Institutional Effectiveness

Summary Report

South Carolina State University

October 1999

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South Carolina State University

Institutional Effectiveness Summary

Introduction

South Carolina State University's 1999 institutional effectiveness summary includes one component this year. The component is Majors or Concentrations. The Teacher Education program is the only major that will be reported on this year. The University's schedule for August 2000 reporting is delineated in Table 1.

Table 1.

Individuals/Offices involved in Institutional Effectiveness Assessment reporting and Reporting Cycle.

Component	Individual/Office	Reporting Cycle
General Education	Associate Vice President for Faculty and Programs, Office of Institutional Research, Director of Writing Across the Curriculum, Vice President for Academic Affairs, University Computer Center	August 2000
Majors or Concentrations* *Teacher Education Program Only	Chairs/Deans	August 1999
Academic Advising	Associate Vice President for Faculty and Programs, Office of Institutional Research, Vice President for Academic Affairs, Chairs/Deans	August 2001

Procedures for Student Development	Vice President for Student Services, Directors of all offices involved in Student Service areas.	August 2001
Library Resources and Services	Dean, Miller F. Whittaker Library	August 2001

INSTITUTIONAL EFFECTIVENESS REPORT FOR

THE TEACHER EDUCATION PROGRAM

School of Education

South Carolina State University

Introduction

The School of Education enrolls over 1,000 students and offers undergraduate degrees in early childhood education, elementary education, special education, and secondary education. In addition, the following graduate degree programs in education are offered: Master of Arts in Teaching (M.A.T.); Master of Education (M.Ed.); Educational Specialist (Ed.S.); and Doctor of Education (Ed.D.) in educational administration.

The School of Education is a key contributor to the enhancement of the image and identity of the University. The School's stellar undergraduate and graduate programs, along with the professional development school (Felton Laboratory School), are committed to meeting the needs of preservice and inservice educational leaders (teachers, counselors, and administrators) and its constituents: public schools, agencies, and other stakeholders through effective teaching, research, academic advising, and collaborative/outreach services. The School is committed to providing an accredited Teacher Education Program and to preparing personnel responsive to various educational and other human service agencies. It cooperates with the South Carolina State Department of Education in a number of initiatives.

Program Accreditation

In February 1999 the School of Education had its NCATE/SDE/CHE Continuing Accreditation On-Site Visit and was found to have only one minor weakness. Prior to the visit, all teacher education programs were reviewed by their Learned Societies (as applicable), the SC State Department of Education, or the SC Commission on Higher Education and were found to be in compliance. (See **Table 1, Appendix A** for a complete accreditation summary.)

Outcome Measures

Undergraduate Education Majors

The State of South Carolina has instituted the use of PRAXIS I - Academic Skills Assessment as the pre-professional skills test for entrance into an education program. The PRAXIS I replaced the SC Education Entrance Exam (EEE) which was last administered summer 1999. These tests are designed to be taken early in the college career to measure reading, writing and math skills vital to all teacher candidates. The PRAXIS Series assessments are routinely used by colleges and universities to qualify individuals for entry into teacher education programs. The first time South Carolina used PRAXIS I as an education entrance requirement was fall 1998.

The unit employs evaluation systems that assess the academic and professional competence of both initial and advanced education majors. All undergraduate teacher education majors must meet the following exit requirements: completion of an approved program with a GPA of 2.5; a minimum score of 642 on the Professional Knowledge Examination (PKE) or 165 on the Principles of Learning and Teaching (PLT) of the PRAXIS II; the state mandated score on the Specialty Area of the PRAXIS II; successful completion of student teaching including seven ADEPT (Assisting, Developing, and Evaluating Professional Teaching) observations and the submission of the required portfolio.

South Carolina recently revised its system for assessing the performance of new teachers. The director of clinical experiences, university supervisors, chairpersons and faculty are currently reviewing the nature of field experiences which are incorporated into each professional education course in order to ensure that structured experiences provide opportunities for teacher education students to acquire and apply appropriate knowledge and skills for teaching all students. Considerable attention is given to providing multicultural experiences and experiences related to the new state-wide system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

The office for Professional Clinical Experiences/Student Teaching developed a Student Teacher Evaluation and Assistance model with input from faculty, other members of the SCSU Department of Teacher Education, and representatives of school districts. The faculty subscribed to guidelines outlined in Bill 559 and began implementing Assisting, Developing and Evaluating Professional Teaching (ADEPT) with student teachers during the 1997-98 academic year. The teacher education program also subscribes to regulations governing the placement and supervision of student teachers as specified in the Unit Standards for Teacher Education Program Approval in South Carolina and NCATE Standards. The South Carolina State Board of Education approved South Carolina State University's ADEPT plan for student teachers.

Graduate Education Majors

Masters of Arts in Teaching (M.A.T.) degree students must: complete all curriculum course work with a minimum GPA of 3.0; complete a Directed Teaching Practicum and a Directed Teaching Internship, including seven ADEPT observations; complete the written comprehensive examination; attain the state mandated scores on PRAXIS II Exams (PKE or PLT and Specialty Area) and submit the required portfolio.

