



AAQEP Advanced Programs Annual Report for 2023

Provider/Program Name:	University of Rhode Island: Advanced Programs: Elementary Special Education 1-6 [paused], TESOL/BDL PK-12, Reading PK-12 [paused]
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Alan Shawn Feinstein College of Education Mission

As is the duty of any College within a public research university, the Alan Shawn Feinstein College of Education designs learning opportunities for individuals to construct knowledge, skills, abilities, and aptitudes that inspire lifelong learning, innovative leadership, and community service.

Alan Shawn Feinstein College of Education Vision

The Alan Shawn Feinstein College of Education (COEDU) will prepare individuals who are locally engaged, nationally

respected, and globally involved in the work of educational, organizational, and economic justice

College of Education Ethos

In the spirit of partnership, we strive to create a community where collegiality and collaboration thrive. We believe in being supportive and respectful, engaging in meaningful conversations that uplift and empower. We value the acquisition and sharing of knowledge through equitable educational practices that cultivate advocacy, justice, and joy.

Programs Offered

Advanced certification at the graduate level is offered in Teaching English to Students of Other Languages/BiLingual Dual Language (TESOL/BDL) Reading Specialist and Elementary Special Education. Currently the only active program is TESOL/BDL. The Reading Program has suspended admission beginning Fall 2023 in order to thoughtfully revise the program. The Master of Arts in Education (Special Education) is being redesigned with the intention of reopening admission and anticipates candidates starting in Fall 2024.

Rhode Island State Program Approval

All advanced programs are fully approved by the Rhode Island Department of Education (RIDE). The last full continuing approval visit (PREP-RI) from RIDE was in Spring 2017. Approval was granted through 2023 and extended through 2025 due to COVID. The next visit from RIDE is scheduled for Spring 2025 for all initial and advanced teacher licensure programs.

National Recognition

All advanced programs were nationally recognized by their Specialized Professional Associations (SPAs) and nationally accredited by NCATE in 2015 through 2022, prior to the College faculty voting to transition to AAQEP in 2022. All programs earned the full seven year national recognition from AAQEP in 2022, through 2029.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://web.uri.edu/education/about/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 05/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
<i>Programs that lead to initial teaching credentials</i>			
N/A	N/A	N/A	N/A
Total for programs that lead to initial credentials		N/A	N/A
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Arts in TESOL	All Grades Bilingual and Dual Language Teacher (PK-12) All Grades English as a Second Language Teacher (PK-12)	47	17
Master of Arts in Education (Reading)	Reading Specialist/ Consultant (PK-12)	5	0
Master of Arts in Education (Special Education)	Elementary Special Education Teacher (1-6)	0	0
Total for programs that lead to additional/advanced credentials		52	17
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			

N/A	N/A	N/A	N/A
Total for additional programs		N/A	N/A
TOTAL enrollment and productivity for all programs		52	17
Unduplicated total of all program candidates and completers		52	17

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

COEDU did not add or discontinue any advanced programs within the past year.

The Reading Program has suspended admission starting in fall 2023 in order to thoughtfully revise the program. It anticipates graduating the remaining five candidates over the next two academic years.

The Master of Arts in Education (Special Education) was paused in 2020-2021 due to lack of faculty to run the program. With the hiring of a new Special Education Associate Professor, the program is being redesigned and has just opened admission for a new cohort. We anticipate candidates starting the new program in the summer 2024 through a grant to diversify the special education teacher pipeline (Project SUSTAIN). An additional cohort of teacher candidates will start the special education program in fall 2024.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.

Total advanced program enrollment: 52

B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.

Total advanced program completers: 17

C. Number of recommendations for certificate, license, or endorsement included in Table 1.

Total number of recommendations for licensure: 17

D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

For the Reading program, program candidates on average take two years, or four academic semesters (30 total credits), to complete the program. Most reading candidates are practicing teachers in local districts with an initial certification.

