Sanford College of Education
2022 Outcomes Assessment

College	Dept.	Program	Outcome Set	Objective Description	Outcome	Outcome Description	Measure Title	Measure Type/Method	Measure Level	Details/Description	Acceptable Target	Ideal Target	Findings Title	Summary of Findings	Acceptable Target Achievement	Ideal Target Achievement	Recommendations	NU Institutional Learning Outcomes ; 1	NU Institutional Learning Outcomes ; 2	NU Institutional Learning Outcomes ; 3	NU Institutional Learning Outcomes ; 4	NU Institutional Learning Outcomes ; 5	NU Institutional Learning Outcomes ; 6	NU Institutional Learning Outcomes ; 7
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 1	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 1 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 2	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 2 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 3	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 3 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 4	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 4 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 5	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 5 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 6	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 6 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 7	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 7 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 8	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 8 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 9	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 9 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 10	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 10 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 11	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 11 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 12	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 12 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 13	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 13 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 14	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 14 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 15	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 15 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 16	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 16 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 17	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 17 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 18	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 18 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 19	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 19 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 20	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 20 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 21	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 21 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 22	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 22 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 23	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 23 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 24	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 24 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 25	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 25 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 26	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 26 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 27	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 27 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 28	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 28 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 29	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 29 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 30	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 30 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 31	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 31 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 32	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 32 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 33	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 33 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 34	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 34 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 35	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 35 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 36	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 36 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 37	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 37 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 38	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 38 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 39	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 39 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 40	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 40 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 41	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 41 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 42	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 42 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 43	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 43 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 44	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 44 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 45	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 45 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 46	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 46 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 47	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 47 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 48	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 48 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 49	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 49 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												
Sanford College of Education (SCOE)	Graduate Programs in Counseling, School Psychology, and Educational Leadership	Master of Arts in Counseling and Human Development	Student Learning Outcomes	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Objective 50	Students will demonstrate knowledge of the profession of counseling, including its history, philosophy, and ethics.	Comprehensive Exam	Exam - Written	Program	Comprehensive Exam Question 50 (Ethics)	80% of the students will score at or above the 75th percentile.	80% of the students will score at or above the 90th percentile.												

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Central College of Education (SCOE)	Graduate Comprehensive Analysis, School Psychology, Administrative Internship	Dean of Graduate School of Psychology, staff, faculty	Master's Graduate School of Psychology and SPA			2020-2021	Master's degree with a concentration in School Psychology (Graduate Catalog)	Graduate Student - School Psychology	Master - Self		Our program uses a variety of assessments to measure the knowledge, skills, and dispositions of our students. Our assessments include the Praxis School Psychologist Test, the Pearson Assessment Performance Service (PAPS) Portfolio, and the Pearson Assessment Performance Service (PAPS) Internship Portfolio. Our Praxis School Psychologist Test is a Pass/Fail test. The PAPS Portfolio and PAPS Internship Portfolio are rated on a 1-5 Likert scale. Our Praxis School Psychologist Test is administered by the Educational Testing Service (ETS) and our PAPS Portfolio and PAPS Internship Portfolio are administered by the Pearson Assessment Performance Service (PAPS). Our Praxis School Psychologist Test is administered at the end of the program. The PAPS Portfolio is administered at the end of the first year of the program. The PAPS Internship Portfolio is administered at the end of the second year of the program. Our Praxis School Psychologist Test is administered by the Educational Testing Service (ETS). The PAPS Portfolio and PAPS Internship Portfolio are administered by the Pearson Assessment Performance Service (PAPS). Our Praxis School Psychologist Test is a Pass/Fail test. The PAPS Portfolio and PAPS Internship Portfolio are rated on a 1-5 Likert scale.

