School of Education 2023-2024

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.	2023 - 2024	Target Met	Once again, recruitment will become the priority for Early Childhood Development. We have hired a new half time CPDC Director/Early Childhood Faculty to lead this process.	The new CPDC Director/ECD Faculty member will lead early childhood recruitment and program development efforts. The new Center for Education Support will engage 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.	2023 - 2024	Target Met	The new CPDC Director/ECD Faculty member will be leading early childhood recruitment and program development efforts. The new Center for Education Support will be engaged with the Education Department in efforts to increase ECD enrollment.	The new CPDC Director/ECD Faculty member will lead early childhood recruitment and program development efforts. The new Center for Education Support will engage 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	2023 - 2024	Target Met	The new CPDC Director/ECD Faculty member will be leading early childhood recruitment and program	The new CPDC Director/ECD Faculty member will lead early childhood recruitment and program development efforts. The new Center for Education Support will engage with the Education Department in efforts to increase

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	3.1 (GEO 1.c.)	and control of syntax and mechanics.	student's portfolio project.	Communication VALUE Rubric.	2023 - 2024	Target Met	development efforts. The new Center for Education Support will be engaged with the Education Department in efforts to increase ECD enrollment.	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 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.	2023 - 2024	Target Met	The new CPDC Director/ECD Faculty member will be leading early childhood recruitment and program development efforts. The new Center for Education Support will be engaged with the Education Department in efforts to increase ECD enrollment.	The new CPDC Director/ECD Faculty member will lead early childhood recruitment and program development efforts. The new Center for Education Support will engage with the Education Department in efforts to increase ECD enrollment.
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.	2023 - 2024	Target Met	FA23-ED500: of 7 students who submitted research assignments in Watermark system, 7 met or exceeded the threshold FA23-ED592: of 4 students who submitted research assignments in Watermark system, 4 met or exceeded the threshold SP24-ED500: of 6 students who	The value of the program-long research project and the growth demonstrated as a result of the content courses that serve as a foundation for the program's research project cannot be overstated. This assessment will be retained given the value its outcomes proved as a measure of program strength.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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.	2023 - 2024	Target Met	submitted research assignments in Watermark system, 6 met or exceeded the threshold SP24-ED592: of 8 students who submitted research assignments in Watermark system, 8 met or exceeded the threshold [less] # Students Assessed: 25 # Students Met Target: 25 Notes: 100% of students assessed met or exceeded the threshold. Importantly, in ED 500 a research project is proposed that will be developed during the program and will be concluded in ED 592; growth should be expected and is demonstrated through the results reported here.	The value of the program-long research project and the growth demonstrated as a result of the content courses that serve as a foundation for the program's research project cannot be overstated. This assessment will 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 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	2023 - 2024	Target Met	The School of Education's Advisory Board and the Clinical partnership Committee (CPC) both met on November 8th. Discussed in the meeting were upcoming recruitment events, as well as feedback	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. Both committees had new

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2023 - 2024	Target Met	regarding technology and diverse learning experiences. # Students Assessed: 0 # Students Met Target: -- Notes: The department recognizes that each external partnership is most effective primarily as guides for program growth in fall discussions, adding strength to the validity of the use of program results, and as important checks for the reliability of instrumentation development and again for validity of new assessment results, each spring.	representation this year.
	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.	2023 - 2024	Target Met	Fall 2023: 7 of 6 students met or exceeded Spring 2024: 6 of 6 students met or exceeded [less] # Students Assessed: 13 # Students Met Target: 12 Notes: All students but one met or exceeded target. (92.31%) Department will review data trend after two more years to explore	This assignment and course have been submitted to MDE for approval to become foundations for a SPED endorsement that will begin Fall 2024.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2023 - 2024	Target Met	overall effect of this assignment as a foundation not only for ED 538 but for entire M.Ed. program.	This assignment and course have been submitted to MDE for approval to become foundations for a SPED endorsement that will begin Fall 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 and the Graduate Portfolio in the initial attempt.	2023 - 2024	Target Met	One student completed the Portfolio assignment in the Fall 2023 Term; Three students completed the Portfolio assignment in the Spring 2024 Term. One student completed Comprehensive finals (Comps) in the Fall 2023 Term; Three students completed Comps in the Spring 2024 Term. # Students Assessed: 4 # Students Met Target: 4 Notes: All students who attempted both the Portfolio assignment and	These assignments provide holistic assessment of the strength of the M.Ed. Graduate faculty will review both the Portfolio assignment and Comps annually to ensure both rigor and validity of content addressed in these assignments

