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):

Outcome 1: Developing student leadership programs for the exercise science and public health major was not met in 2017-18 due to loss of faculty as well as a shift in priorities as those programs continue to grow and begin preparation for national accreditation. Moving forward for 2018-19, HEHP faculty feel their time and effort should be devoted to providing more meaningful internship opportunities for students. This new outcome is reflected in our 2018-19 plan.

Outcome 2: Work was done in 2017-18 to revise curriculum in preparation for future exercise science and public health program accreditations. However, we did not meet our performance targets. Revising curriculum and going through the approval process does not happen quickly and will require more time. This outcome will be rolled over for 2018-19 as there will be continued progress in the upcoming academic year.

Outcome 3: Our performance targets for both measures in Outcome 3 were not met in 2017-18. For measure 1, there was a decrease in grant funding that was secured in 2017-18 compared to previous years. We will continue to monitor this measure in 2018-19 to determine if this is a developing trend. We have revised the measure and outcome for 2018-19 to better determine total grant funding efforts as we only focused on external funding in the past and did not include the funding that is provided through EHHHP’s Research and Development fund.

For measure 2, there was a decrease in faculty publications when compared to previous years. We believe the decrease may because of the way the information was collected this year. This has brought to light how there is a definite need to better track faculty publications among our school and two departments to make it consistent. FAS is not always updated, which makes it difficult for department chairs to provide data on faculty publications when directed. In the past, we may have inadvertently counted publications that were submitted but not published yet. Regardless of the work we need to do to better track publications, we will continue to monitor this measure as it is an important piece of faculty development. The language for this measure in 2018-19 will be tweaked to better match how we collect the data.

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):

Current status of Project

Project Talentum Academia: Talent Development Academies Project (TDA) is on track with established goals, four stated objectives and related outcomes stated in the Year Four 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, working with 5-6 schools by April 2018.

Intervention with the two Cohort One schools began in July 2015 and continues through

June 2018. Intervention with the Cohort Two school began in July 2016 and continues. Intervention with Cohort Three schools began in July 2017 and continues. We have been working with the school district to identify 1-2 additional schools for Cohort Four for next year. District changes in school leadership have created some challenges and opportunities described below relative to school partners. We expect to identify Cohort Four schools by April 2018. Intervention with Cohort Four will begin July 2019.

Annual data collection for each cohort is underway. Outcome data (Cohorts One, Two and Three) and baseline data (Cohort Four) will be collected between February and May 2018. Summer teacher development planning is in process. A progress report follows. Completed activities between October 1, 2017, and February 15, 2018, are summarized. Upcoming activities to be completed through September 2018 are noted.
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. Outcome 1: Culture change in project schools, reflecting a culture focused on rigor, challenge, persistence, and growth mindset.

We continue to have two teachers-in-residence (TIRs) on loan from the district one is fully funded by the grant and the other is cost-shared. In August 2017, the district named and funded a Director of Talent Development Academies, formerly the principal of one of our Cohort One schools. This year, she has worked to coach TDA principals. She organized a TDA principals’ meeting where project results from years one and two were shared. She serves as district liaison. We continue to work with the GT district office teacher coaches. District advisory board membership has changed because of the TDA director appointment and because a new Chief Academic Officer (CAO) was hired July 2017. We are working with the new CAO, and she will add two designees to the TDA advisory group to assist in selection of Cohort Four schools. Because district leadership has changed from the time the proposal was submitted, it has been a challenge and an opportunity to continue in developing a strong collaborative partnership. This CAO better understands what TDA is, and we are meeting regularly with her to become acquainted with new district initiatives to blend TDA effectively with those efforts. In addition, we have formed informal teacher advisory groups from each school that we consult with on teacher development delivery modes and topics of interest.