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Grand Valley Collaborative (GVSU)	Institute of Digital Education	Teaching Strategies: Learner Engagement and Learning Outcomes - Learner Engagement	Online Learning, Instructor Learner		Survey	Survey Instrument: Item 1: Rate your overall satisfaction with the online course. Item 2: Rate your overall satisfaction with the online instructor. Item 3: Rate your overall satisfaction with the online learning experience. Item 4: Rate your overall satisfaction with the online learning environment.	Survey Instrument	Not Valid	Reliability	Survey Instrument Reliability: Reliability Type: Internal Consistency Reliability Value: [illegible]	Sample Size: 47 students surveyed	Sample Type: 100% of students surveyed	Analysis Tool or Technique Used: Descriptive Statistics	Results: Item 1: Rate your overall satisfaction with the online course. Item 2: Rate your overall satisfaction with the online instructor. Item 3: Rate your overall satisfaction with the online learning experience. Item 4: Rate your overall satisfaction with the online learning environment. Item 5: Rate your overall satisfaction with the online learning environment. Item 6: Rate your overall satisfaction with the online learning environment. Item

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Sanford College of Education (SCOE)	Department of Special Education	Master of Education - Learner and Instructional Leadership, Emphasis - Applied Behavior Analysis (Master's Degree) (MA)	Distance Learning - Synchronous Online			2020-2021	Ethics in Behavior Analysis: Foundations of Behavior Analysis, Ethics in Behavior Analysis, Ethics in Behavior Analysis, Ethics in Behavior Analysis, Ethics in Behavior Analysis	Course Evaluation Survey	Ethics - Ability to Practice	Meets	Graduate Assistants and Faculty Ethics in Behavior Analysis Course Evaluation Survey	Ethics in Behavior Analysis Course Evaluation Survey	Ethics in Behavior Analysis Course Evaluation Survey	Ethics in Behavior Analysis Course Evaluation Survey	Ethics in Behavior Analysis Course Evaluation Survey	Graduate Assistants and Faculty Ethics in Behavior Analysis Course Evaluation Survey	Not Met	Meeting Needs	Graduate Assistants and Faculty Ethics in Behavior Analysis Course Evaluation Survey Ethics in Behavior Analysis Course Evaluation Survey Ethics in Behavior Analysis Course Evaluation Survey