For the online, asynchronous TESOL/BDL program, the candidates can earn certification through seven classes (21 credits). Most TESOL/BDL candidates are practicing teachers as well, so they normally complete the program on a part-time basis in two academic years, with summer courses available as an option, if needed. If candidates pursue the completion of the MA (additional 9 credits/three courses), the time frame typically extends beyond the two years.

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Program	# of Candidates taking/passed	Pass Rate
TESOL/BDL	13/13	100%
Reading	N/A	N/A
Special Education	N/A	N/A

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

The College of Education surveys the program completers at two points; immediately following the end of the program and two years after graduation. The response rates vary, but are very high for the end of program survey (>95%), as the assessment system embeds this survey into the final course of the programs as a “Meets/Does Not Meet” course requirement. This survey also asks candidates for a permanent email, so our office can reach out again in two years with a completer follow-up survey in two years. That survey generally has a response rate between 20-30%.

Program Exit Survey

Regarding the program exit survey for the 2023 TESOL/BDL cohort (N=48) (there were no Reading or Special Education (MA) completers for 2023), quantitative and qualitative strengths included common themes from the feedback. These included the flexibility of the online program, allowing candidates to work at their own pace; the quality of and commitment from the professors teaching the courses; the program’s clear structure and expectations; and the relevant and researched-based curriculum.

Program exit quantitative survey results from completer cohorts 2022 and 2023 were analyzed.

- Over 98% of candidates felt the K-12 students they worked with were either diverse or very diverse.
- 92% felt the full-time instructors were either “Effective” or “Highly Effective.”
- 92% felt their clinical educator or site mentor was either “Effective” or “Highly Effective.”
- Regarding resources, over 95% thought the library, curricular and electronic resources were either adequate or outstanding, as well as over 95% thought that the technology used for program delivery was adequate or outstanding for instructional purposes.
- Between 95-100% of completers felt either well-prepared or exceptionally prepared to implement the Rhode Island Professional Teaching Standards in their classroom. This was anticipated since most TESOL and Reading candidates are already initially credentialed and have been teaching in the field extensively for some time.

Some comments of strengths from completers included:

- “The quality of instruction for this program was exceptional. The professors implemented instructional tools and materials that targeted the required content. I found the expectations for each class very clear, concise, and targeted to the specific course criteria. All assignments were clearly delineated and explained in each syllabus

and instructors responded quickly to any questions or concerns I had. I learned so much about how CLD students learn, as well as a diverse range of strategies and resources I can use with instruction.”

- “The professors are fantastic experts in the field. They are communicative and care deeply about the future of MLL students in K-12 and want what is best for the students and people who will fight for the student's success. The materials they select are excellent, and the professors also have great connections to RI organizations to influence the support of MLLs.”

Qualitative suggestions for program improvements included adding more field experiences earlier in the program; more opportunities to collaborate with peers in person or online; planning the summer thoughtfully; and more opportunities for peer group work.

Some specific examples of improvements included:

- “I would love to see more collaboration amongst my peers. Since this is an online program it would be nice to create a space where students could interact, talk about courses/classes etc.”
- “To improve the TESOL program for future graduates, I would recommend giving students a second field practicum experience earlier in the program. I feel that students would benefit from more opportunities in the field as this is where so much critical learning takes place. “

In 2021 all the advanced programs exit surveys were amended to include questions directly pertaining to AAQEP standards 2a-2f, and 3a/b. These questions include:

1. How well prepared were you to engage with community agencies to support families/guardians/caregivers and students? (AAQEP Aspect 2A)
2. How often were you given the opportunity to engage in reflective practice about engaging with families/guardians/caretakers of culturally diverse or developmentally atypical diverse learners?(AAQEP Aspect 2A)
3. How well prepared were you to understand the educational and developmental needs of diverse learners? (AAQEP Aspect 2B)
4. How well prepared were you to design and engage in culturally responsive educational practices with diverse learners in diverse community contexts? (AAQEP Aspect 2B)
5. How well prepared were you to use professional strategies to create productive learning environments in a variety of school contexts?(AAQEP Aspect 2C)