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 and the Graduate Portfolio in the initial attempt.	2023 - 2024	Target Met	Comps completed both. Graduate faculty review both the Portfolio assignment and Comps annually to ensure both rigor and validity of content addressed in these assignments.	These assignments provide holistic assessment of the strength of the M.Ed. Graduate faculty will review both the Portfolio assignment and Comps annually to ensure both rigor and validity of content addressed in these assignments
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).	2023 - 2024	Target Met	ED 335 and Internship Results (TIAI Indicators 1,7, 8) ED 335 and Internship Results (TIAI Indicators 1,7, 8) # of students in section Indicator 1 Indicator 7 Indicator 8 FA23-ED 335 10 2.60 2.10 2.20 SP24-ED 335 17 2.76 2.53 2.47 FA23-Intern (Phase 1) 9 2.69 2.58 2.67 FA23-Intern (Phase 2) 9 2.66 2.58 2.67 SP24-Intern (Phase 1) 16 2.69 2.63 2.4	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.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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).	2023 - 2024	Target Met	SP24-Intern (Phase 2) 16 2.74 2.25 2.50 77 2.69 2.45 2.49 Totals: Indicator 1 2.69 Indicator 7 2.45 Indicator 8 2.49	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.
	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.	2023 - 2024	Target Met	The clinical partnership and advisory board both met on November 8th. In addition, new representatives were added to the clinical partnership committee.	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 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.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2023 - 2024	Target Met	ED 435 and Internship Results (TIAI Overall) # of students in section Overall TIAI Scores FA23-ED435 10 2.4 SP24-ED435 17 2.56 FA23-Intern (Phase 1) 9 2.74 FA23-Intern (Phase 2) 9 2.74 SP24-Intern (Phase 1) 16 2.66 SP24-Intern (Phase 2) 16 2.51 Totals: 77 2.6 Overall Average: 2.6 # Students Assessed: 77 # Students Met Target: 77 Notes: The results indicate that students demonstrate key competencies across all indicators of the TIAI.	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	The MDE Praxis PLT and Foundations of Reading exams, both attempted after	80% of candidates testing each academic year will pass the MDE Foundations of	2023 - 2024	Target Not Met	The pass rate for Foundations of Reading is improving, but we	The School of Education is planning for zero credit courses for test prep for Praxis and FoRT. This will help prepare students for these exams

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO, SLO)	successfully complete the program and obtain a 5-year teaching license.	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.	Reading exam.	2023 - 2024	Target Not Met	have not met the 80% target yet. The School of Education is planning for zero credit courses to implement practice modules for the Praxis and FoRT. Foundations of Reading data # of attempts Pass Rate Fall 2023 7 25.57% Spring 2024 11 72.73%	and increase the pass rate. Also, the reading instructors are implementing test prep strategies in the reading courses to help prepare students. 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 reading professors are working on a reading program assessment to be able to track growth across the program. This will help determine student's readiness for the Foundations of Reading Assessment.

			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.	2023 - 2024	Target Met	Praxis PLT
							
							     # of attempts Pass Rate
							Fall 2023 3 100%
							Spring 2024 7 85.71%
							
							Praxis: Elem Ed: CIA
							
							     # of attempts Pass Rate
							Fall 2023 6 33.33%
							Spring 2024 12 58.33%
							
							Foundations of Reading
							
							     # of attempts Pass Rate
								The School of Education will focus efforts on offering hyflex courses that include zero credit courses to include Praxis help and preparation modules.
								
								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 reading professors are working on a reading program assessment to be able to track growth across the program. This will help determine student's readiness for the Foundations of Reading Assessment.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2023 - 2024	Target Met	Fall 2023 7 25.57% Spring 2024 11 72.73%	The School of Education will focus efforts on offering hyflex courses that include zero credit courses to include Praxis help and preparation modules. 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 reading professors are working on a reading program assessment to be able to track growth across the program. This will help determine student's readiness for the Foundations of Reading Assessment.

