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):

During the 2016-17 academic year, the School of EHHP continued to encourage, support, and fund research and professional development opportunities for our faculty, staff, and students. Faculty and staff members are encouraged to attend professional conferences and present papers, with the expectation that several of the presented papers will subsequently be formed into manuscripts for publication. Across all departments of EHHP, we strive to assist faculty, staff, and students with writing and research efforts by providing travel funds to conferences and, as well, by working with faculty members to devise a teaching schedule which will permit targeted time for the purpose of research and writing.

At the beginning of the 2016-17 academic year, TEDU had twenty-nine (29) roster faculty members, and of this number, four (4) articles were published in refereed journals, two (2) books were published, and 24 faculty members (listed under the heading “Other Articles, Chapters in Books, Publications of a Special Nature, including Book Reviews”) participated in these scholarly activities. TEDU faculty members also submitted a great number of funding requests, with many receiving funding for projects, including Kristen E. Ashworth for Project CREATE 2016-2017 in the amount of $76,686; Laura L. Brock for “Year 4: Wings” in the amount of $164,769; and William Veal (Principal) and John S. Peters (Co-Investigator) for “Partnering to Improve Science and Mathematics Instruction and Student Achievement,” in the amount of $179,893, to name a very few.

As well, the HEHP faculty also published numerous papers, book chapters, and conference proceedings, with ten (10) faculty contributing to books, articles in refereed journals, other articles, book chapters, book reviews, and editorial activities. Faculty were successful in securing both internal and external funding for research during the year, including Christy L. Kollath-Cattano (with others) awarded $3,994 for “Patient Decision Aid about Electronic Cigarettes: A Feasibility Study,” and $6,500 awarded to Dr. Kollath-Cattano and others from SURF, College of Charleston for “Formative research to develop a collegiate recovery program.” As noted in the department’s report, HEHP faculty have limitations that hinder research productivity, including large student numbers, which lead to large classes and large advising loads; the facility is outdated and does not have enough dedicated lab space; and the lack of a graduate program that would provide graduate students to assist with research and lab courses.

Regarding assessment activities, TEDU has accomplished much over the past year, including completing a plethora of SACSCOC Compliance Assist reports. We are required to consistently review our thirteen (13) programs’ data to meet State, CAEP, SPA, and SACSCOC requirements. SPA accreditation reports were submitted in September 2016. Early Childhood, Special Education, Secondary Science, and Physical Education are all Nationally Recognized. Middle Grades, Secondary Math, Secondary English, Secondary Social Studies and Foreign Language are Nationally Recognized but with conditions. Elementary Education will need to resubmit. The Director of Accreditation and Assessment, Data Specialist and Information Manager (DSIM) and the Assessment Committee oversee candidate data collection, dissemination, and analysis for TEDU.

Multiple faculty applied for and secured funding to support their research and scholarly agendas, as well as engaged in public service activities. For more information about these grants, please see the various reports attached. In total, the School of EHHP was awarded approximately $1.4 million for academic year 2016-17, which is 23% of the total for all College of Charleston departments who received funding.

The 2016-17 academic year was the first full year that the Afterschool and Summer Learning Resource Center (ASLRC) was in operation. The ASLRC is a regional hub for professional development and program evaluation services for the expanded learning community. While the resource center was not cash flow positive its first year of operation, we have taken steps to hopefully remedy this situation. The appointments of an ASLRC director and program manager will help in these efforts over the next academic year.

In September 2016, EHHP hired a new Development Coordinator, Helen Shymanski, to assist with School-wide fundraising strategy and efforts. Over $560,000 in new monies were donated to EHHP. This successful level of philanthropy resulted from a combination of
continued generous funding of established scholarships, established grants, the establishment of new funds, grants, and several
development events. Activities and events associated with our development efforts over the 2016-17 academic year are as follows:

• Three new non-endowed scholarship funds have been established, the Dr. William R. Barfield, the William and James Mulvaney
Family Scholarship, and the Dean Frances C. Welch Scholarship. New endowed scholarship funds this year include the Lucy Garrett
Beckham Memorial Endowed Scholarship, the William and James Mulvaney Family Endowed Scholarship, the Dr. Thomas D. and
Janie L. Langley Endowed Scholarship, and the Arthur L. Liberman Endowed Scholarship.
• October 2016 also marked the first time the Jeremy’s Scholarship event included a golf tournament with the gala. The inaugural dual
event was held at Wild Dunes, and participants helped raise over $70,000, which ensured the endowment of a fifth scholarship for
aspiring teachers in memory of Jeremy Warren Vann. Other development and stewardship events included a reception for scholarship
donors and recipients on February 23rd prior to our Education and Health Night at TD Arena, a reception with President McConnell at
6 Glebe, a Wando High School football game and Triangle Restaurant fund drive for the Lucy Beckham Scholarship, the Give To What
You Love Online Campaign in February, and a kick-off reception for the William Barfield Scholarship in May.
• Mrs. Ann Higdon completed her three-year term as SEHHP Development Council Chair, and Mrs. Kathy Parks has accepted the
nomination to serve as the new Chair.