6. How well prepared were you to utilize (incorporate) technology to create a productive learning environment?(AAQEP Aspect 2C)
7. How well prepared were you to engage and support learners' in developing worldwide perspectives that differed from their own community?(AAQEP Aspect 2D)
8. How well prepared were you to engage and support learners' own worldwide perspectives? (AAQEP Aspect 2D)
9. How well prepared were you to engage in professional goal setting and reflective practice? (AAQEP Aspect 2E)
10. How well prepared were you to continue your own professional growth? (AAQEP Aspect 2E)
11. How often were you given the opportunity to engage with other students to support each other's professional learning? (AAQEP Aspect 2F)
12. How often did the curriculum set clear expectations that were aligned to state and national standards?(AAQEP Aspect 3A)
13. How often did the program implement quality field experiences?(AAQEP Aspect 3B)

For questions relating to Aspect 2, a likert 1-5 scale was used as follows: 1 = Not Prepared, 2 = Somewhat Prepared, 3 = Neutral, 4 = Well Prepared and 5 = Exceptionally Prepared. Areas of strength were evident in Aspects 2B/2C (Mean: 4.5/4.4), Aspect 2E (Mean: 4.42), Aspect 2F (Mean 4.19).

Areas for consideration include Aspects 2A (Mean: 3.92) and Aspect 2F (Mean: 4.19). This was anticipated, given the content of questions 1 and 2 deal with engagement of community and opportunities to engage in reflective practice regarding diverse or developmentally atypical diverse learners. These areas are often influenced by district, school and leadership policies, as well as the relationship between the teacher candidate and the clinical educator/site mentor during the final practicum experience.

For questions relating to Aspect 3A/B a likert 1-5 scale was used as follows: 1 = Never, 2 = Not Often, 3 = Regularly, 4 = Very Often and 5 = Systematically and Throughout the Curriculum. The Mean for questions 12 and 13 relating to aspects 3A/B was 4.31.

Completer 2 year follow-up survey

For the two year follow-up survey, 5 of 23 (22%) program completers in TESOL from 2021 responded in Fall 2023. All 5 were employed full time teaching TESOL within Rhode Island public schools. Strengths were identified in the areas of specific subject matter knowledge preparation, creating productive learning environments in a variety of school districts, supporting students' growth in international and global perspectives, and opportunities to engage in self-assessment

professional growth. Areas for consideration include more work around designing assessment tools that are valid and reliable, and understanding how to analyze and critically interpret assessment data.

Qualitative comments include:

- “It would be great to make a cohort or encourage message groups for support within the program”
- “Offer course that exclusively addresses issues, needs, and strategies for working with dually identified students (MLL/IEP)”
- “This program is very comprehensive and prepares educators to meet the needs of culturally and linguistically diverse students.”

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Between 2017-2020, an electronic survey was sent to employers of URI advanced program completers who had been teaching in the field for at least two years. Employer’s satisfaction with URI’s teachers’ preparation was assessed. The electronic survey contained multiple-choice questions with scaled responses specific to each question. Two additional open-ended questions were also included. Responses were reported using scaled responses dependent on the question and tallied to report percentages.

In 2020-2021, survey questions were reformatted to align with the six aspects of AAQEP’s Standard 2 Completer Professional Competence and Growth and the surveys were re-sent to the 2018-2020 completers working in the field. The employer survey consists of 12 questions with scaled responses as follows: 1= Not at All Prepared in this Skill, 2 = Poorly Prepared in this Skill, 3 = Undecided, 4 = Adequately Prepared in this Skill and 5 = Well Prepared in this Skill. Responses were tallied to report percentages, average, median, mode, and standard deviation.

The questions are as follows:

1. How often has the teacher demonstrated an ability to impact student learning in a positive way?
2. How effectively has the teacher used technology to impact student learning in the classroom?
3. How well prepared is the teacher to create productive learning environments?
4. How well prepared is the teacher to knowledgeably engage with families/guardians/caretakers of diverse learners?
5. How would you rate the teacher's level of content knowledge in his/her discipline?

