Members Present:
Laura Aboyan, Office of Assessment
Wendee Evering, Richland School District 2
Fred Greer, EDST representative and Chair
Tommy Hodges, ITE representative
Allison Jacques, Assistant Dean for External Partnerships and Accreditation
Lisa McAlpine, Richland School District 2
Jim Mensch, PEAT representative
Nicole Spensley, Director of Institutional Effectiveness

Program Representatives:
Karen Gavigan, Associate Professor SLIS, School Media Track
Heather Moorefield-Lang, Assistant Professor, SLIS, School Media Track
Gerry Solomon, Coordinator of School Library Field Experiences and Instructor
Tambra Jackson, Program Coordinator, MEd Teaching

I. Call Meeting to order
Dr. Greer called the meeting to order at 2:01 pm.

II. Introductions, Overview of Meeting, and Approval of Minutes
The minutes from the October 22, 2014 meeting were unanimously approved.

III. Review of the MLIS Library Information Science – School Media track
Drs. Gavigan and Moorefield-Lang and Ms. Solomon introduced themselves and began their presentation. Ms. Solomon mentioned that they had provided folders of all course syllabi and rubrics for each course that submits data to the College of Education.

The school media program is housed in the School of Library and Information Studies in the College of Mass Communications and Information Studies. This program is the only ALA accredited school library program in South Carolina. The program has received a number five ranking from *U.S. News and World Report* for school library programs, and is ranked number 18 of 62 programs in ALS accredited schools nationally.

This is a master's level program, where most students are already classroom teachers, and are career changers. The program is offered completely online to accommodate students' work schedules. Some students in the program already have a master's degree in education. Though most students are already licensed classroom teachers, there is an initial licensure track available. Students pursuing initial K-12 licensure are required to take extra education coursework and complete a second internship. Students who complete two internships take one at the elementary level and one at the high school level. Students who are already classroom teachers, are encouraged to complete their internship at a different level from where they teach. The internship is a 20-day practicum, comprising 135 hours.

Learning outcomes are based on the South Carolina Department of Education's (SCDE) ADEPT standards for school librarians. Program faculty have worked with the SCDE to adapt the ADEPT structure for classroom teachers to fit the needs of school librarians. Each standard is addressed in at least one course and through several course assignments. In addition to ADEPT, there are several accreditation standards across multiple organizations that shape the requirements for the program. There are seven

ADEPT Performance Standards (APSs) for school librarians. Each course in the program focuses on a specific APS. SLIS 742 focuses on APS 3 through the collaborative unit and AASL lesson plan assignments that are completed in conjunction with a current school librarian. Dr. Mensch asked if the program arranges the partnerships or if the students are responsible for obtaining their own partnership. Ms. Solomon said that the students establish their own partnerships, but she is always available for assistance in setting them up as needed. The collaborative unit and lesson plan are highly structured, and must include topics like the description of learners, the needs of learners, a timeline, the creation of formative assessments, collaborative roles, and a personal reflection. This unit is then used as part of the portfolio and internship experience in SLIS 794.

Dr. Gavigan talked about the assignment used in SLIS 720 for APS 7. Students are required to write a grant proposal to assist in their own classrooms. This is the culmination of other assignments in the class including the school-community analysis. Dr. Moorefield-Lang discussed the way that SLIS 761 also met APS 7. In this course, there is a website assignment where students build their own website for their school library, including what they would create for their ideal school and school library program. Ms. Solomon mentioned that in SLIS 794, students must attend a professional conference to meet APS 7. In rare instances where students are unable to travel, students are permitted to watch 6 1-hour webinars instead of attending a conference.

The formal ADEPT evaluation is part of the internship experience in SLIS 794. In their own professional practice, school librarians must meet APS 3, Collaboration for Instruction and Services. Ms. Solomon offers a full day orientation to convey expectations of the internship for students. Students must provide evidence of the way they've met each item. Dr. Gavigan said that program faculty have been working with the SCDE ADEPT liaison. Each semester, the ADEPT liaison serves as a guest speaker and runs a live class session to explain the SCDE's expectations and answer any questions about ADEPT.

