

# Measure 1

## *Impact on P-12 Learning and Development*

Student Learning Outcomes (Growth Measure) Rating					
Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory	Incomplete
	76-100% students meeting target growth	50-75% students meeting target growth	26-49% students meeting target growth	0-25% students meeting target growth	
Number (percentage) of Lander candidates within each rating	4 (9%)	2 (5%)	0 (0%)	0 (0%)	37 (90%)

N=43

Data is based on three local school districts which hire many Lander graduates. Due to COVID-19, the majority of SLOs were marked as "Incomplete" for the 2019-2020 school year.

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# Measure 2

## *Indicators of Teaching Effectiveness*

### Expanded ADEPT Evaluation of South Carolina Teaching Standards (SCTS) 4.0

The teacher evaluation system for South Carolina is called "**Expanded ADEPT**" and uses the South Carolina Teaching Standards (SCTS) 4.0 as the primary assessment instrument. SCTS 4.0 is based on the NIET rubric.

ADEPT Results for SCTS 4.0	2019-2020 Institution Results		2019-2020 Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SCTS 4.0	66	100%	1886	100%
Total Graduates Evaluated	66	100%	2026	100%
Total Graduates SLO Average	0.04		0.08	
Graduates Evaluated with SCTS 4.0 SLO Average	0.04		0.08	

## EPP ANNUAL REPORT 2021

MEASURES

Student Work	3.04	3.03
Assessment	2.90	2.94
<b>Domain 2: Instruction</b>	<b>Institution Results</b>	<b>Statewide Results</b>
Standards & Objectives	3.08	3.20
Motivating Students	3.23	3.29
Presenting Instructional Content	3.25	3.17
Lesson Structure & Pacing	3.16	3.11
Activities & Materials	3.17	3.17
Questioning	2.89	2.96
Academic Feedback	2.97	3.05
Grouping Students	3.12	3.07
Teacher Content Knowledge	3.32	3.39
Teacher Knowledge of Students	3.30	3.35
Thinking	2.93	2.95
Problem Solving	3.02	2.98
<b>Domain 3: Environment</b>	<b>Institution Results</b>	<b>Statewide Results</b>
Managing Student Behavior	3.30	3.31
Expectations	3.35	3.33
Environment	3.46	3.42
Respectful Culture	3.45	3.50

<b>Domain 4: Professionalism</b>	<b>Institution Results</b>	<b>Statewide Results</b>
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.71	3.67
2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.55	3.58
3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	3.54	3.47
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.54	3.49
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	3.52	3.56
6. The educator offers specific actions to improve his/her teaching.	3.48	3.53
7. The educator accepts responsibilities contributing to school improvement.	3.56	3.58
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.45	3.47
9. The educator actively supports school activities and events.	3.71	3.57
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.57	3.54

Key
1 - Unsatisfactory
2 - Needs Improvement
3 - Proficient
4 - Exemplary

# Measure 3

## *Satisfaction of Employers*

As the Employers' Survey is conducted every 2 years, the data presented for 2019 continues to be accurate.

Principal Survey for 2019 (N=21)	
Survey Item	Average Rating
Lander graduates implement innovative instructional practices.	3.5
Lander graduates engage students in authentic experiential learning.	3.6
Lander graduates are reflective practitioners.	3.6
Lander graduates use technology effectively for instruction and student learning.	3.7
Lander graduates use technology effectively for all productivity, information access and other administrative purposes.	3.6
Lander graduates are effective in working with diverse populations including students and their families.	3.6
Lander graduates use assessment data to measure impact on student learning.	3.5
Lander graduates are effective collaborators.	3.6
Lander graduates demonstrate appropriate classroom management strategies.	3.4
Lander graduates were prepared for Expanded ADEPT (SLO).	3.8

Key
Average Rating Calculated:
At a high level = 4
At a moderate level = 3
At a low level = 2
Not at all = 1

# Measure 4

## *Alumni Surveys*

As the Alumni Survey is conducted every 2 years, the data presented for 2019 continues to be accurate.

Alumni Survey - Spring 2019		N = 52
<b>1) How many years ago did you graduate from Lander?</b>		<b>Response</b>
Up to 1 year		32.7%
2 years		34.6%
3 years		21.2%
More than 3 years		11.5%
<b>2) Have you enrolled or completed an additional degree since the completion of your degree at Lander?</b>		<b>Response</b>
Yes		38.5%
No		61.5%
<b>3) Are you currently employed?</b>		<b>Response</b>
Yes, Full-time		96.2%
Yes, Part-time		1.9%
No		1.9%
<b>4) Select which option best describes your current job.</b>		<b>Response</b>
Classroom Teacher		82.7%
Counselor		0.0%
Paraprofessional/Assistant Teacher		7.7%
School Administrator		0.0%
Substitute Teacher		0.0%
Other educational related job		3.8%
Not working in education		5.8%
<b>5) Are you teaching in your certification area?</b>		<b>Response</b>
Yes		84.6%
No		15.4%
<b>6) How many years have you been working in education?</b>		<b>Response</b>
Up to 1 year		38.5%
2 years		34.6%
3 years		21.2%
More than 3 years		5.8%
<b>7) Where are you currently employed?</b>		<b>Response</b>
SC Public School		82.7%
SC Charter School		1.9%
SC Private School		0.0%
SC Parochial School		0.0%
Public School Outside SC		3.8%
Non-Public School Outside SC		1.9%
Other		3.8%
Not currently employed		5.8%

