

## School of Education 2022-2023

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Early Childhood Development - BS {2019-2020}	1.1 (SAO & GEO 5.a.)	Students will demonstrate an understanding of and integrate content and skills by developing a final portfolio project demonstrating the connections among key concepts and skills in ED 404 – Teacher Internship: Early Childhood.	The instructor for ED 404 will provide summative assessment of the final project using the AAC&U Lifelong Learning Value Rubric.	Students will be able to demonstrate an understanding of content knowledge and skills specific to their student focus groups by the final project on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric.	2022 - 2023	Inconclusive	Only 2 students completed ED 404 in the Fall 2022 Term, and 0 students enrolled in ED 404 in the Spring 2023 Term.	Once again, recruitment will become the priority for Early Childhood Development. The new Center for Education Support will be engaged with the Education Department in efforts to increase ECD enrollment.
	2.1 (SLO)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately career-related purpose.	The instructor for ED 404 will use the AAC&U Inquiry and Analysis VALUE Rubric to assess the career-related component of ED 404 - Teacher Internship: Early Childhood.	Student effort on career-related elements of the portfolio will produce at least an average score of “3” for each of the six items measured in the AAC&U Inquiry and Analysis VALUE Rubric: (1) topic selection; (2) existing knowledge, research, and/or views; (3) design process; (4) analysis; (5) conclusions; and (6) limitations and implications.	2022 - 2023	Inconclusive	Only 2 students completed ED 404 in the Fall 2022 Term, and 0 students enrolled in ED 404 in the Spring 2023 Term.	Once again, recruitment will become the priority for Early Childhood Development. The new Center for Education Support will be engaged with the Education Department in efforts to increase ECD enrollment.
	3.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use,	The instructor for ED 404 will utilize the AAC&U Written Communication VALUE Rubric to assess written components of the	The average score for students enrolled in ED 404 who are completing the Capstone project will be no lower than a 3.0 on the AAC&U Written	2022 - 2023	Inconclusive	Only 2 students completed ED 404 in the Fall 2022 Term, and 0 students enrolled in ED 404 in the Spring 2023 Term.	Once again, recruitment will become the priority for Early Childhood Development. The new Center for Education Support will be engaged with the Education Department in efforts to increase ECD enrollment.

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	3.1 (GEO 1.c.)	and control of syntax and mechanics.	student's portfolio project.	Communication VALUE Rubric.	2022 - 2023	Inconclusive	Only 2 students completed ED 404 in the Fall 2022 Term, and 0 students enrolled in ED 404 in the Spring 2023 Term.	Once again, recruitment will become the priority for Early Childhood Development. The new Center for Education Support will be engaged with the Education Department in efforts to increase ECD enrollment.
	4.1 (SPG D.4)	Students will demonstrate that they value the program's design and are satisfied with the culmination of their undergraduate academic preparation through the Early Childhood Development program's design.	As a measure of program quality students will report understanding and satisfaction on 10 binary (yes/no) survey items concerning the integration of their student focus groups as the culmination of their undergraduate academic preparation represented by the completion of a final portfolio project in ED 404.	80% of students will indicate that they are pleased with the culmination of their undergraduate academic preparation after completion of the final portfolio project in ED 404 on 80% (4) of related binary (yes/no) survey items.	2022 - 2023	Inconclusive	Only 2 students completed ED 404 in the Fall 2022 Term, and 0 students enrolled in ED 404 in the Spring 2023 Term.	Once again, recruitment will become the priority for Early Childhood Development. The new Center for Education Support will be engaged with the Education Department in efforts to increase ECD enrollment.
			As a measure of program quality students will report understanding and satisfaction on 10 binary (yes/no) survey items concerning the integration of their student focus groups as the culmination of their undergraduate academic preparation represented by the completion of a final portfolio project in ED 404.	80% of students will indicate that they understand the culmination of their undergraduate academic preparation after completion of the final portfolio project in ED 404 on 80% (4) of related binary (yes/no) survey items.	2022 - 2023	Inconclusive	Only 2 students completed ED 404 in the Fall 2022 Term, and 0 students enrolled in ED 404 in the Spring 2023 Term.	Once again, recruitment will become the priority for Early Childhood Development. The new Center for Education Support will be engaged with the Education Department in efforts to increase ECD enrollment.