Sanford College of Education
2022 Outcomes Assessment

Sanford College of Education (SCOE)	Department of Teacher Education	Master of Arts in Early Childhood Education	Master of Arts in Early Childhood Education (MAECE) Master's degree			2020-2021	Demonstrate reflective practice, professionalism, and leadership consistent with current research, theory, and practice in early childhood education. Demonstrate reflective practice, professionalism, and leadership consistent with current research, theory, and practice in early childhood education.	Exit Exam Early Childhood Education	Other - Written Artifact	Fall	Student presents research project in collaboration with a professor/mentor (Capstone / Advocacy Project / Dissertation / Thesis)	Accessibility Data - 80% or more students are in the accessible category	Early Childhood Education Exit Exam Study Sample	Exit Exam Study Sample Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021	Achievable	Exceeded	Participant was able to successfully complete the assignment. The student scored higher than 80 % of the students who took the exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. The Minimum Competency Level for Exit Exam is 70 %. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam.	-	-	-	-	-	-	-
Sanford College of Education (SCOE)	Department of Teacher Education	Master of Arts in Early Childhood Education	Master of Arts in Early Childhood Education (MAECE) Master's degree			2020-2021	Demonstrate reflective practice, professionalism, and leadership consistent with current research, theory, and practice in early childhood education. Demonstrate reflective practice, professionalism, and leadership consistent with current research, theory, and practice in early childhood education.	Portfolio Assessment - Early Childhood Education - Advocacy Project	Written Assignment	Fall	Student presents research project in collaboration with a professor/mentor (Capstone / Advocacy Project / Dissertation / Thesis)	Accessibility Data - 80% or more students are in the accessible category	Advocacy Project - Early Childhood Education	Advocacy Project - Early Childhood Education Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021	Achievable			-	-	-	-	-	-	-
Sanford College of Education (SCOE)	Department of Teacher Education	Master of Arts in Early Childhood Education	Master of Arts in Early Childhood Education (MAECE) Master's degree			2020-2021	Demonstrate reflective practice, professionalism, and leadership consistent with current research, theory, and practice in early childhood education. Demonstrate reflective practice, professionalism, and leadership consistent with current research, theory, and practice in early childhood education.	Portfolio Assessment - Early Childhood Education - Advocacy Project	Written Assignment	Fall	Student presents research project in collaboration with a professor/mentor (Capstone / Advocacy Project / Dissertation / Thesis)	Accessibility Data - 80% or more students are in the accessible category	Advocacy Project - Early Childhood Education	Advocacy Project - Early Childhood Education Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021	Achievable			-	-	-	-	-	-	-
Sanford College of Education (SCOE)	Department of Teacher Education	Master of Arts in Early Childhood Education	Master of Arts in Early Childhood Education (MAECE) Master's degree			2020-2021	Demonstrate reflective practice, professionalism, and leadership consistent with current research, theory, and practice in early childhood education. Demonstrate reflective practice, professionalism, and leadership consistent with current research, theory, and practice in early childhood education.	Exit Exam Early Childhood Education	Other - Written Artifact	Fall	Student presents research project in collaboration with a professor/mentor (Capstone / Advocacy Project / Dissertation / Thesis)	Accessibility Data - 80% or more students are in the accessible category	Exit Exam Study Sample	Exit Exam Study Sample Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021	Achievable	Exceeded	Participant was able to successfully complete the assignment. The student scored higher than 80 % of the students who took the exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. The Minimum Competency Level for Exit Exam is 70 %. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam.	-	-	-	-	-	-	-
Sanford College of Education (SCOE)	Department of Teacher Education	Master of Arts in Early Childhood Education	Master of Arts in Early Childhood Education (MAECE) Master's degree			2020-2021	Demonstrate reflective practice, professionalism, and leadership consistent with current research, theory, and practice in early childhood education. Demonstrate reflective practice, professionalism, and leadership consistent with current research, theory, and practice in early childhood education.	Exit Exam Early Childhood Education	Other - Written Artifact	Fall	Student presents research project in collaboration with a professor/mentor (Capstone / Advocacy Project / Dissertation / Thesis)	Accessibility Data - 80% or more students are in the accessible category	Exit Exam Study Sample	Exit Exam Study Sample Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021	Achievable	Exceeded	Participant was able to successfully complete the assignment. The student scored higher than 80 % of the students who took the exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. The Minimum Competency Level for Exit Exam is 70 %. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam.	-	-	-	-	-	-	-
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Sanford College of Education (SCOE)	Department of Teacher Education	Master of Arts in Early Childhood Education	Master of Arts in Early Childhood Education (MAECE) Master's degree			2020-2021	Demonstrate reflective practice, professionalism, and leadership consistent with current research, theory, and practice in early childhood education. Demonstrate reflective practice, professionalism, and leadership consistent with current research, theory, and practice in early childhood education.	Exit Exam Early Childhood Education	Other - Written Artifact	Fall	Student presents research project in collaboration with a professor/mentor (Capstone / Advocacy Project / Dissertation / Thesis)	Accessibility Data - 80% or more students are in the accessible category	Exit Exam Study Sample	Exit Exam Study Sample Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021 Year: 2021 Fall 2020-Spring 2021 Fall 2020-Fall 2021 Spring 2021-Spring 2021 Spring 2021-Fall 2021	Achievable	Exceeded	Participant was able to successfully complete the assignment. The student scored higher than 80 % of the students who took the exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam. The Minimum Competency Level for Exit Exam is 70 %. Participant was able to successfully demonstrate knowledge of the Early Childhood Education Exit Exam.	-	-	-	-	-	-	-

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Sanford College of Education (SCOE)	Department of Teacher Education	Candidate is able to plan and teach lessons that reflect current research on how students learn and develop as learners	Candidate is able to plan and teach lessons that reflect current research on how students learn and develop as learners			2020-2021	Student Teaching Portfolio Part 1 (TPA 1)	Student Teaching Portfolio Part 1 (TPA 1)	Other - Audio	Fidelity	Candidate's ability to plan learning experiences that reflect current research on how students learn and develop as learners Candidate's ability to plan learning experiences that reflect current research on how students learn and develop as learners Assessment Rubric (Assessment Rubric) Assessment Rubric (Assessment Rubric) Student Teaching Portfolio Part 1 (TPA 1) Student Teaching Portfolio Part 1 (TPA 1) Student Teaching Portfolio Part 1 (TPA 1

