COASTAL CAROLINA UNIVERSITY

Institutional Effectiveness Report Summary

2007-2008

Office of Institutional Research, Assessment and Analysis

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INSTITUTIONAL SUMMARY REPORT FOR 2008

1. Academic Advising

The President, Provost, and the Faculty Senate Committee on *Student Retention and Assessment* (SRAC) are responsible for the positive growth in the area of student advising on our campus. Since 2005, their hard work and dedication have transformed retention efforts at Coastal Carolina University. The Executive Summaries from 2004-2005 and 2006-2007 both have academic advising as an area of focus. It is through their recommendations in these Executive Summaries that we have seen a concerted effort take place.

In the SRAC executive summary to Faculty Senate from April 2005, the following were reported:

- Develop a freshman support/advising center.
- Support and enhance the Freshman Success Seminar program.
- Administer an academic advisor evaluation form to students with the student course evaluation form.

In the SRAC executive summary to Faculty Senate from May 2006, the following was reported:

- Revised an academic advisor evaluation form to students.

We have implemented all of these recommendations. The University Academic Center (UAC) began in Fall 2006. This center is staffed by a Director and six Academic Advisors for freshman and undeclared majors.

All freshmen are assigned an adviser through the University Academic Center. The role of the first-year adviser is to assist students with the transition to the University community and to guide students as they develop their academic goals. Coastal Carolina University's First-Year Academic Advising program assists students in the development of meaningful educational plans which are compatible with their life goals; helps students accept responsibility for their education; and aides students' professional development by providing guidance in curricular and professional choices.

All second-year students who have declared a major are assigned an academic adviser who is a faculty member within their chosen discipline. Transfer students are assigned an adviser within their academic discipline. Business and Education majors currently have an academic advisor for sophomore students to help them transition into the professional colleges.

Institution-wide academic advising assessments at Coastal Carolina University occurs by administering the following surveys; first-year experience student, a random selection of students registered in lower and upper division courses, graduating senior survey, and post-graduation alumni surveys.

The senior exit and advisor assessment surveys both contain questions addressing advisor knowledge of academic programs. The results indicate:

- 75% of Coastal Carolina University exiting seniors, between Fall 2005 and Spring 2007, were satisfied with academic program advising and information.
- 86% of current Coastal Carolina University students, during Spring 2007, indicated that their advisor gave them accurate information about course requirements in the major.

The first-year advisor, sophomore, and first-year experience course surveys contains questions that address specific areas of student satisfaction with the first and second-year advising process at Coastal Carolina University. The results indicate:

- 99% of first-year Coastal Carolina University students, during Spring 2008, felt that their advisor was knowledgeable about courses, requirements, and policies.
- 99% of first-year Coastal Carolina University students, during Spring 2008, felt that their advisor was available.
- 93% of first-year Coastal Carolina University students, during Spring 2008, felt that their advisor referred them to key campus resources.
- 98% of first-year Coastal Carolina University students, during Spring 2008, felt that their advisor helped me feel connected to Coastal Carolina University.
- 99% of first-year Coastal Carolina University students, during Spring 2008, felt that they were, overall, pleased with their advisor.
- 93% of Coastal Carolina University students enrolled in the first-year experience course in Fall 2007, felt that their academic advisor was approachable.
- 85% of Coastal Carolina University students enrolled in the first-year experience had opportunities to interact with their academic advisor.
- 68% of sophomore level Coastal Carolina University students, during Spring 2008, felt that they were satisfied with advising by their major department.

The advisor assessment survey contains questions that specifically address how advisors contribute to their student's professional development.

- 77% of Coastal Carolina University students, during Spring 2007, indicated that their advisor helps them understand why required courses are important for their professional development and future plans.
- 72% of Coastal Carolina University students, during Spring 2007, indicated that their advisor considers their personal abilities, talents, and interests when advising me about courses or programs of study.
- 79% of Coastal Carolina University students, during Spring 2007, indicated that their advisor helps me make important educational decisions (selecting elective courses, exploring academic majors/minors, etc.).

Improvements Resulting From Assessment

At Coastal Carolina University, academic advising is now viewed as a vital part of education because it helps students develop meaningful educational plans that are compatible with their personal and career goals. Faculty advisers and students have become engaged in a continuing process of communication that can influence students' growth and success; students learn to accept responsibility for their education through their advisers' guidance in curricular and professional choices. When possible, we now ask questions concerning academic advising on a number of our student satisfaction surveys which include the First-Year Advisor Survey, First-Year Experience Course Survey, Sophomore Survey, Senior Exit Survey, and Advisor Survey.

