

**Lander University
Institutional Effectiveness Summary 2007**

According to Section 59-101-350 of the SC Code of Laws, 1976, as amended, each public institution in the state of South Carolina must submit an Institutional Effectiveness Report annually to the South Carolina Legislature and to the people of the state of South Carolina. Lander University's assessment procedures are very much a part of our mission. Lander University has been an institution dedicated to providing higher education to the people of South Carolina, particularly in the upstate region, from its inception, and we want to show the taxpayers of South Carolina, to whom we are accountable, that our institution is both extremely effective and cost-efficient. At Lander University, each unit establishes its program goals and assessment measures to be consistent with both the university's mission statement and each unit's unique area of expertise. Lander University assesses its effectiveness continually, and we strive to maintain educational excellence while working to improve in any area that demonstrates a need for improvement.

Lander University now follows its own internal cycle of assessment reporting since the CHE discontinued its uniform schedule or program reporting in 2005. Lander's reporting cycle can be found at the [Lander Assessment Website](#). The 2007 Institutional Effectiveness Report for Lander University reports on the assessment of educational effectiveness for the following areas:

MAJORS UNDER REVIEW

Full Reports

- [Early Childhood Education](#)
- [Elementary Education](#)
- [Music Education](#)
- [Physical Education](#)
- [Secondary Education](#)
- [Special Education](#)

Interim Reports

- [Mass Communication/Theater](#)

OTHER AREAS UNDER REVIEW

- [Student Development](#)

ADDITIONAL INFORMATION

- [Alumni Survey Summary](#)
- [Placement Survey Summary](#)
- [Link to Title II report](#)

The various academic units employ a broad array of assessment techniques in their program evaluation, each using multiple measures tailored for the specific qualities of the discipline. The table below summarizes the assessment measures used by the majors under review.

Assessment Measures of Majors under Review

Assessment Measure	Full Reports						Interim Report
	Early Childhood Education	Elementary Education	Music Education	Physical Education	Secondary Education	Special Education	Mass Communication/Theater
Alumni Survey	x	x	x	x	x	x	
Directed Teaching Evaluations	x	x	x	x	x	x	
State Performance Assessment (ADEPT)	x	x	x	x	x	x	
Number of Student Qualifying for Certification	x	x	x	x	x	x	
Portfolio	x	x	x	x	x	x	
Content Area Exam	x	x	x	x	x	x	x
Oral Presentation or Performance							x
Senior Thesis/Project							x
Internship							x

Program Assessment Summary for Education Programs

I. PROGRAM GOALS:

Lander University offers baccalaureate programs in nine areas of teacher preparation. All Lander University's teacher preparation programs share a common set of program goals, regardless of the department in which they are housed. Early Childhood Education, Elementary Education, and Special Education programs are housed within the Department of Teacher Education. Secondary and other K-12 teacher preparation programs are housed within the department that provides appropriate disciplinary background. The Department of Teacher Education collaborates with other academic units to support their teacher preparation programs.

Students graduating from a teacher preparation program at Lander University should demonstrate a range of knowledge, skills and dispositions based on the recommendations of the specialized professional association (SPA) of their particular discipline area and Lander University College of Education's conceptual framework: "Professional Instructional Leader." The conceptual model, which guides all teacher preparation programs at Lander University, is built upon the following **learner outcomes**.

The Professional Instructional Leader:

1. integrates content knowledge and skills of scholarly inquiry to teach all students.
2. plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards.
3. collaborates with diverse populations, including students, educators, community members, and families for the benefit of learners.
4. engages in reflection and professional development to assess and improve content knowledge and pedagogical skills.
5. exhibits dispositions that address the needs of all students and that provide leadership to the profession.

Additionally, each teacher preparation program prepares teachers to meet the standards set by its disciplinary specialized professional association (SPA). These program-specific standards comprise the sixth goal for each teacher education program.

II. MEANS OF ASSESSMENT:

Assessment	Goals Addressed (see above)	Frequency of Administration	Frequency of Evaluation
Required PRAXIS II Examinations	6	8 times per year	Annually
Directed Teaching Evaluation	1-6	Each semester	Annually
Number of students who meet the required standard for the State Performance Assessment Instrument (ADEPT)	1-6	Each semester	Annually
Number of graduates qualified for South Carolina certification	1-6	Each semester	Annually
Performance of graduates during the provisional contract years on the State Performance Assessment Instrument (ADEPT)	1-6	Annually	Annually
Lander University Alumni Survey	1-5	Biennially	Biennially

III. OUTCOMES OF ASSESSMENT:

Multiple forms of data are collected and evaluated by faculty members in the Department of teacher Education. Each teacher education program collects and reviews data related to requirements of specialty organizations (SPAs) and other accrediting bodies such as the National Council for Accreditation of Teacher Education (NCATE). Although data is gathered and discussed on a regular basis, data from the 2005-2006 academic year, the most recent data set available at the time of this report, will be used to address the outcomes of assessment.

Required PRAXIS II Examinations. All graduates of teacher preparation programs at Lander University are expected to score at or above the required state standard on required Praxis II exams. During the 2005-2006 academic year each candidate was required to take the Principles of Learning & Teaching (PLT) examination and at least one other discipline-

specific Praxis II examination. The PLT examination primarily provides data on learning outcomes 1-5. The discipline-specific PRAXIS II tests primarily provide data related to each specialized area of certification (goal 6).

Candidates for teacher certification are allowed to take PRAXIS II examinations multiple times. As demonstrated in Table A, 54 of the 67 Lander University students (81%) taking the PLT during 2005-2006 passed this examination the first time. Of the 13 who failed the exam the first time, one was a practicing teacher who was completing a Masters of Education degree and who took the test as a result of a state certification requirement. As seen in Table A, this student passed the test on the second attempt. The other 12 were from a variety of program areas including Art Education (2 students), Early Childhood Education (3 students), Elementary Education (5 students), Physical Education (1 student), and History (1 student). Although this information is helpful, no trends of strengths or weaknesses were discernible in these results. Therefore, faculty members have recommended no programmatic changes based upon reflection on these test scores. Second attempt test scores were not yet available at the time of this report.

Table A: 2005-2006 PRAXIS II Principles of Learning & Teaching (PLT) Scores

DATE OF BIRTH MMDDYY	AREA OF SPECIALI-ZATION	TEST SESSION	TEST SCORE	EXAM NAME	CUT SCORE	P/F	# Try	
1/4/1983	Art Education	8/5/2006	524	Principles Learning & Teaching 7-12	178	165	P	1st
6/30/1982	Art Education	6/10/2006	524	Principles Learning & Teaching 7-12	189	165	P	1st
9/18/1974	Art Education	6/11/2005	524	Principles Learning & Teaching 7-12	160	165	F	1st
1/15/1979	Art Education	8/6/2006	522	Principles Learning & Teaching K-6	167	165	P	1st
7/15/1977	Art Education	4/16/2005	522	Principles Learning & Teaching K-6	146	165	F	1st
5/7/1984	Early Childhood	4/29/2006	522	Principles Learning & Teaching K-6	164	165	F	1st
9/22/1983	Early Childhood Ed	4/29/2006	522	Principles Learning & Teaching K-6	154	165	F	1st
7/4/1981	Early Childhood Ed	4/16/2005	522	Principles Learning & Teaching K-6	177	165	P	1st
11/28/1978	Early Childhood Ed	4/29/2006	522	Principles Learning & Teaching K-6	174	165	P	1st
1/14/1989	Early Childhood Ed	6/11/2005	522	Principles Learning & Teaching K-6	168	165	P	1st
5/31/1977	Early Childhood Ed	1/7/2006	522	Principles Learning & Teaching K-6	171	165	P	1st
9/28/1985	Early Childhood Ed	4/29/2006	522	Principles Learning & Teaching K-6	169	165	P	1st
12/9/1983	Early Childhood Ed	9/16/2006	522	Principles Learning & Teaching K-6	193	165	P	1st
10/14/1977	Early Childhood Ed	6/10/2006	522	Principles Learning & Teaching K-6	171	165	P	1st
8/16/1984	Early Childhood Ed	11/18/2006	522	Principles Learning & Teaching K-6	184	165	P	1st
2/25/1983	Early Childhood Ed	8/5/2006	522	Principles Learning & Teaching K-6	178	165	P	1st
7/19/1983	Early Childhood Ed	11/18/2006	522	Principles Learning & Teaching K-6	158	165	P	1st
8/5/1984	Early Childhood Ed	11/18/2006	522	Principles Learning & Teaching K-6	152	165	F	1st
11/20/1983	Early Childhood Ed	6/10/2006	522	Principles Learning & Teaching K-6	181	165	P	1st
11/26/1970	Early Childhood Ed	6/10/2006	522	Principles Learning & Teaching K-6	184	165	P	1st
7/24/1984	Early Childhood Ed	11/18/2006	522	Principles Learning & Teaching K-6	177	165	P	1st
7/25/1983	Educ St. Men Ret	9/16/2006	522	Principles Learning & Teaching K-6	178	165	P	1st
10/5/1983	Educ St. Men Ret	9/16/2006	522	Principles Learning & Teaching K-6	188	165	P	1st
7/6/1980	Elementary	4/16/2005	522	Principles Learning & Teaching K-6	187	165	P	1st
5/20/1984	Elementary	3/4/2006	522	Principles Learning & Teaching K-6	175	165	P	1st
3/9/1984	Elementary	3/4/2006	522	Principles Learning & Teaching K-6	192	165	P	1st
8/12/1975	Elementary	9/16/2006	522	Principles Learning & Teaching K-6	179	165	P	1st
9/15/2006	Elementary	8/5/2006	522	Principles Learning & Teaching K-6	173	165	P	1st
9/28/1981	Elementary	4/29/2006	522	Principles Learning & Teaching K-6	188	165	P	1st
6/21/1978	Elementary	8/5/2006	522	Principles Learning & Teaching K-6	181	165	P	1st
12/2/1983	Elementary	9/16/2006	522	Principles Learning & Teaching K-6	170	165		1st
3/21/1983	Elementary	11/19/2005	522	Principles Learning & Teaching K-6	181	165	P	1st
1/9/1984	Elementary	6/10/2006	522	Principles Learning & Teaching K-6	174	165	P	1st
12/17/1982	Elementary	8/5/2006	522	Principles Learning & Teaching K-6	173	165	P	1st
4/2/1982	Elementary	8/5/2006	522	Principles Learning & Teaching K-6	168	165	P	1st
3/2/1984	Elementary	6/10/2006	522	Principles Learning & Teaching K-6	168	165	P	1st
2/10/1982	Elementary	8/5/2006	522	Principles Learning & Teaching K-6	160	165	F	1st
4/5/1979	Elementary	4/16/2005	522	Principles Learning & Teaching K-6	175	165	P	1st