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Program - Education - (including Gifted Studies and Reading/Literacy Certificates) - ME {2018-2019}	1.1 (SLO & RO)	Students will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice (Critical Thinking/Research).	The instructor(s) for ED 500 – Educational Research and ED 592 – Capstone in Education, will assess and grade the students' formative research (ED 500) and summative research (ED 592) the AACU Inquiry and Analysis VALUE Rubric	Students will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession by scoring on average a 3 ("Milestones") or above on the AACU Inquiry and Analysis Value Rubric.	2022 - 2023	Target Met	FA22-ED500: of 11 students who submitted research assignments in Watermark system, 9 met or exceeded the threshold FA22-ED592: of 2 students who submitted research assignments in Watermark system, 2 met or exceeded the threshold  SP23-ED500: of 5 students who submitted research assignments in Watermark system, 4 met or exceeded the threshold SP23-ED592: of 12 students who submitted research assignments in Watermark system, 12 met or exceeded the threshold	The value of the program-long research project and the grown demonstrated as a result of the content courses that serve as a foundation for the program's research project cannot be overstated. This assessment must be retained given the value its outcomes proved as a measure of program strength.
	1.2 (SPG C.3)	Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation.	Clinical Partnership Committee (CPC) Meetings and School of Education Advisory Board Meetings – The Department will hold CPC meetings with the department's partnering mentor teachers and other clinical partnership representatives, and the School of	The Education Department will hold 2 CPC meetings and the School of Education will hold 2 Advisory Board meetings during the academic year in which they will solicit feedback about current partnerships and create an open forum designed to encourage the development of new partnerships.	2022 - 2023	Target Met	An unusual year due to CAEP accreditation meetings, the School of Education's Advisor Board and the Clinical partnership Committee (CPC) met on October 20th with the School's accreditation consultant, on November 13th with the CAEP	The Department not only will continue to maintain regular meetings with each external partnership body, which is fundamental to the Department's Quality Assurance System and Continuous Improvement model, but it is the goal of the Department to grow each to provide wider and more diverse representation representative of the primary region in which the Department serves.

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	1.2 (SPG C.3)	Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation.	Education will hold Advisory Board meetings with P-12 Administrators, encompassing K-12 partnerships, to co-construct, review and revise mutually beneficial P-12 partnerships.	The Education Department will hold 2 CPC meetings and the School of Education will hold 2 Advisory Board meetings during the academic year in which they will solicit feedback about current partnerships and create an open forum designed to encourage the development of new partnerships.	2022 - 2023	Target Met	virtual onsite committee, on December 12th as a fall wrap-up primarily addressing the CAEP process at that point, and on May 11th for a year-end discussion of assessment results.	The Department not only will continue to maintain regular meetings with each external partnership body, which is fundamental to the Department's Quality Assurance System and Continuous Improvement model, but it is the goal of the Department to grow each to provide wider and more diverse representation representative of the primary region in which the Department serves.
	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by successfully teaching secondary education students.	The instructor for ED 538 – Understanding Individual Learner Differences, will assess and grade the In IEP Case Study assignment, where students must understand it at graduate level with components of the IEP, what accommodations are, and what explanations are.	Students will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-supportive environments by scoring on average a 3 (“Milestones”) or above on the AACU Critical Thinking Value Rubric on their IEP Case Study assignment.	2022 - 2023	Target Met	Fall 2022: 10 of 10 students met or exceeded Spring 2023: 12 of 12 students met or exceeded	This assignment and course also will become foundations for a SPED endorsement that is being developed in 2023-2024.
	3.1a (SLO)	Students admitted to the M.Ed. will have the basic skill set to complete the program successfully.	Successful completion of the program will be direct assessed by students’ completion of Comprehensive Final Exams and the Graduate Portfolio.	80% of students admitted to the M.Ed. will pass Comprehensive Final Exams in the initial attempt.	2022 - 2023	Target Met	No students completed the Portfolio assignment in the Fall 2022 Term; 5 students completed the Portfolio assignment in the Spring 2023 Term.  No students completed	These assignments provide holistic assessment of the strength of the M.Ed. Graduate faculty review both the Portfolio assignment and Comps annually to ensure both rigor and validity of content addressed in these assignments.

