NSU Academic Assessment Annual Report	
Academic Unit/Department	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
Academic Program	ELED
Date Range	AY 2021-2022
Completed By	Christina Cavallaro
Submit this report to the NSU Office of Institutional Research & Assessment via the email address	
Learning Outcome 1	Whole-Class Management
Outcome description	Candidates plan, lead, and manage whole class discussion and ensure the equitable participation of every child
Method of assessment	CAEP SPA Item 4.e
Goal for assessment results	80% of candidates will receive a consensus score of a 3 (the competent candidate) or above on Item 4.e of the SPA.
Data and/or evidence	In Sp22, 100% of 9 candidates received a consensus score of 3 or higher on Item 4.e
Goal met?	Met
Learning Outcome 2	Assessment Implementation
Outcome description	Candidates evaluate & support learning through assessment techniques that are developmentally appropriate, formative & summative, diagnostic, and varied.
Method of assessment	Sp 22 CPAST Field Experience Evaluation, Item L (Assessment Techniques)
Goal for assessment results	80% of candidates will receive a consensus score of a 2 (meets expectations) or above on Item L of the CPAST.
Data and/or evidence	In Sp22, 63% of the 8 ELED candidates received a consensus score of a 2 or higher on Item C of the CPAST
Goal met?	Unmet
Learning Outcome 3	Research-Theory Connections
Outcome description	Candidate discusses, provides evidence of & justifies connections to educational research and/or theory. Candidate uses research and/or theory to explain their P-12 learners' progress.
Method of assessment	Sp22 CPAST Field Experience Evaluation, Item M (Connections to Research and Theory)
Goal for assessment results	80% of candidates will receive a consensus score of a 2 (meets expectations) or above on Item M of the CPAST.
Data and/or evidence	In Sp22, 63% of the 8 ELED candidates received a consensus score of a 2 or higher on Item M of the CPAST
Goal met?	Unmet
Learning Outcome 4	Data-Guided Instruction
Outcome description	Candidate uses uses data-informed decisions (trends and patterns) to design instruction and set short & long term goals for future instruction and assessment

Method of assessment	Sp 22 CPAST Field Experience Evaluation, Item J (Data-Guided Instruction)
Goal for assessment results	80% of candidates will receive a consensus score of a 2 (meets expectations) or above on Item J of the CPAST.
Data and/or evidence	In Sp22, 50% of the 8 ELED candidates received a consensus score of a 2 or higher on Item J of the CPAST
Goal met?	Unmet
Learning Outcome 5	Assessment Planning
Outcome description	Candidate plans a variety of assessments that provide opportunities for learners of varying abilities to illustrate competence (whole class), align w/ standards, are culturally relevant, and promote learner growth.
Method of assessment	Sp 22 CPAST Field Experience Evaluation, Item C (Assessment of P-12 Learning)
Goal for assessment results	80% of candidates will receive a consensus score of a 2 (meets expectations) or above on Item C of the CPAST.
Data and/or evidence	In Sp22, 50% of the 8 ELED candidates received a consensus score of a 2 or higher on Item C of the CPAST
Goal met?	Unmet
Summary of strengths and/or areas for improvement	Candidates are effective in implementing whole-group practices and managing students in such settings. However, action items relating to data-guided instruction, assessment, and theory-practice connections from last year's report still remain areas of improvement.
Action Plans	
Action Item 1	Data-Guided Instruction
Description	Through discussions, post observation feedback, midpoint meetings US will support TCs in understanding how to purposefully use data to inform instruction in their placements
Goal	80% of ELED TCs receive a consensus score of a 2 or higher in J. Data-Guided Instruction on the CPAST for their STE
Timeline	2022-2023
Individual(s) responsible	Teacher Education Department Chair and relevant faculty
Resources needed	CPAST
Action Item 2	Assessment Planning & Implementation
Description	With guidance from US, TCs will be more intentional in designing lessons that include varied, formative assessments to then implement and reflect upon.
Goal	80% of ELED TCs receive a consensus score of a 2 or higher in C. Assessment of P-12 Learning & L. Assessment Techniques on the CPAST for their STE
Timeline	2022-2023
Individual(s) responsible	Teacher Education Department Chair and relevant faculty
Resources needed	CPAST
Supervisor Response	

NSU Academic Assessment Annual Report	
Academic Unit/Department	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
Academic Program	SPED, SPED Minor
Date Range	AY 2021-2022
Completed By	Jessica Vogel & Cheryl Wold
Submit this report to the NSU Office of Institutional Research & Assessment via the email address	
Learning Outcome 1	Team Work
Outcome description	Students will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. (Teamwork)
Method of assessment	Teacher Work Sample and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric item 7 and on the final evaluation consensus items O & S.
Data and/or evidence	Opportunites for collaboration with parents are limited in special education field experiences due to the shorter length of those experiences, resulting in lower final evaluation scores. For special education student teaching experiences, the students complete two 6-week placements in place of one 12-week placement so that they can complete both elementary and secondary experiences. In Fall 2021, Cooperating Teachers rated the 100% of the candidates proficient in this area on the SPA, which was rubric item 7. University Superviors rated 100% of the the candidates proficient on SPA rubric items 7 as well. On the Final Evaluation, the consensus ratings for items O and S were examined for scores in the areas of collaboration. For item O, which is Parent Communication, 88% of Teacher Candidates were rated proficient. For item S, which is Collaboration with Cooperating Teacher and/or members of the school community 100% of candidates were rated proficient on the Consensus Score. For Spring 2022, the Final Evaluation Consensus scores for both items O and S were 92%. Students have many opportunities for collaboration with colleagues, but an area for continued growth would be to purposefully develop more opportunities for collaboration with parents.
Goal met?	Yes
Learning Outcome 2	Problem Solving
Outcome description	Students will select, adapt, and use evidence based instructional strategies to advance the learning of students with exceptionalities. (Problem Solving)
Method of assessment	Teacher Work Sample and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric items 3 & 5 and on the final evaluation consensus items B & D.