We have encountered challenges with a Cohort One school partner (School A) this year. Both of our Cohort One schools had new principals appointed in July 2017. Fortunately, one new principal (School B) was the assistant principal who moved up, and she has been involved in and supports TDA. Her school has “branded itself” as a Talent Development Academy School with car magnets for parents, a giant sign at the school announcing, “We are a Talent Development Academy.” We were not so fortunate with our second Cohort One School A. The new principal there, appointed July 2017, did not meet with us until October 2017. Brought in to create an arts-infused school, School A’s principal was unwilling to allow new teachers at her school to engage in TDA teacher development activities. She was unable to be persuaded of the compatibility of TDA with arts-infused education. After many meetings and much negotiation, we agreed to support School A teachers who had been part of the project from the start. At the end of this school year 2018, School A will move forward with the arts infusion route. We are working to find a new school partner that will fully buy in to the TDA philosophy and work. The CAO is in support of this path forward, and we meet with interested schools on March 8, 2018. The Cohort Two School C has made some progress this year. Our biggest success this year has been with our larger Cohort Three school, School E. The teachers there, under strong principal leadership, have embraced TDA. This school was recently featured on a local “Cool School” TV news segment and are branding themselves as a Talent Development Academy, too. What we have learned is that leadership and buy-in make the innovation possible.

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

The project continues to provide both mandatory and non-mandatory forms of teacher development. Teachers in residence (TIRs), faculty partners, and district GT office personnel all participated in planning and implementing TDA teacher development activities. Non-mandatory learning opportunities provided by TIRs include consultative meetings, co-planning, demonstration lessons, student data analysis, and fidelity checks/observations with feedback. The TIRs have also led unit training in William and Mary ELA units and M3. Faculty partners are working directly with teachers in lesson planning in science education (Clarion units) and non-cognitive factors (motivation, grit, feedback, neuroscience and the brain). District GT office teacher coaches have led math unit training (M2).

With three cohorts this year, TIRs moved to a regular visitation schedule that provided maintenance and support for Cohorts One (n= 44) and Two (n= 10) schools, and a regular weekly presence in the Cohort Three (n = 26) schools. TIRs have employed the district’s use of Google Drive as a more seamless forum of remote support for 1) linking teachers to resources, 2) connecting teachers other across schools, and 3) posting lesson plans using TDA strategies. TDA has sponsored two mandatory sessions for Cohort Three teachers in October 2017 (culturally responsive teaching) and February 2018 (powerful learning strategies and neuroscience-based strategies). TIRs have begun fidelity checks with Cohort Three schools. Data from the fidelity observations will provide the basis for the summer teacher development conference to be held in July 2018.

Fifteen TDA teachers are enrolled in six hours of graduate credit in gifted education, to earn their state endorsement in gifted education. Coursework began in August 2017. Teachers completed the first endorsement course in December 2017 and have started the second endorsement course in January 2018. We intend to have two additional cohorts of teachers complete the two endorsement courses. A second group will begin July 2018, and a third will begin Fall 2018. In addition to the development of teacher expertise through graduate study, we will hold a Curriculum Institute (CI) in June 2018, where approximately ten teachers will work to develop curriculum units/lessons/products that reflect the TDA strategies. The CI will grow teacher skills in writing “talent scout curriculum units.” As a result of the CI, we expect to have publishable curriculum products.

Objective 3. Project TDA will enhance and grow student academic talent development in project schools. Outcome 3: Improved student achievement and increase in identified GT students.
Progress to report relative to this objective is the completed collection of baseline achievement data in Cohort One, Two, and Three schools. Cohort Four baseline achievement data will be collected in July 2018 and outcome data the following Spring 2019. Cohort One outcome data first collected in April/May 2016, will be collected each spring until the project end. Cohort Two outcome data was collected in April/May 2017, and will be collected each year thereafter. Cohort Three outcome data will be collected in April/May 2018, and until project end. In addition to achievement data, collection of GT nomination and identification data, baseline and annual numbers is being tracked, with analysis of trends ongoing. The rate of grade 3-5 nominations grew to 1 in every 3 students in Schools A & B (Cohort One). School C’s (Cohort Two) nominations more than tripled in number. Identifiable grade 2-5 students increased in School A (6.5% to 6.9%).

Objective 4. Project TDA will scale up to add district schools. Outcome 4: Scale the project up to include 5-6 schools as TDAs by Year Four.

A recruitment meeting with Title I elementary school principals is planned for March 8, 2018. These schools have indicated interest in becoming a TDA. We expect to select 2 new schools to add for Cohort Four, starting August 2018-2019. Once schools are selected, we will collect baseline data by May 2018. The teacher development will be scheduled for July 2018. The intervention will begin once school begins in 2018.

