

Annual College Assessment and Strategic Plan Update
April 9, 2004
WORKING DRAFT

The purpose of the annual assessment and strategic plan update is to foster continued positive progress and sharpen focus on critical priorities. This report is presented in the following sections:

- I. Progress Towards the Initiatives and Goals of the College Strategic Plan
- II. Contributions to the Goals of the Campus Strategic Plan
- III. Lessons Learned from Current Progress
- IV. Notable Changes in Challenges and Opportunities
- V. Recommended Changes to Initiatives or Goals

**Section I: Progress Towards the Initiatives and Goals
of the College Strategic Plan**

Initiative One

Further enhance the excellence of the college, departments, and units in research and scholarship.

1. Increase the national and international recognition of our faculty and staff as leaders in their fields.

- Our stellar faculty members continue to be recognized for their accomplishments. Recent faculty honors are posted at <http://www.education.umd.edu/collegeinfo/facultyhonors.html>. Current offices of faculty members in professional organizations are posted at <http://education.umd.edu/collegeinfo/facultyoffices.html>, and editorships of major journals are posted at <http://education.umd.edu/collegeinfo/facultyeditorships.html>. Members of our faculty currently edit the premiere journal in special education, *Exceptional Children*, the two major journals in educational psychology, *Journal of Educational Psychology* and *Contemporary Educational Psychology*, *Instructional Science*, and *Group Dynamics: Theory, Research, and Practice*.
- An article in a recent issue of *Contemporary Educational Psychology* ranked institutions and faculty according to research productivity in educational psychology. University of Maryland ranked first, well ahead of other institutions, including Michigan and Minnesota. Professor Steve Graham ranked third in productivity among faculty in the nation.

2. Secure external funds to support research and scholarly excellence.

- External grant and contract awards for the college have risen nearly 300% in 6 years --\$6.5M (FY 96), \$5.5M (97), \$12M (98), \$12.7M (99), \$11.2M (00), \$20.6M (01), \$17.9M (FY 02), and \$11.6M (FY 03). For the first half of the FY 04 fiscal year, we received \$13.7M, which portends a banner year. Currently, both number of submitted proposals and amount requested are ahead of last year. It should be noted that annual award amounts fluctuate depending on which large grants are up for renewal any year.

- Another measure of growth is annual expenditures of grant and contract funds, which tend to be more steady. Our annual expenditures grew steadily from \$11.3M in 2001 to \$12.2M in 2002, and \$13.3M in 2003. Putting this in perspective, the college spent \$13.7 in state funds for FY03. Major funding sources are the National Science Foundation (NSF), the Department of Education (DOE), and the National Institutes of Health (NIH).
- See http://www.education.umd.edu/dean/select_listing.html for a listing of college grants and contracts.

3. Expand strategically in areas of critical opportunity and location advantage.

- The Maryland Institute for Minority Achievement and Urban Education, directed by Dr. Martin Johnson, continues to engage college and university faculty and K-12 school system administrators and teachers around issues of most importance in improving academic performance of all children. Specific research and/or technical assistance projects are planned with Anne Arundel, Montgomery, Prince George's Counties and with the District of Columbia. The Institute continues to develop a campus based research Colloquium each semester and will host its first national Annual Research Symposium, funded by NSF, in September 2004. See (<http://education.umd.edu/institutesandcenters/MIMAUE/>).
- The Maryland Literacy Research Center (MLRC) will continue to conduct scholarly seminars on reading and literacy research during the Spring of 2004. The theme will be "What is reading: Implications for development, comprehension, professional development and research." Moderated by 4 different members during the Spring, the seminars will utilize the existing expertise of faculty members and students will be invited to attend. The MLRC is planning to host an invitational conference in the early Spring of 2005 on the topic of "Literacy expertise in grades 3-8: Engagement, comprehension and knowledge". (<http://education.umd.edu/literacy/>).
- The Maryland Assessment Research Center for Education Success (MARCES), directed by Dr. Robert W. Lissitz, is a self-support research Center within the nationally ranked Measurement, Statistics, and Evaluation Department of the College of Education, University of Maryland. See (<http://marces.org/>). The university is now negotiating a new contract with the State Department of Education (MSDE) and when they are done, we will have the renewal completed for another 5 years at about \$1.5 million. This will continue our support effort with MSDE's state assessment program. We will be providing a large workshop of a training nature and also presenting another conference. In addition, we will be serving on the Technical Advisory Council on Assessment. C-SAVE is also continuing to write contracts. They are moving to provide more direct support to the states on assessment in the area of accommodations and testing validation. got Through some small contracts with the Medical College Admission Testing Program, Amy Hendrickson is providing some psychometric support services and supporting three graduate students part time. Dr. Mislevy is continuing his funded work on his assessment model.

4. Improve and maintain the excellence of the college as evidenced by national ratings thus increasing national recruitment, visibility, and impact.

- In July, 2002, the college was ranked 5th most prolific in the nation in education scholarship according to its publications in ISI-indexed education journals from 1997-2001 (http://www.in-cites.com/research/2002/july_29_2002-1.html).
- As shown by the following tables, the college continues to do well in the *U.S. News & World Report* rankings and other quality indicators. Currently, the college is ranked in the top 15 of all education specialties except for one in which it has no program.
- With 10 top 15 ranked specialties, the college has more programs ranked in the top 15 by *U.S. News & World Report* than any other college on campus.
- We also have more top 15 ranked programs than any of the university's stated peers: UCLA, UC-Berkeley, U-Michigan, U-Illinois, and U-North Carolina.
- No other Maryland or greater Baltimore-Washington institutions have any programs ranked in the top 15.
- Finally, only one U.S. University, University of Wisconsin – Madison, has more educational specialties ranked in the top 15.

CHANGE OUT TO UPDATED TABLE AFTER NEW RANKINGS IN APRIL

Table 1.1: College of Education and its Departments: Continued Excellence

| Department | Program | U.S. News & World Report Rankings | | | | Other External Evidence of Quality |
|---|--|-----------------------------------|------|------|------|---|
| | | 2001 | 2002 | 2003 | 2004 | |
| College | Entire College | 23 | 22 | 21 | 21 | <ul style="list-style-type: none"> • Between 1997 and 2002, external funding award amounts have tripled from approximately \$6 million to almost \$18 million per year. |
| Counseling and Personnel Services (EDCP) | Entire Department | 1 | 1 | 1 | 1 | <ul style="list-style-type: none"> • Five different refereed journal articles list the department and faculty as top contributors to major journals in counseling, counseling psychology, and rehabilitation counseling. • Six faculty hold the rank of fellow in the American Psychological Association. |
| | Rehabilitation Counseling (ranked under allied health in 2001 issue) | 15* | 15* | 15* | 9 | <ul style="list-style-type: none"> • Two of the articles listed above place 1 CAPS faculty member and the dean among the most productive in the nation in rehabilitation counseling. • Another CAPS faculty member is currently past president of the American Rehabilitation Counseling Association |
| Special Education (EDSP) | Entire Department | 10 | 10 | 5 | 5 | <ul style="list-style-type: none"> • This is an extremely strong department. Every faculty member has external funding, and all senior faculty have strong national visibility. • The department is nationally preeminent across most special education specialties. • The Department has been awarded federal funding for five major research centers and institutes. |
| Curriculum | Entire | | 17 | 19 | 11 | <ul style="list-style-type: none"> • External funding has increased dramatically in |

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|---------------------------------|--|-----|----|----|----|--|
| and Instruction (EDCI) | Department | | | | | the last two years. Examples include the \$9.2M NSF Math Education grant, recent word of an NSF \$4.5M grant on early reading and math, and a \$.45M Spencer Foundation reading grant. |
| | Elementary Education | 21 | 15 | 13 | 11 | <ul style="list-style-type: none"> The department has a number of strengths in elementary and secondary education, including the Math Ed. Center and faculty participation in the cross departmental Maryland Literacy Research Center and Maryland Institute for Minority Achievement and Urban Education. |
| | Secondary Education | 19 | 18 | 16 | 14 | |
| Human Development (EDHD) | Entire Department Currently, <i>U.S. News</i> does not rank HD depts. | >23 | | | | <ul style="list-style-type: none"> Faculty are internationally renowned. Nathan Fox won a career award from NIH, and Roger Azevedo won an NSF early career award. Judith Torney-Purta won the Nevitt Sanford Award from the International Society for Political Psychology and was elected Honorary General Assembly Member of the International Association for the Evaluation of Educational Achievement. |
| | Educational Psychology | 13 | 13 | 11 | 10 | <ul style="list-style-type: none"> An article in <i>Contemporary Educational Psychology</i>, ranks the college's faculty as top in the nation in productivity. Several faculty hold divisional offices in APA and AERA and serve as editors for Ed.Psych. journals. |

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|---|--|----------|----|----|----|--|
| Measurement, Statistics, and Evaluation (EDMS) | Entire Department Currently, <i>U.S. News</i> does not rank MS depts. | | | | | <ul style="list-style-type: none"> An external review recently ranked the department as one of the two best in the nation. Robert Mislevy, a recent high profile hire, is considered to be the top statistics and measurement person in the nation. The Center for the Study of Assessment Validity and Evaluation (C-SAVE) has received in excess of two million dollars to study the assessment process when it is applied to students who need special accommodations, including students with limited English proficiency. Jim Roberts recently won an NSF early career award. |
| Policy and Leadership (EDPL) | Entire Department Currently, <i>U.S. News</i> does not rank PL depts. | | | | | <ul style="list-style-type: none"> Many of the faculty members are internationally and nationally reputed in their fields. |
| | Educational Policy | 16 in 98 | 9 | 11 | 11 | |
| | Administration and Supervision | 17 | 13 | 11 | 12 | |
| | Higher Education Administration | 17 | 14 | 9 | 10 | |

| | | | | | | |
|--|---|-----|-----|-----|-----|--|
| | Social Foundations Ranking actually done in 2001 issue but reported in 2002 as well. However, the specialty was no longer ranked in 2003 | 19* | 19* | 19* | 19* | |
| | | | | | | |

UPDATE WITH NEW RANKINGS

Table 1.2: Comparison with University's Peers
**Top Ranked Education Specialties According to *U.S. News & World Report*,
April 2003**

| University and State Location | Number of Top 10 Programs | Number of Top 15 Programs |
|--|----------------------------------|----------------------------------|
| Harvard University (Boston, MA) | 4 | 4 |
| Stanford University (Palo Alto, CA) | 6 | 6 |
| University of California-Los Angeles | 3 | 4 |
| Columbia University (New York City) | 7 | 8 |
| Vanderbilt University (Nashville, TN) | 5 | 8 |
| University of Michigan (Ann Arbor, MI) | 6 | 7 |
| University of Wisconsin (Madison, WI) | 9 | 10 |
| University of California-Berkeley | 2 | 3 |
| University of Minnesota (Minneapolis, MN) | 4 | 8 |
| University of Texas— Austin | 2 | 5 |
| Michigan State University (East Lansing, MI) | 7 | 8 |
| Indiana University (Bloomington, IN) | 6 | 7 |
| Ohio State University (Athens, OH) | 6 | 8 |
| UNIVERSITY OF MARYLAND (College Park, MD) | 4 | 9 |
| University of Virginia (Charlottesville, VA) | 3 | 5 |
| Penn. State University) (State College, PA) | 3 | 6 |
| University of Illinois (Urbana-Champaign, IL) | 7 | 7 |
| University of Georgia (Athens, GA) | 6 | 6 |
| University of North Carolina—Chapel Hill | 0 | 0 |
| George Washington Univ. (Washington, DC) | 0 | 0 |
| Johns Hopkins University (Baltimore, MD) | 0 | 0 |

Note that the college has one additional top ranked program, Rehabilitation Counseling, which is ranked 9th and listed under Health Specialties in *U.S. News & World Report*. Thus, the college has a total of 10 top 15 ranked programs.

Initiative Two

Elevate the quality of graduate and undergraduate education and of the student experience.

1. Continually review and improve as necessary all departments and units. Maintain accreditation of all currently accredited programs.

- The annual assessment and strategic plan revision process provides opportunities for regular review and improvement of courses, programs, departments, and the college. This process includes review of various outcomes including course evaluations and exit surveys. The process and assessments are found at <http://www.education.umd.edu/stratPlanUpdates/stratPlanUpdateProcess.html>.
- The college is currently in the process of preparing for the NCATE accreditation visit in Spring 2005.
- The counseling program was reviewed and its accreditation continued by the Council on the Accreditation of Counseling and Related Educational Professions.
- The Human Development and Policy and Leadership Departments are in the planning process for their departmental reviews.
- Exit surveys are regularly administered and reviewed for graduate and undergraduate students. In addition, teacher education graduates are surveyed at 1, 3, and 5 years post graduation. Data from these surveys are fed back into program improvement. They are included in the annual report and assessment. For example, three data sources in this assessment revealed a weakness in the area of effective use of technology in instruction. As a result, a major college initiative for improvement is now underway.
- Performance based assessment protocols are now in use for all teacher education programs as well as for educational leadership.
- An annual college and department report collects information to inform the annual assessment and planning process. All student performance data is included in this annual data collection and reporting system. Departments are asked to specifically indicate how the data are used for program improvement. See Initiative 4, Goal 6 for more details.

