



**Program Name: Graduate Education including Curriculum & Instruction, Curriculum, Instruction & Professional Development, Intervention Specialist, and Reading**

**Assessed by – Jennifer Hollinger – Director of Educator Preparation Programs**

**Date/Cycle of Assessment:**

**Fall 2015-Spring 2016**

**Mission Statement:**

*The mission of the department of education at Malone University is to, in collaboration with the liberal arts faculty and PreK-12 educational partners, provide a biblically based education which prepares knowledgeable, reflective, collaborative educators committed to serving others in order that all individuals may learn and develop to their fullest potential and interact with each other and their environment with respect, compassion, and fairness.*

**Program Goals:**

1. develop the ability to gather and reflect on information relevant to the educational setting.
2. apply specialized knowledge and skills constructively in collaboration with others in the educational setting.
3. articulate Christian approaches to ethical and social issues inherent in the education setting.
4. prepare for leadership roles in the educational setting.
5. meet selected Ohio licensure requirements for educators.

**MALONE UNIVERSITY Annual Assessment Report**

**Department:** Education  
**Program:** Graduate Education –Curriculum & Instruction (C&I), Curriculum, Instruction & Professional Development (CIPD), Intervention Specialist (IS), Reading (RDG), Educational Leadership (EDL), Graduate Licensure: AYA (GL-AYA), Graduate Licensure: IS (GL-IS)  
**Assessed by:** Jennifer Hollinger



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<b>Program Intended Learning Outcomes (PILO)</b> <b>(All PILOS Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<p>1. Demonstrate the ways in which a <b>Christian worldview</b> informs educational practice.</p>	<p><b>Dispositions assessment</b> was used as a whole, as it assesses Malone students' ability to demonstrate a Christian worldview from various perspectives. This assessment is for all programs, except graduate students in licensure-only courses.</p> <p><u>*Minimum Competency Score:</u> The minimum competency score for this report is performing at the "2-Inclination" level for all rubric elements. This level acknowledges the life experiences of older students yet respects the fact that this assessment is frequently taken early in the Malone Graduate Program.</p> <p><u>Criterion</u> = 85% of the teacher candidates will reach the designated "target level of accomplishment".</p>	<p>On the <b>Dispositions assessment, (n= 15)</b> Students were expected to reach the "inclination level" or above. The results were:</p> <p><i>Fall 2015</i>  <u>Service:</u> 100% of student reached the desired level.  <u>Fairness:</u> 100% of student reached the desired level.  <u>Stewardship</u> 100% of student reached the desired level.  <u>Belief:</u> 100% of student reached the desired level.</p> <p><i>Spring 2016</i>  <u>Service:</u> 100% of student reached the desired level.  <u>Fairness:</u> 100% of student reached the desired level.  <u>Stewardship</u> 100% of student reached the desired level.  <u>Belief:</u> 100% of student reached the desired level.</p>	<p>A second assessment point will be added at the end of the program beginning 2017-18 to better measure program impact on candidates towards the end of their specified programs.</p>
<b>Program Intended Learning Outcomes (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>