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	3.1a (SLO)	Students admitted to the M.Ed. will have the basic skill set to complete the program successfully.	Successful completion of the program will be direct assessed by students' completion of Comprehensive Final Exams and the Graduate Portfolio.	80% of students admitted to the M.Ed. will pass Comprehensive Final Exams in the initial attempt.	2022 - 2023	Target Met	Comprehensive finals (Comps) in the Fall 2022 Term; 5 students completed Comps in the Spring 2023 Term.	These assignments provide holistic assessment of the strength of the M.Ed. Graduate faculty review both the Portfolio assignment and Comps annually to ensure both rigor and validity of content addressed in these assignments.
			Successful completion of the program will be direct assessed by students' completion of Comprehensive Final Exams and the Graduate Portfolio.	80% of students admitted to the M.Ed. will successfully complete the Graduate Portfolio.	2022 - 2023	Target Met	No students completed the Portfolio assignment in the Fall 2022 Term; 5 students completed the Portfolio assignment in the Spring 2023 Term.	These assignments provide holistic assessment of the strength of the M.Ed. Graduate faculty review both the Portfolio assignment and Comps annually to ensure both rigor and validity of content addressed in these assignments.
							No students completed Comprehensive finals (Comps) in the Fall 2022 Term; 5 students completed Comps in the Spring 2023 Term.	
Program - Elementary Education - BS {2016-2017}	1.1 (SLO & GEO 1.b.)	Candidates will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice (Critical Thinking/Research).	The instructors for ED 335 - Residency 3 and ED 406 – Teacher Internship: Elementary, will assess and grade the candidates(s) teaching using the TIAI.	Candidates will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their students' progress and their own professional practice by successfully teaching K-6 students through scoring on average a 2 (acceptable) or above on items 1, 7 and 8 of the TIAI (Research and	2022 - 2023	Target Met	ED 335 and Internship Results (TIAI Indicators 1,7, 8)  ED 335 and Internship Results (TIAI Indicators 1,7, 8)	The program will retain this assessment given the significance of the TIAI as an indicator of student achievement at the state level. An average of 2 should be maintained on indicators 1, 7, and 8 for this assessment.
							# of students in section Indicator 1 Indicator 7	



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	1.2 (SPG C.3)	Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation .	Meetings and School of Education Advisory Board Meetings – The Education Department will hold CPC meetings with the department’s partnering mentor teachers and other clinical partnership representatives, and the School of Education will hold Advisory Board meetings with P-12 Administrators, encompassing K-12 partnerships, to co-construct, review and revise mutually beneficial P-12 partnerships.	2 CPC meetings and the School of Education will hold 2 Advisory Board meetings during the academic year in which they will solicit feedback about current partnerships and create an open forum designed to encourage the development of new partnerships.	2022 - 2023	Target Met	accreditation meetings, the School of Education's Advisor Board and the Clinical partnership Committee (CPC) met on October 20th with the School's accreditation consultant, on November 13th with the CAEP virtual onsite committee, on December 12th as a fall wrap-up primarily addressing the CAEP process at that point, and on May 11th for a year-end discussion of assessment results.	meetings with each external partnership body, which is fundamental to the department's quality assurance system and continuous improvement model, but is the goal of the department to grow each to provide wider and more diverse representation representative of the primary region in which the department serves.
			The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-construct mutually beneficial P-12 partnerships.	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	2022 - 2023	Target Met	An unusual year due to CAEP accreditation meetings, the School of Education's Advisor Board and the Clinical partnership Committee (CPC) met on October 20th with the School's accreditation consultant, on November 13th with the CAEP virtual onsite committee, on December 12th as a fall wrap-up primarily addressing	The Department not only will continue to maintain regular meetings with each external partnership body, which is fundamental to the Department's Quality Assurance System and Continuous Improvement model, but it is the goal of the Department to grow each to provide wider and more diverse representation representative of the primary region in which the Department serves.

