

# School of Education 2021-2022

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.	2021 - 2022	Inconclusive	Only 1 student completed ED 404 in the Fall 2021 Term and 3 students completed ED 404 in the Spring 2022 Term.	The Department has three CC partnerships now and has just met with a fourth (Shelton State CC) to establish pipelines for its Anchor Points co-advising program in efforts to increase enrollments for ECD. The Department also has pilot-tested online recruitment strategies (e.g., "Gather"), and its MRR committee has determined a combination of Gather online events (tied to specific H.S. teacher academy and CC classes) with on-site follow-ups may be the best recruitment strategy to grow enrollments in Education. That will be the strategy for 2022-2023.
	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.	2021 - 2022	Inconclusive	Only 1 student completed ED 404 in the Fall 2021 Term and 3 students completed ED 404 in the Spring 2022 Term.	The Department has three CC partnerships now and has just met with a fourth (Shelton State CC) to establish pipelines for its Anchor Points co-advising program in efforts to increase enrollments for ECD. The Department also has pilot-tested online recruitment strategies (e.g., "Gather"), and its MRR committee has determined a combination of Gather online events (tied to specific H.S. teacher academy and CC classes) with on-site follow-ups may be the best recruitment strategy to grow enrollments in Education. That will be the strategy for 2022-2023.
	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	2021 - 2022	Inconclusive	Only 1 student completed ED 404 in the Fall 2021 Term and 3 students completed ED 404 in the Spring 2022 Term.	The Department has three CC partnerships now and has just met with a fourth (Shelton State CC) to establish pipelines for its Anchor Points co-advising program in efforts to increase enrollments for ECD. The Department also has

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	3.1 (GEO 1.c.)	and control of syntax and mechanics.	student's portfolio project.	Communication VALUE Rubric.	2021 - 2022	Inconclusive	Only 1 student completed ED 404 in the Fall 2021 Term and 3 students completed ED 404 in the Spring 2022 Term.	pilot-tested online recruitment strategies (e.g., "Gather"), and its MRR committee has determined a combination of Gather online events (tied to specific H.S. teacher academy and CC classes) with on-site follow-ups may be the best recruitment strategy to grow enrollments in Education. That will be the strategy for 2022-2023.
	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.	2021 - 2022	Inconclusive	Only 1 student completed ED 404 in the Fall 2021 Term and 3 students completed ED 404 in the Spring 2022 Term.	The Department has three CC partnerships now and has just met with a fourth (Shelton State CC) to establish pipelines for its Anchor Points co-advising program in efforts to increase enrollments for ECD. The Department also has pilot-tested online recruitment strategies (e.g., "Gather"), and its MRR committee has determined a combination of Gather online events (tied to specific H.S. teacher academy and CC classes) with on-site follow-ups may be the best recruitment strategy to grow enrollments in Education. That will be the strategy for 2022-2023.
			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	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.	2021 - 2022	Inconclusive	Only 1 student completed ED 404 in the Fall 2021 Term and 3 students completed ED 404 in the Spring 2022 Term.	The Department has three CC partnerships now and has just met with a fourth (Shelton State CC) to establish pipelines for its Anchor Points co-advising program in efforts to increase enrollments for ECD. The Department also has pilot-tested online recruitment strategies (e.g., "Gather"), and its MRR committee has determined a combination of Gather online events (tied to specific H.S. teacher academy and CC classes) with on-site follow-ups may be the best recruitment strategy to grow enrollments in Education. That will

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			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.	2021 - 2022	Inconclusive	Only 1 student completed ED 404 in the Fall 2021 Term and 3 students completed ED 404 in the Spring 2022 Term.	be the strategy for 2022-2023.
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.	2021 - 2022	Target Not Met	FA21-ED500 (numbered ED 600 in the fall term): of 6 students, 2 met or exceeded the threshold FA21-ED592 (numbered ED 699 in the fall term): of 7 students, 5 met or exceeded the threshold SP22-ED500: of 13 students, 4 met or exceeded the threshold SP22-ED592: of 8 students, 8 met or exceeded the threshold	The Department will need to consider refining this assessment item to account for expected growth from research project proposal development in ED 500 to research project conclusion in ED 592. Assessment instrumentation may need to be reconsidered once.
	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 Education Department will hold CPC meetings with the department's partnering mentor teachers and other	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	2021 - 2022	Target Met	Clinical Partnership Meetings-October 26, 2021 and March 24, 2022 School of Education Advisory Board Meetings-November 9, 2021 and April 11, 2022	Both the School of Education's Advisory Board and the Clinical Partnership Committee (CPC) have proved critically essential to the overall assessment of student success and preparation. The program will maintain a published schedule of meetings for each; both will be scheduled for the end of each fall and spring academic terms.

