March 2, 2006

MEMORANDUM

To: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

From: Dr. Vermelle Johnson, Chairman, and Members, Committee on Academic Affairs and Licensing

Consideration of
NCATE's Reconsideration of Evaluations of
Lander University and Francis Marion University
Executive Summary

Background

The Commission entered into a partnership agreement with the S.C. Department of Education and the National Council for Teacher Education (NCATE) in 1995 to conduct joint reviews of teacher education programs at our public colleges and universities. Our current partnership protocol requires that an on-site visit occur at each of the institutions every five years with representatives of the three partners serving on the evaluation team. The first review cycle occurred between 1996 and 1999 which resulted in all eleven of our teacher education programs institutions receiving NCATE accreditation which was effective for five years.

Historically, NCATE has reviewed teacher education programs on a five-year cycle (changed in 2005 to a seven-year cycle pending approval of the new state partnership agreement). Since the time of our last review cycle, NCATE has undertaken a major revision of the standards that are used to assess teacher education units. NCATE revises its standards every five years to ensure that the standards reflect the most current research on teaching. The new standards developed in 2000 are performance–based, and a teacher education unit must be able to demonstrate that it has in place an assessment system that can determine the level of its graduates' knowledge and skills. For example, NCATE reviewers look for evidence that teacher candidates know the subject matter they

plan to teach as shown by their ability to explain important principles and concepts delineated in professional and state standards. The NCATE 2000 standards are substantially different from the 1995 standards, and substantially more difficult to meet, in large part because they require units to be able to demonstrate through data that graduates of their programs have the knowledge and skills to teach successfully P-12 students. The accreditation process has shifted its focus from what are typically called "input measures" to "output measures." That is, what do the graduates of the program know, what can they do, and how can the unit prove that graduates know and can do what the unit claims?

NCATE standards are applied to the teacher education unit for an evaluation of the entire unit. In addition, NCATE coordinates the evaluation of individual programs through an established review process by specialized professional associations (SPAs) and national accreditation organizations. Under our partnership protocol, programs that do not have a review by a SPA or an accrediting organization are reviewed by a consultant hired by the Commission for that purpose, who joins the on-site review team.

During this review cycle, the Commission hired four national consultants who evaluated the programs that were not reviewed by SPAs and do not lead to initial teacher certification. These programs are typically at the graduate level and may include programs such as a Masters of Education in Elementary Education or Special Education. One CHE consultant joined each NCATE team to conduct an on-site review and validate documentation presented in the institution's self-study reports. The consultant also examined all programs for compliance with the Commission's program productivity standards.

Follow-up to the Lander University and Francis Marion University Evaluations

At the October 16-23, 2005, meeting of the NCATE Unit Accreditation Board and after reviewing the rejoinder submitted by Lander University to NCATE, the UAB removed the "condition" from Standard 2 of the evaluation and granted "full approval" to Lander University's School of Education. The first section of this report represents the up-dated evaluation results for all individual programs within the teacher education unit.

Also, at the October 16-23, 2005, meeting of the NCATE Unit Accreditation Board and after reviewing the rejoinder submitted by Francis Marion University to NCATE, the UAB re-considered its decision regarding Francis Marion University's visit which resulted in "approval with conditions" and granted "full approval" to Francis Marion's School of Education. The second section of this report represents the up-dated evaluation results for all individual programs in the teacher education unit.

Recommendations Associated with Follow-up to the Lander University and Francis Marion University Evaluations

1. The Committee on Academic Affairs and Licensing recommends that the Commission recognize the October 2005 action by NCATE's Unit Accreditation Board to change a decision associated with the evaluation of teacher education programs at Lander University and Francis Marion University and **change from provisional** to **full approval** status any programs granted **provisional approval** based on the now overturned NCATE status of "approval with conditions."

2. The Committee recommends that the Commission congratulate both Lander University and Francis Marion University for achieving **full approval** for the education unit from NCATE.

3. The Committee recommends that the Commission be provided with periodic updates as to the status of programs not yet fully approved by the Specialty Professional Associations which remain on provisional status until full approval is obtained.

4. The Committee recommends that the Commission require that both institutions submit to the Commission as part of their Institutional Effectiveness Reports, due August 1, 2006, a progress report that summarizes the responses made by the institutions for improvement with respect to the UAB findings as well as the findings of their CHE consultant.

