

College of
Charleston

***Institutional Effectiveness
Summary Report***

**The Office of Assessment and Planning
and
The Office of Institutional Research**

Submitted by:

***Pamela Isacco Niesslein, Ph.D., Associate Dean
The Office of Assessment and Planning***

***Jennifer Hearn, Professional Services Coordinator
The Office of Assessment and Planning***

***Michelle L. E. Smith
Director, Institutional Research***

***<http://www.cofc.edu/~oap>
(choose "Institutional Effectiveness")***

July 29, 2005

INSTITUTIONAL EFFECTIVENESS SUMMARY REPORT

TABLE OF CONTENTS

Introduction.....	1
Library Resources.....	2
Majors or Concentrations	3
Full Reports	
Classics, Italian, Japanese & Russian.....	4
Environmental Studies Graduate Program.....	6
German.....	7
History.....	8
Marine Biology Graduate Program.....	9
Mathematics Graduate Program.....	10
Psychology.....	11
Science & Math for Teachers Graduate Program.....	12
2005 Accreditation Visits	
School of Education.....	14
Music.....	15
Alumni/Placement Surveys.....	16

INTRODUCTION

Recognizing that assessment is inextricably linked to planning, the College currently joins these processes administratively through the Office of Assessment & Planning in the Division of Strategic Planning and Administration. The success of planning and assessment efforts will always depend, however, upon a campus-wide effort (including faculty, staff, students, and administrators) that supports and sustains a vital planning process that informs the assessment cycle. The College of Charleston has a dynamic planning and assessment process for both academic and administrative departments, which focuses departmental assessment on student-learning outcomes and methods for improving programs and services. All departments are on an annual and a three-year planning schedule. They also participate in a three-year assessment cycle wherein departments write an Initial Assessment Document in year one followed by submitting a Data Collection Report in year two and finally an Assessment Report in year three. The process now includes a formal mechanism for requesting waivers and for extending data collection (e.g., for a longitudinal study) in order to obtain adequate useable data to demonstrate student learning outcomes. We also have both a faculty and administrative oversight committee that reads, provides suggestions for improvement and accepts or denies all three assessment cycles. This information is communicated annually to each department. This report details specific aspects of that process.

LIBRARY RESOURCES

The College of Charleston Library regularly assesses the quality and utilization of library resources and services. The results of the assessments become the basis for systematic improvements in all areas.

In the most recent formal assessment cycle, the library is now focused on data collection in three areas (the analysis will be reported in 2006). First, the staff members are completing collection analyses in various subject disciplines to evaluate the "fit" of the books and journals with the curriculum. Each analysis involves a detailed description of the discipline's courses, assignment of desired collections levels, and a comparison the existing collections and desired levels. Assessments are done in tandem with faculty liaisons, and *Choice Outstanding Titles*, *Books for College Libraries*, and standard bibliographies are used as benchmarks. Second, the Collection Development librarian is conducting a study of cost analysis, use analysis, and benchmarking to determine the benefit of the library's status as a selective federal government document depository program. Finally, the reference librarians are conducting usability testing with students use the library Web site and the library online catalog. The findings will become the basis for eliminating design and architecture problems. Most importantly, as the library staff implement new integrated library systems software, they will incorporate the usability information into the new online catalog. In prior assessment cycles, the library staff has studied deselection (weeding the book collection) and cataloging timeliness. Both studies led to improved work processes.