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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.	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.	encourage the development of new partnerships.	2021 - 2022	Target Met	Clinical Partnership Meetings-October 26, 2021 and March 24, 2022 School of Education Advisory Board Meetings-November 9, 2021 and April 11, 2022	Both the School of Education's Advisory Board and the Clinical Partnership Committee (CPC) have proved critically essential to the overall assessment of student success and preparation. The program will maintain a published schedule of meetings for each; both will be scheduled for the end of each fall and spring academic terms.
	1.3 (SAO)	Students will successfully complete the Master's of Education in Education degree program in a timely manner, within six years.	The Division Head will use Banner to determine the graduating students' completion time of the degree program to determine if achievement target was met.	At least 80% of students who graduate from the Master's of Education in Education will have completed the degree program within six years.	2021 - 2022	Inconclusive	The program is no longer using this assessment item.	This item is no longer being assessed.
	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.	2021 - 2022	Target Met	FA21-ED 538 was not offered  SP22-ED 538: of 18 total students, 13 met or exceeded the threshold	While 72% of students assessed did met or exceed the threshold for this item, more than 1/4 did not. The ED graduate faculty will need take these results into consideration in curricular discussions this fall to see what, if any, changes need to be made and to consider again the assessment instrumentation for this item.
	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	80% of students admitted to the M.Ed. will pass Comprehensive Final Exams in the initial attempt.	2021 - 2022	Target Met	FA21: 2 students completed the exam with scores of 20/30 (pass is 18/30) SP22: 1 student completed the exam	These results provide a good assessment of overall preparation, however the ED graduate faculty may consider providing details about items missed to determine if there are any identifiable gaps that

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	3.1a (SLO)	Students admitted to the M.Ed. will have the basic skill set to complete the program successfully.	Comprehensive Final Exams and the Graduate Portfolio.	80% of students admitted to the M.Ed. will pass Comprehensive Final Exams in the initial attempt.	2021 - 2022	Target Met	with a core of 28/30 (pass is 18/30)	should be explored further.
			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.	2021 - 2022	Target Met	FA21: 2 students completed the Graduate Portfolio assignment successfully (81/96; pass core 80) SP22: 1 student completed the Graduate Portfolio assignment successfully (91/96; pass score 80)	These results provide a good assessment of overall preparation, however the ED graduate faculty may consider providing details about items missed to determine if there are any identifiable gaps that should be explored further.
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 Evidence).	2021 - 2022	Target Met	Data includes the following:  FA21-ED 335: Indicator 1 (2.77); Indicator 7 (2.83); Indicator 8 (2.81) SP22-ED 335: Indicator 1 (2.73); Indicator 7 (2.82); Indicator 8 (2.73) FA21-Intern (Phase 1): Indicator 1 (2.84); Indicator 7 (2.85); Indicator 8 (2.86) FA21-Intern (Phase 2): Indicator 1 (2.9); Indicator 7 (2.93); Indicator 8 (2.88) SP22-Intern (Phase 1): Indicator 1 (2.7); Indicator 7 (2.61); Indicator 8 (2.8) SP22-Intern (Phase 2): Indicator 1 (2.87); Indicator 7	ED Department faculty, as well as all clinical partners, monitor all items on the TIAI to determine program strength and to identify areas of potential concern. The 2.0 threshold is just that; a threshold only. Any variances detected in annual review of items on the TIAI lead to additional discussions about areas of potential concern and ways to make improvements at any and all levels, from individual instructional assignments to areas of concern about a student's readiness to apply for licensure and begin a career as a professional educator.

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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 Evidence).	2021 - 2022	Target Met	(2.65); Indicator 8 (2.53)  Totals: Indicator 1 (2.80); Indicator 7 (2.78); Indicator 8 (2.77)	ED Department faculty, as well as all clinical partners, monitor all items on the TIAI to determine program strength and to identify areas of potential concern. The 2.0 threshold is just that; a threshold only. Any variances detected in annual review of items on the TIAI lead to additional discussions about areas of potential concern and ways to make improvements at any and all levels, from individual instructional assignments to areas of concern about a student's readiness to apply for licensure and begin a career as a professional educator.
	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 .	Clinical Partnership Committee (CPC) 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.	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.	2021 - 2022	Target Met	Clinical Partnership Meetings-October 26, 2021 and March 24, 2022 School of Education Advisory Board Meetings-November 9, 2021 and April 11, 2022	Both the School of Education's Advisory Board and the Clinical Partnership Committee (CPC) have proved critically essential to the overall assessment of student success and preparation. The program will maintain a published schedule of meetings for each; both will be scheduled for the end of each fall and spring academic terms.

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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 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.	2021 - 2022	Target Met	FA2021-ED 335: (Total-2.92) SP2022-ED 335: (Total-2.81) FA2021-INTERNSHIP-PHASE 1: (Total-2.86) FA2021-INTERNSHIP-PHASE 2: (Total-2.94) SP2022-INTERNSHIP-PHASE 1: (Total-2.75) SP2022-INTERNSHIP-PHASE 2: (Total-2.8)	ED Department faculty, as well as all clinical partners, monitor all items on the TIAI to determine program strength and to identify areas of potential concern. The 2.0 threshold is just that; a threshold only. Any variances detected in annual review of items on the TIAI lead to additional discussions about areas of potential concern and ways to make improvements at any and all levels, from individual instructional assignments to areas of concern about a student’s readiness to apply for licensure and begin a career as a professional educator.
	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.	2021 - 2022	Inconclusive	Due to COVID--No students were required to complete these exams during this period of time--licensure testing was waived by the Mississippi Department of Education (MDE)	These are essential student licensure progression-related items and will be assessed as licensure exam requirements resume.
			The MDE Praxis PLT and Foundations of Reading exams, both attempted after candidates complete the B.S. in	80% of candidates testing each academic year will pass the MDE Praxis PLT exam.	2021 - 2022	Inconclusive	Due to COVID--No students were required to complete these exams during this period of time--	While the Department will not change this assessment item, how the Department supports student completion success will need to stay in constant review and revision, particularly for the 2022-

