Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Academic Program

Teaching and Learning, M.Ed.

Submission Year

2019-2020

Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.

Assessment Coordinator Name

Dr. Michael R. Farmer

Enter Assessment Coordinator Email

mfarmer@lander.edu

If more than one coordinator, please choose one for emails to be sent to.

Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

To demonstrate the ability to attract and retain high quality graduate students.

Pillar of Success Supported

○ High-Demand, Market-Driven Programs

◉ Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

○ Robust Student Experience

○ Graduates Who Are Gainfully Employed or Admitted to Graduate School

○ Advancement Activities Leveraged to Further the University's Mission

○ Engaged and Supportive Alumni

○ Financially Stable and Operationally Efficient

○ Facilities Positioned for Growth and Efficient Utilization

○ Employer of Choice

○ Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Average overall program GPA from graduating students.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average overall program GPA of between 3.0 - 4.0.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

N/A

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average overall program GPA of lower than 3.0.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	Frequency of Assessment
Average overall GPA for graduates in the program in the Spring of 2018.	Annual evaluation in the spring of each semester year.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
Data collected from individual student records - student transcripts.	3

If this is a new outcome and no data has been

Comments/Narrative

All students achieved a program GPA of > 3.0 for their program. Two students graduated with a perfect 4.0 across their entire program contributing to a total GPA of 3.66 across the program. This average has been improved by .06 from the prior year's result of 3.6

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program.

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Average overall student GPA on Core course grades for graduating students.

Timeframe for this Outcome

Academic Year 2018-2019.

Ex. Academic Year 2017-2018

Performance Target for "Met"

Overall average Core subjects GPA of between 3.0 - 4.0.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

N/A

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average overall Core subjects GPA < 3.0 for graduating students.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	Frequency of Assessment
Overall average student GPA from Core subjects in the program.	Annual evaluation in the spring of each academic year.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
Data collected from individual student records - student transcripts.	3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

Overall average student GPA from the Core courses in the program (i.e. those courses common to all candidates in the M. Ed in Teaching and Learning regardless of concentration) improved by 0.27 from 3.33 in 2018 to 3.6 in 2019.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program.

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

All students achieved a program GPA of > 3.0 for their program. Two students graduated with a perfect 4.0 across their entire program resulting in a total GPA of 3.66 across the program. This average has been improved by .06 from the prior year's result of 3.6.

Overall average GPA from graduating students in their Core courses was 3.6. This is an improvement of .27 from the prior year's 3.33 to 3.6.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

At this time, there is no need to amend the current goal. The program has increased in size by almost 50% based on enrollment since the last report, and maintaining the high success record in the face of increased student volume is the current goal.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files
*Please upload any rubrics or other documents used
for this goal.*

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

To demonstrate the ability to develop reflective practitioners who can apply course content to their work settings.

Pillar of Success Supported

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Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Active and engaged student participation, as measured by their attendance log in EDUC682 (a field-based independent action-research based class).

Timeframe for this Outcome

Academic year 2018 -2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

150 or more hours devoted to class project.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

110-149 hours devoted to class project.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

109 or fewer hours devoted to class project.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
Student/supervising practitioner records - attendance log.	Annually in the spring.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Academic year 2018 - 2019.	3

If this is a new outcome and no data has been collected, you should explain when data will be

available for entry.

Comments/Narrative

EDUC 682 Field Based activities is a core course in the M, Ed in Teaching and Learning.It is designed for graduate students to apply the knowledge they have gained in that program to research, plan and implement site-based activities that enrich the professional setting. The target goal is for students to devote 150 hours of time to the project, as documented by an attendance log of the records time spent in the project development including reading, writing, creation of forms and materials, implementation and assessment. Students completed on average 156.5 hours in the spring semester of 2019.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program in terms of staff and technologies for monitoring and reporting.

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 2

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will earn high grades based on the individualized rubric for the course.