Follow-up to the NCATE/State Partnership Program Evaluation
For Lander University Evaluation

I. Lander University

After the November 13-17, 2004, visit, the Board of Examiners tendered a report stating that all six standards had been met; however, the UAB overruled the decision, awarding an "approval with conditions" to the School of Education at Lander University at both the initial and advanced teacher preparation levels. In their decision, the UAB explained that both programs met only five of the six standards and had a significant number of areas cited for improvement. Most significantly, Standard 2, the assessment standard, was not met.

The UAB provided Lander University with the opportunity to respond to the UAB decision with the option to submit documentation to NCATE by October 1, 2005, on meeting Standard 2, or host a "focused visit" on Standard 2 on or before the Spring 2007 semester. Lander University chose to submit a detailed report addressing each of the following areas cited for improvement.

- *(Initial Preparation) The history program has not been nationally recognized (Standard 1).*

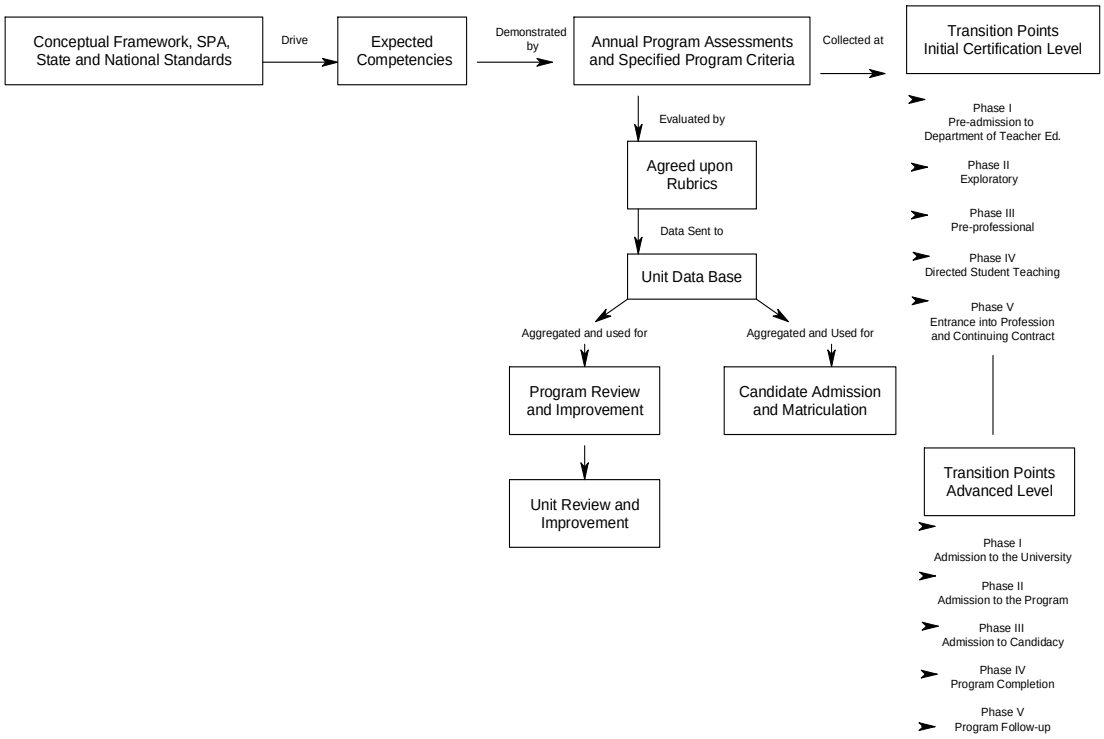
  A second review was completed by the National Council for the Social Studies in Spring, 2005. The Program covered by the review was the **Broad Field Social Studies, Secondary**. It was noted in the report that "Although no longer the case, the initial report called the program "Secondary History Education. The **Broad Field Social Studies, Secondary** has provided sufficient programmatic, testing, and performance evidence for Standards 1.1 through 1.10 and sufficient programmatic evidence for Standards 3.1 through 3.4." This program is nationally recognized by NCATE through the semester and year of the next NCATE accreditation visit in 5-7 years.

