

Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to **SAVE** your progress as you work!

Academic Program

Teaching and Learning, M.Ed.

Submission Year

2020-2021

Assessment Coordinator Name

Dr. Matthew Collier

Enter Assessment Coordinator Email

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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To demonstrate the ability to attract and retain high quality graduate students.

Pillar of Success Supported

Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

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

Average overall program GPA from graduating students.

Timeframe for this Outcome

Academic Year 2019-2020

Performance Target for "Met"

Average overall program GPA of between 3.0 - 4.0.

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

Average overall program GPA of lower than 3.0.

Assessment Measure Used

Average overall GPA for graduates in the program in the 2019 - 2020 academic year.

Frequency of Assessment

Annual evaluation in the spring of each semester year.

Data Collected for this Timeframe (Results)

3.66

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

3

Comments/Narrative

All students achieved a program GPA of > 3.0 for their program. The average of the only two students who graduated during this term was 3.66, which was the exact same average as the prior year.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program.

Explanation of How Resources Will Be Used

N/A

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

Average overall student GPA on Core course grades for graduating students.

Timeframe for this Outcome

Academic Year 2019 - 2020

Performance Target for "Met"

Overall average Core subjects GPA of between 3.0 - 4.0.

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

Average overall Core subjects GPA < 3.0 for graduating students.

Assessment Measure Used

Overall average student GPA from Core subjects in the program.

Frequency of Assessment

Annual evaluation in the spring of each academic year.

Data Collected for this Timeframe (Results)

3.64

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

3

Comments/Narrative

Overall average student GPA from the Core courses in the program (i.e. those courses common to all candidates in the M. Ed in Teaching and Learning regardless of concentration) decreased by 0.25 from 3.89 in Spring 2019 to 3.64 in Spring 2020. Having said that, it is important to take the COVID-19 pandemic into consideration as being an outlier effecting the validity of these results.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

Overall average student GPA from the Core courses in the program (i.e. those courses common to all candidates in the M. Ed in Teaching and Learning regardless of concentration) decreased by 0.25 from 3.89 in Spring 2019 to 3.64 in Spring 2020

Changes Made/Proposed Related to Goal

At this time, there is no need to amend the current goal. Maintaining the high success record is the current goal.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To demonstrate the ability to develop reflective practitioners who can apply course content to their work settings.

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

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

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

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

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Active and engaged student participation, as measured by their attendance log in EDUC682 (a field-based independent action-research based class).

Timeframe for this Outcome

Academic year 2019 - 2020

Performance Target for "Met"

150 or more hours devoted to class project.

Performance Target for "Partially Met"

110-149 hours devoted to class project.

Performance Target for "Not Met"

109 or fewer hours devoted to class project.

Assessment Measure Used

Student/supervising practitioner records - attendance log.

Frequency of Assessment

Annually in the spring.

Data Collected for this Timeframe (Results)

70

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

1

Comments/Narrative

EDUC 682 Field Based activities is a core course in the M, Ed in Teaching and Learning. It is designed for graduate students to apply the knowledge they have gained in that program to research, plan and implement site-based activities that enrich the professional setting. The target goal is for students to devote 150 hours of time to the project, as documented by an attendance log of the records time spent in the project development including reading, writing, creation of forms and materials, implementation and assessment. Students completed on average 156.5 hours in the spring semester of 2019. However, in the Spring semester of 2020, the students only completed 70 hours. Having said that, the

school closures beginning in March cut short many of the students' experiences, leading to the attendance log hours being lower. It is expected that by Spring of 2021 the hours in the attendance logs will be back to acceptable numbers as schools have since adapted to the pandemic.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program in terms of staff and technologies for monitoring and reporting.

Explanation of How Resources Will Be Used

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?

Student Learning Outcome

Enter Outcome

Students will earn high grades based on the individualized rubric for the course.

Timeframe for this Outcome

Academic year 2019-2020

Performance Target for "Met"

Between 170 - 200 points.

Performance Target for "Partially Met"

Between 140 - 169 points

Performance Target for "Not Met"

Less than 140 points

Assessment Measure Used

Actual grades achieved based on teacher/student grade book.

Frequency of Assessment

Annually in the spring.

Data Collected for this Timeframe (Results)

192

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

3

Comments/Narrative

EDUC 682 and individualize field-based activities is a core course for the M. Ed. in teaching and learning. It is designed for graduate students to apply the knowledge they have gained in the program

to research, plan and implement site-based activities that enrich the professional setting. Students are assessed on the time devoted to the project, as well as by development of objectives, completion of the literature review, implementation activities, journal entries related to the project, and a presentation of the project.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program in terms of staff and technologies for monitoring and reporting.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

Students in EDUC682 in the spring of 2020 met or exceeded all standards related to this goal.

