I. Background

On September 17, 2008, faculty received the charge to gather information about (a) what is and is not working in the area of teaching and learning in the COE, (b) soliciting feedback from relevant stakeholders, (c) evaluating feedback, and (d) proposing strategies and metrics consistent with the Purdue “New Synergies” strategic plan. Shortly after this initial meeting, members of the “Launching Tomorrow's Leaders” tiger team met to review the 2008 Purdue and the 2003 College of Education strategic plans, identify strategies for soliciting feedback from stakeholders, and develop stakeholder surveys. Following several hours of meetings, exchanging emails, and reviewing drafts over a two-month period, we developed two electronic surveys targeting current undergraduate and graduate students and community stakeholders.

II. Procedures used to solicit input

Input regarding “Launching Tomorrow’s Leaders” was solicited in three ways. First, electronic surveys, developed using Qualtrics, were disseminated through academic advisors during registration. Second, hard copies of surveys were distributed to and completed in large lecture classes in the College of Education. Finally, an electronic link to the community stakeholder survey was distributed via email to teachers, school counselors, education-related service providers, and school administrators. All surveys seeking feedback from students and community stakeholders were distributed in October and November of 2008. Responses were received from 153 individuals, representing education professionals in the local community and both current Purdue undergraduate and graduate students. All received comments were then considered in developing suggested COE strategies and goals. In addition, faculty feedback was solicited asking: “What do you consider to be the greatest challenge in the COE related to the learning mission of the college?” “What strategies would you use to ensure the recruitment and retention of superior undergraduate and graduate students in the COE?” and “How might faculty better collaborate with P-2 education to attract students to STEM disciplines?” Faculty responses were incorporated into the white paper.

III. Goal Statement from 2008-2014 Purdue Strategic Plan

Promote excellence in learning experiences and outcomes, fostering intellectual, professional, and personal development to prepare learners for life and careers in a dynamic, global society.

To meet the overall goal of the current Purdue Strategic Plan for “Launching Tomorrow's Leaders” within the context of the College of Education (COE), several goal
recommendations were developed. These goals build on the previous COE strategic plan and current stakeholder feedback.

IV. Suggested COE Strategies

Goal 1: Recruit “high caliber” students

Strategies:
- Increase admission requirements for all incoming students.
  - Undergraduate: Beginning in 2012, require each incoming first year student to have successfully completed the equivalent of the Indiana Core 40 with Academic Honors high school diploma;
  - Masters: Increase minimum GRE scores required for admission into masters programs
  - Ph.D.: Increase minimum GRE scores required for admission to doctoral programs, require interviews for admission, require the inclusion of writing samples in application materials
- Emphasize the STEM areas as a signature for the COE
- Create a more formal honors program to add challenge for advanced undergraduate students
- Collaborate with P-12 schools in enhancing “teacher cadet” programs
- Increase graduate student recruitment efforts at state and national conferences
- Increase masters program enrollment through the recruitment of high caliber local teachers

Rationale:
- Will increase the COE status as a research intensive university
- May decrease class size, thus increasing TIP possibilities, teacher-student ratio, etc.
- May increase the student body’s independence, self-motivation, discovery-orientation, thereby allowing for development and execution of a wider variety of learning experiences
- May increase the number of high caliber graduate students enrolled in masters and doctoral level programs.

Goal 2: Increase student retention

Strategies:
- Proactive monitoring and counseling of all students during first 2 years within COE, counsel as needed to help retain those that struggle
- Incorporate cohort groups within early class experience
- Establish learning communities
- Greater use of service learning projects that involve cohort teams who work together
• Conduct annual masters and doctoral level student evaluations in order to monitor and provide regular feedback to students regarding their progress in the program of study.

_Rationale:_
• Increase COE reputation for excellent level of graduated students

**Goal 3: Increase the quality of the overall student learning experience**

_A. Strategies for undergraduate students:_
• Increased levels of STEM learning experiences
• Increased levels of service learning (e.g., required EPICS-type service learning participation)
• Greater levels of in-school experiences (TIP)
• More global experiences involving colleagues from other countries and cultures (e.g., required study abroad experiences)
• Increased caliber of the COE teacher education instructors (e.g., more with in-class teaching experience, enhanced English skills)
• Faculty exchange programs in order to diversify the classroom experience
• More learning experiences that require team efforts – where team members are not part of the Purdue culture
• More experiences where leadership skills are needed (e.g., team/project managers for developing learning materials)
• Development of a mentor program where in-service teachers come to campus, attend classes with their mentees, and work with the mentees in their own class school settings.
• Match cross course content to alleviate content overlap or include missing elements
• Create a formal honors program for a small cohort group of incoming students each year

_Rationale:_
• Undergraduates graduate at a higher level of teaching performance and are sought after to a greater degree

_B. Strategies for Masters graduate students:_
• Design online (elementary, special ed, secondary) certification and Masters programs that focus on in-service teachers – in particular focus on programs with a STEM emphasis
• Create cohort groups for all online programs

_Rationale:_
• Offer more options to the in-service teachers who desire additional classes, certification, and graduate programs.
C. Strategies for Ph.D. graduate students:

- Increased required levels of research mentorship and production (publications and presentations)
- Increase required levels of entrance requirements
- Increase level of research assistantship money available
- Require all PhD students to complete research mentor/internships
- Create a solid, required set of foundational research courses for all graduate students

Rationale:

- Graduate students from many program areas attain higher level positions upon graduation
## V. Linkages with the 2008-2014 Purdue plan and the 2003-2008 COE Plan