2. Provide top quality master's and doctoral programs.

- Departments and the college have just engaged in a renewed focus on doctoral education. Recent changes in the distribution of fellowship funds by the Graduate School have enabled a major initiative to strategically increase the excellence of doctoral programs. Specifically, the distribution of fellowship funds is now under the control of the college deans and to be used specifically to enhance program excellence. The Graduate School will evaluate colleges on four dimensions (inputs, such as GRE scores and institution of origin, time to degree, placement, and diversity), and the results of these evaluations will determine future funding adjustments. In this college, the dean is advised by the college Graduate Studies Committee. Each department must now have the following
 - A two-year graduate course offering schedule, which includes all required courses, for each program and a two year master schedule for the department. These schedules should also be posted on the web.
 - A list of all doctoral graduates for the last 10 years with their current positions. Academic positions should be noted according to rank and tenure.

- A plan for regular follow up of doctoral graduates and evaluation of their satisfaction with preparation.
- A department plan for cultivation of doctoral fellows that includes the following elements. Note that plans are generally designed to improve education for all doctoral students.
 - β Requirement for all fellows to attend 4 dean's academic research career brown bag seminars each year. These seminars will be conducted with the assistance of college faculty for the purpose of supporting fellows in their preparation for tenure track positions at major research universities.
 - β Provision to assure that fellowships are only awarded to students with credible career goals for tenure track positions at research universities.
 - β Provision to assure diversity in the pool of fellows.
 - β Involvement of fellows in research and publication from the first year of doctoral study.
 - β Some provision for mentorship or research team involvement with additional faculty beyond their major advisor, including faculty from outside the department. Dissertation committee membership is not sufficient.
 - β Assurance that fellows are encouraged to research electives that will enable them to compete for tenure at the best institutions. In some departments, this means that fellows should be required to take additional research methods courses (quantitative methods, qualitative methods, design).
 - β Some preparation for college teaching.
- Evidence of the continuous and rapid improvement in doctoral programs is reflected in significant increases in Graduate School block grant and individual fellowship support. College total awards were \$114,724 (1999 for 2000/2001), \$166,933 (2000 for 2001/2002), \$369,908 (2001 for 2002/2003), and \$357,751 (2002 for 2003/2004). The new Graduate School formula funded colleges at the 2002 levels. Thus, funding for 2004/2005 is \$357,751. However, that amount does not include the second year of 2003/2004 fellowships and block grants that will also be provided.
- A primary indicator of the quality of doctoral programs is placement of doctoral graduates in tenure track positions at major universities and in major leadership and research positions. As can be seen at <http://education.umd.edu/collegeinfo/infodocstudentsgrads.html> our students have attained many prestigious positions, including tenure track faculty positions at AAU research universities and other universities as well as leadership positions in key government agencies.
- Another indicator of the quality of doctoral programs is the number of students recognized for their achievements. As is evident at (<http://www.education.umd.edu/collegeinfo/docstudenthonors.html>), our students are well recognized for their achievements. We have just learned that one of our students won the International Reading Association outstanding dissertation competition and two others were finalists.
- A new Master's Degree in Urban and Minority Education (M.Ed. & M.A.) was approved in the Department of Curriculum and Instruction. Two students were admitted so far and others are under consideration. A new Doctoral concentration in Urban and Minority Education (Ed.D & Ph.D) was approved in the Department of Curriculum and Instruction. One student has been recommended for admission so far, and other applications are in process. Both of the above degrees are becoming popular. The advisors continue to meet to define the degrees. For instance, a science education major is debating whether to do the graduate degree in science education or urban and minority education. We are also finding ways to work with other EDCI degree programs for students who want some of the course work in urban and minority education.

- A new Master's Degree in Education Concepts and Practices has been approved for the College of Education. This degree is being targeted initially to Charles County. We would like to begin this program by Fall 2004.

3. Provide top quality programs in undergraduate and teacher education. Note that some teacher education programs are at the master's level. (Note that quantity is dealt with in Goal 5 of this initiative, later in this document.)

- We are in the process of exploring ways to coordinate our master's certification model with the state's resident teacher certification program in order to facilitate recruitment and production.
- Our effective K-16 collaboration with the four Arts and Sciences colleges has continued. We are working on collaborative recruitment, coordinated advising, and continuous program improvement. The K-16 faculty collaboration committee meets quarterly and is co-chaired by three deans, Education, Arts and Humanities, and Computer, Mathematics, and Physical Sciences.
- By next year, all of our students will receive their clinical practice in Professional Development Schools and will have an internship of at least 100 days. Our elementary and early childhood programs already meet this requirement. All of our secondary education programs will meet this requirement by Fall 2004. Special Education programs meet the 100 days requirement and currently have 62% of their placements in Professional Development Schools with 100% anticipated in 2 years.
- The five-year retention rate of the college (i.e., students who entered as freshmen and graduated at UMCP) has risen from 66.7% for 1995 Freshmen to 69.5% for 1997 and 80.6% for 1998 Freshmen, and remains well above the campus average of 68.2%. Our Fall 2001 retention rate was 91.1%, and our Fall 2002 one year retention rate was 92.6%. These were consistent with campus averages of 91.7% and 92.6%.
- The college faculty have just completed over 6 months of deliberative work on how our teacher education programs should be changed in order to assure that they are both high quality and meet the requirements of evolving federal and state legislation. The report of that committee, which is already influencing departmental and college effort, can be found at <http://education.umd.edu/collegeinfo/committeeReports/NoChildLeftBehind.pdf>.

4. Provide students with positive learning experiences.

Graduate Students

- The graduate portion of the Student Services website continues to serve as an advising resource for students and faculty. Comprehensive advising information is available on the web, and the site provides links to other web resources that are useful for graduate students (e.g., graduate catalog, International Education Services, campus website on Graduate Student Involvement, etc.).
- The college utilizes its listserv to notify graduate students about important advising updates and deadlines, upcoming professional development opportunities, student organization meetings and events, and scholarship information.
- The College of Education Graduate Exit Survey, which was developed and piloted last year, is now available on-line. The information obtained from the surveys is now aggregated and reported each summer as part of the annual college and department reports and used for program evaluation and improvement.
- The College of Education, in conjunction with representatives from the Career Center, hosted a Graduate Recruitment Fair for current UM students last fall and plans to offer a similar session in the spring. The program, which was initiated last year, is designed to introduce undergraduate

education majors and students in the Arts and Sciences to the range of graduate offerings and scholarship opportunities in the College of Education. We intend to repeat this event each semester.

- The College of Education Graduate Committee is exploring the possibility of developing a Summer Research Institute for prospective graduate students. The models under consideration include a Gemstone-type program and a “Teacher as Researcher” program, which will pair prospective students with faculty members as part of a research project and/or internship. As students proceed through these programs, they will provide a network of support for future candidates for the Summer Research Institute.

Undergraduate Students

- **Personalized Orientation for Incoming Students:** Orientation is mandatory for all incoming students (freshmen & transfer). The college limits these sessions to 20 students/program so that the staff can provide personalized advising that leads to the development of an educational plan tailored to the needs of the individual student. Transfer students receive a complete evaluation of transfer course work and a list of remaining degree requirements. Freshmen receive an advising program sheet and four-year degree plan.
- **Safety-Net for First-Time Freshmen:** Freshmen are encouraged to enroll in a safety net course(s) that provides a small class setting & the opportunity for frequent interactions with a University faculty/staff member. The college offers two safety-net experiences: UNIV 101, Education Version & Education Course Clusters:
 - UNIV 101: Two-credit course intended to help first-year students make the transition to college life, meet faculty & staff in the College of Education, gather detailed information regarding the teaching field, and develop academic skills designed to help students succeed in college. The program advisors that teach these courses serve as the students’ academic advisors for the entire freshman year. (4 courses were taught Fall 2003; 4 are tentatively scheduled for Fall 2004.)
 - Education Course Clusters: A combination of two or more classes that share a common theme focusing on education. The formation of student cohorts is a central component of the course clusters. (3 clusters were taught fall 2003. The same 3 are scheduled for fall 2004, including one for science education majors that is being offered through the College of Life Sciences.)
- **Intrusive Academic Advising:** The college has mandatory advising and utilizes a variety of intrusive advising approaches to enhance freshman student success. Numerous academic progress checks occur throughout the first two academic years, including mid-semester grade reviews and end-of-semester progress reports. This level of contact continues until the student successfully completes the 45-credit LEP review. At that point, students are assigned a faculty advisor. Students are encouraged to have an academic audit done upon full admission to teacher education and are instructed to bring the audit to subsequent advising sessions with their faculty/department advisors.
 - The college uses contract advising with students who are not making satisfactory progress on the college’s selective admission standards. These students see the Assistant Director of Undergraduate Programs in Student Services, who helps the student develop an individualized plan for meeting the requirements for continuation in the College of Education.
 - Students who change majors into the college are required to attend a workshop that provides an overview of the program requirements and selective admission standards. After the general workshop, students sign up for an individualized advising session. They may meet with a program advisor or peer advisor, depending upon their unique needs.

- **Freshmen Mentoring Program:** This program pairs incoming freshmen with upper-class education majors. Mentors meet periodically with freshmen throughout the academic semester and assist students in making the transition to UM. Mentors provide general advice to help freshmen learn strategies for negotiating the university environment. The Terp Pals Mentoring Program sponsors a number of events each semester that bring together all of the program participants. These social functions are intended to help new students get better connected to the college.
- **Peer Advising Internship Program:** The peer advisors in the Office of Student Services have continued to assume a greater role in advising (e.g., assisting with group workshops, preparing advising records for staff advisors, etc.). Peer advisors also have become active participants in the college's recruitment and professional development activities. For example, they organized the fall 2003 College of Education Graduate Recruitment Fair and will play a key role in coordinating the spring 2004 Praxis II review workshops for undergraduates. They also will be staffing an information booth at the upcoming Maryland Day scheduled for April 2004. Peer advisors will continue to play a prominent role in the College of Education's advising and recruitment initiatives.
 - The Department of Special Education also sponsors a peer-advising program. In addition to providing walk-in advising for special education majors, the special education peer advisors complete a service project each semester. Examples include a job and volunteer bank, a financial aid resource file, and a returning students' program that is open to all students in the College of Education.
- **Professional Development Workshops:** In the past, the Office of Student Services has offered a variety of professional development workshops. Workshop topics have included: Relating Your Education Courses to the Praxis II, Scholarship Opportunities, How to Go About Getting Teaching Experience, Obtaining Certification after Graduation, Preparing for the Praxis II, etc. These workshops have occurred during the academic semester and were widely advertised on the College of Education Web Site and Listserv. Unfortunately, the attendance at these workshops has been quite small, so we are considering more creative, innovative ways to deliver the workshop presentations. The Student Services staff is exploring the possibility of providing these sessions on streaming video, which could be accessed off the Student Services website. The proposed change will allow us to reach a broader audience and enable students to view the workshop presentations at their own convenience. NOTE: The college will continue to offer some professional development offerings in the traditional workshop format. For example, Kappa Delta Pi and TEAMS will continue to host evening professional development sessions throughout the academic year, and the Office of Student Services will sponsor an in-depth version of the Praxis II workshop for seniors who are preparing to take the MD teacher certification exams.
- **Praxis II Test Preparation:** As noted above, the Office of Student Services will continue to offer a Praxis II Workshop for seniors who are enrolled in the yearlong student teaching internship portion of their program. The Office of Student Services has purchased an entire set of the ETS Praxis II test preparation materials for this workshop and has placed these resources on reserve for student use. NOTE: For 2004-05, the college plans to incorporate the Praxis II workshop into the regular student teaching internship calendar so that all students will be able to attend the session. (Last fall, only a portion of the secondary education candidates attended the workshop.) In addition to the senior-year Praxis II workshop offering, the College of Education peer advisors will be developing a workshop to be offered this spring that will help freshman, sophomore, and junior education majors begin the process of preparing for the Praxis II.