A Talent Development USDE

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):

Executive Summary

10/01/2016 – 02/01/2017

Current status of Project

Project Talentum Academies: Talent Development Academies Project is on track with established goals, four stated objectives and
related outcomes stated in the Year three plan. Activities and outcomes are summarized below by objective. The project builds on
evidenced- based approaches in teaching culturally and linguistically diverse gifted learners to create a demonstration project that
integrates effective approaches under the umbrella of talent development academies. The project scales up the Talent Development
Academy (TDA) model, expanding it to five schools by March 2017.

Intervention with the two Cohort One schools began in July 2015 and continues through this year, 2017. Intervention with the
Cohort Two school began in July 2016 and continues. We have applications for Cohort Three schools and will select two new
schools by March 2017. Intervention with Cohort Three will begin in June/July 2017. Outcome data (Cohorts One and Two) and
baseline data (Cohort Three) will be collected in March through May 2017. Summer teacher development planning is underway for the
cohorts. A report of progress towards the project objectives follows. Completed project activities between October 1, 2016, and
February 1, 2017, are summarized. Upcoming activities to be completed March through September 2017 are noted.

Progress on Project Objectives

Objective 1. Project TDA will build on existing partnerships and innovations to create talent development academies for
economically disadvantaged students, using curriculum and strategies developed for high ability learners, whole school, with all
students. Progress toward Objective 1 is on track. Activities are summarized below.

Expected Outcome 1: Culture change in project schools, reflecting a culture focused on rigor, challenge, persistence, and growth
mindset.

Explanation of Progress in Partnership Development:

October 2016 – February 2017: Partnership development: We have two full time teacher-in-residences on loan from the district. One
is fully funded by the grant; the other is cost-shared with the district. We have regular involvement of key persons from the district’s
gifted and talented office in the teacher development implementation and planning. We continue to rely on the regular involvement of
the Advisory Board including two Associate Superintendents. School partnership activities include ongoing meetings with principal
and teacher leader committees to collaboratively plan major activities. Partnerships in Cohort One schools are strong, and these
partners clearly identify themselves as “TDA Schools”. The Cohort Two school partnership is developing, with weekly meetings and
ongoing teacher development support at the school.
Objective 2. Project TDA centers the intervention in the talent development academies on teachers’ development. Progress toward Objective 2 is on track. Activities are summarized below.

Expected Outcome 2: 50+ teachers deeply knowledgeable about gifted education and its intersection with culturally responsive teaching.

Explanation of Progress in Teacher Development:

October 2016 – February 2017: Fidelity check observations have been conducted in Cohort One and Two schools, and the results have been used to direct teacher development. Teachers in residence worked as a pair in conducting planned observations, then conferred with teachers. After mid-February, the teachers in residence will work individually with targeted teachers. The estimated hours of mandatory professional development (PD) and non-mandatory PD are in the chart below, broken down by Cohort.

<table>
<thead>
<tr>
<th>Type of Professional Development</th>
<th>Cohort 1</th>
<th>Cohort 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 44 teachers</td>
<td>N=10 teachers</td>
</tr>
<tr>
<td></td>
<td>Number of Hours</td>
<td>Number of Hours</td>
</tr>
<tr>
<td></td>
<td>Oct Nov Dec Jan Total hours</td>
<td>Oct Nov Dec Jan Total hours</td>
</tr>
<tr>
<td>Non-mandatory hours</td>
<td>22 25 24 95 4</td>
<td>8 5 4 21</td>
</tr>
<tr>
<td>Mandatory hours</td>
<td>2.5 2.5 1.5 16 17.5</td>
<td></td>
</tr>
</tbody>
</table>

We have implemented in school (non-mandatory) and after-school (mandatory) teacher development. Approaches (mandatory vs. non-mandatory) have been different with each cohort. Cohort One professional development (PD) is primarily non-mandatory development because teachers are in their second year of intervention and have had the time to see the PD benefits to their students. In Cohort Two, most of the PD hours are mandatory because we are working to grow teacher buy-in and confidence. Teacher contact logs continue to be used to track individual and small group coaching and demonstration support with teachers. The logs are used for formative and summative assessment. Cohort one teachers have participated in three half-day sessions of targeted whole group PD. Cohort Two teachers have participated in three after-school PD sessions. Cohort One teacher leaders have been organized into an advisory group to provide input and expertise.

Ongoing PD has included training in the ELA (English/Language Arts), Science, and Math curriculum and strategies, integrating TDA strategies into lesson planning, differentiating for students with scaffolds and launch pads, and spotting potential in students. Teachers in all schools have taught ELA units, most have taught math units, and many have taught science units. Materials to support these strategies and curricula have been provided by the grant, as has the support of two teachers in residence in co-planning, demonstration teaching, and observing for feedback on progress.

Regular meetings with TDA principals and district level advisors has continued and kept stakeholders on the same page.

Upcoming activities are an additional half-day PD session for three current schools (Cohorts One and Two), planning and implementing summer PD opportunities for Cohorts One and Two, and planning and implementing the summer immersion conference for Cohort Three teachers. We are also planning to offer the first of two graduate courses in gifted education for 20-25 teachers, beginning in July/August 2017.

Objective 3. Project TDA will enhance and grow student academic talent development in project schools. Progress toward Objective 3 is on track. Activities are summarized below.

Expected Outcome 3: Improved student achievement and increase in identified GT students.
Explanation of Progress in Student Academic Talent Development:

October 2016 – February, 2017: Progress to report relative to this objective is the completed collection of baseline achievement data in Cohort One and Two schools. Cohort Three baseline achievement data will be collected in May 2017. Cohort One outcome data first collected in April/May 2016, will be collected each spring until the project end. Cohort Two outcome data will be collected in April/May 2017, and each year thereafter. In addition to achievement data, collection of GT nomination and identification data, baseline and annual numbers is being tracked.