- (*Advanced Preparation) The master's program in elementary education has not been approved through the South Carolina state program review process (Standard 1).*

  The South Carolina Department of Education only reviews initial certification programs.

- *(Initial and Advanced Preparation) The unit does not have a unit-wide assessment system that drives unit decision-making (Standard 2).*

  Lander reports that the "Unit" has been redefined to clarify its comprehensive make-up and there is a unit-wide assessment system that drives unit decision-making. The "Unit" at Lander University is made up of all the programs which provide initial certification and advanced teacher education programs. The chart below identifies that Unit Assessment System.



Beginning in 2006, the Unit's assessment plan will require each program to submit to either the Teacher Education Committee (Initial) or the Graduate Programs Committee (Advanced) a Yearly Program Assessment. During the fifth year, each program will be required to submit an overall analysis and summary of all previous Yearly Program Assessments.

- *(Initial and Advanced Preparation) The unit does not have a systematic plan for collecting, analyzing, and evaluating data on candidate performance (Standard 2).*

  The Unit collects both formal and informal data from multiple sources for analyzing and evaluating data on candidate performance. Assessment of initial undergraduate candidate performance is collected, analyzed and evaluated in each of the five phases of the teacher preparation program. All requirements met by candidates as they progress through each phase are correlated with the five learner outcomes and their associated elements. The five phases are:

- *(Initial and Advanced Preparation) The unit does not have an overall plan for collecting data systematically across all programs (Standard 2).*

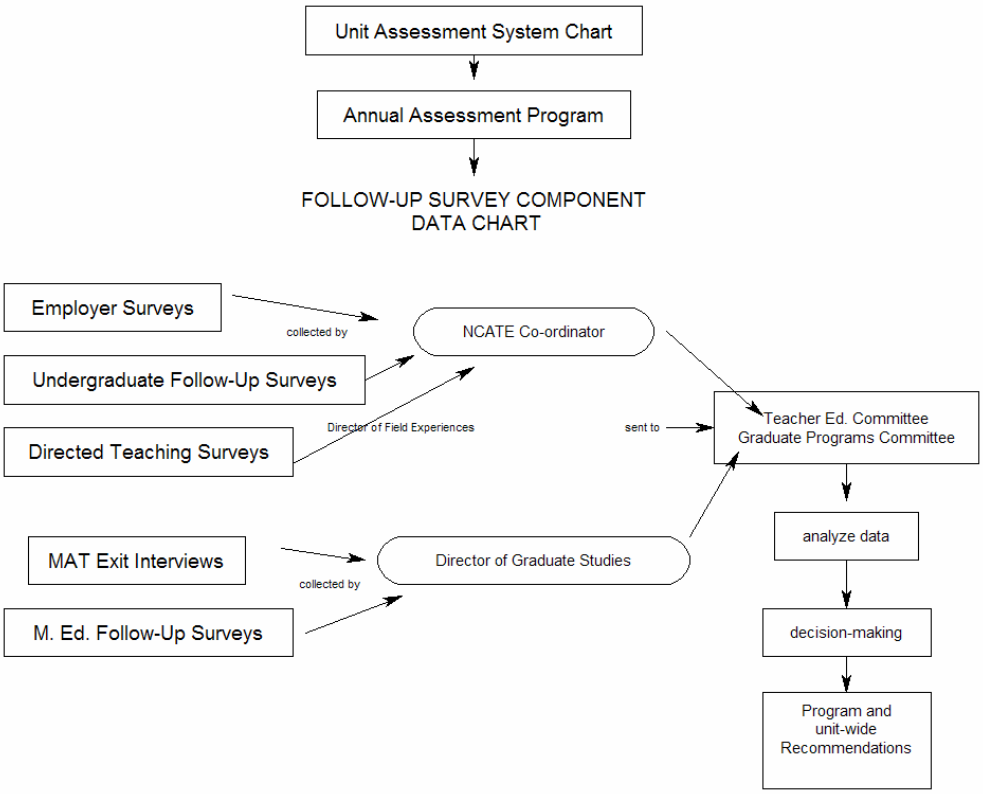
  The Department of Teacher Education collects both formal and informal data from multiple sources for judging program quality and for guiding program and Unit improvements. Once formal and informal data are collected, various groups at the program and unit levels review, tabulate, and summarize the data. The assembly of data occurs under the supervision of the Dean's office of the College of Education, Program Chairs/Coordinators, and the NCATE

Coordinator. The data undergoes collective evaluation, interpretation, and summarizing by the applicable committees. The Teacher Education Committee (TEC) and Graduate Programs Committee (GPC) have the primary oversight for the analysis and evaluation of aggregated data submitted from each program. The TEC includes representatives of initial teacher education programs from across campus, PK-12 teachers, alumni of programs, public school representatives and current candidates.

