Program Improvement Summary Report  
Program: School of Education, Health, and Human Performance

Academic Affairs

School of Education, Health, and Human Performance

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
We have had tremendous success with our national accreditations. We have successfully passed NCATE (new accreditation will be CAEP with a site visit in 7 years) and CAATE. Our Public Health program has just graduated their last student under the old program. Beginning fall 2014 they will start to revise their curriculum with the ultimate goals of going up for accreditation in 3 - 5 years. This will be an ongoing process.

Both departments have submitted their T & P documents to Academic Affairs. As soon as they are approved we will begin the process of revising our evaluation tools.

Health and Human Performance

Athletic Training - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The ATEP faculty met to discuss the results and proposed curriculum changes regarding better ways for assessing goal #2: Integrating knowledge into performance. These will be implemented in the 2014-2015 AY and then re-evaluated.

Coaching - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Program faculty met to discuss assessment results. It was determined that the current assessment plan was not reflective of the program goals therefore the following changes will be made for the 2014-2015 AY:

we will use a project-based assessment method for goal 1
we will use a more specialized rubric from the teacher education program for goal 2

Exercise Science - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The program faculty met and discussed the results. For goal #1 they decided that

instructors teaching 210 will meet prior to the beginning of each semester to discuss specific methods to address health-related fitness content. In addition, students will be assigned an in-class article review using the American College of Sports Medicine Position Stand: Quantity and Quality of Exercise for Developing and Maintaining Cardiorespiratory, Musculoskeletal, and Neuromotor Fitness in Apparently Healthy Adults: Guidance for Prescribing Exercise.

For goal #2, based on discussions concerning EXSC 340 Lab, instead of using the final lab grade, assessment will be based on the lab report generated for Body Composition Techniques and Analysis (Lab 2). A common rubric will be developed and used across all sections. For the next assessment cycle, Unit Test 1 will be used in EXSC 440 instead of the group presentation.

For goal #3, Unit Test 3 will still be used for assessment, however, questions specific to nutrition and health will be grouped and a separate analysis will be done. A common group of questions pertaining to nutrition and health will be used across sections in EXSC 340.
Health - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
These results confirm that the current approach in the class is working for goal #1. The program faculty will be meeting this fall 2014 to discuss assessment and develop a meaningful course of action for goal #2.

Physical Education with Teacher Certification - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The 3 program goals or SLOs are all directly tied to the NCATE/NASPE accreditation report.

SLO 1: 16.7% (6/36 candidates) did not meet the minimum GPA requirement for admissions into the program. Candidate grades are checked through the program coordinator at the end of each academic semester. At the end of each academic year (May) the program meets individually with each candidate interested or accepted into the program to discuss their status. Students of concern will be identified earlier in the process (end of fall semester) and with meetings with candidates that do not meet the minimum GPA requirement will be made prior to the start of the spring semester.

SLO 2: All candidates in the 300 and 400 level courses met the acceptable level of performance. 1.7% (3/18 candidates) in the 200 level course did not meet the minimum requirement for this SLO. The program feels that better communication between faculty and candidates prior to the 200 level course is required to inform students of this requirement. Faculty felt that the 300 and 400 level students knew of the requirement and prepared for it compared to some of the 200 level students that were not aware of it prior to their participation in the course.

SLO 3: This assessment is conducted during Clinical Practice. This assessment is a mastery type assignment, therefore candidates work until they reach target, thus 100% of candidates met the expectation of the evaluation. The program will discuss the continuation of this SLO in the fall program meeting.

SLO 4: 100% of candidates met the expectation of SLO 4 for PEAC 117. 8% (2/25) candidates did not meet the expectation of SLO 4 for PEAC 105. The program met with the course instructors to discuss the concerns of the results of this SLO. It was felt by course instructors that the SLO is fair and reasonable. Further development of possibly adding to the expectation was discussed at the program meeting with the addition of a teaching episode to the entire class will be piloted in the fall.

Public Health - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Goal #1 was met. The Public Health faculty will meet during the 2014-2015 AY to discuss whether or not they will keep this goal as is or revise it. Goal #2 was met this year. This year the assessment was modified because the goal had not been met the year before. The PH faculty will revisit this goal again during the AY 2014-2015. For goal #3, although all students achieved the designated percentages, there was a certain amount of variability in the grades each student earned. The Capstone course has been taught in a team approach since its inception. One of the Public Health faculty members serves as a "lead" instructor, handling the syllabus and make-up of the class. The other three Public Health faculty members each teach three class periods during the semester. The "lead" teaches all of the remaining classes. In the fall, we are trying a new approach in which one faculty member will handle all aspects of the course. Although all students taking this senior level class would most likely have had each of the Public Health faculty in another class, there may be more consistency of expectations and grading if one person is responsible for all aspects.
Teacher Education

Early Childhood Education - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Results indicate students meet or exceed target in a majority of areas assessed. We feel confident a majority of students leave our program with strong knowledge and skills related to child development, lesson planning, and assessment.

