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

College of Charleston
Academic Affairs
School of Education, Health, and Human Performance

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The Athletic Training Program underwent a thorough analysis to determine the viability of moving from an undergraduate to a graduate degree. This decision was very difficult as it was not only based on the academic success or meeting expected learning outcomes, but rather it came down to a financial decision. As a result of the thorough analysis, it was determined that it would not be cost efficient to move the undergraduate program to a graduate level program. The current undergraduate program is being taught out as a result of change from the national accrediting body. This decision was made based on a thorough assessment of several key elements all which resulted in the final decision.

EHHP is committed to providing its faculty with up to date assessment system that reflects the values of the College and the School and reflects best practices. The observation rubric for HEHP was reviewed and revised based on feedback provided by the faculty. The new form was forwarded to the dean and approved. The rubric was pilot tested spring 2016. It was adopted and will be the form used starting fall 2016. TEDU continues to work on revising the Tenure and Promotion document for all faculty. This document has been reviewed by the Dean and feedback has been provided. Future updates are pending.

EHHP is committed to ensuring that all academic programs reach the highest level of curriculum and instruction. Within EHHP two new degrees are seeking the knowledge to inform future decision regarding accreditation in Public Health and Exercise Science. This is an ongoing process and will likely take ~ 5 years to complete. Both programs are in the process of curriculum mapping and determining any gaps in curriculum and instruction. This will be a continuous ongoing goal for the school of EHHP until the programs reach the status of accredited.

EHHP is committed to the continuous growth of its faculty through research. Faculty continue to publish peer reviewed articles and have met the stated goals. The number of external grants submitted continues to grow within EHHP. The number of external grants that are funded is slowly increasing. As internal opportunities to support research continue to decrease it is imperative that faculty keep current research agendas to they are competitive for external funding. EHHP leadership team will continue to support faculty in seeking external grant opportunities through ORGA and the Dean's office.
Centers, Services & Special Programs

A Talent Development USDE

Assessment Report Summary

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Performance Objectives Information and Related Performance Measures Data

Examination of Progress (Include Qualitative Data and Data Collection Information)

Explanation of Progress in Partnership Development:
October – December, 2014: Advisory Board formation: Project steering committee expanded into an Advisory Board with TEDU faculty, project personnel, and CCSD decision makers (Supporting documents: List of members, Meeting minutes).

October – December, 2014: Request for Proposals from Schools to become Talent Development Academies: A Request for Proposals (RFP) for TDAs was created. Meetings with interested principals were held and applications submitted. The Advisory Board reviewed applications (three were submitted) and selected two schools to begin in August 2015 school year. (Supporting documents: Website; applications).

January – May, 2015: Developing school relationship: Meetings held with TDA principal to identify steering committee. Ongoing meetings with principal and steering committees to plan for summer orientation and to map out major activities. Formal and informal needs assessment conducted to provide a basis for planning the teacher development activities (Linked to performance measures. See below).

May – June, 2015: Orientation and Immersion Planning: Plan Summer TDA Orientation and Immersion with school leaders, faculty partners, district committee and content experts. This experience will provide teachers in two participating schools a foundation in talent development, mind-set, culturally responsive teaching and rigorous curricula and instruction. (Supporting documents: Minutes of planning meetings; Program of three day Immersion Conference).

Performance Measures: Explanation of data collection relative to Objective 1, Outcome 1:
Note. *Raw target data were calculated based on criteria that participating schools must enroll at least 300 K-5 students, approximating 20 teachers per school. **Although 46 K-5 teachers
participating in classroom observations, evaluators later learned that one school would loop pre-K teachers into K the following year. As such we distributed questionnaires to the two pre-K teachers who will also participate in the intervention.

1.a. March-April, 2015. CLASS: Observation data serve as both a formal needs assessment and baseline data for classroom quality, instructional rigor, and opportunity for challenge and talent development. CLASS observers were formally trained by the developers of the measure and received certification as CLASS observers after passing a formal reliability test. CLASS observers were blind to the goals of the study. CLASS observers watched and coded videos throughout the observation period to ensure on-going reliability. Each classroom was observed across two 20 minute cycles of instruction. CLASS and COS-R data were collected simultaneously to gain a richer understanding of classroom contexts and affordances. Performance data indicate number of classrooms observed and equaled all K-5 classrooms across both cohort 1 schools. The number of cycle-level observations was 92 (school 1 = 38, school 2 = 54).

1.b. March-April, 2015. COS-R: Observation data serve as both a formal needs assessment and baseline data for classroom quality, instructional rigor, and opportunity for challenge and talent development. COS-R observers had prior experience with the measure and were expert in the delivery of the William and Mary curriculum. COS-R observers were also members of the Advisory Board and were able to conduct informal needs assessments in tandem. Each classroom was observed for one 40 minute cycle of instruction. Twenty percent of observations were dual-coded to ensure inter-rater reliability. Performance data indicate number of classrooms observed and equaled all K-5 classrooms across both cohort 1 schools.

1.c. April-May, 2015. Mindset Survey: This data collection time point for the Mindset survey will serve as baseline data prior to intervention. We will collect an additional data point for each year of the intervention. This survey will enable us to capture growth in Mindset as a result of study participation. Of the 48 distributed questionnaires, we received 44 completed packets. One teacher is retiring and opted out of the survey portion of the study (although she agreed to the observations), two teachers were on medical leave and have not yet received their packets, and one teacher reports completing her packet but it has not yet been submitted. We are hopeful we can fill these gaps in data prior to intervention.

