

# 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".

## Academic Program

Elementary Education

## Submission Year

2019-2020

*Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.*

## Assessment Coordinator Name

Dr. Lee Vartanian

## Enter Assessment Coordinator Email

lvartanian@lander.edu

*If more than one coordinator, please choose one for emails to be sent to.*

## 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

Graduates in the Elementary Education program of the Department of Teacher Education will demonstrate specific knowledge, skills, and dispositions in accordance to the South Carolina Teaching Standards and in alignment with the Interstate New Teacher Assessment and Support Consortium (INTASC).

#### Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient

- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

*Choose the Pillar of Success that your goal best aligns with.*

## Outcomes

### Outcome 1

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

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Results of the Praxis Performance Assessment for Teachers (PPAT).

**Timeframe for this Outcome**

Academic Year 2018-19

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

60% or more of Lander's Department of Teacher Education elementary education teacher-candidates score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT).

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

50% to 59% of Lander's Department of Teacher Education elementary education teacher-candidates score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT).

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Less than 50% of Lander's Department of Teacher Education elementary education teacher-candidates score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT).

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

**Frequency of Assessment**

Praxis Performance Assessment for Teachers (PPAT)

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

Once, during final semester of the elementary education professional program (student-teaching).

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

Fall 2018 (for fall semester student-teachers) and Spring 2019 (for spring semester student-teacher)

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

2

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

#### **Comments/Narrative**

The PPAT assessment is designed to allow teacher candidates to demonstrate their performance during student teaching. Successful completion of this assessment demonstrates that teacher candidates are prepared to enter the classroom as entry-level teachers.

The PPAT assessment was developed by Educational Testing Services (ETS) in collaboration with teacher education faculty, cooperating teachers and department of education officials to determine the knowledge, skills and abilities that classroom practitioners deem essential for effective teaching. PPAT is aligned with InTASC standards.

For this school year's administration, the elementary education program of pre-service teachers attaining the required ETS passing score of PPAT was not as high as expected. Continual support is being provided through EDUC 329 and 429.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

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

After-hours sessions for university supervisors, student-teachers, and students enrolled in the clinical experience (429) prior to student-teaching are offered by program coordinators and other DTE professors to provide essential information pertaining to the expectations of this assessment, numerous examples of exemplars, practice sessions, and to answer questions pertaining to the PPAT process. Also, professors participation in conferences and professional development opportunities is needed as ETS provides support at these venues.

*Include estimate of cost.*

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

The resources would be used to compensate professors for after-hour sessions and participation in continual profession development for continuous program improvement to meet the needs of our students.

## **Goal Summary**

### **Goal Summary/Comments**

The goal was for 60% or more of the student-teachers to attain a passing score (36 or higher) on the PPAT. The PPAT replaced Lander's former Teacher Work Sample assessment. Both students and professors had to make changes for the PPAT assessment requires test takers to engage in in-depth self-reflection based on feedback from classroom observations and one-on-one coaching from supervising instructors and cooperating teachers along with proof of rigorous skill attainment. Analysis of the results from the 2018-19 school year demonstrated that elementary education students strengths were planning for assessment and design instruction. Areas of needed improvement were planning for differentiation (with assessing and instructional design) and reflecting on these practices. Of the 25 elementary education teacher-candidates for the 2018-19 school year, 13 attained a passing score (36 or higher on the PPAT), a 52% pass rate.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

#### **Changes Made/Proposed Related to Goal**

The Department of Teacher Education made changes by conducting PPAT training session for professor, university supervisor, and teacher-candidates (students). Each clinical experience was changed to encompass components which are directly aligned to PPAT requirements and InTASC standards so that scaffolding of learning experiences can transpire. A DTE lesson plan template was created which aligns with PPAT (with an emphasis on differentiation of assessing and instructing) and all courses within the program of study utilize this template. A succinct process for self-reflection has now been implemented during the initial field experience (sophomore level) and the scaffolding of learning experiences continues throughout the professional program.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

#### **Upload Rubrics/Other Files**

*Please upload any rubrics or other documents used for this goal.*

## **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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.

#### **Pillar of Success Supported**

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- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