Three primary needs we hope to address include:
1) increasing opportunities for students to interact with diverse families.
2) enhancing students' reflective thinking.
3) advancing students' ability to analyze pre- and post-assessment data.

Three ways our program will work to improve in these areas:
1) hire a new faculty member with expertise and experience with family involvement
2) require students to videotape and analyze their own teaching
3) increase opportunities for students to analyze assessment data in EDEE 363 (and other methods courses)

Early Childhood Education - MAT

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Results indicate students meet or exceed target in a majority of areas assessed. We feel confident a majority of students leave our program with strong knowledge and skills related to child development, lesson planning, family involvement and assessment.

However, in order to collect more meaningful data in future semesters we are looking to make several changes to our assessments. First we would like to better aggregate field notebook data to see differences by content area OR replace the field notebook altogether with a new assignment. Second, we would like to create a better system for orientation and mentoring of adjunct faculty particularly for courses in which program data is collected. Though we feel confident this program is meeting students' needs, the changes above would help us collect better data to aid us in program improvement.

Elementary Education - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Taken together, results indicate the Elementary Education Bachelor of Science Program effectively prepares program completers as teaching candidates according to South Carolina licensure guidelines. Within the program there are opportunities for growth. Next year, we will implement video observations of teaching practices during field coursework. In the classroom, students will engage in self-reflection as well as build opportunities for peer feedback. We anticipate improvements in indicators that assess classroom behavior management strategies as well as dispositional indicators that include problem-solving and require insight into the impact of teacher practices on student performance.

Elementary Education - MAT

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Taken together, results indicate the Elementary Master of Arts in Teaching Program effectively prepares program completers as teaching candidates according to South Carolina licensure guidelines. Within the program there are opportunities for growth. Next year, we will implement video observations of teaching practices during field coursework. In the classroom, students will engage in self-reflection as
well as build opportunities for peer feedback. We anticipate improvements in indicators that assess classroom behavior management strategies as well as dispositional indicators that include problem-solving and require insight into the impact of teacher practices on student performance.

**ESOL 1 - Certificate**

**Program Improvement Summary**

*Summary of assessment results with focus on program improvement (to be shared publicly)*

The main improvement in our ESOL program this year was the number of registered students. This is a small program, so having a district cohort highly increases our numbers. Because of the work done in our Professional Development Office, a second district has decided to register a cohort of students to finish the ESOL certificate.

**ESOL 2 - Certificate**

**Program Improvement Summary**

*Summary of assessment results with focus on program improvement (to be shared publicly)*

**Gifted and Talented Education - Certificate**

**Program Improvement Summary**

*Summary of assessment results with focus on program improvement (to be shared publicly)*

**Gifted and Talented Education Certificate Program Assessment Report**

2012-14

The GTE certificate program, a two year, part-time program for graduate students who are already licensed to teach, introduces and develops skills and knowledge of the nature of the gifted and talented learner, what and how to teach and assess the gifted and talented learner as well as how to provide a learning environment well-suited to this student, and how to harness expertise into advocacy and leadership in the field.

The 2012-2014 goals of the program are to

1. Provide a program of study at the graduate level in gifted and talented education for the purpose of adding an area of certification and in doing so, contribute to the credentialing of gifted and talented educators in South Carolina.
2. Provide teachers with a focused program of study which supports their development of knowledge and skills across the program

2012-2014 Student Learning Outcomes include the following:

- **Understanding and valuing the learner:** Students will understand the nature and diversity of gifted and talented students;
- **Knowing what and how to teach and assess and create environments in which learning occurs:** Students will build their skills and knowledge of how to modify content, process/product, environment, and rigor to promote the learning and talent development of gifted and talented students; and
- **Understanding Self as a Professional:** Students will harness their expertise to advocate for the
rights and opportunities to learn for gifted and talented students.

**Program Assessment Procedures**

**Program Goals.** For program goals, the number of GTE completers and how many program completers earned SC gifted education endorsement and/or SC gifted education certification was examined. The measure of goal 2 was examination of the cumulative GPA of program completers.

**Student Learning Outcomes- Assessment.** For each outcome, specific course assessment points matched to SLOs were used to determine the level of student performance based on exemplary, competent, or developing to over time. Assessment points and data are reported in charts below.

