



**Middle Georgia
State University**

Title.

Middle Georgia State University Academic Program Assessment

Instructions. This form collects assessment information for all academic programs at Middle Georgia State University. Program directors, chairs, or deans, should submit one form each year (or semester) for each academic program and for each site the academic program is offered (https://www.mga.edu/institutional-research/docs/Programs_by_Location.pdf) (i.e. if a program is offered in Macon and Cochran, separate assessments unique to the students enrolled at each location should be submitted). It is essential that improvements based on the assessment are also clearly identified and that the department keeps evidence of those improvements (i.e. new exams, syllabi, instructional tools) when an improvement is identified and implemented. Major changes to curriculum must go through the Academic Affairs process. Student Learning Outcomes (SLO) should match the Assessment Plan and Curriculum Maps found here:

<https://www.mga.edu/provost/program-histories.php>; if they don't please contact OIRDS to update them.

NOTE: All fields are required, please place NA or O in response field ONLY if SLO is not being utilized, otherwise full responses are required. Provide ALL necessary information requested to the fullest extent possible, such that a peer reviewer is not required to assume any information not provided. Utilize the provided assessment scoring rubric drafting guideline to evaluate your report prior to submission. https://www.mga.edu/institutional-research/docs/IEB_Academic_Program,_Student_Support,_Advising_Scoring_Card.pdf

****Please SUBMIT the form within 30 minutes of opening this page. If you wait too long to submit you may lose your work**** In the event that you need to edit your submission, you may contact the Director of Institutional Effectiveness to secure a custom link to edit and resubmit.

Q1. Submitters Email

sumitra.himangshu@mga.edu

Q2. For which program is this assessment being submitted? An academic program for this purpose is defined as a major within a degree program (i.e. Bachelor of Arts with a major in English, Bachelor of Science with a major in Chemistry, Associates in Occupational Therapy Assistant).

Master of Arts in Teaching (MAT)

Q3. For which campus is this program assessment being submitted? Note: A separate assessment report is needed for each location a program is offered.

Cochran

Macon

- Eastman
- Dublin
- Warner Robins
- Online

Q4. In which College is this program located?

- Arts and Letters
- Aviation
- Health and Natural Sciences
- Business
- Computing
- Education and Behavioral Sciences

Q5. Program Type

- Graduate
- Undergraduate
- Certificate

Q6. Which semester were the data collected and analyzed? If across multiple semesters, select the latest semester of data.

- Summer 2022
- Fall 2022
- Spring 2023

Q7. Approximately how many students are enrolled in this program at this location?

57

8. SLO 1: What is the first Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

Students will be able to - apply their understanding of content and pedagogy.

9. SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

There are two assessments that provide a measure of student mastery. The first one is the Action Research Project, and the second one, which is a relatively new assessment designed to be a comprehensive program assessment is the Candidate Work Sample (CWS). The following sections provide a description of MAT cohorts' performance on each assessment. The Action Research Project (ARP) is completed during EDUC 5003 - Reading and Multiple Literacies. Per the different cohorts' program of study, this course was completed by the MAT 2022 Spring Cohort (n =11) during spring semester 2022, MAT 2022 Summer Cohort (n = 29) during fall semester 2022, and both the pilot MAT 2022 Fall Cohort (n=7) and MAT 2023 Spring Cohort (n=10) during spring semester 2023, respectively. Total number of students successfully completing the ARP between spring 2022 through spring 2023 is 98% (n=56). [NOTE: 1 intern from the Fall 2022 cohort was not successful in EDUC 5003, but successfully completed SPED 5001 during fall semester 2022, and EDUC 5005 during spring semester 2023]. The Candidate Work Sample (CWS) is designed to provide interns with the opportunity to demonstrate competency in teaching, working with students in the P-12 classroom, and reflective practice based on the contextual factors at play in their school and school district. This is a new assessment which was piloted during AY 2022-2023 and was completed by (n=40) as a capstone piece in their last semester in the program. Baseline data is being set from this pilot ,which was completed by the MAT Spring 2022 cohort (in EDUC 5006 during fall 2022), and the MAT Summer 2022 cohort (in EDUC 5006 during spring 2023). Total number of students successfully completing the pilot CWS between spring 2022 through spring 2023 is 100% (n=40). NOTE – For percentage of students demonstrating mastery on SLO 1 - the composite data from the ARP plus the CWS is reported in Q12.

10. SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

90% of graduate interns will earn an average grade of 80% or better on the Action Research Project, and the Candidate Work Sample.

11. SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Target performance level established based on demonstrating evidence of teacher candidate mastery from both the state accreditation and MAT program requirement lens - this criterion requires graduate interns to earn a grade of B or better on these assessments.

12. SLO 1: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

99%

13. SLO 1: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

The Action Research Project (ARP) was designed by the MAT program to provide evidence of interns' readiness to teach. The Action Research Project is completed by the MAT intern during student teaching within the EDUC 5003 placement. The ARP is designed for interns to showcase pedagogical content knowledge aligned to the content area for their certification. Granular analysis of graduate intern performance in the Action Research Project for the four MAT Cohorts between Spring 2022 – Spring 2023 – completed during Spring 2022, Fall 2022, and Spring 2023, respectively indicates that 98% (n=56) of interns who successfully completed the ARP excelled in the areas of: (i) research design, and (ii) developing an action plan based on student achievement data. Previous year (AY 2022) data analysis of intern performance on this assessment indicated that interns found the following two areas to be challenging: (i) learning to write clearly, and(ii) APA formatting and citing references. Based on these prior data, program faculty implemented the following strategies to address these challenges and provide scaffolding for interns. First, increase in discussion time to unpack action research during online discussions (these discussions sessions were introduced as part of synchronous virtual class meetings). Second, a detailed, thorough training assignment was developed and implemented in D2L. Interns were required to complete an online, in-depth training session regarding APA formatting offered by a third-party provider, and to present a certificate upon satisfactorily completing the training and associated assessment. Post-training, interns practice in-text citations for a specific assignment aimed at developing this particular skill. Finally, interns are required to write a detailed review of literature to implement what they have learned in these training assignments. These pedagogical strategies have proven to be beneficial in scaffolding intern performance on the ARP as evidenced by the data. Baseline data from the newly piloted Candidate Work Sample highlight intern' strength in articulating pedagogical strategies based on contextual factors for their school and classroom as well as in accurately including research based strategies and citations for designing instruction and assessment. This suggests that the implementation of scaffolding strategies in EDUC 5003 has been beneficial as a vertical alignment of strategies between reinforcement in preparation for the ARP (in EDUC 5003) and application in the CWS (in EDUC 5006). This pilot CWS data also identifies areas of interns' weakness which are focused around clearly including evidence of student performance when discussing improvements for teaching practice, as well as in reflecting on their teaching practice based on evidence from student work. The program faculty along with the program coordinator and assessment coordinator are looking into disaggregating the pilot CWS data and are in the process of modifying assignments in courses taken prior to EDUC 5006 - such as EDUC 5004 Methods of Teaching and Assessment, and SPED 5001 – Adolescent Development and Diverse Learning Needs - with the aim of scaffolding intern preparation through additional practice regarding evidence based reflection, and instructional decision making. These improvements to instruction are planned to be implemented in AY 2023-2024.

14. SLO 2: What is the second Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

Students will be able to: demonstrate an understanding of the culture that informs the decision making for the student.

15. SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

There are two assessments that provide a measure of student mastery. The first one is the Collaborative Professional Learning Assessment (CPLA), and the second one, which is a relatively new assessment designed to be a comprehensive program assessment is the Candidate Work Sample (CWS). The CPLA is completed during EDUC 5005 – Practicum and Online Seminar. Based on the program of study for the spring and summer cohorts, the CPLA is completed during either the first / second semester in the program, respectively. The CWS is completed in EDUC 5006 – Clinical & Online Seminar during the third / last semester in the program. The following sections provide a description of MAT cohorts' performance on each assessment. The Collaborative Professional Learning Assessment (CPLA) is designed to measure interns' professional readiness level as a prospective in-service teacher. The assessment is designed as an opportunity for interns to showcase collaboration with their cooperating teacher on communication with parents, identifying individual strengths and gaps, data-driven methods, and professional communication to stakeholders. Per the different cohorts' program of study, this course was completed by the MAT 2022 Spring Cohort (n =11) during spring semester 2022, MAT 2022 Summer Cohort (n = 29) during fall semester 2022, and the Pilot MAT Fall 2022 Cohort (n = 7) plus the MAT Spring 2023 Cohort (n= 10) during spring semester 2023, respectively. Total number of students successfully completing the CPLA between spring 2022 through spring 2023 is 100% (n=57). While interns perform well on individual needs identification and parent communication, they are not always able to clearly connect data-driven methods employed in instructional decision making. This is an area of weakness also highlighted by the pilot CWS data. The Candidate Work Sample (CWS) is designed to provide interns with the opportunity to demonstrate competency in teaching, working with students in the P-12 classroom, and reflective practice based on the contextual factors at play in their school and school district. This is a new assessment which was piloted during AY 2022-2023 and was completed by (n= 40) as a capstone piece in their last semester in the program. Baseline data is being set from this pilot ,which was completed by the MAT Spring 2022 cohort (in EDUC 5006 during fall 2022), and the MAT Summer 2022 cohort (in EDUC 5006 during spring 2023). Total number of students successfully completing the pilot CWS between spring 2022 through spring 2023 is 100% (n=40). Baseline data from the newly piloted Candidate Work Sample highlight intern' strength in articulating pedagogical strategies based on contextual factors for their school and classroom as well as in accurately including research based strategies and citations for designing instruction and assessment. This pilot CWS data also identifies areas of interns' weakness which are focused around clearly including evidence of student performance when discussing improvements for teaching practice, as well as in reflecting on their teaching practice based on evidence from student work. The program team is looking into disaggregating the pilot CWS data and is in the process of modifying assignments in courses taken prior to EDUC 5006 - such as EDUC 5004 Methods of Teaching and Assessment, and SPED 5001 – Adolescent Development and Diverse Learning Needs, as well as in EDUC 5003 – Reading and Multiple Literacies taken along with EDUC 5005 - with the aim of scaffolding intern preparation through additional practice regarding evidence based reflection, and instructional decision making. These improvements to instruction are planned to be implemented in AY 2023-2024.

16. SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

90% of graduate interns will earn an average grade of 80% or better on the Collaborative Professional Learning Assessment (CPLA), and the Candidate Work Sample (CWS).

17. SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Target performance level established based on demonstrating evidence of teacher candidate mastery from both state accreditation and MAT program requirement lens - this criterion requires graduate interns to earn a grade of B or better on these assessments.

18. SLO 2: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

100%

19. SLO 2: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

100% of interns who successfully progressed through the program showed proficiency on all elements of the rubrics used to assess intern' understanding and application of concepts on the CPLA, and the CWS. The CPLA is completed by the spring and summer cohorts at different times in their program of study, i.e., the spring, summer, and pilot fall cohorts respectively completed this assessment in their first or second semester in the program. The CWS is completed by all interns during their student teaching semester which is the third / last semester in the program. As noted in Q15 above, 100% of interns who completed both the CPLA, and the CWS were able to demonstrate their ability to adapt and plan instruction based on their specific content/certification area. Analysis of intern performance on both these assessments, as previously discussed in Q15, highlighted the fact that interns find it challenging to connect student performance data to clearly articulate evidence based instructional decision making. As noted in Q15, the program faculty along with the program team is looking into granular analysis of the pilot CWS data and is in the process of modifying assignments in courses taken prior to EDUC 5006 - such as EDUC 5004 Methods of Teaching and Assessment, and SPED 5001 – Adolescent Development and Diverse Learning Needs, as well as in EDUC 5003 – Reading and Multiple Literacies taken along with EDUC 5005 - with the aim of scaffolding intern preparation through additional practice regarding evidence based reflection, and instructional decision making.

20. SLO 3: What is the third Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

Students will be able to: demonstrate and critically examine research in human development and the process of learning.

21. SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

IEP Case Study, the Special Education Signature Assessment, is completed during SPED 5001 - Adolescent Development and Diverse Learning Needs. Both MAT Spring 2022 (n =11) and Summer 2022 Cohorts (n = 33) completed this assessment during summer 2022. Students admitted to the pilot Fall 2022 Cohort (n =7) completed this assessment during fall semester 2022. Total number of students successfully completing the special education signature assessment between spring 2022 through spring 2023 is 100% (n=51).

22. SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

90% of graduate interns will earn an average grade of 80% or better on the IEP Case Study.

23. SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Target performance level established based on demonstrating evidence of teacher candidate mastery – from both the state accreditation and MAT program requirement lens - this criterion requires graduate interns to earn a grade of B or better on these assessments. Additionally, the Georgia Legislature has mandated for special education training to be included within teacher preparation curriculum requiring a minimum passing score of B for special education coursework.

24. SLO 3: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

100%

25. SLO 3: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

Overall 100% of interns (n=51) were able to successfully complete the special education signature assessment, IEP Case Study, by meeting the target on all assessment criteria. Pedagogical strategies specific to previously identified areas for improvement were incorporated and scaffolded in the SPED 5001 course during summer 2022. Granular analysis of IEP Case Study assessment data indicates that interns have continued to demonstrate above proficiency level in the following four areas focused on specific learning / behavioral disability – identification of characteristics of student behavior (95% of interns) , examples of assistive technology (96% of interns), identification of strategies to be employed based on identified disability (94% of interns), effectiveness of strategies (95% of interns). Compared to interns' performance from the previous 2021 cohort, the 2022 cohort showed improvement in the following three areas: (i) providing formal and informal definition of target disability (90% of interns), possible accommodations used to assist student with specific learning disability in a classroom- / testing-setting (91% of interns), and writing mechanics (91% of interns). However, the data also identified the following area for improvement: discussion of alternate strategies (11% of interns). The course instructor along with the program coordinator will be mapping high leverage practices to address the area for improvement in preparation for summer 2024.

26. SLO 4: What is the fourth Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

Students will be able to: demonstrate an understanding of the importance of learning about the community in which they teach and encourage professional development.

27. SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

The Collaborative Professional Learning Assessment (CPLA) is designed to measure interns' professional readiness level as a prospective in-service teacher. The assessment is designed as an opportunity for interns to showcase collaboration with their cooperating teacher on communication with parents, identifying individual strengths and gaps, data-driven methods, and professional communication to stakeholders. Per the different cohorts' program of study, this course was completed by the MAT 2022 Spring Cohort (n =11) during spring semester 2022, MAT 2022 Summer Cohort (n = 29) during fall semester 2022, and the Pilot MAT Fall 2022 Cohort (n = 7) plus the MAT Spring 2023 Cohort (n= 10) during spring semester 2023, respectively. Total number of students successfully completing the CPLA between spring 2022 through spring 2023 is 100% (n=57). As noted previously in this report (Q15, and Q19) - while interns perform well on individual needs identification and parent communication, they are not always able to clearly connect data-driven methods employed in instructional decision making. The program team is looking into granular analysis of the pilot CWS data and is in the process of modifying assignments in courses taken prior to EDUC 5006 - such as EDUC 5004 Methods of Teaching and Assessment, and SPED 5001 – Adolescent Development and Diverse Learning Needs, as well as in EDUC 5003 – Reading and Multiple Literacies taken along with EDUC 5005 - with the aim of scaffolding intern preparation through additional practice regarding evidence based reflection, and instructional decision making. These improvements to instruction are planned to be implemented in AY 2023-2024.

28. SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

100% of graduate interns will earn proficient- level score or better when assessed by the Collaborative Professional Learning Assessment (CPLA).

29. SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Target performance level established based on demonstrating evidence of teacher candidate dispositions - from both the state accreditation and MAT program requirement lens -this criterion requires graduate interns to demonstrate professional dispositions at minimum at the proficiency level on the state- validated CPDA rubric.

30. SLO 4: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

100%

31. SLO 4: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

The Collaborative Professional Learning Assessment (CPLA) is designed to measure interns' professional readiness level as a prospective in-service teacher. The assessment is designed as an opportunity for interns to showcase collaboration with their cooperating teacher on communication with parents, identifying individual strengths and gaps, data-driven methods, and professional communication to stakeholders. As noted previously in this report (Q15, Q19, and Q27) - while interns perform well on individual needs identification and parent communication, they are not always able to clearly connect data-driven methods employed in instructional decision making. The program team is looking into granular analysis of the pilot CWS data and is in the process of modifying assignments in courses taken prior to EDUC 5006 - such as EDUC 5004 Methods of Teaching and Assessment, and SPED 5001 – Adolescent Development and Diverse Learning Needs, as well as in EDUC 5003 – Reading and Multiple Literacies taken along with EDUC 5005 - with the aim of scaffolding intern preparation through additional practice regarding evidence based reflection, and instructional decision making. These improvements to instruction are planned to be implemented in AY 2023-2024.

