



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

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MEMORANDUM

To: Mr. R. Austin Gilbert, Jr., Chairman, and Members,
Commission on Higher Education

From: Ms. Dianne Chinnes, Chairman *DC/gmr*
Committee on Academic Affairs and Licensing

Annual Evaluation of Associate Degree Programs
FY 1998-1999

Background

The South Carolina 1979 Master Plan requires the annual review of associate degrees in the State's public higher education institutions. In 1996, the passage of Act 359 underscored the importance of program accountability by focusing on questions related to time to degree and graduates' first-time passing rates on professional licensure examinations. The purposes of this annual review remained unchanged by Act 359. Those purposes have been and remain 1) to insure that programs which are continued demonstrate responsiveness to employment trends and meet minimum standards of enrollment, graduation, and placement; and 2) to identify programs which need to be strengthened.

The procedures for this review, as approved by the Commission in 1981, require each program's productivity to be evaluated in terms of enrollment, number of graduates, and percent of graduates placed in a related job or continuing their studies full-time. The following criteria apply:

1. Each program must produce at least six graduates during the evaluation year or an average of at least six graduates over the most recent three-year period.
2. At the most recent fall term each program must enroll at least 16 students who generate 12 full-time equivalents.

3. At least 50 percent of the graduates available for job placement must be placed in a job related to their education or continue their education on a full-time basis.

Programs which fail to meet the above criteria must be canceled, suspended, or put on probation unless their continuation is justified to the Commission. Justification for programs may take into consideration such factors as manpower requirements, funding, and employment "stop outs" of students. In addition, three programs—General Technology, Vocational Technical Education, and General Engineering Technology—have historically had different and much more flexible standards of evaluation, because of the unique needs they have filled and the low enrollments which they were expected to produce.

When a program is placed on probation, the institution may continue to offer the program but must provide a plan for the program to meet all criteria within three years. Suspension means that the program's inability to meet the minimum criteria is serious enough to discontinue temporarily the enrollment of new students in the program until the institution can study the need and demand for the program.

Programs such as General Technology, Vocational Technical Education, and General Engineering Technology have historically been considered "justified" for continuation regardless of whether they met the evaluation requirements. The Commission decided in 1996 to discontinue exceptions to the three-year probationary period for any but the handful of "exceptional programs" referred to above.

Distribution of Associate Degree Programs by System and Sector

Associate degree programs exist in all the technical colleges, all the two-year regional branches of the University of South Carolina and all three of the four-year campuses of the University of South Carolina. The programs were evaluated using Fall 1998 enrollment data and academic year 1997-1998 graduation and employment data. For this reporting period, eight associate degree programs in the two-year USC campuses, three associate degree programs in the four-year USC campuses, and 308 associate degree programs in the technical college system were evaluated. The three associate degree programs offered by the three four-year campuses of the University are: 1) the associate degree in Nursing (USC-Aiken); 2) the associate degree in Nursing (USC-Spartanburg); and 3) the Associate in Arts degree (USC-Columbia at Fort Jackson.) These are discussed in greater detail in the section on the USC system's associate degree programs.

New associate degree programs (i.e., those implemented within the past three years) have been excluded from this analysis. No new associate degree programs have been added at any of the USC two-year campuses or four-year campuses in the past three years.

General Analysis of the Programs of Study in the USC System

All of the five two-year regional campuses of the University of South Carolina, as well as USC-Columbia at Fort Jackson, offer the Associate of Arts/Associate of Science degree programs. Each of the AA/AS programs at these campuses is enrolling and graduating students in satisfactory numbers. On average, the number of degree completers in these programs has increased over the past four years. This trend is a positive one and should continue, given the importance that Act 359 has placed on timely degree completion for performance-based funding.

Of the two-year regional campuses of the University, only USC-Lancaster offers applied two-year technical degrees. Besides the AA/AS degree, programs at the USC-Lancaster campus include nursing, criminal justice, and business. In 1993 the Commission recommended a merger of two underperforming business-related programs at USC-Lancaster. Following that merger in 1995, the combined business program has met the criteria for "good" for both enrollments and graduation rates.