6. How would you rate the teacher's knowledge and implementation of current teaching methods and best practices?
7. How would you rate the teacher's ability to understand and assess student learning outcomes?
8. How often does the teacher engage in culturally responsive teaching practice?
9. How often does the teacher establish goals for their own professional learning?
10. To what degree does the teacher support students' growth in global and international perspectives?
11. How often does the teacher demonstrate appropriate dispositions for a highly effective educator?
12. How effectively does the teacher collaborate with colleagues to support professional learning?
13. Open ended: Are there any additional comments for this teacher?
14. Open ended: Is there anything you would recommend for our faculty to consider when designing program instruction and delivery?

The outcomes assessment office distributes employer surveys every three years to principals of recent hires from our teacher education programs, as determined by RIDE on their Ed-Prep portal. The COEDU had 7 responses from the advanced programs for the time period of 2020-2023. Five of these responses came from the TESOL Program employers and 2 came from Reading employers with a response rate of 7/46 or 15%. The COEDU is working on increasing response rates from our employers by building stronger partnerships with specific districts during pre-service training.

Given the low response rate (N=7) it is difficult to interpret these results and draw significant conclusions. The strongest areas overall were questions 1, 3, 4 and 8. Aggregate means of 4.86/5, 4.86/5, 4.86/5 and 4.8/71 were reported, respectively. Teachers were strong in areas of impacting student learning in a positive way, creating effective learning environments, engaging with families of diverse learners, and engaging in culturally responsive teaching practices. The faculty would expect these areas to be rated highly given these are advanced programs, with a heavy curricular focus on diversity, equity, and justice, and mainly completed by practicing teachers.

Areas for consideration are identified in questions 6 and 10 with a common aggregate mean of 4.14/5. These questions deal with the teacher's knowledge and implementation of current teaching methods and best practices and supporting students' growth in global and international perspectives. Many of the candidates in these two advanced programs are long standing practicing teachers on an initial license.

Some qualitative feedback from the advanced employer exit surveys are as follows:

- “I have observed this teacher’s classroom and have been impressed with her ability to co-teach with the classroom teacher. She connects with each student and has a wonderful approach with elementary students.”
- “[This teacher] is a very skilled EL teacher, I am looking forward to tapping into more of her knowledge as we build our culture of diverse learners.”

Some suggested areas for improvement include:

- “My building concern is how to engage families from multicultural and multilingual backgrounds - any preparation in that area would be exceptionally helpful”.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

COEDU investigates employment rates for program completers primarily using the Rhode Island Department of Education (RIDE) Educator Preparation (Ed-Prep) Index data, which tracks data such as total completers, total completers certified in RI, and those employed in Rhode Island public schools. They do not track those hired in private schools or those who seek employment outside of RI.

Ed-Prep also tracks data on gender and race of completers, if available, and in what areas our program completers are certified. Hiring and retention data is available for those hired in 2019 through 2021 and in which areas and districts our program completers are working.

The final data point Ed-Prep offers is data on the teacher effectiveness of our program completers from when they are first evaluated as a practicing teacher. This data, however, is not disaggregated by program or personally identifiable. Data for the most recent completer cohort (2023) is not available yet in the Ed-Prep RI database.

Of the total program completers in TESOL from 2019-20, 2020-21, 2021-22, 41 earned Rhode Island TESOL certification; 5 earned BDL certification. Of the 41 program completers who attained Rhode Island certification, 11 are currently employed within public Rhode Island schools, according to the Ed-Prep index. Three graduates were hired in 2020 and have all been retained through 2023.

Of the 10 Reading graduates from 2019-2022, five are employed as reading specialists in Rhode Island public schools, two are general education elementary teachers in Rhode Island. One teacher is a practicing reading specialist in Massachusetts and two are unknown. The reading specialist program during this time period has a 80% employment rate.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Content Measures: PRAXIS II	2023 COED Testing Policy (new): All candidates are expected to take a licensure test (Praxis II or the equivalent in the state in which they intend to teach) prior to program completion. Candidates are not required to pass the licensure test prior to program completion.	13/19 (68%) of our 2023 TESOL completers took the PRAXIS II exam in the first year of the new testing policy implementation. Of those test takers, 100% passed the examination.
Content Measures: Content GPA	Advanced program graduate candidates must maintain a 3.0 GPA in their major prior to moving into final internship and program completion per the graduate school.	Over 98% of candidates meet this expectation prior to final practicum or internship.