Master of Education degree (M.Ed.) students (inservice teachers) must complete all required coursework with a minimum GPA of 3.0, successfully complete all practica and pass the written comprehensive examination. Advanced programs for the continued preparation of teachers and other school personnel emphasize the range of professional competencies for the disciplines. Opportunities are provided for candidates to reinforce, strengthen, and extend previously acquired knowledge and skills. In some instances (the M.Ed. degree in Counselor Education and the Ed.S. and Ed.D. degrees in Educational Administration) candidates must demonstrate mastery of selected competencies in field-based practice experiences and pass the PRAXIS II (Specialty Area Examination).

Assessment Findings for the 1998-99 Academic Year

An analysis of students performance on the formal assessment given as a part of professional education programs (EEE/PRAXIS I - PPST, PRAXIS II – PKE/PLT and NTE) reveals that individuals who take the tests generally pass. There were a total of 928 students enrolled in programs offered in the School of Education. Of the 928 students who took the standardized assessments, 706 made the required score for an overall passing percentage of 76% (see **table 2, Appendix B**).

Recent Program Changes

In recent years, substantial changes have been made in the curricula of undergraduate and graduate teacher education programs. The Educational Leadership and Counselor Education Department completed the Program Modification Proposal requesting approval for the Ed.D. degree program at the University Center of Greenville, which was approved by CHE. The Department of Health and Physical Education is submitting a proposal to offer a new degree option in Physical Education - Sport Communication. The School of Education's six-tier admission and monitoring process was revised and shortened to a four-stage matriculation process (see **Appendix C**). All undergraduate Teacher Education Programs of study were revised to contain between 122-136 total credit hours.

Other recent changes include modification of general education program for all undergraduate programs, program admission requirements for advanced M.Ed. programs and changes in admission requirements for the Ed.S. and Ed.D. Programs. The Department of Counselor Education was merged with the Department of Educational Administration July 1, 1998. The merger is going reasonably well.

In 1996, a university-wide curriculum committee was appointed to review and evaluate the general studies curriculum in order to reduce the number of credit hours while continuing to provide a curriculum which includes theoretical and practical knowledge gained from studies in communications, mathematics, technology, foreign language, history, philosophy, health, literature and the arts. Additionally, the School's Executive Council examined the general education components for teacher education majors. The committee's work continued through the spring of 1998. The university-wide curriculum committee, in response to state-mandates, has recommended that the general education curriculum be decreased from 60 semester hours of course work to 48 semester hours. The University's Curriculum

Committee has defined what all students should know and be able to do. The 48 semester credit hours are designed to meet this goal.

The School of Education reviews curricula often in light of speciality area guidelines to ensure program compliance and to ensure that students develop competence in the content areas in which they expect to teach. Subject area test scores are utilized to determine program strengths and students' competencies.

Content area curricula are reviewed and revised based upon specialty area guidelines and students' performance on standardized subject area tests. All programs have undergone some change in recent years. The number of required credit hours for each program in teacher education has been reduced to 126 -130 credit hours.

Teacher Education is a university-wide endeavor. Content courses required for certification in secondary education are offered by the Schools of Arts and Humanities, Applied Professional Sciences, Business, and Engineering Technology and Sciences. Each school has one or more Teacher Education Coordinators who hold membership on the Teacher Education Council. Additionally, the dean of the School of Education chairs the Interdepartmental Council comprised of deans of all the schools, academic chairs, and teacher education coordinators. Through regular meetings of these councils, the dean of the School of Education gives and receives feedback on policies and procedures affecting all aspects of Teacher Education. Programs leading to teacher certification are governed by the School of Education, in collaboration with the other schools and departments.

Plan of Action for the Future

The School of Education expects to become a leader in the recruitment and preparation of well-trained, diverse populations of exemplary, K-12 inservice and preservice teachers, counselors, speech correctionists, and school administrators. As we approach the 21st Century, it is evident that deliberate efforts must be made to improve teaching and learning through the integration of knowledge and practice. We must build bridges for professional development and continue to develop avenues for collaborating with University administrators, faculty, and students, as well as P-12 personnel for continuous review and renewal of teacher training approaches in light of technological advances, school reform issues, research, and best practices.

Since South Carolina standards for admission to and completion of a teacher education program have been made more challenging and the required scores on PRAXIS II (the subject area tests for the respective disciplines) have been raised, PRAXIS I & II Workshops for Faculty were conducted spring 1999. These Workshops were attended by teacher education faculty who teach general education, professional education and the methods of teaching courses for the various content areas. Also, during spring 1999 a meeting of chairs and teacher education coordinators was held to discuss the following:

1. Student Performance on the PRAXIS II

2. Identification of Competencies Lacking in the Respective Areas

3. Strategies for Improving Performance

4. Allocation of Grant Funds & Identification of Curriculum Materials

The following activities have been planned for the 1999-2000 academic year and beyond.

1. Faculty have indicated a need for in-depth ETS workshops in order to become more familiar with Praxis II content; they have also indicated a need for assistance in constructing NTE like test items.

2. Chairpersons will be provided each year with an **item analysis** of students' performance in the respective subject areas. These data will be utilized at the department level for curriculum review and revision.

