

Assessment Report Summary
Program: University of Charleston, SC

College of Charleston

Academic Affairs

University of Charleston, SC

Program Improvement 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).

Assessment of Graduate Rigor (SACSCOC Standard 3.6.1) has already led to and been impacted by changes in the College's policies on graduate course numbering/cross-listing and course syllabi; these new policies should have a positive impact on subsequent evaluation of cross-listed course syllabi. It is too early to determine assessment effects of the program review process and of changes to the Graduate School exit survey.

Accountancy - MS

Assessment Report Summary- Accountancy MS

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).

An important finding of the assessments indicates that improvement is needed in the area of ethical awareness among graduate accountancy students. Beginning in Fall 2016, graduate accountancy students will be required to undertake specific readings and instruction in the ethical responsibilities of accounting professionals. The introduction of accounting literature pertaining to ethical responsibilities in addition to exposure to authoritative guidance from the American Institute of CPA is expected to remedy this deficiency in student learning.

Student performance with respect to the specialized technical knowledge learning dimension exceeded expectations. This positive finding is likely a result of the thesis proposal system where students are provided a venue for development of their thesis with formal presentations to their peers.

The assessment data indicates that graduate accountancy students performed well with respect to written communications. This positive result reinforces that the thesis system that has been employed for the past three years is effective in fostering sound written communications skills among graduate students.

Arts Management - Certificate

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 faculty of Arts Management began a discussion in 2014-15 on academic rigor, instructional resources that distinguish graduate and undergraduate teaching and learning, and assessment tools in our classrooms. It was during this academic year that instructional resources from the Association of Arts Administration Educators (AAAE) were examined by the Director and other faculty based on the 2014-15 assessment report. This review revealed that The Knowledge Base, a library of practical learning materials that only AAAE member institutions have access to from the Yale University Theater Management Learning Community, is a rich teaching-learning portal for our faculty and students alike. Arts Management case studies that are useful for teaching and learning are challenging to find however The Knowledge Base is a helpful instructional tool for PUBA 660 and PUBA 661 though its array of case studies makes it particularly useful for the focus on historic and contemporary issues in arts and cultural management in PUBA 660, and as a resource for students' Arts Management Research Paper. What makes the library most useful is the array of topics that each case study covers. Updated case studies in the library have recently been reviewed for use in 2016-17 courses, and several are also suitable for PUBA 661 in the areas of technology, education, and artists and artistry.

Though our faculty have utilized AAAE for its instructional resources, for 2016-17, the Director will work with the association to more closely align our assessment methods with those of peer programs in the AAAE network.

Business Administration - MBA

Assessment Report Summary- MBA

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 one-year MBA program at Charleston is in its sixth year. The dean, the director, the MBA faculty and the MBA staff have focused on continuous improvement of the program guided by data from various measures detailed in the assessment above. An overarching goal of the program is to provide our students with the skills needed to assume leadership roles in the global workforce. In the past four years, a number of changes were made to the content and delivery of the program, guided by objective measures as well as input from surveys of our mentors and community leaders with whom we are closely involved.

Indicative of the success of those changes: In 2014, 97% of our graduates were employed within three months of graduation; in 2015, 94% of graduates were. These numbers put the MBA

program in the top tier of MBA programs in the United States.

Our assessment measures highlight a number of areas for improvement, however, and appropriate changes are being implemented for 2016/2017. These include additional emphasis on quantitative skills and more work on written and oral presentations. These changes will include an additional on-line course in advanced EXCEL required before our students arrive on campus, increased emphasis on communication skills during orientation and continuing through the fall and spring semesters, and changes in MBAD 502 and MBAD 501 to address their shortcomings as highlighted by the ETS Field test.

Child Life - MS

Assessment Report Summary

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Assessment goals were met with the exception of the internship readiness goal. Based on these data, the practicum evaluation process was discussed in a series of meetings of the supervising Certified Child Life Specialists from the Medical University of South Carolina and the Program Director. The initiation of a structured mid-term evaluation with formative feedback given to students mid-term was added in the practicum. Students will use this constructive feedback to improve skills prior to the final evaluation that occurs at the end of the Summer 1 semester (CHLI 604). In addition, practicum was restructured, and began for the second program cohort of students during the first semester of their first program year (versus the second semester of the first program year). A clear scaffolding approach to learning practicum components was added so that students were engaged in entry level experiences in the first semester and progressed to more advanced skills in the second semester. The most advanced practical skills will be fully assessed during the third semester of practicum that is completed in Summer I semester. From initial assessment data, organization of content and practicum training were revised to provide integration of early foundational knowledge with patient and family applied intervention. By using assessment data, the translational learning focus of the program instruction was enhanced.

Communication - MA

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 Master of Arts in Communication program has studied the efficacy of several courses in the program:

1) COMM 500 course provides a strong foundation in research ethics; students complete the course with the requisite knowledge to subsequently move into independent research projects.

2) Benchmark measurements have been established for COMM 502 (Qualitative Research Methods); the success of this course can be compared in the future with the known success of COMM 501 (Quantitative Research Methods).

3) COMM 510 is apparently not meeting faculty expectations, so it is being redesigned to allow students to practice and demonstrate theory application in a formal way throughout the course and to help student make clearer and more logical connections between theory and practice. This simple adjustment will suffice for next year before the committee makes large-scale changes to the curriculum.

Computer Information Sciences - MS

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).

