

# COASTAL CAROLINA UNIVERSITY

## Institutional Effectiveness Report Summary

2008-2009



Office of Institutional Research, Assessment and Analysis

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*Date: July 30, 2009*

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### 1. Library Resources

Kimbel Library serves as a vibrant, student-centered intellectual gathering place offering portals to information and ideas that enhance learning and research for a successful, engaging and diverse community of learners. The library is committed to providing resources and services to support the mission of Coastal Carolina University. To achieve this purpose, the library has developed a strategic plan in response to student, faculty, and staff needs. Strategic planning is done on an annual basis and changes are made as a result of the assessment data.

The Kimbel Library uses various methods to assess its services and resources. In Spring 2008 a library satisfaction survey was administered to all students and 379 responses were received. Based on the survey response, change in several areas was effected. The library keeps usage statistics for all materials and services and implemented change over the past year upon evaluation of these statistics. Building use in the academic year 2008-09 was 270,160 patrons and represents a 11% increase over 2007-08. In the same period circulation of library materials rose 18%. In addition, the library staff in cooperation with the First-Year Experience Program advisors and faculty assesses information literacy for freshmen. Assessment of services, resources and programs is performed continually using the university's online assessment planning application.

#### Qualitative analysis of book and serial collections

Data from the 2008 satisfaction survey indicated that increasing the availability of printed books (N=228) and printed magazines/journals (N=127) were rated high in importance by students when considering the allocation of library funds. The library implemented the Bowker Book Analysis System, which provides comparisons between the Kimbel Library's collection and entries in Resources for College Libraries. In addition, the Ulrich's Serials Analysis System, which provides comparisons between the Kimbel Library's serials collection and Ulrich's core academic titles held by peer institutions was implemented. These tools allow for better collection development to include those titles that are considered essential. Since 2007, the Kimbel Library has added approximately 6,000 volumes to its monograph collection and over 2,000 materials in other formats.

#### Increased fund allocations for graduate programs

In Fall 2006 Coastal Carolina University added a Master of Business Administration major in the College of Business. The program which began with 32 now has 53 enrolled students. In response to the anticipated growth in the program, the library increased its allocation to purchase major specific materials by \$1,000.

The Master of Science in Marine and Wetland Studies program began with 8 and now has 39 enrolled students. In response to the dramatic growth and popularity of the program the library increased its allocation to purchase major specific materials by \$3,000.

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### Addition of databases, online journals, online reference materials, and e-books

Over the past few years, online database usage has continually increased, indicating that students and faculty are using databases for research. In 2007-08, there were 381,847 searches performed on the library databases and 206,619 full-text documents were retrieved. In 2008-09 there were 471,182 searches and 529,020 full-text documents retrieved. Considering the upward trend in online use of resources, several changes were implemented.

Increasing the availability of online journals (N=211) and electronic database services (N=127) were rated high in importance by students when considering the allocation of library funds. Since 2007 the library added 20 online databases to support the growth in many majors. Additions to the online resources include: *Naxos Music Library*, *Statistical Warehouse*, *Assess Science*, *Environment Complete*, *Humanities International Complete*, *International Bibliography of Theatre and Dance*, and *SocINDEX*. The library also added the following newspaper databases: *NY Times*, *Wall Street Journal*, *Christian Science Monitor*, *Los Angeles Times*, *Washington Post*, *The London Times historical archive*, and *the NY Times historical archive*. Adding these newspapers was in direct response to requests from faculty, particularly from the Wall College of Business, in order to improve access to current and historical newspapers.

Last year the library added four online journal packages which provided access to 1,060 titles. These packages include *Brill Online Journals*, *Blackwell Social Sciences and Humanities Journals*, *Sage Premier Online Journals*, and *Institute of Physics Science Journals*.

The library added 35 reference e-book titles during the 2008-09 academic year and in May 2009 added *ebrary* providing 44,900 e-book titles.

### Improved access to material not owned by Kimbel Library

PASCAL DELIVERS lets students and faculty at South Carolina colleges and universities search academic libraries all over the state and have books from other libraries delivered to them. Prior to the 2008-09 academic year there was no cost to participate in PASCAL. Fees were implemented last year and the library was required to pay \$10,520 in service fees in order to continue receiving services. In order to continue to provide the best resources for our students, faculty and staff the library expended an additional \$28,389 in order to maintain the Science, LexisNexis, Nature and McGraw Hill Access Science databases shared through the PASCAL consortium. This expenditure was made possible through funds provided by the Provost's Office.