- **College of Education Office of Student Services Website:** The undergraduate portion of the Student Services website continues to represent one of the primary vehicles for communicating with students in the College of Education.
 - Comprehensive advising information is available on the web, and students may submit advising questions via e-mail and receive a response typically within a 24 to 48-hour period. This site also provides links to academic advisors in the Arts and Sciences departments affiliated with the secondary education majors.
 - The college utilizes its listserv to send notifications to students regarding scholarship opportunities and other important advising updates. Student organizational meetings also are announced over the listserv. Each student organization is listed on the web site and has a web page that is linked to the Student Services site.
- **Extensive Student Involvement Opportunities:** The college utilizes its student organizations to support freshman and sophomore Education majors as they progress through the CORE program requirements and as they explore different roles in Education. Most of the student organizations assist students in locating opportunities for field experience in education. The student organizations, under the leadership of the Undergraduate Student Assembly, have developed closer ties with the Maryland Institute for Minority Achievement and Urban Education and Bladensburg projects and are expected to play a prominent role in the college's outreach efforts, including programming events for the annual Maryland Day program.
 - Kappa Delta Pi, the Education Honor Society, continues to play an active role in the college's recruitment and outreach initiatives. It has increased its collaboration with other student organizations to provide college-wide professional development opportunities and has instituted a number of new activities to promote a sense of community among students. Last November, Kappa Delta Pi sponsored "Pizza Days," which proved to be such a big hit among the students, faculty, and staff that the chapter plans to host the event again next fall. Working in concert with some of the other college student groups, Kappa Delta Pi also initiated a new community service project, the Terps for Tots Toy Drive. Toys were collected from members of the campus community and distributed to children in Head Start programs and homeless shelters. Other recent chapter outreach efforts include bringing in speakers to assist students in their transition to becoming a first-year teacher and sponsoring booths at the upcoming Maryland Day program scheduled for April 2004.
 - TEAMS: As in the past, TEAMS members will assist with the College of Education professional development workshops, including bringing back first- and second-year teachers to talk about their transition to the work world. TEAMS also will continue working to develop a stronger tie with the Maryland State Teachers Association in an effort to promote professional development opportunities for its student members. TEAMS is in the process of creating a professional conference for teacher candidates to be held in May 2004 on the UM campus. The conference will invite teacher candidates from all of the MSTA affiliate schools in Maryland (Towson, St. Mary's, Frostburg, Bowie, Anne Arundel CC, Salisbury, UM) and provide speakers including student leaders, professors, current teachers, and national organizations representatives (i.e., NEA, C-SPAN, etc.).
 - Mary McLeod Bethune Society has initiated a variety of activities that are intended to promote a better sense of community within the college. It has been developing focus groups for the various students of color in the college to develop more unity within groups and working to get current teachers and administrators to come in and discuss new programs and initiatives that currently are being used in their respective counties and schools. Finally, this spring,

- MMBS plans to bring in speakers during Black History, Asian Pacific American Heritage, and Women's History months to engage students in discussions regarding how to incorporate these topics into their classrooms in the areas of literature, history, art, and music.
- The Student Council for Exceptional Children (SCEC) has been collaborating with the other college student organizations to promote a variety of professional development opportunities. These events are designed to increase student understanding of issues related to special education and to better integrate special education majors with other education majors in the college community.
 - Undergraduate Student Assembly: Under the leadership of the Undergraduate Student Assembly, representatives from the various student groups meet with the Dean at least once a semester to discuss college issues and potential problems/concerns. The UGA has been redesigned to provide a stronger representation of students to the dean. It has the potential for membership of 22 students ranging from freshman to senior, native students to transfers, and spanning all majors and all student organizations. The assembly has also brought in campus representatives from the Student Government Association and Campus Senate. The UGA has played a key role in efforts to refurbish the College of Education Student Lounge. It also is working with the Alumni Association to solicit its help in partnering College of Education students with alumni in the field who can serve as mentors to our students. Finally, the UGA is working on the development of a student survey to solicit student feedback on issues such as courses/curriculum, advising, aesthetics, extracurricular activities, communication, and job/career information. The goal is to develop a survey that will be used to inform program planning and development.
 - The college is increasing the number of events that are being co-sponsored between student organizations to promote unity. These functions are coordinated out of the Office of Student Services and advertised through a student organization newsletter. Working collaboratively, the student organizations will play a key role in the upcoming Maryland Day events and in helping to arrange the May 2004 College of Education graduation reception.
 - The college created a Senior Council for Education majors to help plan the graduation ceremony/reception and Senior class events. Senior class events encompass a variety of activities including in-depth Praxis II workshops for students enrolled in the year-long internship and a Senior Appreciation Day Program for students completing the final semester of their program. Senior Appreciation Day for spring 2004 will include a program in late spring that is designed to help students prepare for graduation, teacher certification, and the first year of teaching. Current teachers (alumni), and representatives from graduate programs and the Education Alumni Association will participate in this program and share their insights with graduating seniors. A principal and MSDE certification specialist also will be asked to attend in order to respond to student questions about interviewing techniques and procedures for obtaining Maryland teacher certification.
 - The Program Director from the Career Center has initiated a variety of outreach initiatives intended for students who are in the internship portion of their program. She has conducted more than a dozen Career Center Orientations for the student teacher interns. Conducting these workshops gives her the opportunity to answer questions and to connect with students so that they are kept informed about upcoming events as well as Career Center resources.
 - Last Fall, the Office of Student Services hosted a lunch meeting for the Transfer Coordinators from the Maryland Community Colleges. Representatives from USM and MHEC also attended. This meeting included an overview and update of our teacher education programs,

including the college's selective admissions process. Advising materials, scholarship information, and updated copies of the ARTSYS Recommended Transfer Programs were distributed. As a result of this informational luncheon, subsequent meetings have been scheduled to visit a number of the community colleges to speak in their education classes and be a contact for potential students who are preparing to transfer to UM. The College of Education has been especially attentive to the pre-advising of students who are looking at entering the Elementary Education program after completion of the Associate of Arts in Teaching (AAT) degree as to not disadvantage community college transfers in the admissions review.

- Our Student Services Office has the following initiatives underway.
 - Greater outreach to first-year students through increased use of web-based advising and the campus Degree Navigator Program Audits. (All of the education degree audits are now available on-line through Degree Navigator.)
 - Expansion of programming events and activities for the Senior Year Experience.
 - Increased opportunities for education majors to experience a learning-community type experience (as a result of the increased use of UNIV100/101 course offerings through other campus units that house double majors and a proposed bridge program for incoming freshmen who are waitlisted for fall and subsequently granted spring admission to the university.)
NOTE: A special section of UNIV 100 was approved for the winter session for freshmen who were waitlisted for the spring 2004 semester. The Office of Student Services was in contact with these students to encourage them to participate, but did not get enough interest to run the course. (Students either were working or had other schedule conflicts, which prevented them from enrolling in the course.) The Office of Student Services plans to aggressively use the Peer Advising and Terp Pal Mentors programs to assist these spring admits with their transition to campus.
 - The process for awarding College Scholarship Funds has been revised to target more incoming freshmen, Maryland Community College transfer students, and prospective graduate students.
 - Expansion of programming events and activities for Maryland community college transfers.

5. Increase enrollment and selectivity in both graduate and undergraduate programs. (This goal includes the following campus driven enrollment and credit production targets.)

- By 2004, increase and maintain total enrollment at or above 2350 with graduate enrollment at or above 1100 while also increasing selectivity and diversity.
- Increase and maintain fall and spring total credit production at 36,100 (Note, this does not count EDCP undergraduate courses).
- Increase SAT of entering first year undergraduate students and GPA of transfer students.
- Increase GREs of graduate students.
- Increase the number of secondary education teacher graduates to 150 by 2004, with special attention on shortage areas.
- Maintain or increase the number of certified teachers produced. Produce an average of 375 teachers per year.
- Move towards 100% pass rates for the Praxis I and Praxis II teacher licensure examinations.

Progress on this goal is described in the following tables and narratives.

Table 2.1 Enrollment and Selectivity Trends

| | FY 2001 | FY 2002 | FY 2003 | FY 2004 |
|--|----------------|----------------|----------------|----------------|
| New First Time Students | 116 | 123 | 81* | 112 |
| New First Time Majors | 116 | 124 | 95 | 131 |
| Fall New Transfer and Other Students | 93 | 82 | 85* | 25 |
| Fall New Transfer and Other Majors | 93 | 82 | 98 | 32 |
| Total New Majors | 209 | 206 | 193* | 163 |
| Total Undergraduate Majors | 1,260 | 1,209 | 1,138 | 1,140 |
| Total Undergraduate Enrollment * | 1,157 | 1,116 | 1,009 | 1,008 |
| Fall First Time Student SAT for Majors (75 th /25 th percentile) | 1,280 1,110 | 1,270 1,130 | 1,300 1,170 | 1,290 1,180 |
| Fall First Time Major GPA | 3.66 | 3.79 | 3.84 | 3.94 |
| Fall Transfer GPA | 3.15 | 3.25 | 3.23 | 3.24 |
| New Master's Students | 143 | 128 | 169 | 147 |
| New Doctoral Students | 61 | 71 | 102 | 116 |
| Combined GRE Scores of New Doctoral Students | 1702 | 1839 | 1763 | 1781 |
| Combined GRE Scores of New Master's Students | 1607 | 1738 | 1699 | 1711 |
| Total Graduate Enrollment | 930 | 1091 | 1056 | 1,110 |
| Total Majors | 2,190 | 2,300 | 2,194 | 2,251 |

Source: OIRP Profiles Website

* Note that the difference between undergraduate enrollment and majors results from the new secondary degree options, in which students often have a major in both an arts and sciences discipline and education.

As demonstrated in the table, undergraduate enrollment remained stable during the past year while graduate enrollment increased significantly.

- In looking at undergraduate totals, it is important to note that we transferred the Music Education Program and majors to the College of Arts and Humanities in Fall 2001. That accounted for 58 students.
- In Fall 2002, new undergraduate enrollment decreased, because the campus decreased undergraduate admissions by 5%, and, predictably the SATs of new freshman rose. This affected us disproportionately since our SAT average is normally somewhat below campus. Our Student Services office has records of a good number of potential education students who came to campus for recruitment visits but were either not admitted or offered late admission. Many of those offered late admission had already committed to other campuses.
- Transfers also dropped because we are at the beginning of a limited enrollment effort to increase production in secondary education shortage areas and decrease in elementary education.
- Both the numbers of new first time students and new transfers are lower than new majors because of secondary education students with primary majors in the arts and sciences disciplines.

Table 2.2 Credit Production Trends

| | FY 2000 | FY 2001 | FY 2002 | FY 2003 | FY2004 |
|--|---------|---------|---------|---------|--------|
| Undergraduate Credit Production (adjusted to exclude non-college EDCP courses) | ? | 26,700 | 27,859 | 27,767 | 29,683 |
| Graduate Credit Production | 10,503 | 10,564 | 11,083 | 12,436 | 13,455 |
| Total Fiscal Year Credit Production | ? | 37,264 | 38,942 | 40,203 | 43,138 |

Note that credit production is not a simple computation for education because various advising and counseling personnel throughout campus use the EDCP prefix for courses they offer. We compute credit production by subtracting the EDCP undergraduate credit production reported from the college total and adding back the actual EDCP undergraduate credit production from our own records. Graduate credit production shows the results of our continued recruitment efforts with an increase of 12.2%.

- We have made impressive gains in both undergraduate and graduate credit production over the past year. These gains probably reflect concerted effort in the departments.

Table 2.3 Teacher Education Certification 2000 through 2003

| Candidates Recommended for Certification to MSDE | 1999-2000 (Sum/Fall/Spring) | 2000-2001 (Sum/Fall/Spring) | 2001-2002 (Sum/Fall/Spring) | 2002-2003 (Sum/Fall/Spring) |
|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| COLLEGE OF EDUCATION TOTAL | 364 | 364 | 394 | 320 |
| BS Early Childhood | 48 | 49 | 65 | 50 |
| BS Elementary Education | 136 | 158 | 164 | 121 |
| BS Special Education | 28 | 27 | 25 | 24 |
| BS/BA Secondary Education | 75 | 89 | 76 | 75 |
| <i>Art Education</i> | <i>11</i> | <i>11</i> | <i>12</i> | <i>13</i> |
| <i>English Education</i> | <i>8</i> | <i>12</i> | <i>11</i> | <i>13</i> |
| <i>English/Theatre</i> | <i>5</i> | <i>2</i> | <i>3</i> | <i>2</i> |
| <i>English/Speech</i> | <i>0</i> | <i>1</i> | <i>7</i> | <i>4</i> |
| <i>Foreign Language</i> | <i>9</i> | <i>7</i> | <i>5</i> | <i>3</i> |
| <i>Music Education</i> | <i>9</i> | <i>11</i> | -- | -- |
| <i>Math Education</i> | <i>8</i> | <i>12</i> | <i>11</i> | <i>14</i> |
| <i>Social Studies</i> | <i>14</i> | <i>24</i> | <i>16</i> | <i>22</i> |
| <i>Science Education</i> | <i>11</i> | <i>9</i> | <i>11</i> | <i>4</i> |
| Total BS/BA | 287 | 323 | 330 | 270 |
| MA/M.Ed-Elementary | 37 | 16 | 26 | 12 |
| MA/M.Ed-Special Ed | 15 | 6 | 19 | 8 |
| MA/M.Ed-Secondary Ed | 21 | 12 | 13 | 16 |
| MA/M.Ed-TESOL | 4 | 7 | 6 | 7 |
| Total MA/M.Ed | 77 | 41 | 64 | 43 |
| Secondary Ed Certificate | --- | --- | --- | 1 (<i>History</i>) |
| Project LINC | --- | --- | --- | 3 (<i>1 Math; 2 Biol</i>) |
| ESOL Credit Count | | | | 3 |
| Total Non Degree Post Baccalaureate | | | | 7 |
| OTHER UMCP COLLEGES TOTAL | 27 | 20 | 21 | 23 |
| BA/BS Music Education | -- | -- | 9 | 5 |
| BA/BS Health Education | 6 | 5 | 5 | 8 |
| BA/BS Physical Education | 21 | 15 | 7 | 10 |
| | | | | |
| | | | | |
| TOTAL UMCP | 391 | 384 | 415 | 343 |

Notes

1. The College of Education totals include students who completed degrees in Arts & Sciences Colleges (i.e., Computer, Mathematics, & Physical Sciences; Life Sciences; Arts & Humanities; and Behavioral and Social Sciences) with a second major and certification in education.
2. The other UMCP colleges are the College of Arts and Humanities for Music Education and the College of Health and Human Performance for both Health Education and Physical Education.