In the past three years, the Computer Science MS program has focused more on team projects. This team approach has allowed for a greater use of tools and technologies in projects as individual team members learn about and implement project components rather than having all team members do so. Assessment finds that the addition of too many new technologies can be detrimental to the experience and team process, so efforts are underway to limit exposure to these tools. One way that this is being done is by arranging for students to make and document coding changes incrementally, rather than all at once. Screencast tutorials also help by maximizing tool-learning efficiency. The team learning approach is so successful that its role will be expanded in the future, and the approach will be added to the Cybersecurity courses next year.

In the past few years, Computer Science masters students have been required to write papers or deliver presentations about research articles, rather than writing blogs or discussion posts. This has resulted in more student engagement. However, writing improvement has not been assessed.

Cybersecurity - Certificate

Cybersecurity Certificate

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).

In the past three years, the Computer Science MS program has focused more on team projects. This team approach has allowed for a greater use of tools and technologies in projects as

individual team members learn about and implement project components rather than having all team members do so. The team learning approach has been so successful in the MS program that the approach will be added to the Cybersecurity courses next year.

In the past few years, Computer Science masters students have been required to write papers or deliver presentations about research articles, rather than writing blogs or discussion posts. This has resulted in more student engagement. This approach will be added to the Cybersecurity courses next year.

Early Childhood Education - MAT

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. Progress over previous years is difficult to assess given the use of different measures in 2015-2016 and the small class size of cohort(s) assessed.

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

Removing the stand alone assessment course (EDEE 615) and better integrating the content across methods courses

Changing the structure of seminar (a component of EDEE 698), such that all interns meet together as a whole group versus only meeting in small groups with individual supervisors. This provides more consistency when communicating expectations for the Family Involvement project.

Moving Developmental Case study assignment later in the program

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

- Better communication with adjuncts and others responsible for courses that contain key assessments

Elementary Education - MAT

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 Elementary Masters of Art in Teaching 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.

English - MA

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 2016 assessment program undertook to measure many more student learning outcomes than previous programs, so it is difficult to measure results against a previous standard. In light of

our expectations established for this year's assessment program, however, we can see a mixture of positive and negative findings.

The first measure, a set of 28 term papers and projects, suggests that our program has far to go before producing the outcomes that we expect. The data shows that every SLO field falls below our expectation that 80% of student work will rank as "good" or "excellent." We find more cause for optimism in the data analyzed for our second measure, the comprehensive exam, in which four of the six SLO fields meet that expectation.

On the other hand, the first measure provides a much more reliable body of evidence. There are significantly more of them, to begin with; term papers and projects are significantly longer than the comprehensive exams; they represent topics chosen by the students themselves; and they are written over the course of days or weeks. One would expect that students might produce their best work when given the time to pursue the arguments that interest them most. It is important to note, however, that class assignments for term papers and projects generally do not align with program SLOs in the way that comprehensive exams do. In measure number 6, for example, (apply theoretical approaches to literary and cultural texts), we find the lowest percentage of assignments meeting the standard of "good" or "excellent." That is not surprising, given that few professors require students to apply theoretical approaches to literary and cultural texts in term papers or projects. The comprehensive exam, on the other hand, requires this mode of analysis.

The joint committee expects our new required course, ENGL 511: Introduction to Graduate English Studies, to have a significant impact on the student learning outcomes currently identified as program emphases for the English M.A. degree. We developed this course over the past year as a response to shortcomings in writing and research skills identified in previous assessment cycles.

In addition to the new course, the Graduate Committee will work to boost student learning in these areas by disseminating information to faculty who teach in the program. At the beginning of the fall semester, we will present assessment findings to faculty in both English departments. The committee also intends to establish a set of shared expectations for the quantity and quality of student writing in M.A. courses and seek an endorsement from the departments. The Committee agreed to require faculty who want to teach in the program to attend a meeting held near the end of the semester preceding that in which faculty are scheduled to teach. The meeting, which will be attended by members of the joint Graduate Committee as well as teaching faculty, will afford an opportunity to review shared expectations for research and writing at the M.A. level, discuss assignments and classroom exercises designed to foster research and writing skills, and promote a sense of shared purpose in the development of identified student learning outcomes.

Environmental Studies - MS

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).

Analysis of previous assessment years' data has resulted in the permanent addition of EVSS 632 Social Science Methods and a trial express course of PUBA 502 Communicating Science. The Graduate Core Seminar (EVSS 646) curriculum has been adapted to assist students in understanding the thesis and academic internship proposal process and to help identify potential faculty advisors and committee members for their research. Additional opportunities for students to participate in workshops and conferences to develop presentation skills and build their professional networks are needed. Funding for these opportunities, and for incoming students as the program grows, will be necessary to attract top prospective students.

A standardized support structure from within the MES Program office must be developed and implemented in order to assist students with staying on track for a timely graduation. Assessment results prove that students are taking longer than the proposed two years and are not meeting other target metrics for having approved proposals.

The goal of the program is to produce graduates with the adequate skillset to meet the demands of the environmental studies field. Additional surveying of alumni, faculty, experts in the field, and employers needs to be completed to ensure that the program is staying relevant with current trends.

Overall, the program is thriving despite the limited resources. Students are performing well and finding opportunities to contribute to UCSC and the larger community with their work.

ESOL 1 - Certificate

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 student data analyzed for fall 2015, spring 2016, and summer 2016 was derived from the ESOL Certificate key assignments assessed throughout the sequence of the courses. To gather formative data, various rubrics clearly outlining the criteria for each assignment were used in measuring the outcomes: a) culture: values and beliefs, b) culture to improve learning, c) second language acquisition principles and strategies, and d) assessment and student performance. The faculty who teach the ESOL Certificate courses analyzed and reviewed the data results. Results of the data show a need for more emphasis in certain areas.