### Improved technology and resource availability

Upgrading and expanding library computer workstations (N=176) was the second item of importance to students in the evaluation of the library's equipment and facilities. In direct response to the survey results 65 new computers and workstations were added to the library common areas. Students rated the availability of laptops fourth (N=166) in importance in this same survey and during the 2008-09 academic year, 20 laptops were purchased for check-out and use in the library. In addition, 64 laptops were purchased for use in the library's classroom for use during library instruction.

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Students were provided the opportunity to write in comments and suggestions for improving the library's services. As a result of these comments the following changes were enacted:

- Fines reduced for late laptop returns
- Check out times extended for laptop use
- Sun system computers replaced with Windows based systems

### Improved access to seating, tables, and study rooms; improvement of physical space

The student survey indicated that students wanted more seating and study areas in the library. The addition of comfortable furniture was rated third (N=171) among suggestions for improvement. Write-in complaints from students indicated they feel the library is dingy and uninviting with poor lighting. In January 2009 the library underwent a major reconfiguration of resources in order to make the library stacks and study areas easier to navigate. Unnecessary holdings were reduced in order to increase the space available. Shelving, study tables, furniture and 155,000 library holdings were moved to make aisles wider thus increasing accessibility for wheelchairs. In Spring 2009 walls and the study rooms were painted, pictures hung throughout the building, and deteriorating carpet replaced. Lighting issues are to be addressed in the 2009-10 academic year with the use of federal stimulus energy funds provided to Coastal Carolina University.

### Extended hours

Increased hours of operations was ranked as the most important improvement (N=225) requested in library services. Students specifically requested access to a 24-hour study center at the library. In Fall 2008 the library extended its hours from 8 a.m. – midnight on weekdays to 7:30 a.m. - 2 a.m.. A pilot program and continued student interest indicated a desire for 24-hour library access. During finals week in the spring 2009 semester the library offered 24-hour service. Beginning in the fall 2009 semester, the library will be open on Sundays at 1:00 p.m. and stay open continuously until 5:00 p.m. Friday. Saturday hours will be 10:00 a.m.– 6:00 p.m.

### Information Literacy and Library Instruction

Librarians are very involved with integrating information literacy into the curriculum. Over the past two academic years librarians conducted over 300 instruction sessions reaching over 6,000 students. In addition, several librarians taught three-credit discipline-specific courses. The increasing demands of instruction have necessitated making some program changes. Beginning in Fall 2009, students enrolled in UNIV 110 (First Year Experience) will take the Searchpath online tutorial in basic library skills. This will be followed up with library instruction in all of the English 101 courses. This change will eliminate any duplication of instruction and will provide a better basis for information literacy.

In both 2007-08 and 2008-09, the Project SAILS test was used to evaluate information literacy for both freshmen and upperclassmen. After testing of students was complete the University received a series of reports from the SAILS organization. These reports provided information on the average student performance for each of eight measured skills. In addition, comparative data from other participating universities with the same Carnegie classification was provided. In

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2007-08, Coastal Carolina students scored average or above average comparative to peer institutions in the mastery of five information literacy skills (selecting finding tools, searching, using finding tool features, retrieving resources and documenting sources). For three additional skills (developing a research strategy, evaluating sources and understanding economic, legal and social issues) Coastal Carolina students did not perform equal to students tested at peer institutions. For 2008-09, the librarians refined their instructional seminars to ensure all Project SAILS tested skills were covered, particularly those where students performed below average.

### 2. Majors/Concentrations

Working together, the academic colleges, the division of student affairs, and the administrative units use the data collected from internal assessments for continuous improvement and accountability. Internal assessments are either commercially purchased, or locally developed by our faculty and staff. The systematic use of measurement procedures, analyzing and summarizing results, and evaluating and interpreting information from our internal assessments brings change to the institution and lays the foundation for Coastal Carolina University's assessment system. Therefore, our assessment system calls for some if not all of these changes to be guided by data, especially data that are linked to our three major components of assessment: *student learning*, *student development*, and the *operations of our administrative units*. Linking data to change forces us to understand how the nature of change impacts the university.