Table 2.4 Enrollment in Teacher Education Programs 2001 through 2003

| Enrollment Data Initial Teacher Certification Programs | Fall 2001 Count of Majors (# of Ed Majors with Dual Majors) | Fall 2002 Count of Majors (# of Ed Majors with Dual Majors) | Fall 2003 Count of Majors (# of Ed Majors with Dual Majors) |
|---|--|--|--|
| COLLEGE OF EDUCATION TOTAL | 1295 | 1240 | 1291 |
| BS Early Childhood | 204 | 169 (2) | 146 |
| BS Elementary Education | 513 (2) | 475 (3) | 486 (5) |
| BS Special Education | 115 | 104 (1) | 99 |
| BS/BA Secondary Education | 353 (187) | 373 (235) | 401 (335) |
| <i>Art Education</i> | 46 (6) | 41 (6) | 35 (11) |
| <i>English Education</i> | 62 (62) | 71 (71) | 80 (80) |
| <i>English/Theatre</i> | 6 (1) | 12 | 12 (2) |
| <i>English/Speech</i> | 14 | 9 | 10 (1) |
| <i>Foreign Language</i> | 16 (10) | 20 (11) | 21 (18) |
| <i>Music Education</i> | --- | --- | --- |
| <i>Math Education</i> | 77 (45) | 70 (52) | 77 (73) |
| <i>Social Studies</i> | 99 (46) | 115 (71) | 123 (109) |
| <i>Science Education</i> | 33 (17) | 35 (24) | 43 (41) |
| Undecided Education | 24 | 17 | 10 |
| Total BS/BA | 1209 | 1138 | 1142 |
| MA/MEd-Elementary | 29 | 30 | 39 |
| MA/MEd-Special Ed | 27 | 20 | 19 |
| MA/MEd-Secondary Ed | 20 | 18 | 25 |
| <i>Art Education</i> | 1 | 1 | 3 |
| <i>English Education</i> | 6 | 6 | 9 |
| <i>Foreign Language</i> | 3 | 3 | 1 |
| <i>Math Education</i> | 1 | 2 | 1 |
| <i>Social Studies</i> | 4 | 5 | 6 |
| <i>Science Education</i> | 5 | 1 | 5 |
| MA/MEd-TESOL | 10 | 23 | 41 |
| Total MA/MEd | 86 | 91 | 124 |
| Secondary Education Certificate | --- | 4 (Social Studies) | 12 (8 social studies, 3 English, 1 Science) |
| Resident Teachers Certificate | --- | 4 (1 MATH;3 BIOL) | 10 (5 Math; 5 science -- 3 Biol, 1 Chem, 1 Physics) |
| ESOL Training of Teachers Partnership*** | | 3 | 3 |
| Total Post Baccalaureate (Non Degree) | | 11 | 25 |
| OTHER UMCP COLLEGES | 120 | 127 | 117 |
| Music Education | 61 | 62 | 65 |
| Health Education | 14 | 9 | 1 |
| Physical Education | 45 | 56 | 51 |
| TOTAL UMCP | 1415 | 1367 | 1408 |

Notes

1. The data source for this table was the OIRP profiles data with some updating from the ADVISE data for Fall 2003 dual majors. The report is based on both primary and secondary majors. Many secondary education majors have their primary major in one of the Arts and Sciences Colleges (i.e., Computer, Mathematics, & Physical Sciences; Life Sciences; Arts & Humanities; and Behavioral and Social Sciences).
2. The Health Education program is being phased out.
3. The Education MA/M.Ed data include one student who is majoring in both Chemistry and English. She is counted in both categories for the F03 graduate enrollment figures.
4. The MSDE-UMCP Partnership is for mainstream teachers who have English language learners in their classrooms. Some of these teachers wish to earn ESOL certification; others want recertification in other subjects.

- Our campus target is to produce an average of 375 certified teachers per year. This number is based on current resources. It should be noted that production tends to go up and down depending on changes in policy and time to degree. In 2001-2002, we produced 394 certified teachers, whereas in 2002-2003, we produced only 320. Temporary decreases of enrollment in Fall 2002 and production in 2002-2003, coincided with initial implementation of the content major and Praxis requirements. (Enrollment in 2002 and production in 2002-2003 were impacted by admission changes in 2000 and 2001.) Current enrollment figures suggest that production should increase substantially for 2003-2004.
- The following trends in teacher production are evident from the data.
 - Relatively stable overall enrollment in teacher certification programs.
 - Increases in secondary education and content majors.
 - Increases in both master's and post baccalaureate certification, including alternative pathways.
 - Overall (BS/BA, MA/M.Ed, Post Bac) increases in science and TESOL and stability in math, despite increased requirements due to implementation of content major requirement at BA/BS level.
 - Temporary decreases of enrollment in Fall 2002 and production in 2002-2003, coinciding with initial implementation of the content major and Praxis requirements. (Enrollment in 2002 and production in 2002-2003 were impacted by admission changes in 2000 and 2001.)
- The following initiatives are underway to increase production of teachers within resource levels.
 - Continuing expansion of post-baccalaureate options.
 - Planning for expansion of resident teacher certification (RTC) program through new arrangement with Montgomery County.
 - Planning for an additional cohort master's certification and post-baccalaureate program in TESOL with Montgomery County.
 - In initial exploration stages of RTC program in Special Education.
- Praxis pass rates are reflected in the Title 2 report at http://education.umd.edu/news/title2_2003/. We have had some problem with students passing the pedagogy portion of the examination. Curricular changes have been made to move methods courses to earlier in the curriculum. In addition, faculty members in one discipline are researching this issue with their peers in that it seems that some of the most talented students are having problems.

Initiative Three

Promote diversity, community, and respect.

1. Work to increase the diversity of our faculty while also increasing excellence.

Due to budget cuts, hiring has been restricted. However, with help from the Provost's office, we were able to hire four teacher educators and one other faculty member. Of those five, two are African American.

2. Increase both the excellence and the diversity of our undergraduate and graduate student bodies through significantly expanded recruitment efforts.

The following table depicts the racial composition of the college's student body. As is evident, we had some loss of diversity in the Fall 2002. We are confident that this

was due to the campus decrease in the size of the entering class. The Fall 2003 figures suffered from a precipitous decline of transfer students, who bring us much of our diversity. This situation has been addressed with extensive communication and recruitment with the community colleges. We are watching application trends carefully and are hopeful for Fall 2004. Nonetheless, the college Diversity Committee has been charged with working with the Student Services Office to examine and hopefully improve efforts to recruit a diverse student body.

Table 3.1

| | Undergraduate | | | | Graduate | | | |
|------------------|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 |
| White | 71.9 | 71.6 | 74.3 | 74.1 | 67.6 | 63.6 | 63.6 | 61.8 |
| African American | 11.1 | 10.8 | 8.2 | 7.6 | 14.7 | 15.1 | 13.7 | 14.3 |
| Asian | 8.1 | 8.2 | 6.6 | 6.9 | 4.5 | 5.3 | 6.6 | 6.2 |
| Hispanic | 4.7 | 5.0 | 5.6 | 5.5 | 3.1 | 3.8 | 3.8 | 4.8 |
| American Indian | 0.5 | 0.2 | 0.5 | 0.35 | 0.5 | 0.7 | 0.7 | 0.6 |

- 3. Promote inclusion of diversity issues in both curricula and research.**
- 4. Assure that all of our graduates are competent to work with diverse populations. Where appropriate, work to assure exposure to diversity in field experience.**

In reporting the progress on these two goals, it became quite evident that they are intertwined. Thus, they are reported together. A number of departments in the college have significant diversity efforts underway. Highlights are listed in this section.

Curriculum and Instruction (EDCI)

- The EDCI Department developed new master's and doctoral concentrations in Urban and Minority Education. These concentrations will enhance faculty opportunity to further research issues of diversity.
- Several of the department faculty members include minority issues in their research (e.g., Lynn, McGinnis, Tatum, Turner, Dreher).
- The department's professional development schools, which provide the clinical portion of teacher preparation, are all diverse.
- NCATE process and work on diversity standards is guiding an analysis of the different places in the existing curriculum that provide study experiences and field experiences to support our students' learning about diversity among learners and diversity in schools.
- The secondary program faculty has agreed to a program revision and documents are now proceeding through program review that will create a 2 credit diversity emphasis course during the student teaching semester. This is a new course, which will bring together secondary preservice teachers across disciplines and most likely be taught at "cluster" sites so that key school personnel can participate. It will return students to the consideration of diversity issues as these play out in the reality of their teaching and their schools, including attention to teacher-school-community relations (an area post program surveys indicated that we were weak in).

- A strategic faculty appointment for Fall 2004, Dr. Morva McDonald, has a professional and research interest in how a program provides meaningful experiences that help preservice teachers understand and make commitments to social justice issues. This gives us much needed additional faculty leadership for the curriculum work and faculty research leadership for our graduate students concerned about these issues as a major research focus.
- The department has supported Dr. Marvin Lynn's research release to further his research into Black male adolescent achievement in schools.
- The department supported Dr. Millicent Kushner's development of a research initiative looking at decision-making that leads some elementary students to receive special attention and others not to, especially focused on factors that influence referrals for Black and second language students.
- The department now has a working draft for an M.Ed. in teacher leadership, which brings together the separate options that now exist under the teacher leader thematic umbrella -- included in the core requirements is a course that addresses continuing development of teachers' understanding of diversity and social justice issues and how these affect their teaching.
- The department has made progress in expanding Teaching English to Speakers of Other Languages (TESOL) options by clarifying the on-campus curriculum and developing an off-campus proposal for Montgomery County -- target start date of summer 04.
- EDCI will be offering a new course this summer on multicultural literature for children. The course will be open to experienced teachers as special students as well as our graduate students.
- EDCI has a strand in the Minority Institute symposium series for experienced teachers in our area.

Counseling and Personnel Services (CAPS)

- The School Counseling Master's and Doctoral Programs within the Counselor Education Specialty Area have developed an innovative focus on School Counseling in Urban settings.
- University of Maryland ranked #2 among institutional contributors to the *Journal of Counseling Psychology* for producing racial and ethnic minority research.
- Over 40% of the students in EDCP are members of racial/ethnic minority groups or a self-identified LGBT individuals.
- Over 50% of the theses and dissertations focus on issues of race and diversity.
- Several programs have explicitly adopted statements about diversity to be included in all syllabi. (e.g., Counseling Psychology Program is committed to creating a multicultural training environment, which is broadly defined as a place where individuals' diversity and opinions are respected. All faculty members strive to integrate multicultural and diversity issues in their courses in ways that are relevant to course content and process. It is hoped that students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity and respecting others' worldviews throughout this course.)
- The School Counseling program has expanded its practicum placements to the DC Public School System.

- The department works with the Bladensburg Project to place both Doctoral and Master's level students in diverse school based practicum settings.

Policy and Leadership (EDPL)

- Diversity is a specialty in both curricula and research for the Higher Education program. For example, Dr. Sharon Fries-Britt has an ongoing research program studying the college experience of higher achieving African American students in higher education and teaches EDPL 662, Research on Ethnic Minorities and Demographic Trends in Higher Education. Dr. Jeffrey Milem is a research partner with the Harvard Civil Rights Project and Campus Coordinator and Principal Investigator for the Diverse Democracy Project — a ten campus study which examines the ways in which students' experiences with diversity while they are in college prepare them to participate as citizens in a diverse democracy.
- EDPL continues its tradition of sponsoring speakers for the campus "Diversity and Community Life" colloquium series. Dr. Steven Selden has provided leadership in securing outstanding speakers. This fall the topic is "City Schools and the American Dream: Reclaiming the Promise of Public Education."
- EDPL 201: *Education in Contemporary American Society* is now approved as a core Human Cultural Diversity course.
- This summer EDPL initiated an off campus Ed.D. in Leadership at Shady Grove for administrators in Montgomery County. Field components/internships of this program have performance standards addressing issues of diversity.