1.d. April-May, 2015. Teacher’s Sense of Self-Efficacy: This data collection time point for the self-efficacy scale will serve as baseline data prior to intervention. We will collect an additional data point for each year of the intervention. This survey will enable us to capture changes in teachers’ beliefs about their ability to develop talent in traditionally under-represented schools as a result of study participation. Sub-scales for this measure include teachers’ self-efficacy in classroom management, student engagement, and instructional strategies.

1.d. April-May, 2015. School Climate Quality Analytic Assessment Instrument. This data collection time point for the school climate assessment will serve as baseline data prior to intervention. We will collect an additional data point for each year of the intervention. This survey will enable us to capture changes at the school-wide level. Data collected from this assessment instrument will also inform conditions under which implementation was optimal versus conditions under which barriers to implementation were present. Sub-scales for this measure include Student Interactions, Faculty Relations, Leadership Decisions, Discipline Environment, Learning and Assessment, and Attitude and Culture.

Objective 2. Project TDA centers the intervention in the talent development academies on teachers’ development.
Outcome 2: 50+ teachers deeply knowledgeable about gifted education and its intersection with culturally responsive teaching.

Explanation of Progress in Teacher Development:

January – April, 2015: Needs Assessment: Needs Assessment was conducted for Cohort One Schools to determine strengths and areas of focus for faculty development. As reported under Objective 1, the CLASS observation data and the COS-R observation data enabled a better understanding of classroom quality, instructional rigor, and opportunity for challenge and talent development. Meetings and conversations with school leadership teams and faculty members in both schools provided informal assessment of strengths and weaknesses of faculty, and opportunities for teacher development.

February – June, 2015: Teacher Development Center for materials and development activities: Project staff secured a location at the College of Charleston North campus as the central teacher development hub for the large and small group development activities. Materials for curriculum and instruction activities are nearly all received and ready for the July summer teacher development conference and follow up PD in August and September. The school district gifted education office is working as a partner in the development planning and implementation. Together we have identified and are working with teacher development leaders who will conduct the summer development. These leaders will work with teachers in the three day session in late July, then follow up with those teachers throughout the school year (2015-16). (Supporting documents: Minutes; orders).

April – June, 2015: Teacher Development Intervention Start Up: In partnership with the faculty partners, the district gifted education staff and the school leadership teams, we have planned the three day summer conference for July 27, 28, and 29, 2015. That event signals the start of the intervention. School 1 has committed to send 75-80% of their K – 5 teachers. School 2 is requiring all certified teachers to attend, including special area teachers, special education teachers, CD teachers, and guidance. We expect between 50-60 teachers to be present. For those who are unable to attend, we have a specific plan for teacher development for any teachers not present during the July 27-29 conference. The Summer TDA Orientation and Immersion on July 27, 28, and 29 will establish the intervention foundation for schools 1 and 2. We are videotaping segments and have developed modules for new teachers starting after the sessions are conducted (Supporting documents: Schedule and program for the three day immersion; planned modules). At the July immersion conference, teacher input on delivery of the ongoing sessions to be held through the school year will provide additional direction and teacher buy-in to the plans to roll out curriculum and strategies in an understandable sequence that builds into 2015-16 school year.

Performance Measures: Explanation of data collection relative to Objective 2, Outcome 2: 2a. & 2b. April-May, 2015. Harris Javits Educator Disposition Questionnaire & Teacher Perceptions of Gifted Education: This data collection time point for understanding teacher knowledge about gifted education will serve as baseline data prior to intervention. We will collect an additional data point for each year of the intervention. These two surveys were collected for the information they will provide but also because other Javits grantees have elected to use these same measures, perhaps enabling meta-analyses.

2c. April-May, 2015. Teacher Perceptions of Talent Development: In addition to measures that have prior reliability and validity established, the evaluators have developed a measure that closely aligns with the goals of the Talent Development Academy. Future work can establish
the reliability and validity of this measure. This data collection time point will serve as baseline data prior to intervention. We will collect an additional data point for each year of the intervention.

2c. On-going, beginning with summer 2015 PD. The intervention implementers and evaluator will work collaboratively to collect data regarding PD attendance along with the use of voluntary and mandatory on-going professional development, mentoring, supports, and classroom demonstrations. Dosage data will be collected once the intervention begins.

Objective 3. Project TDA will enhance and grow student academic talent development in project schools.

Outcome 3: Improved student achievement and increase in identified GT students.

Explanation of Progress in Student Academic Talent Development:

As the intervention has not yet started, there is no progress to report relative to this objective except the completed collection of baseline data.

April – May, 2015: Establish baseline: Collection of Baseline Data for Cohort 1 (2 schools) is completed. Data have been analyzed and a report- ing of the analysis will be formalized at the end of year one in September, 2015.

Performance Measures: Explanation of data collection relative to Objective 3, Outcome 3:

Note. **Raw target data were calculated based on criteria that participating schools must enroll at least 300 K-5 students. Across two schools, anal- yses that include all students within the school are expected to include 600 cases. **CoGAT and ITBS are only administered in 2nd grade, as such, we anticipate at least 50 2nd graders per school. ***PASS is only assessed in 3rd-5th grade, which we estimate will approximate 300 students across two schools.

3a. April-May, 2015. Teacher’s Observation of Potential in Students (TOPS). Teachers were asked to observe each student in their classroom and rate their behaviors across the following nine dimensions: learns easily, shows advanced skills, displays curiosity & creativity, has strong interests, shows advanced reasoning & problem solving, displays spatial abilities, shows motivation, shows social perceivingness, displays leadership. We asked teachers to share de-identified student level data which we will aggregate to the teacher-level.