<p>2. Apply <b>sound principles of teaching</b>, learning, and advocacy.</p>	<p>Ohio Assessment for Educators (OAE) Pedagogical Knowledge Assessments</p> <p><u>GL-AYA, GL-IS:</u></p> <p>There is a standardized OAE Assessment of Professional Knowledge test administered through Pearson for, 003 Adolescent and Young Adult Licensure programs (grades 7-12), and 004 Multi-Age (PK-12) for those majoring in the Intervention Specialist program or multi-age programs and OAE 0015 Educational Leadership for CIPD and EDL.</p> <p><u>Criterion</u> = Malone teacher candidates will score at or better than the Ohio established cut score of 220.</p>	<p>On the 003 Adolescent &amp; Young Adult (grades 7-12) OAE Pedagogical Knowledge test, the Malone teacher-candidates' (n=2) mean average score was 251 (31 points ABOVE the cut score). 2/2 (100%) AYA candidates passed this assessment.</p> <p>On the 004 Multi-Age (grades PK-12) OAE Pedagogical Knowledge test, the Malone teacher-candidates' (n=7) mean average score was 254.14 (34.14 points ABOVE the cut score). 7/7 (100%) MA candidates passed this assessment.</p> <p>OAE 0015 Educational Leadership (n=5), the candidates average scores was 240.2 and we had a 100% passage rate.</p>	<p>No Change. The use of results reveals that this is a strength for our students and we should continue the program as planned.</p>
<p><b>Program Intended Learning Outcomes (PILO)</b></p>	<p><b>Means of Program Assessment &amp; Criteria for Success</b></p>	<p><b>Summary of Data Collected</b></p>	<p><b>Use of Results</b></p>
<p>3. <b>Master the content</b> for which they have educational responsibility.</p>	<p><b>Ohio Assessment for Educators (OAE) Content Knowledge Assessments.</b></p> <p>There is a standardized OAE Assessment of Content Knowledge Tests administered through Pearson for each licensure area:</p> <ul style="list-style-type: none"> <li>• <b>OAE 0015 Educational Leadership</b> for Curriculum, Instruction, and Professional Development (CIPD)</li> </ul>	<p>The 2015-16 data are as follows:</p> <p>On the 0015 Educational Leadership, the Malone graduate candidates (n=5) scored a mean average 240.20 (20.2 points ABOVE the cut score). 5/5 (100%) of the CIPD and EDL licensure candidates passed this assessment.</p>	<p>During the 2016-17 school year, a proposal will be put on the formative wheel that will require graduate licensure students to take and pass their content before entry to the program since our program does not provide them with any of the content courses just teaching pedagogy courses.</p>

	<p>and Educational Leadership (EDL)</p> <ul style="list-style-type: none"> <li>• <b>OAE 0020 English Language Arts, 0024 Integrated Social Studies, 0025 Integrated Science, 0027 Mathematics, 007 Biology, 009 Chemistry, 035 Physics, 032 Music, ACTFL Modern Language-Spanish Oral Proficiency and Writing Proficiency Test</b> for Graduate Licensure-AYA and MA (dependent on specific discipline)</li> <li>• <b>OAE 0043 Special Education</b> for Intervention Specialist (IS) &amp; Graduate Licensure-Intervention Specialist (GL-IS)</li> </ul> <p><u>Criterion</u> = Malone teacher candidates will score at or better than the Ohio established cut score for all assessments of 220.</p>	<p>There was one (n=1) Malone graduate students assessed on the following:</p> <ul style="list-style-type: none"> <li>• 0024 Integrated Social Studies (n=1), the pass rate was 100%.</li> <li>• 0020 English Language Arts (n=1), the pass rate was 100%</li> <li>• 0025 Integrated Science (n=1), the pass rate was 100%</li> </ul> <p>On the 0043 Special Education, the Malone graduate candidates (Initial Licensure) (n=7) scored a mean average 251.57 (31.57 points ABOVE the cut score). 7/7 (100%) of the GL-IS candidates passed this assessment.</p> <p>On the 0043 Special Education, the Malone graduate program candidates (n=3) scored a mean average of 266.33 (46.33 points ABOVE the cut score). 3/3 of the IS candidates passed this assessment.</p>	
Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>4. Demonstrate competence in the process of <b>planning developmentally appropriate practices.</b></p>	<p><u>Assessment of this PILO varies by program:</u></p> <ul style="list-style-type: none"> <li>• <u>C&amp;I, EDL, CIPD</u>: Currently under revision</li> <li>• <u>IS</u>: SPED 562 Lesson Plan</li> <li>• <u>GL-AYA</u>: EDUC 674: Lesson Plan</li> <li>• <u>GL-IS</u>: SPED 562 Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>• <u>C&amp;I, EDL, CIPD</u>: No data collected. Program under revision.</li> <li>• <u>GL-IS &amp; IS</u>: SPED 562 Lessons Plan (n= 5) 100% of candidates performed at the target area of above except for in the area of Academic</li> </ul>	<ol style="list-style-type: none"> <li>1. <u>C&amp;I, EDL, CIPD</u>: No data collected. Program under revision and assessments will be realigned and data collected by the end of the spring of 2017.</li> <li>2. <u>GL-AYA</u> It will be ensured that data is entered on TK20 during the fall of 2016. This assignment</li> </ol>