In 1993 the staff of the Commission also suggested that the Criminal Justice associate degree program at USC-Aiken be transferred to Aiken Technical College. In 1996 Aiken Technical College proposed and the Commission approved in 1997 a new associate degree program in Criminal Justice at Aiken Technical College. The Aiken Technical College proposal carried with it a supportive letter from USC-Aiken pledging to phase out the USC-Aiken associate degree as the Aiken Technical College associate degree was to be implemented. Beginning Fall 1997, USC-Aiken ceased to admit any more students into this program, and although the program will continue for perhaps another year to graduate a few students (N=8 graduates in 1997) who remain in the pipeline, the program is now officially closed.

In February 1998, in response to the requirements of Act 359 and to earlier concerns about the perceived inappropriateness of the State's flagship institution offering two-year degrees, USC-Columbia proposed a revision of its mission statement so that explicit recognition of its offering of an Associate of Arts degree at Fort Jackson would be included in its mission. The Commission's acceptance of this revision has now made the offering of this associate degree by USC-Columbia an official part of the institution's mission.

Similarly, during academic year 1997-1998, the mission statements of USC-Aiken and USC-Spartanburg were revised by the USC Board of Trustees. The revised mission statements for both of these two campuses recognize the offering of a two-year Associate Degree in Nursing as an approved part of the respective institution's mission. The Commission has accepted these revisions.

General Analysis of Associate Degree Programs in the Technical Colleges

A summary of the number of programs evaluated over the past fifteen years in various categories at the technical colleges is found on Table 1 of this report. Overall, for this reporting

year 18 programs of study (out of a total of 304 which were analyzed) at the technical colleges are on probation during the current reporting period. Of these, 13 are in the first year of probation; five are in the second year of probation; and none is in the third year of probation. (By comparison, last year's report showed a total of 29 on probation; and the previous year 25 were on probation.) For this reporting year, the programs on probation and the number of years they have been on probation can be found in Table 2.

Historically and again this year, a large number of the programs on probation (11 of a total of 18) are found in the program clusters of Engineering Technologies. In addition, a few are found in Business and Industrial Technologies and a few other curricula. This concentration of probationary programs in engineering technology is part of a larger national phenomenon and suggests that program consolidations might be considered. An example of this consolidation has occurred this year with Midlands Technical College's newly approved associate degree program in Engineering Design Technology, a combination of elements of two previous engineering technology programs, which will permit better utilization of faculty, facilities, and equipment. Midland's Engineering Design Technology degree is a direct response to the institution's concern for using faculty and equipment/laboratory resources better by combining curricular models.

The Commission is pleased to note renewal for another three-year period of the multi-year Advanced Technology Education (ATE) grant from the National Science Foundation which had been awarded to the State Board for Technical and Comprehensive Education (SBTCE) for strengthening the engineering technology programs at the technical colleges. For the past two years, the Commission's annual report on two-year programs has urged that the technical colleges be proactive as a system in developing a plan to recruit and retain through graduation much larger numbers of women and minorities into the engineering technologies programs. Data for this year's report continues to show the importance of recruitment and retention in these programs, because of their small enrollments and graduation rates. The data suggests that the more single-sex male an engineering technology program is in its enrollment pattern, the more likely it is to be a program with low enrollments. Because the field of engineering technology is one which pays high salaries, persons with this formal academic background can provide better for their families and help create economic development for the State of South Carolina.

For all these reasons, in last year's report the Commission urged that the Technical College system prepare, fund, and implement a multi-year plan to increase student recruitment, retention, and graduation in the engineering technology programs of the State's technical colleges, with particular attention given to women and minorities. The Commission's report also stated that such a plan should target college-preparatory students in high school, since engineering technology curricula demand students who are well prepared and since many talented persons who are attracted to the engineering technology fields desire to complete a baccalaureate degree at some point in their careers. Finally, the Commission's report also suggested that the plan should address increasing the numbers of students who complete an engineering technology associate degree and then transfer directly to a four-year engineering

technology or business or engineering degree program. The Commission on Higher Education unanimously accepted these recommendations.