10/16/1984	Elementary	8/6/2006	522	Principles Learning & Teaching K-6	173	165	P	1st
7/31/1984	Elementary	8/5/2006	522	Principles Learning & Teaching K-6	180	165	P	1st
8/20/1982	Elementary	6/10/2006	522	Principles Learning & Teaching K-6	179	165	P	1st
8/2/1969	Elementary	9/16/2006	522	Principles Learning & Teaching K-6	169	165	P	1st
5/23/1983	Elementary	8/5/2006	522	Principles Learning & Teaching K-6	188	165	P	1st
3/17/1981	Elementary	4/16/2005	522	Principles Learning & Teaching K-6	181	165	P	1st
8/20/1984	Elementary	11/18/2006	522	Principles Learning & Teaching K-6	165	165	P	1st
8/14/1977	Elementary	6/10/2006	522	Principles Learning & Teaching K-6	172	165	P	1st
8/20/1954	Elementary	8/6/2005	522	Principles Learning & Teaching K-6	178	165	P	1st
9/7/1985	Elementary	11/18/2006	522	Principles Learning & Teaching K-6	161	165	F	1st
3/21/1984	Elementary	3/4/2006	522	Principles Learning & Teaching K-6	163	165	F	1st
11/18/1964	Elementary	8/5/2006	522	Principles Learning & Teaching K-6	159	165	F	1st
12/24/1984	Elementary	11/18/2006	522	Principles Learning & Teaching K-6	181	165	P	1st
11/3/1982	Elementary	8/5/2006	522	Principles Learning & Teaching K-6	190	165	P	1st
4/19/1983	Elementary	11/18/2006	522	Principles Learning & Teaching K-6	173	165	P	1st
5/23/1984	Elementary	11/18/2006	522	Principles Learning & Teaching K-6	161	165	F	1st
10/22/1980	Elementary	3/4/2006	522	Principles Learning & Teaching K-6	179	165	P	1st
11/11/1969	English	3/4/2006	524	Principles Learning & Teaching 7-12	167	165	P	1st
1/8/1981	History	6/11/2005	523	Principles Learning & Teaching 5-9	156	165	F	1st
1/3/1965	M.Ed.	6/11/2005	522	Principles Learning & Teaching K-6	159	165	F	1st
1/3/1965	M.Ed.	8/6/2006	522	Principles Learning & Teaching K-6	173	165	P	2nd
1/22/1984	Mathematics	3/4/2006	524	Principles Learning & Teaching 7-12	183	165	P	1 st
5/2/1984	Mathematics Ed	3/4/2006	524	Principles Learning & Teaching 7-12	181	165	P	1 st
9/6/1983	Music Education	6/10/2006	522	Principles Learning & Teaching K-6	171	165	P	1 st
3/18/1961	Other Special Ed	9/16/2006	522	Principles Learning & Teaching K-6	169	165	P	1 st
11/9/1983	Other Special Ed	3/4/2006	522	Principles Learning & Teaching K-6	187	165	P	1 st
9/29/1984	Physical Education	8/5/2006	522	Principles Learning & Teaching K-6	159	165	F	1 st
10/29/1965	Special Education	3/4/2006	524	Principles Learning & Teaching 7-12	180	165	P	1 st
1/16/1983	Special Education	3/4/2006	524	Principles Learning & Teaching 7-12	174	165	P	1 st
10/1/1983	Special Education	6/10/2006	522	Principles Learning & Teaching K-6	177	165	P	1 st

Table B shows the 2005-2006 PRAXIS test scores of Lander students on PRAXIS II specialty tests. One hundred and ninety students took 357 various PRAXIS II specialty tests. Of those 190 students, 147 students passed all of their PRAXIS II non-PLT tests the first time (77%) and 154 passed all specialty tests in the first two attempts (81%).

Table B: 2005-2006 PRAXIS II Discipline-Specific Scores by Examination Name

DATE OF BIRTH MMDDYYYY	AREA OF SPECIALI-ZATION	TEST	EXAM NAME	CUT SCORE	CUT SCORE	P/F	# Try
10/23/1978	Art Education	133	Art Content	171	149	P	1st
7/28/1982	Art Education	133	Art Content	173	149	P	1st
1/5/1982	Art Education	133	Art Content	181	149	P	1st
2/9/1983	Art Education	133	Art Content	175	149	P	1st
4/15/1984	Art Education	133	Art Content	161	149	P	1st
6/7/1984	Art Education	133	Art Content	170	149	P	1st
4/12/1975	Art Education	133	Art Content	130	149	F	1st
7/19/1984	Art Education	133	Art Content	157	149	P	1st
6/28/1982	Art Education	133	Art Content	179	149	P	1st
8/21/1984	Art Education	133	Art Content	182	149	P	1st
3/20/1982	Art Education	133	Art Content	182	149	P	1st
10/6/1967	Art Education	133	Art Content	170	149	P	1st
1/4/1983	Art Education	133	Art Content Knowledge	176	149	P	1st
6/18/1982	Art Education	133	Art Content Knowledge	151	149	P	1st

1/4/1983	Art Education	131	Art Making	157	155	P	1st
6/18/1982	Art Education	131	Art Making	146	155	F	1st
2/11/1978	Art Education	131	Art Making	157	155	P	1st
10/23/1978	Art Education	131	Art Making	163	155	P	1st
7/28/1982	Art Education	131	Art Making	165	155	P	1st
1/5/1982	Art Education	131	Art Making	163	155	P	1st
2/9/1983	Art Education	131	Art Making	148	155	F	1st
4/15/1984	Art Education	131	Art Making	168	155	P	1st
6/7/1984	Art Education	131	Art Making	154	155	F	1st
2/14/1981	Art Education	131	Art Making	153	155	F	1st
2/14/1981	Art Education	131	Art Making	160	155	P	2nd
4/12/1975	Art Education	131	Art Making	110	155	F	1st
7/19/1984	Art Education	131	Art Making	152	155	F	1st
6/28/1982	Art Education	131	Art Making	165	155	P	1st
8/21/1984	Art Education	131	Art Making	159	155	P	1st
3/20/1982	Art Education	131	Art Making	159	155	P	1st
10/6/1967	Art Education	131	Art Making	146	155	F	1st
3/31/1982	Early Childhood Ed	20	Early childhood Education	600	520	P	1st
	Early Childhood Ed	20	Early childhood Education	680	520	P	1st
12/3/1983	Early Childhood Ed	20	Early childhood Education	550	520	P	1st
4/3/1983	Special Education	20	Early childhood Education	760	520	P	1st
3/3/1971	Elementary	353	Ed of Exceptional Students CK	193	143	P	1st
5/21/1982	Special Education	353	Ed of Exceptional Students CK	179	143	P	1st
5/2/1983	Special Education	353	Ed of Exceptional Students Core Know	175	143	P	1st
3/3/1971	Elementary	382	Ed of Exceptional Students LD	200	158	P	1st
10/7/1982	Special Education	382	Ed of Exceptional Students LD	174	158	P	1st
5/21/1982	Special Education	382	Ed of Exceptional Students LD	162	158	P	1st
12/2/1983	Special Education	382	Ed of Exceptional Students LD	158	158	P	1st
7/25/1983	Educ St. Men Ret	353	Ed of Exceptional Students: Core Ck	176	143	P	1st
10/5/1983	Educ St. Men Ret	353	Ed of Exceptional Students: Core Ck	179	143	P	1st
3/18/1961	Other Special Ed	353	Ed of Exceptional Students: Core Ck	174	143	P	1st
6/23/1971	Other Special Ed	353	Ed of Exceptional Students: Core Ck	177	143	P	1st
6/8/1982	Psychology	353	Ed of Exceptional Students: Core Ck	148	143	F	1st
11/23/1973	Special Education	353	Ed of Exceptional Students: Core Ck	184	143	P	1st
5/18/1982	Special Education	353	Ed of Exceptional Students: Core Ck	174	143	P	1st
11/9/1983	Other Special Ed	382	Ed of Exceptional Students: Lrn Dis	194	158	P	1st
7/20/1983	Special Education	382	Ed of Exceptional Students: Lrn Dis	163	158	P	1st
9/13/1983	Special Education	382	Ed of Exceptional Students: Lrn Dis	171	158	P	1st
11/23/1973	Special Education	382	Ed of Exceptional Students: Lrn Dis	171	158	P	1st
10/6/1981	Special Education	382	Ed of Exceptional Students: Lrn Dis	160	158	P	1st
4/5/1983	Special Education	382	Ed of Exceptional Students: Lrn Dis	178	158	P	1st
10/1/1983	Special Education	382	Ed of Exceptional Students: Lrn Dis	178	158	P	1st
7/25/1983	Educ St. Men Ret	542	Ed of Exceptional Students: MTMD	190	165	P	1st
10/5/1983	Educ St. Men Ret	542	Ed of Exceptional Students: MTMD	190	165	P	1st
3/18/1961	Other Special Ed	542	Ed of Exceptional Students: MTMD	181	165	P	1st
5/7/1984	Early Childhood	21	Education of Young Children	184	158	P	1st
8/16/1984	Early Childhood Ed	21	Education of Young Children	191	158	P	1st
9/22/1983	Early Childhood Ed	21	Education of Young Children	185	158	P	1st
12/6/1982	Early Childhood Ed	21	Education of Young Children	186	158	P	1st
9/30/1983	Early Childhood Ed	21	Education of Young Children	180	158	P	1st
3/31/1982	Early Childhood Ed	21	Education of Young Children	180	158	P	1st
8/29/1983	Early Childhood Ed	21	Education of Young Children	184	158	P	1st
9/28/1985	Early Childhood Ed	21	Education of Young Children	178	158	P	1st
11/22/1983	Early Childhood Ed	21	Education of Young Children	183	158	P	1st