The librarians are involved in a number of assessment activities not formally reported through the College's assessment processes but nevertheless critical to ongoing service improvements. The library is now utilizing an Association of Research Libraries (ARL) assessment tool, Project SAILS (Project for the Assessment of Information Literacy Skills), to assess the instruction needs of College of Charleston students. The test was required for students in Library 105, and available to students in English 102, Freshmen Seminar, Learning Strategies, and Honors 106 students. A total of 250 students completed the instrument. The results will be evaluated and will be used to evaluate the current and future instruction programs. The library has also conducted an annual "User Satisfaction Survey" since the fall of 1991. This year the user satisfaction questionnaire was delivered to all students, faculty and staff via campus e-mail. Gift certificates were offered as incentives, and as a result there were a record number (1,036) of responses. In the process of reviewing the comments, the ones that could be addressed such as adding study rooms with white boards, adding more children's books, and banning cell phones from the library were quickly remedied. In the case of cell phones the library administration worked with the student government to write and promulgate a policy to ban all cell phone noise from the building. The library has also responded to technology concerns by replacing all public computers, increasing the number of public machines, and adding new high speed printers and upgrading printer and network software in response to concerns from last years' user satisfaction survey. The availability of public seating, another common complaint, has improved dramatically with the move into the new building. In order to measure the availability of library books, the shelving department conducts monthly book availability samples and variances are monitored and corrected. The current annual book availability rate is 98.6%.

In the coming year the library will utilize LibQUAL+ from the Association of Research Libraries to replace the local Web user survey instrument. The LibQUAL+ process measures desired vs. perceived measures of affect of service, information control, and library environment. LibQUAL+ provides comparable assessment information from peer institutions and helps to identify and utilize best practices in library service, collections and services.

MAJORS OR CONCENTRATIONS

As stated above, the College continues to utilize a three-year assessment cycle in order to ensure adequate programmatic assessment. The three cycles are: the Initial Assessment Document, Data Collection Report, and final Assessment Report. During the first year of the cycle, each academic and administrative program director submits an Initial Assessment Document that outlines the areas to be assessed. These areas normally focus on student-learning outcomes and are usually identified through the annual/three-year planning process. They represent those items from the planning stage that a department wants to measure in order to determine effectiveness and to initiate changes and/or improvements to programs or services to enhance student-learning outcomes. The second year of the cycle is devoted to collecting the data required by the Initial Assessment Document, although some departments expand this phase to allow for multi-year or longitudinal studies that provide additional assessment data. At the end of the data collection, the third part of the cycle requires each department to submit a comprehensive report on the results of their assessment efforts, including how the results will be utilized to improve services and/or programs. All phases are submitted electronically to the Office of Assessment and Planning using a standardized format.

The Office of Assessment and Planning distributes a detailed outline of the annual and three-year planning processes as well as the assessment cycles to all administrative and academic offices. In the past, the budgeting process was included in these cycles. Due to current fiscal constraints, budget processing is not currently a mandated part of the planning and assessment cycle. The Office of Assessment and Planning, in cooperation with the Faculty Committee on Institutional Effectiveness, offers training workshops for all department heads, deans, directors, and interested faculty on the planning process and the assessment cycles. Special topics seminars are offered in four areas: 1) Writing the Annual and Three-Year Plans; 2) The Initial Assessment Document; 3) Effective Data Collection; 4) Summarizing the Results: The Assessment Report. The Office of Assessment and Planning now houses all documents pertinent to the planning and assessment process, maintains spreadsheets and calendars detailing where each department is in the cycle and tabulates return of the annual and three-year plans. The Office of Assessment also distributes the annual and three-year plans as well as all assessment documents via CD-Rom and the OAP website to the President, Sr. Vice Presidents, Vice Presidents, Deans, and Department Heads at the completion of each phase (summer). A process is now in place that requires for the Faculty Committee on Institutional Effectiveness (FCIE) and the newly formed Administrative Committee on Institutional Effectiveness (ACIE) to review all Initial Assessment Documents, Data Collection Reports, and Assessment Reports, and to provide feedback as well as make suggestions for improvement to each academic and administrative department. In this way, the institution has been able to integrate the planning and assessment processes, incorporating fiscal planning where appropriate, in order to "close the loop" and create a continuous improvement plan for student-learning outcomes.