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Doctor College of Education (DCOE)	Doctoral Program	Course Learning Outcomes Assessed in Fall 2021 Course Learning Outcomes Assessed in Spring 2022 Course Learning Outcomes Assessed in Summer 2022	Doctoral Course			0.00		Doctoral Learning Outcomes	Doctor, Michael	Faculty	Fall: 4 students met or exceeded the target, 0 students met the target, 0 students did not meet the target. Spring: 4 students met or exceeded the target, 0 students met the target, 0 students did not meet the target. Summer: 4 students met or exceeded the target, 0 students met the target, 0 students did not meet the target.	Assessment Data: Fall 2021 Assessment Data: Spring 2022 Assessment Data: Summer 2022	Fall: 4 students met or exceeded the target. Spring: 4 students met or exceeded the target. Summer: 4 students met or exceeded the target.	Fall: 4 students met or exceeded the target. Spring: 4 students met or exceeded the target. Summer: 4 students met or exceeded the target.	Fall: 4 students met or exceeded the target. Spring: 4 students met or exceeded the target. Summer: 4 students met or exceeded the target.	Fall: 4 students met or exceeded the target. Spring: 4 students met or exceeded the target. Summer: 4 students met or exceeded the target.			Students are actively engaged in their work and are developing and refining their learning.								
Doctor College of Education (DCOE)	Doctoral Program	Course Learning Outcomes Assessed in Fall 2021 Course Learning Outcomes Assessed in Spring 2022 Course Learning Outcomes Assessed in Summer 2022	Doctoral Course			0.00		Doctoral Learning Outcomes																			
Doctor College of Education (DCOE)	Doctoral Program	Course Learning Outcomes Assessed in Fall 2021 Course Learning Outcomes Assessed in Spring 2022 Course Learning Outcomes Assessed in Summer 2022	Doctoral Course			0.00		Doctoral Learning Outcomes	Doctor, Michael	Faculty	Fall: 4 students met or exceeded the target, 0 students met the target, 0 students did not meet the target. Spring: 4 students met or exceeded the target, 0 students met the target, 0 students did not meet the target. Summer: 4 students met or exceeded the target, 0 students met the target, 0 students did not meet the target.	Assessment Data: Fall 2021 Assessment Data: Spring 2022 Assessment Data: Summer 2022	Fall: 4 students met or exceeded the target. Spring: 4 students met or exceeded the target. Summer: 4 students met or exceeded the target.	Fall: 4 students met or exceeded the target. Spring: 4 students met or exceeded the target. Summer: 4 students met or exceeded the target.	Fall: 4 students met or exceeded the target. Spring: 4 students met or exceeded the target. Summer: 4 students met or exceeded the target.	Fall: 4 students met or exceeded the target. Spring: 4 students met or exceeded the target. Summer: 4 students met or exceeded the target.	Assessment	Assessment	Students are actively engaged in their work and are developing and refining their learning.

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Sanford College of Education (SCOE)	Department of Teacher Education	School of Curriculum and Leadership	Master's Learning Institutes			2020-2021	Teacher Self-Efficacy and Teaching Practices for Implementing Science Standards with Elementary Students	Master's Academic Study Abroad	Survey	Graduate Student Affairs	Degree	Graduate students who participated in a study abroad program in Costa Rica during 2019	Faculty/Staff and Students	Study abroad in Costa Rica	Collaborative Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership
Sanford College of Education (SCOE)	Department of Teacher Education	School of Curriculum and Leadership	Master's Learning Institutes			2020-2021	Teacher Self-Efficacy and Teaching Practices for Implementing Science Standards with Elementary Students	Master's Academic Study Abroad	Survey	Graduate Student Affairs	Degree	Graduate students who participated in a study abroad program in Costa Rica during 2019	Faculty/Staff and Students	Study abroad in Costa Rica	Collaborative Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership	Faculty/Staff Institutional Partnership
Sanford College of Education (SCOE)	Department of Teacher Education	School of Curriculum Leadership	Master's Learning Institutes Master's Online Instructional Leadership Program Tracks			2020-2021	Teacher Self-Efficacy and Teaching Practices for Implementing Science Standards with Elementary Students	Professional Develop. Survey