As a result of a concerted effort to place academic advising as a vital part of our academic experience the following has occurred:

2006-2007	Establishment of the University Academic Center Revised Academic Advisor Survey
2007-2008	Administered the First-Year Advisor Survey Designed and administered the Sophomore Survey Establishment of Sophomore Advisers for the E. Craig Wall Sr. College of Business and The Spadoni College of Education
2008-2009	University Academic Center will advise students that are on indefinite suspension but have been readmitted on probation and have earned less than 30 credit hours. Establishment of the University-Wide Retention Committee will continue to monitor student satisfaction with advising

2. Majors/Concentrations

The focus for this report is on academic programs within the Spadoni College of Education which recently completed recertification by the National Council for Accreditation of Teacher Education (NCATE) and the South Carolina State Board of Education.

Elementary Education – Bachelor of Arts

Students in the Elementary Education program must demonstrate knowledge and ability to apply content and pedagogy to the teaching and learning process. Additionally, students will engage in reflective practice to improve teaching and learning.

Our assessment results indicate the following:

- Analysis of Teacher Work Sample data reveals that our candidates are engaging in reflective practices to improve teaching and learning. Students are assessed twice during the course of the program, once during pre-internship and once during their internship. Improvement in the number of candidates passing at the target level is noted from the pre-internship to the internship levels as per our targeted goals.
- Results indicate the weak area in pre-internship was "interpretation of student learning".
- Results indicate the weak area in internship was "implications for future teaching."

The Elementary Education program plans to target these areas for specific focused discussions and also in the candidates' reflective journal writing. More emphasis has been placed on reflective thinking in our introductory course EDEL 110: Introduction to Teaching in Elementary Education.

Physical Education – Bachelor of Science

Students in the Physical Education program must demonstrate knowledge and ability to apply content and pedagogy to the teaching and learning process. Additionally, students will engage in reflective practice to improve teaching and learning.

The assessment results indicate the following:

- The results indicate significant growth and development of teacher candidates in the area of planning and instruction. The summative Teacher Work Sample indicates that all teacher candidates become effective in the areas of planning and instruction.
- As the majority of these data were collected in the internship semester, program faculty agrees that we need to: a) collect relevant data earlier in the program to better inform the program, and b) emphasize certain content earlier in the program.
- Specifically, the weak performance of candidates in the area of assessment in the formative intern observation needs attention.
- In 2005, faculty created a new course to improve candidate knowledge and skills of assessment, PHED 325: Assessment and Technology. The candidates included in the above results did not take that course in the "old" curriculum. We speculate that the assessment results would have been better if candidates completed this course.
- Beginning in spring 2008, the program faculty also decided to move this course to an earlier semester to emphasize knowledge and skills of assessment to be applied in later field experiences.

- Additional curricular changes for spring 2008 seek to target the weakness in instructional planning (formative intern observation data) that includes the revision of 3 separate courses which require skills in instructional planning (EDPE 303: Teaching Lifetime Fitness, EDPE 304: Teaching Team Sports and EDPE 305: Teaching Lifetime Activities). These courses will be progressively sequenced throughout the curriculum in the 3 semesters prior to the internship.

Recreation and Sport Management – Bachelor of Science

Students in the Recreation and Sport Management program must demonstrate knowledge and ability to apply content and pedagogy to the teaching and learning process to prepare competent entry-level professionals in the recreation or sport industries. Graduates gain the foundational knowledge of recreation and sport behavior and practice, supervisory skills, management techniques specific to the delivery of recreation and sport services, and the ability to plan, promote implement, and evaluate contemporary recreation and sport programs or events that serve society and enhance quality of life. The students in this program will understand the principles and philosophies underlying the field of recreation and sport management, distinguishing between recreation and sport venues.

Our assessment results indicate the following:

- During the student's internship, the internship site supervisors is required to complete a Summative Internship Evaluation. The student who did not receive a 3 or higher for each skill in the Summative Internship Evaluation must meet with the Recreation and Sport Management faculty and the internship site supervisor to receive remediation in the identified problem area.
- Many Recreation and Sport Management courses have required-projects in management and supervision of programs, personnel, and facilities. Students must earn a "C" or better in each course. The students who did not achieve a "C" or higher in the required courses must re-take the courses until they receive a "C" or higher.

Special Education – Bachelor of Arts

Students in the Special Education program must demonstrate knowledge and ability to apply content and pedagogy to the teaching and learning process to prepare them for professional careers as special education teachers of children with Specific Learning Disabilities grades pre-kindergarten through 12 (PreK-12). Additionally, students will engage in reflective practice to improve teaching and learning.

