

Date: November 1, 2023

Program: Teacher Education

Review Year: 2022-23

Dean: Michael Johnson, Ph.D.

The mission of CIU: We educate from a biblical worldview to impact the nations with the message of Christ.

Program Student Learning Outcomes (SLOs)

Program Student Learning Outcomes	Course/component Target Result	Results and Interpretation	Conclusion about Outcome and Recommendations
<p>Teacher education major students will demonstrate they are involved learners who understand the central concepts, theories, and tools of inquiry of the disciplines that they practice. EDU 3720 Instructional Design and Assessment Long Range Plan</p>	<p>Long Range Plan. The target result is for at least 85% of the students to earn a three, proficient, or higher on the indicated criteria. A score of proficiency demonstrates the student is an involved learner who can analyze instructional strategies and assessment for potential positive impact upon students.</p>	<p>Long Range Plan Fall 2021, Contextual Implications for Instruction: Of the total 17 students, 100% achieved 90% or higher on this criterion. Scores ranged from the lowest at 90% (n=15) to the highest at 100% (n=2). The mode was 90% (n=15) and the mean was also 90%. Long Range Plan Fall 2021, Contextual Implications for Assessment: Of the total 17 students, 94% (n=1) achieved 90% of higher on this criterion. Scores ranged from the lowest at 78% (n=1) to highest at 100%, (n=2). The mode was 90% (n=14) and the mean was also 90%.</p>	<p>SLO 1 – Based upon data analysis of the Long Range Plan’s individual elements, preparing for contextual implications for both instruction and assessment should be a major point of focus for future consideration. This year’s average rubric scores of 3.1 in both Contextual Implications for Instruction and for Contextual Implications for Assessment, while still proficient, represent a downward trend when viewed over a period of five years (See Table 1, Long Range Planning Project Average Criterion Scores by Year in “COE EPAR Data Summaries 061722”).</p> <p>By moving some of the curriculum design content in this EDU 3720 course to the newly required EDU 3320 course (see discussion in Improvements section below), faculty hope to have more time</p>

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			<p>in EDU 3720 to support students in their planning for formative and summative assessment. Faculty are currently creating curriculum maps to aid in content alignment to the program SLOs in these 2 courses.</p> <p>The next academic year, 2022-23 will be the first year most of the seniors in EDU 3720 will have taken EDU 3320 as a required curriculum course in their program.</p> <p>Faculty are considering using peer review prior to submission of the Long Range Plan. Using the rubric, candidates may peer review specific sections of the rubric with a focused outcome to provide specific feedback to one another and engage in further classroom discussions. This peer review could provide foundational input for continued progress toward this SLO.</p>
<p>Teacher education major students will demonstrate they are effective practitioners who apply conceptual skills to the understanding of education dynamics, including the application of biblical principles in their roles. EDU 3720 Instructional Design and Assessment Lesson Plan 2</p>	<p>Lesson Plan 2. The target result is for at least 85% of the students to earn to earn a three, proficient, or higher. A score of proficiency demonstrates the student is an effective practitioner who can create a lesson plan for diverse</p>	<p>Lesson Plan Fall 2021: Of the total 16 students, 44% (n=7) earned 90% or higher, thus not meeting the target of 85% of students earning an overall score of at least 3-proficient. Scores ranged from the lowest at 77%</p>	<p>SLO 2 – Based on a 5-year data analysis of individual criteria for Lesson Plan 2, faculty are encouraged in their efforts to increase support for students’ lesson design in Accommodation and Extensions. Although scores for each of these criteria are slightly below the previous two years (4.0 – 3.7) and (4.0 –</p>

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	learners.	(n=1) to the highest at 93% (n=4). The mode score was 93 (n=4) and the mean was 88%.	<p>3.6) respectively, faculty are encouraged in these well-above proficiency scores. (See Table 2: Lesson Plan 2</p> <p>Average Criterion Scores by Year in “COE EPAR Data Summaries 061722”). Faculty will continue to monitor these trends as they support student learning of instructional design.</p> <p>As noted earlier in the discussion of SLO 2 target for improvement, the instructor will need to address the Steps of Instruction and Thinking about Learning criteria. For the former, it will be beneficial for students to understand the purpose of and method for providing a “preview of the lesson’s organization” as specified in the lesson rubric, based upon the South Carolina Teaching Standards which will be used to evaluate instructional design in the M.A.T. courses and practicum. Likewise, attention should be given to the proficient descriptor for</p> <p>Thinking about Learning, “opportunity is given for students to monitor thinking by referencing or teaching a strategy.” It is noted this criterion, although observed in the initial (first) semester of M.A.T. studies, it is not expected M.A.T. candidates will have mastered this criterion until the advanced (third) semester in which the M.A.T. candidate</p>