EDFS 670 and EDFS 671 provide knowledge and principles underlying methodologies and techniques for promoting acquisition of a second language. However, the data indicated a need for teaching linguistic components and the strategies for the language systems. As such, the faculty members who teach EDFS 670 and EDFS 671 will focus a portion of instruction in teaching linguistic components and language systems.

EDFS 672, because of its content, can be uncomfortable for some students. Race is usually a topic people often do not wish to discuss. Three of the students - all White - had a difficult time articulating their cultural background as regards to race. Some didn't think race was important - they think we are in a post-racial society. Greater effort will be placed on helping these students understand the importance of discussing race, especially because so many of their students are

children of color.

EDFS 670, EDFs 671, EDFs 672, EDFs 673 revealed that the candidates in the ESOL Certificate have a difficult time writing a thesis statement. The faculty noted that the candidates have trouble organizing and integrating material that clearly delineates subtopics to be reviewed. The faculty has taken action to stress the need for an exemplary thesis statement at the begin of each course. The purpose for an exemplary thesis is grounded in the foundation for a coherent paper. When candidates are able to develop a strong thesis it allows for them to synthesize the research for deepening meaning and conceptual understanding. Additionally, candidates will have both a rubric and example paper to refer to when developing a thesis statement.

The measures and rubrics will remain the same. This emphasis will be on the teaching strategies used, not the measures or the rubrics.

ESOL 2 - Certificate

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).

There have been no applicants for this Certificate; therefore, there is no data to report.

Gifted and Talented Education - Certificate

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).

Gifted and Talented Certificate Program

2015-16 Annual Report

Program Description

The **Graduate Certificate Program in Gifted and Talented Education** provides a focused program of study at the graduate level in gifted and talented education for educators who already hold certification in other areas for the purpose of adding an area of certification. In this professional program, the purpose is to enable practicing professionals to gain deepened knowledge and skills grounded in the national standards of this field.

The 18 hour certificate program is designed based on South Carolina Department of Education

requirements for add-on certification in Gifted and Talented Education. Teachers who hold certification in other areas are eligible for admission to this program. Teachers accepted in to the program gain deepened professional growth in knowledge and skills in this specific field of education.

The goals of the program are to

- Provide a program of study at the graduate level in gifted and talented education for the purpose of adding an area of certification;
- Provide teachers with a focused program of study for the purpose of credential advancement; and
- Contribute to the credentialing of gifted and talented educators in South Carolina.

Because this is a professional program designed for practicing professionals, the National Association for Gifted Children-Council for Exceptional Children (NAGC-CEC) Professional Preparation Standards for Gifted Education are the basis of the curriculum. Selected assessment points were purposefully designed for each SLO to ensure that students were at or close to the NAGC-CEC standards for this professional group. As the students progress through the certificate coursework, examination of data is used to determine the degree to which students are performing at exemplary, competent, or below in the professional content, skills, and knowledge reflected in these national standards. Those student performance levels inform the effectiveness of how the key standards are or are not being addressed in the curriculum. The data help to inform the degree to which learners' participation in the coursework is promoting their development as a professional in the field of gifted education.

Student Learning Outcomes include the following:

- **SLO 1:** Students will understand the nature and diversity of gifted and talented students;
- **SLO 2:** 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
- **SLO 3:** Students will harness their expertise to advocate for the rights and opportunities to learn for gifted and talented students.

The GTE Certificate Program connects with The College's Strategic Plan Goal Two: Developing and enhancing graduate program opportunities for those in the region. As one of two gifted education programs in South Carolina, The College's GTE Certificate Program provides distinctive opportunities for those in the region. There is a specific, clear connection to Strategy Two. We continue to collaborate with USC to articulate the GTE coursework with their soon to be approved M. Ed, which will allow GTE students interested in a Ph D in gifted education to use their work completed at The College to pursue that future opportunity. In addition to these links to the College's Strategic Plan, the GTE Certificate connects to Strategy Nine; we have a Memorandum of Understanding with the Lowcountry Graduate Center stating that all GTE courses are offered at the North campus. The GTE Program links to Strategy Nine, too, with the revenue generating initiative of the partnership with CCSD.

Program Assessment Data and Analysis

Data collected to date for Cohort Two on each SLO are reported below by SLO and measures. First is a brief summary of the data, assessment and analysis results. Next, specific data are reiterated. Finally, improvements are described based on the assessment process.

Brief Summary of Assessment Results

SLO 1: Evidence in Measure 1 exists that many students in this cohort understand the nature and needs of the GT learner. Three students were below the competency level. Two of three students performing below competency level withdrew from the cohort in January 2015. Students were counseled individually and one was placed on academic probation. In Measure 2, evidence exists that nearly each of the students in this cohort understands the nature and needs of the GT learner. One student did not complete the assignment and was scored at developing because of that failure to turn in the assignment. These data indicate that the rigorous expectations did not match well with the professional goals of a few accepted into the program. The continued need for advising and counseling students is important in ensuring that the professional growth linked to national standards.

SLO 2: In Measure 1, data provide evidence that candidates' skills in development of differentiated curricula are solid. A change to be considered is earlier implementation of the components of differentiated teaching and learning for the GT learners to build stronger understanding earlier in the coursework sequence. curriculum within the classroom. Data from Measure 2 show a deepening of skills in how to teach and assess high ability students. More students understand and are able to perform at higher levels as they progress through the coursework. Candidates' data results show evidence of development of professional knowledge and skills over time.