The three-year cycle has been divided among the academic and administrative departments so that approximately one-third of the departments are in any one cycle annually. Full reports outlining the assessment efforts for Classics, Italian, Japanese and Russian; Environmental Studies Graduate Program; German; History; Marine Biology; Mathematics Graduate Program; Psychology; and Science and Math for Teachers Graduate Program have been included below as well as reports on the accreditation efforts of the School of Education and the Department of Music.

FULL REPORTS

Classics, Italian, Japanese & Russian

During the last assessment cycle, the Classics, Italian, Japanese, and Russian Department evaluated the effectiveness of their minors. Course offerings and enrollment data were reviewed for the minors in Classics, Ancient Greek, Latin, Italian, Italian Studies, Japanese Studies, and Russian Studies.

The department examined whether or not the classics minor offered “a logical hierarchical sequence of courses.” Syllabi were reviewed for courses at all levels in the Classics Minor. The review revealed that the 100-level and 200-level courses were successfully meeting goals by providing an overview of topics, historical periods, OR literary genres. The 300-level and 400-level course syllabi indicated that these courses refined skills and knowledge in their respective areas. The review of courses did, however, reveal that the skills students developed at each level were not consistently defined. In response, the Classics faculty decided to develop a list of specific guidelines for goals and skills for all courses in the Classics curriculum. In addition, the Classics program examined their extra-curricular offerings and found that from fall 2003 through spring 2004 twelve activities were offered with a 50% participation rate.

An examination of Ancient Greek course offerings indicated that 200-level courses had been offered every year and advanced Greek courses were offered every semester. The course offerings allowed students to complete the minor in two years. In examining graduation rates, it was determined that decreasing numbers could be connected to students’ decisions to pursue the A.B. degree rather than a minor in Ancient Greek. Despite this, the program has decided to keep the minor so that students have the option available if they do not have time to complete a second major and to complement those studying Religious Studies, Philosophy, and History.

The Minor in Latin requires 18 hours in Latin beyond the 102-level and can be completed in two years. An examination of the course offerings revealed that students are offered a range of advanced-level Latin courses due to a three-year rotation. As with the Minor in Ancient Greek, many students working toward a Minor in Latin decide to complete an A.B. instead. The few students who have completed the Minor in Latin in the past few years (4 in the past 5 years) have primarily been English and History majors. In regards to extra-curricular activities, students have frequently attended activities sponsored by the Classics program and one student expressed interest in producing a play in Latin which will be further investigated for future semesters.

The Minor in Italian requires 18 hours in Italian beyond the 202-level with 12 of these hours in advanced language study. Course offerings were reviewed and currently meet the needs of students. The program, however, will monitor enrollment in Italian 313/314 courses. The faculty will also monitor student interest in the program to decide whether or not advanced-level courses should be offered more than once per year. The minor has also offered 11 extra-curricular activities from fall 2003 through summer 2004 with 50% of students in the minor participating.

The Minor in Italian Studies combines coursework in Italian language and culture. The courses for the minor have seen strong enrollments at both beginning and intermediate levels, but relatively few students have declared and completed a Minor in Italian Studies. In 2004, only 2 students completed the Italian Studies minor (which is also the graduation rate for the last 5 years). It was determined that the low numbers may be due to the three-semester advanced-language requirement for this minor. In response to these findings, the Italian Studies program is exploring modifications to the program so that it may better meet the needs of the students.

The Minor in Japanese requires 18 hours of coursework, all of which were reviewed. It was determined that there is a logical structure to the course offerings with many Japanese electives offered by other departments across campus. The Japanese Studies data indicated that the number of declared minors had increased from 5 students in 2001 to 19 students in 2004. The number of graduated minors in the program also increased slightly from 3 students in 2001 to 5 students in 2004). The Japanese program works in conjunction with the Japanese Student Club to offer a number of activities and students have expressed an interest in opportunities to practice languages outside of class. Interests such as these are currently being reviewed by the program and more activities will be added as interest in the minor grows.