Baseline data on nomination and identification of gifted and talented students in grades 3-5 has been collected on both Cohorts. The nominations for screening have increased significantly from last year to this year. The number of identified students is about the same. Cohort Three baseline GT data will be collected May 2017.

Objective 4. Project TDA will scale up to add district schools. Progress toward Objective 4 is on track. Activities are summarized below.

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

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

October 2016 – February 2017: Progress toward objective 4 is on track. We held a recruitment meeting with principals of district Title I elementary schools in January to share information and the application process to become a TDA. We received several inquiries and are currently in process of reviewing applicants for Cohort Three. We will select 2-3 schools to add in August 2017-18. Once Cohort Three schools are selected and notified, we will collect baseline data in May 2017. The professional development will be scheduled in consultation with the Cohort Three schools during June-July 2017. The intervention will begin in August 2017 when school opens.

Because objective 4 involves scaling up beyond the original district in the project, there is promising news to report. An out of district school read and viewed some of the local publicity on one of the TDA schools and is interested in TDA as a model for her Title I school. We have had conversations with the GT coordinator in that district about possible site visits and will meet with this principal, teacher coach, and GT coordinator in March to discuss possible implementation outside of the demonstration project.

Other: Additional information, unanticipated outcomes and benefits:

Current Partners in Project TDA: Charleston County School District in Charleston, South Carolina, is the current district partner. Cohort One schools in the district are Angel Oak Elementary on Johns Island, SC, and Springfield Elementary in Charleston, SC. The Cohort Two school is Minnie Hughes Elementary School in Yonges Island, SC. We will begin the baseline data collection for two NEW Cohort Three schools (Ellington Elementary School in Ravenel, SC, and Frierson Elementary School on Wadmalaw Island, SC; named in March 2017) in April-May 2017.

Unanticipated Development: A Year 5 (future) objective is to scale up the TDA model outside of the current district. Because of the local new article and TV news reports, a school in a nearby district is interested in the TDA model, so I have met with them to begin formulating a plan to implement the model at their Title I school, allowing us to begin scaling up beyond the original district sooner than anticipated.

Main challenges: There are two main challenges at this time. The first challenge has been the departure of Denise Zacherl, one of the key personnel, in August 2016, for a different job. Her replacement, Dr. Barbara Rabon, is working to get herself up to speed on basic aspects of the grant project. Because we have the strong support of the upper administration (Associate Superintendents) to whom Dr. Rabon reports, the collaboration is weathering this change. We continue to develop this new relationship. The second challenge faced is the rising costs of materials and salaries. Working within our budget is the only option we have in this project, so we are seeking some in-kind contribution of materials and perhaps more personnel support from the school district partner. An upcoming meeting with the Advisory group will help us to know if there is a possibility of this type of support moving forward into Year 4.

Desired Changes in Grant activities: None at this time.
Project dissemination activity:

- The website is an information dissemination site that we update. The site is http://blogs.cofc.edu/talent-development-academies/
- A proposal to present at AERA has been accepted for April 2017, and a paper and poster for the dissemination of findings to date are in preparation for the conference.
- A proposal has been submitted to the World Council on Gifted.
- An abstract has been written and submitted in response to an invited book chapter to appear in *The Australasian-Pacific Handbook on Giftedness and Talent Development*, publisher Springer Social and Behavioural Sciences

**Regional Publicity:** A TDA school was highlighted with television and print news stories as the “Cool School of the week”, where the program was filmed and described on the local nightly news. The links to the Stories are below

*Springfield Elementary Receives the News 2 Cool School Award*

http://counton2.com/2017/01/25/cool-school-springfield-elementary/

*Springfield Elementary offers school-wide Gifted and Talented program to develop critical thinkers*


*News article in Post and Courier*


IRB Approval Status follows.

Interim Budget Report and Narrative
Provide an explanation if you did not expend funds at the expected rate during the reporting period for this IPR.

Spending rate is normal for this part of the year because activities supported by this project budget are heavily weighted to March through September.

Provide a brief summary of planned budget expenditures from 02/01/2017 – 09/30/2017. Describe any concerns you have at this time relative to potential carryover (i.e., funds from the year three award that will not be expended by 09/30/2017).

Anticipated expenses for personnel costs include effort from the PI Julie Swanson, faculty partners, and project evaluation staff. Associated fringe benefits costs are also included.

Anticipated travel costs include conference travel so that project personnel may participate in dissemination at the American Educational Research Association annual meeting in April 2017.

Supplies costs for this project are substantial and growing. Cohort I and II schools continue to be supported by this funding for supplies for project activities, and Cohort III schools will require substantial start-up supply costs as well. Supplies purchased include curriculum materials, trade books, consumable student materials, and text material for teachers.

Contractual costs will consist of three categories: Sub-award costs to the Charleston County School District for their continued partnership, including teachers-in-residence costs, payments to participating teachers for professional development, substitute teachers who enable the participating teachers to attend professional development activities. Contract course costs are also part of this; we anticipate offering 2 courses to 20 teachers per course in the remainder of Year 3. We also intend to pay consultants in the Berkeley County School District to begin planning implementation of this model in one school there, which aligns with a goal set for Year 5.