### 2012-2014

**SLO 1: Understanding and valuing the learner**

**Chart 1**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment and course</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and valuing the learner: Students will understand the nature and diversity of gifted and talented students</td>
<td>Summer 2012 EDFS 760: Case Study N = 13</td>
<td>Score range 19-20</td>
<td>Score range 14 - 18</td>
<td>Score range 13 below</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

### 2012-2014

**SLO 2: Knowing what and how to teach and assess and create environments in which learning occurs**

**Chart 2**

Data for Assessment
**Student Learning Outcome**

<table>
<thead>
<tr>
<th>Assignment and course</th>
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<th>Competent</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowing what and how to teach and assess and create environments in which learning occurs:</strong> Students will build their skills and knowledge of how to modify content, process/product, environment, and rigor to promote the learning and talent development of gifted and talented students;</td>
<td>Fall 2012 EDFS 761: Mini Unit Plan N = 13</td>
<td>Score range 19–20 10</td>
<td>Score range 14 – 18 3</td>
</tr>
<tr>
<td></td>
<td>Fall 2013 EDFS 763: Lesson Design, Implementation and Reflection N = 17</td>
<td>Score range 20 – 25 12</td>
<td>Score range 17 – 19 4</td>
</tr>
</tbody>
</table>

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2012-2014

SLO 3: **Understanding Self as a Professional**

Chart 3

Data for Assessment
### Data Analysis Procedures

Generally, data showed student performance in competent/exemplary range for each of the SLOs. One student on one assessment point of SLO 2 was at the developing performance level. The analysis shows that investigation of development in each of the three SLOs at two points in time would be the direction to move in to strengthen the assessment.

#### 2012-2014 Results

<table>
<thead>
<tr>
<th>SLO</th>
<th>Findings</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLO 1: Understanding and valuing the learner</strong></td>
<td>100% at exemplary and/or competent level of performance on key assessment point</td>
<td>Evidence exists that students in this cohort understand the nature and needs of the GT learner.</td>
</tr>
<tr>
<td><strong>SLO 2: Knowing what and how to teach and assess and create environments in which learning occurs</strong></td>
<td>100% at exemplary and/or competent on mini unit assessment point; 85% at exemplary and/or competent on Lesson design, implementation, and reflection assessment point.</td>
<td>Evidence exists that all but one of the students in this cohort have strong skills in planning what and how to teach and assess the GT learner.</td>
</tr>
<tr>
<td><strong>SLO 3: Understanding Self as a Professional</strong></td>
<td>100% at exemplary and/or competent on both assessment points</td>
<td>Evidence exists that students in this cohort demonstrate skills and knowledge needed to advocate, collaborate, and provide appropriate learning for GT learners.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
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<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Self as a Professional: Students will harness their expertise to advocate for the rights and opportunities to learn for gifted and talented students.</td>
<td>Summer 2013 EDFS 686: Advocacy Project</td>
<td>Score range 14-15 14</td>
<td>Score range 13-11 3</td>
<td>Score range 10 below 0</td>
</tr>
<tr>
<td></td>
<td>Spring 2014 EDFS 762: Field Study N = 17</td>
<td>Score range 19-20 12</td>
<td>Score range 14 – 18 5</td>
<td>Score range 13 below 0</td>
</tr>
</tbody>
</table>
1. Create two assessment points for each SLO that show development over time.
2. Develop a summary rubric to be used in a “mini-capstone” in the final course that is completed based on student performance in all three SLOs at the certificate program end point.

Middle Grades Education - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The American Middle Level Education organization changed and implemented new preservice standards last year. We have altered and revised the rubrics and criteria for the candidates. These new rubrics and criteria will be implemented next academic year.

Legislative initiatives either passed or being strongly considered will change the landscape of the middle grades program. As a result of content test results and legislative initiatives, the Middle Grades program will be introducing a Literacy course next year. Within the next academic year, the Middle Grades program will also initiate a one-concentration major. This will allow for more content knowledge and room for more literacy and reading & writing across the curriculum courses.

Middle Grades Education - MAT

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The American Middle Level Education organization changed and implemented new preservice standards last year. We have altered and revised the rubrics and criteria for the candidates. These new rubrics and criteria will be implemented next academic year.

Secondary Education English - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The scores for goal #1 indicate that the English teacher candidates are progressing and meeting the standards that are aligned with the assessment. However, because there are areas that the English teacher candidates are receiving scores of Adequate (1), instead of Target (2), this will be areas to discuss during the AY 2014-2015.

For goal #2 we will keep doing what we have been doing. We will, though, continue to share with our students new information and research that they can apply to their work with schools and families.