10/14/1977	Early Childhood Ed	21	Education of Young Children	198	158	P	1st
8/16/1984	Early Childhood Ed	21	Education of Young Children	172	158	P	1st
2/25/1983	Early Childhood Ed	21	Education of Young Children	184	158	P	1st
7/19/1983	Early Childhood Ed	21	Education of Young Children	175	158	P	1st
12/3/1983	Early Childhood Ed	21	Education of Young Children	194	158	P	1st
4/7/1985	Early Childhood Ed	21	Education of Young Children	187	158	P	1st
8/5/1984	Early Childhood Ed	21	Education of Young Children	170	158	P	1st
11/17/1983	Early Childhood Ed	21	Education of Young Children	180	158	P	1st
2/21/1983	Early Childhood Ed	21	Education of Young Children	176	158	P	1st
1/24/1983	Early Childhood Ed	21	Education of Young Children	187	158	P	1st
7/24/1984	Early Childhood Ed	21	Education of Young Children	170	158	P	1st
1/18/1962	Elementary	21	Education of Young Children	194	158	P	1st
6/26/1962	I - Music Education	21	Education of Young Children	160	158	P	1st
11/9/1983	Other Special Ed	21	Education of Young Children	195	158	P	1st
3/25/1981	Early Childhood Ed	12	Elem Ed Content Area	157	145	P	1st
6/9/1966	Early Childhood Ed	12	Elem Ed Content Area	153	145	P	1st
4/1/1972	Educ St. Men Ret	12	Elem Ed Content Area	163	145	P	1st
8/4/1984	Elementary	12	Elem Ed Content Area	149	145	P	1st
8/13/1984	Elementary	12	Elem Ed Content Area	155	145	P	1st
8/1/1984	Elementary	12	Elem Ed Content Area	157	145	P	1st
10/6/1983	Elementary	12	Elem Ed Content Area	152	145	P	1st
9/13/1983	Elementary	12	Elem Ed Content Area	155	145	P	1st
5/20/1984	Elementary	12	Elem Ed Content Area	146	145	P	1st
3/9/1984	Elementary	12	Elem Ed Content Area	163	145	P	1st
7/30/1984	Elementary	12	Elem Ed Content Area	160	145	P	1st
5/8/1978	Elementary	12	Elem Ed Content Area	152	145	P	1st
8/12/1975	Elementary	12	Elem Ed Content Area	149	145	P	1st
4/17/1981	Elementary	12	Elem Ed Content Area	152	145	P	2nd
1/7/1984	Elementary	12	Elem Ed Content Area	149	145	P	1st
4/8/1982	Elementary	12	Elem Ed Content Area	157	145	P	1st
12/19/1983	Elementary	12	Elem Ed Content Area	163	145	P	1st
12/2/1983	Elementary	12	Elem Ed Content Area	155	145	P	1st
3/8/1983	Elementary	12	Elem Ed Content Area	144	145	F	1st
1/9/1984	Elementary	12	Elem Ed Content Area	157	145	P	1st
12/17/1982	Elementary	12	Elem Ed Content Area	142	145	F	1st
12/17/1982	Elementary	12	Elem Ed Content Area	152	145	P	2nd
7/23/1983	Elementary	12	Elem Ed Content Area	159	145	P	1st
11/20/1983	Elementary	12	Elem Ed Content Area	160	145	P	1st
3/2/1984	Elementary	12	Elem Ed Content Area	149	145	P	1st
2/10/1982	Elementary	12	Elem Ed Content Area	157	145	P	1st
1/16/1982	Elementary	12	Elem Ed Content Area	160	145	P	1st
8/13/1979	Elementary	12	Elem Ed Content Area	157	145	P	1st
6/22/1977	Elementary	12	Elem Ed Content Area	152	145	P	1st
8/31/1982	Elementary	12	Elem Ed Content Area	147	145	P	1st
7/31/1984	Elementary	12	Elem Ed Content Area	163	145	P	1st
8/20/1982	Elementary	12	Elem Ed Content Area	157	145	P	1st
8/2/1969	Elementary	12	Elem Ed Content Area	152	145	P	1st
3/8/1981	Elementary	12	Elem Ed Content Area	146	145	P	1st
12/27/1982	Elementary	12	Elem Ed Content Area	157	145	P	1st
5/3/1977	Elementary	12	Elem Ed Content Area	163	145	P	1st
8/20/1984	Elementary	12	Elem Ed Content Area	160	145	P	1st
8/14/1977	Elementary	12	Elem Ed Content Area	149	145	P	1st
3/3/1984	Elementary	12	Elem Ed Content Area	152	145	P	1st
4/17/1985	Elementary	12	Elem Ed Content Area	153	145	P	1st

8/20/1954	Elementary	12	Elem Ed Content Area	155	145	P	1st
8/13/1983	Elementary	12	Elem Ed Content Area	163	145	P	1st
8/18/1981	Elementary	12	Elem Ed Content Area	119	145	F	1st
8/18/1981	Elementary	12	Elem Ed Content Area	155	145	P	2nd
9/7/1985	Elementary	12	Elem Ed Content Area	160	145	P	1st
3/21/1984	Elementary	12	Elem Ed Content Area	149	145	P	1st
8/19/1983	Elementary	12	Elem Ed Content Area	157	145	P	1st
11/18/1964	Elementary	12	Elem Ed Content Area	157	145	P	1st
12/24/1984	Elementary	12	Elem Ed Content Area	150	145	P	1st
4/24/1983	Elementary	12	Elem Ed Content Area	146	145	P	1st
10/25/1982	Elementary	12	Elem Ed Content Area	150	145	P	1st
11/24/1980	Elementary	12	Elem Ed Content Area	150	145	P	1st
5/12/1983	Elementary	12	Elem Ed Content Area	152	145	P	1st
5/12/1983	Elementary	12	Elem Ed Content Area	152	145	P	1st
4/19/1983	Elementary	12	Elem Ed Content Area	160	145	P	1st
10/9/1985	Elementary	12	Elem Ed Content Area	163	145	P	1st
5/23/1984	Elementary	12	Elem Ed Content Area	153	145	P	1st
2/20/1982	Elementary	12	Elem Ed Content Area	155	145	P	1st
10/20/1980	Music Education	12	Elem Ed Content Area	157	145	P	1st
10/28/1983	Special Education	12	Elem Ed Content Area	152	145	P	1st
10/4/1982	Special Education	12	Elem Ed Content Area	156	145	P	1st
3/28/1983	Special Education	12	Elem Ed Content Area	157	145	P	1st
1/16/1983	Special Education	12	Elem Ed Content Area	163	145	P	1st
4/5/1983	Special Education	12	Elem Ed Content Area	156	145	P	1st
10/1/1983	Special Education	12	Elem Ed Content Area	160	145	P	1st
7/25/1983	Educ St. Men Ret	11	Elem Ed Curr Instruc Assessment	177	164	P	1st
10/5/1983	Educ St. Men Ret	11	Elem Ed Curr Instruc Assessment	163	164	F	1st
8/4/1984	Elementary	11	Elem Ed Curr Instruc Assessment	167	164	P	2nd
8/4/1984	Elementary	11	Elem Ed Curr Instruc Assessment	158	164	F	1st
8/13/1984	Elementary	11	Elem Ed Curr Instruc Assessment	180	164	P	1st
8/1/1984	Elementary	11	Elem Ed Curr Instruc Assessment	175	164	P	1st
10/6/1983	Elementary	11	Elem Ed Curr Instruc Assessment	179	164	P	1st
9/13/1983	Elementary	11	Elem Ed Curr Instruc Assessment	174	164	P	1st
5/20/1984	Elementary	11	Elem Ed Curr Instruc Assessment	161	164	F	1st
5/20/1984	Elementary	11	Elem Ed Curr Instruc Assessment	149	164	F	1st
5/20/1984	Elementary	11	Elem Ed Curr Instruc Assessment	151	164	F	2nd
5/20/1984	Elementary	11	Elem Ed Curr Instruc Assessment	155	164	F	3rd
5/20/1984	Elementary	11	Elem Ed Curr Instruc Assessment	160	164	F	4th
5/20/1984	Elementary	11	Elem Ed Curr Instruc Assessment	167	164	P	5th
3/9/1984	Elementary	11	Elem Ed Curr Instruc Assessment	183	164	P	1st
7/30/1984	Elementary	11	Elem Ed Curr Instruc Assessment	162	164	F	1st
7/30/1984	Elementary	11	Elem Ed Curr Instruc Assessment	156	164	F	2nd
7/30/1984	Elementary	11	Elem Ed Curr Instruc Assessment	158	164	F	3rd
6/11/1980	Elementary	11	Elem Ed Curr Instruc Assessment	137	164	F	1st
8/12/1975	Elementary	11	Elem Ed Curr Instruc Assessment	139	164	F	1st
4/25/1983	Elementary	11	Elem Ed Curr Instruc Assessment	188	164	P	1st
4/17/1981	Elementary	11	Elem Ed Curr Instruc Assessment	163	164	F	1st
4/17/1981	Elementary	11	Elem Ed Curr Instruc Assessment	167	164	P	2nd
1/7/1984	Elementary	11	Elem Ed Curr Instruc Assessment	164	164	P	1st
4/8/1982	Elementary	11	Elem Ed Curr Instruc Assessment	167	164	P	1st
12/19/1983	Elementary	11	Elem Ed Curr Instruc Assessment	191	164	P	1st
12/2/1983	Elementary	11	Elem Ed Curr Instruc Assessment	163	164	F	1st
12/2/1983	Elementary	11	Elem Ed Curr Instruc Assessment	159	164	F	2nd
1/9/1984	Elementary	11	Elem Ed Curr Instruc Assessment	182	164	P	1st

