

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

Teaching and Learning, M.Ed.

Submission Due Date

Fall 2025: October 1, 2025

Assessment Coordinator Name

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Enter Assessment Coordinator Email

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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

Students will increase their pedagogical knowledge through a robust course of study that enables them to broaden their understanding in one of three areas: diverse learners, instructional technology, and/or Montessori education.

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

Students will successfully complete their capstone project in EDUC 695, which includes a research project and reflections on what they have learned throughout the program.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

All students (100%) will earn an A in the EDUC 695 course, reflecting the successful completion of their capstone project.

Performance Target for "Partially Met"

At least 80% of students will earn an A in the EDUC 695 course, reflecting the successful completion of their capstone project.

Performance Target for "Not Met"

Less than 80% of students will earn an A in the EDUC 695 course, reflecting the successful completion of their capstone project.

Assessment Measure Used

Grade in EDUC 695 (PowerBI grade distribution metric)

Frequency of Assessment

Annual evaluation at the end of the summer each year.

Data Collected for this Timeframe (Results)

98 students took EDUC 695 in Spring 2025, 96% received an A.

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

2

Comments/Narrative

94 students earned an A in EDUC 695 (96%), 1 student earned a B (1%), 1 student received an incomplete (1%) and 2 students withdrew (2%). There were no sections offered in Fall 2024 or Summer 2025. The EDUC 695 capstone project was revised last year to include a research-based approach to the project (action research) and required not just knowledge of a topic (as it had in the past), but classroom implementation and measurement of impact on a population. This made the course arguably more rigorous; students could no longer just discuss what they learned from reading articles and reflect upon what they learned across the courses they took. Now our graduates need to demonstrate the ability to investigate a real-world issue, find relevant articles on the topic, identify an evidence-based solution, and test that solution in the crucible of practice, reporting the results in a presentation to their peers. Given the number of sections taught over the last five years (5 in spring, 1 in summer) with four different instructors, the grades demonstrate a consistency in student performance that was impressive. This also included over 100 students earning their master's degrees through cohort groups, demonstrating the cohort approach continues to uphold the quality expected in graduates.

Resources Needed to Meet/Sustain Results

NA

Explanation of How Resources Will Be Used

NA

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

Students who enter the graduate program in T & L will persist through graduation, with retention in the graduate Teaching and Learning exceeding 80%.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

Retention in the T & L Graduate Program will exceed 80% after the first year of enrollment.

Performance Target for "Partially Met"

Students who enter the graduate program in T & L will persist through graduation, with retention in the graduate Teaching and Learning exceeding 70-79%.

Performance Target for "Not Met"

Retention in the T & L Graduate Program is under 70% after the first year of enrollment.

Assessment Measure Used

Spreadsheets of Cohort enrollments and Banner

Frequency of Assessment

Assessed each Fall

Data Collected for this Timeframe (Results)

Summer 2023 and Fall 2023 cohort enrollment data was analyzed since those cohort graduation projections were Spring 2025 and Summer 2025. Of the 93 students that began during the summer 23 or fall 23 semesters, 82 were retained through graduation (88%)

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

3

Comments/Narrative

This is an aspirational goal to improve persistence to graduation in our graduate programs. As we onboard new students, our goal is to see them complete their programs of study. Changes to our course layouts and the consistent use of an online template are one way we have worked to achieve this goal. This implementation was intended to reduce frustration facing students since each course is formatted the same each time they log into a course. Further, we converted all courses to Ultra starting fall 2024 to make it easier for students to access and navigate their courses. During Fall 2021, 82% of students in the T & L program did not return from the previous year, which is a positive indicator. For students who started in Fall 2022 with a T & L cohort, 95.6% of students persisted. For students who started in Fall 2023 or Summer 2024 in T & L cohorts (no cohorts started in Spring 2024), 95% of

students have persisted, with only 5% not returning and most of those dropping after one course or one semester, allowing another person to take their place in the class. The percentage of persistence has slide slightly to 88% for the 2023 cohorts. It is worth noting that 4 students did not continue due to poor grades and 7 students are in good standing but have three or less courses to complete. It is not clear why these students did not persist.

Resources Needed to Meet/Sustain Results

A new administrative assistant has been hired to assist in data collection for graduate programs in COE.

Explanation of How Resources Will Be Used

Please see above.

Outcome 3

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?

Student Learning Outcome

Enter Outcome

T & L graduate students will maintain a GPA of 3.5 or better throughout their graduate program at Lander.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

95% of T & L graduate students have a cumulative GPA of 3.5 or better.

Performance Target for "Partially Met"

90% - 94% of T & L graduate students have a cumulative GPA of 3.5 or better.

Performance Target for "Not Met"

Less than 90% of T & L graduate students have a cumulative GPA of 3.5 or better.

Assessment Measure Used

Lander University Cumulative GPA (PowerBi, Enrollment Monitoring for Current Semester)

Frequency of Assessment

Annually at the start of the fall semester

Data Collected for this Timeframe (Results)

A total of 144 students were enrolled in the T&L graduate program Fall 2024-Summer 25. The average GPA of those students was 3.84. There

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

2

were 132 of the 144 have maintained a 3.5 GPA (92%)

Comments/Narrative

The average GPA for Teaching and Learning students during this period was a 3.90. 140 students with at least one semester at Lander had an average GPA of 3.5 or better; only 8 students fell below a 3.5. Of those 8 students, just 2 fell below the minimum GPA of 3.0 for graduate students. Students seem to be performing well, including those in the courses of 25 students. We also see a range of grades in courses, indicating faculty are assessing students and grading their work according to the rubrics, etc. provided in the syllabi.

