

# 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**

Early Childhood Education, B.S.

**Submission Year**

2021-2022

**Assessment Coordinator Name**

Tamara Pack

**Enter Assessment Coordinator Email**

tpack@lander.edu

## 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

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

## 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 2020-2021

### Performance Target for "Met"

90% 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).

### Performance Target for "Partially Met"

75%-89% 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).

### Performance Target for "Not Met"

Less than 75% 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).

### Assessment Measure Used

Praxis Performance Assessment for Teachers (PPAT)

### Frequency of Assessment

Once, during final semester of the early childhood education professional program (student teaching).

### Data Collected for this Timeframe (Results)

71% (10/14) scored 36 points or higher

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

1

### 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 not met because 71% of students passed the PPAT.

Both candidates and professors continued to make changes during this academic year for the PPAT assessment which 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.

The target score for each task is 3.0. Analysis of the results from the 2020-2021 school year demonstrates that Early Childhood teacher's strengths were in in Task 4: Implementing and Analyzing Instruction to Promote Learning. Students demonstrated their ability to plan and implement a standards-based lesson. They showed their ability to adjust instruction for their whole class and for focus students in their classroom. In the Final Step 4, they demonstrated their ability to reflect on their practice. This is shown in the mean scores for each step: Step 1: Planning (2.6), Step 2: Implementing the Plan (2.5), Step 3: Understanding the Two Focus Students (2.5), and Step 4: Reflecting (2.5)

Areas of needed improvement were found again in Task 2: Step 2: Administering the Assessment and Analyzing the Data. Candidates continued to score lower on reflecting on instruction as seen in TASK 2:

Step 3: Reflecting on Future Instruction (2.2) and Task 3: Step 3: Analyzing Instruction (2.4).

Though 4 (29%) did not pass PPAT , 3 took the PLT (Principles of Learning and Teaching) as an alternative to demonstrate their performance during student teaching. Only 1 student chose not to retake PPAT or take PLT because she decided not to be a teacher.

Of the 3 that took the PLT, all passed with a mean score of 168. The 3 students who took the PLT had the strongest skills in instructional processes ( mean score of 16/20). The students struggled the most with assessment (mean score of 9/15). Although a small cohort, this is important data because PPAT will no longer be used for assessing students and the PLT will replace this assessment.

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

The Department of Teacher Education has chosen to move from using the PPAT exam to developing our own Teacher Work Sample (TWS). No resources are needed at this time for this change.

#### **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?**

Student Learning Outcome

#### **Enter Outcome**

Results of EDUC 461 Clinical B Final Assessment.

#### **Timeframe for this Outcome**

Academic Year 2020-2021

#### **Performance Target for "Met"**

Early Childhood Teacher Candidates meet 90% of the learner outcomes.

#### **Performance Target for "Partially Met"**

Early Childhood Teacher Candidates meet 80% of the learner outcomes.

#### **Performance Target for "Not Met"**

Early Childhood Teacher Candidates meet 70% of the learner outcomes.

#### **Assessment Measure Used**

EDUC 461: Clinical B Final Assessment

#### **Frequency of Assessment**

Once, during final semester of the Early Childhood education professional program (student teaching).

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

100% (14/14) of the Teacher Candidates in the Early Childhood program met the learner outcomes.

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

3

**Comments/Narrative**

100% (14/14) of the 2019-2020 Lander University Early Childhood Education teacher candidates met all the learner outcomes on the EDUC 461 Final Assessment. There are no areas of improvement noted in these data. The candidates showed strengths in all learner outcomes.

**Resources Needed to Meet/Sustain Results**

none

**Explanation of How Resources Will Be Used**

n/a

## Goal Summary

**Goal Summary/Comments**

Lander University Early Childhood teacher candidates demonstrated their mastery of the knowledge, skills, and dispositions for the South Carolina Teaching Standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards as seen in their meeting the performance outcomes for the PPAT and the Final Assessment.

All 14 of the 2020-2021 Lander University Special Education teacher candidates met 100% of the learner outcomes on the EDUC 461 Final Assessment. There were no areas of improvement noted in these data. The candidates showed strengths in all learner outcomes.

Some specific areas of strength and areas for needed improvement were found in the PPAT data. Candidates were able to plan, implement, make adjustments in instruction, and reflect on that instruction (SCTS Domain 2- Planning and Domain 1: Instruction; InTASC Standard 7: Planning for Instruction and Standard 8: Instructional Strategies).