Beginning in 2006, two changes in data collection, analysis and evaluation will be taking place. The first includes the program coordinators' responsibilities for collecting, aggregating and analyzing data for submission of the annual program summary report to the NCATE Coordinator for review by appropriate committee. The second involves the university's proposed acquisition and utilization of a new software package that interfaces with our Banner System, TRACDAT. This system will facilitate the entry, maintenance, aggregation and evaluation of data at the candidate, program and Unit levels.

- (Initial and Advanced Preparation) Follow-up data from alumni and program completers are not part of the unit assessment system (Standard 2).

  Prior to the current academic year, survey data was aggregated by the Department Chair and College Dean for presentation to unit faculty through departmental meetings and the Teacher Education Committee. The Unit has put into place a formal system which will ensure that survey data is collected and disseminated for use by the Unit for decision making. All external survey data, except the Directed Teaching Survey, will be collected annually. Directed Teaching Survey data will be collected each semester. The plan for collection, dissemination, and decision making is reflected in the chart provided below. This chart presents a detailed flow of the follow-up survey data component of the Unit Assessment System Chart.



- *(Initial and Advanced Preparation) The unit does not have a system for utilizing data for program improvement (Standard 2).*

  Lander University states that the Unit has and continues to assess its professional programs yearly for alignment with the University's mission, the Unit's mission and goals, state and regulatory agencies, the Unit's conceptual framework, and research based on best practices for preparing teachers of the future. All of the areas for initial certification at the undergraduate level are overseen by the Teacher Education Committee (TEC). This committee has representation from all certifying majors, local P-12 personnel, and Department of Education faculty and Lander University administrators.

  Beginning in 2006, yearly assessments of programs will include a program assessment system, performance criteria/rubrics, evidence of performance-based and survey data analysis with recommendations for program changes. Yearly assessments will be used to measure each program's progress toward meeting and sustaining goals. On a rotating basis, each program will use yearly assessment data to complete a five year review which will include overall program assessments and summaries of data on candidates (demographics, progression, pass rates, and productivity), surveys (graduate, employer, clinical), faculty (demographics, productivity, and teaching evaluations), and budgets, resources, and grants. This information will be reported to either the TEC or the Graduate Programs Committee (GPC). Each year TEC or GPC will give feedback and recommendations to each program on its assessment plan, data, and recommended program changes. Each program's assessment system must reflect alignment with the University's mission, the Unit's mission and goals, state and regulatory agencies, the Unit's conceptual framework and current research in teacher education. Rubrics will be developed to assess each aspect of the yearly Program Assessment System and faculty, including adjuncts, in all programs will be trained in their use.

- *(Initial and Advanced Preparation) The unit does not have a plan for systematically determining whether assessments are predictors of candidate success (Standard 2).*

  Program faculty are collecting data from multiple assessments at specific transition points to predict the success of candidates as they move from phase to phase in their specific programs and when they enter Phase V: Professional – Entrance to the Profession. One source of assessment is the South Carolina ADEPT (Assisting, Developing, Evaluating, Professional Teachers – SC evaluation for first year teachers – Induction Year) Reporting System for Institutions which became available this year. The report generated the ADEPT performances of 118 Lander graduates from 2000 to now.

  In trying to predict candidates' success on the ADEPT standards during their induction year, a correlation was done with the ADEPT data and candidates' performances on the Unit Learner Outcomes as demonstrated in their Professional Portfolios. Although this data is limited, it does show that the candidate that had the lowest score on specific ADEPT standards also has the lowest score on the comparable learner outcomes. Preliminary data indicate that Portfolio scores will be good predictors of success on ADEPT. In the future, the data will be analyzed closely by the faculty for needed program changes or to see if

individual candidates need more assistance in the defined areas.