3b. 2014- 2015 academic year. Nomination, Identification, and Participation in Gifted and Talented Programming At the end of each school year, beginning with the baseline year (by cohort) and ending with the final year of the study, we will work with the district to access school records that indicate the total number of GT nominations and program participants by school, grade, and student characteristics.

3c. Spring, 2015. CoGAT: At the end of each school year, beginning with the baseline year (by cohort) and ending with the final year of the study, we will work with the district to access school records for second graders, scores on the CoGAT and ITBS partially determine GT nominations in this school district.

3d. Spring, 2015. MAP: At the end of each school year, beginning with the baseline year (by cohort) and ending with the final year of the study, we will work with the district to access
school records for all students who participate in assessment 3 times per year.

3e. Spring, 2015. PASS: At the end of each school year, beginning with the baseline year (by cohort) and ending with the final year of the study, we will work with the district to access school records for 3-5th graders who participate in this assessment: sub-tests include ELA, writing, math, science, social studies.

3f. Spring, 2015. ITBS: At the end of each school year, beginning with the baseline year (by cohort) and ending with the final year of the study, we will work with the district to access school records for second graders, scores on the CoGAT and ITBS partially determine GT nominations in this school district.

Objective 4. Project TDA will scale up to add district schools.

Outcome 4: Scale the project up to include 5-6 schools as TDAs by Year Four.

4.a. Performance Measure

Measure Type: Quantitative Data

Explanation of Progress in identifying Cohort 1 schools and plan for scale up:

Selection of two schools for Cohort One: Project TDA has two schools fully committed to participate for the next five years. School 1 is a Title I school located in a rural area of the district. It uses a “Personalized Learning” model of educating students. The school is also an Art-Infused partial magnet implementing the arts into the curriculum. The school has a student population of over 70% African American and Latino. School 1 includes CD to grade 5, and has 19 K-5 teachers. At the time of application, the school had 425 students enrolled.

School 2 is Title I school with a poverty rate of 70%. School 2 uses a Multi-Tiered System of Support that includes a school psychologist, social worker, special needs teacher, counselor, teacher coach, and administrators, which meets weekly to address referrals from teachers who have expressed academic and/or behavioral concerns about their students. Input from parents, classroom observations, social worker home visits, school counseling groups, and the school nurse is used to assess the needs of students and develop a strategy to enhance achievement. A critical need articulated by the school principal is to increase student achievement. In order to do this and prior to the start of the TDA intervention, School 2 teachers have begun the process of providing differentiated instruction to all students in order to meet the diverse learning needs of each classroom. They have implemented the Reading, Writing, and Math Workshop models in each classroom, instructing students in small groups during these academic blocks. School 2 principal and teachers see Project TDA as a support to improve all students’ achievement. School 2 includes CD to grade 5, and has 27 K-5 teachers. At the time of application, the school had 678 students enrolled.

Performance Measure: Explanation of Data Collection relative to Objective 4, Outcome 4:

4.a. December 2014 – January 2015: The project plan staff held information meetings with interested principals, established a website with extensive information about the project curriculum and instruction, the research base on talent development, and other information (website: http://blogs.cofc.edu/talent-development-academies/). Unforeseen changes
between the proposal phase and the implementation phase occurred at the district level. A change in leadership at the superintendent level, along with the initiation of other unanticipated district mandates left many principals wary of commitment to a school-wide professional development that may or may not occur for several years. Many principals indicated enthusiastic interest if the PD could be guaranteed for the following school year, or if they did not have to commit to a program so far into the future if they were not selected for implementation the following school year. As a result, the request for schools to participate drew three applicants, fewer than expected. From those three, two schools were selected for cohort one. The proposed plan described in our application, that is selecting all six schools for TDAs from the set of applicants was not possible, nor was random assignment of schools into four cohorts. We gained permission of our program monitor to proceed with an adapted recruitment plan for project schools. We will hold an identical request for proposals this fall to maintain consistency across years. If the current climate at the district level requires that we hold RFPs each fall, we will be sure to follow the same recruitment protocol across years. In so doing, we acknowledge that the study design may be better categorized as quasi-experimental. Results from the RFP this fall will help us make this determination.

With the help of the Advisory Board, we have prioritized eligible district schools based on Title I status, K-5 grade levels included, and compatible innovations. From this prioritized list, we are recruiting schools for inclusion in the project with the goal of having the third school selected (cohort 2) by October 2015. We will recruit two additional schools for year four of the project, and one additional school for year five of the project.

Art Attack

Assessment Report Summary

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The assessments used to measure the three outcomes were implemented for the first time in 2015-16; therefore, the performance targets were set to baseline. Data revealed that 100% of teacher candidates involved in Art Attack showed growth in integrating the arts into non-art lessons. The self efficacy of teaching artistically improved. Through the course, teacher candidates increased their comfort level and understanding by teaching the campers. In the course assignments, teacher candidates demonstrated their understanding of major concepts, principles, theories, by reflecting on what happened in the classroom and how they could improve it.

The parents thought that the artwork met or exceeded expectations. However, not all parents participated in the survey. Next year, there will be more effort made to inform parents of the
purpose and need of the survey in order to increase the response rate.