The assessment of course offerings for the Minor in Russian Studies revealed that there is no predictable pattern in the scheduling of the required history courses. In addition, the required political science courses have been offered, but only in the fall and at a rate of once every two years. The limited course offerings in the areas of history and political science are being further explored by the faculty to determine if the curriculum needs to be redesigned to better meet student need. As far as extra-curricular activities, the Russian minor has done an outstanding job of providing activities to students with 20 different events from fall 2003 through spring 2004.

Environmental Studies Graduate Program

The Master's in Environmental Studies (MES) was originally associated with MUSC, but came under the full direction of the College of Charleston in May 2000. The program assessed the program's effectiveness in attracting, advising and retaining quality students and in maintaining an effective professional and community outreach program.

The Environmental Studies program reviewed enrollment data from 2000-2004 and retention data from 1998-2003. The enrollment data indicated that enrollment in the program had not only grown, but became steady, demonstrating an increased interest in the subject. In fall 2000, 29 students applied to the program with an increase to over 40 applicants every year since. The number of degree-seeking students has remained steady and slightly rose since fall 2000. There were 71 degree-seeking students in fall 2000 and 80-87 degree-seeking students in the years since 2000. The retention rates for the MES program is also higher than the rates for all graduate programs combined at the College of Charleston. In 1998-99, the MES program had a 100% retention rate and it has remained high with 87.50% in 2002-03. As a result of reviewing the data, the program decided to continue marketing the program through the use of response cards nationwide. The program will also continue to make targeted trips to schools with large minority populations in order to increase minority enrollment.

The MES program also examined the professional and community outreach activities and found that students were highly active and effective in this area. In 2004 alone, the students participated in a multitude of community activities including the Charleston Clean City Commission, United Way's Day of Caring, Adopt-A-Highway, South Carolina Beach Sweep/River Sweep, and Habitat for Humanity. In addition, students have received a number of grants and awards and regularly attend national conferences. The most recent MES alumni survey indicates that professionally students are well-prepared for employment or further education upon completion of the program. 140 students out of the 183 MES alumni have responded to the survey as of September 2004. The results indicate that 51% work in government, 34% work in the private industry sector, 9% enrolled in a Ph.D. or Law program, and 6% work in the non-profit sector. The program aims to continue making positive contributions to the community through the graduate student organization, MESSA, as well as continue to hire faculty that provide the knowledge, research expertise, and mentorship that creates successful MES graduates.

G e r m a n

The German Program focused its assessment efforts on evaluating the two German Minor programs in order to determine the effectiveness of the Minor in German and Minor in German Studies. For their assessment, the German department reviewed alumni surveys (Minor in German only), enrollment data, graduation rates, and frequency of departmental activity offerings.

Four students responded to the alumni survey for the Minor in German. Three of the four students had majored in International Business and indicated the need for more business classes in the German curriculum. The department has responded to this need by adding two new German business courses as of fall 2005. The enrollment data for the Minor in German also indicated that the major had steady enrollment from spring 2000-2004 with the greatest number of students enrolled (21) in spring 2002. The graduation rates for the Minor in German increased slightly from spring 2001 to spring 2004. In addition, there was approximately a 50% participation rate for the 35 departmental activities offered from 2003-2004. Students have also actively pursued study abroad programs and internships with 11 students in internships with German companies in summer 2005 alone.

Enrollment in the German Studies Minor has increased significantly from zero students in 2000 to eight students in 2004. The program is pleased with this improvement, but aims for even better enrollment figures in the future. A German Studies Minor brochure is currently being developed to help better advertise the minor to interested students. The graduation figures for the Minor in German Studies also rose with the increased enrollment from one in 2003 to three in 2004. The course offerings were revised in 2002 in response to student complaints that the course requirements were complicated and unmanageable. This should aid in further increasing the graduation rates of the German Studies students. As indicated previously, there were a great number of activities offered to the students in these programs with strong participation.

The minors in both German and German Studies will continue to be improved throughout the next assessment cycle with special emphasis placed on hiring quality instructors to support the increased interest in the programs.