Data and/or evidence	In fall of 2021,the final consensus on item B was 100% and on item D was 83% indicating that all students met or exceeded the proficiency standard in this area on the Final Evaluation. In spring 2022, both items B and D were rated 100% on the Final Consensus indicating that all students exceeded the proficiency standard in this area on the Final Evaluation. In fall 2021, SPA item 3, which is Curricular Content Knowledge, was rated 100% by both Cooperating Teachers and University Supervisors. In spring 2022, SPA item 3 was rated 96% by both Cooperating Teachers and University Supervisors. In fall 2021, for SPA item 5, which is Instructional Planning and Strategies, the average rating for both Cooperating Teachers and University Supervisors was 94%. In spring 2022, the average rating in this area was 93% by both Cooperating Teachers and University Supervisors. There are no concerns in this area.
Goal met?	Yes
Learning Outcome 3	Ethical Reasoning
Outcome description	Students will use foundational knowledge of special education and the professional ethical principals and practice standards to inform special education practice to engage in life long learning and to advance the profession. (Ethical Reasoning)
Method of assessment	Teacher Work Sample and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric item 6 and on the final evaluation consensus item T.
Data and/or evidence	100% of students have met or exceeded the standard in this area. There are no concerns in this area.
Goal met?	Yes
Learning Outcome 4	Foundational Lifelong Learning Skills
Outcome description	Students will participate in purposeful learning activities on an ongoing basis to improve their knowledge, skills, and competence.
Method of assessment	Teacher Work Sample and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric item 6 and on the final evaluation consensus item N.
Data and/or evidence	In fall 2020, the N size was 25 students,and all students scored at or above profiency on the SPA rubric item 6. For the spring 2021 SPA item 6, the N size was 33. All students met or exceeded profiency. To address the final evaluation consensus item N, students earned an average of 2.6. 80% or more of students performed at the proficient to advanced level on the final evaluation. There are no concerns in this area.
Goal met?	Yes
Learning Outcome 5	Diversity, Inclusion, and Equity
Outcome description	Students will understand how persons with exceptionalities develop and learn through the creation of inclusive, culturally responsibilies learning environments so that students with exceptionalities become active and effective learners.
Method of assessment	Teacher Work Sample and Specialized Program Area

Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric items 1 & 2 with an average of 3.10, and on the final evaluation consensus item I, with an average of 2.70.
Data and/or evidence	Students met or exceeded the proficiency standard in this area on both the SPA and Final Evaluation. There are no concerns in this area.
Goal met?	Yes
Summary of strengths and/or areas for improvement	Overall, students have met or exceeded the standards in all areas addressed. An area of continued improvement would be increased communication with parents. Given the short placement period (6 weeks), and the confidentiality requirements for special education, this area is challenging. Only one contact with parents is currently required during this experience. To increase the communication with parents, and in line with the associated rubric, students will complete a progress monitoring form to send home to parents upon the completion of this experience. No action plans are needed at this time.
Action Plans	
Action Item 1	
Description	
Goal	
Timeline	
Individual(s) responsible	
Resources needed	
Action Item 2	
Description	
Goal	
Timeline	
Individual(s) responsible	
Resources needed	
Supervisor Response	

NSU Academic Assessment Annual Report	
Academic Unit/Department	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
Academic Program	ECE minor
Date Range	AY 2021-22
Completed By	Christina Cavallaro & Wendy Wakefield
Submit this report to the NSU Office of Institutional Research & Assessment via the email address	
Learning Outcome 1	Inquiry and Analysis
Outcome description	Candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach. Candidate creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Method of assessment	Early Childhood SPA Evaluation
Goal for assessment results	90% of the early childhood teacher candidates will receive a score of "3 - proficient" or higher on the ECE SPA evaluation.
Data and/or evidence	Overall, 7 candidates scored above a 3 average in every category except standards 2.2 (planning with families) and 3.2 (use assessments in partnership w/ families and other professionals) potentially due to a lack of opportunities to interact with such parties
Goal met?	Met
Learning Outcome 2	Critical and Creative Thinking
Outcome description	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Method of assessment	Observed lesson evaluated via CPAST (section F)
Goal for assessment results	Scoring a "2" or higher on the CPAST evaluation in Category F: Critical Thinking
Data and/or evidence	All 7 early childhood candidates (FA 21 & SP 22 combined) scored a 2 or higher in the Critical Thinking categories on the CPAST.
Goal met?	Met
Learning Outcome 3	Civic Knowledge and Engagement
Outcome description	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Method of assessment	CPAST evaluation (Category T. Advocacy to Meet the Needs of Learners or for the Teaching Profession)
Goal for assessment results	Scoring a "2" or higher on the CPAST evaluation (Category T. Advocacy to Meet the Needs of Learners or for the Teaching Profession)
Data and/or evidence	All 7 early childhood candidates scored a "2" or higher on the CPAST evaluation (Category T. Advocacy to Meet the Needs of Learners or for the Teaching Profession).
Goal met?	Met

Learning Outcome 4	Ethical Reasoning
Outcome description	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Method of assessment	ECE SPA
Goal for assessment results	90% of the early childhood teacher candidates will receive a score of "3 - proficient" or higher on the ECE SPA evaluation.
Data and/or evidence	Overall, 7 candidates scored above a 3 average in every category except standards 2.2 (planning with families) and 3.2 (use assessments in partnership w/ families and other professionals) potentially due to a lack of access and resources amidst Covid.
Goal met?	Met
	Diversity, Inclusion and Equity
Learning Outcome 5	
Outcome description	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Method of assessment	Lesson Observation via CPAST Evaluation (Category D. Differentiated Methods)
Goal for assessment results	90% of the early childhood teacher candidates will receive a score of "2" in Section D: Differentiated Methods the CPAST
Data and/or evidence	All 11 early childhood candidates scored a "2" or higher in Section D: Differentiated Methods on the CPAST.
Goal met?	Met and exceeded
Summary of strengths and/or areas for improvement	This program provides an avenue for ELED Teacher Candidates to earn additional credentials to work with preschool-aged children. The ECE course work focuses on preschool-aged children's needs and development, as well as age appropriate teaching methods and curriculum. A goal of this program is to recruit more students into this program.
Action Plans	
Action Item 1	
Description	Through discussions, post observation feedback, midpoint meetings US will support TCs in understanding what data-guided instruction formative assessment can look like in their placement
Goal	100% of ECE TCs self-score with a 2 or higher in J. Data-Guided Instruction & L. Assessment Techniques on the CPAST for their STE
Timeline	2022-2023
Individual(s) responsible	Teacher Education Department Chair and relevant faculty
Resources needed	CPAST Final Evaluations for STE
Action Item 2	