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	<p>Criterion = 85% of the teacher candidates will reach the designated “target level of accomplishment”.</p>	<p>Standards only 40% were at Target or Above.</p> <ul style="list-style-type: none"> <li>GL-AYA, No data was submitted for the 2015-16 academic year.</li> </ul>	<p>will shift to one of the new courses that will be offered in the spring of 2016.</p>
Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>5. Exhibit effective techniques which promote learning <b>for all students regardless of race, culture, gender, creed, or ability.</b></p> <p><i>Note: This PILO is common to all programs.</i></p>	<p><b>EDUC 503 Dispositions rubric element:</b></p> <ul style="list-style-type: none"> <li><b>6-Differentiation:</b> Recognizes that fairness is providing individuals with what they need to be successful rather than treating all individuals exactly the same.</li> <li><b>11-Interventions:</b> Recognizes that all students/others can learn and grow regardless of individual and cultural differences.</li> </ul> <p>*This assessment is for all programs, except graduate students in licensure-only courses.</p> <p>*<u>Minimum Competency Score:</u> Although a cut score has not been established for this assessment, the minimum competency score for this report is performing at the “2-Inclination” level for all rubric elements. This level acknowledges the life experiences of older students yet respects the fact that this assessment is frequently taken early in the Malone Graduate Program.</p> <p>Criterion = 85% of the teacher candidates will reach the designated “target level of</p>	<p>Fall 2015 100% of student reached the desired level.</p> <p>Spring 2016 100% of student reached the desired level.</p>	<p>1. A second assessment point will be added at the end of the program beginning 2017-18 to better measure program impact on candidates towards the end of their specified programs.</p>

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>6. Identify <b>organizational and behavioral management</b> strategies that create an educational environment conducive to effective learning and growth.</p> <p><i>Note: This PILO is common to all programs.</i></p>	<p>Assessment of this PILO varies by program:</p> <ul style="list-style-type: none"> <li>• <u>C&amp;I, EDL, CIPD</u>: Currently under revision</li> <li>• <u>IS, GL-AYA, GL-IS</u>: SPED 554 Behavior Change Project</li> </ul>	<p>C&amp;I, EDL, CIPD: No data collected. Program under revision.</p> <p><u>IS, GL-AYA, GL-IS</u>: SPED 554 Behavior Change Project no data collected during the 2015-16 academic year.</p>	<ol style="list-style-type: none"> <li>1. C&amp;I, EDL, CIPD: No data collected. Program under revision and assessments will be realigned and data collected by the end of the spring of 2017.</li> <li>2. It will be ensured that behavior change project data is entered on TK20 during the fall of 2016.</li> </ol>
<p>7. Evaluate and support student learning and growth by utilizing <b>varied assessments</b> to inform instruction and interventions.</p>	<p>Assessment of this PILO varies by program:</p> <p><u>IS</u>: Practicum Evaluation <u>Minimum Competency Score</u>: "Acceptable" or above on all rubric elements.</p> <p><u>GL-AYA, GL-IS</u>: Evaluation of Student Teaching</p> <p><b>C. Assessment of P-12 Learning</b> <b>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</b> <b>J. Data-Guided Instruction"</b> <b>K. Feedback to Learners</b> <b>L. Assessment Techniques</b></p> <p><u>*Minimum Competency Score</u>: "Meets</p>	<p><b>For SPED 630 Teacher Work Sample (n=1)</b>, the student performed at or above the target level in all areas.</p> <p><u>Student Teaching Evaluation Dispositions</u> (n=10)</p> <p><b>C. Assessment of P-12 Learning</b>: 100% of students were at or above the expected level. <b>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</b>: 90% of students were at or above the expected level.</p>	<ol style="list-style-type: none"> <li>1. The unit will ensure that data is collected for the CIPD program in the 2016-17 academic year.</li> </ol>