#### Health Promotions- Bachelor of Science

Students graduating from the Bachelor of Science degree program in Health Promotion will possess strong fundamental competencies to practice health promotion skills, evaluate health promotion programs, coordinate resources and services, and advocate health promotion initiatives in diverse settings. Upon graduation, students will be able to link theoretical coursework to practical experiences and feel confident in their leadership skills and professionalism. Additionally, students will feel satisfied with their Health Promotion academic experience/preparation and possess confidence to achieve future educational and professional objectives in health.

In order to assess the efficacy of the Health Promotion program, various assessment tools were used to measure three specific areas of student development:

#### Measurement Tools:

- 1) Final grades for specific courses
- 2) HPRO 485: Internship, including
  - a) Final grades for Internship course
  - b) Student Post-Internship Survey (updated January 2009)
  - c) Site Supervisor Post-Internship Survey (updated January 2009)
  - d) Internship Site Supervisor Midterm/Final Student Evaluations (updated January 2009)
- 3) Health Promotion End-of-Program Comprehensive Exam
- 4) Health Promotion Senior Exit Survey (updated January 2009)

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### Areas of Assessment:

1) basic comprehension and application of health promotion competencies

Category of change being assessed: Student Learning and Curriculum

Measured by:

- the successful completion of courses with specific health promotion competency-based curriculum and projects;
- the successful completion of a 290 hour internship for hands-on field experience;
- the successful completion of an end-of-program comprehensive exam.

2) student leadership and professionalism

Category of change being assessed: Professional Development and Pedagogy

Measured by corresponding indices from the:

- Internship Site Supervisor Midterm and Final Student Evaluations;
- Site Supervisor Post-Internship Survey (measuring the site supervisor's perception of the overall internship experience for the placement site);
- Student Post-Internship Survey (measuring the student's overall internship experience).

Measurements of student leadership and professionalism are acquired from the students' internship/field experiences. Indicators of leadership (collaboration, initiative, and resourcefulness for problem solving) are based upon student perceptions of their own skills as well as internship site supervisors' perceptions of students' capabilities to perform entry-level health promotion activities.

3) student satisfaction with their education and confidence in their abilities.

Category of change being assessed: Professional Development and Pedagogy

Measured by corresponding indices from the:

- Student Post-Internship Survey (measuring students' overall internship experiences);
- Health Promotion Senior Exit Survey (measuring the students' overall experiences in the Health Promotion program).

### Justification for Assessment Tools:

In February 2008 the Health Promotion program achieved SABPAC program approval, a national recognition which indicates evidence of academic rigor, program quality, and high academic standards in the area of health education. The SABPAC designation required, among

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other measures, a self-study and a site visit. Some of the assessments for this designation allowed final course grades to be used to demonstrate trends in curriculum and student comprehension. The program approval designation is granted by two national health education associations: Society for Public Health Education (SOPHE) and Association for the Advancement of Health Education (AAHE).

A Health Promotion Internship Coordinator was hired in August 2008 due to SABPAC recommendation. This person, in collaboration with the Internship Instructor(s), is responsible for the coordination of all Health Promotion internship and field experiences including but not limited to, student evaluations of their internship experiences, site supervisors' evaluations of the students' performance, the internship sites' evaluations of the Health Promotion Internship program, and site visits.

After the AY 2007-2008 SACS evaluation, some weaknesses were identified in the assessment tools being used for both SABPAC and SACS assessments. The newly hired Internship Coordinator and Health Promotion faculty members collaborated during the fall 2008 semester to revise these assessment tools in order to better capture student learning and development (see items 2b, 2c, & 2d in the *Tools for Measurement* section above). These revisions were implemented during the spring and summer 2009 data collection periods.

### Assessment results indicate the following:

1. Comprehension and Application of Health Promotion Competencies
  - a. *Satisfactory Completion of Health Promotion Courses*

Preparing for the 2008-2009 SACS evaluation, Health Promotion faculty decided to utilize some of the SABPAC assessment measures including the use of final course grades to demonstrate student learning and development. Therefore, satisfactory completion of specified courses as measured by 80% of students earning 85% or better in the course (overall course grades) was used as a measure of student comprehension of Health Promotion competencies. Student comprehension and application of health promotion knowledge and skills was notably high, however, three of nine courses (33%) being measured suggested some competency deficiency.

