

# School of Education

## 2006/2007 Annual Assessment Report

### Prepared for The Citadel

#### A. Mission/Purpose

The mission and purpose of The Citadel's School of Education is to prepare **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing the programs are committed to ensuring that all students succeed in a learner-centered environment.

The School of Education is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's professional education programs seek to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The professional education unit has identified 17 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical** professionals.

#### B. 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. Candidates 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. Illustrative examples of expected results are the following:

- Candidates in all programs will achieve at least an 80% pass rate on relevant specialty area PRAXIS II and PLT (Principles of Learning and Teaching) exams;
- Candidates in The Citadel's nationally recognized programs (all professional education programs are nationally recognized by the specialized professional associations) 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 (Assisting, Developing and Evaluating Professional Teaching) evaluation system;
- Candidates in all programs 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.

### **C. Assessment Tools**

The key common assessment tools that are used for all initial undergraduate education programs (physical education and social studies) are the following:

- PRAXIS I Passing Score or 1100 SAT Score
- Dispositions Evaluation
- Field Experience Observation Evaluation (ADEPT Standards 4-9)
- Long-Range and Short-Range Plan Evaluation (ADEPT Standards 1-3)
- ADEPT Summary Consensus Candidate Evaluation (ADEPT Standards 1-10)
- Final Portfolio Evaluation (ADEPT Standards 1-10)
- Content Indicator Evaluation (ADEPT Standards 1-10)
- PRAXIS II Specialty Area Passing Score
- PLT (Principles of Learning and Teaching) Passing Score

The key common assessment tools that are used for all initial graduate MAT education programs (physical education, social studies, biology, English, mathematics) are the following:

- Minimum Score of 396 on MAT or 900 on GRE
- PRAXIS II Specialty Area Passing Score
- Dispositions Evaluation
- Field Experience Observation Evaluation (ADEPT Standards 4-9)
- Long-Range and Short-Range Plan Evaluation (ADEPT Standards 1-3)

- Research Competency
- ADEPT Summary Consensus Candidate Evaluation (ADEPT Standards 1-10)
- Final Portfolio Evaluation (ADEPT Standards 1-10)
- Content Indicator Evaluation (ADEPT Standards 1-10)
- PLT (Principles of Learning and Teaching) Passing Score

The key common assessment tools that are used for all advanced graduate education programs (counselor education, literacy education, educational leadership) are the following:

- Minimum Score of 396 on MAT or 900 on GRE
- Dispositions Evaluation
- PRAXIS II Specialty Area Passing Score
- Course Assessment(s)
- Research Competency
- Practicum (counselor education and literacy education) or Internship I (educational leadership) Evaluation
- Portfolio Evaluation
- Internship (counselor education and literacy education) or Internship II (educational leadership) Evaluation

Additionally, candidates in all programs complete a “Program Completer Survey” during their last semester of enrollment. Also, a “Graduate Follow-Up Survey” is sent in the spring to all graduates who completed their program during the previous academic year; and an “Employer Survey” is sent to their current supervisor in the field.

#### **D. Assessment Results/Actions Taken/Resources Needed**

##### Assessment Results

- **PRAXIS II Specialty Area Tests:** According to the ETS Institutional Summary Reports for 2005/2006 (most recent data available), the pass rates on the PRAXIS II Specialty Area tests were:
  - 92.6% (25 of 27) in educational leadership;
  - 94.7% (18 of 19) in counselor education;
  - 92.9% (13 of 14) in school psychology;
  - 66.7% (24 of 36) in social studies;
  - 100% (7 of 7) on English content and 85.7% (6 of 7) on English essay;
  - Summary reports were not available in literacy education, biology, mathematics, and physical education presumably since there were fewer than 10 test takers during this period.
- **Content Knowledge Assessment:** In addition to being assessed as part of the unit portfolio, a content knowledge assessment was administered in educational

leadership and counselor education courses in fall 2006 to candidates and faculty members. Though the N was small, candidates and faculty members gave the candidates high scores based on a three-point scale for both “demonstrating knowledge of the central concepts and tools of inquiry of the field” (2.83) and for “demonstrating and applying structures of the field delineated in professional, state, and institutional standards through inquiry, critical analysis, and synthesis” (2.78). While this is reassuring, the small N suggests that the data may or may not indicate content knowledge competency.

