

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
Montessori Education, M.Ed.

Submission Due Date
Fall 2025: October 1, 2025

Assessment Coordinator Name
Laura Light

Enter Assessment Coordinator Email
llight@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

Students will be able to conduct applied research studies of Montessori methods in classroom settings to improve instruction in K-8 classrooms.

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

100% of Montessori practicum students will successfully complete action research projects in their practicum classrooms during their placement in MONT 617 and MONT 618 (placements are 540 hours for Early Childhood concentrations and 1080 hours for both Elementary I and Elementary II concentrations).

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

100% of students in MONT 617 and MONT 618 will earn an A in the Action Research assignment, reflecting the successful completion of their action research project.

Performance Target for "Partially Met"

90% - 99% of students in MONT 617 and MONT 618 will earn an A in the Action Research assignment, reflecting the successful completion of their action research project.

Performance Target for "Not Met"

Less than 89% of students in MONT 617 and MONT 618 will earn an A on the Action Research assignment.

Assessment Measure Used

Grades for the Action Research Assignment in MONT 617 and MONT 618

Frequency of Assessment

1 time per year - data gathered from Fall (MONT 617) and Spring (MONT 618)

Data Collected for this Timeframe (Results)

In MONT 617/618, 12 out of 12 students made an A on the Action Research Project.

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

3

Comments/Narrative

To prepare for the action research project in the fall, all students successfully complete an action research tutorial and draft a proposal for approval by the instructor. The students implement the action research project in their practicum classroom starting early spring semester. The project is grounded in Montessori methods and enables students to apply promising pedagogical practice in a classroom and gauge its effectiveness with learners in their local setting.

Resources Needed to Meet/Sustain Results

No additional resources are needed for the M.Ed. in Montessori program to meet this goal.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

The action research project conducted in MONT 617 and MONT 618 provides an opportunity for students to gain first hand knowledge of research practice, and become more reflective practitioners. Students find this demanding assignment challenging, but it also demonstrates their understanding of Montessori pedagogy and offers an opportunity to examine the impact of this approach on students in unique contexts.

Changes Made/Proposed Related to Goal

These two courses are based on a yearlong action research project. While all students were successful,

starting the action research project earlier in the fall will allow the students to hit the ground running once spring semester starts. With the severe weather in January last year, it caused a few delays and adjustments in order to meet the time frame needed to have valid research.

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

Students will demonstrate the skills, knowledge and dispositions of Montessori educators by successfully demonstrating that they exhibit the Competencies for Montessori Teacher Candidates as defined by the Montessori Accreditation Council for Teacher Education (MACTE).

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

Students will attain an average grade of an A in MONT 617 and MONT 618 based on the Competencies for Montessori Teacher Candidates as defined by MACTE.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

100% of students in MONT 617 and MONT 618 will earn an A in MONT 617 and MONT 618 tied to MACTE competencies.

Performance Target for "Partially Met"

90% - 99% of students in MONT 617 and MONT 618 will earn an A in MONT 617 and MONT 618 tied to MACTE competencies.

Performance Target for "Not Met"

Less than 89% of students in MONT 617 and MONT 618 will earn an A in MONT 617 and MONT 618 tied to MACTE competencies.

Assessment Measure Used

Final grades in MONT 617 and MONT 618

Frequency of Assessment

2 times annually, 617 in fall and 618 in spring

Data Collected for this Timeframe (Results)

In Fall 2024, 11/12 students achieved an A in MONT 617 while 1/12 earned a B+. In Spring 2025, 12/12 enrolled students achieved an A. This means 96% of students were fully successful in developing their MACTE competencies.

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

2

Comments/Narrative

The Montessori program will continue to improve by better supporting the students in developing the MACTE competencies of Knowledge, Pedagogy, and Practice. All of these competencies are embedded throughout the Montessori coursework so supporting those students who may need extra help early on is essential. This will be achieved through classroom observations with immediate feedback to the student. The belief that early action and identification of those students is a top priority to improve our results to 100%.