#### ❖ *Recommendations for 2009-2010:*

- 1) While using overall course grades may suggest achievement or deficiency in a particular content area, it was discovered that using final grades alone makes it difficult to pinpoint the specific competencies within those courses that are the true areas of weakness. For a more thorough picture, it may be prudent to triangulate the overall course grade with other assessments. The Health Promotion End-of-Program Exam will be used for this comparison since the results can be broken down by content areas.
- 2) Rather than using overall course grades to determine areas for improvement, grades achieved on specific course projects may provide the needed specificity for targeting improvement areas. The Professional Portfolio, a

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comprehensive Health Promotion competency project in HPRO 485: Internship in Health Careers will be used to assess comprehension of Health Promotion competencies and to target improvement areas.

- 3) In order to prepare for future SABPAC Program Approval visits, plans are being made to update the entire Health Promotion curriculum (by Fall 2011) so course curriculum reflects the recently updated Certified Health Education Specialist (CHES) national competencies
- 4) Based on recommendation of SABPAC Program Approval Committee, site visits were implemented in Spring 2009 for the HPRO 485: Internship in Health Careers community sites. The community organizations were visited by both the Internship Coordinator and Internship Instructor. Feedback from site supervisors will continue to be collected and can be used to strengthen curriculum. However, site visitation protocol will be tweaked for future on-site interviews.

### *b. Satisfactory Completion of a 290 hour Health Promotion Internship*

To pass HPRO 485: Internship in Health Careers, students must successfully complete academic AND workplace requirements in the Health Promotion Internship course. However, the final course grade does not differentiate the achievement/deficiencies occurring within those two areas. Based on overall grades for HPRO 485: Internship in Health Careers (n=79), 86%, 86.7% and 95.4% of Internship students successfully completed the course with a 85% or better in Fall 2008, Spring 2009 and Summer 2009, respectively.

Regarding the academic piece of the course, a major component is the Internship Portfolio, a comprehensive Health Promotion competency project. A rubric is used to assess the content of the portfolios and student understanding. Regarding the workplace requirement, several surveys and site supervisor evaluations of students are used to gauge success of on-site professional development (see Assessment Areas 2 and 3 of this report).

### ❖ *Recommendations for 2009-2010:*

- 1) The department will continue to assign the Professional Portfolio project in the 290 hour internship/field experience course as one of the course academic requirements. For AY 2009-2010, the Internship Portfolio project will be used *in addition to* the overall course grade for the Internship course as a better indicator of a student comprehension of Health Promotion. While this assessment is relatively new and refined in 2008 for SABPAC Program Approval, findings from evaluations of specific Professional Portfolio sections will assist with defining areas of weaknesses so courses can be improved to provide skills building. The department does believe that several semesters of results are needed in order to evaluate findings prior to major curriculum changes.
- 2) Based on feedback from the Site Supervisor Post-Internship Surveys in Fall 2008 and Spring 2009, the grading rubric for the Professional Portfolio project will be refined to address areas of weakness in student development

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(specifically, critical analysis and problem solving) and competency deficiency that Site Supervisors noted.

- 3) Due to multiple sections of the Internship course being taught by four instructors, planning began in Spring 2009 to address the need for continuity of teaching and grading the academic portion of the course.

### *c. Satisfactory Completion of a Comprehensive End-of-Program Exam*

The Health Promotion Comprehensive End-of-Program Exam has indices measuring specific health promotion competencies. Tracking trends for missed questions on this exam indicate areas where students have content and competency deficiencies.

Based on data from the Health Promotion Comprehensive End-of-Program Exam (n = 55) in Fall 2008 and Spring 2009, content weaknesses were found in a required Junior-level course, HPRO 310, with 66% and 60% of students answering questions correctly in this area in Fall 2008 and Spring 2009, respectively. HPRO 310 was previously taught by adjunct faculty members (prior to Fall 2008). After noting this area of curriculum weakness on the Comprehensive End-of-Program Exam in 2007-08, a new faculty hire was made with strengths in this teaching area. Beginning Fall 2008, she now teaches all sections of the HPRO 310 course.