History

The History Major outlined several goals for the students of the program including expanding time-space frames of reference, learning to respect the common themes of human experience, and applying critical thinking, reading, writing, and research strategies to the study of History. During the past assessment cycle, the department reviewed student portfolios, Capstone Papers, and alumni surveys.

The faculty examined student portfolios from 2001-2004 to determine the extent of student compliance and to assess the effectiveness of the program. After reviewing the portfolios, it was discovered that 52-57% of students included all of the required assignments in their portfolio while 80-90% of the portfolios included the reflective essay. After this review, the committee concluded that there was a need to better enforce the requirements. In addition, the committee has decided to revise the portfolio checklist for students and allow it to be completed online. The reflective essays led the committee to review and update information on internships as well as to place instructions and forms on the Department of History webpage.

An external review of Capstone Papers took place during June 2004 using a random sample of 37 student papers from 1997-2001. The external evaluators ranked the papers on a scale of 1 to 4 in eight categories including coherence of argument, analysis, organization, etc. Following the external review, the committee concluded that more benefit could be gained from the experience by updating information obtained from the reviewers. The process did allow the department to verify that students were performing comparably with students at the evaluator's institutions. For future external reviews, the information asked of the evaluators will be updated in order to obtain more useful data.

In regards to the alumni surveys, the committee found that most students responded positively to their experience as History majors and were satisfied with the program. The committee did conclude, however, that the questions needed to be revised so that they would produce more precise data geared towards current and well-defined issues.

In conclusion, the History Department determined that the current assessment process needed to be recalibrated in order to incorporate more institutional priorities and current departmental issues. Plans are already being made to use the information gleaned from this assessment cycle for future reviews.

Marine Biology Graduate Program

The Graduate Program in Marine Biology gathered data on comparable programs in marine science at other universities in order to assess where the program stands on a national basis. In addition, the program reviewed exit interviews from the last four years and new program guidelines were implemented with the 2002-2003 admissions class. An interview survey with core course instructors was also undertaken and these results were analyzed.

The program researched a broad database of similar regional programs such as the Virginia Institute of Marine Science at William and Mary, North Carolina State University at Wilmington, and the Florida Institute of Technology as well as many in-state institutions. The study indicated that many key in-state institutions which have marine programs such as Clemson, USC and Coastal Carolina University, all have partial or full in-state tuition waivers in addition to the usual out-of-state tuition waiver for assistantships. Due to these findings, the program has recommended to the administration a tuition assistance and scholarship program, which is currently under review.

Data from exit interviews indicated that some students are still taking as long as 5 years to complete the program despite lowering the time-to-completion limit. The program will continue to work toward lowering the years to completion and the new guidelines set forth in 2002-2003 will help the program to reach this goal. Progress has been made, however, as the 10 most recent graduates finished the program in 2.75 years. Additionally, faculty diversity was the most noted programmatic strength and lack of tuition waivers was listed as the major program weakness. The latter is being addressed as stated previously with the proposal for tuition assistance and scholarships.

The new guidelines which were implemented in 2002-2003 have been effective with all students now completing the oral exam within the first year of starting the program. There has also been an improvement in proposal submissions with student proposals on file within three semesters of starting the program. This improvement has also helped more students complete the program in a more timely manner as indicated previously.

The assessment of core course instructor surveys revealed many consistent patterns and programmatic needs. The four instructors indicated that there was too much material to cover in the comprehensive courses and an urgent need for assistance with labs. The tuition scholarships that have been recommended to the administration should help alleviate the problem if funding is made available to students who can serve as graduate assistants. The continued growth of the courses was also noted as a problem. It was decided that enrollment would be limited to only the marine biology graduate students for whom the class is required.

Mathematics Graduate Program

The Mathematics Graduate Program conducted a feasibility study as part of their assessment efforts. The study reviewed Professional Science Master's (PSM) degrees in order to determine the need for PSM programs with emphasis on mathematical finance and scientific computation among local employers. The program's assessment efforts consisted of a proposal to the Sloan Foundation to fund the study and a survey of local employers.