Description	By the end of STE, TCs will be equipped to incorporate families and communities into learning spaces.
Goal	100% of ECE TCs will earn a 3 or higher on SPA item 2.1
Timeline	2022-2023
Individual(s) responsible	Teacher Education Department Chair and relevant faculty
Resources needed	SPA Evaluation
Supervisor Response	

NSU Academic Assessment Annual Report	
Academic Unit/Department	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
Academic Program	READ minor
Date Range	AY 2021-22
Completed By	TEP Faculty
Submit this report to the NSU Office of Institutional Research & Assessment via the email address	
Learning Outcome 1	BOR Cross-Curricular Standards: No. 2 Critical and Creative Thinking
Outcome description	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Method of assessment	Course level assignments.
Goal for assessment results	Strengthen our ability to show that our graduates are well-prepared for transfer or to succeed in their chosen profession.
Data and/or evidence	We currently don't have separate Reading Minor data from the ELED program, but we will look to develop that moving forward.
Goal met?	
Learning Outcome 2	BOR Cross-Curricular Standards: No. 5 Problem Solving
Outcome description	Be able to explain what English phones, phonemes, and graphemes are so as to logically and appropriately instruct children. Understand vowel and consonant digraphs, simple and complex words, loan words, connecting vowel letters, free and bound bases, morphology, etymology, phonology, phonetics, etc. so as to inform literacy action and attitudes (i.e., problem solve regarding appropriate instruction).
Method of assessment	Course level assignments. Reading clinic pre- and post-assessment.
Goal for assessment results	Strengthen our ability to show that our graduates are well-prepared for transfer or to succeed in their chosen profession.
Data and/or evidence	We currently don't have separate Reading Minor data from the ELED program, but we will look to develop that moving forward.
Goal met?	
Learning Outcome 3	BOR Cross-Curricular Standards: NO. 7 Intercultural Knowledge
Outcome description	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
Method of assessment	Course level assignments.
Goal for assessment results	Strengthen our ability to show that our graduates are well-prepared for transfer or to succeed in their chosen profession.
Data and/or evidence	We currently don't have separate Reading Minor data from the ELED program, but we will look to develop that moving forward.
Goal met?	

Learning Outcome 4	BOR Cross-Curricular Standards: No. 1 Inquiry and Analysis
Outcome description	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Method of assessment	course level assignments; reading clinic pre- and post- assessments
Goal for assessment results	
Data and/or evidence	We currently don't have separate Reading Minor data from the ELED program, but we will look to develop that moving forward.
Goal met?	
Learning Outcome 5	BOR Cross-Curricular Standards: No. 3 Information Literacy
Outcome description	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. The teacher must be able to explain what English phones, phonemes, and graphemes are so as to logically and appropriately instruct children. They must understand vowel and consonant digraphs, simple and complex words, loan words, connecting vowel letters, free and bound bases, morphology, etymology, phonology, phonetics, etc. Teachers need exact specific knowledge to inform literacy action and attitudes of children.
Method of assessment	Reading Clinic pre- and post-assessment
Goal for assessment results	Determine the level of skills our teacher candidates have acquired to implement appropriate literacy instruction.
Data and/or evidence	We currently don't have separate Reading Minor data from the ELED program, but we will look to develop that moving forward.
Goal met?	
Summary of strengths and/or areas for improvement	
Action Plans	
Action Item 1	
Description	
Goal	
Timeline	
Individual(s) responsible	
Resources needed	
Action Item 2	
Description	
Goal	
Timeline	
Individual(s) responsible	
Resources needed	
Supervisor Response	

Academic Unit/Department	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
Academic Program	EDST
Date Range	AY 2021-22
Completed By	Monte Meyerink & Lauren Pierce

Submit this report to the NSU Office of Institutional Research & Assessment via the email address

Learning Outcome 1	
Outcome description	Candidates will demonstrate competency in self-awareness as indicated by emotional intelligence, identity, personal and professional growth, and resilience. Cross-curricular skill: Foundational Lifelong Learning Skills
Method of assessment	Final program final oral presentation where candidates will take responsibility of articulating evidence of the outcome.
Goal for assessment results	All candidates will receive a score of at least "proficient" (3) on the final oral presentation.
Data and/or evidence	Of the 10 students, 9 earned a mean score of 3 or higher on the final oral presentation (M = 3.14, SD = .16, min = 2.71, max = 3.64). Specific domains with mean scores below 3 included: (a) sources are identified and cited (M = 2.9), (b) relevant sources and bibliography (M = 2.9), (c) supports the content (M = 2.9), and (d) employs professional technology/multimedia standards (M = 2.9). Specific domains with individual student scores below 3 included: (a) sources are identified and cited (n = 2), (b) relevant sources and bibliography (n = 2), (c) delivery is appropriate (n = 2), (d) meets time requirements (n = 1), (e) supports the content (n = 1), and (f) employs professional technology/multimedia standards (n = 1).
Goal met?	No - one student's average score on the final oral presentation was below 3.

Learning Outcome 2	
Outcome description	Candidates will demonstrate proficiency in communication as indicated by critical thinking about communication, relationships, collaboration, and interpersonal understanding. Cross-curricular skills: Teamwork, Intercultural Knowledge
Method of assessment	Final program final oral presentation where candidates will take responsibility of articulating evidence of the outcome.
Goal for assessment results	All candidates will receive a score of at least "proficient" (3) on the final oral presentation.

