

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
Special Education, M.A.T

Submission Year
2024-2025

Assessment Coordinator Name
Carol Hoyle

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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 MAT, Special Education program will demonstrate specific knowledge, skills, and dispositions in accordance to the South Carolina Teaching Standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards.

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 Teacher Work Sample (TWS)

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

The average score for the MAT, Special Education Teacher Candidates on all 30 components of the Teacher Work Sample (TWS) is 3.0 or higher.

Performance Target for "Partially Met"

The average score for the MAT, Special Education Teacher Candidates on 20/30 components of the Teacher Work Sample (TWS) is 3.0 or higher.

Performance Target for "Not Met"

The average score for the MAT, Special Education Teacher Candidates on less than 20 components of the Teacher Work Sample (TWS) is 3.0 or higher.

Assessment Measure Used

Teacher Work Sample (TWS)

Frequency of Assessment

Annually - during the final semester of student teaching.

Data Collected for this Timeframe (Results)

The average score on 30/30 components was 3.0 or higher.

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

3

Comments/Narrative

The Teacher Work Sample (TWS) 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 TWS assessment was developed by the Lander Department of Teacher Education and is aligned with InTASC standards and the South Carolina Teaching Standards.

The TWS is professional demonstration of educator competencies through a performance-based assessment tool that provides direct evidence of a teacher candidate's ability to design and implement standard-based instruction, assess student learning, and reflect on the teaching and learning practice. This was completed during the final clinical (student teaching) semester after consultation with the cooperating teacher regarding choice of appropriate topic to be taught in a particular subject(s) area as determined by each program. Candidates planned a unit based on the requirements of our program. The teacher candidates planned for, taught, assessed, analyzed assessment results, and reflected upon the unit of study they created. Prior to designing instruction, the teacher candidate considered the contextual factors of the community, school, and students as well as the classroom environment, management techniques to be used, and procedures to be followed that would ensure student success.

Analysis of the results from the 2023-2024 first MAT special education cohort demonstrates that the average score for these candidates on all 30 components of the TWS met Target of 3.0 or higher. Two areas with the top average scores were Learning Goals (3.86) and Alignment of Standards (3.93) indicating that these candidates clearly understand how to develop unit goals and align them with the state standards.

Areas of relative weakness were seen in writing the Unit Rationale (3.29) and in several areas of assessment which all had average scores of 3.43: Pre-Post Assessment Descriptions, Student Self-Reflection & Record of Growth, Results of Pre- Assessment, and Whole Group Impact. This suggests that candidates need more instruction to understand how to fully connect assessment throughout a unit.

Resources Needed to Meet/Sustain Results

NA

Explanation of How Resources Will Be Used

NA

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

Results of the EDUC 699 Final SC 4.0 Evaluation of Lesson Observations

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

The average score for the MAT, Special Education Teacher Candidates on all 29 components of the EDUC 699 Final SC 4.0 Evaluation of Lesson Observations is 3.0 or higher.

Performance Target for "Partially Met"

The average score for MAT, Special Education Teacher Candidates on 20/29 components of the EDUC 699 Final SC 4.0 Evaluation of Lesson Observations is 3.0 or higher.

Performance Target for "Not Met"

The average score for MAT, Special Education Teacher Candidates on less than 20 components of the EDUC 699 Final SC 4.0 Evaluation of Lesson Observations is 3.0 or higher.

Assessment Measure Used

EDUC 699 Final SC 4.0 Evaluation of Lesson Observations

Frequency of Assessment

Annually - during the final semester of student teaching.

Data Collected for this Timeframe (Results)

The average score on 29/29 components was 3.0

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

3

or higher.

Comments/Narrative

Analysis of the 2023-2024 school year demonstrates that the average score for the first cohort of special education MAT student teachers on 29/29 of the components was a 3.0 or higher. The target score was 3.0 on this assessment. These candidates scored 3.5 or higher on 14 of these components showing excellence in designing and implementing lessons.

While still above the target score of 3.0, four areas of relative weakness were found in the lowest scores of 3.29. These were for Instructional Planning, Thinking Skills, Questioning, and Presenting Instructional Content.

Resources Needed to Meet/Sustain Results

NA

Explanation of How Resources Will Be Used

NA

Goal Summary

Goal Summary/Comments

Goals for this first cohort of MAT- special education teacher candidates was set at the 3.0 target level for each assessment. These candidates clearly met this target goal for both assessments demonstrating their mastery of the knowledge, skills, and dispositions for the South Carolina Teaching Standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards. These two assessments evaluate how the teacher candidates plan, teach, and manage the classroom in their final clinical setting (student teaching).