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			<p>is in the classroom full-time for student-teaching.</p> <p>By introducing this criterion now during the undergraduate year, faculty hope to build a foundation for later success; so, an average score of 2.4 is not overly concerning at this stage of the students' preparation in this criterion.</p> <p>Supporting students in their understanding of assessment continues to be a major focus. The average rubric score of 3 reflects a downward trend over four years (3.4, 3.8, 3.4, 3). Faculty are hoping to increase students' understanding of assessment through the addition of the newly required course, EDU 3320 Curriculum Theories and Principles of Learning. That course includes an introduction to big picture Five years of data reveal lower scores in 2 areas of the lesson plan: Steps of Instruction and Thinking about Learning. This data reported in Table 2, Lesson Plan 2 Average Criterion Scores by Year in "COE EPAR Data Summaries 061722" planning including assessment's purpose, as well as its alignment to standards and learning objectives. Faculty hope this introduction during the sophomore year will scaffold students' understanding of assessment, better preparing them for a more in-depth study during their senior year in this course, EDU 3720. The other areas for increased attention are Character Education and</p>

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			<p>Objective. South Carolina mandates the inclusion of Character Education in a school’s curriculum. Although 3.1 on a 4-point scale is not a huge concern, faculty will need to continue providing examples of how teachers are implementing character education throughout their instructional days, so that these pre-service teachers will be prepared in this area. The instructor for this course has also increased support for writing standards-based objectives by dedicating more class time in practice on this skill</p>
<p>Teacher education major students will demonstrate they are authentic professionals — committed, reflective, model educators who learn from experience and contribute in learning communities. EDU 2100 Foundations of Education Philosophy Project Portfolio</p>	<p>Philosophy Project Portfolio. The target result is for at least 85% of the students to earn a three, proficient, or higher. A score of proficiency demonstrates the student is an authentic professional who has formed and can articulate a personal creed, purpose, and philosophy for teaching.</p>	<p>Philosophy Project Portfolio, Spring 2022: Of the total 32 students, 69% of students (n=22) earned 90% or higher. Scores ranged from the lowest at 53% (n=2) to 100% (n=10). The mode was 100% (n=10) and the mean was 90%.</p>	<p>SLO 3 – Based on the fundamental nature of the assessment, to understand and build one’s personal educational philosophy, continued development of the evaluation is needed. Considerable efforts by faculty have been made to help students develop meaningful statements that apply to the Creed, Purpose, and Philosophy. These efforts are based on educational theory as well as best practices in education. The results of the 21-22 academic school year show a decrease in the average score for each of these three components.</p> <p>In discussing these results, faculty suggested the rubric be revised for more specific data assessment. The current rubric includes professionalism (defined as writing mechanics including length of</p>

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			<p>each paper) in each component, not providing data specifically targeting</p> <p>the student's understanding of creed, purpose and philosophy. This suggestion targets better, more specific assessment of SLO's intent:</p> <p>assessing the demonstration of being "committed, reflective, model educators who learn from experience and contribute in learning communities.</p>

Program Review

College of Education

Date: November 1, 2023

Program: MAT

Review Year: 2022-23

Dean: Michael Johnson, Ph.D.

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Program Student Learning Outcomes (SLOs)

Program Student Learning Outcomes	Course/component Target Result	Results and Interpretation	Conclusion about Outcome and Recommendations
Involved Learners – The involved learner understands the central concepts, theories, and tools of inquiry of the disciplines that he or she practices.	Specialty Exams	Specialty Exams. The target result is for at least 85% of the candidates to pass the state required exams for early childhood and elementary certification.	Candidates must demonstrate the knowledge and skills required to pass two early childhood exams (Education of Young Children; Principles of Learning and Teaching: Early Childhood) and two elementary exams (Elementary Education: Multiple Subjects; Principles of Learning and Teaching: K-6). The multiple subjects exam includes four subtests for ELA/Reading, Mathematics, Social Studies, and Science.
Effective Practitioners – The effective practitioner demonstrates candidate proficiencies as designers, presenters, evaluators, managers, partners, and professionals as they successfully complete student teaching/clinical practice.	EDU 5931 Student Teaching with Seminar	Student Teaching. The target result is for 100% of the candidates to pass student teaching.	The final evaluation of the clinical practice experience integrates CIU and SCTS 4.0 indicator scores averaged by domain (planning, instruction, environment, professionalism). Mean scores for the 29 SCTS 4.0 indicators identify areas for program growth. the combination of CIU and SCTS 4.0 standards, the maximum score for Planning would be 3.4, for Instruction 3.0, for Environment 3.0, and for Professionalism 4.0 when scoring the domains holistically.
Authentic Professionals – Program completes successfully meet professional expectations as measured Expanded ADEPT SCTS 4.0 teacher evaluations.	SCTS 4.0 Rubric Scores in the State Portal	Expanded ADEPT SCTS 4.0 Teacher Evaluation. The target result is for 100% of program completers to demonstrate impact on	The SCTS 4.0 rubric is based on sets of performance standards designed and validated by the National Institute for Excellence in Teaching (NIET) and establishes the expectations for what

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		<p>student learning through meeting set Student Learning Outcomes, as well as successfully meeting the SCTS 4.0 indicators found in the state evaluation system.</p>	<p>classroom-based teachers are to know, be able to do, and practice as an integral part of their work. These expectations, called the SCTS Indicators, form the foundation for good teaching and are designed to grow classroom-based teachers throughout their career continuum, beginning with teacher preparation and continuing through induction, high-stakes performance evaluations, and ongoing professional growth and development. A classroom-based teacher's proficiency in each of the standards is viewed developmentally with an expectation to increase continuously throughout the entirety of the teaching career. There are 29 SCTS Indicators for classroom-based teachers.</p>

Program Review

College of Education

Date: November 1, 2023

Program: Master of Education

Review Year: 2022-23

Dean: Michael Johnson, Ph.D.