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Between 170 - 200 points.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 140 - 169 points

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 140 points

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
Actual grades achieved based on teacher/student grade book.	Annually in the spring.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Academic year 2018-2019.	3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

EDUC682And individualize field-based activities is a core course for the M. Ed. in teaching and learning. It is designed for graduate students to apply the knowledge they have gained in the program to research, plan and implement site-based activities that enrich the professional setting. Students are assessed on the time devoted to the project, as well as by development of objectives, completion of the literature review, implementation activities, journal entries related to the project, and a presentation of the project.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program in terms of staff and technologies for monitoring and reporting.

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Students in EDUC682 in the spring of 2019 met or exceeded all standards related to this goal.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

At this time, there is no need to amend the current goal. The program has increased in size by almost 50% based on enrollment since the last report, and maintaining the high success record in the face of increased student volume is the current goal

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files
*Please upload any rubrics or other documents used
for this goal.*

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

To develop, and verify, the ability of students to demonstrate their professional knowledge in a formal setting.

Pillar of Success Supported

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Outcomes

Outcome 1

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

EDUC694 Capstone comprehensive examination of Core knowledge.

Timeframe for this Outcome

Academic year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Students achieve between 18 - 20 points

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Students achieve between 14 - 17 points

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Students achieve less than 14 points

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
Student grades as measured by the examination rubric.	Annual

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

Academic year 2018 - 2019.

Score (Met=3, Partially Met=2, Not Met=1)

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

The comprehensive examination question is designed for students to demonstrate a synthesis of research and knowledge associated with common coursework taken by every student enrolled in the MTL program. It is blind scored by two evaluators. If the results of the first two readers vary greatly, a third reader is engaged. Student average on comprehensive examination in the summer of 2019, was 19.5.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program in terms of staff and technologies for monitoring and reporting.

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 2

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Comprehensive examination of concentration knowledge, two questions, one of which is timed.

Timeframe for this Outcome

Acadmeic year 2018-2019.

Ex. Academic Year 2017-2018

Performance Target for "Met"

21-25 points score on the Concentration timed examination.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

17-20 points score on the Concentration timed examination.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 17 points score on the Concentration timed examination.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
Student grades as measured by the examination rubric.	Annually in the summer.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
2018-2019 Academic Year.	3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

The concentration comprehensive examination questions are designed for students to demonstrate the synthesis of research and knowledge associated with their chosen concentration. One exam question is completed on campus in a timed setting. This exam is blind scored by two evaluators. If the results of the first to read is very greatly, if the reader is engaged.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program in terms of staff and technologies for monitoring and reporting.

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 3

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Capstone Oral Presentation.

Timeframe for this Outcome

Academic year 2018 - 2019.

Ex. Academic Year 2017-2018

Performance Target for "Met"

25-30 points score on the Oral Presentation.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

20 - 24 points score on the Oral Presentation.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Fewer than 20 points on the Oral Presentation.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
Oral presentation rubric.	Annually in the summer.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

Results of student performance from the grading rubric.

Score (Met=3, Partially Met=2, Not Met=1)

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

The oral capstone presentation provides an opportunity for each student to prepare a cumulative presentation of the graduate experience to a live audience of peers and professors. The presentation is organized around a theme or series of reflective questions and must involve the use of technology. It provides an opportunity for students to explain how the thinking has shifted, or their professional practice has changed, as a result of the M. Ed in Teaching and Learning (MTL) program. In the summer of 2019 the average grade achieved by students was 28.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program in terms of staff and technologies for monitoring and reporting.

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

All of the available assessment data indicates that students in MTL program are performing well. in each of three outcome categories, students performed at or above standard on an average, and individual, basis.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

At this time, there is no need to amend the current goal. The program has increased in size by almost 50% based on enrollment since the last report, and maintaining the high success record in the face of increased student volume is the current goal

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files
*Please upload any rubrics or other documents used
for this goal.*