of proposal submissions college-wide was \$61,843,169, an increase of 9.3% over last year. Of these proposals, 47 were funded for a value of \$15,114,613. Forty-three faculty served as PI or Co-PI on proposals. During the period, the COE had 117 concurrently funded projects worth \$102,092,937. Especially notable during this period, a COE member submitted the largest number of proposals as PI for the entire university.

In examining the results of the College of Education's "broad field strengths and weaknesses" as identified by Academic Analytics, college leadership noted that the COE ranks highly among our peers in the areas of number of books, number of grants, number of articles, and number of faculty with a citation. Compared to our peers, we rank low on the number of awards to faculty.

 Goal 1 - AA Broad Field - Strengths and Weaknesses

 Goal 1 - AA Broad Field Gauge_6_19_2017

 Goal 1 - Incentives 10 12 17

 Goal 1 - OER funding data 2016-17

 Goal 1- AA Broad Field Peers

 Goal 1- AA Productivity Radar-6_19_2017
Goal 2: Innovative High Quality Teaching and Programs

Cultivate and support innovative high quality teaching and programs—at the undergraduate and graduate level—to cultivate strong professionals in the field and further address issues of practice and policy, including concerns related to equity.

Start: 7/1/2016**End:** 6/30/2017**Progress:** Ongoing**Division/College:** College of Education**Responsible Roles:** Director of Assessment and Accreditation (Colon, Elayne)**Action Items**

(1) Continue to refine Continuous Improvement Plan (CIP) process for academic programs to increase specificity of goals and data analysis across multiple measures.

(2) Strengthen and expand undergraduate, graduate, and professional offerings.

Measures of Action Items

1A - Revised CIP instructions

1B - Trend report of data

2A - Applied, admitted, enrolled, and graduation data

2B - Recruitment Plan

Time Period of Action Items

Fall semester

Resources of Action Items

1A - Container

1B - Program Coordinators

1C - Educator Assessment System (EAS) and LiveText

2A - Container

2B - Program Coordinators

Results and Evaluation

The Continuous Improvement Plan (CIP) process was continued during the 2016-17 academic year. Program faculty analyzed data aligned with their annual programmatic goals and student learning outcomes, including data across multiple student performance measures and several other process and outcome variables. Feedback was provided to programs regarding drafts of the CIP plans to move toward increased specificity of goals and data analyses. Faculty in state-approved (i.e., certification) programs also conducted analyses of syllabi relative to the required FLDOE Subject Area Competencies and Skills to ensure adequate coverage across the curriculum.

Regarding expanding undergraduate offerings, the College proposed a new undergraduate degree program, a Bachelor of Arts in Education Sciences, that will provide undergraduates with a baccalaureate degree option in the College that is not specifically linked to teacher education or certification eligibility. This degree was approved by the College Curriculum Committee, the University Curriculum Committee, and UF central administration.

 Goal 2 - CIP Process (fall 2016)

 Goal 2 - UF Recruitment Plan

 Goal 2- UF Applied Admitted Newly Enrolled Statistics

Goal 3: Professional Service

Engage in high impact professional service at state, national, and international levels

Start: 7/1/2016

End: 6/30/2017

Progress: Ongoing

Division/College: College of Education

Responsible Roles: Director of Assessment and Accreditation (Colon, Elayne)

Action Items

(1) Build, launch, and sustain innovative supports for improving conditions for P-12 children and teachers (e.g., Algebra Nation, Early Learning Nation, Florida Master Teacher Initiative, Math

Science Partnership project).

(2) Establish new international opportunities for faculty and students.

Measures of Action Items

1A - Number of P-12 children and teachers served

1B - Number of signed MOUs with stakeholders

2A - Number of study abroad opportunities offered by COE

2B - Number of visiting scholars

Time Period of Action Items

Ongoing

Resources of Action Items

1A - Websites for Algebra Nation, Early Learning Nation, Florida Master Teacher Initiative

1B - Lastinger Center Annual Report

2A - COE International activities website

Results and Evaluation

The College Assessment team (including Associate Deans for Academic Affairs and Student Affairs and the Director of Assessment and Accreditation) reviewed data associated with this goal and concurred that momentum in the College of Education to offer high-impact professional outreach and service continued at a rapid pace during 2016-17. The progressive action agenda focused on four areas: Early Learning, Educational Technology, Student Success, and Leadership. The team noted that impact in these areas is growing, especially as public and private funding continues to increase.