Additionally, based on data from the Health Promotion Comprehensive End-of-Program Exam (n = 55) in Fall 2008 and Spring 2009, content weakness was also found in a required Sophomore-level course, HPRO 201, with 64% and 66% of students answering questions correctly in this area in Fall 2008 and Spring 2009, respectively. Recommendations are noted below.

### *❖ Recommendations for 2009-2010:*

- 1) The department has decided to continue using the Comprehensive End-of-Program Exam as one of the measures for assessing student comprehension of Health Promotion. While this assessment is relatively new and refined in 2008 for SABPAC Program Approval, findings from specific indices on the Comprehensive Exam will assist the department in measuring student comprehension and application of targeted health promotion competencies. However, the department believes that several semesters of results are needed in order to evaluate findings prior to major curriculum changes.
- 2) Senior-level students who took the End-of-Program exam in 2008-09 did not have the new instructor for HPRO 310 since this is a Junior-level course. Therefore, Health Promotion will continue to examine 2009-10 data before additional curriculum changes are made in HPRO 310.
- 3) A workshop will be held with instructors of HPRO 201 in Fall 2009 to discuss comprehensiveness of material presented and needed syllabi changes.
- 4) Feedback from students who did not pass the Health Promotion End-of-Program exam led to change in remediation efforts beginning in Summer 2009. These students were provided coaching on study skills, resource attainment, and oral quizzing on areas of Health Promotion responsibilities

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rather than additional lectures on Health Promotion competency content as in the past. Opportunities for individualized remedial assistance and coaching will continue to be provided for students.

- 5) Indices of Health Promotion Competencies on the End-of-Program Exam will be compared to overall course grades that share those competencies to better identify where students have deficiencies.

### 2. Student Leadership and Professionalism

- a. *Internship Site Supervisor Midterm and Final Student Evaluations;*
- b. *Site Supervisor Post-Internship Survey* (measuring the site supervisor's perception of the overall internship experience for the placement site);
- c. *Student Post-Internship Survey* (measuring the student's overall internship experience).

Most student experiential assessment occurs in the HPRO 485: Internship in Health Careers course. Several evaluation measures are used to determine success of on-site student development. Comparisons between student and Site Supervisor perceptions of student leadership and professionalism were attempted in Fall 2008, but the data proved weak. Therefore, in January 2009, updates were made to assessment measures for student leadership and professionalism (see items 2b, 2c, and 2d in *Tools for Measurement* section at the beginning of this report) and were used during Spring and Summer 2009 data collection.

The Internship Site Supervisor Midterm/Final Student Evaluations (2a) were updated in Spring 2009 to gain a better understanding of student leadership abilities. Written reflections will now include these areas: a) professional development and b) professional growth). The Site Supervisor Post-Internship Survey (2b) and the Student Post Internship Survey (2c) were also updated in Spring 2009 to gain a better understanding of student leadership abilities. Items added to the survey include: a) mentoring, b) exercising judgment and reasoning, c) taking initiative, d) professional growth, and e) confidence.

While students and site supervisors were generally in agreement on indicators of student professionalism and leadership (such as “resourcefulness,” “collaboration with diverse groups” and “personal initiative”) (which are found on the aforementioned assessment tools), students were apt to have more favorable perceptions of their abilities than were the site supervisors. For example, a comparison of student and internship site supervisor perceptions of the indicators “resourcefulness” and “problem solving” revealed that Site Supervisors felt students to be less capable in these areas than the students themselves.

Based on qualitative feedback from internship students on the Student Post Internship Survey (2c), it was noted the site supervisor needs to explain the Midterm and Final Evaluation ratings in more detail to the students so that they can improve in the areas noted in the evaluations. See recommendations 1 and 2 below.

Additionally, based on information gleaned from the Site Supervisor Post-Internship Survey in Fall 2008 and Spring 2009 (n = 33): 73%, and 76% of the site supervisors strongly agreed or agreed that the student intern was able to “mentor/lead others with less health promotion experience,” “problem-solve,” and “think critically.” Since these questions had the

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lowest mean of items on the Site Supervisor Post-Internship Survey, improvement of these skills will be addressed. See recommendation 3 below.