While the candidates clearly met and/or exceeded the expectations on both assessments, an area of relative weakness was found in the assessment components in the TWS average scores that needs to be addressed with the second cohort.

Changes Made/Proposed Related to Goal

Emphasis for our second cohort graduating in 2024-2025 will be placed on connecting all facets of assessment in their TWS units. The instructor for the EDUC 676 assessment course will make connections with the TWS assignment this fall. The field placement coordinator will put emphasis on reviewing the assessment parts of the TWS as they are reviewed with the cohort for EDUC 699.

Consideration for raising the target expectations for these assessments for the graduate students from 3.0 to 3.5 will be assessed.

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

Outcomes

Outcome 1

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What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the MAT, Special Education for Baccalaureate programs is greater than or equal to 6.

Performance Target for "Partially Met"

NA

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the MAT, Special Education for Baccalaureate programs is less than or equal to 6.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

24.5 students enrolled

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

3

Comments/Narrative

Our first two MAT -Special Education cohorts are made up with a majority of SC CREATE scholarship students. They are working in schools throughout the state and have decided they wish to become special education teachers. We work closely with our Lander SC CREATE director to recruit candidates each year. We also encourage Lander undergraduates who did not go through our teacher certification programs to consider our master's program.

Resources Needed to Meet/Sustain Results

NA

Explanation of How Resources Will Be Used

NA

Outcome 2

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What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded for the MAT, Special Education is greater than or equal to 3 or 75% of all students enrolled in the cohort, whichever is greater.

Performance Target for "Partially Met"

NA

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded for the MAT, Special Education is less than 3, or less than 75% of all students enrolled in the cohort, whichever is greater.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

14 graduates in our first cohort

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

3

Comments/Narrative

We had 14 in our first cohort graduate in Spring 2024.

Resources Needed to Meet/Sustain Results

NA

Explanation of How Resources Will Be Used

NA

Goal Summary

Goal Summary/Comments

The program to date has met the outcomes for this goal, thanks in part to the investment of SC CREATE.

Changes Made/Proposed Related to Goal

We will likely need to appoint a new director for SC CREATE in the next few years; the current director is an emerita faculty member.

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 MAT, Special Education test takers will attain a score of 165 on the Praxis II required for their teaching certification in the state of South Carolina (Passing Score is 158)

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Outcomes

Outcome 1

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What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Praxis II-Test #5543

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

All students score 165 or higher on Praxis II Test 5543.

Performance Target for "Partially Met"

Students score 158 - 165 or higher on Praxis II Test 5543.

Performance Target for "Not Met"

Students score 158 or below on Praxis II Test 5543.

Assessment Measure Used

Praxis II - Test 5543

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

7 students scored 165 or higher, 4 students scored 158-165, 1 student scored below 158.

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

Comments/Narrative

Eleven of the twelve students who took this exam passed the exam. 58% of the group scored above the 165 or higher threshold we established for the program. Students are encouraged to pass their professional Praxis II exam prior to enrollment in EDUC 699 (student teaching). One of the requirements for the SC certificate is passing all licensure exams and Praxis II is one of the licensure exams.

Analysis of the scores for the 12 teacher candidates that took the exam was done. Strengths were found in the area of Development and Characteristics of Learners. A second strength was indicated in their responses to the Constructive Response questions indicating their ability to apply what they know to scenarios.

Areas of need were found in Planning the Learning Environment and Assessment. This supports the need to review assessment as found in the TWS assessment results in Goal 1. These results will be shared with the EDUC 656: Behavior and Classroom Management instructor for review of the assignments for this course in the next rotation. The EDUC 676 instructor will be ensuring students address in more detail reflections and questions in those assignments. Added explanations will be provide throughout the next course rotation.

The next cohort will be taking the new Praxis II Exam (5355). Classes are aligned to this new exam and suggested study materials links are sent to all students.

Resources Needed to Meet/Sustain Results

Praxis II Test Preparation materials for the new version (#5355)

Explanation of How Resources Will Be Used

If we had test preparation materials available to students, we could get them in their hands prior to taking the tests.

Goal Summary

Goal Summary/Comments

92% of the students passed the exam again this academic year, but only 7/11 met the expected score of 165.

Changes Made/Proposed Related to Goal

We will evaluate the need for Praxis Preparation materials for this student population and will consider deploying preparation materials the summer before students are scheduled to student teach, giving students time to familiarize themselves with the test format and concepts frequently tested. Further, we will analyze the results of the next cohort in this coming year to better determine any specific areas that need to be emphasized in instruction across courses. The next cohort will take the Praxis II exam 5355;

classes are aligned to this new 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

We can purchase test prep materials at any time! We also may want to build a Google site for the test prep materials for MAT students. The goal summary at the end needs to be updated to reflect this year's data.

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.