Q41. List each program concentration or track within the larger academic program and clearly articulate the expected learning outcomes. (If distinct note them distinctly, if common restate).

In order to address the need for highly-qualified teachers, our pedagogy only MAT program is designed to prepare both pre-service, and in-service teachers that are teaching on waivers and provisional licenses, in innovative pedagogical practices. Preparation for initial teaching certification is offered across twenty-six P-12 teacher certification areas grouped per the Georgia Professional Standards Commission's categories as listed below. (1) P-12 certification areas spanning grades P-12 (for example, Art, Music, Spanish, Health & Physical Education etc.) (2) Middle Grades certification areas spanning grades 4-8 (for example, Middle Grades: Language Arts / Reading / Mathematics / Science / Social Science) (3) Secondary certification areas spanning grades 6-12 (for example, Biology, Economics, Political Science etc.) Given that the focus for these MAT certification areas is pedagogy, all MAT certification areas prepares students for initial teacher certification at the T5-level and employ the overall MAT program learning outcomes as listed below. PLO 1: Students will be able to apply their understanding of content and pedagogy. PLO 2: Students will be able to demonstrate an understanding of the culture that informs the decision making for the student. PLO 3: Students will be able to demonstrate and critically examine research in human development and the process of learning. PLO 4: Students will be able to demonstrate an understanding of the importance of learning about the community in which they teach and encourage professional development.

Q42. How do you collect and report data on the achievement of these learning outcomes for each program concentration or track?

Student performance data is captured within specified assessments (as previously indicated in this report) which are evaluated by course instructors using rubrics that have been aligned to required state mandated teacher preparation standards. Student course performance data is reported by individual course instructors to the MAT program coordinator twice during each semester at midterm and at the end of term, respectively. In addition, the MAT program team (course instructors plus teacher education field coordinator and MAT program coordinator) meets annually during May to discuss student performance data and evaluate program assessment measures. The MAT program coordinator then completes data analysis and documents findings in the Program Academic Assessment (PAA) and Comprehensive Program Review (CPR) report.

Q43. Report and analyze the learning outcomes associated with each program concentration or track