Using ATE funds, the SBTCE is developing and testing a new integrated curricular model of mathematics, physics, technology, and communication coursework for both pre-engineering technology (coursework in mathematics, physics, technology, and communication) and the engineering technology core (first year of the associate degree in engineering technology). Two campuses are piloting the engineering technology core and four others are piloting the pre-engineering technology coursework. Although this experiment merits attention, recruitment, retention, and graduation of increased numbers of women and minorities in these programs is not yet evident.

As useful as it might be, the ATE grant from the NSF is not designed to meet the demands of a comprehensive plan for recruitment and retention through graduation in engineering technology programs. A comprehensive, statewide plan to recruit and retain through graduation larger numbers of students in engineering technology, particularly women and minorities, must come from the State Board for Technical and Comprehensive Education.

Another ingredient in recruiting and retaining students into demanding programs leading to jobs where upward mobility is possible is the availability of related baccalaureate programs that ensure a career ladder for these students. Only two four-year technology degree programs are now active in South Carolina. These programs are found at South Carolina State University (which can be both generic and a completion degree) and at Francis Marion University (a completion degree) in Florence. Historically, baccalaureate degree programs in the technologies have had modest enrollments and modest annual numbers of graduates. Despite these relatively low numbers of enrollments and graduates, there is an apparent need for a baccalaureate completion program in technology as witnessed by the repeated calls for developing these kinds of programs over the years.

Currently, a baccalaureate-completion degree proposal in Industrial Technology from Coastal Carolina University is entering the Commission's review process. (In 1997 a Bachelor of Science in Management of Technology at USC-Spartanburg was approved by the Commission as a promising baccalaureate program for persons with an engineering technology degree at the associate level. However, this program is now inactive at the institution.) In last year's report, the Commission urged the consideration of geographically extending access to baccalaureate-completion programs such as these through a combination of distance education offerings and use of the facilities and equipment at the technical colleges for new technically-oriented coursework offered for these degrees by the four-year institutions. To date, however, there have been no institutions which have taken action on implementation of these suggestions.

Continuing Success of the AA/AS Programs in the Technical Colleges

Last year's report reviewed the success to date of the AA/AS programs in the technical colleges. Nine of these programs had entered into the third reporting cycle for meeting program productivity criteria since their approval in 1989. Last year's report showed 15 of 16 of the AA/AS programs were in the "good" category with respect to enrollments and numbers of graduates. This year, all of the 16 are in the "good" category.

The sustained successes of these AA/AS programs and their relatively low cost to both students and the State underscore the importance of assuring their continuation. Because these programs offer low-cost educational access for many persons and groups who historically have been underrepresented in higher education, the technical colleges need to assure students of the availability of appropriate course offerings and scheduling so students can maximize the possibility of their degree completions in a timely manner and prepare for transfer to the four-year institution of their choice. Distance education modes for providing multiple scheduling opportunities are one way to address this need. It is gratifying, therefore, that several technical colleges have embarked upon this approach. Maximizing enrollments in AA/AS programs at public two-year institutions will minimize costs to students and the State for obtaining a baccalaureate degree while contributing to the economic development of the State of South Carolina. At present, two technical colleges, Florence-Darlington Technical College and Piedmont Technical College, are offering the Associate in Arts program through the Southern Regional Electronic Campus.

The provisions for performance-based funding found in Act 359 are designed, among other things, to reward an institution's high rates of student retention and degree completion. The development under Act 359 of the "Mission Resource Requirement" continues to make certain that the offering of associate degree coursework at four-year institutions will be more costly to the State than the same offerings at public USC branches and technical colleges which are two-year institutions. Tuition at two-year institutions will also continue to be less expensive than tuition at four-year institutions. Thus, two-year campuses will continue to be less expensive for students and their families. For these reasons both types of two-year colleges (i.e., the technical colleges and the two-year branches of the University of South Carolina) need to intensify efforts to have appropriately classified AA/AS students complete as much of their transfer work as possible at the two-year institution prior to moving to a four-year institution.