A more in-depth plan to analyze predictors of candidate success will be possible once the data sample is large enough to perform more sophisticated analysis and not rely primarily on descriptive statistics.

- *(Initial and Advanced Preparation) The unit does not have a formalized process for regular data analysis, for report generation and dissemination, or for how the unit will systematically respond to data findings (Standard 2).*

  The Unit has systematically collected, reviewed and disseminated both candidate and unit level assessment data at Department of Teacher Education (DTE) faculty meetings focused on data analysis, and at the Teacher Education Committee (TEC) and Graduate Program Committee (GPC) meetings. This has been done on an annual basis. Analysis of data and recommendations for programmatic changes has been shared with program faculty and appropriate university wide committees such as the Curriculum Committee**.** DTE faculty meeting and TEC meeting minutes substantiate these activities.

  Beginning in 2006, the Unit's Assessment System will require each program to submit to either the TEC or GPC two report formats. The first, a *Program Review Report* will outline specific Specialty Program Association (SPA) information including the alignment of the SPA assessments with the five learner outcomes. This overview will be submitted during the 2005-2006 academic year. The second will be an annual *Program Summary Data Report*. This report will be generated and submitted to TEC or GPC on an annual basis. Working through a five year rotation, each certifying program will be required to submit an overall analysis of aggregated data from previous *Program Summary Data Reports*. The analysis of this data will be submitted to the TEC or GPC for review and recommendations. Results of this review will be reported to university administrators, to faculty and staff, and if appropriate to teacher candidates. Recommendations for modifications of the system will be solicited. The progress made from each year's report and the feedback from the five year evaluation will provide the Unit with the information and data needed to complete the next NCATE re-accreditation reports and visit.

- *(Initial and Advanced Preparation) The unit does not have a system that allows aggregation of data involving multiple variables (i.e., performance of candidates across performance measures) (Standard 2).*

  Data collection procedures are determined, in part, by the type of assessment or data. At the candidate level, program data is currently entered and stored in the university database which has recently been transferred into a new data management system, BANNER. Entry level or admissions data, ongoing coursework and GPA's are also maintained in this system. As students enter the Exploratory phase and apply for admission to program, the College of Education has been utilizing a specially designed ACCESS database which is maintained by an administrative assistant and overseen by the Dean. As teacher candidates move through the Pre-professional and Professional stages, data from performance assessments based on SPA reports and portfolios are maintained by course level instructors and program

coordinators. These data are typically maintained in EXCEL spreadsheets that are stored on the College of Education server. At the end of each semester these are aggregated, analyzed and reviewed by Department of Teacher Education faculty and TEC or GPC. Beginning in 2006, data collected during each transition point on each candidate will be entered into the ACCESS database.

Beginning in 2006, two changes in data collection, analysis and evaluation will take place. The first includes the program coordinators' responsibilities for collecting, aggregating and analyzing data for submission of the annual program summary report to the NCATE Coordinator for review by appropriate committee. The second involves the university's proposed acquisition and utilization of a new software package that interfaces with our BANNER System, TRACDAT. This system will facilitate the entry, maintenance, aggregation and evaluation of data at the candidate, program and Unit levels. It also has the capability to generate reports for SPA, NCATE, SC Commission on Higher Education, Title II and SACS requirements.

- *(Initial and Advanced Preparation) Candidates do not have opportunities to work with diverse faculty (Standard 4).*

  At the time of the NCATE visit, the faculty consisted of 9 full time faculty members: 8 females and one male. Four faculty members are tenured, one is a full professor, three are associate professors and 5 are assistant professors. All professors are Caucasian.

- *(Initial and Advanced Preparation) Heavy unit faculty workloads adversely impact faculty development and other creative activities supportive of candidate development as professional educators (Standard 6).*

  The faculty is aware of the load and financial constraints, and they have initiated discussions regarding the development of a single, elementary-focused program which will allow a more systematic deliver of the program of study. This program will be incorporated into a three to five year long-range plan that addresses candidate needs, including course scheduling, faculty needs and plans for enhancing retention of minority candidates and faculty.

  The institution approved the hiring of 1.5 new faculty members. In addition, the current Dean will return to full time teaching. This will provide the Unit with 56 additional credit hours of instruction which will hopefully eliminate some of the overload assignments.