	<p>Expectation” or above on all rubric elements.</p> <p><u>EDL: EDSU 636 School Improvement Plan</u>  <b>EDSU 636 School Improvement Plan (EDL)</b>  <u>*Minimum Competency Score:</u> “Meets Expectation” or above on all rubric elements</p> <p><u>CIPD: EDSU 655 Supervisory Project</u>  <u>*Minimum Competency Score:</u> “Acceptable” or above on all rubric elements.</p>	<p><b>J. Data-Guided Instruction:</b> 90% of students were at or above the expected level.</p> <p><b>K. Feedback to Learners:</b> 90% of students were at or above the expected level.</p> <p><b>L. Assessment Techniques:</b> 100% of students were at or above the expected level.</p> <p>For the <b>EDSU 636 School Improvement Plan (EDL) (n=3)</b>, <b>100% of students were at or above the target area.</b></p> <p>For the <b>CIPD: EDSU 655 Supervisory Project</b>, no data was collected for 2015-16.</p>	
Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
8. Display <b>professionalism</b> and ownership of professional growth.	<p><b>C&amp;I, EDL, CIPD, IS:</b>  <b>Dispositions rubric element:</b></p> <ul style="list-style-type: none"> <li>• <b>10-Reflection:</b> Recognizes that consistent reflection on one’s own philosophy and actions may improve</li> </ul>	<p><b>On the Dispositions assessment, (n= 15)</b>                  Students were expected to reach the “inclination level” or above.                  The results were:</p>	<p>This is an area of strength and we need to continue what we are doing into the future.</p>



	<p>the learning and growth of students/others.</p> <p><u>*Minimum Competency Score:</u> Although a cut score has not been established for this assessment, the minimum competency score for this report is performing at the “2-Inclination” level for all rubric elements. This level acknowledges the life experiences of older students yet respects the fact that this assessment is frequently taken early in the Malone Graduate Program.</p> <p><u>GL-AYA, GL-IS:</u> <u>Student Teaching Evaluation Dispositions</u> <b>A. Participates in Professional Development</b> <b>H. Responds Positively to Constructive Criticism</b></p> <p><u>*Minimum Competency Score:</u> 85% of students will scores at “Meets Expectation” or better.</p>	<p>10-Reflection: 100% of students were at or above the expected level.</p> <p><u>Student Teaching Evaluation Dispositions</u> (n=10)</p> <p>A. Participates in Professional Development: 100% of students were at or above the expected level.</p> <p>H. Responds Positively to Constructive Criticism: 100% of students were at or above the expected level.</p>	
<b>Program Intended Learning Outcomes (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
9. Use <b>technology</b> as a tool for instruction, communication, collaboration, and creativity.	<p>For all programs: <b>EDUC 696 Final Presentation</b> rubric element:</p> <ul style="list-style-type: none"> <li><u>Use of Technology</u> and other media or visuals to support presentation: legible, readable, colorful, easy to understand, appropriate, free from errors.</li> </ul> <p><u>*Minimum Competency Score:</u> “3” level</p>	<p>For the <b>EDUC 696 Oral Presentation: Use of Technology</b> (rubric element), no data was collected for the 2015-16 school year.</p>	<ol style="list-style-type: none"> <li>Assessment alignment to this PILO will be revisited during the 2016-17 academic year.</li> <li>It will be ensured that data is collected and recorded for EDUC 696 in the 2016-17 school year.</li> </ol>

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>10. <b>Collaborate</b> with family, teachers, community, and other stakeholders in student learning and growth.</p> <p><i>Note. This PILO is common to all programs.</i></p>	<p>(out of "4") on all rubric elements</p> <p><b>C&amp;I, EDL, CIPD, IS:</b></p> <p><b>Dispositions rubric element:</b></p> <ul style="list-style-type: none"> <li>• <b>8- Collaboration with Families and Communities:</b> Recognizes the importance of collaborating with families and communities to promote learning and growth in students/others.</li> <li>• <b>9-Collaboration with School Personnel:</b> Recognizes the importance of collaborating with school/agency personnel in order to promote learning and growth in students/others.</li> </ul> <p><u>*Minimum Competency Score:</u> Although a cut score has not been established for this assessment, the minimum competency score for this report is performing at the "2-Inclination" level for all rubric elements. This level acknowledges the life experiences of older students yet respects the fact that this assessment is frequently taken early in the Malone Graduate Program.</p> <p><u>GL-AYA, GL-IS:</u> <u>Student Teaching Evaluation Dispositions</u> F. Collaboration</p> <p><u>*Minimum Competency Score:</u> 85% of students will scores at "Meets</p>	<p><b>On the Dispositions assessment, (n= 15)</b> Students were expected to reach the "inclination level" or above. The results were: <b>8- Collaboration with Families and Communities:</b> 93% of students were at or above the expected level. <b>9-Collaboration with School Personnel:</b> 93% of students were at or above the expected level.</p> <p><u>Student Teaching Evaluation Dispositions (n=10)</u></p> <p><b>Collaboration:</b> 100% of students were at or above the expected level.</p>	<p>A new assessment is currently being developed for the ED Leadership program that will provide more insight into how school leaders are collaborating with the community to meet building needs. Assessment data will be available in 2017-18 on this assessment.</p>