The assessment results indicate the following:

- Although at least 85% of candidates in spring 2007 performed at an acceptable or above level in all elements of the Lesson Plan and Implementation assignment, program faculty determined the following actions were needed:

        - a) Revise the written lesson plan format and scoring rubric to reflect the placement of critical lesson plan elements that conform to most classroom teachers' planning formats. This was put in place in spring 2008 for use with the next cohort of junior II candidates.
        - b) Continue to emphasize direct instruction methodology in all methods related courses and field experiences, particularly emphasizing the identification of specific steps for students to follow for task completion, and how to present information more explicitly.
        - c) In the selection of lesson content for this assessment, the program deleted mathematics as a choice of content to teach for this lesson because at this point in their program, candidates had not taken the course, EDLD 422: Materials and Methods of Teaching Mathematics K-12, which would have given them the knowledge and skills needed for exemplary performance on the Lesson Plan and Implementation assignment.
        - d) Continue to emphasize the need for candidates to be effective language models for students, including correction procedures in informal as well as formal settings when interacting with candidates.
    - Some candidates have displayed explicitly self-correcting behavior when in the presence of special education faculty, and even in a social setting.
    - Candidates are sometimes observed correcting each other in a supportive and convivial manner.

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 reinforcing the importance of technology usage, Coastal has adopted a computer initiative for both 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.
- Coastal Carolina University has a strong commitment to utilizing technology to improve instruction. Due to lottery funding and other resources, technology has become ubiquitous in the classroom and on campus. As an example, the number of classes with a presence in using Blackboard Course Management system increased from 461 courses to 1399, since fall 2004.

- For faculty, the initiative entails issuing to faculty a convertible computer specifically to support the faculty member's instruction in the classroom.
- Beginning 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 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.
- Additionally, in an effort to enhance the entire instructional program, Coastal has established the Center for Effective Teaching and Learning to assist faculty in their teaching. An important division of the Center is the Technology in Education to Advance Learning (TEAL) technology lab that offers special programs for faculty in the use of technology in teaching. TEAL was established in 2003 as an early benefit of the State's lottery funding.

Results of Professional Examinations

According to Section 59-101-350, the Commission is responsible for collecting "student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam" from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates' Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Examination period: April 1, 2007 through March 31, 2008.

NAME OF EXAM	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
Praxis Series II: Principles of Learning & Teaching (K-6)	April 2007	15	13	87%
	June 2007	17	14	82%
	August 2007	20	18	90%
	September 2007	25	24	96%
	November 2007	23	22	96%
	January 2008	35	30	86%
	March 2008	41	29	71%
	TOTAL	176	150	85%
Praxis Series II: Principles of Learning & Teaching (5-9)	April 2007	1	1	100%
	June 2007	3	2	67%
	August 2007	1	0	0%
	September 2007	4	4	100%
	November 2007	3	2	67%
	March 2008	4	2	50%
	TOTAL	16	11	69%
Praxis Series II: Principles of Learning & Teaching (7-12)	April 2007	11	9	82%
	June 2007	7	6	86%
	August 2007	2	2	100%
	September 2007	2	2	100%
	November 2007	5	5	100%
	January 2008	9	9	100%
	March 2008	21	16	76%
	TOTAL	57	49	86%
Praxis Series II: PLT TOTAL		249	210	84%
Praxis Series II: Specialty Area Tests	April 2007	36	29	81%
	June 2007	76	73	96%
	August 2007	52	46	88%
	September 2007	43	42	98%
	November 2007	44	37	84%
	January 2008	13	13	100%
	March 2008	48	42	88%
Praxis Series II: Specialty Area TOTAL	TOTAL	312	282	90%
PRAXIS SERIES II OVERALL TOTAL		561	492	88%

Student Involvement in Sponsored Research

The numbers included here reflect graduate and upper division students who participate in sponsored research programs. Each higher education institution that received research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars. The Commission on Higher Education will calculate the percentage using headcount enrollment data from the fall 2007 IPEDS Enrollment forms.

Student Level	Number of Students Participating in Sponsored Research
Upper Division Students	15
Graduate Students	6

Programs Eligible for Accreditation

The following is a list of accrediting agencies and areas available to programs offered through Coastal Carolina University and an indication of the accreditation status of the Coastal programs available for accreditation. Of the five programs available for accreditation, 4(80%) of the programs have attained full accreditation from the respective national specialized accrediting bodies by the Secretary, U.S. Department of Education.

Accrediting Agencies and Areas	Accredit able Programs	Accredited Programs
Computing Science Accreditation Board	X	X (1)
National Association of Schools of Arts and Design	X	X (1)
National Association of Schools of Theater	X	
National Council for Accreditation of Teacher Education	X	X (15)
Association for the Advancement of Collegiate Schools of Business, AACSB-International	X	X (1)

For those agencies that accredit individual programs within departments, please put the number of programs in parentheses beside the "x".