12/17/1982	Elementary	11	Elem Ed Curr Instruc Assessment	178	164	P	1st
7/23/1983	Elementary	11	Elem Ed Curr Instruc Assessment	162	164	F	2nd
7/23/1983	Elementary	11	Elem Ed Curr Instruc Assessment	163	164	F	1st
11/20/1983	Elementary	11	Elem Ed Curr Instruc Assessment	169	164	P	1st
3/2/1984	Elementary	11	Elem Ed Curr Instruc Assessment	179	164	P	1st
2/10/1982	Elementary	11	Elem Ed Curr Instruc Assessment	151	164	F	1st
2/10/1982	Elementary	11	Elem Ed Curr Instruc Assessment	146	164	F	2nd
2/10/1982	Elementary	11	Elem Ed Curr Instruc Assessment	149	164	F	3rd
1/16/1982	Elementary	11	Elem Ed Curr Instruc Assessment	130	164	F	1st
1/16/1982	Elementary	11	Elem Ed Curr Instruc Assessment	137	164	F	2nd
12/15/1958	Elementary	11	Elem Ed Curr Instruc Assessment	178	164	P	1st
8/13/1979	Elementary	11	Elem Ed Curr Instruc Assessment	175	164	P	1st
6/22/1977	Elementary	11	Elem Ed Curr Instruc Assessment	161	164	F	1st
6/22/1977	Elementary	11	Elem Ed Curr Instruc Assessment	154	164	F	2nd
9/26/1982	Elementary	11	Elem Ed Curr Instruc Assessment	179	164	P	1st
8/31/1982	Elementary	11	Elem Ed Curr Instruc Assessment	134	164	F	1st
8/31/1982	Elementary	11	Elem Ed Curr Instruc Assessment	127	164	F	2nd
8/31/1982	Elementary	11	Elem Ed Curr Instruc Assessment	126	164	F	3rd
8/31/1982	Elementary	11	Elem Ed Curr Instruc Assessment	128	164	F	4th
7/31/1984	Elementary	11	Elem Ed Curr Instruc Assessment	179	164	P	1st
8/20/1982	Elementary	11	Elem Ed Curr Instruc Assessment	185	164	P	1st
8/2/1969	Elementary	11	Elem Ed Curr Instruc Assessment	177	164	P	1st
3/8/1981	Elementary	11	Elem Ed Curr Instruc Assessment	161	164	F	1st
12/27/1982	Elementary	11	Elem Ed Curr Instruc Assessment	191	164	P	1st
5/3/1977	Elementary	11	Elem Ed Curr Instruc Assessment	188	164	P	1st
8/20/1984	Elementary	11	Elem Ed Curr Instruc Assessment	183	164	P	1st
8/14/1977	Elementary	11	Elem Ed Curr Instruc Assessment	170	164	P	1st
3/3/1984	Elementary	11	Elem Ed Curr Instruc Assessment	168	164	P	1st
4/17/1985	Elementary	11	Elem Ed Curr Instruc Assessment	144	164	F	1st
8/13/1983	Elementary	11	Elem Ed Curr Instruc Assessment	163	164	F	2nd
8/13/1983	Elementary	11	Elem Ed Curr Instruc Assessment	149	164	F	2nd
8/13/1983	Elementary	11	Elem Ed Curr Instruc Assessment	177	164	F	3rd
8/13/1983	Elementary	11	Elem Ed Curr Instruc Assessment	152	164	F	1st
8/18/1981	Elementary	11	Elem Ed Curr Instruc Assessment	164	145	P	1st
9/7/1985	Elementary	11	Elem Ed Curr Instruc Assessment	166	145	P	1st
3/21/1984	Elementary	11	Elem Ed Curr Instruc Assessment	165	164	P	1st
8/19/1983	Elementary	11	Elem Ed Curr Instruc Assessment	173	164	P	1st
11/18/1964	Elementary	11	Elem Ed Curr Instruc Assessment	175	164	P	1st
12/24/1984	Elementary	11	Elem Ed Curr Instruc Assessment	188	164	P	1st
4/24/1983	Elementary	11	Elem Ed Curr Instruc Assessment	179	164	P	1st
10/25/1982	Elementary	11	Elem Ed Curr Instruc Assessment	149	164	F	2nd
10/25/1982	Elementary	11	Elem Ed Curr Instruc Assessment	169	164	P	3rd
11/24/1980	Elementary	11	Elem Ed Curr Instruc Assessment	169	164	P	1st
8/31/1983	Elementary	11	Elem Ed Curr Instruc Assessment	158	164	F	1st
8/31/1983	Elementary	11	Elem Ed Curr Instruc Assessment	153	164	F	2nd
5/12/1983	Elementary	11	Elem Ed Curr Instruc Assessment	158	164	F	1st
4/19/1983	Elementary	11	Elem Ed Curr Instruc Assessment	175	164	P	1st
10/9/1985	Elementary	11	Elem Ed Curr Instruc Assessment	187	164	P	1st
5/23/1984	Elementary	11	Elem Ed Curr Instruc Assessment	156	164	F	1st
11/5/1981	Elementary	11	Elem Ed Curr Instruc Assessment	153	164	F	2nd
11/5/1981	Elementary	11	Elem Ed Curr Instruc Assessment	160	164	F	3rd
11/5/1981	Elementary	11	Elem Ed Curr Instruc Assessment	156	164	F	4th
10/20/1980	Music Education	11	Elem Ed Curr Instruc Assessment	177	164	P	1st
3/18/1961	Other Special Ed	11	Elem Ed Curr Instruc Assessment	184	164	P	1st

6/8/1982	Psychology	11	Elem Ed Curr Instruc Assessment	155	164	F	1st
6/8/1982	Psychology	11	Elem Ed Curr Instruc Assessment	143	164	F	2nd
9/25/1978	Special Education	11	Elem Ed Curr Instruc Assessment	192	164	P	1st
2/3/1960	Special Education	11	Elem Ed Curr Instruc Assessment	171	164	P	1st
3/28/1983	Special Education	11	Elem Ed Curr Instruc Assessment	182	164	P	1st
10/1/1983	Special Education	11	Elem Ed Curr Instruc Assessment	169	164	P	1st
8/12/1982	English	41	Eng Lang Lit Comp Content Knowledge	154	162	F	1st
11/11/1969	English	41	Eng Lang Lit Comp Content Knowledge	187	162	P	1st
2/25/1982	English Education	41	Eng Lang Lit Comp Content Knowledge	156	162	F	1st
3/26/1984	English Education	41	Eng Lang Lit Comp Content Knowledge	174	162	P	1st
6/23/1971	Other Special Ed	41	Eng Lang Lit Comp Content Knowledge	177	162	P	1st
8/12/1982	English	42	Eng Lang Lit Comp Essays	145	150	F	1st
11/11/1969	English	42	Eng Lang Lit Comp Essays	165	150	P	1st
2/25/1982	English Education	42	Eng Lang Lit Comp Essays	150	150	P	1st
3/26/1984	English Education	42	Eng Lang Lit Comp Essays	150	150	P	1st
6/23/1971	Other Special Ed	42	Eng Lang Lit Comp Essays	155	150	P	1st
6/5/1982	Mathematics	63	Math Proofs Models Problems Part 1	177	137	P	1st
1/22/1984	Mathematics	63	Math Proofs Models Problems Part 1	190	137	P	1st
5/2/1984	Mathematics Ed	63	Math Proofs Models Problems Part 1	198	137	P	1st
6/5/1982	Mathematics	61	Mathematics: Content Knowledge	166	131	P	1st
1/22/1984	Mathematics	61	Mathematics: Content Knowledge	144	131	P	1st
5/2/1984	Mathematics Ed	61	Mathematics: Content Knowledge	188	131	P	1st
3/6/1981	Mathematics	61	Mathematics: Content Knowledge	148	131	P	1st
5/11/1951	Elementary	49	Middle School English Language Arts	158	155	P	1st
1/31/1967	Elementary	69	Middle School Mathematics	165	149	P	1st
9/16/1969	History	89	Middle School Social Studies	149	150	F	1st
9/16/1969	History	89	Middle School Social Studies	145	150	F	2nd
1/8/1981	History	89	Middle School Social Studies	139	150	F	1st
1/8/1981	History	89	Middle School Social Studies	126	150	F	2nd
8/13/1964	Political Science	89	Middle School Social Studies	148	150	F	1st
8/13/1964	Political Science	89	Middle School Social Studies	136	150	F	2nd
12/29/1972	Drama	111	Music Concepts and Processes	175	145	P	1st
6/26/1962	I - Music Education	111	Music Concepts and Processes	135	145	F	3rd
6/26/1962	I - Music Education	111	Music Concepts and Processes	120	145	F	2nd
6/26/1962	I - Music Education	111	Music Concepts and Processes	130	145	F	1st
6/26/1962	I - Music Education	111	Music Concepts and Processes	120	145	F	4th
6/26/1962	I - Music Education	111	Music Concepts and Processes	145	145	P	5th
3/11/1977	Music	111	Music Concepts and Processes	140	145	F	1st
3/18/1982	Music	111	Music Concepts and Processes	170	145	P	1st
4/9/1983	Music	111	Music Concepts and Processes	165	145	P	1st
10/1/1977	Music	111	Music Concepts and Processes	145	145	P	1st
7/15/1983	Music Education	111	Music Concepts and Processes	140	145	F	1st
7/15/1983	Music Education	111	Music Concepts and Processes	145	145	P	2nd
1/25/1984	Music Education	111	Music Concepts and Processes	155	145	P	1st
12/29/1972	Drama	113	Music Content Knowledge	164	151	P	1st
6/26/1962	I - Music Education	113	Music Content Knowledge	153	151	P	1st
3/11/1977	Music	113	Music Content Knowledge	143	151	F	1st
4/9/1983	Music	113	Music Content Knowledge	159	151	P	1st
11/10/1979	Music	113	Music Content Knowledge	154	151	P	1st
10/1/1977	Music	113	Music Content Knowledge	162	151	P	1st
7/15/1983	Music Education	113	Music Content Knowledge	150	151	F	1st
7/15/1983	Music Education	113	Music Content Knowledge	149	151	F	2nd
7/15/1983	Music Education	113	Music Content Knowledge	151	151	P	3rd
1/25/1984	Music Education	113	Music Content Knowledge	155	151	P	1st