Data and/or evidence	Of the 10 students, 9 earned a mean score of 3 or higher on the final oral presentation (M = 3.14, SD = .16, min = 2.71, max = 3.64). Specific domains with mean scores below 3 included: (a) sources are identified and cited (M = 2.9), (b) relevant sources and bibliography (M = 2.9), (c) supports the content (M = 2.9), and (d) employs professional technology/multimedia standards (M = 2.9). Specific domains with individual student scores below 3 included: (a) sources are identified and cited (n = 2), (b) relevant sources and bibliography (n = 2), (c) delivery is appropriate (n = 2), (d) meets time requirements (n = 1), (e) supports the content (n = 1), and (f) employs professional technology/multimedia standards (n = 1).
Goal met?	No - one student's average score on the final oral presentation was below 3.
Learning Outcome 3	
Outcome description	Candidates will demonstrate competency in academic development as indicated by conceptualization of research and scholarship, iniative, outreach, critical thinking, and problem solving. Cross curricular skills: Inquiry and Analysis, Critical and Creative Thinking.
Method of assessment	Final program written and oral exams
Goal for assessment results	All candidates will receive a score of at least "proficient" (3) on the final oral presentation and receive a score of "proficient" on the final written exam.
Data and/or evidence	**Oral:** Of the 10 students, 9 earned a mean score of 3 or higher on the final oral presentation (M = 3.14, SD = .16, min = 2.71, max = 3.64). Specific domains with mean scores below 3 included: (a) sources are identified and cited (M = 2.9), (b) relevant sources and bibliography (M = 2.9), (c) supports the content (M = 2.9), and (d) employs professional technology/multimedia standards (M = 2.9). Specific domains with individual student scores below 3 included: (a) sources are identified and cited (n = 2), (b) relevant sources and bibliography (n = 2), (c) delivery is appropriate (n = 2), (d) meets time requirements (n = 1), (e) supports the content (n = 1), and (f) employs professional technology/multimedia standards (n = 1). **Written:** All 4 students earned a mean score higher than 3 on the final written exam (M = 3.21, SD = .12, min = 3.02, max = 3.78). The only specific domains with a mean score below 3 was "response contains at least one relevant, peer-reviewed source of support" (M = 2.75). Specific domains with individual student scores below 3 included: (a) response contains at least one relevant, peer-reviewed source of support (n = 8) and (b) response addresses all components of the question (n = 1).
Goal met?	No - one student's average score on the final oral presentation was below 3.
Learning Outcome 4	
Outcome description	Candidates will demonstrate competency in leadership as indicated by professional ethics, research in leadership practices, evaluation and feedback, and diverse group management. Cross-curricular skills: Ethical Reasoning, Diversity, Inclusion and Equity
Method of assessment	Final program written and oral exams
Goal for assessment results	All candidates will receive a score of at least "proficient" (3) on the final oral presentation and receive a score of "proficient" on the final written exam.

Data and/or evidence	**Oral:** Of the 10 students, 9 earned a mean score of 3 or higher on the final oral presentation (M = 3.14, SD = .16, min = 2.71, max = 3.64). Specific domains with mean scores below 3 included: (a) sources are identified and cited (M = 2.9), (b) relevant sources and bibliography (M = 2.9), (c) supports the content (M = 2.9), and (d) employs professional technology/multimedia standards (M = 2.9). Specific domains with individual student scores below 3 included: (a) sources are identified and cited (n = 2), (b) relevant sources and bibliography (n = 2), (c) delivery is appropriate (n = 2), (d) meets time requirements (n = 1), (e) supports the content (n = 1), and (f) employs professional technology/multimedia standards (n = 1). **Written:** All 4 students earned a mean score higher than 3 on the final written exam (M = 3.21, SD = .12, min = 3.02, max = 3.78). The only specific domains with a mean score below 3 was "response contains at least one relevant, peer-reviewed source of support" (M = 2.75). Specific domains with individual student scores below 3 included: (a) response contains at least one relevant, peer-reviewed source of support (n = 8) and (b) response addresses all components of the question (n = 1).
Goal met?	No - one student's average score on the final oral presentation was below 3.
Learning Outcome 5	
Outcome description	Candidates will demonstrate competency in professionalism as indicated by flexibility, personal and professional planning, networking, and global citizenship. Cross-curricular skill: Civic Knowledge and Engagement
Method of assessment	Final program written and oral exams
Goal for assessment results	All candidates will receive a score of at least "proficient" (3) on the final oral presentation and receive a score of "proficient" on the final written exam.
Data and/or evidence	**Oral:** Of the 10 students, 9 earned a mean score of 3 or higher on the final oral presentation (M = 3.14, SD = .16, min = 2.71, max = 3.64). Specific domains with mean scores below 3 included: (a) sources are identified and cited (M = 2.9), (b) relevant sources and bibliography (M = 2.9), (c) supports the content (M = 2.9), and (d) employs professional technology/multimedia standards (M = 2.9). Specific domains with individual student scores below 3 included: (a) sources are identified and cited (n = 2), (b) relevant sources and bibliography (n = 2), (c) delivery is appropriate (n = 2), (d) meets time requirements (n = 1), (e) supports the content (n = 1), and (f) employs professional technology/multimedia standards (n = 1). **Written:** All 4 students earned a mean score higher than 3 on the final written exam (M = 3.21, SD = .12, min = 3.02, max = 3.78). The only specific domains with a mean score below 3 was "response contains at least one relevant, peer-reviewed source of support" (M = 2.75). Specific domains with individual student scores below 3 included: (a) response contains at least one relevant, peer-reviewed source of support (n = 8) and (b) response addresses all components of the question (n = 1).
Goal met?	No - one student's average score on the final oral presentation was below 3.