Data are submitted to the College of Education for five assignments across the program. These five assignments have been in use for several years. They are periodically reviewed and tweaked as needed, and the changes are forwarded to Ms. Aboyan. The portfolio-in-progress and end-of-program portfolio are used to assess student performance at two points in the program. The portfolio-in-progress is submitted before enrollment in the final two capstone courses. After completion of the final internship, the end-of-program portfolio is submitted. Each incarnation of the portfolio includes artifacts that demonstrate what is learned during the program. Because the final portfolio presents a complete picture of what students have accomplished during the program, it also serves as a portfolio to show potential employers.

Ms. Solomon briefly explained the site supervisor evaluation rating scale. A rating of "satisfactory" indicates that students are doing exactly what is expected of them. An "exemplary" rating means that students are going above and beyond what is expected. Ms. Solomon provided specific examples of each rating. Ms. Spensley asked if the criteria or examples were stated explicitly. Ms. Solomon said no, because the program faculty hand-pick their mentors and most are graduates of the program, and so are already familiar with the expectations. Ms. Solomon said they would look into creating a specific rubric.

Dr. Gavigan explained how the program uses course evaluations to make changes to the program. They use the USC course evaluation system. Evaluation data are used by instructors to assess courses and to make changes and improvements to assignments, readings, and technology tools like Blackboard. The program relies heavily on the section for additional comments, where they receive feedback from students. The program uses admissions data from the SLIS Student Services Office to help shape their recruiting practices. Based on some of the different needs from around the state, the program created a webinar and FAQ to assist with their recruiting efforts. Feedback from Student Services also allows the program to connect students with human resources representatives from around the state. The program

faculty also meet one-on-one with students to discuss their progress in the program. In Fall 2014, the program introduced a mid-point advising session, which allows faculty to touch base with all students to see how they are progressing through the program, and to determine what adjustments need to be made. Finally, the program uses student communications, online surveys, and discussion board responses to make adjustments to courses, assignments, and the overall program structure.

Dr. Mensch asked how the program faculty evaluate internship settings that are not within the state. Ms. Solomon said that it is a challenging task. She relies primarily on the good graces and reputation of the school district and occasionally falls back on using private schools. She also relies on the students for their input, since they are sometimes able to connect with schools directly or are familiar with the proposed site. Mentors must be school library certified, and ideally have an MLIS degree. Dr. Mensch asked how Ms. Solomon distinguishes a good site from a bad site and how she ensures that each site meets the programs standards. Dr. Moorefield-Lang said they rely on the fact that students working with mentors who will ultimately become their peers in the field after graduation. The practicum activities form is used to help safeguard against interns doing too much work, too little work, or work not pertinent to their program. Ms. Spensley asked if students do a formal evaluation of the site or their mentor. Ms. Solomon said they do not, but the program may consider implementing such an evaluation. Usually concerns about the mentor or the site come up in the reflections that each student must complete throughout the semester. Most students have jobs lined up before graduation.

The program regularly uses data to make changes to the program. Dr. Gavigan provided one example, in the way that the program grant proposal has changed. There were issues of quality, so she added a worksheet that guided students through the process before completion of the assignment. Ms. Solomon provided another example from the lesson planning assignment. Ms. Solomon was not getting the results she wanted from this assignment, so she changed it to incorporate the AASL lesson plan database. As a result, lesson plans have greatly improved, and become much more robust and detailed. The database has since been shut down, but Ms. Solomon is still using the template for her students. Ms. Spensley asked if the program tracked the acceptance rate for grant proposals. Dr. Gavigan said no, since the proposal is part of their last class in the program. The proposals are turned over to the schools where they are working. In the internship, students are required to help their mentors with grants they are working on. Sometimes graduates come back and report that their proposals have been accepted.

IV. Review of the MEd Teaching
Dr. Jackson talked briefly about the MEd in Teaching program in terms of the questions posed by the committee. The program is about seven years old, but until this fall, it had only ever had an enrollment of roughly ten students. The program was originally created because initial teacher licensure was only offered at the master's degree level. When undergraduate programs were reinstated for initial licensure, this program was created so that undergraduate students could earn a master's degree and advanced licensure. This degree does not rest with a specific program, so it does not belong to any particular governance structure. Dr. Jackson is currently chairing the ad hoc committee formed to oversee this program. The program has gone completely online and this year, it admitted 60 people. With such a loose governance structure, there are many questions about the program that are unanswered.

