

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 Due Date
2023-2024

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 Lander's Teacher Work Sample (TWS).

Timeframe for this Outcome

Academic Year 2022-2023

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"

80% 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 80% of Lander's Department of Teacher Education elementary education teacher-candidates score 217 points or higher on TWS.

Assessment Measure Used

Teacher Work Sample (TWS)

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 217.

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

3

Comments/Narrative

The Teacher Work Sample (TWS) is a data-based and reflective narrative that covers multiple aspects of planning and teaching. The TWS assessment occurs during the senior year student teaching experience as a capstone project. The students are exposed to the topics and prompts in the TWS in selected courses prior to their final semester. Therefore they have had exposure and practice with the topics, which is a major contributor to the high success rate.

Within the overall successful level of performance, there are certain areas that have lower performance outcomes. 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. Therefore the areas of lower performance, particularly the area of student assessment are a concern. The method courses that cover those topics have made this topic a point of emphasis moving forward. Also, the faculty slightly revised the terminology being used in classes and in the rubric to create better alignment.

Resources Needed to Meet/Sustain Results

Every year we conduct a formal review of the TWS data and informal discussion at department meetings and ad hoc meetings also occur. As we analyze the data we share best practices and have agreed on course level adjustments for those points of emphasis.

Explanation of How Resources Will Be Used

No additional budget line monetary costs are associated with this program review.

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

2022-2023

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 Clinical B Final Assessment at the end of the student teaching module. However, there were some areas that had lower performance outcomes than are desirable, particularly unit planning, which has traditionally has been an area of under performance.

The students' exposure to unit planning prior to student teaching is typically more of a hypothetical exercise since prior to student teaching the students are not in their placements for a duration long enough to actually deliver a unit plan. To address these situation the two math methods courses have acquired a set of textbooks from our local district so that the students can practice planning with the actual resources found in the classroom.

Resources Needed to Meet/Sustain Results

Continued updating of curriculum resources from the district.

Explanation of How Resources Will Be Used

No budget line monetary costs are associated with this program.

Goal Summary

Goal Summary/Comments

While our students have been very successful at meeting the targets goals, we are conducting a more refined review of the data and 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 to our courses have resulted from this review.

Changes Made/Proposed Related to Goal

Points of emphasis related to aforementioned aspects of the TWS are embedded in selected courses so that the students will have increased 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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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

2022-2023

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 117.6

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

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.

Resources Needed to Meet/Sustain Results

No additional budget lines items are anticipated.

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

2022-2023

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

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The 5 year rolling average is 21.8

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

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 meet 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. 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

Initial discussion regarding changes to the program of studies are anticipated to reflect the growing number of transfer students enrolling at Lander. That work is ongoing. The freshman advisor specializing in education majors has moved their office to our department.

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

2022-23

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 than 155

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 173

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

3

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 the student's success on passing the exams. The department head has created website with 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 approximately an 80% pass rate on the first attempt on this exam. All elementary education methods courses continue to review how they are aligned to provide the information and skills for success on these exams. The social studies sub-test is of particular difficulty due to the wide range of topics. The social studies methods course is including specific topics to address this.

Explanation of How Resources Will Be Used

No additional budget line monetary costs are associated with this program.

Goal Summary

Goal Summary/Comments

100% of the students have passed the assessments. We have created a pre-enrollment package/protocol and seminar to assist students in satisfying this requirement.

Changes Made/Proposed Related to Goal

While there is a 100% pass rate, it requires some students multiple attempts. Therefore, the pre-enrollment protocols should help raise the profile of the importance of this exam.

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

Because students are handily meeting goals and we are meeting enrollment goals an testing goals, consider revising these goals. For example, what if we aimed for a 90% pass rate on Praxis II on the first attempt? What if the enrollment goal was 125 undergraduates? This would focus on growth and improvement. Consider these types of revisions for next year when setting goals.

Goal 2 outcomes may have the wrong years indicated.

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.