Areas of needed improvement were found in their administration of the assessment and reflection on their instruction during Task 3 (SCTS 1- Instruction; InTASC Standard 6: Assessment and 9: Professional Learning and Ethical Practice). Candidates continue to need to improve on the implementation of assessments. Along with this, they need to continue to work on reflecting on their lesson instruction in order to improve future teaching and student outcomes.

**Changes Made/Proposed Related to Goal**

Emphasis will be placed on assessment implementation and analysis for the 2021-2022 year. The new Teacher Work Sample (TWS) will provide students with multiple opportunities to analyze assessments. Students will be given opportunities in their ECED 302, ECED 323, ECED 329, ECED 429 and SPED 321 to perform the assessment cycle by creating assessments, giving student's assessments, and analyzing the results. Emphasis will be placed on student's analyzing the results of the assessments they use for lessons in their ECED 329 and ECED 429 clinical experiences. Students will continue to practice reflecting on their instruction and identifying ways they will improve their teaching in all three clinical experiences.

**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 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**

2020-2021

**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 12.5.

**Performance Target for "Partially Met"**

Not Applicable

**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 greater than 12.5.

**Assessment Measure Used**

Enrollment and Graduation data extracted from Banner

**Frequency of Assessment**

annually

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

139.4

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

3

**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.

**Resources Needed to Meet/Sustain Results**

No additional resources are needed.

**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**

2020-2021

**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 8.

**Performance Target for "Partially Met"**

Not Applicable

**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 8.

**Assessment Measure Used**

Enrollment and Graduation data extracted from Banner

**Frequency of Assessment**

Annually

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

24.4

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

3

**Comments/Narrative**

During this year as we faced many challenges due to the pandemic, the Link (retention) course continued to be customized for all education majors. The Early Alert system was used for students having academic difficulties and additional stresses due to the pandemic. Early Childhood advisors met frequently with advisees virtually and/or in person 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. All students were provided two Lander Weebly sites (<http://passpraxis.weebly.com/> and <https://passpraxis2.weebly.com/>) which provide registration information and study materials for their Praxis exams. The EDUC 205: Teacher Education and Praxis Preparation course was offered to assist students struggling with passing the required Praxis exams. Class sessions were live-streamed and/or taped and posted for students unable to attend in person due to the pandemic. Early Childhood education and education professors worked with students to adjust assignments and dates for courses.

**Resources Needed to Meet/Sustain Results**

\$0.00

**Explanation of How Resources Will Be Used**

No additional resources are needed

## Goal Summary

**Goal Summary/Comments**

Early childhood Education program met expected outcomes for this goal.

**Changes Made/Proposed Related to Goal**

Early childhood faculty will continue to ensure coursework is aligned to clinical experience and will participate in Teacher Cadet events.

**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**

All Early Childhood Education majors will attain 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

## 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**

Praxis II test - #5025

**Timeframe for this Outcome**

Academic year 2020-2021

**Performance Target for "Met"**

Praxis II- score of 160 or higher.

**Performance Target for "Partially Met"**

n/a

**Performance Target for "Not Met"**

Praxis II- score of 159 or less.

**Assessment Measure Used**

Praxis II- Test #5025

**Frequency of Assessment**

yearly

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

100% pass rate

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

3

**Comments/Narrative**

100% (14/14) of students passed Praxis 2. Students were encouraged to take the new version of the test - #5025. Students were given study guides, and many had tutoring sessions organized by faculty to ensure preparedness.

**Resources Needed to Meet/Sustain Results**

none

**Explanation of How Resources Will Be Used**

n/a

## Goal Summary

**Goal Summary/Comments**

100% of the students passed the exam again this academic year.

**Changes Made/Proposed Related to Goal**

Faculty will ensure coursework aligns and will provide the same supports in the 2020-2021 year. Faculty will analyze student reports to determine if there are any specific areas that need to be emphasized in the future.

**Upload Rubrics/Other Files**



**Dean's Email Address**

shuntbarron@lander.edu

**Approved by Dean?**

Yes

**Signature of Dean**

Sarah Hunt-Barron

**Comments from Dean's Review**

The PPAT has been replaced for future years by the TWS. Last year, many of the students completing the PPAT were adversely impacted by the pandemic, with limited classroom experiences in spring due to virtual learning in the pandemic, hybrid/ virtual experiences the following fall and spring. These graduates did not have a single semester that was a typical semester in a K-12 school, which impacts their experience and performance on PPAT.

**Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.**