In order to focus on evidence-based continuous improvement, this section is structured in accordance with the analysis of results including direct and indirect measures/merging trends as well as strategies/processes put in place pertaining to each of the four student learning outcomes, respectively. This section is followed by some specific examples of indirect measures and then a summary of continuous improvement plan and measures that were put in place during AY 2022-2023. First, with respect to SLO1 (ARP, and CWS) - Training assignments used to scaffold intern understanding of APA formatting, and practice writing directly addressed gaps in current intern performance which was also previously observed in the 2021 cohort. Providing additional instruction via seminars prior to the interns' attempting the ARP has vertically strengthened the MAT curriculum as well. Second, with respect to SLO2 (CWS, and CPLA) - The program has decided to strengthen curriculum alignment by providing additional scaffolding in the following areas of instruction prior to completing the ARP. In preparation for the action research project, course instructors plan to continue encouraging interns to: (i) avail of the MGA Writing Center to practice clear writing and APA formatting; and (ii) revisit and practice three important phases of understanding students' contextual factors: (a) Knowledge of students' background and cultural assets, (b) Knowledge of students' approaches to learning, and (c) Knowledge of students' prior learning. One area that interns initially struggle with is the analysis of student learning based on the lesson plan they design for their literacy assignment. Going forward, in EDUC 5004 and SPED 5001, interns will be provided with additional practice in formative and summative analysis of student work so that they understand better re: how to directly connect instructional strategies to evidence-based student data. The additional practice in APA formatting and writing has served to provide instructional support and enhanced student performance in the Action Research Project and in the pilot Candidate Work Sample. Third, with respect to SLO 3 (Special Education signature assessment) – The data suggests that intern performance, between the previous 2021 cohort and the current 2022 cohort, requires scaffolding of preparation in writing mechanics. As indicated in the analysis for SLO 3, the special education course instructor and program coordinator will discuss measures that can strengthen interns' preparation for this identified criteria. Lastly, with respect to SLO 4 (CPLA) – Centering on helping preservice teachers demonstrate evidence for meeting professional standards, training is focused on developing the habit of on-going professional development. Interns showed need for improvement in the following areas: time management, use of technology, assessment, high expectations for students and collaboration. Additional training during seminars and specific assignments to enhance practice continue to be included within field courses with the goal of improving student performance in these areas. The faculty supervisor for the field courses (EDUC 5005 and EDUC 5006), will continue to work closely with both interns and their P-12 mentor teachers to consistently monitor interns' progress in relation to areas of need, and to enhance areas of strength. Additionally, from a program lens continue to monitor CPLA and CWS data for patterns of weakness and strength and to plan training and assessment based on emerging patterns. Following are some examples of how indirect measures are subsumed into coursework: (i) EDUC 5003, where interns initially struggle with the concept of unpacking student leaning, the course instructor convenes synchronized class meetings to address this issue and provide a space to practice; (ii) In EDUC 5005 and EDUC 5006 on-site school mentors also known as Cooperating Teachers (CT) monitor intern performance and dispositions at their placement and complete two assessments each on intern teaching performance and professional dispositions, respectively. The course instructor / faculty field supervisor then analyses these evaluations and provides guidance to each intern regarding their preparation for classroom instruction and their professional communication (Note – these two criteria are critical for teacher preparation and are monitored by assessments such as the CWS, and the CPLA); (iii) In all courses, interns who need additional support with writing meet individually with their instructor to address their gaps or are directed to institutional resources such as the Writing Center for additional support. Based on our continuous improvement process our improvement plan entails continuing our program self-study toward achieving the goals identified within the previous academic assessment report for 2021. These goals are listed below. (i) Vertical Alignment of Curriculum: Provide construct validity by measuring intern performance in specific areas of overlap identified between courses which can be used to scaffold intern preparation. For example, enhancing preparation and practice in APA formatting and writing early on in the program within EDUC 5001 and EDUC 5003 to scaffold intern preparation for a new capstone / signature assessment - the Candidate Work Sample (CWS) which was piloted in EDUC 5006 during fall 2022 and spring 2023. Baseline data from this first administration of the CWS is being analyzed for all teacher preparation programs (undergraduate and graduate) by the Teacher Education Assessment Coordinator and will be included within assessment report for AY 2024. (ii) Strengthen use of High-Leverage Practices: (a) Measured by monitoring intern performance in key areas identified via curriculum alignment [see measure (i) above]; and (b) intern progression in the MAT program. The data speaks for itself in the significantly higher progression and graduation rate (40% in 2020 to 94% in 2022), and drastically lower attrition rate between 2020 (60%) and 2022 (6%). Additionally, the graduation rate has increased by a remarkable 380% between 2018 and 2022. (iii) Measure of Intern-readiness: Employ intern future plan within the EDUC 5006 to have interns create their own professional learning plan in which they self-identify three areas each of individual strengths and areas for improvement that they will take forward as a first-year certified teacher. A key area of need that interns' focused on is classroom management. To address this, a new course EDUC 5007 - Classroom Management was added, beginning in summer 2021, to the summer semester in the program of study. Course feedback from interns who took the course in summer 2022 indicates that they felt better prepared for field placement in fall 2022 and spring 2023. Readjusting to new state legislature aimed at addressing the rising teacher shortage, the Georgia Professional Standards Commission (GaPSC) in fall 2022 removed the GACE Program Assessment (GACE PAA) and prescribed entrance GPA from admission requirements for teacher preparation programs. Accordingly the MAT program adjusted admission requirements to incorporate these changes. Students admitted to the MAT program, beginning with the pilot Fall 2022 cohort, are exempt from the GACE PAA and must meet the MGA Graduate Studies admission GPA of 2.75 for program admission (the admission GPA was previously set at 3.0). On a positive note, the program has continued to work closely with non-progressing students - three of the 4 non-progressing students from the summer 2022 cohort were re-enrolled in successive 2023 cohorts to continue towards achieving their academic and teacher certification goals. One of the students in this group was unable to meet progression requirements. Considering the initial 60% attrition rate for the summer 2020 cohort, both progression of re-enrolled students and admission of students who meet all admission criteria has resulted in a 94% retention rate (n=44) and a minimal 6% attrition rate (n=3) among the 2022 cohorts. The retention rate for the spring 2023 cohort is currently 100% (n = 10), and all 10 students are on track for program completion in fall 2023.