Indirect costs will be less than anticipated due to increases in contractual costs to our sub-recipient, which will decrease our MTDC base.

Are there any anticipated budget changes that you need to report at this time? If so, describe them and follow up with your assigned program officer to see if a budget modification and/or prior approval is required.

We have minimal budget changes anticipated at this time, limited to expected small shifts out of personnel and into contractual costs, and out of indirect costs (due to increased contractual costs for our sub-recipient) and into contractual and supplies costs. These shifts are a result of an additional expense approved July 2015 (by Theda Zawaiza) that enabled excess funds in personnel to be shifted to the sub-award to cover a Teacher-in-Residence; we have since added another Teacher-In-Residence (cost-shared) to keep up with demand. Furthermore, our Year 3 budget is larger than the anticipated budget submitted in October 2016, due to a careful review of available funding, which resulted in a determination that additional carryover from Year 2 should be included in our available budget for Year 3. That amount is $32,909 and is included in our Year 3 Budget column.

Afterschool and Summer Learning Resource Center

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 ASLRC is a new entity at the College that launched July 1, 2016. The measures and performance targets reflect activities to support the growth of ASLRC during its inaugural year. This assessment report represents the first assessment cycle.

Based on the assessment results, future changes for continuous improvement should include:

- To improve operational inefficiencies, **follow or change the business procedures** outlined in the Launch Manual to ensure sufficient documentation of communication.
- **Establish a realistic estimate of expected time commitment** before recruiting a potential ASLRC director.
- **Continue to use low-cost staffing models**, including AmeriCorps VISTA and part-time temporary workers.
- **Postpone the data initiative** until ASLRC has the capacity to implement, including a director, committed funds, and relationships with a sufficient number of diverse programs.
- **Develop concrete annual plans to generate revenue** through four streams—grants, contracts, professional development, and direct service programs

Outcome 1 - Many procedures and forms were drafted and approved and help to guide the work of ASLRC. These will continue to undergo improvements for efficiency each year. For example, the invoice template was useful but its layout was not intuitive and the data fields proved to be insufficient. The invoice template was subsequently changed. The business procedures were not followed consistently, leading to gaps in communication. For example, changes made to between a client and the team working with that client were not always communicated to ASLRC leadership. When contact needed to be made with the client, leadership had to review several email exchanges and seek clarification from the team before reaching out to the client. To improve these inefficiencies, the business procedures will need to be followed in the future so that written records are maintained.

The staffing structure was approved, and included a part-time director for an estimated 8-10 hours per week on relationship building, business development, grantsmanship, marketing, and programming. These responsibilities were handled by existing employees (not dedicated to ASLRC) so the actual number of hours committed to these tasks is not known. However, a part-time, temporary person was hired in February to assist ASLRC with marketing. She worked 8-10 hours per week on that task alone, evidence that 8-10 hours is an underestimate of the actual number of hours needed for a director. Future conversations with potential directors should involve a higher time estimate.

Having an AmeriCorps VISTA as part of the staffing structure was a beneficial decision. The VISTA was shared with another organization that paid all required VISTA site fees in exchange for the VISTA being housed in CofC office space. For the cost of an annual garage parking pass, ASLRC gained a full-time employee for one year (August 2016-August 2017). Based on the positive experience with the VISTA during the fall and spring semesters, the decision was made to apply for a VISTA position for 2017-2018. The position was approved, and will again be shared with another organization. ASLRC will pay for parking. When the City of Charleston announced an opportunity for a summer 2017 VISTA, ASLRC signed up and was approved. The summer VISTA will work with an on-campus summer enrichment program and develop and procedures and resource manual for faculty/staff planning to run a youth program at the College of Charleston. Again, the cost of parking will be ASLRC’s expense for this staff member.

Outcome 2 - While ASLRC is not prepared to pursue the data initiative at this time, revisiting the idea in the future may be feasible once a director is named, funds are committed, and relationships have been built with a sufficient number of programs to participate in the initiative.

Outcome 3 - Generating external funds from a variety of sources is critically important to ASLRC’s sustainability. When first conceived, funds were to be generated through external grants, contracts for program evaluation services, and offering professional development. The uncertainty of the grants landscape, along with the lag time between application and award (if there is an award), make it unwise to rely primarily on grants for support. For example, decisions on two grants involving ASLRC totaling more than $620,000 are still pending. One was submitted to a federal agency in February 2016 and the other to a private foundation in March 2016. The proposal with the highest dollar amount was submitted to a federal agency. With the federal budget still under construction, it is not clear if the funding program will remain intact and if grants will be awarded. The $200,000 corporate foundation proposal that was submitted was not funded and no feedback was shared.

Contracts can come about through networking. For example the NAESP survey contract was established through a connection made by ASLRC’s Senior Fellow. He introduced NAESP to ASLRC last summer, and that organization reached out months later to engage with us. For this reason, it is important for ASLRC to remain connected to other organizations and individuals. This makes the case for carefully choosing a director who is able to build these important alliances.

A lunch-and-learn series was implemented in spring 2017 to generate revenue for ASLRC while providing important training sessions
for after-school/summer program professionals. The $25 price point for each lunch-and-learn made the events affordable to the target audience. Only one person expressed concern that the price was too expensive. ASLRC did not pay any speaker fees, but instead presented a small CoC gift to each speaker. Registration fees were waived for planning committee members (n=10), ASLRC’s administrative assistant, the speaker, one speaker guest, and the winner of the “free registration certificate” awarded at the previous event.