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Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Score	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 1: Demonstrate knowledge of subject matter and pedagogy for effective instruction, including the Science of Reading, literacy, and numeracy. Pre-Licensure Program Learning Outcome 2: Demonstrate knowledge of students and their families, communities, and cultures, and provide an inclusive and equitable environment. Pre-Licensure Program Learning Outcome 3: Demonstrate knowledge of assessment and data literacy to inform instruction and student learning. Pre-Licensure Program Learning Outcome 4: Demonstrate knowledge of effective and reflective practice, including the ability to engage in professional learning and leadership. Pre-Licensure Program Learning Outcome 5: Demonstrate knowledge of the Virginia Standards of Learning, Virginia Standards of Instructional Leadership, and Virginia Standards of Quality. Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Portfolio Artifact Rubric Scoring Instrument Pre-Licensure Program Learning Outcome 1: Demonstrate knowledge of subject matter and pedagogy for effective instruction, including the Science of Reading, literacy, and numeracy. Pre-Licensure Program Learning Outcome 2: Demonstrate knowledge of students and their families, communities, and cultures, and provide an inclusive and equitable environment. Pre-Licensure Program Learning Outcome 3: Demonstrate knowledge of assessment and data literacy to inform instruction and student learning. Pre-Licensure Program Learning Outcome 4: Demonstrate knowledge of effective and reflective practice, including the ability to engage in professional learning and leadership. Pre-Licensure Program Learning Outcome 5: Demonstrate knowledge of the Virginia Standards of Learning, Virginia Standards of Instructional Leadership, and Virginia Standards of Quality. Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Score - Lesson Planning - Other	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 1: Demonstrate knowledge of subject matter and pedagogy for effective instruction, including the Science of Reading, literacy, and numeracy. Assessment is based on evaluation of the PPS Lesson Plan Template, which is a part of the Pre-Licensure Program Learning Outcome 1 (Knowledge of Subject Matter and Pedagogy for Effective Instruction). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - Artifact Rubric	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 2: Demonstrate knowledge of students and their families, communities, and cultures, and provide an inclusive and equitable environment. Assessment is based on evaluation of the PPS Lesson Plan Template, which is a part of the Pre-Licensure Program Learning Outcome 2 (Knowledge of Students and their Families, Communities, and Cultures). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - PPS Analysis 1	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 3: Demonstrate knowledge of assessment and data literacy to inform instruction and student learning. Assessment is based on evaluation of the PPS Analysis Template, which is a part of the Pre-Licensure Program Learning Outcome 3 (Knowledge of Assessment and Data Literacy). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - PPS Analysis 2	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 4: Demonstrate knowledge of effective and reflective practice, including the ability to engage in professional learning and leadership. Assessment is based on evaluation of the PPS Analysis Template, which is a part of the Pre-Licensure Program Learning Outcome 4 (Knowledge of Effective and Reflective Practice). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - PPS Analysis 3	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 5: Demonstrate knowledge of the Virginia Standards of Learning, Virginia Standards of Instructional Leadership, and Virginia Standards of Quality. Assessment is based on evaluation of the PPS Analysis Template, which is a part of the Pre-Licensure Program Learning Outcome 5 (Knowledge of Virginia Standards). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - Lesson Planning Template Rubric 1	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 1: Demonstrate knowledge of subject matter and pedagogy for effective instruction, including the Science of Reading, literacy, and numeracy. Assessment is based on evaluation of the PPS Lesson Plan Template, which is a part of the Pre-Licensure Program Learning Outcome 1 (Knowledge of Subject Matter and Pedagogy for Effective Instruction). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - PPS Analysis 1	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 2: Demonstrate knowledge of students and their families, communities, and cultures, and provide an inclusive and equitable environment. Assessment is based on evaluation of the PPS Analysis Template, which is a part of the Pre-Licensure Program Learning Outcome 2 (Knowledge of Students and their Families, Communities, and Cultures). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - PPS Analysis 2	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 3: Demonstrate knowledge of assessment and data literacy to inform instruction and student learning. Assessment is based on evaluation of the PPS Analysis Template, which is a part of the Pre-Licensure Program Learning Outcome 3 (Knowledge of Assessment and Data Literacy). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - PPS Analysis 3	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 4: Demonstrate knowledge of effective and reflective practice, including the ability to engage in professional learning and leadership. Assessment is based on evaluation of the PPS Analysis Template, which is a part of the Pre-Licensure Program Learning Outcome 4 (Knowledge of Effective and Reflective Practice). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - Lesson Planning Template Rubric 2	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 5: Demonstrate knowledge of the Virginia Standards of Learning, Virginia Standards of Instructional Leadership, and Virginia Standards of Quality. Assessment is based on evaluation of the PPS Lesson Plan Template, which is a part of the Pre-Licensure Program Learning Outcome 5 (Knowledge of Virginia Standards). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - Lesson Planning Template Rubric 3	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 1: Demonstrate knowledge of subject matter and pedagogy for effective instruction, including the Science of Reading, literacy, and numeracy. Assessment is based on evaluation of the PPS Lesson Plan Template, which is a part of the Pre-Licensure Program Learning Outcome 1 (Knowledge of Subject Matter and Pedagogy for Effective Instruction). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - PPS Analysis 1	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 2: Demonstrate knowledge of students and their families, communities, and cultures, and provide an inclusive and equitable environment. Assessment is based on evaluation of the PPS Analysis Template, which is a part of the Pre-Licensure Program Learning Outcome 2 (Knowledge of Students and their Families, Communities, and Cultures). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - PPS Analysis 2	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 3: Demonstrate knowledge of assessment and data literacy to inform instruction and student learning. Assessment is based on evaluation of the PPS Analysis Template, which is a part of the Pre-Licensure Program Learning Outcome 3 (Knowledge of Assessment and Data Literacy). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - PPS Analysis 3	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 4: Demonstrate knowledge of effective and reflective practice, including the ability to engage in professional learning and leadership. Assessment is based on evaluation of the PPS Analysis Template, which is a part of the Pre-Licensure Program Learning Outcome 4 (Knowledge of Effective and Reflective Practice). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - Lesson Planning Template Rubric 4	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 5: Demonstrate knowledge of the Virginia Standards of Learning, Virginia Standards of Instructional Leadership, and Virginia Standards of Quality. Assessment is based on evaluation of the PPS Lesson Plan Template, which is a part of the Pre-Licensure Program Learning Outcome 5 (Knowledge of Virginia Standards). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - PPS Analysis 1	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 1: Demonstrate knowledge of subject matter and pedagogy for effective instruction, including the Science of Reading, literacy, and numeracy. Assessment is based on evaluation of the PPS Analysis Template, which is a part of the Pre-Licensure Program Learning Outcome 1 (Knowledge of Subject Matter and Pedagogy for Effective Instruction). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - PPS Analysis 2	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 2: Demonstrate knowledge of students and their families, communities, and cultures, and provide an inclusive and equitable environment. Assessment is based on evaluation of the PPS Analysis Template, which is a part of the Pre-Licensure Program Learning Outcome 2 (Knowledge of Students and their Families, Communities, and Cultures). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - PPS Analysis 3	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 3: Demonstrate knowledge of assessment and data literacy to inform instruction and student learning. Assessment is based on evaluation of the PPS Analysis Template, which is a part of the Pre-Licensure Program Learning Outcome 3 (Knowledge of Assessment and Data Literacy). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - PPS Analysis 4	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 4: Demonstrate knowledge of effective and reflective practice, including the ability to engage in professional learning and leadership. Assessment is based on evaluation of the PPS Analysis Template, which is a part of the Pre-Licensure Program Learning Outcome 4 (Knowledge of Effective and Reflective Practice). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score
Sanford College of Education (SCOE)	Department of Teacher Education	Master's in Instructional Leadership: Leadership with Learning and Technology (MIL) Pre-Licensure Program (Online)	Portfolio Scoring Instrument			2020-2021	Artifact Rubric Scoring Instrument (Portfolio) Average Score	Average Survey - PPS Analysis 5	Artifact Rubric	Rubric	Pre-Licensure Program Learning Outcome 5: Demonstrate knowledge of the Virginia Standards of Learning, Virginia Standards of Instructional Leadership, and Virginia Standards of Quality. Assessment is based on evaluation of the PPS Analysis Template, which is a part of the Pre-Licensure Program Learning Outcome 5 (Knowledge of Virginia Standards). Artifact Linked to Pre-Licensure Program Learning Outcome: Portfolio Artifact Rubric Artifact: Portfolio Artifact Rubric	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score	Average Artifact Rubric Score