❖ *Recommendations for 2009-2010:*

- 1) The agenda for the *Fall 2009 Internship Site Supervisor Orientation* meeting was revised to provide ample time to brainstorm and share ways to strengthen common student weakness areas.
- 2) Beginning in Fall 2009, site visits by the Internship Coordinator and Internship Instructor will provide coaching to Site Supervisors regarding the development of appropriate experiential opportunities for improving weak areas noted on the student midterm evaluations.
- 3) Additional skills development activities in the weak areas revealed by the Site Supervisor Post-Internship Survey will be added to HPRO 201, 350, 481, and 485.
- 4) Emphasis areas of the Personal Reflection Overview in the Professional Portfolio Project will be revised for Fall 2009 so that students will have additional opportunities to reflect on their weaknesses and skills in professionalism and leadership and to discuss how implementation of activities in their internship strengthened these areas.

### 3. Student Satisfaction and Confidence with Education and Abilities

- a. *Student Post-Internship Survey (measuring the student's overall internship experience)*
- b. *Health Promotion Senior Exit Survey (measuring the student's overall experience in the Health Promotion program)*

The *Health Promotion Senior Exit Survey* was first developed in 2007 and seems to be an appropriate measure of student satisfaction with the Health Promotion program and their overall confidence in their health promotion abilities. However, this survey was revised in Spring 2009 to provide more data on student abilities (items added in areas such as: problem solving, writing effectively, communicating orally, using models and theories, etc.). The survey will continue to be a work in progress as the program strengthens and matures. Based on information from the Health Promotion Senior Exit Survey in Fall 2008 and Spring 2009 (n = 58) the following recommendations are made:

❖ *Recommendations for 2009-2010:*

- 1) A vast majority of students (93%) felt prepared and satisfied (choosing excellent and very good responses) with their Health Promotion education and experiences while at Coastal Carolina University. We will continue to monitor these results and make program changes as needed.
- 2) Opportunities for extracurricular activities within Health Promotion (87% strongly agree/agree) and overall interaction with Health Promotion faculty

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including advisement opportunities (87% strongly agree/agree) were the lowest satisfaction scores revealed in this survey.

- Due to a decrease in program enrollment, faculty advisement loads are slightly lower for the 2009-2010 year; therefore, we will examine results to see if this change affects satisfaction with advisement;
  - Additional personnel resources were needed to assist with faculty availability for student advisement and student development; therefore, a full-time Administrative Assistant was hired on July 1, 2009 to be shared among the three departmental academic programs;
  - Extracurricular activities within Health Promotion will be discussed at Freshmen welcome week, and emphasized in HPRO 201.
- 3) In order to measure long-term student satisfaction and confidence in their Health Promotion degree after leaving the university, A *Health Promotion Alumni Survey* was created in the Spring of 2009 and will be sent electronically in 2009-2010 to Health Promotion graduates as a follow-up assessment tool.

### **Middle Level Education – Bachelor of Arts**

During the 2008–2009 academic year, the middle level faculty focused on the goals and objectives of the individual courses in the program. Syllabi and course descriptions of the major courses were analyzed to determine whether topics were up-to-date with current research and practice literature. In particular, essential elements and standards were identified using the literature, National Middle School Association (NMSA) Standards, South Carolina ADEPT Standards, and our school’s conceptual framework. In addition, four meetings were held with area principals in order to solicit their recommendations.

A proposed improvement to the middle level program involved establishing a stronger collaboration with area middle schools in order to more effectively bridge theory into practice. The following goals were developed:

- Create a stronger connection between university coursework and classroom practice so both teachers in the local districts and our teacher candidates benefit.
- Design a better system to gather satisfaction and performance data from principals, cooperating teachers, faculty/instructors, and teacher candidates in order to better assess learning outcomes and our teacher candidates’ developmental growth for middle level teaching.

In order to address these goals in 2008 – 2009:

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- Two of the major courses were predominately taught in middle schools
- Principals, curriculum specialists, and cooperating teachers participated in part of the course meetings.
- Assignments were re-designed to involve the cooperative teachers. This focused the cooperating teacher's communication with the teacher candidates, as well as encouraged them to reflect upon current research and practice.
- Follow-up meetings with two of the principals were held to discuss the strengths and areas to address in the next academic year.
- Each semester cooperating teachers and teacher candidates were asked to provide their input in writing on the strengths and areas of improvement.