A fourth stream of revenue—direct program provider—emerged late in the 2016-2017 year. EHHP faculty/staff wanting to operate youth programs on campus can provide another source of revenue. So far, of the four EHHP faculty-led summer programs, only one—Elementary Engineers—associates itself with ASLRC. For Summer 2017, ASLRC secured an AmeriCorps VISTA that will work with that program as well as ASLRC. The need exists to develop a mutually beneficial model for how ASLRC will interface with EHHP youth programs on campus.

**Art Attack**

**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 assessments used to measure the three outcomes were implemented for the first time in 2015-16. This year the results were positive and I will continue to monitor the results. Data revealed that 100% of teacher candidates involved in Art Attack showed growth in integrating the arts into non-art lessons. Which was the same as 2016. The self-efficacy of teaching artistically improved as well. 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 this is a problem and seems to be a declining trend. Next year, there will be a continued 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**

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 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 gauge 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.

The program will continue to seek opportunities to get the word out about the program in the hopes of reaching just one more family or volunteer who might benefit from involvement in this program.

**Call Me MISTER**

**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):

CMM assessment has used the same three outcomes for the past 2-3 year:

Outcome 1 - re: positive role models

Outcome 2 - re: mentorship

Outcome 3 - re: use of CoC resources e.g. Center for Student Learning
Based on the evidence gathered Outcome 1 has come closer to meeting the target than Outcomes 2 and 3. We will continue to pursue Outcome 1, especially measure 2 "engaging with the speaker." This measure has had impact on the MISTERs in terms of their involvement and attentiveness.

Outcome 2 has consistently been a challenge for the MISTER program. What has worked in the past are group projects rather than expecting each MISTER to pursue a mentor program as an individual. After revisiting this outcome we will need to make a formal announcement to all MISTERs during the first meeting.

Outcome 3 will need to be changed. The lack of ability to consistently monitor GPA’s makes this outcome incredibly challenging.

**Center for Partnerships to Improve Education**

**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):

Outcome 1 - Assessment plans were created to measure the impact of CPIE support on faculty and student researchers.

Spring semester of even years (beginning spring 2018) - survey all faculty recipients of CPIE funding. Use the Faculty Impact Survey (see attached) that was administered in spring 2016. Conduct a follow-up survey of faculty two years after the initial survey, using the same instrument. Faculty who participated in spring 2016 will receive follow up survey in spring 2018. Faculty who are surveyed for the first time in 2018 will be invited to respond to a follow-up survey in 2020. The survey data will not be collected anonymously, but will be reported in an aggregated manner that does not identify individual respondents.

Assessment plan for student researcher

End of each semester of each year (beginning summer 2017) - survey all student recipients of CPIE research funding. Use the Student Research Reflection Survey, a modified version of the student impact survey. Respondents will be asked to provide demographic information (major, classification), a brief summary of the nature of CPIE support received, and a summary of the CPIE-funded experience. Students will also be asked to rate and reflect on the how well the experience enhanced their learning; prepared them for upcoming coursework, graduate school, or career; enriched their interactions with faculty; and an overall reflection on the impact of the experience. Students will be asked to provide a secondary email address that will be used to follow up with them in one year. The follow up survey will be a modified Student Research Reflection Survey. For both surveys, data will not be collected anonymously, but will be reported in an aggregated manner that does not identify individual respondents.

To measure the impact of Classroom Library Project beyond the clinical practice intern, a survey was developed for cooperating teachers. An assessment plan was developed to regularly include cooperating teachers’ perspectives.

Assessment plan for Classroom Library Project (clinical practice interns and cooperating teachers)

A survey for cooperating teachers was administered in March 2017. All teachers who had participated in Classroom Library Project since its inception, including spring 2017 participants, were invited to respond. The ten-item survey (see attached summary of responses) consisted of a combination of multiple choice and open-ended items. The response rate was 39.8% (n=83). A survey report will be completed in July 2017 for inclusion in the CPIE annual report. The survey will be administered in the spring semester each odd year. In spring 2019, only cooperating teachers who participated in fall 2017, spring 2018, fall 2018, and spring 2019 will be invited to respond.

**Summer Research Employment program** - Based on feedback from the Faculty Mentored Undergraduate Research survey indicating that student stipends are essential for faculty-mentored research, CPIE developed and piloted a Summer Research Employment program in summer 2017. This program allows CPIE to hire a limited number of EHHP students to conduct research with EHHP faculty during a summer session. Students earn $11 per hour for up to 20 hours per week within one CoF C summer session and work alongside a faculty member on a research initiative. In summer 2017, six students were hired—3 from TEDU and 3 from HEHP. The flyer about Summer Research Employment program is attached. This program is funded using internal dollars, but it demonstrates a relatively low-cost way to support faculty mentored research.

Outcome 2 - ASLRC and CPIE
A three-year plan was developed that details the role of CPIE in supporting and/or contributing to ASLRC. The plan provides a gradual reduction of support as ASLRC’s capacity increases. For example, CPIE provided five staff-members in 2016-2017, will provide four in 2017-2018, and only two in 2018-2019. The intent is that ASLRC will be able to support its staff (and other) needs.