Pedagogical Measures: Clinical Education Final Student Teaching Evaluation and the University Supervisor Final Student Teaching Evaluation	Candidates must earn “Meets the Standard” or better on all rubric elements for the final internship evaluation.	Over 98% of candidates meet this expectation prior to final practicum or internship.
Pedagogical Measures: Planning Tasks/Case Studies	Candidates must earn “Meets the Standard” or better on all rubric elements for Planning Task(s) or Case Study Tasks.	Over 98% of candidates meet this expectation prior to final practicum or internship.
Pedagogical and Content Measures: Tiered Impact on Student Learning Assessments	Candidates must earn “Meets the Standard” or better on all rubric elements for the final Impact on Student Learning assessment.	Over 98% of candidates meet this expectation prior to final practicum or internship.

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Program Exit Survey	100% response rate given it is embedded as a course assignment for the seminar connected to final practicum	The COEDU will continue to embed this in final coursework to maintain response rates, so that our analytic focus can remain on the content-based results.
2 Year Out Follow-Up Survey	Acceptable rates for surveys of this nature range widely, with 30% being at the high end of acceptable. In light of our current response rates, we aspire to attain a 30% response rate on this survey	We are investigating multiple mechanisms for interacting with our alumni in conjunction with the URI Foundation. We hope that this additional work will result in higher response rates as completers feel a

		stronger connection to the COEDU, but expect incremental growth over time.
Employer Survey	Acceptable rates for surveys of this nature range widely, with 30% being at the high end of acceptable. In light of our current response rates, we aspire to attain a 30% response rate on this survey.	As we build partnerships with key school districts across the state, we hope that principals will feel more connected to our COEDU, resulting in higher response rates, but expect incremental growth toward our 30% goal over time.
Ed-Prep Index Educator Evaluator Performance Expectations	We expect that at least 90% of our employed graduates will attain a ranking of “Effective” or “Highly Effective” on the educator evaluation assessment within the first three years of teaching.	We are pleased with how well our novice graduates in their first 3 years perform in comparison to all RI teachers; we expect to maintain that level of performance.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The URI Feinstein College of Education (COEDU) has undergone several significant and exciting innovative changes in 2022-2023. Structural changes include the creation of a new College, the creation of a new office focusing on clinical practice, new College leadership in the dean’s office, and the restructuring of teacher preparation programs, which are explained further below. These innovative changes have allowed faculty and College leadership to prioritize the implementation of several program revisions that make teacher education more accessible, aligned with researched-based practices, address critical needs in our communities and align closely with district partner needs.

Significant Programmatic Innovations

Faculty and staff in the URI teacher preparation programs have been collaborating both internally and externally to design and implement several significant programmatic innovations to deepen the experience of teacher candidates, as well as more closely align with district partners:

- The Special Education program will include the ProCADS disposition tool to ensure that teacher candidates understand the professional competencies, dispositions, and attitudes required of teachers in Rhode Island. By using this valid and reliable tool, programs will ensure that teacher candidates receive coaching and mentoring around what it means to be a professional teacher.
- There are several faculty and staff working towards addressing critical teacher pipeline issues in Rhode Island through grants, engagement with partners, service on statewide leadership teams, etc.
- The director of the Office of Clinical Practice and Partnerships (OCP) has collaborated with K-12 and EPP partners across the state to create foundational partnership tools: Tier 1 agreement (statewide document to outline basic expectations of clinical practice in RI), Tier 2 agreement (co-created, mutually beneficial partnership development tool), and three clinical educator training modules.
- District partners have been engaged with the College by collaborating with faculty to determine the nature and attributes of a partnership in their respective settings.
- The College of Education received a \$1.1 million grant from the US Department of Education's Office of Special Education and Programs. Project SUSTAIN: Supporting Special Education Teachers toward Access & Inclusion Network will enable 30 professionals to earn a URI master's degree and certification in special education and a graduate certificate in dyslexia knowledge and practice. The grant leverages relationships with district leaders in Providence, Woonsocket and Central Falls public schools, and the Rhode Island Institute for Labor Studies and Research. It will focus on recruiting, retaining, and sustaining special educators from historically minoritized backgrounds in their current or future plans to support high need student populations.

