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
2024-2025

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
Graduates in the Early Childhood Education program within the Department of Teacher Education will demonstrate specific knowledge, skills, and dispositions in accordance with 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 (TWS)

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"
The average score for Lander's Department of Teacher Education Early Childhood Teacher Candidates on all 30 components of the Teacher Work Sample (TWS) is 3.5 or higher.

Performance Target for "Partially Met"
The average score for Lander's Department of Teacher Education Early Childhood Teacher Candidates on 25/30 components of the Teacher Work Sample (TWS) is 3.5 or higher.

Performance Target for "Not Met"
The average score for Lander's Department of Teacher Education Early Childhood Teacher Candidates on less than 25 components of the Teacher Work Sample (TWS) is 3.5 or higher.

Assessment Measure Used	**Frequency of Assessment**
Teacher Work Sample (TWS)	Once, during the final semester of the Early Childhood professional program (student-teaching/internship).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
The average score for Fall 2023 on 20/30 components was 3.5 or higher. The average score for Spring 2024 on 24/30 components was a 3.5 or higher. – Score = 1 (not met)	1

Comments/Narrative
The Teacher Work Sample (TWS) assessment is designed to allow teacher candidates to demonstrate their performance during student teaching/internships. Successful completion of this assessment demonstrates that teacher candidates are prepared to enter the classroom as entry-level teachers.

The TWS assessment was developed by the Lander Department of Teacher Education and is aligned with the South Carolina Teaching Standards and the InTASC standards.

The TWS is a professional demonstration of educator competencies through a performance-based assessment tool that provides direct evidence of a teacher candidate's ability to design and implement standards-based instruction, assess student learning, and reflect on the teaching and learning practice. This was completed during the student teaching/internship semester after consultation with the cooperating teacher regarding the choice of appropriate topic to be taught in a particular subject area as determined by each program. Candidates planned a unit based on the requirements of our program. The teacher candidates planned for, taught, assessed, analyzed assessment results, and reflected upon this unit of study that they created. Before designing instruction, the teacher candidate considered the contextual factors of the students, school, and community, as well as, the classroom environment, management techniques to be used, and procedures to be followed that would ensure student success.

The target score for each component a 3.0. Students could also score a 4.0 (exemplary) if they exceeded the target score of 3.0. Analysis of the results from the 2023-2024 school year shows that early childhood education students scored an average of 3.5 or higher on 20/30 components in Fall

2023 and 24/30 components in Spring 2024.

Early Childhood Education students showed strengths consistent in Fall 2023 and Spring 2024 (scores of 3.65 or higher) in the areas of Alignment of Standards, Lesson Content, and Implications for Professional Learning Goals. Early Childhood teacher candidates demonstrated unit goals aligned with standards and lesson objectives aligned to unit goals and the assessments. They also demonstrated lesson content that was accurate with clear learning progressions that were congruent to the major concepts and/or structures of the discipline. Teacher candidates also described professional learning goals that emerged from insights and experiences with specific steps to meet these goals.

Areas where average scores fell below 3.5 consistent with Fall 2023 and Spring 2024 scores were Assessment Overview and Student Self-Reflection and Record of Growth. The Assessment Overview requires early childhood pre-service educators to plan and describe a variety of Pre-, Formative, and Post-Assessments aligned to the standards and goals. The Student Self-Reflection and Record of Growth includes how the students in the classroom will track their own assessment results. This also requires teacher candidates to summarize the results of the pre-assessment, provide evidence of lesson plans including instructional strategies, a variety of activities, assessments, technology, and address key contextual factors. Professors in methods courses, as well as the required assessment course, will continue to work with students on the specific areas mentioned above. Teacher candidates will work to demonstrate these specific skills listed below in the field placements prior to student teaching to ensure students have multiple opportunities to practically apply these skills in their assigned field placement classrooms.

Resources Needed to Meet/Sustain Results
Continued Inter-rater Reliability Training

Explanation of How Resources Will Be Used
Continued Inter-rater Reliability Training for professors to ensure we are scoring reliably.

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 the South Carolina (SC) 4.0 Rubric Scores for Lesson Observations as conducted by the EDUC 461 University Supervisor

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"

The average score for Lander's Department of Teacher Education Early Childhood Teacher Candidates on all 20 components of the South Carolina (SC) 4.0 Rubric Scores for Lesson Observations as conducted by the EDUC 461 University Supervisor is 3.0 or higher.

Performance Target for "Partially Met"
The average score for Lander's Department of Teacher Education Early Childhood Teacher Candidates on 15/20 components of the South Carolina (SC) 4.0 Rubric Scores for Lesson Observations as conducted by the EDUC 461 University Supervisor is 3.0 or higher.