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			The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-construct mutually beneficial P-12 partnerships.	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	2022 - 2023	Target Met	the CAEP process at that point, and on May 11th for a year-end discussion of assessment results.	The Department not only will continue to maintain regular meetings with each external partnership body, which is fundamental to the Department's Quality Assurance System and Continuous Improvement model, but it is the goal of the Department to grow each to provide wider and more diverse representation representative of the primary region in which the Department serves.
	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by successfully teaching K-6 students.	The instructor(s) for the methods block will assess and grade the candidate(s) teaching using the Teaching Intern Assessment Instrument.	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-supportive environments by successfully teaching K-6 students through scoring on average a 2 (acceptable) or above on the Teacher Intern Assessment Instrument.	2022 - 2023	Target Met	ED 335 and Internship Results (TIAI Overall)  # of students in section Overall TIAI Scores FA22-ED 335 10 2.88 SP23-ED 335 8 2.93 FA22-Intern (Phase 1) 12 2.55 FA22-Intern (Phase 2) 12 2.82 SP23-Intern (Phase 1) 10 2.51 SP23-Intern (Phase 2) 10 2.77 Totals: 62 2.74	The Department must retain use of the TIAI to measure student performance and will continue to monitor outcomes measured on this instrument to demonstrate program strength and student growth according to standards established by MDE and as monitored by CAEP.



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	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by successfully teaching K-6 students.	The instructor(s) for the methods block will assess and grade the candidate(s) teaching using the Teaching Intern Assessment Instrument.	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-supportive environments by successfully teaching K-6 students through scoring on average a 2 (acceptable) or above on the Teacher Intern Assessment Instrument.	2022 - 2023	Target Met	Overall Average 2.74	The Department must retain use of the TIAI to measure student performance and will continue to monitor outcomes measured on this instrument to demonstrate program strength and student growth according to standards established by MDE and as monitored by CAEP.
			The instructors for ED 335 - Residency 3 and ED 406 – Teacher Internship: Elementary, will assess and grade the candidates(s) teaching using the TIAI.	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-supportive environments by successfully teaching K-6 students through scoring on average a 2 (acceptable) or above overall on the TIAI.	2022 - 2023	Target Met	ED 335 and Internship Results (TIAI Overall)  # of students in section Overall TIAI Scores FA22-ED335 10 2.88 SP23-ED335 8 2.93 FA22-Intern (Phase 1) 12 2.55 FA22-Intern (Phase 2) 12 2.82 SP23-Intern (Phase 1) 10 2.51 SP23-Intern (Phase 2) 10 2.77 Totals: 62 2.74	The Department must retain use of the TIAI to measure student performance and will continue to monitor outcomes measured on this instrument to demonstrate program strength and student growth according to standards established by MDE and as monitored by CAEP.

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			The instructors for ED 335 - Residency 3 and ED 406 – Teacher Internship: Elementary, will assess and grade the candidates(s) teaching using the TIAI.	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-supportive environments by successfully teaching K-6 students through scoring on average a 2 (acceptable) or above overall on the TIAI.	2022 - 2023	Target Met	Overall Average: 2.74	The Department must retain use of the TIAI to measure student performance and will continue to monitor outcomes measured on this instrument to demonstrate program strength and student growth according to standards established by MDE and as monitored by CAEP.
	3.1 (SAO, SLO)	Candidates admitted to the Teacher Education Program will have the basic skill set to successfully complete the program and obtain a 5-year teaching license.	The MDE Praxis PLT and Foundations of Reading exams, both attempted after candidates complete the B.S. in Elementary Education, will be a direct assessment of the students' basic skill sets and the ability of the Education Department to show that students who are admitted to the Teacher Education Program graduate will the basic skill set to successfully obtain a 5-year teaching license.	80% of candidates testing each academic year will pass the MDE Foundations of Reading exam.	2022 - 2023	Inconclusive	Praxis PLT of attempts Pass Rate Fall 2022 2 100% Spring 2023 83% Praxis: Elem Ed: CIA # of attempts Pass Rate Fall 2022 1 100% Spring 2023 11 73% Foundations of Reading # of attempts	The School of Education's Center for Education Support will engage the Department in student licensure exam workshop development for all state licensure exams. 6 initial emphasis will be placed on translating content from reading classes ED 361 and ED 362 to better preparation for the state licensure exam Foundations of Reading.