Creation of the inaugural URI Feinstein College of Education

The College of Education has undergone both significant structural and leadership changes since the previous AAQEP visit. Some of these changes are described as follows:

- The current Feinstein College of Education was formerly known as the Feinstein College of Education and Professional Studies, which housed both a School of Education and a School of Professional Studies. It has since closed the School of Professional Studies and all related programs and is graduating the final cohorts of

students over the next couple years. These programs/majors were interdisciplinary in nature and not tied to teacher licensure. The School of Education subsequently became the Feinstein College of Education.

- The previous College had two physical campuses located in Kingston, RI and in Providence, RI. With the closing of the School of Professional Studies, the College has moved exclusively to the Kingston campus.
- Prior to the College consolidation, the Schools were administered by directors. The College of Education no longer has a director, but a new Associate Dean for Teacher Education to complete administrative and other duties in the College.
- One of the staff members working under the Assistant Dean for Student Academic Services was assigned to serve as the Graduate Coordinator for admissions for the College. This staff member has been instrumental in acting as a liaison to the URI Graduate School, admission support for prospective teacher candidates to the advanced programs, and coordination support for faculty related to admission to the advanced programs.
- The new administrative team also moved away from the structure of teams, (i.e. Early Childhood team, Elementary and Secondary teams) and has focused on work within programs, bringing them together for collaborative work in both the initial/advanced licensure committee and the Council for Teacher Education.
- Our curriculum mapping process revealed that our curriculum, assessments and instructional practices need to strengthen our teacher candidates and our own culturally responsive pedagogy and global and international perspectives. The Associate Deans are in the early stages of developing a diversity audit tool to aid in establishing a baseline for what we anticipate will be ongoing work.

The Office of Clinical Practice and Partnerships (formally known as the Office of Teacher Education)

- The Office of Clinical Practice and Partnerships (OCP) is tasked with ensuring that teacher preparation programs provide deep and embedded clinical experiences for all teacher candidates.
- OCP strives to create, foster, and continually innovate with district and school partners to develop strong, meaningful and mutually beneficial relationships. Clinical practice is the cornerstone of teacher preparation programs at URI. Providing deep and embedded clinical experiences is a priority for the College.

The Office of Outcomes Assessment and Accreditation (OOAA)

- The College of Education uses a robust, long standing assessment platform (TaskStream by Watermark), which served us well with our previous accreditor and state program approval process. While this system has served the program needs well since 2012, the OOAA is currently piloting a new Watermark product known as Student Learning and Licensure (SLL), with plans to go live across all programs in Fall of 2024. OOAA successfully

piloted SLL with two programs during the summer of 2023, however more software development was needed before a full launch.

- The AAQEP self-study process shifted the OOAA's focus from a traditional compliance-based approach to a formative, iterative, and reflective process of continuous improvement. The faculty, staff and administrators embraced this new approach, which has led to more conversations about innovation and changes to assessment--what data we collect, who decides what data is collected, when to analyze data, and how we will use data--both quantitative and qualitative--to inform educator preparation program improvement.
- Our curriculum maps and syllabi were updated as part of this process.
- The OOAA, along with the CTE leadership committee, are implementing a "Data Day" each academic year. Every August, prior to the start of the semester, data from the previous academic year will be shared with each program and a written summary of program strengths and areas for improvement will be provided to the Associate Dean for Teacher Education and the Outcomes Assessment Coordinator.