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Program Student Learning Outcomes (SLOs)

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<p>Program completers will demonstrate that they are involved learners who understand the central concepts, theories, and tools of inquiry of the disciplines that they practice.</p>	<p>EDU 6231 History and Philosophy of Education Philosophy Paper</p>	<p>EDU 6231 Philosophy paper. The target result is for at least 95% of the students to earn an overall score of exemplary. A score of exemplary demonstrates that the student is an involved learner who understands and can articulate a philosophy of education integrated with biblical principles.</p>	<p>This paper gives students an opportunity to demonstrate that they are involved learners through their ability to articulate a philosophy of education based on a biblical worldview and its relationship to the purpose of education, the nature of the learner, the nature of learning, the role of the teacher, and the selection, scope, and sequencing of curriculum.</p>
<p>Program completers will demonstrate that they are effective practitioners who apply conceptual skills to the understanding of education dynamics, including the application of biblical principles in their roles.</p>	<p>EDU 6110 Curriculum Development and Instruction Paper</p>	<p>EDU 6110 Final Project. The target result is for at least 95% of the students to earn an overall score of exemplary. A score of exemplary demonstrates that the student is an effective practitioner who can articulate a curriculum theory that integrates biblical principles.</p>	<p>This project gives students an opportunity to demonstrate that they are effective practitioners through their ability to articulate a curriculum theory based on philosophical and biblical principles and its relationship to teaching and learning, instructional methods, classroom management, parents, and a teacher's role.</p>
<p>Program completers will demonstrate that they are professionals — committed, reflective, model educators who learn from experience and contribute in learning communities.</p>	<p>EDU 5331 Understanding the Learner Paper</p>	<p>EDU 5331 Final Paper. The target result is for at least 95% of the students to earn an overall score of exemplary. A score of exemplary demonstrates that the student is a professional who facilitates learning for all students from a biblical worldview.</p>	<p>This paper gives students an opportunity to demonstrate that they are professionals through their ability to articulate a philosophy of teaching and learning that facilitates learning for all students by examining the nature and needs of the learner in order to develop and guide the school's instructional philosophy.</p>

Program Review

College of Education

Date: November 1, 2023

Program: Doctoral Degree (Educational Leadership)

Review Year: 2022-23

Dean: Michael Johnson, Ph.D.

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Program Student Learning Outcomes (SLOs)

Program Student Learning Outcomes	Course/component Target Result	Results and Interpretation	Conclusion about Outcome and Recommendations
PhD Educational Leadership students will develop core principles for establishing guidelines for teaching and learning.	PhD Comprehensive Exam 1 (2017) PhD Comprehensive Exam 1 (2021)	PhD Comprehensive Examination (ER 1 2017 and ER 1 2021). The target result is that 100% of enrolled students receive a passing grade, demonstrating that students are effective practitioners.	The student will be able to understand multiple theories and models of curriculum, teaching, and learning. They will demonstrate this understanding by creating a set of principles that would guide the creation of an educational curriculum in a given educational setting.
PhD Educational Leadership students will analyze an organization’s behavior in relation to motivation, culture, power, and change.	PhD Comprehensive Exam 5 (2017) PhD Comprehensive Exam 5 (2021)	PhD Comprehensive Examination (ER 5 2017 and ER 5 2021). The target result is that 100% of enrolled students receive a passing grade, demonstrating that students are effective practitioners.	The student will demonstrate an understanding of the relationship dynamics which occur in organizations between leaders and followers and between work teams in light of biblical principles. They will analyze theories of effective leadership and organizational systems related to organizational behavior in relation to motivation, culture, power, and change.
PhD Educational Leadership students will produce and defend a dissertation.	Dissertation	The dissertation is to be a major work based on the investigation of a well-defined and significant problem related to K-12 or college education. It includes a substantial review of the research and conceptual literature underlying the inquiry. The purpose of the dissertation	Candidates will complete, defend, and post for public access doctoral dissertations.

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		is to demonstrate competency in research skills, to serve as the culmination of doctoral study, and to make a significant contribution to the field of K-12 or college education. Appropriate research may be universal or particular in application. However, findings must have potential value as contributions to the knowledge (theory or practice) base in the field of education from a biblical worldview. The target result is that 100% Of PhD Candidates will complete the dissertation.	