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	3.1 (SAO, SLO)	Candidates admitted to the Teacher Education Program will have the basic skill set to successfully complete the program and obtain a 5-year teaching license.	The MDE Praxis PLT and Foundations of Reading exams, both attempted after candidates complete the B.S. in Elementary Education, will be a direct assessment of the students' basic skill sets and the ability of the Education Department to show that students who are admitted to the Teacher Education Program graduate will the basic skill set to successfully obtain a 5-year teaching license.	80% of candidates testing each academic year will pass the MDE Foundations of Reading exam.	2022 - 2023	Inconclusive	Pass Rate Fall 2022 6 50% Spring 2023  50%	The School of Education's Center for Education Support will engage the Department in student 4 licensure exam workshop development for all state licensure exams.  initial emphasis will be placed on translating content from reading classes ED 361 and ED 362 to better preparation for the state licensure exam Foundations of Reading.
			The MDE Praxis PLT and Foundations of Reading exams, both attempted after candidates complete the B.S. in Elementary Education, will be a direct assessment of the students' basic skill sets and the ability of the Education Department to show that students who are admitted to the Teacher Education Program graduate will the basic skill set to successfully obtain a 5-year teaching license.	80% of candidates testing each academic year will pass the MDE Praxis PLT exam.	2022 - 2023	Target Met	Praxis PLT  # of attempts Pass Rate Fall 2022 2 100% Spring 2023 6 83%  Praxis: Elem Ed: CIA  # of attempts Pass Rate Fall 2022 1 100% Spring 2023 11 73%  Foundations of Reading	The School of Education's Center for Education Support will engage the Department in student licensure exam workshop development for all state licensure exams.  initial emphasis will be placed on translating content from reading classes ED 361 and ED 362 to better preparation for the state licensure exam Foundations of Reading.

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			The MDE Praxis PLT and Foundations of Reading exams, both attempted after candidates complete the B.S. in Elementary Education, will be a direct assessment of the students' basic skill sets and the ability of the Education Department to show that students who are admitted to the Teacher Education Program graduate will the basic skill set to successfully obtain a 5-year teaching license.	80% of candidates testing each academic year will pass the MDE Praxis PLT exam.	2022 - 2023	Target Met	# of attempts Pass Rate Fall 2022 6 50% Spring 2023 4 50%	The School of Education's Center for Education Support will engage the Department in student licensure exam workshop development for all state licensure exams.  initial emphasis will be placed on translating content from reading classes ED 361 and ED 362 to better preparation for the state licensure exam Foundations of Reading.
Program - Secondary Teacher Education - MAT {2016-2017}	1.1 (SLO & RO)	Candidates will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice (Critical Thinking/Research).	The instructor(s) for ED 697 – Internship Master of Education, will assess and grade the candidates(s) teaching using the TIAI (Note: Course must be repeated. MAT students take twice, first instance aligns with Residency 3 and second instance aligns with Elementary Education Internship).	Candidates will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their students' progress and their own professional practice by successfully teaching secondary education students through scoring on average a 2 (acceptable) or above on items 1, 7 and 8 of the TIAI (Research and Evidence).	2022 - 2023	Inconclusive	ED 697-Phase 1  # of students in section Overall TIAI Scores FA22-ED 697 16 1.35 SP23-ED 697 1  2.2  17 1.78  Totals 17 Overall Average 1.78  # of Students Assessed 17 # Students Met	The change from low (sub 2) scores in Phase 1 of Internship/ED 697 to acceptable (better than 2) scores in Phase 2 of Internship/ED 697 needs to be watched carefully for at least one more year to determine if this assessment requires modification to account for grown aligned with the program's design.