Performance Target for "Not Met"
The average score for Lander's Department of Teacher Education Early Childhood Teacher Candidates on less than 15/20 components of the South Carolina (SC) 4.0 Rubric Scores for Lesson Observations as conducted by the EDUC 461 University Supervisor is 3.0 or higher.

Assessment Measure Used
South Carolina (SC) 4.0 Rubric Scores for Lesson Observations as conducted by the EDUC 461 University Supervisor

Frequency of Assessment
Once during, the final semester of the early childhood education professional program (student-teaching/internship).

Data Collected for this Timeframe (Results)
The average score for Fall 2023 on 19/19 components was 3.0 or higher. The average score for Spring 2024 on 19/19 components was 3.0 or higher. – Score = 3 (met)

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

Comments/Narrative
Early Childhood Education Teacher Candidates taught 4 lessons (ELA, Math, Science, and Social Studies) where the University Supervisor observed and scored using the South Carolina (SC) 4.0 Rubric. This is the same rubric used by all districts in South Carolina to evaluate current teachers in the field of education. The rubric assesses the teacher candidates on planning, instruction, environment, and professionalism while in their final field placement for student teaching/internship.

Analysis of the average scores for 2023-2024 showed early childhood education teacher candidates excelled in the areas of environment and respectful culture. Environment addresses areas such as welcoming students and guests, organized to promote learning, materials are accessible, and promotes a variety of group learning. Respectful culture addresses areas such as friendly teacher-student interactions, respect shown, peers being polite to peers, and the teacher being receptive to opinions.

Areas needing improvement for 2023-2024 are Questioning and Thinking Skills. Questioning includes teacher candidates asking a variety of questions at varied levels, calling on a range of respondents, requiring active responses, giving wait time, and having students generate their own questions. Thinking Skills include teacher candidates directly teaching a variety of thinking skills throughout the lesson. The elements described above are specifically planned for and described throughout the teacher candidate's lesson plans.

Resources Needed to Meet/Sustain Results
SC 4.0 Rubric Re-certification

Explanation of How Resources Will Be Used
SC 4.0 Rubric Re-certification every 4 years for professors to ensure we are scoring reliably.

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 majority of the performance outcomes for the Teacher Work Sample (TWS) and the South Carolina (SC) 4.0 Rubric Scores for Lesson Observations as conducted by the EDUC 461 University Supervisor. These two assessments evaluate how the teacher candidates plan, teach, manage a classroom, evaluate, and reflect on their final field placement experience (student teaching/internship).

Teacher candidates demonstrated strong skills in planning and classroom management across both assessments. Observation data suggests that they performed well in teaching individual lessons. However, there is room for growth in planning, implementing, and analyzing pre-, formative, and post-assessment data. Strengthening the link between assessment results and lesson design will be a key focus in the coming academic year.

Changes Made/Proposed Related to Goal

The Teacher Work Sample (TWS) offers students numerous opportunities to engage deeply in the assessment process. Throughout key courses (EDUC 207, ECED 323, EDUC 302, ECED 329, ECED 429, and SPED 321), they are guided through the full assessment cycle: designing assessments, administering them to students, and analyzing the results. For the 2024-2025 academic year, special emphasis is placed on helping Teacher Candidates interpret assessment results and integrate these insights into lesson planning. As candidates create lesson plans for their two field placements (ECED 329 and ECED 429) before advancing to student teaching or internships, instructors will support them in refining their ability to connect assessment outcomes with lesson objectives and instructional strategies. This enhancement is designed to strengthen students' ability to align standards and objectives with assessments as they teach. Across all three clinical experiences, students will continue to practice reflecting on their instructional effectiveness and identifying areas for improvement in their teaching practices.

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
2023-2024

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 150.

Performance Target for "Partially Met"
Using a five-year rolling average, the number of students enrolled in the major (Early Childhood Education) for Baccalaureate programs between 120 and 149.

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 120.

Assessment Measure Used	**Frequency of Assessment**
Enrollment and Graduation data extracted from Banner	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
136.80	2

Comments/Narrative
Early Childhood Education faculty play an active role in Lander Open Houses, offering program insights and resources to attract new early childhood majors. They also collaborate with teacher cadet programs, inspiring future educators to pursue early childhood education. Each year, faculty members visit Piedmont Technical College to connect with associate degree graduates interested in continuing their studies at Lander. During these visits, the Department Chair reviews the program of study, explains the articulation agreement between institutions, and evaluates student transcripts to provide a clear pathway toward a four-year degree at Lander. As an additional recruitment option, the Department of Teacher Education now offers an online Bachelor's degree in Early Childhood Education, tailored for paraprofessionals and others working in schools who are seeking full certification.

