

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 Due Date
Fall 2025: October 1, 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 2024-2025

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 29/30 components was 3.0 or higher.

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

2

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. Target score is 3 (Met) with the top score possible of 4 (Exemplary).

Analysis of the results from the 2024-2025 second MAT special education cohort demonstrates that the average score for these candidates on 29/30 components of the TWS met Target of 3.0 or higher. Results show that the average score for 28/30 components was higher than 3.0. The component that the average score fell below 3 (2.94) was TWS 3: Student Self-Reflection and Growth. In this component, the candidate should explain how they would have the students track and analyze their

own assessment results relative to a set of established learning goals in order to reflect on their next steps. This suggests that candidates need more instruction on how to have their own students do this in their classrooms. One other score fell at 3.0 for TWS 4: Lesson Design in which students wrote their lesson plans using the Lander Lesson Plan Template for the unit.

Three areas with the top average scores were TWS 6: Small Group/Individual Differentiation (3.5) and Candidate Reflection (3.5) and TWS 7: Whole Group Impact (3.56). These scores suggest that these candidates were able to use student responses during and after instruction to adjust instruction to meet the needs for students individually, in small groups, and the whole class.

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 2024-2025

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

Frequency of Assessment

Annually - during the final semester of student

Observations

teaching.

Data Collected for this Timeframe (Results)

The average score on 26/29 components was 3.0 or higher.

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

2

Comments/Narrative

Analysis of the 2024-2025 school year demonstrates that the average score for the second cohort of special education MAT student teachers on 26/29 of the components was a 3.0 or higher. The target score for certified teachers is 3.0 on this assessment. These candidates scored 3.4 or higher on 10 of these components showing excellence in designing and implementing lessons.

These candidates scored just below 3.0 on three components: Thinking Skills (2.87), Problem Solving (2.93), and Student Work (2.93) in Planning. Each of the first two components expects teachers to teach at least two different skills within one lesson. This can be a challenge to do well when working with students with learning disabilities. Often, a lesson will concentrate on fully teaching students how to use on skill at a time.

Two areas that candidates scored the highest in were in the area of Environment: Environment and Respectful Culture indicating a strength in setting up the classroom environment to be welcoming and organized and developing a respectful culture within that classroom. A third area of highest score was in Professionalism: Growing and Developing Professionally. This suggests that the candidates actively participated in professional development meetings within their schools.

Resources Needed to Meet/Sustain Results

NA

Explanation of How Resources Will Be Used

NA

Goal Summary

Goal Summary/Comments

Goals for this second cohort of MAT- special education teacher candidates were set at the 3.0 target level for each component of both assessments. These candidates did well in meeting most of these goals 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).

No specific area of weakness was found across both assessments except that the Thinking and Problem-Solving components in the Final SC 4.0 Evaluation of Lesson Observations are parts of the Lesson Plans in the Unit Design for the TWS.

Changes Made/Proposed Related to Goal

Emphasis for our next cohorts will be placed on providing more feedback on ways to incorporate teaching thinking and problem-solving skills within their lessons.

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

Academic Year 2024-2025

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)

26 students enrolled

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

3

Comments/Narrative

Our second 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 2024-2025

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.

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.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Average of 15 for first 2 cohorts

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

3

Comments/Narrative

We had 16 graduates in Spring 2025- 2 more than in our first cohort.

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 to the investment of SC CREATE along with the special education program coordinator contacting each new candidate accepted into the program and the field placement coordinator working with each candidate to find placements within their own districts. Candidates are sent an email welcoming them to the Lander program by the special education program coordinator. They are asked if they would like to meet virtually to go over the program. After these initial meetings, group virtual advisement meetings are held for the SC CREATE candidates and individual virtual advisement meetings are held for other program candidates for the first summer and fall semesters and then during advisement times each semester. The field placement coordinator works with each candidate and their district contact to set up their four school placements.

Along with these meetings, the program advisor is available for assistance and questions that they have throughout the program. State exam results are checked to ensure each candidate is taking and passing these exams needed for certification.

Changes Made/Proposed Related to Goal

We will continue to follow the above procedures to recruit and retain candidates.

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 score 5 points or more higher than the passing score on the new Praxis II required for their teaching certification in the state of South Carolina (Passing score is 145 for #5355)

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?

Student Learning Outcome

Enter Outcome

Praxis II-Test #5355

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

All students score 150 or higher on Praxis II Test #5355.

Performance Target for "Partially Met"

Students score 145 - 154 or higher on Praxis II Test #5355.

Performance Target for "Not Met"

Students score below 145 on Praxis II Test #5355.

Assessment Measure Used

Praxis II - Test #5355

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

15 students who took this version of the required state exam scored 151 or higher on their exam.

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

3

A 16th student took the old exam #5543 that was still allowed and made the passing score for their exam.

Comments/Narrative

All 15 students who took this exam passed the exam and scored 6 points or more above the passing score for the exam. The range of scores was 151-187. The mean was 168.8 and the median was 169.

Students at the time this cohort took the exams could still take the old #5543 version of the state exam. One student took that and met the passing score, so all 16 of our candidates passed their Praxis II state exam requirement for certification.

Analysis of the scores for the 16 teacher candidates was done. Typically, this analysis is done looking at the average performance range for each test score report. The coordinator looks at the student scores on the 4 components of the exam to see if they fall below, within, or above the average performance range. Four of these test reports did not have available ranges. The reason is not known but could be that this was at the beginning of when this new test was given. Assessing the results for the average ranges for the 11 available scores, student scores fell across the three ranges for several areas, but the two that had more scores falling below the average range were Students as Learners

and Assessment. In each case, 4 student scores fell below indicating these are two areas that need to be addressed for the MAT program.

Effective Planning and Instruction and Productive Learning Environments was the area with 5 falling in the average range and 3 above. This aligns with the area of strength found in Goal 1.

Resources Needed to Meet/Sustain Results

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

Explanation of How Resources Will Be Used

Candidates will use these materials to prepare for their exams.

Goal Summary

Goal Summary/Comments

100% of the students passed the required exams this academic year with all taking the new exam scoring 151 or higher

Changes Made/Proposed Related to Goal

Study materials were provided to these candidates, and candidates will be encouraged to continue using them along with their textbooks and materials from courses. The EDUC 678 Introduction to Exceptional Children was revised this year and our 4th Cohort will be part of this revised course providing information on how to understand their students as learners. The EDUC 676 Assessment course is being revised by Summer 2026. The 4th Cohort will be the first to take this new revised course. The instructor for this semester's assessment course will provide some added information and feedback to students for this year's 3rd cohort.

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.