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Program - Secondary Teacher Education - MAT {2016-2017}	1.1 (SLO & RO)	Candidates will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice (Critical Thinking/Research).	The instructor(s) for ED 697 – Internship Master of Education, will assess and grade the candidates(s) teaching using the TIAI (Note: Course must be repeated. MAT students take twice, first instance aligns with Residency 3 and second instance aligns with Elementary Education Internship).	Candidates will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their students' progress and their own professional practice by successfully teaching secondary education students through scoring on average a 2 (acceptable) or above on items 1, 7 and 8 of the TIAI (Research and Evidence).	2022 - 2023	Inconclusive	Target 1  ED697-Phase 2  # of students in section Overall TIAI Scores FA22-ED 697  2.10 SP23-ED 697 18 2.19  20 2.15  Totals: 20 Overall Average 2.15  # of Students Assessed 20 # Students Met Target 19	The change from low (sub 2) scores in Phase 1 of Internship/ED 697 to acceptable (better than 2) scores in Phase 2 of Internship/ED 697 needs to be watched carefully for at least one more year to determine if this assessment requires modification to account for grown aligned with the program's design.
	1.2 (SPG C.3)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	Clinical Partnership Committee (CPC) Meetings and School of Education Advisory Board Meetings – The Department will hold CPC meetings with the department's partnering mentor teachers and other clinical partnership representatives, and	The Education Department will hold 2 CPC meetings and the School of Education will hold 2 Advisory Board meetings during the academic year in which they will solicit feedback about current partnerships and create an open forum designed to encourage the development of new	2022 - 2023	Target Met	An unusual year due to CAEP accreditation meetings, the School of Education's Advisor Board and the Clinical partnership Committee (CPC) met on October 20th with the School's accreditation consultant, on November 13th	The Department not only will continue to maintain regular meetings with each external partnership body, which is fundamental to the Department's Quality Assurance System and Continuous Improvement model, but it is the goal of the Department to grow each to provide wider and more diverse representation representative of the primary region in which the Department serves.

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	1.2 (SPG C.3)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	the School of Education will hold Advisory Board meetings with P-12 Administrators, encompassing K-12 partnerships, to co-construct, review and revise mutually beneficial P-12 partnerships.	partnerships.	2022 - 2023	Target Met	with the CAEP virtual onsite committee, on December 12th as a fall wrap-up primarily addressing the CAEP process at that point, and on May 11th for a year-end discussion of assessment results.	The Department not only will continue to maintain regular meetings with each external partnership body, which is fundamental to the Department's Quality Assurance System and Continuous Improvement model, but it is the goal of the Department to grow each to provide wider and more diverse representation representative of the primary region in which the Department serves.
	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by successfully teaching secondary education students.	The instructor(s) for ED 697 – Internship Master of Education, will assess and grade the candidates(s) teaching using the TIAI (Note: Course must be repeated. MAT students take twice, first instance aligns with Residency 3 and second instance aligns with Elementary Education Internship).	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-supportive environments by successfully teaching secondary education students through scoring on average a 2 (acceptable) or above overall on the TIAI.	2022 - 2023	Inconclusive	ED 697-Phase 1  # of students in section Overall TIAI Scores FA22-ED 697 16 1.35 SP23-ED 697 1 2.2 17  1.78  Totals 17 Overall Average 1.78  # of Students Assessed 17 # Students Met Target 1   ED697-Phase 2  # of students in section Overall TIAI Scores FA22-ED 697 2	The TIAI is now being assessed in ED 549 and ED 551. The assessments in ED 549 and ED 551 should be used either in 1.1 or in this item, 2.1 with a focus on TIAI standards 1, 7, and 8. This will need additional review with the new faculty assessment coordinator and the Assessment & Accountability Committee (AAC).