- **Portfolio Assessment:** All undergraduate and graduate professional education programs (excluding school psychology) administered a portfolio assessment in fall 2006 to a total of 109 candidates and to multiple faculty members teaching these 109 candidates. A total of 258 candidates and faculty members rated the candidate using a three-point scale on six items related to content knowledge and student learning. The mean score for all responders for the two content knowledge items was 2.91 and 2.88 respectively. The mean scores for all responders for the four student learning items were 2.95, 2.94, 2.91, and 2.90. While the significant number of responses makes this data interesting, the extraordinarily high scores raise questions about the utility of the data. It is somewhat ironic that although the candidates’ self-evaluation was high--ranging from 2.80 to 2.93 on the six items--faculty evaluation of the candidates was even higher--ranging from 2.94 to 2.97.
- **Professional Dispositions Assessment:** A professional Dispositions Evaluation--consisting of six items--was administered at mid-term in fall 2006 that generated 280 responses from 99 candidates, 149 faculty members, and 32 cooperating teachers. The mean score for the total responses ranged from 2.68 to 2.83 on a three-point scale on the six items. The same assessment at the end of the fall semester generated 465 responses from 169 candidates, 255 faculty members, and 41 cooperating teachers. The mean score for the total responses ranged from 2.68 to 2.92 on the six items.

It is not surprising--given The Citadel’s emphasis on honor and core values--that “demonstrate high values and a caring, fair, honest, responsible, and respectful attitude” received the highest rating. Though a substantial amount of data has been generated, there is no discernible trend among the three groups (candidates, faculty members, and cooperating teachers) that suggests specific strengths or weaknesses. Though there are some variations in the range of scores from one program to another, the common characteristic appears to be the extraordinary high scores across all groups: candidates, faculty members, and cooperating teachers.

- **Research Competencies Assessment:** The assessment was administered to two classes of candidates in the unit’s advanced programs in fall 2006. A total of 48 candidates were evaluated by the faculty member teaching the research courses required of all graduate candidates in the School of Education and MAT

candidates in physical education. Using a three-point scale, candidates were evaluated on five research competency items. Means scores ranged from 2.25 to 2.55. Unlike the high scores on other unit-wide assessments, more candidates were rated as acceptable, than target. “Candidates’ use of technology to present course projects” received the highest rating with “candidates’ use of statistical procedures” and “candidates’ ability to interpret descriptive and inferential data” as the weakest areas. The faculty member teaching these courses indicated that candidates often demonstrate a lack of understanding of statistical procedures, but most are able to achieve proficiency by the end of the semester.

- **Student Learning Assessment:** In addition to being assessed as part of the unit portfolio, a student learning assessment was administered in two sections of a graduate counselor education course in fall 2006. As is the case in several of the unit’s assessments, the ratings were unusually high ranging from 2.83 to 2.91 on the four items for the 16 candidates.
- **Program Completer Survey:** A total of 13 counselor education and 22 MAT candidates completed the survey in fall 2006. The one program completer in the educational leadership program and the one program completer in the literacy education program did not return the survey. Designed to assess the level of satisfaction that program completers experienced in their Citadel professional education program, the survey focused on completers’ satisfaction with the knowledge, skills, and dispositions acquired during their Citadel experience and their satisfaction with other aspects of their programs such as the quality of advising. Using a five-point scale, completers responded that they were either satisfied or very satisfied with virtually all aspects of their Citadel experience. Completers rated the “quality of advising” and the “availability of advising” the lowest of the 32 items surveyed. For MAT candidates, the establishment of a dual advising system involving both education and content area faculty members may have already addressed this problem.

Specific data from the following assessments relative to the teacher education undergraduate and MAT programs are currently being compiled and analyzed and will be available by July 31 as part of the documentation for the NCATE visit on September 30 to October 2, 2007:

- Field Experience Observation Evaluation (ADEPT Standards 4-9)
- Long-Range and Short-Range Plan Evaluation (ADEPT Standards 1-3)
- ADEPT Summary Consensus Candidate Evaluation (ADEPT Standards 1-10)
- Final Portfolio Evaluation (ADEPT Standards 1-10)
- Content Indicator Evaluation (ADEPT Standards 1-10)
- PLT (Principles of Learning and Teaching) Test Scores

## Actions Taken

- **PRAXIS II Specialty Area Tests:** The director of internships and field experiences was charged with meeting with each of the program coordinators to review the data available from the Institutional Summary Reports for both the relevant PRAXIS II exams and the PLT (Principles of Learning and Teaching) exams. After reviewing this data, coordinators are to include actions taken or proposed actions addressing problematic areas in their spring 2007 program area assessment reports.

The social studies program coordinator in the Department of History is developing a practice PRAXIS test in social studies for cadets and MAT candidates who are enrolled in the social studies education programs to help improve the PRAXIS II pass rate.