Secondary Education Mathematics - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The Secondary Mathematics program teacher candidates are extremely well prepared and meet all assessment indicators at an acceptable or target levels. All the 81 indicators of the The NCATE/NCTM
Secondary Education Science - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

The secondary science cognate majors are doing very well in the program. The students are performing at consistently high levels as novice teachers. All students in the program this year performed at a level higher than required to enter into clinical internships (the culminating experience) for their program. The students knowledge and skill level translated across the written work to classroom performance. The rubrics illustrate the rigor of assessment and knowledge and skills they are required to attain for state and national accreditation purposes. We use the same rubrics for state and national accreditation purposes that are used for SACSCOFC. We are very happy with the results of our current program.

Secondary Education Social Studies - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

Assessment results

1. Only five interns out of ten have completed PRAXIS II and eight have taken the PLT.
2. Four of five passed PRAXIS II and all eight passed the PLT. This may be a problem based on coursework or it could be more dramatic just because not all candidates have taken PRAXIS II.
3. Overall the Long Range Plans were excellent. Past changes to include a draft and final version have increased quality.
4. Overall, the Candidate Work Samples submitted are excellent, but closer scrutiny does show that at least one candidate had a disconnect between disabilities in the class and what that might mean for related accommodations to instruction.

Things to be considered based on these assessments:

1. Based on social science course grades compared to PRAXIS II sub tests, have a conversation with the departments of Anthropology and Sociology, Economics, History, and Political Science to consider a minimum grade requirement for the required social science courses.
2. Encourage (require?) interns to take PRAXIS II before or during Clinical Practice.
3. Provide Long Range Plan results to faculty teaching EDFS 326 and EDFS 456 where candidates are first exposed to long range or unit planning to determine if changes need to be made in those courses.
4. Encourage candidates to be more vigilant early in the semester during the Long Range Plan to have an inventory of student interests, learning style and disabilities.

Special Education - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

The BS Special Education Program met all goals designated for the current reporting period. One-hundred percent of students passed core and specialty licensure examinations, students demonstrated mastery of material in key foundational and procedures courses, students completing their clinical internship all reached the “met” level on the state-required ADEPT evaluation instrument and students produced "exemplary" or "satisfactory" portfolios that documented their knowledge and skill development. Areas in which work needs to be done include:
increase enrollment
- study and increase the reliability of the ADEPT instrument as used with undergraduate special education teacher candidates
- analyze student performance on other licensure exams (i.e., Principle of Learning and Teaching and exams needed to gain "highly qualified" status)
- based on CEC-developed discipline-specific standards, work with students to increase their ability to document their growth in knowledge and skills using the program portfolio

Special Education - Certificate

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
As noted in our report, the Special Education Graduate Certificate Program had only three admitted students during the current reporting period. One student took two courses. The other two students are scheduled to begin their coursework during the summer of 2014. Due to the small number of students in the program, data were unable to be collected and analyzed for this program.

Obviously, our main goal for the program at the present time is to increase our student base. The certificate program, as stated in the report, provides in-service teachers with a coordinated, systematic approach to adding on special education licensure in teaching students with mental, learning or emotional/behavior disabilities. They earn a "certificate" which acknowledges the focused nature of an official program of study. As more students enroll in the program, we fully anticipate that they will meet programs goals similar to those in our Master of Arts in Teaching Program such as excellence performance on licensure exams.

Special Education - MAT

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The Special Education MAT Program met all goals designated for the current reporting period. One-hundred percent of students passed core and specialty licensure examinations, students demonstrated mastery of material in key foundational courses, students completing their clinical internship all reached the "met" level on the state-required ADEPT evaluation instrument and students produced "exemplary" portfolios that documented their knowledge and skill development. Areas in which work needs to be done include:
- increase enrollment
- study and increase the reliability of the ADEPT instrument as used with MAT special education teacher candidates
- analyze student performance on other licensure exams (i.e., Principle of Learning and Teaching and exams needed to gain "highly qualified" status)
- investigate the feasibility of converting the current discipline-specific program into a "multi-categorical" program
- based on CEC-developed discipline-specific standards, work with students to increase their ability to document their growth in knowledge and skills using the program portfolio

Teaching, Learning, and Advocacy - MEd

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Number of program completers = 31, up from six in 2012-2013

Goal 1: 58% earned Target, down from 67% in 2012-2013
Goal 2: 77% earned Target, up from 50% in 2012-2013
Goal 3: 48% earned Target, up from 33% in 2012-2013
Goal 4: 77% earned Target, up from 67% in 2012-2013
Goal 5: 80% earned Target, up from 67% in 2012-2013.

The number of students graduating in the MTLA program increased considerably in 2013-2014, largely because an 18-person cohort of Berkeley County teachers completed the program. With a larger graduating class and program improvements, we saw improvements in student performance in relation to four of the five program goals. We will continue to make program improvements with the goal of seeing continual improvements in student performance.