Special Education (EDSP)

- Special Education addresses diversity specifically in the philosophical statements underlying their curricula.
- Many of their practica and internship settings offer very diverse populations. The sites they use for internships for elementary programs range from 11.3% to 68% Caucasian, with half being 50% or less.
- A number of faculty members in EDSP do research relating to diverse populations, including Dr. Peter Leone, director of the National Center on Education, Disability, and Juvenile Justice.

Human Development (EDHD)

- EDHD holds regular colloquia for faculty, students and guests at the departmental, center and program levels. Colloquia presentations address diversity related issues in all aspects of research. The seminars are interactive exchanges among all participants during which diversity related issues are discussed and emphasized.
- Faculty in EDHD study diversity and include it routinely in their course offerings. Graduate students who teach have their syllabi reviewed to insure that various aspects of diversity are included in the particular curricular offering they teach.
- The teacher preparation program in Early Childhood Education (ECE) includes required courses on diversity and multicultural influences on the development and learning of young children.
- The ECE education field placements are in settings with highly diverse populations. These field experiences require that student interns work with both the children and their parents in these diverse settings.

- Graduate students who teach for EDHD are carefully mentored to create safe and productive learning environments in diverse university classrooms. The University Office of Diversity presented a seminar on diversity issues to these graduate students including racial, ethnic, gender and learning differences in University students enrolled in their classes.

Measurement, Statistics, and Evaluation (EDMS)

- EDMS teaches techniques for identifying differential performance and for developing test items that will not trigger differential performance. They also teach a unit on validity and that unit often leads to discussions related to diversity. Their Center for the Study of Assessment Validity and Evaluation (C-SAVE) conducts research relating to test validity with special populations.

5. Promote a college environment for all students, faculty, and staff that respects and values differences.

We have approached this goal in a number of ways, including recruiting African American faculty, modeling respect for diversity, and diversifying the associate deans and dean's office graduate assistants. We still have much to do.

6. Facilitate a sense of community among faculty, staff, and students through planning and implementation of activities, events, and opportunities for meaningful collaboration.

- We have continued to support and promote activities that bring faculty and staff together across departments and disciplines. Examples include the colloquia series cosponsored by the Maryland Institute for Minority Achievement and Urban Education and the Department of Education Policy and Leadership, and the brown bag series of the Maryland Literacy Research Center.
- The dean hosts regular informal lunch meetings with small groups of faculty. These meetings provide conversation around faculty members' current efforts and college issues.
- Three ad hoc faculty committees (No Child Left Behind, Strategic Focus, and Work Load) have provided opportunities for faculty to collaborate in guiding college initiatives. Their reports can be found at <http://education.umd.edu/collegeinfo/committeeReports/>.
- With campus financial help, we have hired Dr. Janet Schmidt to support specific faculty who are working toward large scale, externally funded, interdisciplinary research centers.
- The college senate meets once a month and its steering committee also meets once a month. The college assembly meets two to three times a year.

7. Provide regular opportunities to involve retired faculty and staff in the life of the college.

- The College of Education Retirees Association continues to communicate with and plan events for retirees. See <http://www.education.umd.edu/COERA/>. The college continues to host a fall and spring retirees' luncheon. Retirees are invited to the fall alumni awards dinner and to other college events. In addition, they are included on key college mailings.

8. Provide a structure that encourages recognition of faculty and staff accomplishment.

- The college senate has developed a faculty staff awards program. The competition is now underway, and awards will be given at a special assembly in May.
- At the winter 2004 assembly, we instituted a new ritual of reading memorial resolutions for faculty and staff, including retirees, who have passed away during the previous year. These resolutions are entered into the formal record of the assembly and will be published on the web and in the college bulletin.

Initiative Four

Ensure an administrative, operational, and fiscal infrastructure that supports a highly ranked college of education.

1. Obtain adequate space to support the programmatic needs of the College of Education.

- We continue our efforts towards an addition to the Benjamin Building. The capital campaign is underway, although it is still early.
- We continue to occupy approximately 8,000 square feet of temporary space in the Tawes Building.
- We have acquired approximately 20,000 square feet of space in the Cole Building. Most of the space has now been renovated and five departments are now occupying research space in Cole. The EDPL space will be available this Spring.
- Working with the campus VP for administration, we have pulled together groups of specialists from the various divisions that deal with structural aspects of the building. Massive work has been completed to remove mold and seal leaks. The heating and air condition system has received major repairs. The building will be changed from negative to positive pressure to reduce the mold and humid air that comes into the building.

2. Assure an adequate fiscal and personnel infrastructure.

- Budget cuts have meant that we no longer have a really adequate fiscal infrastructure. Departments absorbed cuts from open positions and from graduate assistant funds. A very large part of the cut was absorbed from the college infrastructure. This included technology support positions, funding for student services, one associate dean position, the state portion of the funding for the Maryland Institute for Minority Achievement and Urban Education, and flexible project funding.
- The lack of an adequate fiscal infrastructure is further complicated by a structural budget deficit in teacher education. From 1998 to 2002, expenditures for the college to produce an average of around 375 teachers a year have increased \$557,512 – a 74% increase. Last year, the college incurred a structural budget deficit of \$303,178 in order to produce 394 certified teachers. A similar deficit is expected this year for production of 341 teachers. Only through year to year campus assistance have we been able to maintain production in the face of deficit.

3. **Develop an expanded research infrastructure that will support strategic acquisition and management of grants and contracts.**
 - Our Research Director, Elizabeth Lintz, continues to expand her efforts in connecting faculty with viable grant opportunities.
 - With campus fiscal help, Janet Schmidt joined our staff to assist specific faculty in obtaining large multidisciplinary center funding.
 - As noted earlier, both funding amounts and applications are ahead of last year's.

4. **Develop an external relations infrastructure to support relationship building and development.**
 - We now have a strong external relationship structure. This includes Darcelle Wilson, Assistant Dean for Development, who is fully funded by campus, Deb Hudson, Assistant Dean for Communications, and Pat Costantino, Director of Alumni Relations.
 - Our strong publications program includes one high end publication, an alumni newsletter, *Endeavors*, and well coordinated departmental and special occasion publications. For the third year in a row, Deb Hudson has been asked to do a well- attended pre-conference workshop at the annual AACTE conference.
 - Darcelle Wilson has several key development initiatives underway both at the college and departmental levels.
 - This year's alumni awards dinner was extremely well attended and featured 12 award winners. See http://education.umd.edu/infofor/alumni_friends/endeavors/endeavors0401.pdf
 - Our second annual Baltimore area alumni event, which was held at the Aquarium, was very successful. We are continuing our annual visits with alumni in Philadelphia and Florida.
 - We are continuing our relationship with Luce Creek Associates and Jo Schram for the short term in order to jump-start our development efforts.
 - Our Board of Visitors and Alumni Chapters continue to meet regularly and provide guidance to the college.

5. **Raise funds to support the college margin of excellence. State funds provide partial support for the basic programs of the college. They do not provide for the excellence in research and scholarship that make us a high quality college of education. This "margin of excellence" requires private funds.**
 - The economy has made fundraising very difficult. We have a number of interested prospects who are waiting for the market to improve.

6. **Develop an annual assessment to support continuous quality improvement, including continued refinement of the strategic plan.**
 - This is the fourth year that we have completed the annual assessment. See (<http://education.umd.edu/collegeinfo/infostratplans.html>) for previous assessments. New this year in department assessments is explicit descriptions of what data has been gathered on student performance, interpretation of the data, and description of how the data is used for program improvement. (for NCATE programs, this should explicitly follow NCATE guidelines). In addition, in order

to support the departments in their efforts to collect and use data for program improvement, the college assembles an annual report for departments that includes: data on enrollment; applications; GRE scores and UG GPAs; retention and graduation rates; credit and degree production; graduate student time to degree; graduate student placements and awards; performance-based assessments; student teacher evaluations; professional development school outreach credit hours; course evaluations; undergraduate and graduate exit surveys; career center surveys; surveys of teacher education graduates at 1, 3, and 5 years post graduation; faculty awards and professional service; faculty activity report summaries; faculty publications; departmental productivity measures (credit and degree production and research dollar expenditure per faculty FTE); grant activity; and diversity of students, degree recipients, and faculty and staff. Data are obtained from the University Office of Institutional Research and Planning as well as from college and departmental surveys and evaluations.

7. Develop a college committee infrastructure, including senate committees, to promote collaboration and shared responsibility in achieving the goals of this strategic plan.

- We have developed a stable college committee structure. See (<http://education.umd.edu/collegeinfo/committeestructure.html>) and as noted earlier, three ad hoc committees have contributed significantly to the college's current planning efforts. See <http://education.umd.edu/collegeinfo/committeeReports/>.

Initiative Five

Promote outreach and partnerships to increase Pre-K-16 collaboration, improve the lives of citizens of the state and nation, and engage the community.

The first two goals of this initiative are intertwined. Therefore they will be reported together.

1. Plan strategic outreach activities to serve the citizens of the state and nation.

2. Collaborate with the Maryland State Department of Education and County/City School Districts to improve achievement of all students.

- Led by Dr. James Greenberg, the K-16 Partnership Development Center, part of the Maryland Institute for Minority Achievement and Urban Education (MIMAUE), has developed strong and ongoing relationships with both Prince George's County and Anne Arundel County School systems. Extensive meetings with superintendents and key staff members in Charles County, Montgomery County, and other systems have laid the foundation for expanded collaborative and outreach efforts with area school systems. See (<http://education.umd.edu/k-16/>).
- Professor Peter Leone (EDSP) received a 2004 USM Regents' Faculty Award for Excellence in Public Service. Currently, he directs the federally funded National Center for Education, Disability and Juvenile Justice (<http://www.edjj.org/>). His research serves and makes a real difference in the lives of an often forgotten group, youth in the juvenile justice system. He has positively influenced systems and the lives of children. His work reaches throughout the nation.

- Through MIMAUE's Bladensburg project, a number of College of Education professors and graduate students are involved in providing collaboratively designed professional development activities and credit bearing courses to teachers in four Prince George's County schools as well as tutoring and counseling services to students. See (<http://education.umd.edu/institutesandcenters/MIMAUE/projects/bladensburg/>). Extensive student-to-student initiatives, including Team Maryland, the Vision Project, Gemstone Team projects, and tutoring support for the Twilight Academy have had a notable impact in improving opportunities for Bladensburg Project students and supporting efforts to improve attitudes toward school as well as student achievement.
- A leadership initiative has expanded collaboration in Prince George's County to region-wide participation in Region II. Initial activities have supported team articulation across elementary, middle, and high school levels and dedicated planning for improving student learning through a clear focus on instruction and outcomes assessment. A pilot leadership development effort in one of the participating elementary schools is yielding positive results.
- An ambitious new program, led by the College of Education K-16 Partnership Development Center and including University Admissions and University Honors, has been started with Anne Arundel County high school seniors. In a direct response to Superintendent Smith's priority concern for improving the quality of senior year experiences, two sections of AACPS seniors are participating in a weekly seminar, on the UMCP campus, led by experienced Honors student section leaders. This project is a spin-off of the long-term Honors 100 program and focuses on transition to college issues, reading and discussion of the First Year book and other readings, special guest lectures and discussion with a variety of campus faculty, and student-generated projects. Participants will make a presentation the AACPS Board of Education and this pilot project is expected to expand in the coming year.
- Through the Mid-Atlantic Center for Mathematics Teaching and Learning, the Department of Curriculum and Instruction provides extensive professional development services to teachers in Prince George's County Public Schools. See (<http://education.umd.edu/mac-mtl/>).
- Measurement, Statistics, and Evaluation provides an outreach certificate program for assessment coordinators.
- Through her Instructional Consultation Teams project, Dr. Sylvia Rosenfield provides extensive consultation services to school districts throughout the state and nation. See (<http://www.icteams.umd.edu/>).
- The Department of Curriculum and Instruction continues to offer its Creative Initiatives for Teacher Education (CITE) outreach masters degree program with Montgomery County.
- The College of Education is recruiting students for an outreach Master's Degree in Education Concepts and Practices to school systems across the state. This cohort program will focus on helping instructional leaders improve their teaching and administrative efficiency.

- The following insert provides a summary of outreach activities during 2002-2003. Approximately 500 individuals participate each year in credit bearing education outreach courses in addition to those provided through the PDS networks.