Lessons learned

This year, we have had unexpected challenges with leadership turn over in the district and the partner schools. The lesson of TDA compatibility with other school based innovations, holds true. Innovations must mesh. While we knew that buy-in by teachers was critical, we found that with the leadership changes, that teacher buy-in can waver. We found that it is important to expect the unexpected, and work flexibly with the district partner to find mutually agreeable ways to move forward.

The other big takeaway is that the TIRs allow for the responsive approach to teacher development and growth that is grounded in effective practice. Meeting teachers where they are and supporting them from that point forward has been possible with the TDA teacher development model we are using. We have avoided prescriptive, recipe-driven approaches and have opted to promote a growth orientation to talent spotting and talent development.

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 in its second year of operation. In our second year of operation, the three major goals of creating a sustained organizational structure, promoting community engagement, and generating revenue all made significant progress with opportunities for further improvement. On the one hand, we more than doubled our offerings of Lunch and Learn events, doubled our grant proposal submissions, and considerably increased our local presence and collaborations through a variety of public speaking and community events (e.g., Ideas into Action) and notably through our partnership with Kids on Point to form Impact 360 at the College of Charleston. On the other hand, we did not achieve our revenue generating goals for this fiscal year. We have forged several important collaborations that we anticipated will continue to produce revenue generating contracts and have a better understanding of which efforts are more likely to result in revenue. We plan to streamline our efforts next fall by focusing more intently on foundation and philanthropic grant proposals and less on direct service provision of professional development.

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 a 3rd year and the results continue to be positive and I will continue to monitor the results. Data revealed that 100% (N=10, n=10) of teacher candidates involved in Art Attack showed growth in integrating the arts into non-art lessons. Which was the same as 2017. The self-efficacy of teaching artistically improved as well at the same rate as 2017, 100%. 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 at a rate of 100%. However, not all parents participated in the survey (N=77, n=10) this is a problem and seems 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):

**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

Academic Year 2017 was a transition year because the CMM Director was making plans to retire. Due to the transitional plans and the limited movement on the three outcomes, positive role models, mentorship, and use of resources, we closed the loop on all three and made a substantial outcome change at the beginning of the Spring 2018 semester. New outcomes have been written for Volunteerism and Academic Support. Now that we have a new director these outcomes might be changed yet again.

New/Old Outcomes:

We found success with putting successful positive role models in front of the MISTERs in order to share their stories and encouraging words. An area to strengthen would be to identify a theme for the AY that would influence who we invite to speak.

As shared in the previous Assessment Summary mentorship 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. An area to strengthen would be a formalized mentorship plan at the beginning of the semester.

Use of CoC resources, e.g. Center for Student Learning is an excellent outcome because the director can get weekly updates from CSL in regard to attendance and duration. The lack of ability to consistently monitor GPA’s makes this outcome incredibly challenging. An area to strengthen would be the lack of consequences for not attending. If consequences are added they need to be implemented in a way that encourages the scholar(s) rather than discourage.

Volunteering is beneficial for the giver and receiver. This is an outcome that will serve the scholars well in their future endeavors. Time and interest have been obstacles for volunteerism. A suggestion would be to identify sources to volunteer and assigning MISTERs to specific sites.

The College of Charleston Call Me Mistars have been successful under the leadership of Mr. Floyd Breeland. New leadership, Mr. Anthony James will pick up where Mr. Breeland has left off and will continue this successful program. Although Mr. James will not lead in the same way Mr. Breeland led, his way will be as successful if given the proper support from his colleagues. We should expect that the goals, outcomes, measures, and targets will be altered. This is common under new leadership.

**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):

The development of CPIE’s Summer Research Employment program is an example of an evidence-based change that has taken place within the last few assessment cycles because of assessment:

- A 2016 review of the campus-wide Undergraduate Research and Creative Activities (URCA) awards from 2013-2016 revealed that EHH students are disproportionately awarded funds from that office. This review was prompted by CPIE’s records showing the number of student researchers CPIE has supported since 2012.
- To learn more about the status of faculty mentored undergraduate research within EHH, CPIE developed and administered a survey to all full-time EHH faculty in fall 2016.
• A report of the survey results was shared in January 2017. The findings indicated that EHHP students and faculty conduct research together, and that offering stipends to students is essential to supporting these interactions. Other findings were also revealed.