An institutional proposal was submitted to the Sloan Foundation for the feasibility study of Professional Science Master's degrees in Quantitative Finance and Scientific Computation. A review of other institutions offering PSM degrees was conducted in preparation for the proposal. When obtaining information for the proposal, there was a lack of input from the School of Business which ultimately weakened the plan. The proposal did not get funded by the Sloan Foundation; however, the Dean of Graduate Studies approved the plan and the department proceeded with the study and survey. After completing the initial proposal, it was decided that a new PSM proposal would be submitted to the Sloan Foundation by an interdisciplinary committee in the future.

The employer survey focused on evaluating the need for PSM programs. For the PSM in Quantitative Finance, 47.1% of 34 Charleston area employers surveyed felt there was a need for this type of program. Out of those who responded favorably for Quantitative Finance, 64.3% agreed that a PSM would serve the needs of employers in the area. In addition, 40.7% of 27 Charleston area employers indicated that there was a need for a PSM in Scientific Computation. The 55.6% who responded that there was or maybe a use for Scientific Computation agreed that this type of program would serve the needs of companies in the Charleston area. Overall, responses were more favorable for a PSM in Quantitative Finance. Employers were less enthusiastic toward the PSM in Scientific Computation even though the responses were moderately favorable.

In response to the program's assessment efforts, preplanning for a PSM in Quantitative Finance will proceed and involve the School of Business and other major financial employers. Efforts for the PSM in Scientific Computation will be reassessed and consultations will be done with the School of Science, Mathematics, and the Lowcountry Graduate Center to determine future feasibility of this track.

Psychology

During the past assessment cycle, the Department of Psychology examined whether students in a combined Research Methods/Psychological Statistics course felt confident in their statistical skills and in turn enrolled in upper-division psychology research courses. The second goal of the department was to determine whether students who took three psychological foundation courses performed better academically than those that only took two.

The department conducted sample t-tests and Chi-square analyses to study students' self-reported skills. A comparison was conducted to review the self-reported skills from students who took the combined Research Methods/Psychological Statistics course and students who enrolled in the courses separately. None of the tests were statistically significant and suggested that the two curricular options did not greatly differ in terms of students' self-perceived skills. In addition, there were not any significant differences in course enrollments in upper-division research courses. Because of a small sample size, the department decided to continue conducting research before making any definitive statements.

The effectiveness of three psychological foundation courses versus two foundation courses was assessed by reviewing students' grades in the courses and their overall GPA. The students who took two foundation courses had an average overall GPA of 3.06 and an average psychology GPA of 3.03. Students who had enrolled in three foundation courses had an average overall GPA of 3.02 and an average Psychology GPA of 3.01. Based on these findings it appeared that there were not any significant differences in students who took the three courses versus two; however, there were only 35 students who had taken all three courses compared to 304 students who had taken two. Because of the differences in sample sizes, the findings may not be reliable and will not be generalized to the entire population. Additional research will be continued on this topic as well because of the findings and will be added to the existing data sets to yield more reliable data.

In the results none of the tests were statistically significant which suggests that these two curricular options do not appreciably differ in terms of students' self-perceived skills. In addition, the options were not associated with differences in course enrollment in upper-division research classes. The department believes that the lack of significance may simply reflect the low number of students who took the combined courses. Descriptive statistics were used to examine whether students who took three psychological foundations courses would perform better academically. Based on visual inspection, no clear differences occurred between students taking two and three foundational courses. The psychology department believes that these results are because of the large difference in group size between the two and three class groups. Further research will be conducted before any definitive statements about the success, or lack thereof, of the curriculum will be made. In the future, the psychology department will focus on the same questions in hopes of generating more data to add to the existing data.

