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".

Be sure to SAVE your progress as you work!

Academic Program
Elementary Education, B.S.

Submission Year
2020-2021

Assessment Coordinator Name
Dr. Susan Fernandez

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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.

Program Goal
Graduates in the Elementary Education program of the Department of Teacher Education will demonstrate specific knowledge, skills, and dispositions in accordance to the South Carolina Teaching Standards and in alignment with the Interstate New Teacher Assessment and Support Consortium (INTASC).

Pillar of Success Supported
High-Demand, Market-Driven Programs

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?

Student Learning Outcome

Enter Outcome
Results of the Praxis Performance Assessment for Teachers (PPAT).

Timeframe for this Outcome
Acdemic Year 2019-20

Performance Target for "Met"
80% or more of Lander's Department of Teacher Education elementary education teacher-candidates score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT).

Performance Target for "Partially Met"
61% to 79% of Lander's Department of Teacher Education elementary education teacher-candidates score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT).

Performance Target for "Not Met"
Less than 60% of Lander's Department of Teacher Education elementary education teacher-candidates score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT).

Assessment Measure Used	**Frequency of Assessment**
Praxis Performance Assessment for Teachers (PPAT)	Once, during final semester of the elementary education professional program (student-teaching).
Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Fall 2019 (for fall semester student-teachers) and Spring 2020 (for spring semester student-teacher)	3

Comments/Narrative
The PPAT assessment is designed to allow teacher candidates to demonstrate their performance during student teaching. Successful completion of this assessment demonstrates that teacher candidates are prepared to enter the classroom as entry-level teachers.
The PPAT assessment was developed by Educational Testing Services (ETS) in collaboration with teacher education faculty, cooperating teachers and department of education officials to determine the knowledge, skills and abilities that classroom practitioners deem essential for effective teaching. PPAT is aligned with InTASC standards.
For this school year's administration, the elementary education program of pre-service teachers attaining the required ETS passing score of PPAT continues to show improvement. Continual support is being provided mainly through EDUC 329 and 429, as well as other courses.

Resources Needed to Meet/Sustain Results
Workshops for university supervisors, student teachers, and students enrolled in the clinical experience (429) prior to student-teaching are offered by program coordinators and other DTE professors to provide essential information pertaining to the expectations of this assessment, numerous examples of exemplars, practice sessions, and to answer questions pertaining to the PPAT process. Also, the professors participation in professional development opportunities is needed as ETS makes changes to their program and supports that can be utilized at these venues. Zero cost.

Explanation of How Resources Will Be Used
Specific monetary resources to compensate professors for after-hour workshops and participation in continual profession development for continuous program improvement to meet the needs of our students is not currently in the DTE budget as a distinct line item.

Goal Summary

Goal Summary/Comments
The goal was for 80% or more of the student-teachers to attain a passing score (36 or higher) on the PPAT. The PPAT replaced Lander's former Teacher Work Sample assessment. Both students and professors had to make changes for the PPAT assessment requires test takers to engage in in-depth self-reflection based on feedback from classroom observations and one-on-one coaching from supervising instructors and cooperating teachers along with proof of rigorous skill attainment. Analysis of the results from the 2019-20 school year demonstrated that elementary education students strengths continue to be planning and design instruction. Areas of needed improvement were planning for assessment and reflecting on those practices. Of the 19 elementary education teacher-candidates for the 2019-20 school year, 17 attained a passing score (36 or higher on the PPAT), a 89% pass rate.

Changes Made/Proposed Related to Goal
The Department of Teacher Education made changes by conducting PPAT training session for professor, university supervisor, and teacher-candidates (students). Our rubric and wording of the practice prompts were reworked to adapt to some of the changes implemented this year. Each clinical experience was changed to encompass components which are directly aligned to PPAT requirements and InTASC standards so that scaffolding of learning experiences can transpire. A DTE lesson plan template was created which aligns with PPAT (with an emphasis on differentiation of assessing and instructing) and all courses within the program of study utilize this template. A succinct process for self-reflection has now been explicitly implemented during the initial field experience (sophomore level) and the direct scaffolding of learning experiences continues throughout the professional program.

Upload Rubrics/Other Files

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.

Program Goal
To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.

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Outcomes

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Major Enrollment

Timeframe for this Outcome
2019-20

Performance Target for "Met"
Using a five-year rolling average, the number of students enrolled in the major (elementary education) for Baccalaureate programs is greater than or equal to 12.5.