• CPIE developed the Summer Research Employment program and ran a program pilot in summer 2017. Six faculty-selected student researchers were hired by CPIE to work alongside those EHHP faculty on summer research projects.

• CPIE assessed the program’s effectiveness via student and faculty reflection surveys. The findings were positive and led to the full implementation of Summer Research Employment in summer 2018.

• In summer 2018, twelve student researchers were hired.

• Student and faculty reflection surveys will be collected and analyzed during summer 2018 (student surveys) and early fall 2018 (faculty surveys), and the program assessment report will be written during the fall semester.

The development of a meaningful assessment plan is an example of an evidence-based change that has taken place within the last few assessment cycles because of assessment.

• Compliance Assist reporting was mandated for CPIE beginning in 2015-2016. In prior years, an annual report was developed by the Director and submitted to the Dean each summer. The annual report provided a comprehensive summary of all CPIE activities for the year, and included a brief description of future plans. Evidence-based evaluation of program activities was not an integral part of the reporting process.

• Per the campus-wide assessment process, CPIE developed an assessment plan with a focus on continuous improvement. With a need to establish a baseline for program evaluation, CPIE conducted impact studies of four signature programs in 2016-2017: Classroom Library Project, Faculty as Partners mini-grants, Faculty Fellow, and student research assistants. The resulting reports provided significant data about the impact of the programs. In fact, the amount and quality of the data was impressive and revealed much more about CPIE’s programs and opportunities than anticipated.

• In 2016-2017, a three year strategic plan for CPIE was developed covering the years 2017-2020. Also that year, a study on the state of faculty-mentored undergraduate research was completed.

• In 2017-2018, an additional report was completed to learn how Classroom Library Project has impacted cooperating teachers. A comprehensive assessment timeline that outlined the timing and nature for assessing key CPIE initiatives was also developed that year. The purpose of the assessment timeline gives CPIE the means to regularly collect data about the effectiveness of its programs for the purpose of continuous improvement.

• Rather than simply serve as a calendar for required data collection, the timeline will be reviewed annually to ensure the assessment questions and measures will provide valuable information that can be used for continuous improvement.

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):

Results: After discussing the results with the program Group Leaders and therapists, we were pleased with the results and plan to continue the same training. We will continue to keep the group leader/clinician ratio small so more attention and feedback can be given to the clinicians. We will continue to offer feedback early in goal and objective writing training.

The program had 17 freshman volunteers from the class FYSM 138. Of the 17 students only two scored below a 90 on Measure Two. The lectures and lessons provided in the FitCatz training have provided many examples for the students guiding them to be more successful. In addition, the group leaders and instructor have offered more feedback early on in goal writing to help the clinicians be successful. The lessons are linked for both aquatic and motor, thus scores on rubrics are related.

Summary: All of the developing indicators are met. The indicators are complete, aggregated, and the data provided for each measure is relevant. Data shared is complete and concise. The data for each measure is aligned and the successful outcomes correspond with each measure. The FitCatz results clearly specify that the performance targets for each measure have been met. When comparing assessment results for 2017 scores with 2018 score, the actual results exceed the expected performance targets. The data provided for evidence of performance targets are completely met. The assessment results from 2017 informed our process to make improvements in the delivery of content and the feedback provided to the 2018 cohort to lead to the college student clinician’s success and to the delivery of the FitCatz program successful.

The applied changes made to the assessment rubrics and reflection questions were based on the assessment data from 2017 to improve student learning and the program quality. The 2018 year’s results were compared to the 2017 year’s results and indicated an improvement resulting in student success.
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 #, Measure #1:
(a) Professional development day for master teachers to review the revised SC-Early Learning standards and revised NAEYC Early Learning Program Accreditation standards.
(b) Intentional recruiting of students whose program majors align with NAEYC’s desired focus.
(c) B-weekly planning meetings between GAs and program director.
(d) Revised ECDC developmental narrative assessment for parent-teacher conferences

Outcome #1, Measure #2:
Revised policy for drop off and pick up procedures (5.13) to ensure safety of students. Revised policy for medical emergency notification (5.11) for emergency medical treatment authorization.

Outcome #2, Measure #1:
(a) Intentional program supports to begin to develop NAEYC Programwide Professional Development Plan (Standard 6) and develop staff competencies and preparation.
(b) Intentional planning to provide quality professional development opportunities for master teachers and program director and increase access to professional collaboration.
(c) Utilized CCCD online courses (no cost) for staff training hours to qualify for DSS credits.