The CHE consultant's review of the program leading to a **M.Ed. in Elementary Education** recommended continuing approval status for the M.Ed. in Elementary Education with suggestions for improvement. Lander University Department of Education responded noting a factual error related to faculty composition and diversity. The Department forwarded several clarifications related to faculty teaching loads and candidate preparation. The initial programs reviewed by the Board of Examiners team and the advanced program meet the CHE Academic Degree Program Productivity Requirements.

Recommendations

1. The Committee on Academic Affairs and Licensing recommends to the Commission that it recognize the October 2005 action by NCATE's Unit Accreditation Board to change a decision associated with the evaluation of teacher education programs at Lander University and award **"Full Approval"** program status as shown in Table 1.

2. The Committee recommends that the Commission congratulate Lander University for achieving full approval from NCATE.

3. The Committee recommends that the Commission require the unit to report on continued unit and program improvement made in response to the UAB and CHE consultant's findings in its 2006 Institutional Effectiveness report, due August 1, 2006

Lander University
Table 1

Program Title	Degree	Options/Tracts/ Concentrations	Recommendation
Special Education	BS		Full Approval
Elementary Education	BS MEd[1]		Full Approval Full Approval
Early Childhood Education	BS[2]	General Montessori	Provisional Approval
Secondary Education	MAT	Art	Full Approval
Music Education	BMEd[4]	Instrumental Choral Keyboard	Full Approval Full Approval Full Approval
Physical Education	BS		Full Approval
Spanish	BA[3]		Full Approval
English	BA		Full Approval
Mathematics	BS		Full Approval
History	BS		Full Approval
Visual Arts	BA		Full Approval

1 While the BOE review cites a lack of SOE review for this program, SOE does only reviews initial certification programs.

2 On 9/15/05 Lander sent a rejoinder to the National Association for the Education of Young Children (NAEYC) regarding their review that resulted in "national recognition with conditions."

3 The American Council on the Teaching of Foreign Languages (ACTFL) reviewed and approved the program leading to a bachelor's degree in Spanish, from the College of Arts and Humanities, Department of English and Foreign Languages.

4 The only degree program that does not meet the CHE Academic Degree Productivity Standard; a plan for improving enrollment was developed and approved by CHE as part of its statewide study on program productivity.

Follow-up to the NCATE/State Partnership Program Evaluation
For Francis Marion Evaluation

II. Francis Marion University

After the October 23-27, 2004, visit, the Board of Examiners tendered a report stating that one of the six standards (the assessment standard) was not met resulting in "approval with conditions" to the School of Education at Francis Marion University at the initial teacher preparation and advanced preparation levels.

The UAB provided Francis Marion University with the opportunity to respond to the UAB decision with the option to submit documentation to NCATE by October 1, 2005, on meeting Standard 2, or host a "focused visit" on Standard 2 on or before the Spring 2007 semester. Francis Marion University chose to submit a detailed report addressing each of the following areas in Standard 2 for improvement.

- *(Initial and Advanced Preparation) The unit's assessment system does not include a structured process for collecting, analyzing, summarizing, and using data from assessment measures (Standard 2).*

  The Unit Accreditation Board (UAB) recognized that Francis Marion's Teacher Education Program did have a system (TEAS) in place at the time of the initial unit accreditation visit. NCATE assessment requirements clearly state that candidates be assessed on knowledge, skills and dispositions at intervals throughout the program, beginning at the entry level (admissions) and commencing at the end-point (program completion). Francis Marion has recently refined this process (Spring 2005) with a newly created assessment system named EduMate. EduMate evolved after careful consideration and dialogue with faculty and impacted constituencies. The faculty evaluated other systems like "Chalk and Wire, e-portfolio and M-Val." The decision was ultimately made to craft their own unique system (EduMate) combining many features of other systems, including the previously used system, TEAS.

- *(Initial and Advanced Preparation) The unit's assessment system does not include a structured process for ensuring that key assessments are fair, accurate, consistent, and unbiased (Standard 2).*

  Francis Marion stated that as the new system (EduMate) has evolved, it has become more apparent that the School of Education needed to address more thoroughly components of its assessment system. Items that were addressed during Spring and Summer 2005 were 1) changing the conceptual framework, 2) developing checkpoints at crucial intervals throughout all programs, 3) establishing reliability and validity studies of various assessment system measures, and 4) evaluating the Alumni and Employer survey instruments.