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| <p>University of Maryland, College Park, College of Education 2003 Summary of Professional Development Programs for K-12 Personnel</p> |
| <p>As part of its mission, the College of Education offers a sizeable number of degree and professional development opportunities for pre-K and K-12 professionals. Our six departments, Counseling and Personnel Services; Curriculum and Instruction; Special Education; Measurement, Statistics, and Evaluation; Human Development; and Policy and Leadership each offer doctoral and master's degrees in a variety of specialties. Three departments also offer bachelor's degrees with teacher certification and post baccalaureate teaching certificates. In addition, our departments offer a range of degree and non-degree professional development programs for K-12 personnel. These programs are broadly classified as professional development schools, outreach teacher certification, professional development degree programs for teachers, professional development doctoral degree programs, non-degree professional development programs for teachers and other K-12 professionals, and other outreach programs. The following inventory is not all inclusive.</p> |
| <p>Professional Development School Partnerships</p> |
| <p>Professional development schools (PDS) are stable university-K-12 relationships that involve preparation of student teachers, continued professional development of current teachers, and action research designed to improve student learning. <i>The college has 11 PDS serving a total of 40 schools in Howard, Montgomery, and Prince George's counties and is developing one in Anne Arundel County.</i> In <u>Howard County</u>, a Special Education PDS network includes Bollman Bridge, Deep Run, Fulton, Triadelphia Ridge, and Waterloo elementary schools; and a Master's Certification network includes Bollman Bridge, Elkridge, and Fulton elementary schools, Elkridge Landing middle school, and River Hill high school. In <u>Montgomery County</u>, the Master's Certification PDS network includes Wheaton Woods and Brookhaven elementary, Parkland middle, and Wheaton high school. The Early Childhood PDS includes Bel Pre, New Hampshire Estates, Montgomery Knolls, and Tacoma Park elementary schools. Elementary Team B PDS includes Jackson Road, Kemp Mill, Westover, Pine Crest, Oakview, and New Hampshire Estates elementary schools; and Elementary Team C PDS includes Burnt Mills, Gaithersburg, Harmony Hills, Highland, Maryvale, Rosemont, South Lake, Summit Hall, and Viers Mills elementary schools. The Secondary PDS includes Eastern, North Bethesda, and Takoma Park middle, and Walter Johnson and Montgomery Blair high schools. In <u>Prince George's County</u>, the Elementary Team A-1 PDS works in conjunction with a Special Education Elementary PDS at Kenilworth, Yorktown, Glenn Dale, Rockledge, and Mt. Rainier elementary schools. The Elementary A-2 PDS includes Montpelier, Springhill Lake, Beltsville, and Hollywood elementary schools. The Secondary PDS includes Buck Lodge, Eisenhower, and Martin Luther King middle and Roosevelt, High Point, and Northwestern high schools. During the past year 269 student teachers completed year long internships in these schools.</p> <p>During the 2003 academic year, college personnel provided 13,455 contact hours of professional development courses and workshops to K-12 personnel through the PDS networks: 8,358 in Prince George's County, 3,700 in Montgomery County, and 1,397 in Howard County.</p> |
| <p><u>Outreach Teacher Certification</u></p> <p>The college has a number of specially designed degree programs for K-12 professionals, often in partnership with specific school districts. Current programs include the following:</p> <ul style="list-style-type: none"> • Master's certification programs in Montgomery and Howard counties serve 30 to 60 students, often career changers, who are certified to teach in one calendar year. • The CITE program in Montgomery County provides master's degrees and certification for approximately 16 current district employees every two years. • Grant funded Project LINC in Prince George's County provides Resident Teacher Certification and master's degrees to math and science teachers; 11 are enrolled for Fall. • Another grant funded project provides courses in teaching English to speakers of other languages for credit count certification and recertification to 80 teachers in Prince George's and Howard counties. |
| <p><u>Programs Development Degree Programs for Teachers</u></p> <ul style="list-style-type: none"> • The teaching master's leadership program helps currently certified teachers prepare for national board certification. Approximately 17 students are enrolled each year. • A master's degree program in human development is provided on site for Montgomery County teachers and currently enrolls 35. • A new outreach cohort based master's program for teachers that includes foci on reading, assessment, and technology, will begin during the coming year. • A special education degree is provided through the Department of Defense Schools in Germany. Approximately 20-25 students graduate every 3 years. |
| <p><u>Professional Development Doctoral Degree Programs</u></p> <ul style="list-style-type: none"> • A doctoral degree in reading is provided to successive cohort groups in Carroll County. Currently, 14 students are enrolled. • Currently, 11 Baltimore City Public School employees are taking courses for their doctoral degrees in school psychology. A similar arrangement is in development with DC public schools. |

- A cohort group of 20-24 Montgomery County employees has just started studies for the doctoral degree in educational leadership. A similar cohort is being planned for Southern Maryland.

Non-Degree Professional Development Programs for Teachers

Note that, in some individual cases, credits from these programs may be applied to degrees.

- The corporate and grant funded Bladensburg project of the Maryland Institute for Minority Achievement and Urban Education offers courses in reading and mathematics to approximately 40 teachers each semester in a feeder pattern of schools.
- Through an NSF grant, approximately 10 science teachers per semester participate in a two course sequence.
- Approximately 100 teachers per semester participate in district sponsored courses on technology in education.

Other Non-Degree Professional Development Programs

- Approximately 5-10 Prince George's County aspiring principals take leadership courses each term.
- Each year, 25-30 state and district professionals from throughout the country participate in a 15 credit outreach certificate program in large-scale assessment that is funded by the National Center for Educational Statistics.
- Approximately 10-20 assessment professionals from throughout the nation participate each year in ETS funded distance education courses.
- Approximately 10 counselors per term participate in an online course on chemical dependency.

Other Outreach Programs

- The Maryland Institute for Minority Achievement and Urban Education offers a regular colloquium series for educational professionals.
- The Instructional Consultation Teams project provides training for school based professionals in Maryland, Delaware, and Virginia districts in identification and remediation of academic problems. See <http://www.icteams.umd.edu/>.

- The Maryland Institute for Minority Achievement and Urban Education signed a memorandum of agreement with the Maryland State Department of Education and will continue to pursue collaboration with the state and county school districts as well as the District of Columbia.
- We have Professional Development School agreements with Prince George's, Montgomery, and Howard counties.
- Associate Dean Martin Johnson participates as a regular member of the steering committee of the Maryland State Department of Education's Achievement Initiative for Maryland Minority Students.
- The Maryland Institute for Minority Achievement and Urban Education met with superintendents and their staffs in Anne Arundel, Charles, Montgomery, and Prince George's counties and have activities planned with each of these jurisdictions.
- The Institute and College continues to host 7-12 grade students who are members of local Future Educators of America clubs.
- Led by Davina Pruitt-Mentle, Educational Technology Outreach (ETO) has developed strong and ongoing relationships with local area public and private schools in Maryland and the District of Columbia, regional and national organizations, and businesses statewide.
- ETO provides numerous professional development and credit bearing courses to teachers, students and administrators through a variety of delivery systems (face-to-face, blended, hybrid and totally on-line delivery models). See: <http://www.edtechoutreach.umd.edu/>
- In partnership with the campus Office of Information Technology/ProjectNethics, ETO provides an annual Cyberethics, Cybersafety and Cybersecurity (C³) Conference. See: <http://www.edtechoutreach.umd.edu/cyberethicsseminar2004.html>

- ETO will once again offer the *Students, Learning and Technology* course for the Summer Young Scholars Program. The three week residential program offers rising junior and senior high school students an opportunity to experience “college life and workload” while exploring career educational technology opportunities that are available through a degree in education. See: <http://www.edtechoutreach.umd.edu/youngscholars2004.html> .
- Through ETO, Davina Pruitt-Mentle, will be working with EDUCAUSE and the Federal Trade Commission on the Security Task Force Education Arena Initiatives to develop national strategies and curriculum material to better educate students and educators on C³ issues. See: <http://www.educause.edu/> and <http://www.ftc.gov/bcp/online/edcams/infosecurity/resources.html>
- The recently developed Educational Technology Policy portal provides extensive resources to school districts throughout the state and nation, and has been added to the ISTE website. See: <http://www.edtechoutreach.umd.edu/policy.html>
- A partnership between ETO, Prince George’s County Public Schools, the Prince George’s Chapter of the Maryland Tech Council, and Junior Achievement of the National Capital Area is working to help more students become engaged in science and mathematics through developing an entrepreneurship initiative to bring middle and high school students together from diverse backgrounds to learn how to start their own “technology business”- with an emphasis on educational technology initiatives/market. See: <http://www.mdhitech.org/>
- Davina Pruitt-Mentle, Director of Educational Technology Outreach participates as a regular member on numerous state, regional and local outreach committees, including: Institutes of Higher Education (IHE) liaison to MICCA; Education Committee Chair, PG Tech Council; MSDE teacher and administrator for the on-line technology assessment initiative; PREP-COG; Consortium of Universities of the Washington Metropolitan Area; MAR-Tech; DCPS Science; Math and Technology Partnership; and CyberWatch.
- Through ETO’s course, *Assessment and Design Strategies with Technology Tools*, over 150 educators and administrators have received professional development in the fall semester. Portions of the content will be delivered to pre-service and mentor teacher teams this spring, and a version using on-line delivery of the content has been successfully piloted and will be offered again this summer. A workshop is also in development and will be offered in the early fall of 2004.

3. Continue to serve the campus through the exemplary early childhood educational program at the Center for Young Children.

- The Center for Young Children continues to provide exemplary service.
- An appointed commission recently advised expansion to grades one to three if we can find a budget neutral solution. We are continuing exploration of this possibility.

Initiative Six

Provide leadership in the use of technology as a tool to improve instructional quality, teacher preparedness, and access.

Technology can be a potent medium to enhance teaching and learning and to bring the resources of the college to distant places and diverse audiences. In addition, technology literacy is fundamental to individual, national, and international competitiveness. Thus, as a college of education, we have a special responsibility to promote the effective use of technology in instruction.

Because the goals of this initiative are intertwined, they are reported together.

Technology outreach efforts, while pertinent to this initiative, have been reported in Initiative 5.

- A wide range of equipment is available to faculty, staff and students. Use of the equipment has seen a dramatic increase over this past year.
- Current computer facilities and equipment (both within the college and across campus via the Office of Information Technology (OIT)) have also seen an increase in faculty use.
- Currently, work is being done in partnership with OIT to equip each classroom in the Benjamin Building with a console that will provide for an internet connection, the use of a laptop computer, VCR and DVD players, and a connection to a ceiling projector. In addition, wireless access ports will be placed throughout the building to enable students to access the internet from their laptops anywhere in the building. The projected date of completion is summer 2004.
- Work is being done in partnership with OIT to equip each classroom in the Benjamin Building with a console that will provide for an internet connection, the use of a laptop computer, VCR and DVD players, and a connection to a ceiling. In addition, wireless access ports will be placed throughout the building to enable students to access the internet from their laptops anywhere in the building. The projected date of completion is summer 2004.
- Dr. Jim Greenberg is working in partnership with campus OIT and COE staff to prepare two, four-day technology training sessions for faculty during the last week of May and first week of June. Additionally, two GA's will work during the summer to help faculty revise syllabi to better incorporate technology. Some departments are providing incentives for faculty who participate in this effort. Currently, Drs. Burke, Koziol, Flatter, and Wiseman are among those advising on the effort. A small faculty advisory group has been established.
 - Other resources available to support faculty teaching and research include:
 - β Archived training sessions to create self sustaining tutorials;
 - β Ongoing brown-bag discussions and presentations by ETO, collaborations with OIT Technology Training and Development; (<http://www.helpdesk.umd.edu/training/>), and student organization groups.
 - β Personal one on one *Learning Sessions* and custom departmental training opportunities offered through technology support staff/OIT(by appointment;)
 - β Ongoing training available via campus OIT: <http://www.oit.umd.edu/as/iit/> ;
 - β Online tutorials (many interactive) and resources are available to all College of Education faculty and students through ETO's Extensive Resource Center <http://www.edtechoutreach.umd.edu/resources.html>.