32. How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? (Provide Number)

57

33. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf) by checking all associated and relevant Imperatives / Strategies from the list below. (Check all the apply)

Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience

Grow Enrollment with Purpose 2. Expand and enrich online instruction into new markets

- Own Student Success 3. Develop academic pipelines and expand degrees
- Own Student Success 4. Expand student engagement and experiential learning
- Build Shared Culture 5. Attract talent and enhance employee development and recognition
- Build Shared Culture 6. Sustain financial health through resourceful fiscal management
- Build Shared Culture 7. Cultivate engagement with its local communities

34. Please indicate which of the following actions you have taken as a result of the 2021/2022 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area)(Check all the apply)

- Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community
- Disseminating/Discussing Assessment Results/Feedback to Appropriate External Stakeholders
- Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistance
- Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc Operational Processes
- Request for Additional Financial or Human Resources
- Customer Service Changes: Communication, Services, etc
- Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other
- Evaluating and/or Revising the Reporting Lines Internal Assessment Processes
- Other

Request additional faculty lines in order to keep pace with growth in enrollment and to expand and be able to build capacity for additional graduate programs and/ or endorsements for teacher preparation.

35. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc)

(1) Address state and local need to meet teacher shortage. (2) Employ and embed high-leverage practices for pre-service teacher preparation within curriculum.

36. Please provide a comprehensive narrative outlining how assessment results are utilized for continuous improvement in this field. Your narrative should address the past, present, and future aspects of assessment, with specific emphasis on how these results inform decision-making and drive improvement efforts.

Comprehensive program evaluation measures are focused on maintaining and enhancing overall program health through continuous improvement initiatives. Strategies that have been identified and employed based on assessment data will be listed first, and then followed by examples of how these strategies address continuous improvement. Three fundamental strategies employed toward this end involve - (i) vertical alignment of curriculum to minimize curriculum drift (conducted annually), (ii) utilization of program checkpoints to communicate, collect, and evaluate student performance during each semester (at midterm and end of term), and (iii) maintaining program plasticity to address dynamically changing state mandated certification requirements. An example of vertical alignment of curriculum that has lent itself to strengthening program curriculum by the scaffolding of pedagogical strategies is suggested by improvement in student writing practice, embedding and citing research, application of APA format, and preparation for classroom teaching. As the assessment data for SLO 1, SLO 2, SLO 3 and SLO 4 suggests, students are better prepared to meet course assessments and demonstrate evidence of improvement in all aspects of written work, as well as better prepared to navigate placement requirements in the P-12 classroom. Similarly, timely communication of student performance at multiple times during the academic year (a minimum of twice each semester) in combination with program plasticity (multiple cohorts admitted during the academic year), has provided a process for addressing gaps in individual student performance and allows for the scaffolding of support structures to sustain student progression in a timely manner. This has greatly minimized student attrition and increased graduation rates. In addition, program plasticity has also provided the ability for the MAT program to remain competitive (increased enrollment) while adjusting to evolving state mandates. Between summer semester 2020 and spring semester 2023, the program has seated a total of seven cohorts with an enrollment increase of 60% (n = 63, including spring cohort 2023). Data comparison between 2018-2022, shows a marked increase in enrollment at 315% and an increase in graduation rate at 380%. Revision to admission requirements for MAT programs by the GaPSC, has allowed the program to increase offerings in summer 2021 to include twenty-two additional specialties added to the initial four programs, for a total of twenty-six certification areas. These increased offerings have broadened the scope for additional certification areas. In addition to the two separate cohorts each academic year (summer and spring cohorts), the MAT program piloted a third cohort in fall semester 2022 using a modified program of study (i.e., 2+2+2+1 course sequence). 11 students were initially admitted to this new fall cohort; however, only 6 interns have successfully made it to their third semester. Going forward, the program will be focusing on vertical curricular alignment to identify and strengthen student preparation for teaching literacy, which addresses the GaPSC's new focus on literacy measures as well as scaffolds student preparation related to the Candidate Work Sample as well as classroom instruction.

37. Optional: The following upload portal is available to supplement your report with supportive documentation should you wish to provide any (instruments, data, etc).