Outcome #2, Measure #3:
(a) Expanded visibility and awareness of ECDC mission and curriculum by incorporating class visits from program director to visiting course sections to meet face to face with students participating in observation and research at ECDC.
(b) Used the results of research studies conducted at ECDC to improve pedagogy by expanding story workshop and emergent writing strategies with 4/5-year-old class.
(c) Submitted abstract in collaboration with EHHP faculty member to support research to examine “Digital Storytelling in Early Childhood: Student illustrations shaping social interactions”
(d) Developed an assessment model to examine a progression of stages as children develop from emergent to competent story tellers.
(e) 4/5 teachers, program director, and 2 graduate assistants completed CITI coursework requirements for research in schools.

Outcome #3, Measure #1:
(a) Program director led event planning of 2018 CoC Early Childhood Summit and collaborated with planning committee to secure 22 speakers for the event June 2018.
(b) Intentional collaboration between ECDC and Memminger Elementary to advocate for best practices in early childhood, develop community between the schools, and support experiences for pre-service teachers serving as ECDC graduate assistants.

Outcome #3, Measure #2:
Edits were made to ECDC website to make sure that information was up to date and accurate for the public audience to access information.

Outcome #3, Measure #3:
ECDC collaborated with a variety of academic departments to develop inter-campus relationships including Studio Art, Geology, Psychology, and the Office of Sustainability.

Outcome #3, Measure #4:
New program director served on the National Coalition for Campus Children’s Centers (NCCCC) Communication and Outreach committee.

Outcome #3, Measure #5:
ECDC developed relationship with Dorchester Paws for Fall 2017 Service Project.

Outcome #4, Measures #1, 2, 3
(a) Minority representation among the children enrolled increased from the 2016-17 to 2017-18 school years.
(b) The ECDC waitlist continues to have a far greater number of children than our present facility capacity can accommodate. The new program director will begin implementing a data system for monitoring the numbers of 4 and 5 year olds leaving the program before completing kindergarten to determine if changes to classroom configurations may be needed in the coming years.

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):

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

SCDOE grant

New Assessment Report Summary Item

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):

Funding has not yet been awarded for this proposal.

Grant funded courses continue to provide a needed option for teachers seeking endorsement and advanced coursework that are tuition free. Exploring options for students who have difficulty with online courses is important as the unsuccessful students were in online courses. The other issue to explore is the “in-house” approach district’s are using for teachers. More involvement in the course planning may be a way to build stronger ownership.

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):

We will conduct a mentor orientation to ensure that the goals are communicated clearly and supported by the mentors.

We will clarify and begin the issues project during the first week of the program.

We will add a community mentor.

We plan to refine the rubrics.

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):

We do not have much opportunity to change requirements for this program. CERRA makes the rules for most of what happens. Leadership opportunities can be expanded and were the greatest change that we made this year. Students pledged to raise money to erect a historical marker in front of 201 Wentworth Street to commemorate the birthplace of Septima P. Clark and to pay for a painting by Jonathan Green for the occasion. Money was also raised to pay Poet Laureate, Marcus Amaker for a poem written to be read at the ceremony. Money was raised by Fellows and donated by supporters, and the Celebration was a complete success. This was much more detailed than raising money to supply homeless shelters with bags and food the previous year. The great thing about Teaching Fellows is that they need to be and like to be the ones who decide what our focus will be in the areas of leadership each year.

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 2017-18 academic year came from several different assessment methods embedded within seven 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):
Performance measures will continue to be assessed to increase validity due to the low data pool.

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):
Based on assessment data, program faculty have taken steps to update assessment measures to better reflect student learning outcomes. Additionally, where assessment measures are collected across multiple faculty and course sections, faculty have met to align their expectations and data collection methods. Significant changes will be made as the EXSC program faculty work to seek external, specialized program accreditation.

Health - Minor

Health Minor

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 HAS BEEN TERMINATED AND ALL STUDENTS HAVE MATRICULATED.

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):
The SLOs for PETE directly align with the SHAPE, America national standards which are required for national accreditation. For this reason it is imperative that the SLO are measured, analyzed, and maintained.