The Lastinger Center for Learning is a service and outreach arm of the College of Education. Data suggested the Center is increasingly recognized as a leader in the state and the nation in support of school improvement and children's learning and healthy development. The Center continued to improve and expand upon STEM education innovations it invented such as Algebra Nation, Math Nation, and the Space and Aviation program. Last year was the most impactful yet for Algebra Nation as it grew to serve every school district in the state (and school systems in 6 states outside Florida). The electronic learning platform had 3,433,677 student logins, 443,711 unique users, and 8,263,807+ micro-instructional video views. The Early Learning Florida initiative provided 252,850 hours of professional development to more than 21,000 early childhood educators.

New international opportunities also grew last year for faculty and students. The College continued and strengthened official partnerships with two universities in China, resulting in students from those universities joining our students here in Gainesville to explore teaching and learning at the elementary and early childhood levels. The College also hosted 16 visiting international scholars (up from 7 last year). The Scholars tend to be faculty from other countries seeking a professional development opportunity in conjunction with College faculty.

Furthermore, the College sought increased coordination with UFIC to create new education-specific opportunities as study abroad options. For example, the COE hosted a new study abroad opportunity focused on schools, schooling, and language/culture in the Republic of Ireland. We also facilitated modifications to study abroad opportunities to better serve education majors. Specifically, students studied in Spain (Valencia), the Dominican Republic, and Peru. Further, we began to solicit funds from donors to support student study abroad opportunities in response to affordability concerns. As a result, we were able to offer scholarship support to three students.

 Goal 3 - UF Lastinger 2016-2017 Report

 Goal 3 - Visiting Scholars 2016-2017

Goal 4: Research

Take a proactive stance in highlighting and communicating the college's high quality research and programs in order to inform and improve public perception about the contribution of the College of Education and the discipline as a whole.

Start: 7/1/2016

End: 6/30/2017

Progress: Ongoing

Division/College: College of Education

Responsible Roles: Director of Assessment and Accreditation (Colon, Elayne)

Action Items

(1) Develop and implement a plan for distributing descriptions of COE and PKY activities to stakeholders.

Measures of Action Items

- Plan for distribution
- Number of stakeholders on the mailing list
- Number and variety of electronic and print publications

Time Period of Action Items

2016-17

Resources of Action Items

- PKY
- COE News and Communications Office
- OER
- Web Support Personnel

Results and Evaluation

Members of the Dean's Office in conjunction with the Director of Development, Director of News and Communication, Director of e-Learning, Technology and Creative/Communication Services, and the PK Yonge Director reviewed analytics (e.g., search engine analytics), engagement, and impact data for various traditional and electronic media approaches. It was determined that existing efforts at increased cross-platform posting yielded positive results, and it was important to continue to enhance communication strategies that reach broader stakeholder audiences in more targeted ways. The review team concluded from print reach data, coupled with data from social media outlets, that we are seeing promising results in promoting events and stories of student and faculty success.

 Goal 4 - Impact-Report-2017-FINAL

 Goal 4 - Updated COE Boilerplate

Goal 5: Infrastructure

Improve human and physical infrastructure to better support COE mission achievement

Start: 7/1/2016

End: 6/30/2017

Progress: Ongoing

Division/College: College of Education

Responsible Roles: Director of Assessment and Accreditation (Colon, Elayne)

Action Items

(1) Evaluate and articulate processes for an integrated student services infrastructure that serves both undergraduate and graduate students.

Measures of Action Items

Applied, admitted, enrolled, and graduation data

Time Period of Action Items

2016-17

Resources of Action Items

- RRMA
- OSS
- Qualtrics

Results and Evaluation

A review of student affairs processes pertaining to (a) recruitment, (b) admissions, (c) graduate student processes, and (d) college data systems was undertaken in the previous year and used this year to chart improved efficiency and organization in meeting student needs. The College of Education Associate Deans for Academic Affairs and Student Affairs with input from faculty, staff, and student stakeholders reviewed those processes and determined it was time to implement a reconceptualized, comprehensive COE student services infrastructure. A branding study resulted in changing the name of the Office of Student Services to EduGator Central and the expanded functions of the office were communicated to all stakeholders in the college and across campus. Also, position descriptions were reviewed and updated. The departure of a staff member allowed for the hiring of a new staff member under the new arrangement.

Plans for an improved physical infrastructure of Norman Hall to better support the COE mission developed rapidly during the year. In spring 2017, the state legislature allocated the remaining funds required for building rehabilitation, and the Governor approved the funding. College stakeholders engaged with the selected architects and construction management teams to develop initial plans that will continue to be refined into the coming year. The Dean and other college leadership reviewed the emerging design plans and provided direction for improved classrooms, student study spaces, labs, and offices to conduct research, and facilities that support robust outreach and service. Actual construction activities are expected to begin in earnest in January 2018 and continue through fall 2019. The leadership team reached the conclusions that the goal to improve infrastructure is exceeding expectations and will need to continue for several more years until a revamped infrastructure is in place.

