

# 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

2020-2021

### Assessment Coordinator Name

Carol Hoyle

### Enter Assessment Coordinator Email

choyle@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 2019-2020

### Performance Target for "Met"

80% 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"

61% to 79% 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 61% 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)

90% (18/20) scored 36 points or higher

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

3

### 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 90% meeting or exceeding the goal of 80%.

### 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.

### 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.

## Outcome 2

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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**

Results of EDUC 461 Clinical B Final Assessment.

**Timeframe for this Outcome**

Academic Year 2019-2020

**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 program met the learner outcomes.

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

3

**Comments/Narrative**

100% 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 education 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.

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

Emphasis will be placed on assessment implementation for the 2020-2021 year. The PPAT Tasks have been dispersed within the program for earlier exposure. (For example- EDUC 223 will focus on PPAT 1, EDUC 306 will focus on PPAT 2, ECED 329 will focus on PPAT 3, and ECED 429 will focus on PPAT 4. Students will continue to practice reflecting on their instruction and identifying ways they will improve their teaching.

### **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**

2019-2020

### **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.

**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 143.4.

**Assessment Measure Used**

Enrollment and Graduation data extracted from Banner

**Frequency of Assessment**

annually

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

2019-2020

**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**

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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**

2019-2020

**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)**

24.6

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

3

**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.

**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

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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 2019-2020

**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% 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.

**Changes Made/Proposed Related to Goal**

Faculty will ensure coursework aligns and will provide the same supports in the 2019-2020 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**