Sanford College of Education
2022 Outcomes Assessment

Central College of Education (SCOE)	Department of Teacher Education	Ability to Internalize Appropriate Teaching and Learning with Emotionally Balanced Judgment (PK-12 Level Interns Fall Only)	Problem-Solving Exercises			09/08/2021	Reflections on teaching methods and assessment with feedback, including Formative Assessment Survey, 2021	Formative Assessment Survey, 2021 - Fall	Survey - Student Artifact	Survey	Survey - Formative Assessment Survey, 2021 Fall Formative Assessment Survey Fall Survey Instructions Fall Survey Instructions Fall Survey Instructions

Sanford College of Education
2022 Outcomes Assessment

Central College of Education (SCOE)	Department of Teacher Education	Master's Interdisciplinary Graduate Program with Learning and MTM Emphasis Master's Degree Program Coordinator (DPCP) Cassie Adams Ogburn	Program Learning Outcomes		2022-2023	Demonstrate knowledge of diversity in learning and participation of PK-12 learners in an inclusive learning setting.	Assessment Course Artifacts and Exit Survey	Mixed - Qualitative and Quantitative	Closed	Course Artifacts: Students will submit artifacts from coursework that demonstrate their knowledge of diversity and participation of PK-12 learners in an inclusive learning setting. Artifacts will be selected by the student and may include, but are not limited to: lesson plans, unit plans, assessments, reflections, or other artifacts that demonstrate knowledge of diversity and participation of PK-12 learners in an inclusive learning setting. Exit Poll: 2 STRENGTHENING TO: Value of, and Importance of Participation in Assessment Pre-data survey (Fall Cohort) and post-survey (Spring Cohort) will be administered. Pre-data survey (Fall Cohort) will be completed by Master and Program Leaders. The survey will be administered via Google Forms and will include questions about the student's knowledge of diversity and participation of PK-12 learners in an inclusive learning setting, as well as an opportunity to provide examples of how they have demonstrated this knowledge and skills in practice. Post-data survey (Spring Cohort) will be completed by students.	Assessment Cycle: Formative Assessment Course Artifacts Assessment Implementing: 2022 Fall Cohort students Will Transition: Spring 2023 students Completing: 2023 Spring Cohort students	Data Cycle: Formative Assessment Exit Survey Assessment Implementing: 2022 Fall Cohort students Will Transition: Spring 2023 students Completing: 2023 Spring Cohort students	Analyzing Course Artifacts and Exit Survey Assessments	The assessment of artifacts indicates that students are demonstrating knowledge of diversity and participation of PK-12 learners in an inclusive learning setting. Students are using lesson plans, unit plans, assessments, reflections, and other artifacts to demonstrate their knowledge of diversity and participation of PK-12 learners in an inclusive learning setting. The data from the exit survey indicates that students are learning about the importance of participation in assessment and are learning how to use assessment to inform instruction. The data from the exit survey also indicates that students are learning about the importance of participation in assessment and are learning how to use assessment to inform instruction.	Actionable	Extended	Analyze the data and identify trends and patterns. Use the data to inform instruction and assessment practices. Share the data with students and other stakeholders. Use the data to inform decision-making and improvement efforts. Monitor the impact of instructional changes and adjustments on student learning. Use the data to inform curriculum and assessment practices. Use the data to inform professional development and support for teachers. Use the data to inform policy and practice at the school and district levels.							
Central College of Education (SCOE)	Department of Teacher Education	Master's Interdisciplinary Graduate Program with Learning and MTM Emphasis Master's Degree Program Coordinator (DPCP) Cassie Adams Ogburn	Program Learning Outcomes		2022-2023	Demonstrate knowledge of diversity in learning and participation of PK-12 learners in an inclusive learning setting.	Assessment Course Artifacts and Exit Survey Assessment	Mixed - Qualitative and Quantitative	Closed	Course Artifacts: Students will submit artifacts from coursework that demonstrate their knowledge of diversity and participation of PK-12 learners in an inclusive learning setting. Artifacts will be selected by the student and may include, but are not limited to: lesson plans, unit plans, assessments, reflections, or other artifacts that demonstrate knowledge of diversity and participation of PK-12 learners in an inclusive learning setting. Exit Poll: 2 STRENGTHENING TO: Value of, and Importance of Participation in Assessment Pre-data survey (Fall Cohort) and post-survey (Spring Cohort) will be administered. Pre-data survey (Fall Cohort) will be completed by Master and Program Leaders. The survey will be administered via Google Forms and will include questions about the student's knowledge of diversity and participation of PK-12 learners in an inclusive learning setting, as well as an opportunity to provide examples of how they have demonstrated this knowledge and skills in practice. Post-data survey (Spring Cohort) will be completed by students.	Assessment Cycle: Formative Assessment Course Artifacts Assessment Implementing: 2022 Fall Cohort students Will Transition: Spring 2023 students Completing: 2023 Spring Cohort students	Data Cycle: Formative Assessment Exit Survey Assessment Implementing: 2022 Fall Cohort students Will Transition: Spring 2023 students Completing: 2023 Spring Cohort students	Analyzing Course Artifacts and Exit Survey Assessments	The assessment of artifacts indicates that students are demonstrating knowledge of diversity and participation of PK-12 learners in an inclusive learning setting. Students are using lesson plans, unit plans, assessments, reflections, and other artifacts to demonstrate their knowledge of diversity and participation of PK-12 learners in an inclusive learning setting. The data from the exit survey indicates that students are learning about the importance of participation in assessment and are learning how to use assessment to inform instruction. The data from the exit survey also indicates that students are learning about the importance of participation in assessment and are learning how to use assessment to inform instruction.	No	Improving	Analyze the data and identify trends and patterns. Use the data to inform instruction and assessment practices. Share the data with students and other stakeholders. Use the data to inform decision-making and improvement efforts. Monitor the impact of instructional changes and adjustments on student learning. Use the data to inform curriculum and assessment practices. Use the data to inform professional development and support for teachers. Use the data to inform policy and practice at the school and district levels.