Degree Programs No Longer on Probation

For the current reporting year, a total of 20 programs which had been on probation in the technical colleges for last year's reporting period are in good standing for the current (i.e., 1998) reporting period. These programs are:

<u>College</u>	<u>Degree</u>	<u>Program</u>
Aiken Tech	ABUS	Marketing
Chesterfield-Marlboro	ABUS	Office Systems Technology
Denmark Tech	ABUS	Office Systems Technology
Denmark Tech	AET	Electro-Mechanical Engineering
Florence-Darlington Tech	AET	Engineering Graphics Technology
Florence-Darlington Tech	AIT	Automotive Technology
Horry-Georgetown Tech	AIT	Machine Tool Technology
Midlands Tech	ABUS	Court Reporting
Midlands Tech	AET	Mechanical Eng. Technology
Midlands Tech	AHS	Medical Records Technology
Midlands Tech	APS	Criminal Justice Technology
Orangeburg-Calhoun Tech	AET	Mechanical Eng. Technology
Orangeburg-Calhoun Tech	AHS	Medical Laboratory Technology
Spartanburg Tech	AET	Engineering Graphics Technology
Tech College of Lowcountry	AA/AS	Combined AA/AS
Tech College of Lowcountry	AIT	Building Constr. Technology
Tri-County Tech	AET	Electronics Eng. Technology
Tri-County Tech	AIT	Machine Tool Technology
Trident Tech	ABUS	Culinary Arts Technology
Trident Tech	AIT	Machine Tool Technology

Tabular Analysis of Associate Degree Programs in the Technical Colleges

The following tables provide a succinct quantitative analysis of the programs of the technical colleges for this period.

Table 1

**Fifteen Year Summary
Annual Associate Degree Program Evaluation**

<u>Year</u>	<u>Good Standing</u>	<u>On Probation</u>	<u>Under Suspension</u>	<u>Canceled</u>	<u>Total Evaluated</u>
1983	198	30	10	12	250
1984	206	33	2	9	250
1985	214	16	17	9	256
1986	212	30	11	9	262
1987	216	29	11	6	262
1988	204	44	15	4	267
1989	215	41	13	5	274
1990	254	44	12	8	318
1991	244	46	6	10	306
1992	251	36	11	4	302
1993	247	36	16	1	300
1994	260	31	16	5	312
1995	275	35	5	5	320
1996	267	25	14	6	312
1997	262	29	11	6	308
1998	270	18	9	7	304

Table 2

**Associate Degree Programs on Probation
(Or Remaining on Probation 2nd or 3rd Years)
in Fall 1998**

<u>College</u>	<u>Degree</u>	<u>Program</u>
Aiken Technical College	AET	Electro-Mechanical Engineering (2)
Aiken Technical College	AET	Nuclear Engineering Technology (1)
Central Carolina Tech	ABUS	Marketing (2)
Central Carolina Tech	AET	Civil Engineering Technology (2)
Greenville Tech	AET	Construction Eng. Technology (1)
Greenville Tech	AET	Hazardous Materials Technology (1)
Greenville Tech	AIT	Industrial Electronics Technology (1)
Midlands Technical College	AET	Engineering Graphics Technology (1)
Midlands Technical College	AHS	Medical Laboratory Technology (1)
Orangeburg-Calhoun Tech	AET	Electronics Engineering Technology (1)
Piedmont Technical College	AET	Mechanical Engineering Technology (2)
Spartanburg Technical College	ABUS	Engineering Graphics Technology (1)
Spartanburg Technical College	AET	Marketing (1)
Spartanburg Technical College	AET	Textile Management Technology (2)
Spartanburg Technical College	APS	[Deaf] Interpreting (1)
Tech College of Lowcountry	ACOM	Computer Technology (1)
Trident Technical College	AET	Mechanical Engineering Technology (2)
Trident Technical College	AIT	Aircraft Maintenance Technology (1)

Table 3

**Associate Degree Programs To Be Suspended
(or Continued for 2nd or 3rd Year Suspension) in Fall 1998**

<u>College</u>	<u>Degree</u>	<u>Program</u>
Chesterfield-Marlboro Tech	ABUS	Accounting (3)
Florence-Darlington Tech	AIT	Aircraft Maintenance Technology (1)
Midlands Technical College	ABUS	Banking and Finance (2)
Midlands Technical College	AIT	Electronics Technology (2)
Orangeburg-Calhoun Tech	AGR	Forest Products Technology (1)
Tri-County Technical College	ABUS	Marketing (2)
Trident Technical College	ABUS	Marketing (2)
Trident Technical College	AET	Chemical Engineering Technology (1)
York Technical College	AET	Civil Engineering Technology (3)