Summary of strengths and/or areas for improvement	Overall, students generally met or exceeded expectations regarding the final written exam and final oral presentation. Students performed well in respect to the vast majority of domains on both assessments. A general theme across both assessments was that instances where students earned a score lower than 3 tended to occur in relation to domains pertaining the identification and citation of peer-reviewed literature. A greater focus on identifying and citing peer-reviewed literature throughout the EDST curriculum may be useful in addressing this deficiency.
Action Plans	
Action Item 1	
Description	Integrate more opportunities for students to identify and cite peer-reviewed literature throughout their graduate studies.
Goal	Review the EDST curriculum and search for courses and content in which a greater emphasis on locating, utilizing, and citing peer-reviewed literature can be integrated into the coursework.
Timeline	2022-23
Individual(s) responsible	EDST Coordinator and relevant graduate faculty
Resources needed	None
Action Item 2	
Description	In order to assist candidates in gathering the appropriate knowledge needed for their final written exam and final oral presentation, courses need to be mapped with regard to the program critical competencies.
Goal	Review the EDST curriculum and complete course mapping with regard to the program critical competencies.
Timeline	2022-23
Individual(s) responsible	EDST Coordinator and relevant graduate faculty
Resources needed	None
Supervisor Response	

NSU Academic Assessment Annual Report	
Academic Unit/Department	MILLICENT ATKINS SCHOOL OF EDUCATION
Academic Program	MSED INSTRUCTIONAL DESIGN & E-LEARNING
Date Range	AY 2022-23 Planning
Completed By	Christian D. PIrlet
Submit this report to the NSU Office of Institutional Research & Assessment via the email address	
Learning Outcome 1	LEARNER
Outcome description	Participants will be able to set professional goals using pedagogical approaches, actively participate in learning environments, and align current research to improve student learning outcomes.
Method of assessment	Participants will demonstrate this goal through a variety of methods including a cumulative learning portfolio demonstrating artifacts from several ELRN courses (i.e., ELRN 4/510, ELRN 4/535, ELRN 4/585, and ELRN 5/794), general course activities (i.e., assessments, discussion posts, reflections, etc.), and oral presentation at the end of program completion.
Goal for assessment results	Participants will provide learned evidence of setting professional goals using pedagogy, active participation in learning enivironments, and activities aligned to current research in educational technology and instructional design.
Data and/or evidence	
Goal met?	
Learning Outcome 2	COLLABORATOR
Outcome description	Participants will be able to colleagues to plan and create authentic learning experiences leveraging technology, discover and develop digital resources for learning, and demonstrate cultural competency when communicating with others using digital technologies.
Method of assessment	Participants will demonstrate this goal through a variety of methods including a cumulative learning portfolio demonstrating artifacts from several ELRN courses (i.e., ELRN 4/535, ELRN 4/585, ELRN 750, and ELRN 772), general course activities (i.e., assessments, discussion posts, reflections, etc.), and oral presentation at the end of program completion.
Goal for assessment results	Participants will provide learned evidence of planning learning experiences using high-leverage technologies, gathering and developing skills using digital resources, and competency in communicating with others (i.e., colleagues, administrators, students, parents) using digital technologies.
Data and/or evidence	
Goal met?	
Learning Outcome 3	DESIGNER
Outcome description	Participants will be able to design personal learning experiences for learners accomodating to individual differences, create active/deep learning experiences, and utilize instructional design principles to create innovative digital learning environments.

Method of assessment	Participants will demonstrate this goal through a variety of methods including a cumulative learning portfolio demonstrating artifacts from several ELRN courses (i.e., ELRN 4/510, ELRN 4/535, ELRN 4/585, ELRN 750, ELRN 5/794), general course activities (i.e., assessments, discussion posts, reflections, etc.), and oral presentation at the end of program completion.
Goal for assessment results	Participants will provide examples of learning experiences customized to different learners, built upon increasing levels of Bloom's Taxonomy, and creative uses of digital technologies to foster deep digital learning experiences.
Data and/or evidence	
Goal met?	
Learning Outcome 4	FACILITATOR
Outcome description	Participants will be able to foster learning environments focused on independent and group settings, manage student use of and performance with digital technology through learning management systems (LMS), and model and nurture creativity to communicate knowledge and/or connections.
Method of assessment	Participants will demonstrate this goal through a variety of methods including a cumulative learning portfolio demonstrating artifacts from several ELRN courses (i.e., ELRN 4/510, ELRN 4/535, ELRN 4/585, ELRN 750, and ELRN 772), general course activities (i.e., assessments, discussion posts, reflections, etc.), and oral presentation at the end of program completion.
Goal for assessment results	Participants will demonstrate mastery in the organization and upkeep of a learning management system, facilitate student-created learning goals/outcomes for both independent and group settings, and provide examples of modeling creative expression in communicating ideas and knowledge.
Data and/or evidence	
Goal met?	
Learning Outcome 5	ANALYIST
Outcome description	Participants will be able to supply learners with diverse opportunities to demonstrate competency and reflection on learning while using technology, design formative and summative assessments with timely feedback using technology, and use assessment data to better guide and communicate with educational stakeholders.
Method of assessment	Participants will demonstrate this goal through a variety of methods including a cumulative learning portfolio demonstrating artifacts from several ELRN courses (i.e., ELRN 4/510, ELRN 4/535, ELRN 4/585, ELRN 750, ELRN 772, and ELRN 5/794), general course activities (i.e., assessments, discussion posts, reflections, etc.), and oral presentation at the end of program completion.
Goal for assessment results	Participants will provide diversified opportunities for learners to demonstrate and reflect on learning, create assessment opportunities using technology, and plan action plans based on assessment data.
Data and/or evidence	
Goal met?	

Summary of strengths and/or areas for improvement	
Action Plans	
Action Item 1	
Description	
Goal	
Timeline	
Individual(s) responsible	
Resources needed	
Action Item 2	
Description	
Goal	
Timeline	
Individual(s) responsible	
Resources needed	
Supervisor Response	