**Autism Project**

**Assessment Report Summary**

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The Move, Groove, Get Active program is a volunteer based program that is designed to meet the needs of the volunteers and families it serves. At the end of each program a survey is given to both the families and the volunteers. This survey is used to gage the level of satisfaction that either party experienced from their participation. This feedback is valuable in understanding what worked and what didn't work for that specific semester. This program works with the individual needs of the participants therefore it is imperative that the program understand what those needs are. In order to continue to meet the needs, the program will engage in surveying the populations most served by the program. The data from this semester indicate that the program met the needs of the participants but the program must understand that each semester the participants might change and the volunteer pool might have different needs, especially if they have volunteered for a couple of semesters. The cumulative experience may result in an increase in perceived experience. The program will continue to seek opportunities to get feedback from the families and volunteers so that we can ensure that we are meeting their needs.

**Call Me MISTER**

**Assessment Report Summary**

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This was the first year tracking assessment. All measures were set to baseline.

Based on assessment results planned revisions have been made for the upcoming year. The program will continue to work on methodologies that will move the program closer to meeting the desired targets. The program has established means of tracking participants so that we can ensure that the program is moving toward meeting our goals.
Center for Partnerships to Improve Education

Assessment Report Summary

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2015-2016 is the first year assessing these outcomes, therefore no evidence-based changes have taken place within the last few assessment cycles. A summary of assessment results is as follows:

Outcome 1

Three impact surveys were developed and four impact reports were developed from survey and archived data to provide evidence of the effect of selected CPIE initiatives on faculty productivity and student learning. The following impact reports include quantitative and qualitative results, and are attached:

- Impact Report: Faculty as Partners Mini-Grants (spring 2012-spring 2015)
- Impact Report: Student Research Assistants (spring 2012-spring 2015)
- Impact Report: Classroom Library Project (spring 2012-spring 2016)

Outcome 2

The proposal for the Afterschool and Summer Learning Resource Center was developed by a team consisting of the CPIE Director, EHHP Dean and Operations Manager, the internationally recognized expert on afterschool and summer learning who will serve as its thought leader, and an external business plan consultant. The team considered faculty capacity and feedback during the proposal development process.

Outcome 3

Due to two significant organizational changes, neither a vision statement nor a strategic plan were developed this year. Both will be pursued during the next academic year.

FitCatZ

Assessment Report Summary

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This is the first assessment cycle of the FitCatZ Aquatic and Motor Therapy Program. All
three assessment measures were met and the program has been successful.

Clinicians write weekly lesson plans for the children they work with each week in the FitCatZ program. Student clinicians design weekly Aquatic (assessment one) and Motor (assessment two) objectives and lesson plans, implement the lessons in the pool and assess their child's progress. The Program Director, Program Therapists and Group Leaders, guide the students during the program and assist with lesson plan and objective writing. If students objectives need refinement, they meet with the program group leaders and receive written feedback from the Program Director to adjust their lesson objectives and lesson plan to meet the required standards.

Assessment three, is related to student reflections about their child's progress. Clinicians are guided to reflect on specific questions and provided feedback if the reflections need more in-depth detail.

The program will continue to maintain the excellent student to child ratio and the college student-clinician group leader ratio to maintain quality and supervision.

N.E. Miles Early Childhood Development Center

Assessment Report Summary

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1. An additional orientation training was added to the new staff procedures (Working with diverse children and families). ECDC changed to online vendor for BBP training to make it easier for student staff to complete. ECDC added 1.5 hour workshop on accreditation processes for employees who were here Fall 2015 in anticipation of site visit.

2. We recruited/hired a higher number of minority and male staff.

3. We enrolled three new children for fall 2016 from student-parent families.

4. Minor DSS deficiencies cited at 12/4/15 supervisory visit were corrected.

5. Additional physical improvements to playground area either planned or implemented included:
   - outdoor art easel (June 2016)
   - addition of additional "loose parts" for play (Fall 2015)
- replacement of 3 benches (May 2016)
- covered dirt-digging area installed (Summer 2015)
- additional storage shed purchased & installed (Summer 2015)
- balance beam replaced & moved (June 2016)

6. Requested Year 2/3 tuition increase for 2016-2017 to continue Master Teacher staff parity initiative and meet State Appropriations Act requirements

7. Implemented online scheduling for professors

8. Requested HR open the "Plan" section of EPMS immediately after closing of 2015 evaluation period (March 2016) so that goals could be input to facilitate planning for Master Teacher PD for 2016

Office of Professional Development in Education

Assessment Report Summary

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The results of this assessment period focused on three measures: Improving course offerings coupled with increases in enrollment, Facilitation of TEDU catalog courses in remote locations, and Community outreach services. The target objective was met for TEDU course facilitation but was not met for course enrollment improvements and community outreach. During the next assessment period efforts will be made to schedule more individual visits with Staff Development Directors while working to better assist Adjunct Faculty with student recruitment. To address survey return rates we will: a. Provide targeted instructions; b. Increase communication and support efforts; and c. Provide a syllabus template with each course proposal in a timelier manner. We will used the Staff Development Initiators feedback to: A. make more individual visits; b. Communicate more by phone/email; c. Increase awareness of availability; d. Improve office communications with Graduate Assistants and e. Schedule more regional workshops. When the above items are fully implemented our face-to-face contact will increase as a results, of these changes it is hoped that enrollments and community outreach will show better returns during the next assessment period.

Office of Student Services and Credentialing

Assessment Report Summary

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because of assessment. Statements must be supported by evidence from the assessment report(s).

All assessment results have been reviewed as baseline data for program improvement. As a result of the review of this first year data, the staff has identified changes needed to improve communication with students. Specifically, improvements will be made to Web site and other office publications so that all users may access more cohesive and relevant information provided by OSSC.