There is a six-member ad hoc committee, with a representative from each of the five programs in the department of instruction and teacher education. The department is working to hire another faculty member to have sole responsibility for this program. Dr. Hodges mentioned that this program does not sit in isolation. Recently there have been an increase in the number of programs in the department, but not in the number of faculty, which draws attention away from the M.Ed. in Teaching.

Very few of the existing assessments are still relevant to the program. Dr. Jackson plans to work with student services to get some of the data. She is also working with the instructor of the action research

courses to obtain back data on that assessment. Some assessments will need to change as the program shifts from a face-to-face model to an online model. Dr. Jackson and the rest of the committee are rethinking and retooling some assessments to make them more appropriate for an online envrionment.

Dr. Jacques asked what type of support the program would need moving forward. Dr. Jackson said that the primary need is for faculty dedicated strictly to this program, in both an instructional and administrative capacity.

Dr. Jacques asked about any program strengths. Dr. Jackson said she thinks the program has potential. The move to an online format has been helpful, and has allowed them to reach underserved areas across the state. She feels that the program need to establish some quality measures to increase the program strengths. Dr. Mensch asked who teaches the classes in the program. Dr. Jackson said there are only two faculty members who consistently teach courses, and one of them retired in Spring 2014. The other is now teaching her course on overload.

Dr. Mensch asked how the shift to an online program has changed the program structure. Dr. Jackson said that the courses that already existed are now only offered online, but the content has remained the same.

Dr. Hodges said that right now there is also flexibility to explore any area within the department. The program has five core courses and then seven courses that can be tailored to suit the students' professional interests.

V. Committee Consensus on Program – Library & Information Science, School Media Track
The committee discussed the assessment materials for the School Media program and came to the consensus that the program is performing at the **"Meets Expectations"** level. The committee noted that while the course assessments, feedback collected from students, and use of data to make changes is exemplary, standardization in the evaluation of sites and interns must be developed.

Strengths of the program were noted and include:

- Excellent system for tracking students throughout program
- Portfolio building
- Learning outcomes tightly connected to course experiences
- Assignments relevant to what graduates will need when they become practitioners
- Saturday orientation to share expectations and examples with students
- Flexibility of the program to accommodate those not in South Carolina
- Job placement rates at graduation
- National rankings, accreditations, and statewide recognition
- Responsiveness to student feedback as shown through program changes

Areas for Improvement were noted and include:

- Standardized evaluation of internship sites
- Creation of explicit rubric for intern evaluation
- Mentor orientation to explain program goals and priorities

The Committee Further Encourages:

- Continued work with the SCDE and mentors to ensure that ADEPT standards are being met by students completing an internship out-of-state

- Making placement sites and mentors privy to program priorities and goals, perhaps through a mentor orientation
- Prepare students to be leaders in the field by encouraging them to take risks during their internship

VI. Committee Consensus on Program – MEd Teaching

At this point, the committee cannot reach a consensus rating, due to the absence of an assessment plan, data, rubrics, and plan for systematic data collection and submission to the Office of Assessment. The committee requests that these items be submitted to Ms. Aboyan by May 1, 2015. The committee will revisit these materials and subsequent data collection during the 2015-2016 academic year.

Strengths of the program were noted and include:

- Increased enrollments providing access across the state with new online program

Areas for Improvement were noted and include:

- Faculty dedicated to this program in both instructional and administrative capacities
- Consistency in program leadership to coordinate data
- Data collection practices
- Sustainability of courses may be difficult to achieve without dedicated faculty

The Committee Further Encourages:

- Capitalize on Dr. Jewett's knowledge while she is still invested in the program

VII. Schedule for Future Meetings
Programs to Review 2014-15
- School Psychology (PhD) and Curriculum & Instruction (EdD) – January 2015
- Museum of Education & Educational Foundations of Inquiry (PhD) – February 2015
- Athletic Training (BS/MS) and Physical Education (BS/MAT/PhD) – March 2015
- Educational Administration (MEd/EdS/PhD) – April 2015
- Special Education (MAT/MEd/PhD) – May 2015

Ms. Aboyan will coordinate with committee members to set specific meeting times and dates for the Spring 2015 semester.

VIII. Other Business
Dr. Greer adjourned the meeting at 3:29 p.m.