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

Early Childhood Education, B.S.

Submission Year

2019-2020

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

Assessment Coordinator Name

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.

Program Goal 1
Graduates in the Early Childhood Education program of the Department of Teacher Education will demonstrate specific knowledge, skills, and dispositions in accordance to the South Carolina Teaching Standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards.

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 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 early childhood 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 early childhood 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 early childhood 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 early childhood education professional program (student teaching).

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**

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

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.

Educational Testing Services (ETS) developed the PPAT assessment 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 aligned with InTASC standards.

The percent of early childhood education of pre-service teachers attaining the required ETS passing score of PPAT was high with 77% meeting or exceeding the goal of 60%. The even greater surprise was the students who surpassed the passing score of 36 point by an average of 5 points with a high of an excess of 19 to .5 points.

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. In addition, professor's participation in conferences and professional development opportunities is beneficial 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 early childhood education student's strengths were design instruction for student learning and implementing and analyzing instruction to promote student learning. Areas of needed improvement were planning for differentiation (with assessing and instructional design) and reflecting on these practices. Of the 22 early childhood education teacher-candidates for the 2018-19 school year, 17 attained a passing score (36 or higher on the PPAT), a 77% 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
⦿ High-Demand, Market-Driven Programs

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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?

Student Learning 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 (early childhood education) for Baccalaureate programs is greater than or equal to 143.4.

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 (early childhood education) for Baccalaureate programs is less than 143.4.

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

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)	**Score (Met=3, Partially Met=2, Not Met=1)**
2018-19	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

Early Childhood attended Lander Open Houses or provided information for faculty attending to enhance recruitment of early childhood majors. Early childhood faculty make two visits a year to Piedmont Technical College to recruit students who have completed their degree. The faculty review the program of study, the articulation agreement between the institutions and the student's transcripts to demonstrate to the students what they would need to do to complete their four year degree at 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

No additional resources are needed.

Include estimate of cost.

Explanation of How Resources Will Be Used

No additional resources are needed.

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 (early childhood education) for Baccalaureate programs is greater than or equal to 143.

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 (early childhood education) for Baccalaureate programs is less than 143.

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

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)	**Score (Met=3, Partially Met=2, Not Met=1)**
2018/19	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

The LINK (retention) course was modified and customized by major. The Education Department has 4 sections. The Early Alert system was used for students having academic difficulties. Early childhood advisors met frequently with advisees to answer questions, review Benchmark requirements, and provide 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

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

Graduates in the Early Childhood Education program of the Department of Teacher Education will demonstrate specific knowledge, skills, and dispositions in accordance to the South Carolina Teaching Standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards.

Timeframe for this Outcome

Academic Year 2018-19

Ex. Academic Year 2017-2018

Performance Target for "Met"

100% or more of Lander's Department of Teacher Education early childhood education teacher-candidates will pass Praxis II examination.

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

Performance Target for "Partially Met"

80% of Lander's Department of Teacher Education early childhood education teacher-candidates will pass Praxis II examination

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

Performance Target for "Not Met"

Less than 80% of Lander's Department of Teacher Education early childhood education teacher-candidates will pass Praxis II examination

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

Assessment Measure Used	Frequency of Assessment
Scores for Fall 2018 / 19 student teachers	Scores for Fall 2018 / 19 student teachers

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)	Score (Met=3, Partially Met=2, Not Met=1)
Fall 2018 (for fall semester student teachers) and spring 2019 (for spring semester student teacher)	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

100% of the students passed the exam.
The ETS Praxis II study guide was reviewed in ECED 227 Introduction to Early Childhood. Students take this course prior to the semester when they begin taking Praxis II. We have aligned early childhood courses to better aid the students in the passing of this examination.

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

No additional resources are needed

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Early childhood faculty will continue to ensure coursework is aligned to clinical experience.

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

Early childhood faculty will continue to ensure coursework is aligned to clinical experience.

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.