The Fitness Test that the PETE program used is no longer supported through the manufacturer. Therefore the faculty are currently piloting several standardized fitness tests to replace the one the program has used over the past 5 years. The faculty will continue to monitor the different fitness tests to determine which one meets the needs of the program, students, and accrediting standards.

The State changed the mandated assessment instrument used during clinical practice. The program is piloting the new assessment instrument (SCTE 4.0). The faculty will continue to pilot the instrument and monitor the impact and feedback that the instrument provides to students. The program must also embed this instrument into the field experience courses. Further development and discussion will occur to determine how SCTE 4.0 can be embedded in field experience courses so that the feedback is meaningful and developmentally appropriate for students.

PETE Faculty meet monthly to discuss program growth. Faculty will continue to monitor the growth of all candidates to ensure that candidates are developing the appropriate pedagogical skills.

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):

Assessment of performance targets and measures indicates that students in the program are achieving performance targets in specified courses. These performance measures are based on course and program learning objectives. Moving forward, the program will be seeking national accreditation and will align goals with the national accrediting body.

Early Childhood Education - BS

Assessment Report Summary

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

Data indicate our candidates met or exceeded expectations in all areas. 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 lower enrollments in our UG program.

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

- 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

In the next year we plan to make minor changes to program assessments, including the Candidate Work Sample, Field Notebook and Family Involvement project, based on feedback from candidates, supervisors and cooperating teachers.

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):

Assessment #1

Measurement 1:

This was a new assessment for compliance and a base level assessment for the program. Because of the data we were able to make evidence-based changes for improve on the Teacher as a Professional Paper. As part of the assessment and to comply with the ACEI requirements, we provide assignments for students who struggle. While all candidates met the standards, there were difficulties during the initial introduction of the assignment in Fall 2017. As stated earlier, this was a new assignment and the students were given the directions, however 4 out of 9 students scored an Emerging (1) and not meeting the standards for this assignment. These students were then given guidance and examples to assist them in meeting the criteria. All four undergraduate candidates resubmitted their TAP projects and scored at Emerging Proficient, Target meeting the standards. It was clear that the candidates needed to be provided more scaffolding. Therefore for Spring 2018 all candidates were provided with comprehensive instructions and guided practice for completion of the TAP project. The candidates were also given a timeline when certain portions of the TAP project needed to be completed. This proved to be successful as all candidates Spring 2018 met the ACEI standards the first submission. Moving forward the scaffolding, guided practice and timeline will be implemented in every EDEE 382 class.

Measurement 2:

This was a new assessment for compliance and a base level assessment. Since this is a unit measurement, we were able to use that data as reliable. The SCTS 4.0 Profesional Standards will be monitored for necessary changes in the future.

Assessment #2

Measurement 1 & 2:

These were new assessment for compliance and a base level assessment. Since this is a unit measurement, we were able to use that data as reliable. The SCTS 4.0 Instructional Standards will be monitored for necessary changes in the future during the final field course and during student teaching.

Assessment #3

Measurement 1:

Because of the data we were able to make evidence-based changes for improve on the content portfolio. This was a new assessment instrument and one reason the low scores during Fall 2017 is because the assessment was completed during field experience observations of one lesson in each content area it was not substantial enough to properly assess the breadth and depth of each content area. Because the rubric assessing the content portfolio is extensively rigorous, candidates scored artificially lower than expected. The
Elementary Program Committee decided that the content-area education course instructors could more accurately assess the breadth and depth of their knowledge and were brought in to assist. Therefore, during the Spring 2018 semester content-area education course instructors were asked to assess candidates during their course. Moving forward, this will provide an accurate account for College of Charleston Elementary Candidates’ Content Knowledge.

Measurement 1:

This is a new assessment for compliance assist and a base level assessment. Since this is a unit measurement, we were able to use that data as reliable. The LRP will be monitored for necessary changes in the future.

**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):

Changes in the Assessment system over the past two cycles has resulted from state-mandated forms and assessments to use with the students in the Middle Grades program. For each Outcome, a new Measure was added to reflect the use of different sections of the state-mandated assessment. Data will have to be collected over a period of two years to better be able to make decisions about the program. The results will also be compared with the undergraduate program since there are more students and the data can be used to help inform the same Assessments at the graduate level.