1/28/1981	Physical Education	91	Physical Ed Content	157	146	P	1st
12/1/1983	Physical Education	93	Physical Ed Video Evaluation	150	160	F	1st
12/1/1983	Physical Education	93	Physical Ed Video Evaluation	150	160	F	2nd
1/25/1983	Physical Education	93	Physical Ed Video Evaluation	175	160	P	1st
2/26/1983	Physical Education	93	Physical Ed Video Evaluation	170	160	P	1st
9/29/1984	Physical Education	93	Physical Ed Video Evaluation	150	160	F	1st
12/1/1983	Physical Education	93	Physical Ed Video Evaluation	145	160	F	1st
3/6/1978	Physical Education	93	Physical Ed Video Evaluation	155	160	F	1st
10/3/1984	Physical Education	93	Physical Ed Video Evaluation	160	160	P	1st
1/28/1981	Physical Education	93	Physical Ed Video Evaluation	180	160	P	1st
10/30/1954	Physical Education	91	Physical Ed: Content Knowledge	150	146	P	1st
1/25/1983	Physical Education	91	Physical Ed: Content Knowledge	168	146	P	1st
2/26/1983	Physical Education	91	Physical Ed: Content Knowledge	165	146	P	1st
9/29/1984	Physical Education	91	Physical Ed: Content Knowledge	147	146	P	1st
12/1/1983	Physical Education	91	Physical Ed: Content Knowledge	152	146	P	1st
3/6/1978	Physical Education	91	Physical Ed: Content Knowledge	175	145	P	1st
10/3/1984	Physical Education	91	Physical Ed: Content Knowledge	167	146	P	1st
11/9/1983	Other Special Ed	371	SE Behavioral/Emotional	171	153	P	1st
6/8/1982	Psychology	371	SE Behavioral/Emotional	159	153	P	1st
10/28/1983	Special Education	371	SE Behavioral/Emotional	153	153	P	2nd
10/28/1983	Special Education	371	SE Behavioral/Emotional	143	153	F	1st
7/20/1983	Special Education	371	SE Behavioral/Emotional	178	153	P	1st
9/13/1983	Special Education	371	SE Behavioral/Emotional	159	153	P	1st
10/6/1981	Special Education	371	SE Behavioral/Emotional	147	153	F	1st
10/6/1981	Special Education	371	SE Behavioral/Emotional	140	153	F	2nd
10/6/1981	Special Education	371	SE Behavioral/Emotional	134	153	F	3rd
10/6/1981	Special Education	371	SE Behavioral/Emotional	144	153	F	4th
1/16/1983	Special Education	371	SE Behavioral/Emotional	174	153	P	1st
4/5/1983	Special Education	371	SE Behavioral/Emotional	165	153	P	1st
10/1/1983	Special Education	371	SE Behavioral/Emotional	140	153	F	1st
10/1/1983	Special Education	371	SE Behavioral/Emotional	147	153	F	2nd
10/1/1983	Special Education	371	SE Behavioral/Emotional	148	153	F	3rd
12/2/1983	Special Education	371	SE Behavioral/Emotional	159	153	P	1st
11/9/1983	Other Special Ed	321	SE Students W/Mental Retardation	162	143	P	1st
10/28/1983	Special Education	321	SE Students W/Mental Retardation	159	143	P	1st
9/13/1983	Special Education	321	SE Students W/Mental Retardation	145	143	P	1st
10/3/1973	Special Education	321	SE Students W/Mental Retardation	145	143	P	1st
10/6/1981	Special Education	321	SE Students W/Mental Retardation	147	143	P	1st
4/5/1983	Special Education	321	SE Students W/Mental Retardation	163	143	P	1st
10/1/1983	Special Education	321	SE Students W/Mental Retardation	127	143	F	1st
10/1/1983	Special Education	321	SE Students W/Mental Retardation	142	143	F	2nd
10/1/1983	Special Education	321	SE Students W/Mental Retardation	142	143	F	3rd
5/21/1982	Special Education	321	SE Students W/Mental Retardation	148	143	P	1st
12/2/1983	Special Education	321	SE Students W/Mental Retardation	144	143	P	1st
8/27/1982	History	81	Social Studies Content	152	158	F	1st
11/4/1954	History	81	Social Studies Content	138	158	F	1st
3/23/1983	History	81	Social Studies Content	160	158	P	1st
2/20/1984	Political Science	81	Social Studies Content	171	158	P	1st
6/11/2005	Soc Stds Content	81	Social Studies Content	150	158	F	2nd
11/4/1954	History	83	Social Studies Interpret Materials	152	160	F	1st
3/23/1983	History	83	Social Studies Interpret Materials	169	160	P	2nd
3/23/1983	History	83	Social Studies Interpret Materials	158	160	F	1st
2/20/1984	Political Science	83	Social Studies Interpret Materials	164	160	P	1st
12/15/1977	History	81	Social Studies: Content Knowledge	144	158	F	1st

4/5/1978	History	81	Social Studies: Content Knowledge	156	158	F	2nd
4/5/1978	History	81	Social Studies: Content Knowledge	156	158	F	3rd
4/5/1978	History	81	Social Studies: Content Knowledge	152	158	F	4th
4/5/1978	History	81	Social Studies: Content Knowledge	163	158	P	5th
12/16/1959	Political Science	81	Social Studies: Content Knowledge	170	158	P	1st
4/29/1981	Social Studies Ed	81	Social Studies: Content Knowledge	153	158	F	2nd
4/29/1981	Social Studies Ed	81	Social Studies: Content Knowledge	151	158	F	1st
9/28/1982	Social Studies Ed	81	Social Studies: Content Knowledge	163	158	P	1st
4/5/1978	History	83	Social Studies: Interpret Materials	152	160	F	2nd
4/5/1978	History	83	Social Studies: Interpret Materials	161	160	P	3rd
12/16/1959	Political Science	83	Social Studies: Interpret Materials	153	160	F	1st
12/16/1959	Political Science	83	Social Studies: Interpret Materials	145	160	F	2nd
11/28/1963	Spanish	191	Spanish Content Knowledge	190	148	P	1st
	Spanish	191	Spanish Content Knowledge	154	148	P	1st
11/28/1963	Spanish	192	Spanish Productive Language Skills	200	161	P	1st
10/17/1980	Spanish	192	Spanish Productive Language Skills	164	161	P	1st
	Spanish	192	Spanish Productive Language Skills	152	161	F	1st
	Spanish	192	Spanish Productive Language Skills	150	161	F	2nd
	Spanish	192	Spanish Productive Language Skills	150	161	F	2nd

Results of the test scores were shared with Department of Teacher Education and other teacher preparation faculty members during Department of Teacher Education meetings and Teacher Education Committee meetings. (The Teacher Education Committee is comprised of area public school teachers and administrators and Lander University faculty members from across the university who are directly involved with teacher preparation.) Both groups considered the reasons for strong and poor performances on the part of teacher candidates, but no clear trends were determined. For example, of the 52 Elementary Education majors who took these examinations, 12 had not passed after the second attempt. This is a pass rate of 77% and in keeping with Lander's overall pass rate. However, pass rates among program completers (79% for the elementary Education Curriculum Instruction Assessment exam and 100 % for the Elementary Education content Area Exercises) indicate that curricular changes may be warranted in an area of curriculum, instruction, and/or assessment. Elementary Education faculty members are debating these issues as they work to revise the Elementary Education Curriculum for implementation in 2008.

Directed Teaching Evaluation. Students completing directed teaching at the end of their teacher preparation programs undergo two forms of evaluation: (a) a grade of "pass" or "fail" based on their performance in the classroom and (b) overall scores of "at standard" or better on their education portfolios. Both sets of scores are reviewed by appropriate Lander faculty members in committee settings to determine recommended courses of action.