Table 4

**Associate Degrees Cancelled
In Fall 1998**

<u>College</u>	<u>Degree</u>	<u>Program</u>
Greenville Technical College	AIT	Telecommunications Electronics
Horry-Georgetown Tech	AHS	Medical Laboratory Technology
Orangeburg-Calhoun Tech	AHS	Dental Hygiene
Piedmont Technical College	ABUS	Marketing
Tech College of Lowcountry	AAGR	Horticulture Technology
Trident Technical College	AET	Automated Manufacturing Technology
York Technical College	AET	Electro-Mechanical Engineering Tech

Summary

All 11 of the associate degree programs in the University of South Carolina system and 270 (88.8 percent) of the 304 technical college programs eligible for evaluation meet the "good" status requirements for this reporting year.

The growing number of students enrolled in the AA/AS transfer programs at the technical colleges shows them to be an important point of access for public higher education. The hopes expressed by the Technical College system, when it requested that the Commission grant all the

are consistent with those used by SACS-accredited institutions that award associate degrees. Students will be able to access adequate learning resources (library resources, computer labs, and audio-visual support) at the Greenville ECPI branch site library. ECPI projects enrollment for the first year of 175 students. Total tuition, books, and fees for each associate-degree program range from \$16,800 to \$19,850. Students will make their own housing arrangements.

ECPI has entered a lease agreement for 16,000 square feet of commercial space in the Haywood/Pelham Road area off Interstate 385. The space will include administrative offices, eight classrooms, five labs, a library, and a student lounge with vending.

Recommendation

The Committee recommends that the Commission approve initial licensure for five years for ECPI College of Technology to offer in Greenville two programs leading to the A.A.S. degree in (1) Computer and Information Science with concentrations in Accounting Systems Administration, Computer Systems Applications, Information Technology/Computer Administration, and (2) Computer Electronics Technology with concentrations in Computer Technology and Telecommunications Technology.

Further, the Committee recommends that the Commission authorize the staff to issue the license after the facility is remodeled, equipped, and inspected.

/jb

**S.C. COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE**

Center of Excellence	State Funding (First Year/Last Year)
Center of Excellence in Mathematics and Science Education Dr. John K. Luedeman, Director 0-101 Martin Hall Clemson University Clemson, SC 29634 (864) 656-5222 Fax: 656-5230 lued@clemson.edu	1987-88/1990-91
Center of Excellence in Special Education Technology Dr. Cheryl Wissick, Director College of Education University of South Carolina Columbia, SC 29208 (803) 777-9033 cwissick@sc.edu	1989-90/1992-93
Center of Excellence in Foreign Language Education Dr. A.L. Prince, Director PO Box 30945 Furman University Greenville, SC 29613 (864) 294-2108 Fax: 294-3001 Bill.Prince@furman.edu	1990-91/1993-94
Center of Excellence in Composition Dr. Sandra Bowden, Director School of Education Coastal Carolina University Conway, SC 29526 (843) 349-2606 Fax: 349-2990 sandyb@coastal.edu	1991-92/1994-95
Center of Excellence for the Assessment of Student Learning Dr. Therese M. Kuhs, Co-Director Dr. Robert Johnson, Co-Director College of Education University of South Carolina Columbia, SC 29208 (803) 777-6090 Fax: 777-0220 therese@vm.sc.edu johnsr1@vm.sc.edu	1992-93/1995-96
Center of Excellence in Rural Special Education Dr. Janie Hodge, Director Tillman Hall Box 340709 Clemson University Clemson, SC 29634-0709 (864) 656-5096 Fax: 656-1322 hodge@clemson.edu	1993-94/1996-97