NSU Academic Assessment Annual Report	
Academic Unit/Department	MILLICENT ATKINS SCHOOL OF EDUCATION
Academic Program	MSED LEADERSHIP & ADMINISTRATION
Date Range	AY 2021-22
Completed By	Nicole Schutter
Submit this report to the NSU Office of Institutional Research & Assessment via the email address	
Learning Outcome 1	INQUIRY & ANALYSIS
Outcome description	Analyzing, collecting, questioning, and understanding the components, knowledge, and reflective practice skills necessary for successful demonstration of leadership, vision, mission, supervision, and management capacities of a PK-12 school district principal.
Method of assessment	General course methods of assessment in the NSU Leadership and Administration Program related to inquiry and analysis include individual course readings, writings, projects, assignments, and exams. Special project assessments embedded in the Leadership and Administration program and unique to specific courses include school improvement plans in EDER 761 Data Driven Decision Making, professional growth plans in EDAD 715 Theoretical and Practical Framework for Instructional Leadership, school budget analysis in EDAD 730 Public School Finance, school and community profile needs project in EDFN 742 School and Community Partnerships. Field experiences include 240 hours of internship experience in elementary and secondary schools (120 hours each level). Understanding of knowledge and skills is evaluated by final culminating program assessments including the completed internship experience and portfolio, comprehensive written exam, and final oral presentation.
Goal for assessment results	Provide learned evidence for demonstrating the capacity to practice applicable skills and knowledge necessary for safe, equitable operation of a PK-12 school.
Data and/or evidence	Final average comprehensive written exam scores for 2021-2022 ranged between 2.44 to 3.44, with an average score of 3.15 out of 4.0 which indicated successful demonstration of Leadership and Administration Program standards. Internship portfolio total average scores for 2021-22 ranged from 2.45 to 2.68 out of 3.0 with 100% of total internship portfolio projects completed. Final oral presentation average scores ranged from 3.41 to 3.83. No employer feedback scores were reported.
Goal met?	Student classroom assignments and projects, internship results, final written exams, internship portfolio completion, and final oral presentations related to these standards were successfuly completed. Most students received assessment scores well above the scoring requirements for successful completion of the Leadership and Administration Program.
Learning Outcome 2	CRITICAL & CREATIVE THINKING
Outcome description	Analyzing, exploring, and understanding learning processes and critical research skills. EPSY 742 Pyschology of Learning, EDER 765 Data Driven Decision Making, and EDER 761 Graduate Research and Design explore analytical, critical, and creative thinking skills.

Method of assessment	Classroom methods of assessment include school improvement plans, readings, discussions, presentations, narrative writings, research projects, exams, and assignments related to understanding how students learn and foundational projects in research and data collection methods. Final program assessments include an internship/employer survey/portfolio 360 degree assessment, comprehensive written exam, and final oral presentation.
Goal for assessment results	Provide evidence of the capacity for PK-12 educators to explore, analyze, evaluate, and recommend critical instructional methods for the purpose of understanding cognitive development in a PK-12 school. Understanding research methods and interpretation and expression of school data can help educators criticially analyze student academic outcomes for the purpose of exploring innovative, creative, and improved teaching practices and re-examine/re-allocate fiscal resources.
Data and/or evidence	Final average comprehensive written exam scores for 2021-2022 ranged between 2.44 to 3.44, with an average score of 3.15 out of 4.0 which indicated successful demonstration of Leadership and Administration Program standards. Internship portfolio total average scores for 2021-22 ranged from 2.45 to 2.68 out of 3.0 with 100% of total internship portfolio projects completed. Final oral presentation average scores ranged from 3.41 to 3.83. No employer feedback scores were reported.
Goal met?	Student classroom assignments and projects, internship results, final written exams, internship portfolio completion, and final oral presentations related to these standards were successfuly completed. Most students received assessment scores well above the scoring requirements for successful completion of the Leadership and Administration Program.
Learning Outcome 3	CIVIC KNOWLEDGE & ENGAGEMENT
Outcome description	Projects and assignments in EDAD 700 Models of Educational Leadership and EDFN 742 School and Community Partnerships require students as future principals to lead, report, discuss, question, analyze, collect, collate data, and develop strategies/skills necessary for developing strong school community partnerships in large school districts, rural farming communities, and Native American communities including the Cheyenne River and Standing Rock Sioux reservations.
Method of assessment	Classroom methods of assessment include leading and sharing development of proactive school safety practices and information strategies, readings, discussions, presentations, narrative writings, research projects, community needs assessment projects, exams, review projects, and assignments related to improved methods of successful strategies for school/community relationships. Final program assessments include an internship/employer survey/portfolio 360 degree assessment, comprehensive written exam, and final oral presentation.
Goal for assessment results	Provide learned evidence for demonstrating the capacity to practice applicable skills and knowledge necessary for the equitable, safe operation of a PK-12 school.

Data and/or evidence	Final average comprehensive written exam scores for 2021-2022 ranged between 2.44 to 3.44, with an average score of 3.15 out of 4.0 which indicated successful demonstration of Leadership and Administration Program standards. Internship portfolio total average scores for 2021-22 ranged from 2.45 to 2.68 out of 3.0 with 100% of total internship portfolio projects completed. Final oral presentation average scores ranged from 3.41 to 3.83. No employer feedback scores were reported.
Goal met?	Student classroom assignments and projects, internship results, final written exams, internship portfolio completion, and final oral presentations related to these standards were successfuly completed. Most students received assessment scores well above the scoring requirements for successful completion of the Leadership and Administration Program.
Learning Outcome 4	ETHICAL REASONING
Outcome description	Analyzing, collecting, questioning, and understanding issues related to the role of social justice and ethical and equitable educational practices in a PK-12 school. Courses included are EDAD 735 School Law and EDAD 720 Special Education Law.
Method of assessment	Classroom methods of assessment include readings, discussions, presentations, narrative writings, research projects, exams, review projects, and assignments related to ethical practices, policy creation, equity, and legal reasoning. Final program assessments include an internship/employer survey/portfolio 360 degree assessment, comprehensive written exam, and final oral presentation.
Goal for assessment results	Provide learned evidence for demonstrating the capacity to practice applicable skills and knowledge necessary for the equitable, safe operation of a PK-12 school.
Data and/or evidence	Final average comprehensive written exam scores for 2021-2022 ranged between 2.44 to 3.44, with an average score of 3.15 out of 4.0 which indicated successful demonstration of Leadership and Administration Program standards. Internship portfolio total average scores for 2021-22 ranged from 2.45 to 2.68 out of 3.0 with 100% of total internship portfolio projects completed. Final oral presentation average scores ranged from 3.41 to 3.83. No employer feedback scores were reported.
Goal met?	Student classroom assignments and projects, internship results, final written exams, internship portfolio completion, and final oral presentations related to these standards were successfuly completed. Most students received assessment scores well above the scoring requirements for successful completion of the Leadership and Administration Program.
Learning Outcome 5	DIVERSITY, INCLUSION, & EQUITY
Outcome description	Analyzing, exploring, and understanding themes of diversity, inclusion, and equity in a PK-12 school. Courses included are EDAD 700 Models of Educational Leadership, EDAD 730 Public School Finance, EDAD 715 Theoretical and Practical Framework for Instructional Leadership, and EDAD 725 The Principalship. Students analyze leadership, fiscal management, daily task management, and supervisory concepts related to the development of a school vision, mission, and professional school learning culture.