All students completing Lander teacher education programs 2005-2006 received passing grades in directed teaching from their cooperating teachers and university supervisors. Students prepared and presented portfolios to demonstrate their understanding of and abilities related to the five Professional Instructional Leader learner outcomes (see Program Goals). Each of the five learner outcomes has been sub-divided into 22 categories, each of which the students address. Students' portfolios were rated on these 22 items against a rubric that contained the following scale: 1 = Needs Improvement, 2 = Developing, 3 = At Standard, 4 = Exceeds Standard. Scores for 2005-2006 graduates' portfolios (see Table C) indicate that 92% percent of 2005-2006 program completers received passing scores (a rating of "3" or "4" on each of the 22 rated items) on their initial preparation of their portfolios. All graduates not initially receiving satisfactory scores revised weak areas. Thus, 100% of 2005-2006 graduates satisfactorily met directed teaching criteria. Appropriate faculty members review overall portfolio rating scores to determine whether or not changes in current programs are indicated. No changes were recommended based on these assessment measures.

Number of students who meet the required standard for the State Performance Assessment Instrument (ADEPT). In 2005-2006, all graduating students met the initial required standard for Assisting Developing Evaluating Professional Teaching (ADEPT). Students are expected to become acquainted with the state's ten identified performance dimensions (PDs) while completing their teacher education program. Lander students demonstrate their understanding of and ability to implement these ten PDs in their portfolios where they concurrently demonstrate mastery of Lander's five learner outcomes (see Table C). Ninety-two percent of 2005-2006 graduates demonstrated an acceptable level of understanding and implementation of ADEPT PDs on the first attempt. All students successfully demonstrated mastery by the second attempt. Department of Teacher Education faculty members and other appropriate faculty members discuss this data when discussing portfolio completion. There were no recommended changes to the program based on ADEPT 2005-2006 scores.

Elem	3	3	4	3.33	4	3	4	3	3	4	3	3	4	3.44	3	3	3	3	3.00	4	3	3.50	3	3	3	3	3.00	3.26
ELEM	3	3	3	3.00	3	3	3	3	3	3	3	3	3	3.00	3	3	3	3	3.00	3	3	3.00	3	3	3	3	3.00	3.00
ELEM	3	3	4	3.33	4	4	4	4	4	3	3	4	3	3.67	3	3	3	4	3.25	3	3	3.00	4	4	4	3	3.75	3.40
ELEM	3	4	4	3.67	4	4	4	4	4	3	4	4	4	3.89	3	4	3	4	3.50	4	3	4.00	4	3	4	3	3.50	3.71
ELEM	4	4	4	4.00	4	4	4	4	4	3	4	4	4	3.89	3	3	3	4	3.25	4	3	3.50	4	3	4	4	3.75	3.68
ELEM	3	3	4	3.33	4	4	4	3	4	4	3	4	3	3.67	3	4	3	4	3.50	3	4	3.50	3	3	3	3	3.60	3.52
ELEM	3	3	4	3.33	4	4	4	3	3	3	3	3	3	3.33	3	4	4	3	3.50	4	4	4.00	3	3	3	3	3.40	3.51
ELEM	3	2	3	2.67	3	3	3	2	4	4	4	3	2	3.11	3	3	3	3	3.00	3	3	3.00	3	3	3	3	2.80	2.92
ENGLISH	3	4	3	3.33	3	4	4	3	4	3	2	3	3	3.22	3	2	3	4	3.00	3	3	3.00	3	3	3	4	3.25	3.16
MAT art	3	4	3	3.33	4	4	4	3	4	3	4	4	4	3.78	3	4	4	4	3.75	4	4	4.00	4	4	4	4	4.00	3.77
MAT art	3	3	3	3.00	3	4	2	3	4	3	3	3	3	3.11	3	3	4	4	3.50	3	3	3.00	3	4	3	3	3.25	3.17
MAT art	3	3	4	3.33	3	3	4	4	3	4	3	4	4	3.56	4	3	4	4	3.75	4	4	4.00	3	3	4	3	3.25	3.58
MAT art	4	3	3	3.33	3	3	3	4	3	4	3	3	3	3.22	3	4	4	4	3.75	4	3	3.50	4	3	3	4	3.50	3.46
MAT art	3	3	3	3.00	2	3	3	3	3	4	4	4	4	3.33	3	4	3	2	3.00	4	4	4.00	3	4	4	3	3.50	3.37
Math	4	4	4	4.00	4	4	3	4	4	3	4	3	3	3.56	4	4	4	4	4.00	4	4	4.00	4	4	4	4	4.00	3.91
Math	4	4	3	3.67	3	3	3	3	3	2	4	3	3	3.00	4	4	3	4	3.75	3	2	2.50	3	4	4	4	3.75	3.33
Math	4	4	4	4.00	4	4	4	4	3	3	4	3	4	3.67	4	3	4	4	3.75	4	3	3.50	4	4	4	4	4.00	3.78
Music	3	3	3	3.00	4	4	4	4	4	4	4	4	4	4.00	3	4	3	4	3.50	4	4	4.00	4	4	4	4	4.00	3.70
Music	4	4	4	4.00	4	4	4	4	4	4	4	4	4	4.00	4	4	4	4	4.00	4	4	4.00	4	4	4	4	4.00	4.00
Music	4	4	4	4.00	4	4	4	4	4	4	4	4	4	4.00	4	4	4	4	4.00	4	4	4.00	4	4	4	4	4.00	4.00
Music/Band	2	3	3	2.67	2	3	3	3	2	3	3	4	4	3.00	3	3	3	3	3.00	3	3	3.00	3	3	3	3	3.25	2.98
PE	4	4	4	4.00	4	4	4	4	4	4	4	4	4	4.00	4	4	4	4	4.00	4	4	4.00	4	4	4	4	4.00	4.00
PE	3	4	4	3.67	4	3	3	4	4	3	3	4	4	3.56	3	3	3	3	3.00	4	4	4.00	3.5	4	4	4	3.88	3.62
PE	3	3.5	3	3.17	2.5	3	3.5	3	3	4	3	3	3	3.11	3.5	3.5	3	3.5	3.38	3	3	3.00	4	3	3	3.5	3.38	3.21
PE	3	3	4	3.33	3	4	4	3	2	3	4	3	3	3.22	2	4	3	3	3.00	4	3	3.50	3	4	4	3	3.50	3.31
SPED	3	3	3	3.00	3	3	3	3	3	3	3	3	4	3.11	3	4	3	3	3.25	3	4	3.50	4	4	3	4	3.75	3.32
SPED	3	4	3	3.33	3	3	3	3	3	3	3	3	3	3.00	3	3	3	3	3.00	3	4	3.50	3	3	3	3	3.00	3.17
SPED	3	3	3	3.00	3	3	3	3	3	3	3	3	3	3.00	3	3	3	3	3.00	3	3	3.00	3	3	3	3	3.00	3.00
SPED	3	3	3	3.00	3	3	3	3	3	3	3	3	3	3.00	3	3	3	3	3.00	3	3	3.00	3	3	3	3	3.00	3.00
SPED	3	3	3	3.00	3	3	2	3	3	3	3	3	3	2.89	3	3	2	3	2.75	3	2	2.50	3	3	3	3	3.00	2.83
SPED	3	3	3	3.00	4	3	3	3	3	3	3	3	3	3.11	3	3	3	2	2.75	4	3	3.50	3	3	3	3	3.00	3.07
SPED	3	3	3	3.00	3	3	3	3	3	3	3	3	3	3.00	3	3	3	3	3.00	4	4	4.00	3	3	3	3	3.00	3.20
SPED	4	3	3	3.33	3	3	3	3	4	3	3	2	3	3.00	2	3	3	3	2.75	3	3	3.00	3	3	3	3	3.00	3.02
SPED	3	3	3	3.00	3	3	4	3	4	3	3	3	3	3.22	3	3	3	4	3.25	3	4	3.50	3	4	3	3	3.25	3.24
SS	3	2	3	2.67	3	2	3	3	3	3	2	3	2	2.67	2	4	3	3	3.00	3	3	3.00	3	2	3	3	2.75	2.82
SUMMARY				3.39										3.39					3.37			3.44					3.49	3.49

Number of graduates qualified for South Carolina certification. Candidates who have successfully completed directed teaching and passed all appropriate Praxis I and II examinations are recommended for certification by the Dean of the College of Education. In 2005-2006 all but one of the candidates were recommended. The student who was not recommended for certification had not yet completed all of her Lander requirements. In the semester prior to student teaching, she had failed a general education requirement course, Spanish II. Her attempt to retake this course was not yet successful at the time these students were recommended for certification. Given that all but one student successfully completed all requirements for recommendation for certification in 2005-2006, the data was not discussed at a faculty meeting and no changes were recommended based on this data.

Performance of graduates during the provisional contract years on the State Performance Assessment Instrument (ADEPT). All novice teachers in the state of South Carolina are monitored by personnel in the school districts in which they are employed. These district representatives have been trained in the use of and employ the Assisting Developing Evaluating Professional Teaching (ADEPT) assessment instrument to provide feedback and guidance to novice teachers. Novice teachers are either terminated or issued new contracts based on their performance according to ADEPT measures. The percent of Lander graduates passing ADEPT and qualifying for continuing contract status in 2005 was 100% (see Table D). Provisional contract teachers must pass nine of the ten Performance Dimensions to pass ADEPT.