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	Expectation” or better.		
<b>Program Intended Learning Outcomes (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<p>11. Initiate and sustain conversation in an organized, clear, and confident manner, using <b>standard English</b>, in written and oral form.</p> <p><i>Note: This PILO is common to all programs.</i></p>	<p><b>EDUC 510 Literature Review</b> rubric elements:</p> <ul style="list-style-type: none"> <li>• Writing Mechanics</li> <li>• Format &amp; Compliance with APA</li> </ul> <p>*<u>Minimum Competency Score:</u> “Indicator Met” level.</p> <p><b>EDUC 696 Oral Presentation</b> rubric element:</p> <ul style="list-style-type: none"> <li>• <u>Oral Presentation Style:</u> command of spoken language, eye contact, use of gestures and movement, voice clarity, audible level.</li> </ul> <p>*<u>Minimum Competency Score:</u> “3” level (out of “4”) on all rubric elements</p>	<p>For the <b>EDUC 510 Literature Review (n=25)</b>, the percentage of Malone graduate education candidates scoring <b>AT</b> the “Indicator Met” level (highest level) are as follows:</p> <ul style="list-style-type: none"> <li>• Writing (94%)</li> <li>• APA (100%)</li> </ul> <p>For the <b>EDUC 696 Oral Presentation: Oral Presentation (rubric element)</b>, no data was collected for the 2015-16 school year.</p>	<p>The literature review rubric shows our students are able to write in standard English. The fact that the literature review is refined and becomes part of the larger graduate research project is causing us to explore the possibilities of using the final project as opposed to just this particular piece.</p> <p>Data for the EDUC 696 Grad Research Projects will be entered beginning in the 2015-16 academic year.</p>
<b>Program Intended Learning Outcomes (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<p>12. Exhibit dispositions for educators committed to serving together by:</p> <ul style="list-style-type: none"> <li>-Providing service.</li> <li>-Practicing fairness.</li> <li>-Promoting stewardship. <ul style="list-style-type: none"> <li>-Believing all students can learn and grow.</li> </ul> </li> </ul>	<p><b>EDUC 503 Dispositions assessment</b> was used as a whole, as it assesses Malone students’ ability to demonstrate a Christian worldview from various perspectives. This assessment is for all programs, except graduate students in licensure-only courses.</p> <p>*<u>Minimum Competency Score:</u> The minimum competency score for this report is performing at the “2-Inclination” level for all rubric elements. This level acknowledges the life</p>	<p>On the <b>EDUC 503 Dispositions assessment</b>, no data was collected for the 2014-15 school year.</p> <p><b>EDUC 503 (n= 15)</b> Students were expected to reach the “inclination level” or above. The results were:</p> <p><i>Fall 2015</i>  <u>Service:</u> 100% of student reached the desired level.</p>	<p>A second assessment point will be added at the end of the program beginning 2017-18 to better measure program impact on candidates towards the end of their specified programs.</p>

	<p>experiences of older students yet respects the fact that this assessment is frequently taken early in the Malone Graduate Program.</p> <p><u>Criterion</u> = 85% of the teacher candidates will reach the designated “target level of accomplishment”.</p>	<p><u>Fairness</u>: 100% of student reached the desired level.  <u>Stewardship</u> 100% of student reached the desired level.  <u>Belief</u>: 100% of student reached the desired level.</p> <p><i>Spring 2016</i>  <u>Service</u>: 100% of student reached the desired level.  <u>Fairness</u>: 100% of student reached the desired level.  <u>Stewardship</u> 100% of student reached the desired level.  <u>Belief</u>: 100% of student reached the desired level.</p>	
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**Program Intended Learning Outcomes (PILOs) for Individual Programs**

