

School of Education

2005-2006 Annual Assessment Report

Mission Statement

The mission of The Citadel's School of Education is to support the development and preparation of individuals who are **knowledgeable** about the learning process and who are **effective, ethical, and reflective** educators prepared to assume **leadership** roles in the profession and community. The School of Education is organized into 4 divisions: Educational Leadership; Literacy Education; School Counseling; and Secondary Education. Professional education programs in these divisions provide candidates with challenging and rewarding learning experiences designed to prepare professional educators committed to the success of all learners, skilled in integrating theory into practice, who exemplify the highest professional and ethical standards, and capable of serving today's youth of a diverse and rapidly changing society.

Expected Results

Candidates in undergraduate teacher education programs must achieve passing scores on the reading, writing, and mathematics components of the PRAXIS I exams to be formally admitted into teacher education in order to take advanced professional education coursework. Students pursuing graduate degrees in either initial or advanced licensure programs must achieve a minimum score on either the GRE or MAT to achieve full admission into the program.

- Candidates in all programs will achieve at least an 80% pass rate on relevant specialty area PRAXIS II and PLT exams;
- Candidates in The Citadel's national recognized programs will continue to meet the standards established by the appropriate discipline specific professional associations;
- Candidates in all relevant programs will meet or exceed the pass rates established by the South Carolina Department of Education on the ADEPT evaluation system; and
- Candidates in specified program areas will successfully develop professional portfolios demonstrating professional competence in appropriate content knowledge and necessary pedagogical skills.
- Candidates in specified graduate programs will successfully complete a comprehensive exam demonstrating competency in both content and pedagogical knowledge.

Assessment Tools

- PRAXIS I, II, and PLT exams;
- ADEPT Evaluations;
- Scoring Guides Assessing relevant subject specific professional associations (SPAs);
- Alumni and Employer Exit Surveys;
- Internship Portfolios for Specific Programs;

- On-Site Supervisor Evaluation of Candidates' Field Experiences; and
- Comprehensive Exams in Selective Graduate Programs

Assessment Results/Actions Taken:

- Achieved 80% pass rate on relevant PRAXIS II exams for all initial programs;
- Achieved 100% pass rate on relevant PRAXIS II exams for candidates in all advanced programs (Educational Leadership, Literacy, and Counseling);
- Achieved overall pass rate of 82.7% on ADEPT evaluations for Classroom Teacher Performance Standards;
- Achieved overall pass rate of 80% on ADEPT evaluations for School Guidance Counselor Performance Standards;
- Surveys of selected programs indicate that employers "strongly agree" that completers of our professional programs are knowledgeable and competent professionals;
- Established as a graduation requirement passing scores on all relevant PRAXIS II and PLT exams for undergraduate teacher candidates completing their program beginning in the spring of 2008;

Major Actions and Issues

- Competed major revision of masters level program in literacy in accordance with new national standards;
- Initiated discussions with University of South Carolina, the College of Charleston, and the Lowcountry Graduate Center in support of offering the USC doctoral program in educational leadership at the LGC;
- Initiated process for reviving and extending undergraduate teacher education programs in secondary sciences, mathematics, and English;
- Initiated process aimed at developing a P-12 undergraduate certification program in modern foreign languages;
- Initiated process for identifying program and unit assessments for both initial and advanced programs;
- Initiated process for collaborating with College of Charleston in developing a joint MAT in middle grades education;
- Initiated the development of a Professional Education Board as a college-wide governance structure responsible for monitoring the assessment of all professional education programs to ensure candidate progress and program improvement;
- Initiated the implementation of LiveText as data collection and analysis instrument to assist the professional education unit in developing a viable assessment system in compliance with state and national accreditation standards; and
- Initiated the hiring of a nationally recognized NCATE expert as a visiting associate professor in the School of Education to assist us in developing a college-wide assessment system for The Citadel's professional education programs.

Major Goals and Objectives for 2006-2007

A major School of Education for the 2006/2007 academic year is to prepare for the NCATE focused visit scheduled for the fall of 2007. Included among the specific tasks designed to create a viable college-wide professional education assessment system are:

- The establishment of the Professional Education Unit as the primary governance structure for professional education at The Citadel;
- The implementation of LiveText in at least half of The Citadel's professional education offerings; and
- The establishment of program assessments and instruments for the collection, analysis, and use of data to monitor student progress and facilitate program improvement.

Additional goals for the School of Education include:

- Establishing first cohort of area candidates for USC doctoral candidates in educational leadership at Lowcountry Graduate Center;
- Further expansion of our outreach efforts in literacy through GEAR UP, the Wachovia Foundation grant, and in collaboration with CCSD and other area school districts;
- Continued collaboration with College of Charleston in development of programs for middle level certification at both the cadet and graduate levels; and
- Review of current curriculum in Counseling to determine its efficacy in meeting needs of area professionals.