SLO 3: Measure 1 data indicate that Candidates are able to demonstrate key competencies related to SLO 3. Change to the assessment may include refining the rubric to add specific competencies related to professional development and tied to NAGC-CEC standards. In Measure 2, data indicate all students performed at the competent or exemplary level on this assessment point.

Overall, results show professional growth over time for all students who remained in the program. Results suggest that counseling students early in the program, perhaps prior to admittance, would help determine the fit of the certificate program curriculum with the individual's professional goals. Improvement based on data (from SLO 2 measures) suggest that an earlier integration of differentiated teaching and learning into coursework could strengthen learner outcomes. One other improvement suggested by strong student performance on SLO 3 measures is to add an action plan component to the advocacy project.

Specific Results by SLO: GTE Certificate Program 2016- Measures, Performance Targets, and Assessment Data

SLO 1: Understanding and valuing the learner

Measures and Performance Targets

MEASURE 1 Performance Target 1

Case Study as measure of SLO 1: Understanding and valuing the learner Case study (measure of key assessment point) will be used to assess SLO 1 with the target of 100% of students at exemplary and/or competent level of performance. Rubric Attached.

MEASURE 2 Performance Target 2

Vignette Analysis as measure of SLO 1: Understanding and valuing the learner Vignette Analysis (measure of key assessment point) will be used to assess SLO 1 with the target of 100% of students at exemplary and/or competent level of performance. Rubric Attached.

Assessment Data On SLO 1, Measures 1 and 2

| Student Learning Outcome | Assignment and course | Exemplary | Competent | Developing |
|--|---|---|---|-----------------------------|
| Measure 1 | | Score range | Score range | Score range |
| N = 11 | | 20 – 18 | 17-15 | Below 14 |
| | | n = 7 | n = 1 | n = 3 |
| Understanding and valuing the learner: Students will understand the nature and diversity of gifted and talented students | Fall 2014, ED FS 760: Case Study | 72.8% (n = 8) at exemplary and/or competent level of performance on key assessment point. | 72.8% (n = 8) at exemplary and/or competent level of performance on key assessment point. | 27.2% (n = 3) at developing |
| Measure 2 | | Score range | Score range | Score range |
| | | 5 – 4 | 3.95 – 3 | below 3 |
| | | n = 13 | n = 2 | |
| Understanding and valuing the learner: Students will understand the nature and diversity of gifted and talented students | May 2015 ED FS 764: Vignette Analysis N = 16 | 93.75% (n = 15) at exemplary and/or competent level of performance on key assessment point. | 93.75% (n = 15) at exemplary and/or competent level of performance on key assessment point. | 6.25% (n = 1) at developing |

GTE Certificate Program 2016- Measures, Performance Targets, and Assessment Data

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

Measures and Performance Targets

MEASURE 1 Performance Target 1

Mini Unit
assignment in
EDFS 761 **as**
measure of SLO 2:
Knowing what and
how to teach and
assess

Mini Unit product
(measure of key
assessment point) will
be used to assess SLO
2 with the target of
100% at exemplary
and/or competent on
mini unit. Rubric
attached.

MEASURE 2 Performance Target 1

Lesson Design,
Implementation and
reflection
assignment in
EDFS 763 **as**
measure of SLO 2:
Knowing what and
how to teach and
assess

Lesson Design,
Implementation and
reflection product (measure
of key assessment point)
will be used to assess SLO
2 with the target of 85% at
exemplary and/or
competent on Lesson
design, implementation,
and reflection assessment.
Rubric attached.

Assessment Data On SLO 2, Measures 1 and 2

| Student Learning Outcome | Assignment and course | Exemplary Score range 19-20 | Competent Score range 14 – 18 | Developing Score range 13 below |
|---|--|--|--|--|
| Measure 1 | | | | |
| N= 14 | | n = 10 | n = 4 | n = 0 |
| | | 71.5% | 28.5% | |
| SLO 2: Knowing what and how to teach and assess and create environments in which learning occurs: | Spring 2015 EDFS 761: Mini Unit Plan N = 14 | 100% at exemplary and/or competent level of performance on key assessment point. | | None 0% |
| 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 | | | | |
| Measure 2 | | | | |
| N= 13 | | n = 12 | n = 0 | n = 1 |
| | | Score range 15 – 14 | Score range 13 – 12 | Score range 11 below |
| SLO 2: Knowing what and how to teach and assess and create environments in which learning occurs: | Fall 2015 EDFS 763: Lesson Design, Implementation and Reflection N = 13 | 92.3% at exemplary level of performance on key assessment point. | | 7.7% (one student) |
| 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

GTE Certificate Program 2016- Measures, Performance Targets, and Assessment Data

SLO 3: Understanding Self as a Professional: Candidates will apply their expertise to advocate for the rights and opportunities to learn for gifted and talented students.