Method of assessment	Classroom methods of assessment include lessons in contemporary school leadership practices, school management, classroom instructional supervision, professional growth plans, school budget analysis, readings, discussions, presentations, narrative writings, research projects, and exams. Final program assessments include an internship/employer survey/portfolio 360 degree assessment, comprehensive written exam, and final oral presentation.
Goal for assessment results	Provide learned evidence for demonstrating the capacity to practice applicable skills and knowledge necessary for the equitable, safe operation of a PK-12 school.
Data and/or evidence	Final average comprehensive written exam scores for 2021-2022 ranged between 2.44 to 3.44, with an average score of 3.15 out of 4.0 which indicated successful demonstration of Leadership and Administration Program standards. Internship portfolio total average scores for 2021-22 ranged from 2.45 to 2.68 out of 3.0 with 100% of total internship portfolio projects completed. Final oral presentation average scores ranged from 3.41 to 3.83. No employer feedback scores were reported.
Goal met?	Student classroom assignments and projects, internship results, final written exams, internship portfolio completion, and final oral presentations related to these standards were successfuly completed. Most students received assessment scores well above the scoring requirements for successful completion of the Leadership and Administration Program.
Summary of strengths and/or areas for improvement	The NSU Leadership and Administration program is offered online for potential candidates throughout the northern plains region. Distance learning opportunities allow Northern State University to reach out to more diverse audiences in distant locations from Washington State, Massachusetts, Wyoming, Montana, Minnesota, North Dakota, Oklahoma, China, and Cameroon, Africa. Several graduate students from South Dakota Native American reservations, including Cheyenne River and Standing Rock Sioux reservations, have completed the Leadership and Administration programs at NSU. Future goals should include increasing efforts to recruit students from all social and cultural backgrounds. Increased efforts and improved strategies for recruitment of students in general is an ongoing goal for the NSU Leadership and Administration Program. Employer surveys for students completing the NSU Leadership and Administration program were not received. Greater effort has to be made to encourage school administrators to submit final employer survey reports.
Action Plans	
Action Item 1	*Increase efforts to obtain final employer surveys through electronic contacts.*
Description	Collect addresses and information of students finding employed as a school principal at their current school district or new school district.
Goal	Create a plan for more consistent reporting of employer satisfaction surveys.
Timeline	2022-2024
Individual(s) responsible	Leadership and Administration program coordinator and relevant faculty
Resources needed	Possible mailing of reports and other information to area schools.
Action Item 2	*Increasing efforts to recruit students from all social and cultural backgrounds.*
Description	*Reach out to area Native American communities to increase enrollment.*

Goal	Better efforts to inform rural and Native American reservation communities about the convenient online nature of the Leadership and Administration program at NSU
Timeline	2022-2024
Individual(s) responsible	Leadership and Administration program coordinator and relevant faculty
Resources needed	Possible creation of informational brochures and other contact mailings.
Supervisor Response	

Academic Unit/Department	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
Academic Program	TELE
Date Range	AY 2021-22
Completed By	Nicole Schutter & Wendy Wakefield

Submit this report to the NSU Office of Institutional Research & Assessment via the email address

Learning Outcome 1	
Outcome description	Candidates will demonstrate the ability to systematically think about their practice and learn from experience. Cross-curricular skill: Foundational Lifelong Learning Skills
Method of assessment	Candidates will take a final program written exam addressing five prompts or questions and prepare a final oral presentation related to program outcomes and standards. A score of at least "3.00" designates proficiency on the written exam and the oral presentation; the rating scale is 4, 3, 2, 1. Members of the candidate's graduate committee will score the written exam and will hear the oral presentation and designate a score.
Goal for assessment results	Improve the average scores of graduates' final written and oral exams so that 95% of students receive an average score of 3.00 on their final written exam and oral presentation.
Data and/or evidence	There were 66 MSED Teaching and Learning program graduates in 2021-2022 (including summer 2022); 63 of 66 or 95% of graduates received an average score of 3.00 or above on their writing exam. 66 out of 66 or 100% of graduates received an average score of 3.00 or above on their oral presentation.
Goal met?	Yes

Learning Outcome 2	
Outcome description	Candidates will demonstrate knowledge of their subject area and how to teach that subject to students. Cross-curricular skill: Inquiry and Analysis
Method of assessment	Candidates will take a final program written exam and prepare a final oral presentation. A score of at least "3.00" designates proficiency on each scored criterion. of the written exam and the oral presentation; the rating scale is 4, 3, 2, 1. Members of the candidate's graduate committee will score the written exam and will hear the oral presentation and designate a score for each criterion.
Goal for assessment results	Overall, candidates will receive an average score of at least 3.00 on the following criteria of the writing exam: "response is relevant and accurate," "demonstrates application of theory to practice," and "demonstrates knowledge of best practices." Candidates will also receive an average score of at least 3.00 on their oral presentation for the criterion "demonstrates understanding of the standards."

