

# 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

2022-2023

## Assessment Coordinator Name

Lauren Adams

## Enter Assessment Coordinator Email

ladams@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 the Teacher Work Sample

### Timeframe for this Outcome

Academic Year 2021-2022

### Performance Target for "Met"

90% or more of Lander's Department of Teacher Education early childhood education teacher-candidates score 217 points or higher on the Teacher Work Sample.

### Performance Target for "Partially Met"

75%-89% of Lander's Department of Teacher Education early childhood education teacher-candidates score 144-216 points on the Teacher Work Sample.

### Performance Target for "Not Met"

Less than 75% of Lander's Department of Teacher Education early childhood education teacher-candidates score less than 144 points on the Teacher Work Sample.

### Assessment Measure Used

Teacher Work Sample

### Frequency of Assessment

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

### Data Collected for this Timeframe (Results)

100% scored 217 points or higher

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

3

### Comments/Narrative

The Teacher Work Sample 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 Department of Teacher Education developed this assessment in collaboration with teacher education faculty and cooperating teachers to determine the knowledge, skills and abilities that classroom practitioners deem essential for effective teaching. The Teacher Work Sample is aligned with InTASC standards.

The percent of early childhood education pre-service teachers attaining the required score for the Teacher Work Sample was met because 100% of students scored 217 points or higher.

The target score for each task is 7 with a maximum of potentially 8 points earned per section. Analysis of the results from the 2021-2022 school year demonstrates that Early Childhood teacher's strengths were Contextual Factors, Unit Goals, Assessment Plan, Design for Instruction, Classroom Environment, Implementing Instructional Decision Making, Impact on Student Learning, and Candidate's Reflective Practice. The average score for each section for all early childhood education majors being above 7.33.

There are no areas of improvement noted in this data. The candidates showed strengths in all areas mentioned above in the Teacher Work Sample.

### Resources Needed to Meet/Sustain Results

Inter-rater Reliability Training for professors to ensure we are scoring reliably. No resources are needed at this time.

### Explanation of How Resources Will Be Used

n/a

## Outcome 2

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

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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?**

Student Learning Outcome

**Enter Outcome**

Results of EDUC 461 Clinical B Final Assessment.

**Timeframe for this Outcome**

Academic Year 2021-2022

**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% of the Teacher Candidates in the Early Childhood Education program met the learner outcomes.

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

3

**Comments/Narrative**

100% of the 2021-2022 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 this 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 Teacher Work Sample and the 461 Final Assessment.

All Lander University Early Childhood Education teacher candidates for the 2021-2022 met 100% of the learner outcomes on the EDUC 461 Final Assessment. There were no areas of improvement noted in this data. The candidates showed strengths in all learner outcomes.

The target score for each task of the Teacher Work Sample is 7 with a maximum of potentially 8 points earned per section. Analysis of the results from the 2021-2022 school year demonstrates that Early Childhood teacher's strengths were Contextual Factors, Unit Goals, Assessment Plan, Design for Instruction, Classroom Environment, Implementing Instructional Decision Making, Impact on Student Learning, and Candidate's Reflective Practice. The average score for each section for all early childhood education majors being above 7.33. There are no areas of improvement noted in this data. The candidates showed strengths in all areas mentioned above in the Teacher Work Sample.

### Changes Made/Proposed Related to Goal

The new Teacher Work Sample (TWS) (implemented this year) provided students with multiple opportunities to analyze assessments. Students are given opportunities in their EDUC 207, ECED 323, EDUC 302, 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 students 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

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**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**

2021-2022

**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 less 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**

n/a

## Outcome 2

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skills, and values that students are expected to gain as a result of their educational experiences.

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**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**

2021-2022

**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)**

25.8

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

3

**Comments/Narrative**

The Link 101 (retention) course continued to be customized for all education majors.

The Early Alert system was used for students having academic difficulties and additional stresses.

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.

**Resources Needed to Meet/Sustain Results**

No additional resources are needed.

**Explanation of How Resources Will Be Used**

n/a

## 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

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**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 2021-2022

### Performance Target for "Met"

Praxis II- score of 156 or higher.

### Performance Target for "Partially Met"

n/a

**Performance Target for "Not Met"**

Praxis II- score less than 156.

**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% of students passed Praxis II. Students were given study guides and many had tutoring sessions organized by faculty to ensure preparedness.

**Resources Needed to Meet/Sustain Results**

No additional resources are needed.

**Explanation of How Resources Will Be Used**

n/a

## Goal Summary

**Goal Summary/Comments**

100% of the early childhood education students passed the exam this academic year.

**Changes Made/Proposed Related to Goal**

Faculty will ensure coursework aligns and will provide the same supports in the 2022-2023 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**

**Thank you for completing your assessment report. Your report will be sent to your College Dean for their review and approval after you hit "Submit" below. Please enter their email address below.**

**Dean's Email Address**

shuntbarron@lander.edu

**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.**