The data are evidence of CPIE’s important role both as its own entity and in providing “stand up” support for a new entity. Initially, CPIE was to house ASLRC. As plans for ASLRC were further developed, the decision was made to create a separate unit—ASLRC. CPIE is providing the support needed to ensure a productive start for ASLRC. Because of the expected large financial investment that CPIE made to ASLRC, CPIE was not able to offer two of its signature programs (CPIE Faculty Fellow and CPIE Faculty as Partners course release option) in 2016-2017. External funds were unsuccessfully pursued for both programs. The amount of CPIE support should be gradually reduced to mitigate continued negative effects on CPIE. One cut that can be made immediately is the part-time, temporary staff position that is currently being funded. That position is set to expire on June 30, 2017. Transferring the responsibilities of that person to the incoming CPIE graduate assistant can make funds available for CPIE programming. Until the graduate assistant arrives in August, the duties can be managed by existing CPIE staff.

**Outcome 3 - A new three-year strategic plan was developed for CPIE.**

Three goals were outlined, including strategies and action steps.

**Goal 1 – Cultivate partnerships involving EHH and P-12 education, government, higher education, and community entities and initiatives.**

**Goal 2 – Advance faculty productivity and student learning, including participation in faculty-mentored student research.**

**Goal 3 – Continually review and improve the effectiveness of CPIE programming and share insights with appropriate audiences.**

**FitCatZ**

**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):**

Providing the clinicians with weekly feedback on their lesson goals and objectives and reflections have improved the clinicians to provide more detailed lessons, developmentally appropriate goals and objectives both in aquatic and motor areas. Also the reflection questions helped guide their reflection responses. The Program Director, Therapists and Group Leaders read and scored the lessons and reflections each week and asked for deeper reflections or more detailed objectives if needed by the clinicians.

Fall 18 Clinicians and Spring 2017 19 Clinicians

**N.E. Miles Early Childhood Development Center**

**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):**

Outcome #1, Measure #1:

(a) Development of one additional professional development workshop for student employees

(b) Intentional recruiting of students whose program majors align with NAEYC’s desired focus

(c) Incorporating goal-setting and conferences to the performance evaluation process for student staff

(d) Scheduling modifications to improve continuity of student staffing across age groups.

Outcome #1, Measure #2:

Building security and emergency egress crash bar systems on all 3 primary exit doors were upgraded with alarm bars to meet new codes. Two additional security cameras & monitoring screens were installed.
Outcome #2, Measure #1:

For 2017-2018, revise target description to average/mean# months or years of service among the student staff, as teacher turn-over rate is a documented measure in the literature connected to program quality and student achievement. An improvement in that score could be more meaningful than a simple measure of how many students we hire annually.

Outcome #2, Measure #3

(a) Expanded and improved the research opportunities and mentoring we provide others on our campus and in our community by requiring face-to-face conference for researcher, program director, and teachers of target population/sample children, and exit survey to assess mentoring quality.

(b) Used the results of research studies conducted at ECDC to improve pedagogy by expanding the publishing center in the classroom for child-made books and starting a year-long project to video-tape children discussing their writing activities

(c) posted links to the program website for two professional presentations of findings from studies conducted at ECDC in 2015-2016

(d) Screened/accepted proposals most likely to add to the early childhood education knowledge base

(e) Implemented revised protocols for evaluating research proposals and conducting exit interviews with researchers; implemented new social media policies

Outcome #2, Measure #4:

For 2017-2018 recommend to new program director that ECDC consider expressing the number of visitors as a percent of capacity (the maximum number we would be able to host), and add a measure to the assessment plan for collecting and analyzing feedback from those who do visit

Outcome #3

Engaged in discussions with TEDU faculty about potential application of video animation techniques for scholarly and future research purposes.

Outcome #4

Measure 4a: With a new program director coming in July 2017, creating a new long-term spending plan will be a high priority.

4b: In 2016-2017 we completed a three-year initiative one year ahead of schedule to bring Master Teacher salaries in parity with those of public school teachers. For 2017-2018, no increases to the budget are requested, and tuition increase revenue will be designated to further reduce the percent of our budget that represents university subsidy of our program.

Office of Professional Development in Education

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 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 objectives were met for TEDU course facilitation and Community outreach but was not met for the number of EDPD courses offered. 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; and b. Increase communication and support efforts. 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; and d. Improve office communications with Graduate Assistants. 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 will show better returns during the next assessment period.

Office of Student Services and Credentialing
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).

SCDOE grant

Assessment Summary Report

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).

Final Grant Report was submitted to SC Department of Education, July 1. Review of syllabi shows consistency and link to standards evident. Seats were filled by primarily priority 1 and 2 participants. Representation of participants from targeted regions is reflected in data collected. Mastery level of students exceeded the expected level. Regional stakeholders provided input on current and future course offerings and delivery. The two issues identified include 1) students dropping out of class before successful completion, and 2) importance of offering hybrid classes with some face and some online sessions.

This grant was recently funded for 2017-18 (November 22, 2017) therefore continuation of this project will extend to the 2017-18 fiscal year.

Teacher Leader program

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 leadership and administrative changes the program did not operate at a level for full assessment of all goals and measures. The program did show growth for all students in terms of leadership and responsibility.

Teaching Fellows

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).