Science & Math for Teachers Graduate Program

The Science and Math for Teachers Program was assessed as a part of NCATE accreditation and specifically assessed faculty, program candidates, program-by-program goals, and set up a unit assessment system. The faculty assessment system is designed to alert the program to unmet faculty development needs. Assessment of faculty has led to the creation and implementation of a variety of School of Education workshops from web page construction to preparation of promotion and tenure packets.

Program candidates are assessed via multiple forms of measurements and rubrics. Course syllabi are reviewed on an alternating, two-year cycle. Assessment criteria are also utilized as candidates progress through the program. This assessment evaluates student performance in relation to Teaching and Learning Standards and includes both self- and other-assessment instruments. These assessments are used in the following manner:

- Candidates are selected on the basis of the entrance requirements packet.
- Candidate's progress is monitored regularly by reviewing the program of studies worksheet.
- Capstone experiences give evidence of professional growth during graduate studies.
- Grades are recorded and regularly reviewed by the graduate office. Grade assessments are also used to determine candidate removal from the program.

Program goals are regularly assessed using a variety of methods. The two goals are outlined below:

1. The program will provide candidates with a depth of core concepts that forms a foundation for and exceeds what they will teach in the classroom.
2. The candidate will tie course content to the K-12 curriculum standards of South Carolina and the national professional societies (NCTM, NSES, and Project 2061 Benchmarks).

Depth of course content was assessed using criteria such as review of faculty qualifications and course materials by a steering committee. The program director also reviewed the candidate's evaluations of faculty knowledge to determine the depth of course content. Content consistency with state and national standards was investigated by determining whether or not syllabi listed relevant standards. In addition, the program director compared course materials to the standards while faculty reviewed candidates' K-12 instructional materials for consistency. As part of their first goal, the program also wanted to ensure that the candidates understood how K-12 students develop content understanding. In order to assess this, literature reviews were conducted as well as examples of candidates' students work.

The performance measures for goal 2 addressed written lesson plans that focus on standards and fields experiences that use standards-based instructional materials. Candidates were required to provide a portfolio of lesson plans that matched standards to demonstrate they met criteria. The program director collected sign-off sheets that recorded the number of field experiences and action research in category A courses. The director also examined examples of K-12 teaching using the standards.

The Science and Math for Teachers Program also implemented the unit assessment system as indicated previously. The unit assessment system covers many areas such as those outlined below:

- Tracks candidates' development from entry into the program to five years into teaching.
- Assesses individual candidate's development of knowledge and skills overtime.
- Used to evaluate the consistency and effectiveness of all teacher preparation programs within the unit.

The system collects data at five points: entry into the program, acceptance into clinical practice, completion of clinical practice and recommendation for licensure, two years following completion of the program, and five years following completion.

Using the goals and objectives listed, the program claimed the following strengths.

1. The program director reviewed all relevant materials for Goal 1 Objective 1, Goal 2 Objective 2, Goal 7 Objective 1, and Goal 7 Objective 2. This program clearly emphasizes depth of content, appropriateness of course instructors, candidates completion of field experiences and action research, candidates complete their programs of study, and that candidates become leaders in their schools.
2. The Steering Committee reviewed all relevant materials for Goal 1 Objective 1. All existing and new courses are examined for appropriate curriculum, depth of content, and applicability of the course work to the K-12 classroom.
3. The course instructors reported their findings about the candidates through the grading process at the College of Charleston and to the program director to meet Goal 1 Objective 1 and 2, Goal 2 Objective 2, Goal 3 Objective 1, 2, 3, and 4, Goal 4 Objective 1 and 2, Goal 5 Objective 1 and 2, Goal 6 Objective 1 and 2, Goal 7 Objective 1.
 - a. Candidates who receive three C's or one F are removed from the program. To date, three candidates have been removed from the program. One candidate reapplied and was readmitted after showing evidence of tutorials to increase skills in standard English and algebra.
 - b. Course instructors clearly delineate grades. Assignments receiving A's clearly and strongly meet the instructor's requirements.
 - c. Course instructors find that the candidates learn depth of content, state and national standards, are able to review relevant literature on the content, write lesson plans that clearly address standards, teach K-12 lessons that show depth of content, use relevant technological skills, use technology as a thinking tool, understand diverse K-12 candidates and diverse learning processes, integrate course work across the science, mathematics, and technology, understand the historical, philosophical, educational foundations in science and mathematics education, evaluate and apply research literature in best teaching practices and misconceptions, and optimize their leadership activities.
4. Candidates supply data for all goals and objectives. The program is confident that candidates will graduate with a 3.0 or higher GPA. They have earned this GPA through the rigor of the program. Candidates receive contract renewals and/or K-12 teaching jobs each year. Ninety-eight percent of graduates continue to work in the K-12 teaching arena. One teacher is on sabbatical from teaching for one year.
5. CHE Curriculum Standards for Master-level Programs Beyond Initial Certification Not Included in NCATE Program Report Process or Specialized Accreditation, question two illustrates a highly favorable comparison of this program and the National Teaching Standards and the ISTE Standards.
6. The program has been invited to write a book chapter for the E-Science group at NSTA because they consider this program highly innovative and for meeting the National NSES Standards.
7. CHE Passed the program with national commendation.