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).	2023 - 2024	Target Met	ED 697-Phase 1
							
							                     # of students in section Overall TIAI Scores FA23-ED 697 12 2.45
							SP24-ED 697 2 1.82
							                          14 2.14
							
							Totals 14
							Overall Average 2.14
							
							# of Students Assessed 14
							# Students Met Target 13
								In Spring 2024, ED 697 Phase 1 overall TIAI scores averaged below the goal of 2. However, there were only 2 students assessed. This will continue to be monitored for effectiveness of the assessment.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action

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).	2023 - 2024	Target Met	ED697-Phase 2
							
							        # of students in section Overall TIAI Scores
							FA23-ED 697 1 2.75
							SP24-ED 697 10 2.29
							                    11 2.52
							
							Totals: 11
							Overall Average 2.52
							
							# of Students Assessed 11
							# Students Met Target 11
								In Spring 2024, ED 697 Phase 1 overall TIAI scores averaged below the goal of 2. However, there were only 2 students assessed. This will continue to be monitored for effectiveness of the assessment.

	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 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	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.	2023 - 2024	Target Met	The committees met once during the 23-24 school year to receive feedback.	The School of Education will continue to have meetings, once per semester, with the Advisory Board and Clinical Partnership committee. New representatives have been added to the committee. Feedback will be gathered and discussed for future changes within the departments.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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).	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.	2023 - 2024	Target Met	The committees met once during the 23-24 school year to receive feedback.	The School of Education will continue to have meetings, once per semester, with the Advisory Board and Clinical Partnership committee. New representatives have been added to the committee. Feedback will be gathered and discussed for future changes within the departments.

	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.	2023 - 2024	Target Met	ED 697-Phase 1
							
							       # of students in section Overall TIAI Scores
							FA23-ED 697 12 2.45
							SP24-ED 697 2 1.82
							                    14 2.14
							
							Totals 14
							Overall Average 2.14
							
							# of Students Assessed 14
							# Students Met Target 13
							
							ED697-Phase 2
							
							       # of students in section Overall TIAI Scores
								The abridged TIAI (indicators 1-8) is assessed on the 3 day unit plan in ED 549, but no longer assessed in ED 551. The AAC met to review the data during the 23-24 school year. The committee will continue to meet to review the assessment data collected in ED 549 and ED 697.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2023 - 2024	Target Met	FA23-ED 697 1 2.75 SP24-ED 697 10 2.29 11 2.52 Totals: 11 Overall Average 2.52 # Students Assessed: Phase 1: 14 students; Phase 2: 11 students # Students Met Target: Phase 1: 13 of 14 students met target; Phase 2: 11 of 11 students met target. Notes: *This assessment is repeated from item 1.1.	The abridged TIAI (indicators 1-8) is assessed on the 3 day unit plan in ED 549, but no longer assessed in ED 551. The AAC met to review the data during the 23-24 school year. The committee will continue to meet to review the assessment data collected in ED 549 and ED 697.
	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.	2023 - 2024	Target Met	13 licenses were granted in Fall 2023; 12 students were recommended for 5-year licenses in Spring 2024. # Students Assessed: 25 # Students Met Target: 25 Notes: All students who entered the program in the 2022-2023 academic term were granted licenses within the program's expected 2-year timeframe for completion; therefore, 100%	The goal of 80% of MAT students gaining a 5 year license will remain. TIAI scores from ED 549 and ED 697 (both phases) will continue to be monitored and analyzed throughout the program.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2023 - 2024	Target Met	(25) of candidates admitted to the MAT did complete, qualify and apply for a 5-year teaching license in the 2023-2024 academic year.	The goal of 80% of MAT students gaining a 5 year license will remain. TIAI scores from ED 549 and ED 697 (both phases) will continue to be monitored and analyzed throughout the 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 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	2023 - 2024	Inconclusive	Program remains below 5 students enrolled; too low for reporting purposes. Low enrolled year 2.	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	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:	2023 - 2024	Inconclusive	Program remains below 5 students enrolled; too low for reporting purposes. Low enrolled year 2.	Will report results in year 3.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately career-related purpose.	Studies.	(1) topic selection; (2) existing knowledge, research, and/or views; (3) design process; (4) analysis; (5) conclusions; and (6) limitations and implications.	2023 - 2024	Inconclusive	Program remains below 5 students enrolled; too low for reporting purposes. Low enrolled year 2.	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.	2023 - 2024	Inconclusive	Program remains below 5 students enrolled; too low for reporting purposes. Low enrolled year 2.	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 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.	2023 - 2024	Inconclusive	Program remains below 5 students enrolled; too low for reporting purposes. Low enrolled year 2.	Will report results in year 3.