Revisiting the inter-rater reliability through continued training should bring down the average scores of the students so that they are not achieving a 4.04.0 on all of the criteria. University supervisors who score the students will have a better understanding of what a specific value on the rubric means.

**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 too fast. Sometimes they get nervous and stand like statues in front of the class and at other times they start fidgeting. Our candidates are improving, but because instructional plans are vital to their success, we must continue evaluating this portion of their activities.

**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.

This year, we paid more attention to the role parents and grandparents play in our literacy growth through classroom discussions. Although we paid great attention to this area, we can still improve.

One of the problems we had this year was that the numbers (n) were very different as compared to last year. One individual not scoring Target can make the percentages not really representative of what the candidates accomplished.

**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 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.

The population for EDFS 455 candidates for the previous year was much larger. This year’s population (n) was only four. In order to compare two year’s that are more alike, the assessment methods are going to remain the same, because this year’s population will be small also. We would like to compare two populations that are alike.

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):

One of the key changes that has been effected because of assessment is the addition of a video reflection assessment during clinical internship. The qualitative assessment data and feedback from teacher candidates has shown that our candidates need to develop reflective practices so that they can make meaning out of their experiences of teaching and learning.

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):

The measures we use with this program are very demanding and have been found to be valid and reliable by professional organizations. We plan to continue the use of these rubrics because of their high value and ability to measure important features of teaching abilities in the science classroom.

Again, with an n=2, the secondary science addenda reveal that both students were able to effectively—at the target level—on 8 of the 9 measures. On the measure, student achievement, one student scored Target and the other scored Adequate. For the student who scored adequate the program will review the materials the clinical supervisor provided the intern to ensure that information about teaching students at the assigned school were modern and known to be effective.

The second measure uses the NET rubric and has a four-point scale. On this scale, excellent experienced teachers typically score 3 or Proficient. With an n=2 on this measure both interns scored proficient on two of the measures. The instructional plans measure resulted in one student scoring exemplary or 4 and the second scoring proficient or 3. These data show student’s ability to write and teach appropriate science content.

This year’s students were definitely above average on these measures. We conclude that the program is doing a great job of teaching our interns the skills, knowledge and dispositions of very good teachers.

Each item on both rubrics at both opportunities to measure future science teachers ability and knowledge about safe laboratory practice are an essential feature. Safety of our students is paramount and negligence and foreseeability issues are unlikely to occur over the years after the student becomes a teacher. These data reveal the critical importance and fever with which the content and practice are demanded. They reveal our students understanding and the value they place of the lives of the students they teach.

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While the students met the requirements for acceptable performance on all the measures we will continue to:

Refine the instruments,
Include more materials and assessments in the coursework, and
Ensure that all adjunct faculty are fully aware of the complexities of the work and fairly scoring the students.

We conclude that the program is doing a great job of teaching our interns the skills, knowledge and dispositions of very good teachers.

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):

We continue to monitor Content Knowledge since it is a critical part of teaching social studies. This year we are putting more effort into getting all social science grades so we can better monitor candidate knowledge. This is constantly compared to the pass rate for Praxis II, the required licensure exam in social studies. Recent recommendation in our National Council for the Social Studies (NCSS) report helped put this in place this year and it influenced the Response to Conditions report filed Sept, 2018. This year’s results show a 100% Praxis II pass rate and social science overall GPA mean over 3.0.

We also want to make sure that our candidates have the pedagogy knowledge to teach. Candidates’ Long Range Plans and scores on the PLT are all at an excellent level. We have made adjustments to the Long Range Plan to be more specific to social studies and this has helped verify that our candidates are meeting all 10 NCSS Standard 1 Themes by providing more data to that effect. We also continue with a 100% pass rate on the PLT.

Lastly, we want to know that our candidates are having a positive effect on the students that they teach during clinical practice. Both the Candidate Work Sample and the Case Study directly measure this for a specific unit taught in a high school classroom. The Candidate Work Sample (CWS) was recently adjusted to more directly measure the NCSS Standard 1 Themes and both of these items continue to show great results. The change in the CWS provided direct evidence for the recent NCSS report filed above.

All these efforts should result in our secondary social studies program being Nationally Recognized without any conditions. We will know in February.

**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 actual 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 “Exemplary” or “Proficient” levels on the state-required SCTS 4.0 (replacing the ADEPT evaluation instrument). With 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.