Changes Made/Proposed Related to Goal

At this time, there is no need to amend the current goal. The program has increased in size by almost 50% based on enrollment since the last report, and maintaining the high success record in the face of increased student volume is the current goal

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To develop, and verify, the ability of students to demonstrate their professional knowledge in a formal setting.

Pillar of Success Supported

Robust Student Experience

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

EDUC694 Capstone comprehensive examination of Core knowledge.

Timeframe for this Outcome

Academic year 2019 - 2020

Performance Target for "Met"

Students achieve between 17 - 20 points

Performance Target for "Partially Met"

Students achieve between 14 - 17 points

Performance Target for "Not Met"

Students achieve less than 14 points

Assessment Measure Used

Student grades as measured by the examination rubric.

Frequency of Assessment

Annual

Data Collected for this Timeframe (Results)

17.6

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

3

Comments/Narrative

The comprehensive examination question is designed for students to demonstrate a synthesis of research and knowledge associated with common coursework taken by every student enrolled in the MTL program. It is blind scored by two evaluators. If the results of the first two readers vary greatly, a third reader is engaged. Student average on comprehensive examination in the summer of 2020 was 17.6.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program in terms of staff and technologies for monitoring and reporting.

Explanation of How Resources Will Be Used

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?

Student Learning Outcome

Enter Outcome

Comprehensive examination of concentration knowledge, two questions, one of which is timed.

Timeframe for this Outcome

Academic year 2019-2020.

Performance Target for "Met"

21-25 points score on the Concentration timed examination.

Performance Target for "Partially Met"

17-20 points score on the Concentration timed examination.

Performance Target for "Not Met"

Less than 17 points score on the Concentration timed examination.

Assessment Measure Used

Student grades as measured by the examination rubric.

Frequency of Assessment

Annually in the summer.

Data Collected for this Timeframe (Results)

22.5

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

3

Comments/Narrative

The concentration comprehensive examination questions are designed for students to demonstrate the synthesis of research and knowledge associated with their chosen concentration. One exam question is completed on campus in a timed setting. This exam is blind scored by two evaluators. If the results of the first to read is very greatly, if the reader is engaged. The average score for this exam in the Spring of 2020 was 22.5.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program in terms of staff and technologies for monitoring and reporting.

Explanation of How Resources Will Be Used

Outcome 3

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

Capstone Oral Presentation.

Timeframe for this Outcome

Academic year 2019 - 2020.

Performance Target for "Met"

25-30 points score on the Oral Presentation.

Performance Target for "Partially Met"

20 - 24 points score on the Oral Presentation.

Performance Target for "Not Met"

Fewer than 20 points on the Oral Presentation.

Assessment Measure Used

Oral presentation rubric.

Frequency of Assessment

Annually in the summer.

Data Collected for this Timeframe (Results)

27

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

3

Comments/Narrative

The oral capstone presentation provides an opportunity for each student to prepare a cumulative presentation of the graduate experience to a live audience of peers and professors. The presentation is organized around a theme or series of reflective questions and must involve the use of technology. It provides an opportunity for students to explain how the thinking has shifted, or their professional practice has changed, as a result of the M. Ed in Teaching and Learning (MTL) program. In the summer of 2020 the average grade achieved by students was 27.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program in terms of staff and technologies for monitoring and reporting.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

All of the available assessment data indicates that students in MTL program are performing well. In each of three outcome categories, students performed at or above standard on an average, and individual, basis.

Changes Made/Proposed Related to Goal

At this time, there is no need to amend the current goal. The program has increased in size by almost 50% based on enrollment since the last report, and maintaining the high success record in the face of increased student volume is the current goal.

Upload Rubrics/Other Files

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

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

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

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

2019-2022

Performance Target for "Met"

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

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

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

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

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

Comments/Narrative

The standard for this goal was met. Having said that, we are seeking to increase enrollment through visitations to local schools, advertisement of the graduate program to our undergraduate students, and through targeted marketing efforts.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program in terms of staff and technologies for monitoring and reporting.

Explanation of How Resources Will Be Used

N/A

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

Completion (Degrees Awarded)

Timeframe for this Outcome

2019 - 2020

Performance Target for "Met"

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

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

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

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

6.2

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

3

Comments/Narrative

The standard for this goal was met. Having said that, we are seeking to increase enrollment through visitations to local schools, advertisement of the graduate program to our undergraduate students, and through targeted marketing efforts.

Resources Needed to Meet/Sustain Results

Existing levels of resources are adequate given the current size of the program. As the program expands, additional resources may need to be added to the program in terms of staff and technologies for monitoring and reporting.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

The standards for both goals were met. Having said that, we are seeking to increase enrollment through visitations to local schools, advertisement of the graduate program to our undergraduate students, and through targeted marketing efforts.

Changes Made/Proposed Related to Goal

N/A

Upload Rubrics/Other Files