

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

2021-2022

Assessment Coordinator Name

Tod Kenney

Enter Assessment Coordinator Email

tkenney@lander.edu

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

Academic Year 2020-2021

Performance Target for "Met"

90% 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"

75% to 89% 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 75% 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

Praxis Performance Assessment for Teachers (PPAT)

Frequency of Assessment

Once, during final semester of the elementary education professional program (student-teaching).

Data Collected for this Timeframe (Results)

100% of the scores were at or above 36. The mean was 44 and the range was 36-48.

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

3

Comments/Narrative

The PPAT assessment is designed to allow teacher candidates to articulate 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.

An analysis of the scores shows a range in performance levels. Continual support is being provided mainly through junior and senior level course work (EDUC 329 and 429), as well as exposure in other courses. This pre-exposure to PPAT's particular manner of narrative assessment demonstrated that some students struggled with the format. Workshops were provided to assist students in the technical style of writing associated with this written assessment. The student performance data is analyzed and reflected upon every year by the program coordinator team as well as all faculty members.

Resources Needed to Meet/Sustain Results

Workshops for university supervisors, student teachers, and students enrolled in the clinical experiences (EDUC 329 & 429) prior to student-teaching were offered by program coordinators and other DTE professors to provide essential information pertaining to the expectations of this assessment and to answer questions. Zero cost.

Explanation of How Resources Will Be Used

No budget line monetary costs are associated with this program. There is a substantial cost exposure to the students, which is one of the reasons we are transitioning back to our in-house Teacher Work Sample model for next year.

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?

Student Learning Outcome

Enter Outcome

Results of EDUC 461 Clinical B Final Assessment

Timeframe for this Outcome

2020-2021

Performance Target for "Met"

Elementary Education program candidates will have met 90% of the learner outcomes

Performance Target for "Partially Met"

Elementary Education program candidates will have met less than 80% of the learner outcomes

Performance Target for "Not Met"

Elementary Education program candidates will have met 70% of the learner outcomes

Assessment Measure Used

EDUC 461: Clinical B Final Assessment

Frequency of Assessment

Once, during final semester of program during student teaching

Data Collected for this Timeframe (Results)

100% of the candidates met the goal.

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

3

Comments/Narrative

100% of the candidates met the goal on the assessment at the end of the student teaching module. However, there were some areas at the midterm that had low performance outcomes, such as long range planning and assessment. The university supervisors and cooperating teachers were able to address those areas of need. Historically, there were two areas of deficiency, the ability to use formative assessment and utilizing preventative disciplinary techniques, which were not an issue this year at the final evaluation report. We have made adjustments to our program offerings prior to the student teaching experience to strengthen their preparation. We have moved our assessment course, EDUC 302, to align with a field experience course so that students can actually practice their assessment strategies in real time. We have also adjusted our expectations for planning to include exposure to teaching consecutive lessons in order for the candidates to actually see the results of their teaching on student learning.

Resources Needed to Meet/Sustain Results

No budget line monetary costs are associated with this program.

Explanation of How Resources Will Be Used

No budget line monetary costs are associated with this program.

Goal Summary

Goal Summary/Comments

The targets associated with this program goal center on how the candidates actually perform in the classroom and their ability to document their efforts. The Final Assessment data for student teaching shows that students were able to achieve the targets, even when they may have been below target at the midterm mark. For the written documentation and reflection, the goal was for 90% or more of the student-teachers to attain a passing score (36 or higher) on the PPAT. Workshops and one-on-one coaching from supervising instructors and cooperating teachers proved successful. Analysis of the results from the 2020-21 school year demonstrated that elementary education students strengths continue to be planning and designing instruction. Areas of needed improvement focus on assessment and reflecting on those practices. Of the 20 elementary education teacher-candidates for the 2020-21 school year, 20 attained a passing score (36 or higher on the PPAT), a 100% pass rate.

Changes Made/Proposed Related to Goal

A committee worked throughout the spring, summer, and fall to create a new assessment model similar to one that we had previously employed prior to PPAT. The resulting Teacher Work Sample (TWS) assessment was introduced to the faculty, cooperating teachers, and students at the start of fall semester. Aspects of the TWS are embedded in selected courses so that the students will have prior exposure to the expectations of the TWS model.

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.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

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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

Major Enrollment

Timeframe for this Outcome

2020-21

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 100.

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 education) for Baccalaureate programs is less than 100.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The 5 year average was 113.8

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

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 and AVID programs. Our Recruitment and Retention plan was updated to articulate strategies for reaching 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

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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

Completions (Degrees Awarded)

Timeframe for this Outcome

2020-2021

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded in the Elementary Education Baccalaureate program is greater than or equal to 15.

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 15.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The 5 year rolling average is 20.2

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

3

Comments/Narrative

Our Benchmark Committee reviewed student performance on our benchmarks to identify areas of need relative to retention. Elementary education advisors met with advisees to answer questions, review benchmark (professional program) requirements, and provide continual support. Academic advisors within the Depart of Education review each student's Praxis scores semi-annually and conference with the student as needed. A course, EDUC 205, is now available to students to assist in achieving acceptable scores on the Praxis core exam, which has historically been an issue for a segment of our program candidates. The Benchmark Committee continues to review performance and make recommendations as needed. A freshman level course, Link 101, continues to be customized for all education majors to assist in their initial transition to college. Four sections of that course are set aside for the education majors and are taught by education professors, which allows for early indoctrination of expectations.

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

Changes to the program are anticipated to reflect the growing number of transfer students enrolling at Lander, and that work is ongoing.

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.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

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

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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

Praxis II scores

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

Timeframe for this Outcome

2020-21

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

Reading and Language Arts Subtest = Avg score of 171

Mathematics Subtest = Avg score of 170

Social Studies = Avg score of 171

Science Subtest = Avg score of 173

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. A segment of the students need to take one or more of the tests more than once. The Social Studies subtest tends to be the most problematic subtest. The faculty have established a clearing house of resources to assist students on preparation for the exams. The Benchmark Committee reviews the data and reports out to the faculty on a yearly basis.

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.

Explanation of How Resources Will Be Used

No budget line monetary costs are associated with this program.

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 completing 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**Dean's Email Address**

shuntbarron@lander.edu

Approved by Dean?

Yes

Signature of Dean

Sarah Hunt-Barron

Comments from Dean's Review

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.