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	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by successfully teaching secondary education students.	The instructor(s) for ED 697 – Internship Master of Education, will assess and grade the candidates(s) teaching using the TIAI (Note: Course must be repeated. MAT students take twice, first instance aligns with Residency 3 and second instance aligns with Elementary Education Internship).	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-supportive environments by successfully teaching secondary education students through scoring on average a 2 (acceptable) or above overall on the TIAI.	2022 - 2023	Inconclusive	2.10 SP23-ED 697 18 2.19 20 2.15  Totals: 20 Overall Average 2.15	The TIAI is now being assessed in ED 549 and ED 551. The assessments in ED 549 and ED 551 should be used either in 1.1 or in this item, 2.1 with a focus on TIAI standards 1, 7, and 8. This will need additional review with the new faculty assessment coordinator and the Assessment & Accountability Committee (AAC).
	3.1 (SAO & SLO)	Candidates admitted to the MAT will have the basic skill set to successfully complete the program and obtain a 5-year teaching license.	Completion, qualification and application for a 5-year teaching license will be a direct assessment of the students’ basic skill sets and the ability of the Education Department to show that students who are admitted to the MAT graduate will the basic skill set to successfully obtain a 5-year teaching license.	80% of candidates admitted to the MAT will complete, qualify and apply for a 5-year teaching license.	2022 - 2023	Target Met	No licenses were granted in Fall 2022; 13 students were recommended for 5-year licenses in Spring 2023.	Enrollment numbers for the MAT remain relatively strong, particularly given the Education Department's partnership with the secondary education majors in the College of Arts and Sciences.  Licensure recommendations remains the strongest indicator of the overall strength of this alternative route licensure program.
Program - University Studies (C2C) - {2019-2020}	1.1 (SAO & GEO 5.a.)	Students will demonstrate an understanding of and integrate content and skills by developing a final project demonstrating the connections between these groups in PRO 490 - Senior Seminar in	The instructor for PRO 490 will provide summative assessment of the final project using the AAC&U Lifelong Learning Value Rubric.	Students will be able to demonstrate an understanding of content knowledge and skills specific to their student focus groups by the final project on lifelong learning in the areas of curiosity, initiative,	2022 - 2023	Inconclusive	Program remains below 5 students enrolled; too low for reporting purposes. Low-enrolled year 1.	Will report results in year 3.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - University Studies (C2C) - {2019-2020}	1.1 (SAO & GEO 5.a.)	Professional Studies.	The instructor for PRO 490 will provide summative assessment of the final project using the AAC&U Lifelong Learning Value Rubric.	independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric.	2022 - 2023	Inconclusive	Program remains below 5 students enrolled; too low for reporting purposes. Low-enrolled year 1.	Will report results in year 3.
	2.1 (SLO)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately career-related purpose.	The instructor for PRO 490 will use the AAC&U Inquiry and Analysis VALUE Rubric to assess the career-related component of PRO 490 - Senior Seminar in Professional Studies.	Student effort on career-related research will produce at least an average score of "3" for each of the six items measured in the AAC&U Inquiry and Analysis VALUE Rubric: (1) topic selection; (2) existing knowledge, research, and/or views; (3) design process; (4) analysis; (5) conclusions; and (6) limitations and implications.	2022 - 2023	Inconclusive	Program remains below 5 students enrolled; too low for reporting purposes. Low-enrolled year 1.	Will report results in year 3.
	3.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The instructor for PRO 490 will utilize the AAC&U Written Communication VALUE Rubric to assess the written portion of the student's capstone project.	The average score for students enrolled in PRO 490 who are completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2022 - 2023	Inconclusive	Program remains below 5 students enrolled; too low for reporting purposes. Low enrolled year 1.	Will report results in year 3.
	4.1 (SPG A.1)	Students will demonstrate that they value the program's design and are satisfied with the culmination of their undergraduate academic preparation through the University Studies – C2C program's design.	As a measure of program quality students will report understanding and satisfaction on 10 binary (yes/no) survey items concerning the integration of their student focus groups as the	80% of students will indicate that they are pleased with the culmination of their undergraduate academic preparation after completion of the final project in PRO 490 on 80% (4) of related binary (yes/no) survey items.	2022 - 2023	Inconclusive	Program remains below 5 students enrolled; too low for reporting purposes. Low enrolled year 1.	Will report results in year 3.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SPG A.1)	Students will demonstrate that they value the program's design and are satisfied with the culmination of their undergraduate academic preparation through the University Studies – C2C program's design.	culmination of their undergraduate academic preparation represented by the completion of a final project in PRO 490.	80% of students will indicate that they are pleased with the culmination of their undergraduate academic preparation after completion of the final project in PRO 490 on 80% (4) of related binary (yes/no) survey items.	2022 - 2023	Inconclusive	Program remains below 5 students enrolled; too low for reporting purposes. Low enrolled year 1.	Will report results in year 3.
			As a measure of program quality students will report understanding and satisfaction on 10 binary (yes/no) survey items concerning the integration of their student focus groups as the culmination of their undergraduate academic preparation represented by the completion of a final project in PRO 490.	80% of students will indicate that they understand the culmination of their undergraduate academic preparation after completion of the final project in PRO 490 on 80% (4) of related binary (yes/no) survey items.	2022 - 2023	Inconclusive	Program remains below 5 students enrolled; too low for reporting purposes. Low enrolled year 1.	Will report results in year 3.