- Data related to the *Maryland Teacher Technology Standards* (MTTS) is currently being collected. We plan a major effort to evaluate and infuse the teacher education curricula this summer so that they are fully in compliance with MTTS.
- Technology courses and online tutorials provide additional opportunities for students to learn technology skills and information necessary for developing electronic portfolios.
- Technology support is offered through 2 full-time COE staff, and other members are contracted out through the OIT.
- Technology staff and resources residing in each of the departments provide additional support efforts in the areas of hardware needs, website development and database design.
- ETO provides an additional database of technology related to online resources (<http://www.edtechoutreach.umd.edu/resources.html>) and is a member of the Maryland Distance Learning Association: <http://www.marylanddla.org/>.
- Several ETO on-line courses have recently been nominated for Distance Learning Awards.
- Free online self-study tutorials are available on topics ranging from desktop productivity software (e.g. MS Office) to Database, Project Management, Web Development, and Server Management and Programming for students, faculty, and staff through *Element K* (<http://www.oit.umd.edu/sc/online.html> - scroll to the bottom).
- ETO delivers online courses for graduate credit, CEU's and creates modules for professional growth through WebCT and local school system learning platforms. Modules have been created to address the seven MTTS.
- The college has seen a steady increase in faculty utilization of online environments to enhance and/or deliver instruction. The University's WebCT environment has grown eight percent over the past year. Additionally, Local School System's (LSS) support their own environment, and faculty working within LSS partnerships make use of these platforms.
- We are well on track to assuring that our graduates are competent in technology. Information above indicates the college's strategies which are used to help meet this goal. In addition:
 - ISTE/NETS*T Foundations and INTASC Principles matrix related to MTTS has been developed (See: <http://www.edtechoutreach.umd.edu/standards.html>) for graduates to keep track of how they are meeting each standard;
 - Online performance-based assessments are currently used in Secondary Education Programs (<http://www.edtechoutreach.umd.edu/standards.html>) and Elementary Education (<http://www.pba.umd.edu/>);
 - Modules/on-line tutorials have been created to help address the 7 MTTS;
 - Technology Support Services, ETO and collaborative efforts with OIT provide on-going workshops, seminars, training sessions and conferences.
- We continue to have research efforts which focus on technology and IT use for teaching and learning.
 - Roger Azevedo's NSF Career award related to hypermedia and science instruction. See: <http://www.azevedo-lab.umd.edu/index.html>.

- High-Quality Teaching (HQT) Study – a four-year study of teaching quality that focuses on what teachers do to help struggling 4th and 5th grade students succeed in reading and mathematics. Teachers utilize personal digital assistant's (PDA's) to effectively and efficiently collect and analyze data.
- David Hammer's (EDCI/Physics) research in science learning, focusing on physics, and the use of technology tools for science inquiry and for developing new learning environments – <http://www.physics.umd.edu/perg/>.
- Emily Van Zee's work on using probeware and the Internet to enhance science learning:
<http://www.education.umd.edu/Depts/EDCI/info/vanzeehomepage/MotionDetector.html>
- Other college online initiatives include:
 - β The Building Learning with Technology project funded by the U. S. Department of Education has involved many COE faculty and students in developing and implementing technology-enhanced units that are being used in courses for future teachers. Sample units and the processes used to create these are available online at <http://www.education.umd.edu/blt>;
 - β The Baltimore Learning Community is a consortium led by the University of Maryland and the Baltimore City Public Schools which focuses on collaborating with teachers and administrators to infuse technology into the curriculum, develop online resources to facilitate student learning, and provide professional development opportunities for participants – <http://www.cs.umd.edu/hcil/blc/>;
 - β ETO is involved with the Mid-Atlantic Regional Technology in Education Consortium's (MAR*TECH) new initiative in creating materials, resources and professional development for teachers on assistive technology (AT) for the general classroom; <http://www.temple.edu/martec/inviconferenceagenda.html>;
 - β The college continues to move ahead with *NetTech*, the Northeast Regional Technology in Education Consortium initiative. This is a partnership designed to provide the vision, experience, and expertise, needed to assist K-12 schools and other educational institutions in planning, implementing and continuously evaluating and refining effective educational uses of technology, <http://www.geminfo.org/Consortium/Members/00320.html>;
 - β ETO continues work in the area of technology PD evaluation and best practices and is partnering on a number of research-based grants.
- The college continues to serve and support the business community through a number of industry initiatives to include: the MD Business Roundtable for Education – Technology Committee, the Prince George's County Chamber of Commerce – Education-Business linkage Committee (to help develop IT internship/externships for students and teachers), and chairs the Tech Council of Maryland – Prince George's Chapter – Workforce/Education Committee, to name just a few.
- A partnership between ETO, Prince George's County Public Schools, Prince George's Chapter of the Maryland Tech Council, and Junior Achievement of the

National Capital Area is working to help more students become engaged in science and mathematics through developing an entrepreneurship initiative, bringing middle and high school students together from diverse backgrounds to learn how to start their own “technology business”- emphasis in Educational Technology Initiatives/market. See: <http://www.mdhitech.org/>.

Section II: Contributions to the Goals of the Campus Strategic Plan

First, it should be noted that the initiatives of the college strategic plan and those of the campus strategic plan are fully comparable and can be mapped into each other. To illustrate this comparability, they are presented side-by-side.

| College of Education Strategic Plan | | Campus Strategic Plan |
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| 1. Further enhance the excellence of the college, departments, and units in research and scholarship. | | 1. Continue to elevate the quality of undergraduate education in order to provide all students an enriched and challenging educational experience. |
| 2. Elevate the quality of graduate and undergraduate education and of the student experience. | | 2. Build a strong, university-wide culture of excellence in graduate and professional education, research, scholarship, and the creative and performing arts. |
| 3. Promote diversity, community, and respect. | | 3. Ensure a university environment that is inclusive as well as diverse and that fosters a spirit of community among faculty, staff, and students. |
| 4. Ensure an administrative, operational, and fiscal infrastructure that supports a highly ranked college of education. | | 4. Engage the University more fully in outreach and collaborative partnerships with the greater community. |
| 5. Promote outreach and partnerships to increase K-16 collaboration, improve the lives of the citizens of the state and nation, and engage the community. | | 5. Ensure an administrative, operational, and physical infrastructure that fully supports a first-class university. |
| 6. Provide leadership in the use of technology as a tool to improve instructional quality, teacher preparedness, and access. | | |

Thus, considering the compatibility of the initiatives, all of the progress on the college strategic plan contributes to the goals of the campus strategic plan.

Section III: Lessons Learned from Current Progress

From our current progress, we have learned a few lessons as noted in this section.

- Our faculty members are truly outstanding. Their accomplishments remain stellar.
- The budget cuts have presented some real challenges.
- Facilities remain a serious limitation for the expansion of our research enterprise.

Section IV: Notable Changes in Challenges and Opportunities

The College of Education faces challenging times. Opportunities are more plentiful than ever before; so, too, are challenges.

Challenges

- Major Budget Challenge

Like other colleges on campus, the college's state funded budget is now significantly less than in previous years. In order to preserve momentum, all deans have been asked to plan for reallocating 10% of state budgets over the next five years in order to enhance the excellence of their colleges. At the same time, the campus is moving toward new fiscal models that will provide a tighter linkage between productivity and resources. Two ad hoc committees, the Strategic Focus Committee, and the Work Load Committee, have provided recommendations that will assist the college in moving forward in these challenging times.

- The Complicated Challenge of Teacher Education

An important part of the mission of the college is the preparation of teachers. This activity is highly regulated at the state and national level. Current state regulations have made the clinical aspect of teacher preparation, which is conducted in Professional Development Schools, very expensive (over \$3,000 per student). At the national level, the No Child Left Behind legislation has suggested changes that need to be made to our teacher preparation programs in order for them to remain in compliance with the legislation. In addition, the state has a shortage of teachers in certain key areas. This year, the No Child Left Behind Committee has provided the college with some directions for navigating this complex area.

Opportunities

- Assessment

The current legislative focus on assessment in education can be seen as a major opportunity for the college. With Dr. Robert Mislavy and other faculty and staff, the Measurement, Statistics, and Evaluation department has some of the best scholars on educational assessment in the nation. They are investigating additional ways to capitalize on this opportunity beyond the outreach certificate program that they just initiated.

- Diversity

Diversity is a strength and opportunity for our college. Our area is extremely diverse, and the college is addressing diversity in many ways, for example, through the Maryland Institute for Minority Achievement and Urban Education, the Urban

Education concentration in Curriculum and Instruction, the urban emphasis in School Counseling, and the diversity emphasis in many other departments.

Section V: Recommended Changes to Initiatives or Goals

Our initiatives remain consistent with the campus initiatives and therefore need not be changed. However, the goals within those initiatives need some streamlining. We have already achieved many objectives of our original strategic plan. At this time, we recommend the following streamlined version of the strategic plan. Most goals remain the same. Specific objectives are removed, updated, or streamlined. The specific goals provide the explicit direction of the college. Where necessary, objectives simply provide more detail for the goals and may change or be refined each year in order to sharpen the focus of effort.

INITIATIVE ONE

Further enhance the excellence of the college, departments, and units in research and scholarship.

| Proposed New Goals | Original Goals |
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| <ol style="list-style-type: none"> 1. Increase the national and international recognition of our faculty and staff as leaders in their fields. <ul style="list-style-type: none"> • Promote national visibility, national recognition, and editorships of key journals. • Make strategic hires that will advance our collective visibility and external funding. • Support high standards of appointment, promotion, and tenure and provide support for faculty in the process. 2. Secure external funds to support research and scholarly excellence. <ul style="list-style-type: none"> • Increase expenditures of external funds by at least 10% each year. • Provide support for and obtain at least 3 additional large multi-disciplinary center grants by 2006. • When possible, consider external funding records in choosing new faculty. 3. Expand strategically in areas of critical opportunity and location advantage. 4. Improve and maintain the excellence of the college as evidenced by national rankings thus increasing national recruitment, visibility, and impact. <ul style="list-style-type: none"> • Increase the number of top 10 ranked programs from 4 (CAPS, Special Education, Rehabilitation Counseling, and Educational Psychology) to 10 by 2009. | <ol style="list-style-type: none"> 1. Increase the national and international recognition of our faculty and staff as leaders in their fields. <ul style="list-style-type: none"> • Recruit and retain outstanding faculty and staff who are or will be leaders in their disciplines or specialties. • Emphasize and reward scholarly productivity for all faculty members. • Promote faculty development through comprehensive department and college activities including pre-tenure mentoring and support and post-tenure review and support. • Continue to apply rigorous standards for appointment, promotion, tenure, and post-tenure review. • Promote national and international recognition of our faculty and staff. • Recognize and support national and international leadership (e.g., officers in national and international associations, editorships). • Promote and reward staff development. 2. Secure external funds to support research and scholarly excellence. <ul style="list-style-type: none"> • Strategically increase the overall percentage of faculty, both across the college and within departments, who pursue and receive external grant and contract support. • Strategically increase the overall amount of external research, grant, and contract support in the college by 2002, using appropriate baselines and multi-year trends. • Attain and maintain a level of external research, grant, and contract support commensurate with top colleges of education. |

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| <ul style="list-style-type: none"> • Increase the ranking of the college to 15 by 2009. • Use the guidance of the Strategic Focus Committee Report in working to advance the ranking of the college. | <ul style="list-style-type: none"> • Strategically increase the number of inter-departmental, inter-college, inter-campus, multi-disciplinary grants and contracts pursued and received. <p>3. Expand strategically in areas of critical opportunity and location advantage.</p> <ul style="list-style-type: none"> • Expand the Maryland Assessment Research Center for Education Success and the Center for Educational Policy and Leadership to provide vehicles for strategic collaboration with the Maryland State Department of Education, county school districts, and national educational organizations in research to improve education for all children. • Develop a multi-departmental Institute on Urban Education with endowed chairs and collaboration with Baltimore, Prince George's, and the District of Columbia school districts to advance research to improve urban education. • Develop strategic partnerships for research, student internships, faculty, or outreach with national and international agencies, associations, and government organizations. • Support and expand the role of basic developmental research as a foundation for preparation of educational professionals. • Bring in experts from national and state government and professional associations to serve as resources to enhance our instructional programs. • Strategically expand or shift resources to meet strategic needs in the areas of learning and behavioral disabilities. • Strategically improve our international research, outreach, and service especially in ways that take advantage of our location and of partnerships with international organizations in the Washington area. Identify and reduce disincentives to international research. • Strategically expand the reach of the college's expertise to the needs of the state through a K-16 Technical Assistance and Outreach Center. • Continue to develop the research capacity of all of our departments through institutes and strategic partnerships. • Support cross-departmental collaborative efforts to enhance our higher education and college student personnel programs. <p>4. Improve and maintain the excellence of the college as evidenced by national ratings thus increasing national recruitment, visibility, and impact.</p> <ul style="list-style-type: none"> • Improve and maintain the ranking of the college and its departments in various indices of quality (e.g., articles on faculty productivity, national media rankings). <ul style="list-style-type: none"> • Analyze the components of various |
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| | <p>ranking formulae and, when appropriate, initiate efforts to improve our standing.</p> <ul style="list-style-type: none"> • Assure that our departments and programs are visible to and participate in relevant ranking competitions. • Improve ranking of the college and its departments and programs by <i>U.S. News and World Report</i>. (Note that college ranking criteria include Graduate Record Examination Scores, selectivity in admissions, external funding, and reputation among colleagues and superintendents.) <ul style="list-style-type: none"> • The College of Education will rank 15th or better by 2004. • The Counseling and Personnel Services Department, and its joint program in Counseling Psychology with the Psychology Department, will remain ranked in the top 3. • The Special Education Department will rank 10th or better by 2004. • The Curriculum and Instruction Department will rank 15th or better by 2004. Specific program areas, such as mathematics and reading education, will rank highly where rankings exist. • The Educational Policy and Leadership Department will rank in the top 15, with its Higher Education Program in the top 10, and its Leadership Program in the top 20. • The Educational Psychology program will rank in the top 15. |
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INITIATIVE TWO