SCDOE grant

Assessment Report Summary

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Courses have been designed using national standards. Most students who completed these grant funded courses perform at the mastery level by the end of the coursework, and many students indicate on course evaluations that they are challenged and grow from coursework. Although performance targets for course participation were met, more aggressive marketing of the availability of course seats would increase the level of participation by local teachers. The teachers served in the grant-funded coursework fall primarily into the priority one or two categories explicitly targeted by the grant, so the College is serving the intended audience of teachers. Regional leaders desire more advanced gifted education courses and like the hybrid course delivery format, so in the next round of grant proposals, the College will seek funding for more advanced coursework in gifted education. We will continue to offer hybrid and online delivery formats.

Teacher Leader program

Assessment Report Summary

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This is the first year that these outcomes and measures have been implemented and accounted for by those staff, faculty, and mentors involved with the Teacher Leader program. Based on the results from the 2015-16 academic year, there are a few changes that will be implemented for 2016-2017. The problem solving rubric and communications rubric (Outcome 1) will be introduced during the Washington DC trip that takes place early in the semester. This will ensure that Teacher Leaders are aware of the requirements of the assignments. In addition, the mentor/teacher leader orientation will be enhanced so that Teacher Leaders can begin to focus on one area of significant growth and one opportunity to positively effect change in the future that they can continue to focus on throughout the academic year (Outcome 2). The Teacher Leader event held in May will be designed to allot time for Teacher Leaders to share their experience and areas of growth that they worked on throughout the
academic year. In addition, a new measure will be implemented to ensure that TL participants are gaining leadership skills while gaining a strong understanding of the local, state and federal educational landscape by leading one educational monthly event (Outcome 3).

Teaching Fellows

Assessment Report Summary

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Maintaining Academic Excellence:

Each student's ability to keep the Teaching Fellows' Award from CERRA depends on her/his ability to be a full-time student, maintain a GPA of at least 2.75 and become certified to teach.

Maintaining full-time status is not an issue.

Maintaining a 2.75 GPA is. It seems that many students who have trouble, dig a hole for themselves freshman year.

To try to prevent that problem:

- I have scheduled someone from student services to come and talk to students during our Freshman Experience class this coming fall. It seems that, time management, the unanticipated reading load, and failure to contact professors or labs on campus that are designated to assist may be part of the problem.
- Teaching Fellows have to be good high school students to receive a Teaching Fellows' Award, and they are shocked when they discover they are having trouble with course work at college. Since other Fellows have been in that same situation, I will also have a "Fellow Panel" come and talk to the Freshman experience class as well.
- We are creating a list of other Teaching Fellows who could tutor their peers. Perhaps having someone with whom one is familiar might keep students from feeling embarrassed about asking for assistance.

Community Service:

CERRA expects each teaching fellow to participate in serving the community. While there is no real data to compare with what we did this year, I met with students to hear what they felt needed improvement. Students complained that they had to do 18 hours service and could not count any summer time efforts. Many of our students do contribute to a number of community service projects during the summer and when they are home on holidays.

The number of hours designated by College of Charleston Teaching Fellows is now twenty (20). Because some students struggle with classes and homework, summer time offers a chance to be helpful at a time when studies are not demanding so we have extended our time from May, the end of school Spring semester until May, exam time the next. Students are encouraged to do a lot more than 20 hours, and most have complied. Service should be something that serves the community and enriches the experience Fellows have working in the educational realm.
Leadership Development:

While I did not have data to rely on when planning College Day this year, I did meet with all Cadet Instructors in August to inquire about their needs. Since the major requirement of Teaching Fellows is to provide a "College Day" experience for Cadets, Cadet Instructors told me what they wanted to do when they came to campus. Not everyone agreed on the same things. I had each write a list of what they thought would be helpful. These lists were, in turn, given to our Recruitment Chair and Committee. That committee, lead by the Chair, planned College Day. All Teaching Fellows who were available at times needed, volunteered to lead groups around campus. This August those who helped with this day will meet with the new Recruitment Chair to offer suggestions for the next College Day. I will meet with Cadet Instructors to debrief and ask for feedback and requests for this year. There were some activities this year that 100% of those surveyed gave all 4s and 5s. Not everyone got to do these things. One of the plans for next year will be to try to include more Cadets in those activities. Because of the varied schedules, this may not be possible, but we are thinking about doing more College Days, entertaining fewer schools each time.

Future Assessment of Leadership Development:

Accessing a Pretest/Post test measurement tool for Fellows to take when in Freshmen Experience Class and re-take as they progress through four years as Fellows developing Leadership skills is one thing we hope to put in place through Qualtrics.

Tech Fit

Assessment Report Summary

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The TECHFIT 2015 teacher training and afterschool program was successful and met the goals to increase teacher teams and number of children participating. Strategies have been employed to visits schools, attend local schools faculty meetings to present the TECHFIT program and the use of social media to expand the reach. In addition, the recruitment extended to all of South Carolina and Indiana, allowing more schools to apply.
Athletic Training - BS

Assessment Report Summary

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The student data that was analyzed for the 2015-16 academic year came from several different assessment methods imbedded within eight different athletic training major courses. These data represent targeted areas of the Commission on Athletic Training Education’s accreditation standards that align with the Athletic Training Education Program’s mission statement. Data were collected, analyzed and interpreted by athletic training faculty. Overall, these data show that on average athletic training majors are consistently meeting and exceeding performance targets set by athletic training faculty. Seventy-eight percent of established outcome measures were met for the 2015-16 academic year. However, there is room for improvement in student performance on many of these measures.