Measures and Performance Targets

| | |
|---|--|
| MEASURE 1 | Performance Target 1 |
| Measure 1.Field Study project assessment in EDFS 762 as measure of SLO 3: Understanding Self as a Professional | Field Study assessment (measure of key assessment point) will be used to assess SLO 3 with the target of 100% at exemplary and/or competent. Rubric attached. |
| MEASURE 2 | Performance Target 2 |
| Measure 2.Advocacy ProjectAssessment in EDFS 686 as measure of SLO 3: Understanding Self as a Professional | Advocacy Project product (measure of key assessment point) will be used to assess SLO 3 with the target of 100% at exemplary and/or competent on mini unit. Rubric to be attached. |

Assessment Data On SLO 3, Measures 1 and 2

| Student Learning Outcome | Assignment and course | Exemplary Score range 19-20 n = 10 77% | Competent Score range 14 – 18 n = 3 23% | Developing Score range 13 n = 0 |
|---|---|--|---|--|
| Measure 1 N= 13 | | | | |
| SLO 3: Understanding Self as a Professional: 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 | Spring 2016 EDFS 762: Mini Unit Plan N = 13 | 100% at exemplary and/or competent level of performance on key assessment point. | | None 0% |
| Measure 2 N= 13 | | Score range Exemplary 30-28 n = 11 | Score range Competent 27.5 - 23.5 n = 2 | Score range Developing 23 or below n = 0 |
| SLO 3: Understanding Self as a Professional: 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 | Summer I 2016 EDFS 686: Advocacy Project PSA Assessment N = 13 | 100% of students at competent or exemplary level of performance on key assessment point. | | |

Program Accomplishments

We are completing the coursework for our second cohort of Charleston County School District (CCSD) teachers in Summer 2016. The GTE Program’s second cohort started their coursework in Fall 2014. The cohort began at 12 students enrolled in Fall 2014. Enrollment fluctuated and

stabilized at 13 students enrolled through Summer 2016. It is expected that all 13 students will complete their coursework successfully by the end of Summer I, 2016.

This Cohort Two of 13 students is the second group to enroll in the GTE program in cost-sharing program with CCSD. The partnership with CCSD is a cost-sharing one, with the CCSD paying 50% of students' tuition, the students paying 25%, and the College discounting the tuition 25%. The partnership is a strength of the GTE program, allowing a cohort to progress through coursework together.

Program development is needed in the area of additional faculty members. One roster faculty directs and teaches in this program. Another faculty member is needed if the program is expected to grow.

Hybrid courses are a regular part of this certificate. This year, all courses offered were a hybrid format. One course has been developed as a fully online course and at least one additional course will be fully online next year.

The advisory faculty committee reviewed and advised GTE program director with curricular assessment activities. The GTE program has developed key assessment activities and use those data to analyze strengths and areas for improvement based on cohort two's progress.

Faculty: One roster faculty directs and teaches the courses in this program. The GTE program has a steering committee made up of faculty (roster and adjunct) and CCSD administrators and teachers.

Program Development in the next three years: The program director is working with Dr. Thomas Hebert of University of South Carolina to articulate the GTE Certificate courses to their planned M. Ed. in Gifted Education. An additional online course will be developed.

Historic Preservation - MS

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 curriculum actuated at the beginning of the 2014-2015 academic year reflected some three years of discussion within the MSHP faculty, recommendations from external reviewers, and submission and approval of thorough revisions to the program by the faculty senates of both Clemson University and the College of Charleston, the MSHP program's co-sponsoring universities. These discussion and their effect on the content and goals of one of the program's foundation courses - - HP 8190: Investigation, Documentation, Conservation - - is detailed in a conference paper, presented at the National Center for Preservation Training and Technology in July 2014, and pending journal essay [PER: Preservation Education Review published by the National Council for Preservation Education] entitled "The Documentation Course: Beyond Drawing." Curricular discussions detailed in this paper and observations gathered informally by faculty and more formally through the focus group exit interviews the program has conducted annually since 2011 with members of its graduating class, led to a series of changes to the goals and content of IDC and the addition of new material in other courses.

MSHP faculty set out to sharpen the analytical purposes of its introductory drawing course by expanding its scope and employing an integrated learning strategy. We were persuaded that an "integrated learning" strategy which would lean more actively on the pedagogical and intellectual benefits that follow from learning that crosses disciplinary boundaries would prepare our student to engage the problems they confronted in the field contextually. All the problems we assign our students, from revitalizing main streets, to documenting and interpreting cultural landscapes, to assessing historical significance, demand a multidisciplinary approach. Few drawing courses are self-consciously designed to instill a sense of the multidisciplinary character of the field of historic preservation through integrated learning and that goal sat at the center of our effort to move IDC from a three-hour course in which assignments were siloed between disciplines to a 6-hour course that was designed to do away with segmented learning and replace the field exercises instead with problems that required crossing disciplinary boundaries for successful completion of required field reports.

In addition to changing the intellectual posture of HP 8190, the MSHP program addressed student commentary and faculty observations to address recommendations to improve and extend instruction in the documentation of historic resources. In particular, under SLO 2: Documentation of Historic Resources, we added a two-day photographic workshop, taught by a historic preservation professional with long experience with HABS and documentation projects in the Chesapeake. To emphasize the important role that photography plays in documentation of historic resources, the program instituted as part of IDC a photographic assignment that required submission of a series of photographs of the same subject building. Students presented their photographs at a juried crit session. The program is considering amending Measure 2 to include performance review of proficiency in photographic skills.

The MSHP faculty, also responding to student recommendations and its own observations, will, under SLO 2 and Measure 2, include additional instruction in the architectural software REVIT in the 2015-2016 academic year and measure its application to course assignments.

The same is true for a new workshop to be required of all students on use and field application of land surveying using Leica Total Station technology.

Under SLO 3, Assessment of Historic Buildings, we have discovered that instruction in application of CRAIC photospectrometer needs strengthening as does instruction in the application of XRF technology to the analysis of historic building materials. Instruction in both areas will be strengthened in HP 8100 and assessment of the outcomes of this instruction will be discussed by the MSHP faculty during the 2015-2016 academic year.