- **Content Knowledge Assessment:** For the content knowledge assessment to be meaningful for the advanced programs, the assessment needs to be continually administered in identified educational leadership, counselor education, and literacy education courses; and all faculty and candidates in the specified courses need to complete the assessment.
- **Portfolio Assessment:** This data could be very important data and the information could be very useful; however, the extraordinary high ratings are problematic. Since 181 of the 258 responders are in teacher education programs, the Teacher Education Division's philosophy of mastery learning may account for these high scores. If so, a justification of the mastery learning philosophy needs to be provided, along with an explanation of how candidates are required to redo their work until mastery has been demonstrated. Given this concern, program coordinators will carefully review the portfolio assessment data from their division and report in their spring 2007 assessment report what is being done to address this concern.

Professional education faculty members reviewed the rubrics on the Portfolio Evaluation at the spring 2007 professional education unit retreat. Rubrics were revised and clarified where needed. Guidelines focusing on the rubrics will be developed and disseminated to all users of the Portfolio Evaluation in fall 2007.

- **Professional Dispositions Assessment:** Professional education faculty members reviewed the rubrics on the Dispositions Evaluation at the spring 2007 professional education unit retreat. Rubrics were revised and clarified where needed. Guidelines focusing on the rubrics will be developed and disseminated to all users of the Dispositions Evaluation in fall 2007.
- **Research Competencies Assessment:** Program coordinators were instructed to share this data with the professional education faculty members (including content

area faculty members) and to determine what, if anything needs to be done to ensure candidate improvement.

The faculty member who teaches the research courses has developed a pretest and a posttest to assist in assessing the candidates' competency in research. The instruments are being administered in summer 2007 as pilot tests; and they will be shared with the professional education faculty members at the professional education unit retreat in fall 2007.

- **Student Learning Assessment:** For this to become an effective unit assessment, it must be administered in an expanded number of courses to ensure that it is assessing the level of student learning competencies possessed by all candidates in our graduate professional education programs.
- **Program Completer Survey:** The coordinators of the counselor education and the MAT programs will examine the advising procedures for their programs.

The information in this survey is useful for considering changes for program improvement. For this reason, the survey was expanded to include program completers in all professional education programs. The same survey that was administered to the MAT program completers in fall 2006 was also administered to the undergraduate program completers in spring 2007 and comparisons in the data will be made.

#### Resources Needed

- A permanent associate dean position to sustain and expand the assessment system established during the past year;
- Funds to continue the implementation of LiveText as both an electronic system for compiling, analyzing, and disseminating relevant candidate, program, and unit data and as a pedagogical tool for both faculty and candidates; and
- Support for our partnership initiatives with the Charleston County School District and other school districts, including a more systemic process for placing and monitoring candidate interns at both the initial and advanced levels.

#### E. Major Goals and Objectives for 2007-08

The major goals and objectives of the School of Education for the 2007/2008 academic year are the following:

- Attain full continuing NCATE accreditation of all professional education programs as a result of the NCATE focus visit to be held on September 30 to October 2, 2007;

- Continue to carry out and monitor the professional education unit’s assessment system for all undergraduate and graduate programs;
- Begin the first cohort of area candidates in the USC doctoral program in educational leadership in collaboration with the University of South Carolina, the College of Charleston, and the Lowcountry Graduate Center;
- Receive approval to reinstate and offer undergraduate teacher education programs in secondary sciences, mathematics, and English;
- Receive approval to develop and offer a P-12 undergraduate teacher education program in modern foreign languages;
- Review the current curriculum in counselor education to determine its efficacy in meeting the needs of area professionals;
- Develop--in collaboration with the College of Charleston--a master’s of arts in teaching degree (MAT) in middle grades education;
- Establish--in collaboration with the School of Engineering and the School of Science and Mathematics--a STEM (Science, Technology, Engineering, and Mathematics) Educational Center;
- Conceptualize and create--in collaboration with the Charleston County School District and the Charleston Metropolitan Chamber of Commerce--a “high tech high school”;
- Transform the GEAR UP and Wachovia projects into a more sustainable partnership with the Charleston County School District;
- Incorporate the Darkness to Light materials and the EEDA (Education and Economic Development Act) mandates into the professional education programs;
- Partner with the Charleston County School District to offer The Citadel’s master’s program in educational leadership to a cohort of area teachers with leadership aspirations;
- Participate in a collaborative effort with the Charleston County School District and the Southern Regional Education Board to transform our preparation programs for school administrators into national models; and
- Complete successful searches to fill five faculty positions in counselor education, teacher education, educational leadership, and an associate dean position.