

# 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**  
Fall 2025: October 1, 2025

**Assessment Coordinator Name**  
Caryn Caruso

**Enter Assessment Coordinator Email**  
ccaruso@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 2025-26

### Performance Target for "Met"

The average score for Lander's Department of Teacher Education Elementary Education Teacher Candidates on all 30 components of the Teacher Work Sample (TWS) is 3.5 or higher.

### Performance Target for "Partially Met"

The average score for Lander's Department of Teacher Education Elementary Education Teacher Candidates on 25/30 components of the Teacher Work Sample (TWS) is 3.5 or higher.

### Performance Target for "Not Met"

The average score for Lander's Department of Teacher Education Elementary Education Teacher Candidates on less than 25 components of the Teacher Work Sample (TWS) is 3.5 or higher.

### 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)

86% of teacher education candidates in Fall 2024 (15 of 18) and Spring 2025 (43 of 48) achieved a 3.00 or better average across all elements of the TWS.

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

2

### 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 and have experience preparing similar projects. 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.

The scores ranged from a low of 3.1 to a high of 4.0 across both semesters of data. On average, the lowest performance was evident in Knowledge of Characteristics of Students in section 3 of the TWS, and Criteria: 4, Unit plans. In Fall 2024, students scored overall better than students in Spring 2025.

The data reflect the need to work with students on better documenting and adapting instruction to the needs of learners and a need for stronger data analysis skills when looking at the impact of instruction, as well as a need to have students cite theory and sources when developing instructional plans. 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.

The goals we set for this year are more stringent than previous goals and require students to score at the target or exemplary level across all elements of the nine-part TWS. This allows us to better pinpoint areas that need further attention. In the coming year, faculty will emphasize data analysis skills,

especially in assessment courses, and focus on developing stronger enhancements and modifications for students in lesson plans to meet individual needs, as well as the needs of the whole group of learners in a classroom.

### **Resources Needed to Meet/Sustain Results**

The program coordinator and instructors in the program will meet and analyze the data together, developing interventions to improve performance and ensuring these interventions are aligned across courses within the program. These meetings can take place at both data days and during program meeting times.

### **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**

2024-2025

### **Performance Target for "Met"**

20 components of Lander's Department of Teacher Education in elementary education teacher-candidates' scores are an average of 3.00 or better for all elements of the SCTS 4.0 Rubric.

### **Performance Target for "Partially Met"**

15 out of 20 of Lander's Department of Teacher Education elementary education teacher-candidates' scores are an average of 3.00 or better for all elements of the SCTS 4.0 Rubric.

### **Performance Target for "Not Met"**

Less than 15 out of 20 of Lander's Department of Teacher Education elementary education teacher-candidates' scores are an average of 3.00 or better for all elements of the SCTS 4.0 Rubric.

### **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)**

15 out of 20 scores averaged a 3.0 or better across

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

all elements of the SCTS 4.0 rubric.

2

### **Comments/Narrative**

75% of the elements of the SCTS 4.0 rubric 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 the Criteria: Teacher Knowledge of Students and Questioning. This is different to last year's data which yielded lower scores in unit planning

### **Resources Needed to Meet/Sustain Results**

Continued updating of curriculum resources from the district.

### **Explanation of How Resources Will Be Used**

SC 4.0 recertification every 4 years for professors to ensure reliability

## **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. Additionally, faculty engaged in data analysis throughout the SY to develop actionable to steps to support students in areas of identified growth.

### **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**

### **Outcome 1**

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

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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**

2024-2025

**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 111.8

**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

**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**

2024-2025

**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 22.0

**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 Department 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 improved our pass rate slightly over the past three years in Praxis Core, increasing persistence to graduation incrementally. We have social events 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

Faculty remain dedicated to supporting every student's success and program completion. Elementary education majors are also encouraged to participate in open houses to help attract and inspire future students to join the program.

## 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.

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) OR

Elementary Education: CKT (7811; Subtests 7812, 7813, 7814, 7815)

#### Timeframe for this Outcome

2024-25

#### Performance Target for "Met"

90% of candidates pass all sections of the Praxis II content exam, based on the minimum scores below:

5002 – Elem Ed: Multiple Subjects Reading & Language Arts Subtest – Cut Score 157  
5003 – Elem Ed: Multiple Subjects Mathematics Subtest - Cut Score 157  
5004 - Elem Ed: Multiple Subjects Social Studies Subtest - Cut Score 155  
5005 - Elem Ed: Multiple Subjects Science Subtest – Cut Score 159

OR

7812 Reading and Language Arts CKT Subtest – Cut Score 161  
7813 Mathematics CKT Subtest – Cut Score 150  
7814 Science CKT Subtest – Cut Score 154  
7815 Social Studies CKT Subtest – Cut Score 162

**Performance Target for "Partially Met"**

80%-89% of candidates pass all sections of the Praxis II content exam, based on the minimum scores below:

5002 – Elem Ed: Multiple Subjects Reading & Language Arts Subtest – Cut Score 157  
5003 – Elem Ed: Multiple Subjects Mathematics Subtest - Cut Score 157  
5004 - Elem Ed: Multiple Subjects Social Studies Subtest - Cut Score 155  
5005 - Elem Ed: Multiple Subjects Science Subtest – Cut Score 159

OR

7812 Reading and Language Arts CKT Subtest – Cut Score 161  
7813 Mathematics CKT Subtest – Cut Score 150  
7814 Science CKT Subtest – Cut Score 154  
7815 Social Studies CKT Subtest – Cut Score 162

**Performance Target for "Not Met"**

Fewer than 80% of candidates pass all sections of the Praxis II content exam, based on the minimum scores below:

5002 – Elem Ed: Multiple Subjects Reading & Language Arts Subtest – Score below 157  
5003 – Elem Ed: Multiple Subjects Mathematics Subtest - Score below 157  
5004 - Elem Ed: Multiple Subjects Social Studies Subtest - Score below 155  
5005 - Elem Ed: Multiple Subjects Science Subtest – Score below 159

OR

7812 Reading and Language Arts CKT Subtest – Score below 161  
7813 Mathematics CKT Subtest – Score below 150  
7814 Science CKT Subtest – Score below 154  
7815 Social Studies CKT Subtest – Score below 162

**Assessment Measure Used**

ETS -Elementary Education Praxis II (4 subtests) - can take one of two tests or any combination of the tests

**Frequency of Assessment**

Yearly (prior to student teaching)

**Data Collected for this Timeframe (Results)**

Pass rate varied by test for 2024-2025 graduates:

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

2

### Reading & Language Arts Options

5002: 100% pass rate - Avg score of 169 (n=15)

### Mathematics Options:

5003: 100% pass rate - Avg score of 174 (n=15)

### Social Studies Options:

5004: 80% pass rate - Avg score of 162 (n=15)

### Science Options:

5005: 93% pass rate - Avg score of 166 (n=15)

### **Comments/Narrative**

Students are encouraged to pass their professional Praxis II exam prior to enrollment in student teaching. In order to be a fully licensed teacher in SC, candidates must pass all sections of this exam before the end of their first year as a teacher. This has been somewhat relaxed, with alternative pathways established for candidates who pass one licensing exam and not another as long as they are within two standard deviations of passing an exam; these candidates are put on a separate certification track by the state of South Carolina. We discourage candidates from even considering this track, encouraging all candidates to pass their exams while they are students at Lander.

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 in passing the exams. The department head has created a website with a clearinghouse of resources to assist students in preparation for the exams. The Benchmark Committee reviews the data and reports out to the faculty on a yearly basis.

This year, we are reporting the scores for the 2024-2025 graduates; this typically reflects first-time test takers and better reflects candidates' abilities to pass the exam after a single attempt. Candidates will take one set of tests and then may choose to take the other set of tests to achieve a passing score. Some candidates sit for all sections at one time, and other candidates space them out by subtest, resulting in different numbers of candidates sitting for each subtest within a series. Students can also mix and match across the test series.

This academic year, there is a clear weakness in the Social Studies sub-test, with the fewest number of candidates passing the 5004 exam the first time it is taken. In the future, based on exam results, students will be strongly encouraged to take the 7811 series, as most candidates achieved passing scores on this series in the 2023-2024 academic year. This is likely because this is the most updated version of the Praxis II content exam and reflects the context, knowledge, and skills needed for teaching elementary students today in these areas.

### **Resources Needed to Meet/Sustain Results**

We have approximately a 90% pass rate on the first attempt of the tests within the 7811 series 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. However, AY 2023-24, the bulk of students took the newer version of the test and had a much higher pass rate (95%). This data will be used to make recommendations to elementary education candidates moving forward. Students only completed the 5000 series exam.

### **Explanation of How Resources Will Be Used**

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

# Goal Summary

## Goal Summary/Comments

Although our pass rate goal for 2023-2024 was not met, the data provides insights into candidates strengths and challenges. Science has shown to be an area of strength for our candidates, while social studies was again an area of challenge if students chose to take the older subtest. Holistically, the 7811 subtest seems better aligned with our courses and preparation of candidates and will be the exam we encourage candidates to take prior to graduating from Lander. Goals from previous years had 100% of candidates meeting the goal, as data was used from graduates who had completed two years prior (Title II data). This data did not accurately capture students results in early attempts on this consequential exam, as candidates typically retake the exam until they have passed all sections in their first year of employment.

## Changes Made/Proposed Related to Goal

Elementary Education advisors should recommend candidates take the 7811 series exam and take it the semester prior to student teaching. Students need to be directed to review materials and take practice exams before sitting for the exam. Further, methods courses, especially social studies methods, should embed content from the exam as review for homework assignments, etc. to help improve student scores on the first attempt of this exam.

## Upload Rubrics/Other Files

### Dean's Email Address

sbismarck@lander.edu

### Approved by Dean?

Yes

### Signature of Dean

Stephen Bismarck

### 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.**