### Assessment results indicate the following:

Based on the analyses of the middle level major courses, faculty decided the course sequence and descriptions did not need to change; however, topics within the courses and assignments should change to improve the quality of the program. In particular, the analyses indicated that the essential elements and standards needed to be better distributed across the major courses. Prior to the analysis, two courses accounted for 75% of the standards and the other four courses collectively addressed only 25% of the essential elements and standards. Now the essential elements and standards are more evenly distributed across the six courses.

- The category of change assessed: Curriculum
- Recommendations: In order to be current and best prepare our teacher candidates, it was decided to re-analyze and evaluate the six major course syllabi and course descriptions at least every three years. It was also discussed that foundation and content courses needed also to be formally analyzed by looking at each of the content (Special Program Assessment) SPA Standards that currently exist for middle level (Mathematics and Science) and then do the same when other content SPAs design middle level standards.

Feedback from middle level teacher candidates, area principals, and cooperating teachers indicated that teaching the two courses at the school was a positive contribution to the program and area schools. The increased and focused assignments involving the cooperating teachers were adapted the second semester. This resulted in better quality discussions between cooperating teachers and teacher candidates, and it also provided an additional source of information to assess our teacher candidates' performance in the classroom.

- The category of change assessed: Curriculum
- Recommendations: Increase the number of courses taught in the middle schools and increase the participation of the schools' faculty and students. Continue to evaluate and re-design field opportunities and assignments using the feedback of cooperating teachers, principals, curriculum specialists, and teacher candidates. Complete a formal survey so the program can gather hard data to inform changes and continuous improvement.

### Political Science – Bachelor of Arts

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During the 2008-09 academic year, the Department of Politics and Geography undertook a three-pronged approach to assessing the major which included: (1) administering the national Educational Testing Service (ETS) exam for political science, (2) requiring a department generated pre-test/post-test for incoming freshmen and juniors/seniors, and (3) administering a department generated pre-test/post-test of department foundation courses for the university's core curriculum.

### Assessment results indicate the following:

In 2008-09, as a result of assessing the results of the ETS national exam in political science, the department began initial steps to revise the major. First, POLI 300 (Introduction to Political Theory) will be a required course for political science majors in future academic years. This change was necessitated due to the low scores that students were achieving on the political thought section of the national ETS exam. It was reasoned that students need to be exposed to a wide range of political thought rather than just a rather narrow period as provided for in the other upper division courses (POLI 302—Political Thought of Thucydides, POLI 401 through 404—History of Political Thought I through IV). Second, in addition to the introductory course, an additional upper division political thought course will now be required of all majors in order to allow students to be able to focus on an in-depth period of political thought of their choice. Third, the department is discussing the utility of creating a new upper division American politics survey course and also is discussing the need to add a required methodology course.

- The category of change: Curriculum
- Recommendations: Based on our findings, POLI 300 and an upper level division political thought course will be required for Political Science majors beginning in the 2010-11 academic year. In 2009-10, the department will review curriculum requirements and ETS data results to determine if an American politics survey and methodology course should become a required course. These initiatives will align the curriculum and student learning outcomes more closely.

In August 2008, the department administered a departmental generated pre-test of the political science discipline to incoming freshmen. The post-test will be administered to the same students in four years when the 2008-09 freshmen class are expected to enroll in the department's capstone course (POLI 497—The Discipline of Political Science). In November 2008, the department also administered the post-test to juniors/seniors enrolled in POLI 497. While the early test results are not a true measure of individual student learning due to two separate testing populations, the comparison will provide an early look at the extent of overall student learning in the discipline. Initial test results show incoming freshmen achieved a 45% correct response rate, and POLI 497 students achieved a 61% response rate—a 16% increase for the post-test results. More meaningful results will be available in four years when the 2008-09 freshmen will be administered the post-test in the capstone POLI 497 course (when pre-test/post-test scores can be identified for specific students).

- The category of change: Curriculum
- Recommendations: Based on preliminary results from the pre- and post-tests results the department decided to continue to administer these tests and to evaluate the data on a yearly basis. These results provide insight into the learning that takes place

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through the curriculum and will provide data as to where in the curriculum changes should be made that again will more closely align our curriculum and student learning outcomes.