TABLE D: AGGREGATED ADEPT DATA 2004-2006

Lander University - Classroom Teacher Performance Standards

PS 1 Long-Range Planning
 PS 2 Short-Range Planning: Instruction
 PS 3 Student Assessments
 PS 4 Expectations for Learners
 PS 5 Instructional Strategies

PS 6 Content
 PS 7 Monitoring & Enhancing Learning
 PS 8 Learning Environment
 PS 9 Classroom Management
 PS 10 Professional Responsibilities

2004	Overall	PS1	PS2	PS3	PS4	PS5	PS6	PS7	PS8	PS9	PS10	
Institution												2004 Total ADEPT Completers = 48
Total Passed	47	48	48	48	48	48	48	47	48	47	48	2004 Total ADEPT Passes = 48
Total Percent	97.9	100	100	100	100	100	100	97.9	100	97.9	100	Pass Rate = 100%
State												
Total Passed	1,082	1,124	1,121	1,122	1,113	1,107	1,115	1,116	1,122	1,101	1,125	
Total Percent	94.6	98.3	98	98.1	97.3	96.8	97.5	97.6	98.1	96.2	98.3	
2005	Overall	PS1	PS2	PS3	PS4	PS5	PS6	PS7	PS8	PS9	PS10	
Institution												2005 Total ADEPT Completers = 37
Total Passed	36	36	37	36	36	36	36	37	37	36	37	2005 Total ADEPT Passes = 37
Total Percent	97.3	97.3	100	97.3	97.3	97.3	97.3	100	100	97.3	100	Pass Rate = 100%
State												
Total Passed	1,083	1,123	1,119	1,119	1,111	1,107	1,115	1,117	1,117	1,103	1,123	
Total Percent	95.3	98.8	98.4	98.4	97.7	97.4	98.1	98.2	98.2	97	98.8	
2006	Overall	PS1	PS2	PS3	PS4	PS5	PS6	PS7	PS8	PS9	PS10	
Institution												2006 Total ADEPT Completers = 54
Total Passed	53	54	54	54	53	53	53	53	54	52	53	2006 Total ADEPT Passes = 53
Total Percent	98.1	100	100	100	98.1	98.1	98.1	98.1	100	96.3	98.1	Pass Rate = 98%
State												
Total Passed	1,508	1,544	1,541	1,538	1,537	1,534	1,542	1,532	1,545	1,517	1,546	
Total Percent	96.1	98.3	98.2	98	97.9	97.7	98.2	97.6	98.4	96.6	98.5	

The number of Lander graduates teaching in South Carolina and achieving continuing certification in 2005-2006 was 37. These graduates have typically completed two years of classroom experience. Lander University had 77 students complete teacher education programs in 2002-2003, two years prior. These students would presumably have completed their second year of teaching in 2005. Although not all Lander graduates achieving continuing contract status in 2005-2006 were from this class, some discussion of the information is warranted. There are several reasons that the remaining graduates have not received continuing certification in South Carolina. Some graduates have taught outside the state of South Carolina for part or all of the three years. Some graduates have chosen to pursue other career paths following graduation. Some may be in the process of receiving continuing certification in South Carolina. The Department of Teacher Education has no reliable means of determining why roughly 52% of the program completers have not achieved continuing certification in South Carolina. This data is not available from the state department and Lander's Department of Teacher Education has no reliable means for garnering this information. What is known with certainty is that, in 2005, all Lander graduates who attempted to pass ADEPT, passed.

Lander University Alumni Survey. Lander's Department of Teacher Education surveys alumni three years following graduation. The most recent survey results available at the time of this report are those from the 2004-2005 survey results. The survey asks alumni to rate their professional practice against 22 items. These 22 items are the same subcategories of the 5 Learner Outcomes (see section I PROGRAM GOALS above) addressed by Lander's Directed Teaching students preparing their final portfolios. The results of these self-reported ratings were overwhelmingly positive. On a four-point scale (1 = Consistently, 2 = Occasionally, 3 = Seldom, and 4 = Not at All), all responding alumni rated themselves positively on 18 of the 22 outcomes (12 outcomes unanimously received ratings of "consistently"; 6 ratings of "consistently and "occasionally").

Additional information provided by the survey indicated that all but two respondents had completed their district's induction process to qualify for continuing certification in the state of South Carolina (ADEPT). The two who had not were not employed as teachers, but as educators in other settings (e.g., teacher for the National Geographic Alliance). Open-ended responses were also overwhelmingly positive. Positive aspects of Lander's undergraduate teacher education programs included (a) lots of clinical experiences and (b) passionate and enthusiastic professors. Respondents volunteered that they had received awards (e.g., coach of the year) and were involved in professional organizations. As might be expected from a voluntary self-report survey, negative remarks were not present, although several suggested that students would benefit from more opportunities to manage classrooms prior to student teaching. Department of Teacher Education faculty members have recommended no changes to programs based on the data collected from these surveys.

Interim Program Assessment Summary for Mass Communication/Theater

The Mass Communication/Theater program has identified five program goals and has been working to improve their assessment activities for these goals. The goals and use of assessment results for improvement are summarized.

- Goal 1: To communicate effectively in person as well as through a variety of different media
- Goal 2: To analyze and critically evaluate a variety of messages produced in a number of different media
- Goal 3: To apply production and management skills appropriate to mass communication or theatre settings
- Goal 4: To understand of the historical, ethical and legal issues related to the student's chosen emphasis area
- Goal 5: To understand of the business and economic operations of the student's chosen emphasis area

All of these goals are assessed in the following ways:

- Assessment 1: Students participate in theatre productions, they are critiqued by adjudicators from KC/ACTF, students are surveyed to assess their experience, and theatre faculty conduct post-production reviews
 - Outcome 1: while students are consistently recognized by the adjudicators for the quality of their work, concrete numbers about the number of student nominated to participate in the KC/ACTF Regional Festival were not available
 - data on nomination rates will be collected
 - Outcome 2: students reported they were poorly prepared for some production activities
 - Outcome 3: theatre faculty noted problems in organization, curriculum, and personnel in post-production reviews
 - a theatre faculty member was replaced
 - to give more preparation time for productions, the hours credit for THTR 111 were increased from 1 to 2
 - THTR 017 has been proposed to require theatre students to participate in two performances instead of one.
- Assessment 2: Students produce the *Forum*, a student newspaper, which is evaluated by the Student Publications Advisor and submitted in competitions

- Outcome 1: while student publications have received numerous awards, concrete numbers about the number and types of awards won were not available
 - data on awards will be collected
- Assessment 3: Interns are evaluated by an off-campus supervisor in a professional environment and have portfolios evaluated by supervisors and faculty
 - Outcome 1: in the last 10 years, 99% of students have received a "B" or higher grade in these evaluations
 - Outcome 2: feedback from supervisors indicates students are well prepared and no major change in curriculum is necessary
- Assessment 4: students produce a one-act play for public performance which is critiqued by the faculty
 - Outcome 1: students are expected to score more than 80% on these critiques, however concrete numbers for these critique were not available
 - data on these critiques will be collected
- Assessment 5: freshman and senior students take a general knowledge test of Mass Communication and Theatre information and a 40% improvement is expected.
 - Outcome 1: expected improvement has not been observed in the areas of theatre history, literature, and criticism.
 - a new, full-time faculty member with a Ph.D. in the problem areas has replaced an adjunct who previously taught in those areas
 - several problems have been noted with the knowledge test and it is under revision—the department is considering the adoption of a portfolio system of assessment

This interim review, as well as the SACS review team that conducted its review this year, noted deficiencies in the program assessment activities for Mass Communication/Theatre. Several items have been highlighted for change in the future. First, measures specific to each goal must be developed. Second, outcome measures need to be developed to clearly assess student learning rather than opinion or satisfaction. Third, scores and other evaluative data must be consistently collected over time to make meaningful comparisons.

Program Assessment Summary for Student Development

The program assessment plan for student development is now driven by the University's Strategic Plan. The primary means of assessment of these goals has been through open forums and focus groups with various student groups and organizations, led by the Vice President for Student Affairs (VPSA) and the President, and through analysis of usage data. The ACT Student Survey was used in the past to assess student development, but it was discontinued due to its cost (last administered in 2003). However, the ACT is planned for administration in the 2007-2008 academic year and the NSSE was administered in spring 2007 to further assess student opinions.

The following goals for student development are identified in the Strategic Plan (numbers correspond to numbers in the Strategic Plan). A summary of outcomes from the Vice President for Student Affairs' June 1, 2007 Strategic Planning report for each goal are provided below as bullet points.

Objective 2f: Enhance the educational and co-curricular experiences and opportunities outside of the classroom to broaden students' awareness of themselves, others, and current events.

- expanded the intramural program to include 7 sports (3 more than 2005), increasing student participation from 255 in fall 2005 to 406 in fall 2006
- expanded access to the PEES complex during the week and on weekends, increasing use from 20,995 students in 2004-2005 to 21,023 students in 2005-2006
- study facilities in the library were enhanced by providing 56 new chairs and 8 new tables in the bottom floor study area

Objective 2g: Improve the campus environment to increase student safety, comfort, and satisfaction.

- in January 2007, the dining hall was renovated and expanded over 3,000 square feet to bring seating capacity from 336 to 488
- the dining hall is now media ready with an LCD projector, drop-down screens, and wireless internet
- menus were upgraded, and pizza/pasta and grilling stations were added
- a second entrance to the dining hall was added for students coming from the new dormitory

Objective 2h: Develop a comprehensive plan to address diversity issues in the campus community.

- the following were offered in 2006-2007
 - 2nd annual Hispanic Awareness Celebration was in October, 2006.