3. Faculty will be provided the opportunity to improve instructional practices via participation in

Teacher Effectiveness inservice to be held each spring semester.

4. A Praxis II review Workshop will be conducted each semester in each subject area where students are enrolled. Announcements about available workshops will be posted appropriately.

5. Faculty and students will be surveyed annually in order to gain their perceptions about how the School can better assist with test preparation.

It is expected that the planned changes outlined above, coupled with the utilization of recently purchased materials and resources, will result in considerable improvement in the performance of south Carolina State University students on PRAXIS II examinations.

APPENDICES

Appendix A

TABLE 1

ACCREDITATION OF DEGREE GRANTING PROGRAMS

Is the Program Accreditable?	Is the Program Accredited?					
Name of Degree Program	YES	NO	YES	From	TO	Name of Accrediting Body
B.A. in:	Yes			1999	2004	NCATE/SC SDE & CHE
Dramatic Arts	Yes		Yes	1989	1999	SACS
English	Yes		Yes			
History/Social Studies			Yes			
B.S. in:	Yes		Yes	1999	2004	NCATE/SC SDE & CHE
Art Education	Yes		Yes	1989	1999	SACS
Biology Education	Yes		Yes			
Business Education	Yes		Yes			
Chemistry Education	Yes		Yes			
Early Childhood	Yes		Yes			
Elementary Education	Yes		Yes			
Family & Cons. Sc. Ed.	Yes		Yes			
French Education	Yes		Yes			
Health Education	Yes		Yes			
Industrial Education	Yes		Yes			
Mathematics Education	Yes		Yes			

Music Education	Yes		Yes			
Physical Education	Yes		Yes			
Spanish Education	Yes		Yes			
Special Education						
M.A.T. in:	Yes		Yes	1999	2004	NCATE/SC SDE & CHE
Early Childhood	Yes		Yes	1989	1999	SACS
Elementary Education	Yes		Yes			
English Education	Yes		Yes			
Mathematics Education	Yes		Yes			
Science Education	Yes		Yes			
M. Ed. in:				1999	2004	NCATE/SC SDE & CHE
Counselor Education	Yes			1989	1999	SACS
Elementary Guidance	Yes		Yes			
Secondary Guidance	Yes		Yes			
Elementary Education	Yes		Yes			
Special Education	Yes		Yes			
Secondary Education	Yes		Yes			
Biology	Yes		Yes			
Chemistry	Yes		Yes			
Industrial Technology	Yes		Yes			
English Education	Yes		Yes			
Mathematics	Yes		Yes			
Science Education			Yes			
Social Sciences						
Ed. S. in Ed. Administration	Yes		Yes	1999	2004	NCATE/SC SDE & CHE
Ed. D. in Ed. Administration	Yes		Yes	1989	1999	SACS

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				IV. Admission to Candidacy for Graduation
				Prerequisites:

| | | | STAGE IV

Graduation | • Completion of Stage III;

• Completion of all program requirements with overall GPA of 2.5;

• Approved professional portfolio on file in ARCE Office;

• Approved for graduation by advisor, Department Chair, School of Ed., & Office of Records & Registration; and

• Completion of the Senior Exit Survey & major field Exam. |
|---|---|---|---|---|
| | | STAGE III

Senior Year

PRAXIS II | | **III. Admission to Student Teaching/Professional Clinical Experience**

Prerequisites:

• Completion of Stage II;

• Maintain cumulative GPA of 2.5;

• Completion of required 100 Pre-STEP;

    • Passing of all institutional required tests (eg. English Proficiency, etc.);

• Passing PRAXIS II – Specialty Area Exam;

• Advisor recommendation for Professional Clinical Experience; and

• Approved for admission to Student Teaching by Director of the ARCE Office. |
| | STAGE II

Junior Year

PRAXIS II | | | **II. Admission to Advanced Standing (By the end of the 6th semester)**

Prerequisites:

• Completion of Stage l;

• Completion of required Core Courses with minimum grade"C" (60 - 100 cr. hrs);

• Passing Score on the PRAXIS II – Principles of Learning & Teaching Exam;

• Completion of a minimum of 50 - Pre-STEP hours;

• Maintain a cumulative GPA of 2.5 or better; and

• Completion of Application Form for Advanced Standing. |
| | | | | **I. Admission to a Teacher Education Program (By the end of the 4th semester)**

Prerequisites:

• Completion of 60 cr. hrs. preferably inclusion of 48 hrs. of the General Education Curriculum (GEC); |

STAGE I **Fresh./Soph.** **Year** **PRAXIS I**	• Cumulative GPA of 2.75 or better; • Passing Score on PRAXIS I Series (PPST); • Provide signed documentation of acceptable physical health; • Documentation of proficiency in oral (speech) & written communication (English) skills, math and computer science (min. grade of "C" in the required sequences); • Completion of Declaration of Major Form.

- I. Students not meeting eligibility requirements for Stage I will be required to enroll in another program of study at SCSU, and will not be allowed to pursue a Teacher Education Program.
- II. Students not meeting all requirements for Stage II will be required to transfer to another program of study.