Center of Excellence in Middle Level Initiatives Dr. Fred L. Splittgerber, Director College of Education University of South Carolina Columbia, SC 29208 (803) 777-8191 Fax: 777-3193 splittgerber-fred@sc.edu	1994-95/1997-98
Center of Excellence in Accelerating Learning Dr. Christine Finnan, Director School of Education College of Charleston Charleston, SC 29424 (843) 953-4826 Fax: (843)-953-1994 finnanc@cofc.edu	1995-96/1998-99
Center of Excellence in Geographic Education Dr. Charles Kovacik, Director Department of Geography University of South Carolina Columbia, SC 29208 (803) 777-8433 Fax: 777-4972 E-mail: kovacik@scarolina.edu	1996-97/1999-2000
Center of Excellence in Educational Technology Dr. Gary J. Senn, Director Ruth Patrick Science Center USC-Aiken Aiken, SC 29801 (803) 641-3558 Fax: 641-3615 senng@sc.edu	1997-97/2000-01
Center of Excellence in Instructional Technology Training Dr. Chris L. Peters, Director 209 Tillman Hall Clemson University Clemson, SC 29634 (864) 656-5092 Fax: 656-1322 chrisp@clemson.edu	1998-99/2001-02
Center of Excellence for the Study of Standards-Based Educational Reform Dr. Gilbert Hunt and Dr. Lance Bedwell School of Education and Graduate Studies Coastal Carolina University Conway, SC 29528-6054 (843) 349-2607 Fax: 349-2940 hunt@coastal.edu bedwell@coastal.edu	1999-00/2002-03
Center of Excellence: SC Earth Physics Project Dr. Tom Owens Department of Geological Sciences University of South Carolina Columbia, SC 29208 (803) 777-4530 Fax: 777-0906 owens@sc.edu	1999-00/2002-03

Effective Professional Development for Educators

The U.S. Department of Education envisions that high-quality professional development will "include rigorous and relevant content, strategies and organizational supports that ensure the preparation and career-long development of teachers and others whose competence, expectations and actions influence the teaching and learning environment." The "Mission and Principles of Professional Development," as developed by the U.S. Department of Education, state that high-quality professional development should incorporate all of the following principles:

- it should focus on teachers as central to student learning, yet include all other members of the school community;
- it should focus on individual, collegial, and organizational improvement;
- it should respect and nurture the intellectual and leadership capacity of teachers, principals, and others in the school community;
- it should reflect the best available research and practice in teaching, learning, and leadership;
- it should enable teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;
- it should promote continuous inquiry and improvement embedded in the daily life of schools;
- it should be planned collaboratively by those who will participate in and facilitate that development;
- it should require substantial time and other resources;
- it should be driven by a coherent long-term plan;
- it should be evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment should guide subsequent professional development efforts.

National Staff Development Council Standards for Staff Development

Context Standards

Effective high school, middle level and elementary school staff development:

- requires and fosters a norm of continuous improvement.
- requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents and the community to be advocates for continuous improvement.
- is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.
- provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals.
- is an innovation in itself that requires study of the change process.

Process Standards

Effective high school, middle level and elementary school staff development:

- provides knowledge, skills, and attitudes regarding organization development and systems thinking.
- is based on knowledge about human learning and development.
- provides for the three phases of the change process: initiation, implementation, and institutionalization.
- bases priorities on a careful analysis of disaggregated student data regarding goals for student learning.
- uses content that has proven value in increasing student learning and development.
- provides a framework for integrating innovations and relating those innovations to the mission of the organization.
- requires an evaluation process that is ongoing, includes multiple sources of information, and focus on all levels of the organization.
- uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.
- provides the follow up necessary to ensure improvement.
- requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems and work collegially.
- requires knowledge and use of the stages of group development to build effective, productive, collegial teams.

Content

Effective high school, middle level and elementary school staff development:

- increases administrators' and teachers' understanding of how to provide school environments and instruction are responsive to the developmental needs of students.
- facilitates the development and implementation of school and classroom-based management which maximize student learning.
- addresses diversity by providing awareness and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and quality education is provided to all students.
- enables educators to provide challenging, developmentally-appropriate curricula that engage students in integrative ways of thinking and learning.

- prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.
- prepares educators to demonstrate high expectations for student learning.
- facilitates staff collaboration with and support of families for improving student performance.
- prepares teachers to use various types of performance assessment in their classrooms.

Effective high school and middle level staff development:

- prepares educators to combine academic student learning goals with service to the community.
- increases administrators' and teachers' ability to provide guidance and advisement to adolescents.

Effective middle level staff development:

- increases staff knowledge and practice of interdisciplinary team organization and instruction.