 Goal 5 - EduGator Central

 Goal 5 - UF Applied Admitted Newly Goal 5 - Enrolled Statistics

IE 2016-17 Actions for Improvement

Unit/College Actions for Improvement

The Associate Deans for Academic Affairs and Research reviewed the results. The full-service research office is continuing to support movement toward Goal 1. Based on the review of the data, we decided actions taken last year are yielding positive results and we should continue to enhance the services offered from this office, including explaining more clearly to faculty how those services are incentives to support faculty scholarship. Also, we decided continuous monitoring of proposals for funding, awards, and other forms of faculty research scholarship should be enhanced. Areas with lower rankings as determined by Academic Analytics require further attention. Specifically, metrics pertaining to “per faculty” or “percentage of faculty” were identified for specific attention.

The College Assessment team (including Associate Deans for Academic Affairs and Student Affairs and the Director of Assessment and Accreditation) reviewed the results. The continued feedback to program faculty regarding draft reports was deemed to add value to the CIP process as it increased specificity and detail on final CIP reports. Based on the review, we decided to continue to use and streamline this process in the next academic year.

The College Assessment team is confident that the COE is making progress in expanding academic offerings. Since a new Bachelor’s degree was approved, it was determined that meetings with various offices on campus (e.g., enrollment management, UF Online) and the preparation of recruitment materials needs to become a priority. We anticipate the initial class will include rising juniors and state college transfer students in fall 2018 and freshman being added in fall 2019. The major requires several new courses and delivery options. Therefore, course development also was added to the priority list for launching the new program on time.

The Associate Deans for Academic Affairs and Student Affairs reviewed the impact and international activities results. The results pertaining to outreach impact in schools and the community were determined to be encouraging. As the work undertaken so far is yielding positive impact results, it was decided expansion of the existing programs will be explored. Further, development of new initiatives related to teacher professional development in reading instruction and early learning within Florida and in several other states is warranted given the intense interest in these topics nationally and the recognized expertise among our faculty and PK Yonge. It was decided the College should continue to seek public and private funding to improve and expand services to support outreach and service initiatives.

In reviewing actions related to international activities, we determined continued growth of International activities will remain a priority action item. One improvement identified is increasing the depth of college-led study abroad opportunities. To that end, faculty were identified to develop an extended (+/- 6-weeks) language immersion and teaching internship with a new partner in Alicante, Spain. Also, we decided an elective comparative education course might be useful to increase awareness and generate interest in future study abroad experiences.

The Visiting Scholar activities are considered successful. We decided to formalize an official professional development program for Visiting Scholars to enhance their opportunities for learning during their period in residence, and provide structured opportunities for UF faculty and students to interact with the Visiting Scholars.

The development of a comprehensive strategic communication plan began, then was abandoned. Stakeholders from News, Communications, and various academic units were consulted, and it was determined by members of the Dean’s office and a newly hired communications specialist that the plan envisioned was too broad to be useful, especially as we decided to reorganize the communications office and associated responsibilities. We decided the development of a plan should remain in the scope of work after the stakeholder group is reformulated to include other membership. Further, representatives from the college’s Advancement team need to play an active role as we decided themes of the Capital Campaign which will be featured in coordinated and coherent communications going forward.

The following steps were also taken to enhance communications during this time period: (1) updated boilerplate for College publications, (2) revamped Communication and Development Office websites, (3) identified dedicated staff to serve as digital marketing and communications specialists, and (4) prioritized graphic design work to be done internally whenever possible. We decided to continue to monitor analytics, engagement, and impact data for various media approaches in the coming year to make data driven decisions as required. Next steps also include reconceptualizing the Annual Report into two distinct publications (alumni magazine and impact report) and adjusting the mailing lists accordingly to more systematically target stakeholder audiences.

In our effort to improve infrastructure, the Associate Deans for Academic Affairs and Student Affairs decided the new centralized infrastructure to support the COE advising and student affairs mission will need to evolve further to accommodate recruitment and advising needs that will be generated by the anticipated implementation of a new undergraduate major in 2018-2019. As a result, it was determined that an enhanced relationship with the UF Career Resource Center, the Division of Enrollment Management, and UF Online should be explored as extensions of the college infrastructure that supports services to students.

The Dean and other members of the COE leadership team determined the renovation of Norman Hall emerged on a timeline faster than envisioned a year ago. As a consequence, a shift away assessing feasibility to envisioning a facility that will be flexibly functional for the next 50 years was required.