The results from the past few assessment cycles show that using an overall score from a grading rubric is not specific enough to highlight student learning deficiencies. In moving forward with the assessment process the faculty will plan to utilize a more detailed analysis related to students’ abilities to develop an injury rehabilitation program as well as read, analyze, and synthesize scientific research. Lastly, the assessment results from the past two years reveal the need for continued efforts in developing the students’ abilities to apply their knowledge and skills into clinical practice. The athletic training faculty will work alongside clinical field experience supervisors to improve this student learning outcome.

Coaching - Minor

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

100% of students met the Performance Targets for Measures 1.1, 1.2, 2.1, 2.2, 3.1 and 3.2 for 2015-16. Samples sizes were too low (N = 2 or 3) to make changes to the program. Clearly Coaching Minor students are meeting the required student learning outcomes, but an additional year of assessing these same measures is necessary to increase the sampling or data-set size. Improvements were made from 2014-15, but once again, the N was too low to draw meaningful or substantial conclusions. An additional measure was added for 2015-16 to further improve the assessment process.
Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

100% of Performance Target goals were met for 2015-16. The most significant result of the assessment cycle was changing the Performance Measures to better reflect Student Learning Outcomes and to better align with ACSM KSAs required for future accreditation. Steps have been made to standardize data collection given previous years lab reports were used for both EXSC 210 and EXSC 340L. Beginning in 2016-17 students will be assessed using standardized sets of data provided to instructors at the beginning of each semester. Measures will be assessed using a quiz or test format instead of evaluating lab reports although meeting the Student Learning Objectives will still be necessary for students to successfully complete Lab Reports. Program measures are now more meaningful and effort and significant progress has been made to make the assessment process clear, productive and cyclic.

Health - Minor

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The number of health minors is continually decreasing since no students have been able to declare a health minor since summer 2015. This explains the relatively low N for any of the classes being assessed. In previous assessment cycles, only one measure was used to assess the designated student learning outcome. Beginning in the 2015-2016 academic year, a second measure was added to classes being assessed. The second measure data collected this year is baseline.

For HEAL 257, Principles of Nutrition, the scores on the final paper stayed consistently high. In AY 2014-2015, 94% (16 of 17) earned at least an 80% on their final paper. In AY 2015-2016, 100% (12 of 12) earned at least an 80% on their final paper. An administrator will meet with the adjunct instructor teaching this class to discuss the rigor of grading. The final exam question was added during the 2015-2016 cycle and serves as baseline data. All performance targets were met and the performance targets will be increased from 80% to 90% in 2016-2017.

HEAL 217, Human Sexuality, underwent a significant change in AY 2015-2016 in that several sections were taught online rather than face-to-face. Measure one dealt with questions on the third exam and the online sections only had a midterm and a final exam, therefore there was incomplete data. Due to this issue and the fact that, at least in fall 2016, all sections will be offered online, new assessment measures will be implemented. Specifically, two quizzes will be given that cover the content area of interest. The performance targets were met for 2015-2016 and the standard will be raised from 80% to 95% for both measures.
A third outcome, Population Health and Wellness, was implemented in spring 2016 in HEAL 350, Epidemiology, with a performance target set to baseline. Based on data collected in spring 2016, a 75% average score for this set of questions in measure one and a 70% average score for measure two will be set for 2016-2017.

Physical Education with Teacher Certification - BS

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

PETE faculty meet on a monthly basis to review curriculum and make informed curricular decisions based on data collected from student performance. Although the assessment of the PETE program has been going for at least the past 5 years, which was the last time the program was accredited through NCATE/NASPE faculty continue to seek innovative ways to ensure PETE candidates are learning and improving as future physical education teachers. There is a constant environment of change within PETE. New national standards for initial certification programs will be in place January 2017 so the program will have to stay abreast of those and assessments will need to be determined according to the new standards.

The data collected this year informed PETE faculty of areas of concern that need to be monitored in future assessment reports. For example, SLO 2, faculty will continue to monitor candidates abilities to plan lessons that integrate technology and plan for reflection. With only N=5, it is difficult to discern any specific issues but faculty will continue to monitor this in future assessment reports. Faculty will also monitor candidates abilities to cognitively engage in sport. Data collection from this academic year indicated that candidates did not perform as well in this area then in others but with N=14 continued data collection and analysis in this area is required.

Public Health - BS

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Biostatistics is in its first year of evaluation and baseline data has been collected. Changes were made during spring 2016 to improve student performance on manuscript evaluation. Students were assigned a separate peer-reviewed journal article to read and review using the same worksheet used to measure performance. Also more time was allotted to complete the
Health Promotion student learning outcomes expectations were not met for the second year in a row. A change in the assessment rubric to make it more specific was implemented. Also, a new textbook will be utilized beginning in fall 2016. This textbook provides more detail on the specific theories and models that are covered in the Health Promotion class. The faculty discussed whether it was important to have the evaluation scale be dichotomous (100% correctly applied vs. not correctly applied with at least one error). Health Promotion is a prerequisite for Public Health Administration. The professor teaching that class thought it important to evaluate it in the correct/not correct aspect and that is how it will continue to be assessed.

Public Health Administration has been evaluated for the past three years. The student learning outcomes have been met each year and the faculty have determined that it will be beneficial to the program to choose HEAL 230, Global Health, for next year. This is an important step for the program since Global Health is a core course, taken by both BS and BA Public Health majors. The faculty scheduled to teach the class have worked together to develop common assessment measures. The next academic year, 2016-2017, will provide baseline data.