Teaching Fellows organized the College Days with attention to when schools were able to arrive at the college and when they had to leave. The previous year, some cadets were not totally pleased because they did not get their Cougar Cards or did not get to do the type of tour they wanted. This time Fellows custom-designed tours so those who arrived late and needed to leave early were happier with their experience.

100% of the responses were above 3 for all activities.

Athletic Training - 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 student data that was analyzed for the 2016-17 academic year came from several different assessment methods embedded 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 inconsistently meeting performance targets set by athletic training faculty, leaving room for improvement in student performance and faculty instruction.

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 continue 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):

Exercise 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):

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):

Note: The health minor is in the final stages of a teach out plan. Only ten health minors took any of the three health classes being assessed. After the 2016-2017 academic year, only four health minors will remain. All health minors must complete the health minor by May 2019.

Five health minors took HEAL 257, Principles of Nutrition, during the 2016-2017 academic year. Based on prior year results, four multiple choice exam questions were given to students this year in addition to the final paper and short answer questions. There had been concern about all students receiving 100% on their final paper. That remained the case this year. One health minor only scored 75% on the multiple choice questions given. Based on our records, all current health minors have taken this course.

Only one health minor took HEAL 217 during the 2016-2017 academic year. The target was met for the first measure, but not the second measure. It is difficult to make any recommendations based on one student.

HEAL 350, Epidemiology, was added this year as one of the health minor courses to be evaluated. Data collected will serve as a baseline. Several faculty members teach this class. They have met to discuss the questions and all faculty members have those questions.

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. During the 2016-17 year, the PETE program went through national accreditation from SHAPE, America. The program successfully passed all standards on the first review and has been national accredited through to 2023. There is a constant environment of change within PETE. New national standards for initial certification programs were implement fall 2017 so the program will have to stay abreast of those and assessments will need to be modified 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=8, 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 small sample sizes, 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 in its first year of evaluation after baseline data was collected last year. Several changes have been made. First, curricular changes were approved last spring to move the class (originally HEAL 395) to a 400 level (HEAL 456) with Epidemiology (HEAL 350) as a prerequisite. This additional coursework should better prepare the students in Biostatistics to be successful.

Second, the professor made an additional change based on the 2015-2016 Compliance Assist results. Students must now achieve at least 90% on an online sample worksheet before they can access the actual online worksheet evaluated in Compliance Assist. The target for this outcome measure was not only met, but there was also improvement from last year.

Health Promotion student learning outcome expectations were not met for the third year in a row. A change in the assessment rubric to make it more specific was implemented. Last year, 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 the last academic year thought it important to evaluate it in the correct/not correct aspect and that is how it was assessed this academic year. This year’s professor, if continuing to teach the class, would not use the dichotomous evaluation. Many students did not get full credit for an answer and thus were counted as not meeting the standard. After additional discussions with Public Health faculty members, it is unlikely that the measures used this year will be used again. New faculty members will be teaching this class and if they choose to focus on health promotion theories and models, then different, less subjective, measures will be chosen. A current faculty member and a newly hired tenure-track faculty member will be teaching Health Promotion in the 2017-2018 academic year. When the new faculty member begins work in August 2017, those two professors will discuss, along with other Public Health faculty members, whether to keep Health Promotion as one of the three courses being assessed for Compliance Assist or not. If it is, then it will be determined what new outcome measures to utilize.

The Public Health faculty members determined that it would be beneficial to the program to assess HEAL 230, Global Health, for the 2016-2017 academic 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. Baseline data was collected this year. One faculty member teaching this course in the fall has already sent the information to be collected to those scheduled to teach HEAL 230 in fall 2017. The new hire will be sent the information once a College of Charleston email account has been established.

**Early Childhood Education - BS**

Assessment Summary Report

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):

Program changes made based on evidence from last few assessment cycles:

- change sequence of methods courses
- have students out in the field all day (in EDEE 415) to provide more opportunities to observe and teach in a variety of content areas
- add assessment content to a field course and better integrate it in methods courses
- provide more authentic opportunities for candidates to interact with families from diverse backgrounds
- require common seminar agenda for EDEE 455 to ensure expectations for key assessments are communicated clearly

We will not be making any program changes based on this year’s data but instead will focus on student recruitment and retention given concern over the state’s teacher shortage and slightly lower enrollments in our UG courses.

**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 3 years the Elementary BS effectively prepares program completers as teaching candidates according to South Carolina licensure guidelines.

For Outcome 1: Development, Learning and Motivation Measure 1 was a new assessment and is baseline for 2015-2016 year and provided insufficient data. Unfortunately, the 2016-2017 had similar results. The Elementary program will not use this measurement for the 2017-2018 academic year. Measure 2 a new version of the Praxis has been mandated with an extensive mathematics portion. The program kept the same measure for the 2016-2017 academic year to assess if the program continues to meet the needs of our students with the more rigorous math exam. With 96.6% meeting the target on measure 2 it 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 this year met or exceeded the target at 100%. Students have met the performance target for the past three years. As such the Elementary program has closed the loop and a new measurement will be used for the 2017-2018 academic school year.

For Outcome 3: Impact on Student Learning Measure 1 As compared to the 2015-2016 and in 2016-17 the students continued to meet the outcome for this standard at 85% met or exceeding. After reviewing the past three years the data acquired from Measure 2 has demonstrated that the Elementary Program has an impact on student learning. The data demonstrates that the Elementary Program has indeed met all performance targets closing the loop, a new measurement will be created for the following year.