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			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.	2021 - 2022	Inconclusive	licensure testing was waived by the Mississippi Department of Education (MDE).	2023 academic year as post-COVID licensure changes go into effect.
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).	2021 - 2022	Target Met	These results are for Spring 2022 only:  SP22-ED 697: Indicator 1 (2.64); Indicator 7 (2.60); Indicator 8 (2.42)  Key Assessment Information for MAT was piloted in the Fall with the first cohort that went through ED 549 and 551. Therefore, there is no TIAI Data for ED 697 in Fall 2022, collection of ED 697 data started in Spring 2022.	ED Department faculty, as well as all clinical partners, monitor all items on the TIAI to determine program strength and to identify areas of potential concern. The 2.0 threshold is just that; a threshold only. Any variances detected in annual review of items on the TIAI lead to additional discussions about areas of potential concern and ways to make improvements at any and all levels, from individual instructional assignments to areas of concern about a student's readiness to apply for licensure and begin a career as a professional educator.
	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	Clinical Partnership Committee (CPC) Meetings and School of Education Advisory Board Meetings – The Education Department will	The Education Department will hold 2 CPC meetings and the School of Education will hold 2 Advisory Board meetings during the academic year in	2021 - 2022	Target Met	Clinical Partnership Meetings-October 26, 2021 and March 24, 2022 School of Education Advisory Board Meetings-November 9, 2021	Both the School of Education's Advisory Board and the Clinical Partnership Committee (CPC) have proved critically essential to the overall assessment of student success and preparation. The program will maintain a published schedule of meetings for each;



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	1.2 (SPG C.3)	preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	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.	which they will solicit feedback about current partnerships and create an open forum designed to encourage the development of new partnerships.	2021 - 2022	Target Met	and April 11, 2022	both will be scheduled for the end of each fall and spring academic terms.
	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.	2021 - 2022	Target Met	Results are presented for Spring 2022 Term only:  SP22-ED 697: Overall TIAI (2.55)  Key Assessment Information for MAT was piloted in the Fall with the first cohort that went through ED 549 and 551. Therefore, there is no TIAI Data for ED 697 in Fall 2022, collection of ED 697 data started in Spring 2022.	ED Department faculty, as well as all clinical partners, monitor all items on the TIAI to determine program strength and to identify areas of potential concern. The 2.0 threshold is just that; a threshold only. Any variances detected in annual review of items on the TIAI lead to additional discussions about areas of potential concern and ways to make improvements at any and all levels, from individual instructional assignments to areas of concern about a student's readiness to apply for licensure and begin a career as a professional educator.
	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	80% of candidates admitted to the MAT will complete, qualify and apply for a 5-year teaching license.	2021 - 2022	Target Met	Licenses for 3 students were issued in Fall 2021; Licenses for 13 students were issued in Spring 2022.	These results are very promising, but it is important to note that enrollments are declining in all initial licensure programs and licensure requirements have changed post-COVID. While the Department will not change this

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	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.	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.	2021 - 2022	Target Met	Licenses for 3 students were issued in Fall 2021; Licenses for 13 students were issued in Spring 2022.	assessment item, how the Department supports student completion success will need to stay in constant review and revision, particularly for the 2022-2023 academic year.
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 Professional Studies.	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, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric	2021 - 2022	Inconclusive	Program is too low-enrolled to provide significant results.	No change in assessments will be made at this time.
			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, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U	2021 - 2022	Inconclusive	Program too low-enrolled to provide significant results.	No change in assessments will be made at this time.

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			The instructor for PRO 490 will provide summative assessment of the final project using the AAC&U Lifelong Learning Value Rubric.	Lifelong Learning Value Rubric	2021 - 2022	Inconclusive	Program too low-enrolled to provide significant results.	No change in assessments will be made at this time.
	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.	2021 - 2022	Inconclusive	Program is too low-enrolled to provide significant results.	No change in assessments will be made at this time.
	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.	2021 - 2022	Inconclusive	Program is too low-enrolled to provide significant results.	No change in assessments will be made at this time.
	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.	2021 - 2022	Inconclusive	Program is too low-enrolled to provide significant results.	No change in assessments will be made at this time.

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	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.	2021 - 2022	Inconclusive	Program is too low-enrolled to provide significant results.	No change in assessments will be made at this time.
			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.	2021 - 2022	Inconclusive	Program is too low-enrolled to provide significant results.	No change in assessments will be made at this time.