2004-2005 ACCREDITATION VISITS

School of Education

The teacher education program was reviewed in the areas of candidate, faculty, and program effectiveness by on-site teams from the National Commission on the Accreditation of Teacher Education (NCATE), the South Carolina Commission on Higher Education (CHE) and the South Carolina Department of Education (DOE). The on-site review took place from October 31, 2004 through November 4, 2004. The teacher education program was approved for reaccreditation on March 17, 2005 with the next scheduled review to be held by NCATE/CHE/SDE in 2011.

Every individual teacher education program was reviewed by the professional association for that program during the 2003-2004 academic years. All programs except foreign languages and physical education have been nationally recognized. These two programs are currently in rejoinder and are expected to become nationally recognized during the 2005-2006 academic year.

The Board of Examiners' report outlined several strengths in the program including the unit assessment system and database for tracking candidates throughout the program and teaching. Two weaknesses were cited including obtaining recognition for the two programs not currently nationally recognized (physical education and foreign language teacher education) and the number of field experiences in the M.A.T. Programs in Elementary and Early Childhood Education. The programs have all been revised and the number of field experiences increased to address the weakness.

Plans are currently being made to design appropriate assessments so that the various programs can meet the new requirements

M u s i c

The Department of Music recently conducted the National Association of Schools of Music (NASM) self-study. The study helped the department identify several goals and objectives for the next five to ten years as indicated below:

- 1) Recruit and maintain quality students by raising scholarships funds, honing marketing skills, and increasing student touring.
- 2) Further develop the string program, including more chamber ensembles, by acquiring additional faculty lines or redefining current lines when current faculty retires.
- 3) Further develop the vocal program by acquiring another faculty line or redefining a current line when an existing faculty member retires.
- 4) Develop an opera/musical theater program and tie it into the faculty line mentioned above.
- 5) Reassign faculty teaching responsibilities to support involvement with the MAT.
- 6) Keep moving forward with efforts to increase majors to 100.

To help address issues outlined in the goals and objectives, the Department of Music has made plans for a new addition and facility renovation which will allow the department to better instruct students and develop more majors. In addition, several other assessment methods are being considered such as entrance exams in basic skills given to all majors, comparative use of GRE or GRE practice exams as the national norm in the field, and audio/video tape performance evaluation by faculty and external constituents. The Department of Music's marketing effort will also be improved by compiling up-to-date, online lists of student and faculty activities and achievements in addition to unit plans and accomplishments. A means to develop promotional materials and better website management and design will also be reviewed.

ALUMNI/PLACEMENT SURVEYS

The results of the Alumni and Placement Surveys are appended to this report. The entire class of 2001-2002 were surveyed (N=1749), 82 surveys were completed via the web version and 185 surveys completed via the paper version resulting in a response rate of 15.3%.