Performance Target for "Partially Met"
Not applicable

Performance Target for "Not Met"
Using a five-year rolling average, the number of students enrolled in the major (elementary educatgion) for Baccalaureate programs is less than 12.5.

Assessment Measure Used	Frequency of Assessment
Enrollment and Graduation data extracted from Banner	Annually

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
109.2	3

Comments/Narrative
Elementary education faculty attended Lander Open House to enhance recruitment of elementary education majors. We also strengthen our commitment with the Teacher Cadet program. Our Recruitment and Retention plan was updated seeking to reach out to a more diverse population.

Resources Needed to Meet/Sustain Results
$0.00

Explanation of How Resources Will Be Used
No additional resources needed to sustain the results.

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
Completions (Degrees Awarded)

Timeframe for this Outcome
2019-20

Performance Target for "Met"
Using a five-year rolling average, the number of degrees awarded (elementary education) for Baccalaureate programs is greater than or equal to 8.

Performance Target for "Partially Met"
Not applicable.

Performance Target for "Not Met"
Using a five-year rolling average, the number of degrees awarded (elementary education) for Baccalaureate programs is less than 8.

Assessment Measure Used	**Frequency of Assessment**
Enrollment and Graduation data extracted from Banner	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
18.6	3

Comments/Narrative
The Link 101 retention course continues to be customized for all education majors to assist in the initial transition to college. Four sections of that course are set aside for the education majors and are taught by education professors. Our Benchmark Committee reviews student performance on our benchmarks to identify areas of need. A course, EDUC 205, is now available to students to assist them in achieving acceptable scores on Praxis.The LU Early Alert system for students having academic difficulties. Elementary education advisors met with advisees to answer questions, review benchmark (professional program) requirements, and provide continual support. Advisors reviewed Praxis scores and sent reminders to students about Praxis requirements and timelines for Lander. The Benchmark Committee will continue to review performance and make recommendations as needed.

Resources Needed to Meet/Sustain Results
$0.00

Explanation of How Resources Will Be Used
No additional resources are needed to sustain the results.

Goal Summary

Goal Summary/Comments
100% of the elementary education program students met expected outcomes for this goal.

Changes Made/Proposed Related to Goal
No substantial changes to the program are anticipated and we will continue efforts accomplished during the 2019-20 year for the 2020-21 year.

Upload Rubrics/Other Files

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.

Program Goal
All elementary education majors will attaining passing scores on the Praxis II as required for their teaching certification in the state of South Carolina.

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High-Demand, Market-Driven Programs

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
Praxis II scores
Elementary Education: Multiple Subjects (5001; Subtests 5002, 5003, 5004, 5005)

Timeframe for this Outcome
2019-20

Performance Target for "Met"
Reading and Language Arts Subtest -5002 = score of 157 or higher
Mathematics Subtest -5003 =score of 157 or higher
Social Studies Subtest -5004 =Score 155 or higher
Science Subtest -5005 =score of 159 or higher

Performance Target for "Partially Met"
Not applicable

Performance Target for "Not Met"
Reading and Language Arts Subtest 5002 = score of less than 157
Mathematics Subtest 5003 =score of less than 157
Social Studies Subtest 5004 =score of less than155
Science Subtest 5005 =score of less than 159

Assessment Measure Used
ETS -Elementary Education Praxis II (4 subtests)

Frequency of Assessment
Yearly (prior to student teaching)

Data Collected for this Timeframe (Results)
100% pass rate

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

Comments/Narrative
Students are required to pass their professional Praxis II exam prior to enrollment in EDUC 461 (student-teaching). The scores and number of attempts at each test are tracked in a spreadsheet. For those students who require more than one attempt to pass, there are provided encouragement from their advisors and course professors to persevere. The Benchmark Committee reviews the data and reports out to the faculty. Informational and practice websites have been made available to students via a common Weebly website.

Resources Needed to Meet/Sustain Results
Informational and practice websites have been made available to students via a common Weebly website is provided All elementary education methods courses are aligned to provide the information and skills for success on these exams. Praxis test continues to be a point of emphasis in conversations with students.

Explanation of How Resources Will Be Used
Zero monetary resources are utilized.

Goal Summary

Goal Summary/Comments
100% of the students have passed the exams. The shift in the deadline to the semester before student-teaching (EDUC 429) assisted students in accomplishing this requirement due to taking the exam directly after competing their methods courses.

Changes Made/Proposed Related to Goal
Changes are not needed at this time since there is a 100% pass rate.

Upload Rubrics/Other Files