# EPP ANNUAL REPORT 2021

MEASURES

8) Please list any honors, awards, or recognitions that you have received as a teacher? (Open-ended Response)
Faculty of the Month
SC Ready Math Achievement Award
Part of a district wide committee to create a new Student Learning Objectives test for 7th graders in the district.
Nominated for teacher of the year
MAP Class Highest Score Math
Teacher of the Month twice
Honors with my Masters Degree
Colorado's Future Educator Honor Roll
Rookie Teacher of the Year Nomination ( I find out in August if I won.)
Rookie of the Year for 2018-2019

9) Do you plan to be teaching for five years?	Response
Yes	94.2%
No	5.8%

10) If you have decided to leave the education field, what was the reason?	Response
I AM still in the Education Field	65.4%
Lander did not adequately prepare me.	1.9%
My employer did not support me.	5.8%
I found a more attractive option.	3.8%
I could not find the job I wanted.	0.0%
Other personal reasons.	23.1%

11) Have you worked as a teacher?	Response
Yes	84.6%
No	15.4%

Administered Alumni Survey		2019		N = 52	
Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree	
<b>InTASC 1: Learner Development</b>					
Understanding how learners grow and develop	20 (46%)	23 (52%)	1 (2%)		
Designing and implementing developmentally appropriate and challenging learning experiences	18 (40%)	21 (47%)	6 (13%)		
<b>InTASC 2: Learning Differences</b>					
Understanding individual differences and diverse cultures	19 (43%)	22 (50%)	3 (7%)		
Developing inclusive learning environments	19 (43%)	21 (48%)	4 (9%)		
<b>InTASC 3: Learning Environments</b>					
Working with others to create environments that support individual and collaborative learning	24 (53%)	19 (43%)	2 (4%)		
<b>InTASC 4: Content Knowledge</b>					
Understanding how to teach and create learning experiences that are accessible and meaningful for learners to assure mastery of content	21 (48%)	20 (45%)	3 (7%)		
<b>InTASC 5: Application of Content</b>					
Understanding how to connect concepts and use differing perspectives to engage learners	17 (39%)	25 (57%)	2 (4%)		
Understanding how to engage learners in critical thinking creativity, and collaborative problem solving	16 (36%)	22 (50%)	6 (14%)		
<b>InTASC 6: Assessment</b>					
Using multiple methods of assessment to engage learners in their own growth	18 (41%)	21 (48%)	5 (11%)		
Using multiple methods of assessment to monitor learner progress	16 (36%)	22 (50%)	6 (14%)		
Using multiple methods of assessment to guide instruction and decision making	19 (43%)	17 (39%)	8 (18%)		
<b>InTASC 7: Planning for Instruction</b>					
Planning instruction that supports every learner	18 (41%)	18 (41%)	7 (16%)	1 (2%)	
<b>InTASC 8: Instructional Strategies</b>					
Using a variety of instructional strategies to enhance student learning	22 (50%)	20 (45%)	2 (5%)		
<b>InTASC 9: Professional Learning and Ethical Practices</b>					
Using ongoing professional learning to continually evaluate practice	23 (52%)	17 (39%)	4 (9%)		
<b>InTASC 10: Leadership and Collaboration</b>					
Seeking leadership roles and opportunities to take responsibility for student learning	25 (44%)	17 (50%)	2 (6%)		
Collaborating with learners, families, colleagues, professionals, and community members to ensure learner growth and advance the profession	18 (41%)	24 (55%)	2 (4%)		
<b>Technology Use</b>					
Using technology effectively for instruction and student learning	25 (57%)	16 (36%)	3 (7%)		
Using technology effectively for all productivity, information access and other administrative purposes.	25 (57%)	18 (41%)	1 (2%)		

# EPP ANNUAL REPORT 2021

MEASURES

## Are there areas of improvement or areas of strength that you would like to share regarding your Lander College of Education experiences? (Open-ended Response)

Secondary education could be improved in the sense that we always felt left out of the loop from the other education majors. We also felt like we didn't belong because our majors were so different and we never saw each other outside of our education classes. The professors in secondary always acted like they had no clue what was going on in the education department and I feel like there needs to be more communication between the two. I especially feel like that professor doesn't like being the faculty in charge of secondary social studies which is why my years as an education major were not fun.