In 2008-09, the department also conducted a pre-test/post-test in randomly selected POLI 101 (Introduction to World Politics) and POLI 201 (American National Government) sections to assess student learning outcomes in these two areas. The survey was designed to measure changes in student knowledge in world and domestic politics as well as measure changes in student interest in world and domestic politics. The test results demonstrated that after completing POLI 101, students increased their knowledge of world politics significantly but did not increase their interest in world affairs. On the other hand, POLI 201 students increased their interest in domestic politics but did not increase their knowledge significantly. Department faculty will apply for a university assessment grant to continue the study in future years.

- The category of change: Curriculum
- Recommendations: Based on preliminary results of the survey to assess changes in student knowledge and interest in world and domestic politics, the department will continue to conduct the pre-test/post-test in randomly selected POLI 101 (Introduction to World Politics) and POLI 201 (American National Government) courses to assess student learning. Based on the data from these tests the department will look at the curriculum in the 2009-10 academic year to determine if adjustments should be made to the curriculum.

**3. Web Address of Title II Report:** <http://www.coastal.edu/effect/research/title2.html>

### **4. Technologically-Skilled Workforce**

Coastal Carolina University is committed to providing students with the skills necessary to succeed in various academic and professional careers. An integral part of any professional career in today's society is proficiency and familiarity with technology. At Coastal Carolina University, successful completion of degree programs requires students to participate in formal study where the utilization of technology is essential for successful program completion. In addition, Coastal Carolina University has a strong commitment to utilizing technology to improve instruction. In reinforcing the importance of technology usage the following programs and changes have been enacted:

#### Computer initiative for students and faculty

For students, the initiative entails facilitating the purchase of technical support for convertible (notebook/tablet) computers that students use while at the institution. Students majoring in computer science are required to have a convertible or notebook computer, while most other disciplines recommend or highly recommend that students have a portable computer. The Honors Program instituted a laptop initiative whereby incoming students to the program receive a laptop computer for use in the classroom, research and other scholarly activities. Eighty student laptops were purchased in the academic year 2008-09 and 125 are currently on order for the upcoming semester.

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For faculty, the initiative entails issuing faculty a convertible computer specifically to support the faculty member's instruction in the classroom.

### Increased utilization of Blackboard Course Management software

Students spend a significant amount of time online and have come to expect their courses have an online component. In order to meet the student demand, the number of classes in which faculty used the Blackboard Course Management system increased from 750 course sections in Fall 2007 to 890 course sections in Spring 2009. Course statistics indicate that 42.7% of all courses offered in the Fall 2007 semester and 48.7% in the Spring 2009 semester used Blackboard in some capacity.

### Technology in classrooms

Beginning in Fall 2005 all classrooms at the university were computer-enhanced to include wireless and cabled network connections for faculty computers to be used during instruction. Beginning in Fall 2007 all classrooms at the university had permanently mounted LCD projectors installed to enable faculty to use computer technology more readily as a part of their course delivery. During the 2008-09 academic year faculty had the option of using an automated attendance recording application in order to better manage student presence in class. Students attending class swipe their Coastal Carolina University identification card in a small card reader as they enter the classroom and this information is collected and stored on the faculty member's computer.

### Instructional Program Enhancements

In an effort to enhance the entire instructional program, Coastal Carolina University established the Center for Effective Teaching and Learning (CETL) in 2005. The center was charged with the responsibility of supporting faculty members in their work as teachers and taking a leading role in offering support for faculty members in areas related to instruction. An important division of the Center was the Technology in Education to Advance Learning (TEAL) technology lab that offered special programs for faculty in the use of technology in teaching. In Spring 2009 the TEAL Center was moved into the Kimbel Library and now offers additional services specifically for student instruction.

### Student Laboratory Enhancements

During the 2008-09 academic year computers and equipment in all student labs across campus was replaced. In the College of Humanities and Fine Arts three new program-specific laboratories were established. Digital photography (18 stations), communications (30 stations) and music labs (13 stations) were opened. Each lab is appointed with state of the art equipment and software applications.

### Campus Digital Signage

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The university is deploying a comprehensive digital signage system referred to as the eBoard Initiative. Upon completion of the project, all major buildings on campus will have multiple large screen liquid crystal display (LCD) screens for communicating university, college, department and student information. The content can be managed centrally and/or through the individual colleges. The goal is to dynamically inform the university community of news, events and activities. The eBoard system also provides emergency messaging, and will eventually be connected with the cellular text based emergency messaging system already in place to provide a multilayered platform for rapidly disseminating emergency messages.