Elevate the quality of graduate and undergraduate education and of the student experience.

| Proposed New Goals | Original Goals |
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| <ol style="list-style-type: none"> 1. Continually review and improve as necessary all departments and units. Maintain accreditation of all currently accredited programs. 2. Provide top quality master's and doctoral programs. 3. Provide top quality programs in undergraduate and teacher education. Note that some teacher education programs are at the master's level. <ul style="list-style-type: none"> • Use recommendations from the No Child Left Behind Committee to bring teacher education programs into compliance with national legislation. • Investigate a hybrid of the state's | <ol style="list-style-type: none"> 1. Continually review and improve as necessary all departments and units. Maintain accreditation of all currently accredited programs. <ul style="list-style-type: none"> • Conduct regularly scheduled departmental reviews and student satisfaction surveys. • Maintain accreditation of all educational programs. Programs are currently accredited by the National Council for Accreditation for Teacher Education, the American Psychological Association, the Council on Rehabilitation Education, the Council on Accreditation of Counseling and Related Educational Professions, and the Council for Exceptional Children. 2. Provide top quality master's and doctoral programs. <ul style="list-style-type: none"> • Work collaboratively with the Graduate School to |

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| <p>Resident Teacher Certification program to produce more teachers in shortage areas within current resource allocation.</p> <ol style="list-style-type: none"> 4. Continue to collaborate effectively with the Arts and Sciences colleges in teacher education. 5. Provide students with positive learning and advising experiences. 6. Increase enrollment and selectivity in both graduate and undergraduate programs. This goal includes campus driven enrollment and credit production targets. <ul style="list-style-type: none"> • Increase and maintain total enrollment at or above 2350 with graduate enrollment at or above 1100 while also increasing selectivity and diversity. • Increase fall and spring total credit production. • Increase SAT of entering first year undergraduate students and GPA of transfer students. • Increase GREs of doctoral students. 7. Increase from 375 to 400 the average number of certified teachers produced each year with emphases in secondary, master's and shortage areas. <ul style="list-style-type: none"> • Achieve 100% pass rates for the Praxis I and Praxis II teacher licensure examinations by 2006. | <p>increase the number of our students supported by university sponsored graduate fellowships.</p> <ul style="list-style-type: none"> • Increase the number of doctoral student applications. <ol style="list-style-type: none"> 3. Provide top quality programs in undergraduate and teacher education. Note that some teacher education programs are at the master's level. <ul style="list-style-type: none"> • Collaborate with Arts and Sciences faculty to expand pathways to teaching and improve programs at the undergraduate and graduate level. • Provide high quality clinical training for teachers in Professional Development Schools. 4. Provide students with positive learning experiences. <ul style="list-style-type: none"> • Provide high quality advising and student service experiences. 5. Increase enrollment and selectivity in both graduate and undergraduate programs. (This goal includes campus driven enrollment and credit production targets. <ul style="list-style-type: none"> • Increase the combined GRE scores of entering Ph.D. students. • Develop a comprehensive recruitment program to increase the enrollment of highly talented graduate and undergraduate students. |
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INITIATIVE THREE

Promote diversity, community, and respect.

There were no changes in goals, only elimination of specific initiatives. The college remains fully committed to diversity.

| Proposed New Goals | Original Goals |
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| <ol style="list-style-type: none"> 1. Increase the diversity of our faculty. 2. Increase the diversity of undergraduate and graduate student bodies. 3. Include diversity issues in both curricula and research. 4. Assure that all of our graduates are competent to work with diverse populations. Where appropriate, work to assure exposure to diversity in field experience. 5. Promote a college environment for all students, faculty, and staff that respects and values differences. | <ol style="list-style-type: none"> 1. Work to increase the diversity of our faculty while also increasing excellence. For example, <ul style="list-style-type: none"> • Improve efforts to recruit racial/ethnic minority faculty. • Improve retention of racial/ethnic minority faculty. 2. Increase both the excellence and the diversity of our undergraduate and graduate student bodies through significantly expanded recruitment efforts. <ul style="list-style-type: none"> • Increase the combined percent of African American, Hispanic, Asian, and Native American students in our undergraduate and graduate student bodies to 30% by 2004. 3. Promote inclusion of diversity issues in both curricula |

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| <p>6. Facilitate a sense of community among faculty, staff, and students through planning and implementation of activities, events, and opportunities for meaningful collaboration.</p> <p>7. Provide regular opportunities to involve retired faculty and staff in the life of the college.</p> <p>8. Provide a structure that encourages recognition of faculty and staff accomplishment.</p> | <p>and research.</p> <p>4. Assure that all of our graduates are competent to work with diverse populations. Where appropriate, work to assure exposure to diversity in field experience.</p> <p>5. Promote a college environment for all students, faculty, and staff that respects and values differences.</p> <p>6. Facilitate a sense of community among faculty, staff, and students through planning and implementation of activities, events, and opportunities for meaningful collaboration.</p> <p>7. Provide regular opportunities to involve retired faculty and staff in the life of the college.</p> <p>8. Provide a structure that encourages recognition of faculty and staff accomplishment.</p> <ul style="list-style-type: none"> • Assign the task of faculty and staff awards and recognition to an ongoing committee of the college. • Establish college awards to recognize faculty and staff whose exemplary work contributes to maintaining the human infrastructure of the college. • Investigate and pursue additional opportunities to recognize college faculty, staff, and students. |
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INITIATIVE FOUR

Ensure an administrative, operational, and fiscal infrastructure that supports a highly ranked college of education.

| Proposed New Goals | Original Goals |
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| <p>1. Obtain and maintain adequate space to support the programmatic and research needs of the College of Education.</p> <ul style="list-style-type: none"> • Acquire sufficient funding to move the construction of an annex for the Benjamin Building up to 2009 on the university capital construction schedule. • Maintain at least 25,000 in additional research space in campus buildings (e.g., Cole). • Work with facilities to get the Benjamin Building into good condition. <p>2. Develop an adequate fiscal and personnel infrastructure.</p> <ul style="list-style-type: none"> • Work with departments to develop appropriate income streams. • Work with departments to capitalize on opportunities for campus support. • Work with departments to position themselves well as the campus moves to more incentive driven fiscal models. • Assure that all personnel and fiscal requirements are carefully | <p>1. Obtain adequate space to support the programmatic needs of the College of Education.</p> <ul style="list-style-type: none"> • Secure a sufficient combination of private and state funds to begin construction on a state-of-the-art instructional and research facility by 2004. • Secure additional temporary space during 2000. • Add a research annex for the Center for Young Children to the campus building plan. • Assure adequate space for faculty and staff, faculty and student research, and for graduate assistants. <p>2. Assure an adequate fiscal and personnel infrastructure.</p> <ul style="list-style-type: none"> • Increase operating budgets to a level that can reliably support the research and instructional programs of the college. • Strategically increase the number of faculty and staff in order to take advantage of opportunities to increase excellence. • Assure that faculty and staff salaries are competitive with those of peer institutions. <p>3. Develop an expanded research infrastructure that will support strategic acquisition and management of grants and contracts.</p> <ul style="list-style-type: none"> • Complete staffing of a college research office that will help connect faculty with research opportunities and support acquisition of large multi-department, multi-college, and multi-campus grants. |

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| <p>monitored and that we are in full compliance with all applicable regulations.</p> <ul style="list-style-type: none"> • Use the recommendations of the Work Load Committee to assist the college in maximizing its resources from campus. <p>3. Maintain a research infrastructure that will support strategic acquisition and management of grants and contracts.</p> <p>4. Support and promote the college through a high quality external relations infrastructure.</p> <ul style="list-style-type: none"> • Cultivate long term relationships with alumni. • Promote the college effectively through high quality publications and public relations. • Support a college board of visitors to advise the dean on critical issues. • Significantly increase the support obtained from private donors. <p>5. Continue to measure and focus effort through an annual strategic plan assessment and revision process.</p> <p>6. Maintain a college committee infrastructure, including periodic ad hoc committees, to promote collaboration and shared responsibility in achieving the goals of this strategic plan.</p> | <ul style="list-style-type: none"> • Develop mechanism to fund expanded operation from increased college overhead funds. • Engage consultants as needed for specialized research support activities. <p>4. Develop an external relations infrastructure to support relationship building and development.</p> <ul style="list-style-type: none"> • Develop and support a college board of visitors to advise the dean on critical issues. • Develop an external relations infrastructure that includes at least a part time assistant dean, a publications/public relations specialist, the college development officer, and secretarial support. • Implement a college publication plan that includes college and departmental publications that are targeted to specific audiences and feature various aspects of excellence. • Develop and maintain a high quality web site. • Increase participation of our alumni in college-sponsored events. • Develop effective relationships with the business community and with leaders of state and national educational organizations. <p>5. Raise funds to support the college margin of excellence. State funds provide partial support for the basic programs of the college. They do not provide for the excellence in research and scholarship that make us a high quality college of education. This "margin of excellence" requires private funds.</p> <ul style="list-style-type: none"> • During 2000, prepare and promote an "initial public offering" that includes a range of investment opportunities in the college, including the naming gift, building funds, endowed chairs, doctoral fellowships, and the K-16 Center, and is connected with the college strategic plan. • Triple the number of annual gifts, the total annual gift amount, and the number of gifts at or above the \$100,000 level by May 2001. • Raise the level of external grant and contract support to \$14 million dollars by 2002. <p>6. Develop an annual assessment to support continuous quality improvement, including continued refinement of the strategic plan.</p> <ul style="list-style-type: none"> • Develop mechanisms for gathering and reporting the data necessary to measure our progress on goals of this strategic plan. • Develop a process for departmental, unit, and college annual review and report of progress relating to the plan in order to (a) improve progress, and (b) update goals as necessary in order to respond to changing opportunities or challenges. • Develop a benchmarking system to enable us to evaluate our outcomes in comparison to those of specific highly ranked research universities (i.e., our aspirational peers). <p>7. Develop a college committee infrastructure, including senate committees, to promote collaboration and shared</p> |
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| | responsibility in achieving the goals of this strategic plan. |
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INITIATIVE FIVE

Promote outreach and partnerships to increase Pre-K-16 collaboration, improve the lives of citizens of the state and nation, and engage the community.

| Proposed New Goals | Original Goals |
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| <ol style="list-style-type: none"> 1. Plan strategic outreach activities to serve the citizens of the state and nation. 2. Collaborate with the Maryland State Department of Education and County/City School Districts to improve achievement of all students. 3. Continue to serve the campus through the exemplary early childhood educational program at the Center for Young Children. | <ol style="list-style-type: none"> 1. Plan strategic outreach activities to serve the citizens of the state and nation. <ul style="list-style-type: none"> • Bring the results of our research efforts into the community through institutes and centers that connect public needs with research-based actions. • Maintain and enhance our partnerships with Pre-K-12 schools and the Maryland State Department of Education to foster improvement of education in the state. • Develop strategic degree and non-degree outreach programs, including summer institutes and executive programs that serve specific audiences and foster improvement of education in the state and nation. 2. Collaborate with the Maryland State Department of Education and County/City School Districts to improve achievement of all students. <ul style="list-style-type: none"> • Continue to develop and expand the Maryland Institute for Minority Achievement and Urban Education. 3. Continue to serve the campus through the exemplary early childhood educational program at the Center for Young Children. |

INITIATIVE SIX

Provide leadership in the use of technology as a tool to improve instructional quality, teacher preparedness, and access.

| Proposed New Goals | Original Goals |
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| <ol style="list-style-type: none"> 1. Promote the effective use of technology in instruction to improve student learning. 2. Support technology in instruction through an adequate hardware, software, and technical support infrastructure. 3. Assure compliance with all state and national standards for preparing graduates to effectively use technology. 4. Maintain current web resources that include updated course syllabi and faculty vitae as well as program requirements. 5. Encourage research on the role of information technology in teaching and learning. | <ol style="list-style-type: none"> 1. Model pedagogically driven use of technology to support high quality instruction. <ul style="list-style-type: none"> • Improve the availability of state-of-the-art hardware, software, and infrastructure so that all faculty can use technology in their courses without problems. • Provide effective training and support to enable all faculty to use technology effectively in instruction. • Assure that at least half of all appropriate classes use state-of-the art instructional technology by 2002. 2. Improve the technology infrastructure and technical support throughout the college. 3. Expand or leverage resources to significantly enhance our utilization and delivery of distance education. 4. By 2004, assure that all graduates are competent to use information technology effectively. |

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| <p>6. Provide strategic technology outreach to improve education in the state and nation in conjunction with the college strategic plan.</p> | <p>5. Increase research efforts focused on the role of information technology in teaching and learning.</p> <p>6. Provide strategic technology outreach to improve education in the state and nation in conjunction with the college strategic plan.</p> <p>7. Engage the business community in technology planning to assure workforce readiness.</p> |
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