After the UAB Report in March 2005, the School of Education worked on refining earlier assessment system features and developed checkpoints and used the data collected in the new EduMate system.

At the undergraduate level, four checkpoints were developed: Admissions Stage, Student Teaching Admissions, after student teaching, and a reliability and validity check for all program evaluations after the Fall-Spring semesters.

The Graduate (Advanced) programs also have four major checkpoints. Checkpoint I is an admissions checkpoint for all programs. Checkpoint II occurs after a candidate has completed twelve semesters of coursework.

After the October 23-27, 2004, visit, the Board of Examiners cited a significant number of areas for improvement, which remain to be addressed in future reports.

- *(Initial and Advanced Preparation) Not all candidates meet entrance and exit criteria for student learning (Standard 3).*

- *(Advanced Preparation) The unit does not ensure that all candidates have experiences working with diverse P-12 students (Standard 3).*

- *(Initial and Advanced Preparation) Candidates have limited opportunities to work with diverse faculty (Standard 4).*

- *(Initial and Advanced Preparation) The unit does not conduct comprehensive evaluations of part-time faculty (Standard 5).*

- *(Initial and Advanced Preparation) Although a governance and committee structure exists, the unit does not regularly collaborate or communicate across all program areas (e.g., school psychology) or with P-1 school partners (Standard 6).*

The CHE consultant's review of programs leading to a **M.Ed. degree in Elementary Education**, a **M.Ed. degree in Instructional Accommodation**, and a **M.Ed. degree in Secondary Education** recommended continuing approval status with suggestions for improvement. Francis Marion University's School of Education forwarded its response to the consultant evaluation. The initial programs reviewed by the Board of Examiners team and the advanced programs reviewed by the consultant meet the CHE Academic Degree Productivity Requirements.

Recommendations

1. The Committee on Academic Affairs and Licensing recommends to the Commission that it recognize the October 2005 action by NCATE's Unit Accreditation Board to change a decision associated with the evaluation of teacher education programs at Francis Marion University and award **"Full Approval"** program status shown in Table 2.

2. The Committee recommends that the Commission congratulate Francis Marion University for achieving full approval from NCATE.

3. The Committee recommends that the Commission require that the unit report on continued unit and program improvements made in response to the UAB and CHE consultant's findings in its 2006 Institutional Effectiveness report, due August 1, 2006.

4. The Committee recommends that the Commission urge the institution to make every effort to obtain full approval within the allowable two-year time frame established by the State Department of Education from the Specialty Professional Associations (SPA) for programs on provisional status; periodic updates as to the progression of programs through the SPA approval process should be provided to the Committee.

Francis Marion University
Table 2

Program Title	Degree	Options/Tracts/Concentrations (If applicable)	Recommendation
Learning Disabilities	MAT [1]		Provisional Approval
	MEd [1]		Provisional Approval
Instructional Accommodation	MEd [1, 2]		Provisional Approval
Elementary Education	BS [3]		Provisional Approval
	MEd [2]		Full Approval
Early Childhood Education	BS [4,]		Provisional Approval
	MEd [4]		Provisional Approval
Secondary Education	MEd [2]		
		English	Full Approval
		Mathematics	Full Approval

		Social Studies	Full Approval
Art Education	BS		Full Approval
English	BA	Teacher Education	Full Approval
Mathematics	BA	Teacher Education	Full Approval
	BS	Teacher Education	Full Approval
Applied Psychology	MS	School Psychology	Full Approval
History	BA	Teacher Education	Full Approval
Political Science & Government	BA	Teacher Education	Full Approval
Sociology	BA	Teacher Education	Full Approval

1 Review by the Council for Exceptional Children (CEC) at the advanced level resulted in "conditional recognition" and is in rejoinder.

2 Reviewed by CHE consultant.

3 Review by the Association for Childhood Education International (ACEI) resulted in "national recognition with conditions" at the initial preparation level and is in rejoinder.

4 Review by the National Association for the Education of Young Children (NAEYC) resulted in "recognition with conditions" at the initial and advanced preparation levels and is in rejoinder.