Teacher Education

Early Childhood Education - BS

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Early childhood teacher candidates met ALL performance targets and demonstrated improvement in Outcomes 2 and 3. Progress over previous years is difficult to assess in other areas given the use of different measures in 2015-2016.

Program changes made in response to previous reviews of the data include:

- Establishing additional community partnerships with local organizations to provide candidates with more experiences working with diverse families in EDEE 363

- Changing the sequence of courses

  Placing EDEE 363 in the first block of courses (as opposed to the second) to enable greater focus on assessment earlier in the program and, therefore, allow methods instructors to go into more depth in regards to content-specific assessment in future
semesters (for example, in EDEE 365 and 375).

Splitting up the methods courses across semesters II and III to enable more opportunities for candidates to observe and teach social studies and science

Program changes we anticipate making in response to the current data include:

Revising the Candidate Work Sample assignment to include specific mention of the need for candidates to formally share the student assessment data they collect with families.

making a minor change to EDEE 380 to enable greater focus on analysis of pre- and post-assessment data.

Making a minor change to EDEE 363 to include a greater emphasis on lesson planning and their connections with formative and summative assessments

Making a minor change to EDEE 370 so candidates host the health fair at their assigned field school(s) which would enable more opportunities for interacting with families of the children they are actually teaching.

Move the Developmental Case Study assignment later in the program.

- Revising the Field Notebook assignment

Elementary Education - BS

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

According to the data from the past 2 years the Undergraduate Elementary Program effectively prepares program completers as teaching candidates according to South Carolina licensure guidelines.

For Outcome 1: Development, Learning and Motivation Measure 1 is a new assessment and is baseline for this year. No changes will be made except to take a larger sample from a class that has more Elementary Program teacher candidates for more accurate data results. Even though the performance Target was met for the past two years for Measure 2 a new version of the Praxis has been mandated with an extensive mathematics portion. We will be keeping the same measure for the 2016-2017 academic year to assess if our program continues to meet the needs of our students with the more rigorous math exam. If the data proves this is so and closes the loop, another measure will be used to assess the program.

For Outcome 2: Integrating and Applying Knowledge for Instruction Measure 1: Dispositions, Measure 2: ADEPT, and Measure 3: Long Range Plan have met the performance target for the past two years. However, the assessment data was not disaggregated in the past or reported as extensively as it has been this year. In order to close the loop we will continue
with these assessments for the 2016-2017 academic school year to assess the data to be certain that all areas are significantly met.

For Outcome 3: Impact on Student Learning Measure 1 is a new assessment and is baseline for this year. No changes will be made for this assessment. After reviewing the past two years the data acquired from Measure 2 has demonstrated that the Elementary Program has an impact on student learning. However, the assessments from the past do not disaggregate the data as rigorously as we did this year so in order to close the loop we will be keeping this same measure for the 2016-2017 academic school year to obtain and compare the data in the same way. If the data demonstrates that the Elementary Program has indeed met all performance targets, a new measurement will be taken for the following year.

We anticipate improvement in all Outcomes for the 2016-2017 year and will potentially be closing the loop for all areas. In the next few years we will be implementing three new components for all Elementary Program teacher candidates. These components, while still being refined to date, will include video observations for all clinical interns; a Family Involvement Project (FIP) to help students make connections with families; and an investigation of Cooperating Teacher’s Student Learning Outcomes (SLOs), which have been mandated for all teachers in South Carolina as a method of teacher assessment. Each of these new components would be good areas to target for assessment once they are implemented for all Elementary Program Students.

Middle Grades Education - BS

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The Middle Grades program uses the assessment system to monitor the candidates to determine if they have the knowledge and skills to succeed as a teacher in a classroom. Results from academic years indicate that the Middle Grades Teacher Education candidates have mastered greater than 90% of the criteria on all of the rubrics. The main result from the results this year suggests that the program needs to do a better job with the concept of assessment in teaching and learning. Candidates in Outcome 2 and 3, in particular, showed weakness in understanding assessment strategies and how assessment instruments should be used for instruction, reflection, and student learning. This concept of assessment will be explicitly covered in all methods courses and EDMG 415 so that candidates can see and experience how assessment should be used for teaching and learning.

Secondary Education English - BS

Assessment Report Summary
7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

SLO 1: Instructional Plans

Measure 1: Teacher candidates in EDFS 455 will develop lesson plans that include multiple strategies as assessed on the attached check list.

Performance Target 1: 85% of teacher candidates will develop lesson plans that include multiple strategies by scoring a 7 or higher on the attached check list.

Based on the data, the following needs to be addressed: Clarity/Speech, Question and Wait Time, Closure, and Physical Attributes. The greatest attention needs to be concentrated on Question and Wait Time because only 63% reached target in this area.

Measure 2: Teacher candidates will synthesize their understanding and potential use of multiple strategies via their final presentation. (See component #1 of attached rubric.)

Performance Target 2: 85% of teacher candidates will demonstrate knowledge and potential use of various teaching strategies by including 10 strategies and best strategies in their final presentation.

Because 100% of teacher candidates reached Target, the assignment will be modified.

SLO 2: Knowing Self

Measure 1: Teacher candidates will create a literacy biography project outlining their literacy history and how knowledge of their history influences their teaching as assessed by attached rubric.

Performance Target 1: 85% of teacher candidates will score adequate or higher on attached rubric.

Out of the four areas covered in the rubric, all teacher candidates scored "Target" except for one area: Parents/Grandparents. In this area, 16 scored "Target," one scored "Good," and 2 scored "Inadequate."

