

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 Due Date
2023-2024

Assessment Coordinator Name
Lauren Adams

Enter Assessment Coordinator Email
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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 2022-2023

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

Teacher Work Sample (TWS)

Frequency of Assessment

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

Data Collected for this Timeframe (Results)

The average score for Fall 2023 on 9/30 components was 3.5 or higher. The average score for Spring 2023 on 12/30 components was a 5 or higher.

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

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 2022-2023 school year shows that early childhood education students scored an average of 3.5 or higher on 9/30 components in Fall 2023

and 12/30 components in Spring 2023.

Early Childhood Education students showed strengths (scores of 3.65 or higher) in the areas of Alignment of Standards, Unit Overview, Respectful Culture, 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 established a respectful culture by including student interests and opinions, friendly interactions between the teacher candidate and the students, as well as, encouraging students to be polite to each other. 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 were TWS Part 1 including Contextual Factors, TWS Part 3 Assessment Plan, TWS Part 4 Design for Instruction, TWS Part 6 Implementing Instructional Decision Making (Formative), and TWS Part 7 Impact on Student Learning (Summative). TWS part 1 requires early childhood educators to examine community, district, and school factors. Teacher candidates also look at classroom factors, student characteristics, and instructional implications. TWS part 3 requires early childhood educators to plan and describe a variety of Pre-, Formative, and Post-Assessments aligned to the standards and goals including how the students in the classroom will track their results. TWS part 4 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. TWS part 6 requires early childhood educators to analyze formative assessments reviewing whole-class and small-group data, as well as, how these decisions influenced subsequent lessons taught in the unit. TWS part 7 requires teacher candidates to analyze pre-, formative, and post-assessment data to determine student's progress related to the unit learning goals.

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

not applicable

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 2022-2023

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 14/20 components was 3.0 or higher. The average score for Spring 2023 on 19/20 components was 3.0 or higher.

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

2

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 2022-2023 showed early childhood education teacher candidates excelled in the areas of respectful culture and professionalism. Respectful culture addresses areas such as friendly teacher-student interactions, respect shown, peers being polite to peers, and the teacher being receptive to opinions. Professionalism addresses such as being prompt, professional dress, incorporating previous feedback, and being a reflective practitioner.

Areas needing improvement for Fall 2023 are Expectations, Questioning, Academic Feedback, Grouping Students, Thinking Skills, and Problem Solving. However, in Spring 2023 the only area of improvement was Questioning. Expectations include teacher candidates encouraging students to learn from their mistakes and students taking ownership. 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. Academic Feedback includes oral and written, the teacher candidate provides this during guided practice, circulates to monitor work, adjusts the lesson as needed, and plans for peer-to-peer interactions. Grouping Students includes how students are grouped is purposeful for all activities, there are clear roles, and there is accountability for the group. Thinking Skills include teacher candidates directly teaching a variety of thinking skills throughout the lesson. Problem Solving includes the teacher candidate teaching and reinforcing a

variety of problem-solving skills throughout the lesson. All of 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 every 4 years for professors to ensure we are scoring reliably. No resources are needed at this time.

Explanation of How Resources Will Be Used

not applicable

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 showed strengths in the areas of planning, classroom management, and professionalism through both assessments. While they appear to have done well in teaching the individual lessons, as seen in the observations, they seemed to need improvement in the areas of planning, implementing, and analyzing pre-, formative, and post-assessment data. Clear connections between assessment results and lesson design are areas that will continue to be emphasized during the next academic year.

Changes Made/Proposed Related to Goal

The Teacher Work Sample (TWS) provides 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 students assessments, and analyzing the results. Emphasis will be placed on Teacher Candidates to analyze and connect assessment results to lesson design for the 2023-2024 academic year. As students develop lesson plans for two field placement experiences (ECED 329 and ECED 429) before student teaching/internships, instructors will work to help teacher candidates plan for and analyze assessment results more clearly, as well as, match lesson assessments with the lesson objectives and instruction. This adjustment has been made to help students connect the standards and objectives to the assessments as they teach their lessons. 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

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

2022-2023

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)

142

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

3

Comments/Narrative

Early Childhood Education faculty attend Lander Open Houses and provide information for faculty attending to enhance recruitment of early childhood majors. Faculty is also involved in recruiting teacher cadets to enhance the recruitment of early childhood majors. Visits are made each year to Piedmont Technical College to recruit students who have completed their associate's degree. The Department Chair reviews 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 at this time.

Explanation of How Resources Will Be Used

not applicable

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

2022-2023

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)

26.6

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

3

Comments/Narrative

The Academic Alert system is used for students having academic difficulties and additional stresses that affect their academic performance. Early Childhood education advisors meet frequently with advisees to answer questions, review benchmark requirements, and provide support with classes. Advisors review Praxis scores and send reminders to students about Praxis requirements and deadlines. All students are provided resources to help with registration and study materials. The EDUC

205: Teacher Education and Praxis Preparation course is offered to assist students struggling with passing the required Praxis exams. Tutoring in the Student Success Center is also available. Faculty also keep set office hours each week for immediate assistance for students. LINK 101 Introduction to College course is also helpful with the retention of students.

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

The faculty continues to provide the support needed for all students to help them be successful and complete their programs. Early Childhood Education majors are asked to attend open houses to help recruit more early childhood education majors.

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 2022-2023

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

Praxis 2 – Test #5025 OR Test #5621

Frequency of Assessment

Yearly (before student teaching/internship)

Data Collected for this Timeframe (Results)

47% of teacher candidates scored 170 or higher

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

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 2022-2023 academic year, 31/32 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 2022-2023 academic year was 170. The scores ranged from a 154 (one not passing) to a 188. Teacher Candidate's individual scores were reviewed for each of the five categories: Language and Literacy, Math, Social Studies, Science, and Health & Physical Education and Creative & Performing Arts looking at whether they fell within the average range, below average, or above average. Math is an area of strength for the 2022-2023 academic year with 0/32 teacher candidates scoring below average. Language and literacy had 1/32 candidates scoring below average. Social studies had 4/32 candidates scoring below average. Health & Physical Education and Creative & Performing Arts had 3/32 candidates scoring below average. Science had 1/32 candidates scoring below average. Overall, Early Childhood Education Teacher Candidates were successful in passing the Praxis 2.

Early Childhood Education Teacher Candidates continue to receive support from faculty in their methods courses and throughout other courses in the Early Childhood program to help meet this objective. Teacher candidates show an understanding of these concepts on Praxis 2 by completing authentic and purposeful key assessments. Study resources are provided for teacher candidates and Early Childhood courses are aligned with field placement experiences to ensure opportunities to apply course content and concepts.

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

97% (31 out of 32) 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). 47% (15 out of 32) of teacher candidates met the goal of scoring 170 or higher.

Changes Made/Proposed Related to Goal

Faculty, teaching Early Childhood Education majors, will ensure coursework aligns with Praxis 2 expectations by creating authentic and purposeful key assessments. Dr. Adams and other faculty will analyze student reports to determine if any specific areas 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

Goal 1: The average score for Fall 2023 on 9/30 components was 3.5 or higher. The average score for Spring 2023 on 12/30 components was a 5 or higher. I think this should read "The average score for Spring 2023 on 12/30 components was a 3.5 or higher." All early childhood faculty have been through the TWS IRR training (last year), so I am unclear on why this is a resource needed. I think it should read more like the resources needed for SCTS 4.0.

Consider changing Goal 2 to incorporate growth for number of majors, rather than just state minimums. Could the goal next year be 150 students? Or 1-2% growth?

Thank you for setting goals that leave room for continuous improvement!

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.