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
2022-2023

Assessment Coordinator Name
Tod Kenney

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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 Lander's Teacher Work Sample (TWS).

Timeframe for this Outcome
Acdemic Year 2021-2022

Performance Target for "Met"
90% or more of Lander's Department of Teacher Education elementary education teacher-candidates score 217 points or higher on TWS.

Performance Target for "Partially Met"
75% to 89% of Lander's Department of Teacher Education elementary education teacher-candidates score 217 points or higher on the TWS.

Performance Target for "Not Met"
Less than 75% of Lander's Department of Teacher Education elementary education teacher-candidates score 217 points or higher on TWS.

Assessment Measure Used	**Frequency of Assessment**
Teacher Work Sample (TWS)	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)**
100% of the scores were at or above 217.	3

Comments/Narrative
One of our major summative assessments is our Teacher Work Sample (TWS) that is completed during the student teaching experience. It replaced the PPAT assessment in order to better correlate with the needs of our program candidates and to avoid the cost of the commercial test. The TWS was developed in collaboration with teacher education faculty and cooperating teachers to determine the knowledge, skills and abilities that classroom practitioners deem essential for effective teaching and reflect the InTASC standards. Successful completion of this assessment demonstrates that teacher candidates are prepared to enter the classroom as entry-level teachers.

The results of the TWS during student teaching shows that all students achieved a passing score. The high achievement rate is due in part to how the students are prepared and how they are exposed to the format of the assessment. Prior exposure to the various components of TWS have been assigned to multiple courses starting sophomore year, with more emphasis through junior and senior level course work. This pre-exposure to expectations of the assessment demonstrated that some students may struggle initially with the expectations, but the feedback and high profile of the assessment in coursework acclimates the students to the expected performance levels.

Resources Needed to Meet/Sustain Results
Continual support is being provided to the students and the faculty. The student performance data is analyzed and reflected upon every year by the program coordinator team as well as all faculty members during our data retreat. A library of exemplars at various levels of performance has been developed. Zero cost.

Explanation of How Resources Will Be Used
No budget line monetary costs are associated with this program.

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
2021-2022

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	**Frequency of Assessment**
EDUC 461: Clinical B Final Assessment	Once, during final semester of program during student teaching

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
100% of the candidates met the goal.	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 that had lower performance outcomes than we want, particularly unit planning and systems of assessment. The department has shifted which courses will focus on unit planning next year, since long-range planning has been a area of historical under performance. The faculty of those courses will raise the profile of unit planning in their curriculum. Historically, there has been another area of deficiency, the ability to use preventative disciplinary techniques, which was not an issue this year on the final evaluation report. We did move our assessment course, EDUC 302, to align with a field experience course so that students can actually practice their assessment strategies in real time. The cohort of students who have experienced the course shift have not yet engaged in student teaching and are not reflected in the data set.

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
Our students have been very successful at meeting the goals. The department has made a concerted effort to evaluate our program of studies and articulate which courses can directly support each summative performance criteria. Our leadership team reviews the data and the rest of the faculty also engages in data analysis during our data retreats at the end and start of the school year.

Changes Made/Proposed Related to Goal
The Teacher Work Sample (TWS) assessment, a product of committee that worked throughout the spring, summer, and fall created this assessment instrument similar to one that we had previously employed. It is 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. We have had multiple sessions to review the rubric and compile a library of exemplars to assist the faculty and students in appreciating the expectations associated with the 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.

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

Outcomes

Outcome 1

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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
2021-22

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	**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)**
The 5 year average was 117.6	3

Comments/Narrative
We hold a Lander Open House multiple times a year to enhance the general recruitment of elementary education majors. We have significantly ramped up our Teacher Cadet program, Teaching Fellows, and Call Me Mister programs. The university has added a number of retention initiatives to maintain our levels.

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.

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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
2021-2022

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 12.8.

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 12.8.

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)**
The 5 year rolling average is 21.8	3

Comments/Narrative
The Department of Teacher Education and Lander University have increased the efforts to attract and
retain students. Freshman education majors are given a general freshman advisor from the Student
Support Services and an Elementary education advisor to 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 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 leadership team continues to review performance and make
recommendations. A freshman level course, Link 101, continues to be customized for all education
majors to assist in their initial transition to college. Two sections of that course are set aside for the
education majors and are taught by education professors, which allows for early indoctrination of
expectations. We have ice cream socials and welcome workshops for transfer students that allow us to
build relationship early on. There are three other freshman level education courses for students,
including a field experience, that allows us to build a positive working culture. The lobby of our
education department is a vibrant and welcoming environment.

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 of studies are anticipated to reflect the growing number of transfer students enrolling at Lander, and that work is ongoing. We are increasing our graduate programs which is another inducement to attend Lander.

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.

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.

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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
2021-22

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	**Frequency of Assessment**
ETS -Elementary Education Praxis II (4 subtests)	Yearly (prior to student teaching)

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**
100% pass rate   3
Reading and Language Arts Subtest = Avg score
of 173
Mathematics Subtest = Avg score of 161
Social Studies = Avg score of 173
Science Subtest = Avg score of 172

Comments/Narrative
Students are required to pass their professional Praxis II exam prior to enrollment in student-teaching. The scores and number of attempts at each test are tracked in a spreadsheet and our field experience coordinator actively tracks and then congratulations student's success on passing the exams. A segment of the students do need to take one or more of the tests more than once. 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
We have an 80% pass rate on the first attempt on this exam. 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 being allowed to enroll in the student-teaching course has motivated students in accomplishing this requirement.

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

Upload Rubrics/Other Files

Thank you for completing your assessment report. Your report will be sent to your College Dean for their review and approval after you hit "Submit" below. Please enter their email address below.

Dean's Email Address
shuntbarron@lander.edu

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.