<table>
<thead>
<tr>
<th>Category</th>
<th>2008-‘14 Purdue Plan</th>
<th>Suggested Strategies 2009-2015</th>
<th>2003-‘08 COE Plan</th>
</tr>
</thead>
</table>
| **Undergraduate and graduate student recruitment** | (A) Reinvigorate the recruitment and retention of a diverse pool of students with enhanced academic preparation  
(B) Substantially increase student financial aid  
(C) Recruit and retain student athletes  
(D) Enhance competitiveness in graduate student recruitment and support  
(P) Enhance pathways to Purdue  
(Q) Increase student interest and involvement in STEM careers  
(S) Provide Indiana’s P-14 educational communities with leadership in preparing more students  
(T) Develop personalized academic connections | • Increase admission requirements  
• Emphasize the STEM areas as a signature of the COE  
• Create a more formal honors program to add challenge for advanced students  
• Collaborate with P-12 schools in enhancing “teacher cadet” programs and in providing leadership for preparing future undergraduate students  
• Increase the number of courses offered via online and distance education. | Appropriately size and focus all undergraduate and graduate licensure and degree programs |
| **Student retention**             | (E) Develop a greater sense of community  
(F) Instill in students a passion for academic success as well as life-long learning  
(K) Proactively attend to student success  
(R) Develop special retention efforts for students to remain in the STEP disciplines | • Proactive monitoring and counseling of all students during first 2 years within COE, counsel as needed to help retain those that struggle  
• Incorporate cohort groups within early class experience  
• Establish learning communities  
• Greater use of service learning projects that involve cohort teams who work together | |
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<th>Provide exceptional students with enhanced educational opportunities</th>
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<tr>
<td>L</td>
<td>Significantly transform introductory (gateway) courses</td>
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<tr>
<td>M</td>
<td>Create a centralized framework for student excellence and leadership</td>
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<tr>
<td>N</td>
<td>Expand and integrate civic engagement</td>
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<td>O</td>
<td>Promote respect and value in an inclusive community</td>
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<tr>
<td>U</td>
<td>Create opportunities and spaces for active, interactive, collaborative learning</td>
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</tbody>
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- Increased caliber of the instructors (e.g., more with in class experience, enhanced English skills)
- Increased levels of service learning
- Faculty exchange programs in order to diversify the classroom experience
- More learning experiences that require team efforts – where team members are not part of the Purdue culture
- More experiences where leadership skills are needed (e.g., team/project managers for developing learning materials)

Increase undergraduate student participation in learning opportunities such as the following: undergraduate research, study abroad programs, interdisciplinary and experimental programs, service learning, and career and professional development programs.

Build strong graduate programs that produce students who are excellent scholars, teachers and leaders.
VI. Relevant synergies, partnerships, and collaborations

P-12 Schools
Purdue Office of Advising and Recruitment
COE Graduate Office
Purdue Office of Field Experiences
Office of Programs for Study Abroad

VII. Metrics

1. (NEW*) Number of undergraduate students admitted who completed the equivalent of a Core 40 with Academic Honors high school diploma.
2. (NEW*) Number of undergraduate students who entered as first year students and graduate within 5 years (retention)
3. (NEW*) Survey results from graduates assessing quality of professional preparation.
4. (NEW*) Number of courses with field experiences; number of student participants in field experiences; number of cooperating P-12 professionals assisting with field experiences; diversity of field experiences.
5. (NEW*) Number of courses in which students participate in service learning activities.
6. (NEW*) Number of student participants in undergraduate research experiences, learning communities, study abroad programs, interdisciplinary and experimental programs, service-learning and career and professional development programs.
7. (NEW*) Number of graduate student presentations, publications, and grants per year.
8. (PU M28**) Number of graduate student awards.
9. (NEW*) Evidence of graduate student involvement in state, national, and international organizations.
10. (PU M42**) Number of P-12 collaborations with (NEW) evidence of leadership for preparing future Purdue students
11. (NEW*) Number of learning communities in the COE
12. (NEW*) Number of students who represent diverse ethnic, cultural and racial backgrounds
13. (PU B15**) Number of graduate students who complete their program of study within a timely manner (masters within 5 years, doctorate within 7 years)
14. (NEW*) Number of undergraduate and graduate cohorts
15. (NEW*) Number of instructors with previous teaching experience
16. (NEW*) Number of undergraduate and graduate courses offered via online and distance education formats.
17. (NEW*) Number of graduate students recruited at state and national conferences
18. (NEW*) Number of local teachers enrolled in masters program
19. (NEW*) Number of undergraduate and graduate students focusing on STEM areas
20. (NEW*) Number of program areas with undergraduate and graduate student monitoring and counseling procedures in place
21. (NEW*) Number of STEM learning experiences available to undergraduate and graduate students
22. (NEW*) Documentation of system, per program area, to alleviate course content overlap
23. (NEW*) Documentation of a required set of foundational research courses for graduate students per program area

24. (NEW*) Number of doctoral students completing research mentor/internships

25. (NEW*) Documentation of research assistantship monies available to graduate students

26. (NEW*) Number of undergraduate teacher education graduates in science (all areas) education, math education, and engineering/technology teacher education.

*Indicates new metric based on new strategic plan recommendation

**Indicates metric from the November 2003 SOE strategic plan
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<th>Metrics</th>
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• (NEW*) Number of program areas with undergraduate and graduate student monitoring and counseling procedures in place                                                                                                                                 |
| Curriculum and Instruction                    | • Increased levels of STEM learning experiences  
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