The MSHP faculty reviewed the content and structure of HP 802:Research Seminar/Thesis during the late spring/summer of 2012 and, as a result, revised the content of the course, extended its objectives and wove into its structure a schedule that requires completion of significant portions of the thesis as students begin the research for these terminal projects. This new structure provides an opportunity to create cleaner learning objectives under SLO 1: Independent Research and link them more effectively to dedicated measurements. The following are likely: (1) Completion and successful review of the Thesis Proposal; due late August; learning objective is identification and refinement of an original research question and its successful presentation; success measured by acceptance/rejection/call for refinement of proposed thesis topic by MSHP faculty and assignment of thesis committee. (2) Completion of Literature Review; due late September; learning objective is acquisition of skill sets necessary to assembling complete annotated bibliography for topic of the thesis and completion of literature review; success measure by pass/fail/ call for refinement of Literature Review by student's thesis committee. (3) Completion of Research Design and Method; due in late October; learning objective is review of range of research options and identification of method most appropriate for thesis topic and completion of thesis chapter that presents, explains, and justifies research design chosen; success measured by acceptance/rejection/call for refinement by thesis committee. Cumulative measure of success for the program will consist of 90% success rate by second-year students who begin thesis research at the start of their second fall semester in the program.

History - MA

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).

Based upon the assessment activities undertaken by the Master of Arts in History Program in the last few assessment cycles, the program has made or is in the process of making several major, evidence-based changes to our curriculum or program structure.

1. On the basis of institutional feedback about our 2015-16 Assessment Plan, the History MA program added a second assessment measure this year: the writing samples submitted by students admitted to the program. Although 2015-16 is our first year assessing these

materials (and they are thus of relatively limited value this year), in coming years we intend to carefully monitor the results of our assessment of these materials. We are confident that they will help us to improve our admissions processes and that, in conjunction with the assessment of the theses and seminar papers produced by students graduating from the program, they will allow us to identify areas where we can make program changes to improve student learning outcomes in the areas of research, writing, and historiographical knowledge.

2. The History MA program has also begun the process of enacting curricular changes intended to help improve student learning outcomes related to research and writing skills. In the program's 2014-15 Assessment Report, one important curriculum change was proposed: "We will also consider making each student complete a research seminar (currently, only students taking Comprehensive Exams are required to take a seminar). In 2014-5, on the basis of our earlier assessment activities, we began advising all MA students to take at least one seminar, and this policy has begun to show positive results. In 2015-6, the graduate committee will discuss making this a formal degree requirement, which is a major curricular change that would require Faculty Senate approval (2014-15 Assessment Report)." The Joint Graduate Committee began this process this year, and proposals to require each student to complete one seminar during his/her program of study were approved by the History Departments at both the College of Charleston and the Citadel. In Fall 2016, the Joint Program will begin the process of bringing this key proposal before the Faculty Senate for approval. Once this curriculum change goes into effect, the History MA program will begin collecting seminar papers for assessment purposes, which will give us an excellent measure of student learning outcomes between the admission essay and the capstone research project.
3. Another important curriculum change the History MA Program is in the process of pursuing on that was identified during our recent assessment activities pertains to building a public history component of program and beginning advance planning for the establishment of a concentration in public history. Our 2014-15 Assessment Plan described these initiatives, which have prompted a series of ongoing evidence-based changes: "In 2012-3 the History MA program underwent a detailed self-study process. The outside reviewers who visited our campus and assessed the program recommended that our MA program hire a specialist in public history at the earliest opportunity, since most of our students pursue careers in the area. On the basis of this recommendation, in 2014-5, the History Department conducted a successful search for a public historian. Our new public historian will be joining us in the fall and will immediately set to work in building a formal curriculum in this important field. This is a good example of how the MA program's assessment activities have led us to make key program improvements (2014-15 Assessment Report)." In spring 2016, the public historian that the History Department hired in 2014-15, Dr. Rachel Donaldson, offered a graduate course on public history (HIST 590: Historical Memory and the Built Environment) that provided our MA students with a valuable opportunity to gain hands-on training in the field. In addition, Dr. Donaldson has begun exploring the possibility of developing a concentration in public history within our MA program, and this proposal will be discussed in the History Department next year.

Languages - MEd

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 program assessment was conducted by the Program Director with input and assistance from the program faculty. The Program Director coordinated the administration and gathering of the assessment measures, collected the data, analyzed the results, and prepared the report. Supporting faculty reviewed the results and provided feedback.

To gather data two measures were collected and analyzed for each student learning outcome. Since it was the first time to use these measure, the target was set to baseline. Once the data was analyzed, a baseline was established for the next assessment cycle (2016-2017).

The data revealed mixed results and that there is a need to be clearer and to provide more examples and class time on the objectives in the courses. For the Portfolio, there is a need to provide clearer instructions to the student candidates in a pre-portfolio meeting. Starting Summer 2016, the portfolio will be done electronically and explanation documents will be already uploaded to the e-portfolio template for reference.

Specifically, after reviewing the findings for SLO 1 (demonstrate understanding of linguistics and designing teaching strategies to facilitate language acquisition), it was decided that clearer instructions and examples of demonstrating knowledge and application will be shared and discussed with the student candidates next time LALE 601 Applied Linguistics is offered in Spring 2017. It was also agreed that clearer instructions and examples of demonstrating knowledge and application in the Portfolio would be shared and discussed with the student candidates in LALE 602 Advanced Language Methodology (Summer 2016). In addition, starting Summer 2016, the portfolio will be done electronically. Clearer instructions will be given to the student candidates with documents already uploaded to their e-portfolio template. Same two measures will be used next assessment cycle with targets set at 80% for both.