- Hispanic Celebration, a Multiplicity of Cultures was held on February 8, 2007.
- a Variety of Black History Month activities were held in February, 2007.
- provided approved campus organizations to address diversity, including R.O.O.T.S (for freshmen minority students), F.R.I.E.N.D.S (for all sexual orientations), M.O.M.S (growth of minority faculty, staff, and students), and I.S.O. (international students), NPHC (governing historically African-American fraternities), African American Student Nurse Network, National Society of Black Engineers, Spanish Club, Minorities on the Move, and SPICE (Students Promoting Intelligent Choices and Experiences).
- students visited the Penn Center, which focuses on West Indies culture and the Gullah culture.
- additional staff assignment was made to focus on international students and multicultural affairs programs.
- student representation was provided on 16 university-wide committees
- the President of SGA was included on the Faculty Senate.
- a web calendar was started in January, 2007, to provide information on all university activities.

Objective 3b: Increase involvement of parents, alumni, community members and organizations with Lander.

- approximately 175 volunteers of staff, faculty, alumni, and students helped with Freshmen Move-In Day on August 13 to assist new freshmen and their parents and their families.
- in October, Parent's Day provided an opportunity for parents to come on campus for a fall festival and dinner.
- family EXPO gave parents of new freshmen an opportunity to be involved in expectations for their child.

Objective 4b: Add the facilities needed to serve an increased enrollment of 2630 Full Time Equivalent students.

- continued working on converting the newly-acquired 22 acres into recreational facilities, including fields for baseball and softball and soccer, and tennis courts, with additional facilities to provide for community participation: a walking track, a children's playground, and fitness center. There is an anticipated completion date of 2009.
- continued contact with legislators to discuss funding for addition to student center.

Objective 5a: Implement a coordinated and comprehensive assessment program used to drive decisions, make improvements, and insure institutional effectiveness.

- reintroduced the regular administration of the ACT and NSSE surveys to assess student services.

Alumni Survey Summary

The following information is due August 1, 2007

INSTITUTIONAL ALUMNI SURVEYS - Summary

Name of Institution: Lander University

Academic Year for Graduating Students: 2003-2004

Section 59-103-350 (D) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report satisfaction data on graduates. By including the satisfaction data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in the appropriate column. (Individual percentages will be calculated automatically.)

The hyperlink for this report is: http://

How many students were surveyed? 430

How many students responded? 47 Response Rate: 10.9%

Was this population a **sample** or the **total group**? group

1. Students' level of satisfaction with:

	Responses to Question		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%	#	%
1.1 MAJOR Program of Study	<u>47</u>	100.0%	<u>23</u>	48.9%	<u>19</u>	40.4%	<u>4</u>	8.5%	<u>0</u>	0.0%	<u>1</u>	2.1%	<u>0</u>	0.0%
1.2 INSTRUCTION in the major	<u>47</u>	100.0%	<u>24</u>	51.1%	<u>18</u>	38.3%	<u>4</u>	8.5%	<u>0</u>	0.0%	<u>1</u>	2.1%	<u>0</u>	0.0%
1.3 GENERAL EDUCATION program of study (non-major requirements)	<u>46</u>	97.9%	<u>6</u>	13.0%	<u>32</u>	69.6%	<u>7</u>	15.2%	<u>0</u>	0.0%	<u>1</u>	2.2%	<u>0</u>	0.0%
1.4 INSTRUCTION in general education	<u>46</u>	97.9%	<u>7</u>	15.2%	<u>29</u>	63.0%	<u>9</u>	19.6%	<u>0</u>	0.0%	<u>1</u>	2.2%	<u>0</u>	0.0%
1.5 OVERALL ACADEMIC EXPERIENCE	<u>46</u>	97.9%	<u>22</u>	47.8%	<u>20</u>	43.5%	<u>3</u>	6.5%	<u>1</u>	2.2%	<u>1</u>	2.2%	<u>0</u>	0.0%

2. How frequently involved in each of the following activities (on or off the job):

	Responses to Question		Weekly		Monthly		Annually		Less Often		Never	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%
2.1 Career-related advanced education or training	<u>47</u>	100.0%	<u>10</u>	21.3%	<u>14</u>	29.8%	<u>10</u>	21.3%	<u>7</u>	14.9%	<u>6</u>	12.8%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	<u>47</u>	100.0%	<u>8</u>	17.0%	<u>8</u>	17.0%	<u>7</u>	14.9%	<u>14</u>	29.8%	<u>10</u>	21.3%
2.3 Professional or service organizations	<u>47</u>	100.0%	<u>5</u>	10.6%	<u>9</u>	19.1%	<u>15</u>	31.9%	<u>6</u>	12.8%	<u>12</u>	25.5%
2.4 Volunteer, public or community service	<u>47</u>	100.0%	<u>7</u>	14.9%	<u>7</u>	14.9%	<u>14</u>	29.8%	<u>9</u>	19.1%	<u>10</u>	21.3%
2.5 Social/recreational organization	<u>47</u>	100.0%	<u>10</u>	21.3%	<u>8</u>	17.0%	<u>9</u>	19.1%	<u>12</u>	25.5%	<u>8</u>	17.0%
2.6 Support or participation in the arts	<u>47</u>	100.0%	<u>3</u>	6.4%	<u>8</u>	17.0%	<u>8</u>	17.0%	<u>12</u>	25.5%	<u>16</u>	34.0%

3. The college experience influenced my participation in the above activities:

	Responses to Question		Strongly		Moderately		Somewhat		None at all	
	#	% of Total Responses	#	%	#	%	#	%	#	%
3.1 Career-related advanced education or training	<u>47</u>	100.0%	<u>13</u>	27.7%	<u>14</u>	29.8%	<u>8</u>	17.0%	<u>12</u>	25.5%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	<u>47</u>	100.0%	<u>8</u>	17.0%	<u>12</u>	25.5%	<u>12</u>	25.5%	<u>15</u>	31.9%
3.3 Professional or service organizations	<u>46</u>	97.9%	<u>7</u>	15.2%	<u>16</u>	34.8%	<u>9</u>	19.6%	<u>14</u>	30.4%
3.4 Volunteer, public or community service	<u>47</u>	100.0%	<u>4</u>	8.5%	<u>14</u>	29.8%	<u>14</u>	29.8%	<u>15</u>	31.9%
3.5 Social/recreational organization	<u>46</u>	97.9%	<u>9</u>	19.6%	<u>9</u>	19.6%	<u>14</u>	30.4%	<u>14</u>	30.4%
3.6 Support or participation in the arts	<u>47</u>	100.0%	<u>6</u>	12.8%	<u>13</u>	27.7%	<u>10</u>	21.3%	<u>18</u>	38.3%
3A Aggregate	<u>280</u>		<u>47</u>	16.8%	<u>78</u>	27.9%	<u>67</u>	23.9%	<u>88</u>	31.4%

4. I have voted in ___ of the elections since leaving college.

	Responses to Question		All		Most		Some		Few		None	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%
	<u>47</u>	100.0%	<u>18</u>	38.3%	<u>15</u>	31.9%	<u>4</u>	8.5%	<u>4</u>	8.5%	<u>6</u>	12.8%

Placement Survey Summary

The following information is due August 1, 2007

PLACEMENT DATA ON GRADUATES - Summary

Name of Institution:	Lander University		
Academic Year Surveyed Students Graduated:	2003-2004		
<p>Section 59-103-350 (B)(6), (C)(4) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report placement data on graduates. By including the placement data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in column (D). (Individual percentages will be calculated automatically.)</p>			
The hyperlink for this report is:	http://		
How many graduates did you survey?	430	What percent of the graduating cohort does this represent?	100%
How many surveys were returned?	47	Survey response rate:	10.9%
Survey Based on (Place "X" in one):	<input type="checkbox"/> Sample	<input checked="" type="checkbox"/> Total Group	

1. How long did it take the students to obtain their first full-time job after graduation?

	# of Responses	% of Total
a. Prior to leaving college	11	23.4%
b. Less than one month	3	6.4%
c. 1 to 3 months	11	23.4%
d. 4 to 6 months	8	17.0%
e. 7 to 12 months	4	8.5%
f. Over 12 months	5	10.6%
g. Have not obtained a full-time job	2	4.3%
h. Did not seek a full-time job	3	6.4%
Total	47	

2. Indicate which single category best describes the student's current status.

<i>Currently</i>	# of Responses	% of Total
a. Continuing my education full-time	2	4.3%
b. Employed and continuing my education	9	19.1%
c. Employed full-time	29	61.7%
d. Employed part-time		-
e. Self-employed	1	2.1%
f. Serving in Armed Forces		-
g. Caring for a home/family	2	4.3%
h. Unemployed, seeking work	2	4.3%
i. Unemployed, not seeking work	1	2.1%
j. Other	1	2.1%
Total	47	

3. Indicate the relationship between the student's college major their first full-time job after graduation.

<i>After Graduation</i>	# of Responses	% of Total
a. Highly related	21	44.7%
b. Moderately related	7	14.9%
c. Slightly related	5	10.6%
d. Not related	11	23.4%
e. Not employed	3	6.4%
Total	47	

4. Indicate the relationship between the student's college major and their full-time job.

<i>Currently</i>	# of Responses	% of Total
a. Highly related	21	44.7%
b. Moderately related	5	10.6%
c. Slightly related	6	12.8%
d. Not related	10	21.3%
e. Not employed	5	10.6%
Total	47	

5. Indicate the location of the student's first job after graduation.

<i>After Graduation</i>	# of Responses	% of Total
a. South Carolina	40	85.1%
b. Southeast, outside of South Carolina	4	8.5%
c. Outside the Southeast		-
d. Not employed	3	6.4%

This document compiled by Michael Sonntag, Ph.D., Director of Assessment.
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