<b>Program Intended Learning Outcome (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<p><b>C&amp;I Program Specific PILO</b>                      C&amp;I candidates will identify curricular needs and plan, implement, and evaluate curricular initiatives to address curricular needs.</p>	<p><b>EDUC 520 Curriculum Development Project</b></p> <p><u>*Minimum Competency Score:</u>                      scoring at the “Acceptable” level on all rubric elements</p>	<p><b>No data collect in the 2015-16 academic year.</b></p>	<p><u>C&amp;I, EDL, CIPD</u>: No data collected. Program under revision and assessments will be realigned and data collected by the end of the spring of 2017</p>
<b>Program Intended Learning Outcomes (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<p><b>C&amp;I Program Specific PILO</b>                      C&amp;I candidates will identify and apply</p>	<p><b>EDUC 522 Instructional Theory &amp; Design</b> rubric has been discontinued.</p>	<p>Not addressed in this report. A new assessment will need selected and</p>	<p><u>C&amp;I, EDL, CIPD</u>: No data collected. Program under revision and</p>

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research-based practices for student learning.		developed once the program revision process is complete.	assessments will be realigned and data collected by the end of the spring of 2017
<b>Program Intended Learning Outcome (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>CIPD Program Specific PILO</b> CIPD candidates will identify curricular needs and plan, implement, and evaluate curricular initiatives to address curricular needs.	<b>EDUC 520 Curriculum Development Project</b>  *Minimum Competency Score: scoring at the "Acceptable" level on all rubric elements	<b>No data collect in the 2015-16 academic year.</b>	<b>C&amp;I, EDL, CIPD:</b> No data collected. Program under revision and assessments will be realigned and data collected by the end of the spring of 2017
<b>Program Intended Learning Outcome (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>CIPD Program Specific PILO</b> CIPD candidates will design professional growth activities based on the needs of instructional staff.	<b>EDUC 656 Professional Growth Plan</b> rubric is in Tk20.	<b>No data collect in the 2015-16 academic year.</b>	<b>C&amp;I, EDL, CIPD:</b> No data collected. Program under revision and assessments will be realigned and data collected by the end of the spring of 2017
<b>Program Intended Learning Outcome (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>IS Program Specific PILO</b> IS candidates will describe how exceptionalities can interact with domains of human development and identify curricular and instructional modifications based on these variations.	<b>SPED 558 Exceptionality Report</b> rubric is in Tk20.  Minimum Criteria: 85% of students will meet the Target score of 2.	The data (n=4) demonstrates that 100% of students met the target score of 2.	This data was collected for the first time last academic year. It indicates that students are performing very well in this area. We should continue programming as usual.
<b>Program Intended Learning Outcome (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>IS Program Specific PILO</b> IS candidates will demonstrate skills	<b>SPED 630 Practicum in Special Education: Communication and</b>	<b>For SPED 630 Practicum in Special Education: Communication and</b>	1. This data indicates that programming should

in communication and collaboration to support the learning of students with disabilities.	<b>Collaboration Plan</b> rubric is in Tk20.  Target = 85% of students at acceptable or higher	<b>Collaboration Plan (n=1)</b> , the student met all rubric criteria at or above the Target level.	continue as usual.
<b>The following programs are new and the Program Specific PILOs have not yet been determined.</b>			
<b>Program Intended Learning Outcome (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
Educ. Leadership Prog. Specific PILO To Be Determined			
<b>Program Intended Learning Outcome (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
Educ. Leadership Prog. Specific PILO To Be Determined			
<b>Program Intended Learning Outcome (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
Grad. Lic.-AYA Prog. Specific PILO To Be Determined			
<b>Program Intended Learning Outcome (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
Grad. Lic.-AYA Prog. Specific PILO To Be Determined			
<b>Program Intended Learning Outcome (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
Grad. Lic.-IS Prog. Specific PILO To Be Determined			
<b>Program Intended Learning Outcome (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
Grad. Lic.-AYA Prog. Specific PILO To Be Determined			