*Choose the Pillar of Success that your goal best aligns with.*

## Outcomes

### Outcome 1

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

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Major Enrollment

**Timeframe for this Outcome**

2018-19

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

Using a five-year rolling average, the number of students enrolled in the major (elementary education) for Baccalaureate programs is greater than or equal to 12.5.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Not applicable

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of students enrolled in the major (elementary education) for Baccalaureate programs is less than 12.5.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

**Frequency of Assessment**

Enrollment and Graduation data extracted from Banner	Annually
<i>Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).</i>	
<b>Data Collected for this Timeframe (Results)</b>	<b>Score (Met=3, Partially Met=2, Not Met=1)</b>
105.2	3
<i>If this is a new outcome and no data has been collected, you should explain when data will be available for entry.</i>	
<b>Comments/Narrative</b>	
Elementary education faculty attended Lander Open House or provided information for faculty attending to enhance recruitment of elementary education majors.	
<i>Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.</i>	
<b>Resources Needed to Meet/Sustain Results</b>	
\$0.00	
<i>Include estimate of cost.</i>	
<b>Explanation of How Resources Will Be Used</b>	
No additional resources needed to sustain the results.	

## Outcome 2

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

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Completions (Degrees Awarded)

**Timeframe for this Outcome**

2018-19

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

Using a five-year rolling average, the number of degrees awarded (elementary education) for Baccalaureate programs is greater than or equal to 8.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Not applicable.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of degrees awarded (elementary education) for Baccalaureate programs is less than 8.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Enrollment and Graduation data extracted from Banner

**Frequency of Assessment**

Annually

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

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

18.0

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

3

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

Link 101 retention course was modified and customized for all education majors. (Four sections for the education majors taught by education professors.) The LU Early Alert system for students having academic difficulties. Elementary education advisors met frequently with advisees to answer questions, review benchmark (professional program) requirements, and provide continual support. Advisors reviewed Praxis scores and sent reminders to students about Praxis requirements and timelines for Lander.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

\$0.00

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

No additional resources are needed to sustain the results.

## Goal Summary

**Goal Summary/Comments**

The elementary education program met expected outcomes for this goal.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past,*

*please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

### **Changes Made/Proposed Related to Goal**

No substantial changes to the program and will continue efforts done during the 2018-19 year for the 2019-20 year.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

### **Upload Rubrics/Other Files**

*Please upload any rubrics or other documents used for this goal.*

## **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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

All elementary education majors will attaining passing scores on the Praxis II as required for their teaching certification in the state of South Carolina.

### **Pillar of Success Supported**

- High-Demand, Market-Driven Programs
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## **Outcomes**

### **Outcome 1**

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Academic Programs may also develop **Operational Outcomes**, which describe the level of



performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Praxis II scores

Elementary Education: Multiple Subjects (5001; Subtests 5002, 5003, 5004, 5005)

**Timeframe for this Outcome**

2018-19

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

Reading and Language Arts Subtest -5002 = score of 157 or higher

Mathematics Subtest -5003 =score of 157 or higher

Social Studies Subtest -5004 =Score 155 or higher

Science Subtest -5005 =score of 159 or higher

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Not applicable

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Reading and Language Arts Subtest 5002 = score of less than 157

Mathematics Subtest 5003 =score of less than 157

Social Studies Subtest 5004 =score of less than 155

Science Subtest 5005 =score of less than 159

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

ETS -Elementary Education Praxis II (4 subtests)

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Yearly (prior to student teaching)

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

100% pass rate

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

Students are required to pass their professional Praxis II exam prior to enrollment in EDUC 461 (student-teaching),

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

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

Study sessions are provided and a website of resurces has been created by an elementary education professor. All elementary education methods courses are aligned to provide the information and skills for success on these exams.

*Include estimate of cost.*

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

Resources are used in preparation of this exam.

## **Goal Summary**

### **Goal Summary/Comments**

The benchmark for continuing in the professional program (witht the passing of the elementary ed Praxis II) as one of the requirements) has now moved to the semester before student-teaching (EDUC 429) so that students will be able to accomplish this requirement directly after competing their methods courses.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

### **Changes Made/Proposed Related to Goal**

Changes are not needed at this time since there is a 100% pass rate.

A new version of the elementary education Praxis II is now available through the Educational Testing Service -ETS (as of September 2019).

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

### **Upload Rubrics/Other Files**

*Please upload any rubrics or other documents used for this goal.*