Resources Needed to Meet/Sustain Results
No additional resources are needed at this time.

Explanation of How Resources Will Be Used
not applicable

Outcome 2

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

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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
2023-2024

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	Frequency of Assessment
Enrollment and Graduation data extracted from Banner	Annually

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
26.20	3

Comments/Narrative
The Academic Alert system supports students facing academic challenges and additional stressors that impact their performance. Early Childhood Education advisors meet regularly with their advisees to answer questions, review benchmark requirements, and offer academic guidance. Advisors monitor Praxis scores and send reminders to ensure students meet Praxis requirements and deadlines. All students receive resources for registration and access to study materials. To assist students needing additional support with the Praxis exams, the EDUC 205: Teacher Education and Praxis Preparation course is available, and tutoring is offered through the Student Success Center. Faculty maintain weekly office hours for students seeking immediate assistance. The LINK 101: Introduction to College course further aids in student retention by providing foundational college skills.

Resources Needed to Meet/Sustain Results
No additional resources are needed at this time.

Explanation of How Resources Will Be Used
not applicable

Goal Summary

Goal Summary/Comments
The Early Childhood Education program met the expected outcomes for this goal.

Changes Made/Proposed Related to Goal
Faculty remain dedicated to supporting every student's success and program completion. Early Childhood Education majors are also encouraged to participate in open houses to help attract and inspire future students to join the program.

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 2 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.

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What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Praxis 2 – Test #5025 OR Test #5621

Timeframe for this Outcome
Academic year 2023-2024

Performance Target for "Met"

60% Score 170 or higher

Performance Target for "Partially Met"
40-59% Score between 157-169

Performance Target for "Not Met"
0-39% Score less than 157

Assessment Measure Used	**Frequency of Assessment**
Praxis 2 – Test #5025 OR Test #5621	Yearly (before student teaching/internship)
Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
56% of teacher candidates scored 170 or higher	2

Comments/Narrative
Students are required by the State of South Carolina to score the following on the Praxis 2 exam: Test #5025 passing score of 156 or Test #5621 passing score of 157. For the 2023-2024 academic year, 17/18 Early Childhood Education majors met this state requirement.

Students are encouraged to take and pass the Praxis 2 exam before enrollment in EDUC 461 for student teaching. Students who want to participate in the internship certificate program must take and pass the Praxis 2 and PLT before applying.

Early Childhood Education teacher candidates' average score on the Praxis 2 exam for the 2023-2024 academic year was 170.8. The scores ranged from a 153 (one not passing) to a 189. Teacher Candidate's individual scores were reviewed for each of the five categories: Language and Literacy, Math, Social Studies, Science, and Heath & Physical Education and Creative & Performing Arts looking at whether they fell within the average range, below average, or above average. Language and Literacy and Health & Physical Education and Creative & Performing Arts are areas of strength for the 2023-2024 academic year with 0/17 teacher candidates scoring below average of those that passed. Math had 2/17 candidates scoring below average. Social studies had 2/17 candidates scoring below average. Science had 1/17 candidates scoring below average. The one candidate that did not pass chose to take a different test. Overall, Early Childhood Education Teacher Candidates were successful in passing the Praxis 2.

Early Childhood Education Teacher Candidates receive ongoing support from faculty in their methods courses and throughout the Early Childhood program to help them achieve their goals. Candidates demonstrate their grasp of these concepts on the Praxis II exam by completing authentic, purpose-driven key assessments. Study resources are readily available, and Early Childhood courses are closely aligned with field placement experiences to ensure candidates have meaningful opportunities to apply course content and concepts in real-world settings.

Resources Needed to Meet/Sustain Results
No additional resources are needed at this time.

Explanation of How Resources Will Be Used
not applicable

Goal Summary

Goal Summary/Comments
94% (17 out of 18) of Early Childhood Education Teacher Candidates met the State of South Carolina required passing score of 156 or 157 (depending on the test they took). 56% of teacher candidates met

the goal of scoring 170 or higher.

Changes Made/Proposed Related to Goal
Faculty teaching Early Childhood Education majors will align coursework with Praxis II standards by developing authentic, targeted key assessments. Dr. Adams and other faculty will review student performance reports to identify specific areas for future emphasis and improvement.

Upload Rubrics/Other Files

Dean's Email Address
shuntbarron@lander.edu

Approved by Dean?
Yes

Signature of Dean

Comments from Dean's Review
Thank you for your detailed report!

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.