Resources Needed to Meet/Sustain Results

No resources required.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

The Montessori Accreditation Council for Teacher Education is Lander's Montessori program accreditor. The state of South Carolina requires its public Montessori teachers to receive certification from MACTE accredited programs, so it is vital for use to use MACTE Competencies for Montessori Teacher Candidates in our program assessments. We continue to demonstrate are students possess the MACTE competencies as they enter the field. We will continue to track this information and are improving our record keeping mechanisms for future accreditation cycles.

Changes Made/Proposed Related to Goal

Observation forms for field consultants have been updated to reflect both MACTE standards and the National Center for Montessori in the Public Sector.

Upload Rubrics/Other Files

Elementary Observation Form.docx

Early Childhood Observation Form.docx

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

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher

Education and develop meaningful partnerships with our SC Montessori schools

Pillar of Success Supported

Highly-Valued Community Partner

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

Enrollment in Montessori programs

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major (M.Ed. in Montessori Education) for Master's/First Professional is greater than or equal to 6 and grows by 5% per year.

Performance Target for "Partially Met"

NA

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major (M.Ed. in Montessori Education) is less than 6.

Assessment Measure Used

Program Productivity Report

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Fall 2024: 29 students were enrolled.

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

3

Comments/Narrative

Fall 2024, we saw a decrease in enrollment but that correlates to the increase in graduation rates. Our large group of Charleston students have started to finish the program. We continue to work with Laurens 55, Greenwood, Richland One, and Newberry, who sponsor students in our programs each year. We are also looking to help a local public district potentially add Montessori to the district's offerings, which would further expand our partnerships. We continue to be Charleston's preferred provider and although the number of students in the program will decrease as more of their teachers

earn certification, we expect they will still provide a smaller but steady number of students to our programs.

Resources Needed to Meet/Sustain Results

Social media account(s) would be beneficial in reaching more potential students. We also need funds for outreach to other schools/ districts in our state and through AMS.

Explanation of How Resources Will Be Used

Advertisements showcasing our strengths and offerings to potential students.

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

Graduation Rates

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

The number of degrees awarded (M.Ed. in Montessori Education) is greater than or equal to 6.

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

The number of degrees awarded (M.Ed. in Montessori Education) is less than 6.

Assessment Measure Used

Graduation Reports

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Candidates who successfully graduated 2024-2025: 0 students in fall 2024, 3 students in spring 2025, and 3 students in summer 2025. Total students that graduated = 6.

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

3

Comments/Narrative

I have increased our graduation goals from 3 students to 6 students. In our program, there has been an increase in graduates. My future goal is to continue to increase the graduation rates. Our increase in

graduates continues to be contributed towards our strong partnerships with public school districts across South Carolina.

Resources Needed to Meet/Sustain Results

See Outcome 1.

Explanation of How Resources Will Be Used

See Outcome 1.

Goal Summary

Goal Summary/Comments

Enrollment numbers exceeded CHE minimums for productivity and returned to more typical numbers of graduates. Maintaining 10-12 students annually, both graduating and continuing in the program, is our goal. Adding the fifth-year M.Ed. gives us a pathway for students, especially those with dual enrollment credits as they enter college, to pursue a Montessori degree.

Changes Made/Proposed Related to Goal

We will continue to grow our partnerships; advising partnership students is a current focus of the Director, as well as ensuring all districts know where each of their students stand in their education and what courses they can expect to be billed for in coming semesters. The program transitioned some Montessori Methods courses from the traditional summer course format to hybridized-academic year offerings in the past couple of years and has resulted in better enrollments in the courses. Eventually, restructuring the course offerings will allow Lander to increase its Montessori graduate footprint outside of our traditional recruiting area. However, Lander will need a national commitment to advertising and marketing within the Montessori niche to grow the graduate footprint.

Upload Rubrics/Other Files

Dean's Email Address

sbismarck@lander.edu

Approved by Dean?

Yes

Signature of Dean

Stephen Bismarck

Comments from Dean's Review

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.