Resources Needed to Meet/Sustain Results

NA

Explanation of How Resources Will Be Used

NA

Goal Summary

Goal Summary/Comments

Students partially met our first outcome (96% rather than 100%), demonstrating knowledge gained throughout the graduate program through their capstone projects, even after a major revision that increased the rigor of the project beginning 2023-2024. The second outcome of this goal is to retain the students we have enrolled in the program and met this outcome with 88% of students persisting through graduation. The impact of our partnership programs (cohorts) and the changes we have made to our online courses are evident in these early retention metrics. Further, 92% of our students achieved a 3.5 or better cumulative GPA through Summer 2025. We look forward to seeing if we can continue this success as we added another group of 50 cohort students this fall.

Changes Made/Proposed Related to Goal

We will continue to monitor the success of our students in their coursework and work to ensure positive overall experiences in all courses to improve students' pedagogical knowledge.

To help graduate students persist and reach our goal of a better than 3.5 GPA across all Teaching and Learning areas, we continue to make structural changes to the T & L program, specifically moving to Ultra to assist students with navigating their online courses more easily across devices. The revision to the final capstone project in EDUC 695 to include an action research component that required implementation of the new knowledge learned in courses throughout the program and that revision resulted in a more rigorous final project, allowing us to better gauge the preparation of our students for graduation. For next year, we have begun to onboard and use a graduate coordinator who can enroll all graduate students in the T & L program, coordinate outreach efforts, schedule courses, and work with adjunct faculty to troubleshoot issues.

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

Students will be recruited from our regions' rural schools, enhancing the content knowledge of teachers in

our communities and improving retention in area schools through partnership programs.

Pillar of Success Supported

Highly-Valued Community Partner

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

The number of graduate students will grow by a minimum of 25 students in 2021-2022, 50 students in 2022-2023, 100 students in 2023-2024, and total enrollment in the Teaching and Learning program will reach 200 students by the end of the 2024-2025 academic year.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

2021-2022 - 60 students; 2022-2023 - 110 students; 2023-2024 - 160 students; 2024-2025 - 200 students

Performance Target for "Partially Met"

> 110 students in 2022-2023, but <200 students in 2024-2025

Performance Target for "Not Met"

<100 students in 2022-2023 and/or <200 students in 2024-2025

Assessment Measure Used

Headcounts of graduate students in programs provided by Institutional Research each semester

Frequency of Assessment

Annually at the end of the summer (end of academic year).

Data Collected for this Timeframe (Results)

In Fall 2022, there were 175 students enrolled in the T & L program. In Fall 2023, we reached 243 students. In Fall 2024, we had 196 students. In Fall 2025, we have 106 students.

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

1

Comments/Narrative

Thanks to partnerships with area school districts and ESSER funds available post-COVID, we

experienced rapid growth and exceeded our goals for our T & L program in the first two years. This year we fell short of our goal of 200 Teaching and Learning students, with 106 students enrolled in Fall 2025. In an attempt to maintain the growth from previous years and continue to grow our programs, we have continued outreach to other districts, adding Anderson Districts 2 and 3 last year, as well as additional cohorts from many of our smaller districts (McCormick, Newberry, Greenwood 51 and Greenwood 52). This year, we were able to add one new cohort (Union County). Conversations have begun with Greenwood 50 add a cohort to begin in Spring 2026. The decline in enrollment can be attributed to two main causes. 1) Reduction in district funds used to support professional development and advanced degrees for teachers. 2) Saturation of the regional market. The current enrollment goal (200) will require the continued cultivation of new district partnerships across the state, as well as an investment in some form of advertising by Lander to promote our programs beyond our region. Evaluating and revising the curriculum in the Instructional Technology track to take into consideration AI and other recent, relevant technologies has begun with the formation of an instructional technology Ad-Hoc faculty group.

Resources Needed to Meet/Sustain Results

We need to continue to support outreach to our partner school districts, continue to provide instructional design support for instructors, and continue to enable faculty to develop high-quality courses working side-by-side with adjuncts who are also teaching these courses.

The program has grown tremendously since June 2022. In previous years we added a graduate assistant, and this helped lighten some of the work related to both graduate courses and community outreach, but for the last two years there was no graduate assistant available. We also learned graduate assistants cannot be the primary contact for any districts, as they are temporary and when they leave, their email may or may not be monitored.

Explanation of How Resources Will Be Used

NA

Goal Summary

Goal Summary/Comments

We have developed a solid recruitment strategy with our partner schools. This effort has improved retention in districts as well, with Greenwood 50 seeing substantial improvement in their teacher retention this year in part because of their sponsorship of graduate cohorts. Graduate students have maintained over 3.5 GPAs, reflecting their growing content knowledge. We look forward to continuing to both foster student success and work to grow the program as we reach out to districts outside our WPEC consortium in the coming months.

Changes Made/Proposed Related to Goal

At this time, there is no need to amend the current goal.

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

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

2020-2025

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled for Master's/First Professional is greater than or equal to 6.

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled for Master's/First Professional is less than 6.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

152

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

3

Comments/Narrative

The standard for this goal was met. We continue to see growth in productivity based on our cohort agreements and partnerships.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program.

Explanation of How Resources Will Be Used

N/A

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

Completion (Degrees Awarded)

Timeframe for this Outcome

2020-2025

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded is greater than or equal to 3.

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded is less than or equal to 3.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

65.8

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

3

Comments/Narrative

The standard for this goal was met. We demonstrated dramatic growth in this number with 262 graduates over the last two years; as a result of the cohort model.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

The standards for both goals were met. We expect productivity rates to increase dramatically over the next two years.

Changes Made/Proposed Related to Goal

N/A

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.