Data and/or evidence	There were 66 MSED Teaching and Learning program graduates in 2021-2022 (including summer 2022); Overall, candidates' average score for "response is relevant and accurate" was 3.33; "demonstrates application of theory to practice" was 3.34; "demonstrates knowledge of best practices" was 3.27; and "demonstrates understanding of standards" was 3.53.
Goal met?	Yes
Learning Outcome 3	
Outcome description	Candidates will demonstrate responsibility for managing and monitoring student learning. Cross-curricular skill: Information Literacy
Method of assessment	Candidates will prepare a final oral presentation. A score of at least "3.00" designates proficiency on each criterion of the oral presentation; the rating scale is 4, 3, 2, 1. Members of the candidate's graduate committee will score the written exam and will hear the oral presentation and designate a score.
Goal for assessment results	Overall, candidates will receive an average score of at least 3.00 on their oral presentation for the criteria "development and support of ideas" and "strengths, limitations, and improvement plan provided"
Data and/or evidence	There were 66 MSED Teaching and Learning program graduates in 2020-2021 (including summer 2021); For the criteria "development and support of ideas," 100% of graduates received average scores of at least 3.00 on the oral presentation, with an average score of 3.53. For the criteria "strengths, limitations, and improvement plan provided," 59 out of 66 or 89% of graduates received an average score of 3.0 or above.
Goal met?	Partially met
Learning Outcome 4	
Outcome description	Candidates will demonstrate a committment to students and their learning. Cross-curricular skill: Diversity, Inclusion, and Equity
Method of assessment	Candidates will take a final program written exam and prepare a final oral presentation. Both the written exam questions and final oral presentation assess criteria related to students' understanding and application of the TELE program standards and objectives. The rating scale is 4, 3, 2, 1. Members of the candidate's graduate committee will score the written exam and will hear the oral presentation and designate a score.
Goal for assessment results	Candidates will receive an average score of at least 3 on the written exam for the criterion "Response makes reference to more than one perspective; free from bias" and on the criterion "diversity explored" in the oral presentation.
Data and/or evidence	There were 66 MSED Teaching and Learning program graduates in 2021-2022 (including summer 2022); The average score on the criterion "response makes reference to more than one perspective; free from bias" across the five questions on the written exam was 3.14.
Goal met?	Yes
Learning Outcome 5	
Outcome description	Candidates will demonstrate their involvement in learning communities. Cross-curricular skill: Teamwork

Method of assessment	Candidates will prepare a final oral presentation which includes "real-world examples" of how they have been involved in their learning communities as a scoring criterion. A score of at least 3 designates proficiency on each criterion scoreed; the rating scale is 4, 3, 2, 1. Members of the candidate's graduate committee will score the written exam and will hear the oral presentation and designate a score.
Goal for assessment results	Overall, candidates in the TELE program will receive an average score of at least 3 in the criterion of "real-world examples" on their oral presentation.
Data and/or evidence	There were 66 MSED Teaching and Learning graduates in 2021-2022 (including summer 2022); 100% of graduates received average scores of at least 3 on the "real-world examples" criterion of their final oral presentation as scored by members of their graduate committee. Overall, the average score on this criterion was 3.57.
Goal met?	Yes
Summary of strengths and/or areas for improvement	The action items from last year's report were to map curriculum to the program outcomes and specifically address the outcomes in course acitvities and assessments and continue to authentically link course activities and assessments to program outcomes in order to increase at least 95% of students' average scores on their final written exams and oral presentations to at least 3.00. Through this ongoing work, the related learning outcomes from last year were met. Moving forward, an area for improvement would be to continue to clearly communicate and address program outcomes within courses so that candidates can best understand the implications of the outcomes on their final exam and presentation, improve their academic writing, and effectively communicate their learning and plans for improvement with support from academic sources.
Action Plans	
Action Item 1	
Description	Continue to map curriculum to the program outcomes and specifically address the outcomes in course activities and assessments.
Goal	Improve the average scores of graduates' written exams so that 98% of students receive an average score of 3.0 or above on their final written exam and oral presentation.
Timeline	*2022-2023*
Individual(s) responsible	Relevant graduate faculty, MSED Teaching and Learning Coordinator
Resources needed	None
Action Item 2	
Description	In order to further improve candidates' proficiency in articulating evidence and demonstrating knowledge of the six learning outcomes on their oral presentation and in their written exam, graduate faculty will increase a focus on academic writing and ability to communicate understanding of program outcomes with support from experiences and literature.
Goal	Increase the average scores of graduates' final oral presentations and written exams for the criteria related to academic writing, support, and sources so that 95% of students receive at least an average score of 3.0 on these criteria.
Timeline	2022-2023

Individual(s) responsible	Relevant graduate faculty, MSED Teaching and Learning Coordinator
Resources needed	None
Supervisor Response	

NSU Academic Assessment Annual Report	
Academic Unit/Department	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
Academic Program	MSED SPED
Date Range	AY 2021-22 NEW PROGRAM
Completed By	Cheryl Wold
Submit this report to the NSU Office of Institutional Research & Assessment via the email address	
Learning Outcome 1	
Outcome description	Candidates will demonstrate knowledge in utilizing valid and reliable assessment practices.
Method of assessment	In development
Goal for assessment results	In development
Data and/or evidence	none available, N too low
Goal met?	NA
Learning Outcome 2	
Outcome description	Candidates will demonstrate a commitment to utilizing curricular content knowledge to improve programs, supports, and services at the classroom , school, community, and system levels.
Method of assessment	In development
Goal for assessment results	In development
Data and/or evidence	none available, N too low
Goal met?	NA
Learning Outcome 3	
Outcome description	Candidates will demonstrate a commitment to the facilitation of continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
Method of assessment	In development
Goal for assessment results	In development
Data and/or evidence	none available, N too low
Goal met?	NA
Learning Outcome 4	
Outcome description	Candidates will demonstrate knowledge of conducting, evaluation, and using inquiry to guide professional practice.
Method of assessment	In development
Goal for assessment results	In development
Data and/or evidence	none available, N too low
Goal met?	NA

Learning Outcome 5	
Outcome description	Candidates will demonstrate leadership skills in setting goals, meeting high professional expectations, advocating for effective policies and evidence-based practices, and creating positive and productive work environments.
Method of assessment	In development
Goal for assessment results	In development
Data and/or evidence	none available, N too low
Goal met?	NA
Summary of strengths and/or areas for improvement	
Action Plans	
Action Item 1	
Description	
Goal	
Timeline	
Individual(s) responsible	
Resources needed	
Action Item 2	
Description	
Goal	
Timeline	
Individual(s) responsible	
Resources needed	
Supervisor Response	