Similarly, for SLO 2 (design differentiated lesson plans based on learners' characteristics found in classrooms today) it was also decided that clearer instructions and examples of differentiated lesson plans would be shared and discussed with the student candidates next time LALE 603 is offered (Fall 2016). Since LALE 603 examines variables that affect second language acquisition, emphasis is given in understanding those variables. More class instruction is needed to see how these variables should inform differentiated lesson plans. It was also agreed that clearer instructions and examples of demonstrating knowledge and application in the Portfolio would be shared and discussed with the student candidates in LALE 602 Advanced Language Methodology (Summer 2016). In addition, starting this Summer 2016, the portfolio will be done electronically. Clearer instructions will be given to the student candidates in a pre-portfolio meeting. Documents will be already uploaded to their e-portfolio template for reference. Same two measures will be used next year with targets set at 80% and 60% respectively.

Finally, for SLO 3 (demonstrate ongoing participation in professional growth opportunities), all student candidates (100%) met expectations in Measure 1. Therefore a performance target of 100% meets or exceeds expectations will be set for 2016-2017 for all student candidates. However, this was not the case in Measure 2, so it was also decided that clearer instructions would be given to the student candidates in a pre-portfolio meeting. In addition, documents will be already uploaded to their e-portfolio template for further reference. Same two measures will be used next assessment cycle with targets set at 100% and 80% respectively.

These changes will be applied next year with the overall goal to see improvement in the quality of student learning.

Marine Biology - MS

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 GPMB employs three areas of assessment: 1) broad knowledge (in marine biology, the ocean environment, and the practice of science), 2) scientific communication, and 3) thesis research, each with two methods of measurement.

Assessment results indicate that performance in broad knowledge (so far assessed through oral comprehensive exams) had been on target (2013-2015), but has dipped in the past year and is below threshold. No weaknesses in a particular topic area were indicated by results, so it is possibly a cohort effect. The cohort in question derives from a dip in recruitment (i.e., 97 applications following historic high of 121 applications for prior class), thus could simply represent a slight decline in academic abilities of the incoming students. We have and continue to use this assessment and our Curriculum and Academic Planning committee reviews of the related coursework to identify weaknesses and recommend improvements. An additional, new method to assess broad knowledge (final exam scores in core courses) has been instituted.

Assessment of scientific communication skills through poster and oral presentation of research at our annual GPMB Student Research Colloquium indicate that although students have typically performed very well in this area, this year for the first time the target was not met for one of two methods of assessment (poster presentations). Although this is cause for concern, this represents a single datum. The Marine Biology Council will discuss these results (in August 2016) and recommend whether changes are in order, or if more data are needed.

Two methods of assessment pertaining to thesis research are used: the thesis proposal and thesis publication in peer-reviewed journals. The former is new addition as an assessment tool (as of Fall 2015) so no data yet exist. Likewise, the goal for thesis publication is a 75% publication rate within 3 years of graduation, therefore since this tool was introduced in 2013, first data are expected in the 2016-2017 report.

Mathematics - MS

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).

Note: We have made substantial changes to our program during this year (including major changes to its structure) that will result in improved student learning. These changes are not in direct response to the assessment data we collected, but are worth mentioning here. See the Mathematics Graduate Program Annual Report, in particular Part III), uploaded under Attachments.

With respect to the data collected as part of this assessment cycle, we are in the initial year of assessment and we only have a small data set.

These data do not raise any concern so we are not planning any change to the program based on these data.

We plan to encourage faculty teaching core courses to place more emphasis on mathematical writing.

We also plan to advise students to take core courses as early as possible during their course of study.

Data suggests that students perform much better (in communicating mathematics) on projects, where they are consciously making an effort at presentation, rather than on final exams, where they are mostly focused on writing correct proofs or solutions.

We will continue to encourage faculty to incorporate a project component in each course.

We realized that collecting homework for assessment is challenging. Thus, we have made changes to the assessment plan for Fiscal Year 2017 that should result in a larger, more consistent, and more meaningful data set.

Middle Grades Education - MAT

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 EDEE 515 so that candidates can see and experience how assessment should be used for teaching and learning.

In addition, working with another institution for data collection will function better next year. The philosophy paper had no home from which it could be written. While a course at The Citadel has students write a philosophy paper, the directions were not aligned to the AMLE standards/elements and the Middle Grades program's criteria. All Middle Grades teacher education candidates will be given specific directions and rubric for completing a philosophy paper during initial advising. It is up to the candidate to submit the philosophy paper to their advisor when completed, regardless of which university or course the candidate takes. The Middle Grades program committee will score the paper.

Operations Research - Certificate

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).

We are in the initial year of assessment and we only have a small data set. These data do not raise any concern so we are not planning any change to the program based on these data.

We realized that collecting homework for assessment is challenging. Thus, we have made changes to the assessment plan for Fiscal Year 2017 that should result in a larger, more consistent, and more meaningful data set.

Moreover, we realized that Math 552 is offered every other year and also that typically Math 552 has a final project which is suitable for assessing SLO3 (Constructing and analyzing models) and SLO4 (Communicating modeling outcomes). Thus, we have made changes to the assessment plan for Fiscal Year 2017 that should result in a larger and more meaningful data set.