Greater attention will be paid in this area so that students understand the importance of family literacy history. If students don’t know their grandparents, they will be required to interview their parents or other family members to ascertain information about the grandparents or "older" members of the family.

Measure 2: Teacher candidates will complete the "Reflection Assignment: My literacy background and my teaching - What's the connection?" To demonstrate their knowledge of how a teacher's literacy background influences his/her teaching. (See attached rubric.)
Performance Target 2: 85% of teacher candidates will score adequate or higher on attached rubric.

According to the rubric, only 78% students scored Target. Next year, greater attention will be paid to the connection between literacy background and personal teaching style and perspective.

SLO 3: Philosophy and Teaching

**Measure 1:** Teacher candidates will analyze their philosophy of teaching and demonstrate the importance of matching their philosophy of teaching with the strategies used in their lesson plans as assessed by the attached rubric.

Performance Target 1: 85% of teacher candidates will score adequate or higher on the attached rubric. (Component 1)

The goal for this measure was met because eighty-four percent of the 19 teacher candidates analyzed their philosophies and explained how all the identified strategies aligned with their philosophy. Fifteen percent of teacher candidates aligned some of their strategies with their philosophies.

**Measure 2:** Teacher candidates will demonstrate their knowledge of the importance of acknowledging and understanding their current personal literacy background.

Performance Target 2: 85% of teacher candidates will score adequate or higher on the attached rubric. (Component 2)

According to the attached rubric, 100% of teacher candidates demonstrated their knowledge of the importance of acknowledging and understanding their current personal literacy background by verbally summarizing their literacy background and discussing it with peers.

Secondary Education Mathematics - BS

**Assessment Report Summary**

7. **Summary of Assessment Results with Focus on Program Improvement:** Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

As shown in analysis of data obtained from assessments Long Range Plan, ADEPT, and Candidate Work Sample, College of Charleston mathematics teacher candidates have shown a high level of proficiency in pedagogical and professional knowledge, and skills. The candidates performed at target and acceptable levels on these assessments. It can then be concluded that the candidates’ performance on the assessments is a demonstration of their professional and pedagogical knowledge, and skills. These assessments have been
continuously analyzed, and have led to changes to better prepare candidates, and to strengthen the program. As a result of data analysis in the preparation of SPA report in 2011, areas of improvement were identified. These included: (a) candidate lack of skills to develop CWS and (b) outdated mathematics standards/competencies addenda. The above issues were addressed and the current data analysis shows improved performance. However, the following issues have been identified in this current assessment period: a) Need for more teaching experience in the field courses especially EDFS 456 and, b) implementation of a field experience reflective portfolio to access the developmental growth of the candidates.

Secondary Education Science - BS

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

With so few program completers and Secondary Science Teacher Education candidates supplying data for the assessment instruments, the results are difficult to use and generalize to the program. There were some broad implications that resulted from looking at the holistic concepts of the instruments. For example, the ability to create long range plans was good, but the ability to create short range lesson plans difficult for some of the candidates. As a result, lesson planning involving just an activity or concept will be emphasized in the methods course. The candidates from this academic year had difficulty establishing and maintaining high expectations for learners and using instructional strategies to facilitate learning by students. While this is a new rubric, there needs to be a formal introduction of the rubric and criteria for the college supervisors, methods instructors, and candidates before the clinical internship. Direct and explicit instruction on the criteria in these categories will help the students implement the abilities in the clinical internship. A final concept that needs more focus in the program is the use and application of assessment for student learning. There will be a new module inserted into the secondary science methods course that will emphasize assessment.

Secondary Education Social Studies - BS

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

With most of the measures for the secondary social studies program, there was a 100% success rate. The one area that shows concern is in the area of content knowledge. The two measures are Praxis II and social science course GPA.

Many candidates wait until after their internship to take Praxis II so we do not have a report for two of the candidates. Of the four left, one has not passed. In looking at the the social science
GPAs for this candidate, there were three courses with less than a 2.5 GPA. One candidate is not enough to make changes but this warrants watching and will be part of a conversation with the Sociology, Political Science and History chairs.

The data analysis also has prompted a minor change to the Candidate Work Sample to assist candidates understanding the difference (and order) for evaluation and analysis. There was also a major change to the Case Study directions and rubric which should make it less confusing to candidates working on this assignment. It will be implemented with this fall's cohort of candidates.

**Special Education - BS**

**Assessment Report Summary**

7. **Summary of Assessment Results with Focus on Program Improvement:** Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The Special Education Undergraduate Program met all goals designated for the current reported period based on data available. One-hundred percent of students passed core and speciality area licensure examinations, students completing their clinical internship all reached the "met" level on the state-required ADEPT evaluation instrument and, with very few exceptions, teacher candidates' SLO measures were rated as "exemplary," clearly indicating that knowledge and skill development was achieved. Areas of possible work for the future include:

* continue to monitor goal performance carefully in all three areas of certification, to maximize efficiency and minimize overlap.

* study and increase the reliability of the ADEPT instrument as used with undergraduate special education teacher candidates.

* work in faculty meetings to increase the inter-rater reliability and standardization of ADEPT and rubrics for the CWS and the CMS, all of which are included in our measures.

* analyze teacher candidate performance on other licensure exams (e.g., Principles of Learning and Teaching and exams needed to gain "highly qualified" status, although this may be changing in the near future as a result of new federal legislation).

* based on CEC-developed disability-specific standards, work with teacher candidates to increase their ability to reflect and document their growth in knowledge and skills using all program requirements, and to better report on their students' growth, as well.