Sanford College of Education
2022 Outcomes Assessment

Sanford College of Education (SCOE)	Department of Teacher Education	Goal 1: Graduates of Teacher Education programs will develop SUPPORTIVE RELATIONSHIPS, Design Inclusive Learning Environments, Effective Teaching, Assessment, and Data Literacy	Program Learning Outcomes		2020-2021	Student Teaching Evaluation Survey, Student Teaching Evaluation Survey, Student Teaching Evaluation Survey	Student Teaching Evaluation Survey, Student Teaching Evaluation Survey	Survey - Qualtrics software	Direct	The data from each survey is analyzed by the Director of Student Teaching and the Assistant Director of Student Teaching. Student Teaching Evaluation Survey, Student Teaching Evaluation Survey, Student Teaching Evaluation Survey Mid Year and Exit Survey Mid Year SUPPORTIVE RELATIONSHIPS, I feel a sense of belonging and acceptance in my classroom. I feel safe in my classroom. Mid Year CONSISTENT RULES I know what I need to do in order to be successful in my classroom. I know what consequences for misbehavior will be in my classroom. I know what rewards will be given for good behavior in my classroom. I know what I need to do in order to earn a reward for good behavior in my classroom. Mid Year Exit Survey The percentage of school year in which students participated in a field experience. The percentage of school year in which students participated in a student teaching experience.	Student Teaching Evaluation Survey Mid Year Exit Survey Student Teaching Evaluation Survey Mid Year Exit Survey Student Teaching Evaluation Survey	Mid Year Exit Survey Student Teaching Evaluation Survey Mid Year Exit Survey Student Teaching Evaluation Survey	Student Teaching Evaluation Survey Student Teaching Evaluation Survey	Student Teaching Evaluation Survey Student Teaching Evaluation Survey Student Teaching Evaluation Survey