

# **Assessment Report on Learning Goal #2: Elementary Education K-6 Program at Pillar College**

## **Introduction**

Pillar College has made the strategic decision to temporarily pause its pursuit of programmatic accreditation for the Elementary Education K-6 program. This shift necessitates a comprehensive overview of the implications for assessing Learning Goal #2: “Demonstrate an understanding of how children learn using multiple perspectives across cognitive, linguistic, social, and cultural domains.” The factors contributing to the inability to conduct this assessment include student transfers into different licensure programs, changes in curriculum, and the non-renewal of the Elementary Education Chair position.

## **Impact of Current Circumstances on Goal #2 Assessment**

1. **Student Transfers:** With recent transfers of students into different licensure programs, the cohort required for evaluating Goal 2 has been significantly diminished. This lack of continuity interrupts the process of assessing how effectively future educators can demonstrate their understanding of child learning across various domains.
2. **Curriculum Changes:** Recent changes in the curriculum have also played a role in complicating the assessment process. Courses that traditionally align with the assessment of Learning Goal #2 were either modified or deprioritized, making it difficult to gauge student comprehension and application of essential theories and practices related to child learning.
3. **Faculty Transition:** The departure of the Elementary Education Chair has introduced an additional layer of disruption. The absence of experienced leadership in curricular oversight hinders the coordinated effort needed to evaluate and refine learning goals effectively.

## **The Importance of Clinical Practice Opportunities**

Clinical practice is indispensable in teacher preparation. It serves as a practical framework where candidates are immersed in real classroom environments, allowing them to apply educational theories learned in coursework directly. This hands-on experience cultivates essential teaching competencies, including lesson planning, classroom management, instructional strategies, and assessment.

Given that Goal 2 is intrinsically linked to these experiential learning opportunities, the diminished ability to assess this goal due to student transfers further complicates our understanding of candidate proficiency. The lack of a sufficient clinical practice component limits exposure to diverse learner needs, mitigating the goal's intended outcomes.

### **Current Course Offerings and Future Plans**

In Spring 2025, two pivotal courses—EDU 302 and Math 105—were not offered, as it was prioritized to provide only the courses that aligned with the needs of ELEM ED students transitioning by June 30, 2026. Although EDU 302 is slated for Fall 2025, the assessment report deadline set for June 2025 necessitates a reconsideration of timelines and reporting methods.

### **Next Steps**

Recognizing these complexities, the Dean of the School of Humanities, Culture & Education will collaborate with the Elementary Education faculty to:

- Revise the current Elementary Education curriculum and relevant learning goals to align with the program's non-licensure status.
- Develop strategies to enhance the program's offerings that adequately prepare students for alternative licensure routes, emergency certifications, and pathways through state education departments or partner colleges following the completion of a Certificate of Eligibility.

### **Conclusion**

While the challenges surrounding the assessment of Learning Goal #2 are significant, the commitment to adapt and evolve the Elementary Education program remains steadfast. By refocusing on curriculum revisions and alternative certification pathways, Pillar College aims to equip its students with the necessary knowledge and skills to succeed as educators, irrespective of licensure changes. Moving forward, concerted efforts will be essential to ensure the ongoing effectiveness and relevance of the program amidst these transitions.