Performing Arts - MAT

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).

Due to effective recruiting strategies employed in 2014-15 as this program started in January of 2015, the program is now in a position to begin gathering meaningful data as student enrollment is reaching projected targets. The first theatre concentration students will graduate in the spring of 2017 and music students will graduate fall 2017. Although there has not been an entire cycle of students completing the program coursework, the data indicates that current students are effectively building their skill sets both within their respective disciplines as music or theatre artists and also in the study of pedagogy as future teachers. The data shows that the program's curriculum delivery in class and experientially within their field work experiences is being synthesized by the students in theoretical and practical ways. Of course, much more understanding of the strengths and weaknesses of this program will be revealed within the next academic year when the first wave of students take their Praxis exams for certification and also complete their student teaching semesters. With a total of 9 SLO's, it will take several cycles to gather data about each SLO; however, the next academic year will at least yield information from data gathered from students completing the entire program. This first complete cycle of all coursework within the program will then allow for the program to begin to be assessed globally and make any changes needed going forward globally and specifically.

Public Administration - MPA

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).

These SLOs and their operationalizations are new for the MPA program so we cannot describe evidence-based changes that have taken place within the last few assessment cycles. The only exception is SLO 3 Ability to analyze, synthesize, think critically, solve problems, and make decisions. One of the problems detected in earlier assessments was students' lack of ability to prepare professional, appropriate charts and figures to illustrate their data. Faculty have worked hard to provide opportunities to practice this skill and the results of this cycle's assessment show that 96 percent of student work was rated excellent or good and 82 percent was rated excellent.

Sciences and Mathematics for Teachers - MEd

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 MEd. Science & Math (SMFT) program is a small program (16 students). Because we only offered 2 SMFT science courses (8 students) and 1 SMFT math course (8 students) during the

spring 2016 semester, we do not have enough data on our performance measures to set target outcomes for student learning outcomes 1 & 2. However the results from the first semester of data collection for outcomes 1 and 2 allowed us to evaluate the pre & posttests developed by each faculty member, and develop clearer guidelines for the development of assessment tests for future SMFT courses.

Additionally only 3 students presented their capstone proposal or project during the 2015-16 academic year. We expect to be collecting data for at least 1, perhaps 2, more semesters to collect enough baseline data to assess the methodology employed to assess outcome 3, and set performance targets.

Special Education - Certificate

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).

There are no assessment results to report for the 2015-16 academic year because no students were enrolled in the Special Education MAT program during this time.

Special Education - MAT

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 MAT 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 light of curriculum changes that were implemented with the Fall 2015 teacher candidate cohort. (Our new curriculum consists of four courses per semester, and will result in Multi-Categorical licensure from the SC Department of Education.)

* investigate procedures to increase enrollment (e.g., we will be offering coursework the MAT Special Education Program at North Campus to students partially supported by local school districts beginning Fall of 2016). Our current cadre (those entering in Fall, 2015) consists of 11 teacher

candidates.

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

- * study and refine the assessment measures both in this document and in the CEC SPA report for accuracy and increasing knowledge and skill awareness and utilization.

- * 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 document their growth in knowledge and skills using all program requirements, and to better report on their students' growth, as well.

Statistics - Certificate

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).

We are in the initial year of assessment and we have only few data. These data do not raise any concern, so we are not planning any change to the Statistics Certificate Program.

We will monitor students performance on SLO1 in Math 530 in the coming years since the outcome is just above the acceptable threshold.

However, we realized that collecting homework for assessment is challenging. Thus, we have made changes to the assessment plan for Fiscal Year 2017 that should result in a larger, more consistent, and more meaningful data set.

Teaching, Learning, and Advocacy - MEd

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 student data analyzed for this period (fall 2015 and spring 2016) was derived from the MTLA capstone and key assessments leading into the capstone project, administered in the core

courses of the MTLA program. To gather formative data, various rubrics clearly outlining the criteria for each assignment/capstone were used in evaluating the MTLA goals/outcomes: a) intersection of theory and practice, b) research, c) policy analysis, d) advocacy, and e) professionalism and reflective practice. A committee of faculty who teach the MTLA courses analyzed and reviewed the data results. Results of data analysis show that the MTLA program needs to revise sequence of key assessments and ensure that the literature reviews in both MTLA 607 and MTLA 602 focus strongly on policy and advocacy. These themes should be well integrated in the research proposal to be implemented in the capstone course. These issues are going to be addressed through the following planned changes:

1. Revised key assessments and sequence of core classes prior to the capstone.
2. Refinement of the literature review in MTLA 602/607 to enable students to clarify clearly the advocacy and policy issues for their capstone project.
3. Refinement of the policy paper in MTLA 602 to ensure student understanding of policy in capstone project.
4. A deeper focus on the proposal in EDFS 635 to allow students to put more emphasis on methodology particularly writing clear policy and advocacy related questions for the capstone project.

Urban and Regional Planning - Certificate

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 urban and regional planning certificate program used signature assignments in two classes: PUBA 620 (Local Government Politics and Administration) and PUBA 631 (Administrative Law). Although the number of responses was likely too small to be statistically significant, the results generally appeared to be positive, with students meeting expectations in most cases. Students did best in outcome #1, analysis, showing a solid ability to explain reasons why current policy is good, or changes are needed. The results were similar for outcome #2, communication. There biggest area for improvement is in outcome 3, visioning. Results were sent to the MPA Director and will be discussed with certificate director when he is back from sabbatical. These discussions will be continued in the fall of 2016.