As the program anticipated, all Outcomes for the 2016-2017 year have closed the loop for all areas. In the next few years we will be implementing three new components for all Elementary Program teacher candidates.

In order to improve the program changes will be made. Please see the information below.

The Association for Childhood Education International (ACEI) has ceased as the accreditation body for Elementary Education. The Council for Accreditation for Educator Preparation (CAEP) has become the governing organization that is overseeing the Elementary Program’s accreditation. In the process the latest review of our assessment by CAEP indicated that we need to focus on three particular areas within the standards. These areas are professionalism, instruction and curriculum content. This feedback has redirected the Elementary Education Program to redesign assessments and measurements to focus on the teacher preparation that is provided at the College of Charleston to assure a robust and purposeful preservice program.

As such the Elementary Program committee has decided to modify all the Compliance Assist assessments and measurements to align with the CAEP recommendations for accreditation. This will provide meaningful data to inform our program.

These new assessments and measurements are as follows:

Assessment 1: Professionalism
- Measurement 1: EDEE 382- Teacher as a Professional Rubric
- Measurement 2: EDEE 457- NIET Professionalism Rubric

Assessment 2: Instruction
- Measurement 1: EDEE 403- Preliminary Family Involvement Project-Instruction Rubric
- Measurement 2: EDEE 457- Clinical Family Involvement Project- Instruction Rubric

Assessment 3: Curriculum Content
- Measurement 1: EDEE 416- Field Portfolio
- Measurement 2: EDEE 457- Long Range Plan

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 continued excellence for candidates can be attributed to three actions the middle grades program took over the course of data collection:

First, the broader components of assessment were emphasized more throughout this cycle of data reporting in EDEE 515: Middle Grades Organization and Curriculum and EDEE 417: Application of Methods and Materials in a Middle Level Field where assignments focused on assessment and reflection aspects of teaching.

Second, it is now ongoing practice that all clinical practice supervisors meet at the beginning of the semester to discuss the procedures and requirements for the candidates and look at exemplary candidate models. This collaboration has allowed for supervisors to more effectively communicate with candidates the expectations for assignments.
Third, supervisors provided previous candidates’ exemplary work samples as models of analysis for candidates. These models allowed students to recognize not only the expectations of the assignment, but also served as scaffolds for how to do analysis of middle school students’ work grounded in the following: 1) theories of young adolescent development and young adolescent motivation, 2) application of knowledge of subject matter, content pedagogy and instructional strategies; and 3) extension of findings to address professional roles, advocacy for young adolescents, family and community involvement, and disposition and professional behaviors.

Given the success of the added emphasis in two courses, the required meeting for supervisors at the beginning of the semester, and the presentation of exemplary work samples for students, the Middle Grades Program Committee plans to continue on with these changes.

**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):.

**Instructional Plans:**

Our students this year were having the same challenges as our students in previous years. Teaching is a performance career; memorizing facts and figures is one thing, but teachers have to learn those facts and figures and present them to an audience in a lively, interesting style, sometimes to students who would rather be somewhere else. This means that candidates have to know the content and have the skill to deliver it - they have to perform. Our students know the facts and figures, but sometimes their nerves get the best of them and they start including fillers in their speech, or they talk and ask questions to fast. Sometimes they get nervous and stand like statues in front of the class and at other times they start fidgeting.

**Knowing Self:**

Candidates need to know their own literacy background in order to understand the literacy background of their students. Most of the candidates in our classes come from privileged backgrounds, not financially, but in the way of literacy. The majority of candidates come from homes where someone read to them, where books were bountiful. I try to impress upon candidates that they didn’t learn to become literary beings on their own. I ask them the following: what kind of student and person do you think you would have been if there had been no books in your home or if no one ever read to you? With this question they come to understand the role that books have played in their lives. I then tell them that not all students come from homes that have books and that they are going to have such students in their classrooms.

I encouraged candidates to interview their parents and grandparents, but this coming year I am going to make it a formal assignment so that all candidates score Target.

**Philosophy and Teaching:**

Candidates write their Philosophy of Education in EDFS 201. In order to help students understand the connection between what they learn during their junior year and what they learn during their senior year, I assign them to reread their philosophy and make connections between it and the strategies they use and plan to use. Not all students can justify the use of certain strategies when they try to align them to their stated philosophy. When discussing their assignment I have asked students to explain how their strategies would work and what strategies would best fit their philosophy. In the future, I am going to change this assignment and have student peer critique one another’s papers so that they are not hearing the information from just the instructor.

**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):.

There are three main changes to the program that has resulted from assessments. These include:

a) introduction of video recording of teaching in EDFS 460,

b) increasing teaching opportunities during field experience course (EDFS 456) and,

c) requiring a history of mathematics portfolio.

**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):

To help clarify the assessment rubrics, the current rubrics will be updated with the NIET rubric criterion. These criterion are more specific and can target specific aspects of teaching more deeply.

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):

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 teacher candidates passed core and specialty area licensure examinations. Additionally, all candidates completing their clinical internship reached the "MET" level on the state-required ADEPT (Assisting, Developing and Evaluating Professional Teaching) evaluation instrument and, with very few exceptions, teacher candidates' SLO (Student Learning Outcomes) measures were rated as "exemplary," clearly indicating that knowledge and skill development has been 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.