More emphasis on special education. Not particularly a law class but a class about more differentiation.

Lander's educational program prepares teachers to achieve greatness in the classroom. It offers a great foundation for creating rigors and engaging lessons. It also prepares each candidate to be a life long learner through peer collaboration.

There's so much ECE majors don't know when they get into the classroom. There's so much testing and EOY things that go unmentioned. Those are things they need to see so they can be mentally prepared when their time comes.

How to use data to help drive instruction

One of my strengths is building positive relationships with my students and other students in the school. Several teachers and staff members have complimented me on the relationships I've built.

I wish I was better at differentiating and asking higher order questions. I think that comes from practice though.

Behavioral Prevention Strategies

I think that the Lander Ed. Dept. could work on communicating with the other departments for those that are working to complete a secondary certification.

I believe Lander College of Education could improve by implementing a culturally responsive pedagogy course. This course would help future educators understand their biases and the role they play in the classroom. Sometimes teachers are unaware of those biases which then turn into targeting certain students for certain behaviors that are seen as unacceptable. This course can also help teachers create a safe and open environment for students to reflect and share their learning experiences in ways they feel comfortable.

Reading curriculum

A strength for Lander's Education Program, would be the wonderful experience we received starting as early as sophomore year!

Lander did an excellent job preparing me for my career inside the classroom. And then sending me into a wonderful classroom for student teaching.

Assessment

Classroom management class

More special education classes for general education teachers

Project based learning and responsive classroom are major concepts that I have brought into my classroom environment. I still struggle with teaching ELA or anything small groups.

# Measure 5

## *Graduation Rates*

Lander University - EPP Graduation Rates		
Program	Academic Term	Percent Graduating
Undergraduate	2019-2020	100%
Undergraduate	2018-2019	100%
Undergraduate	2017-2018	98.6%
Undergraduate	2016-2017	100%

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# Measure 6

## *Ability to Meet State Requirements*

### Praxis II Pass Rates

Lander University - Praxis II Exam Pass Rates			
Academic Term	Number Taking Assessment	Number Passing Assessment	Pass Rate
2019-2020	61*	57*	93%*
2018-2019	69	67	97%
2017-2018	76	72	95%
2016-2017	68	63	92%

\*Due to Covid-19, many Praxis II testing centers were closed and at-home tests were not available. As such, some 2019-2020 completers did not pass the Praxis II until after the 2019-2020 academic year. Only completers taking and passing the Praxis II within the 2019-2020 academic year were counted for this measure.

### Title II Report

TITLE II REPORT

# Measure 7

## *Ability to be Hired*

### [Key Teacher Data from CERRA's South Carolina Annual Educator Supply & Demand Reports](#) [2016-17 to 2020-21](#)

Each year, the Center for Educator Recruitment, Retention, and Advancement ([CERRA](#)) administers the South Carolina (SC) Annual Educator Supply and Demand Survey to collect information on rates of public school teachers entering the profession, those leaving their classrooms, and the number of vacant teaching positions. In South Carolina in 2019-2020, 5,996 teachers did not return to the classroom, while only 2,067 teacher candidates completed teacher education programs within the state. That is a potential shortage of 3,929 teachers, statewide. In this environment, with districts desperate to hire certified teachers, Lander graduates are well positioned and often receive job offers from multiple school districts.

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# Measure 8

## Consumer Information

### Student Loan Default Rates

The US Department of Education provides a searchable database on institutional student loan default rates.



School Default Rates  
FY 2017, 2016, and 2015

[RETURN TO RESULTS](#)

Record 1 of 1								
OPE ID	School	Type	Control	PRGMS		FY2017	FY2016	FY2015
003435	LANDER UNIVERSITY 320 STANLEY AVENUE GREENWOOD SC 29649-2099	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	9.6	10.2	7.6
					No. in Default	78	85	68
					No. in Repay	807	832	884
					Enrollment figures	2,992	3,116	3,273
					Percentage Calculation	26.9	26.7	27

**ENROLLMENT:** To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2017 CDR Year will use 2015-2016 enrollment).

Current Date : 04/21/2021

If you wish to look up the rates for other institutions follow the link below.

[STUDENT LOAN DEFAULT RATES](#)

### Cost of Attendance

[COST OF ATTENDANCE](#)

### Department of Teacher Education Scholarships

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Lander University - Departmental Scholarships			
Academic Term	Total Amount of Scholarship	Number of Scholarships	Number of Student Recipients
2019-2020	\$60,740	50	70
2018-2019	\$55,730	48	61
2017-2018	\$49,385	50	56
2016-2017	\$48,618	41	49

MEASURES

## South Carolina Teachers' Salary Schedule

[SALARY SCHEDULE](#)

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