



## Annual Report for 2020

Provider/Program: College of St. Scholastica

End Date of Current AAQEP Accreditation Term:<sup>1</sup> June 2026

Please enter the appropriate information in the shaded text boxes and return this form to AAQEP by December 31, 2020. Accredited members, please complete all sections below; unaccredited members, please complete at least sections 1 and 2 (feel free to complete additional sections). Per AAQEP policy, each accredited member must also post Part I of the report (or a link to the data reported in Part I) on its website.

### **PART I: Publicly available program performance and student achievement data**

#### **1. Overview and Context**

Provide an overview of your institution and a brief explanation of the accredited educator preparation programs. Provide readers with a clear understanding of the provider, its mission, and its context. Four or so brief paragraphs should suffice.

The College of St. Scholastica is an independent private college located in Duluth, Minnesota. The College was founded in 1912 and sponsored by the Benedictine Sisters, with a mission of providing intellectual and moral preparation for responsible living and meaningful work in a context of Catholic Benedictine values.

The College offers programs at the undergraduate and graduate level across six academic schools grounded in the liberal arts, with excellent professional programs and a particularly strong focus and reputation in the health sciences and nursing. The General Education program provides students with a foundation in the liberal arts and sciences, cultivating a conscientious use of knowledge that prepares them for responsible living in a global community. Central to these efforts is our particular attention given to the individual student. The College aspires to be a diverse and inclusive academic community of excellence.

Since its inception, when a group of pioneering Benedictine Sisters offered college courses to six young women, the College boasts more than 26,000 alumni and has grown from the original campus in Duluth, Minnesota, to include seven additional extended-campus locations in Minnesota – St. Paul, St. Cloud, Rochester, Brainerd, Inver Grove Heights, Grand Rapids, and Cloquet. A variety of learning options are offered for degree and non-degree programs on the extended campuses, including online,

---

<sup>1</sup> For accredited members only. Members still in the process of seeking accreditation please leave blank.

evening, weekend, and accelerated classes. An aggressive strategy to create new programs has resulted in the growth of academic offerings and enrollment at the College.

The School of Education was first established as the Education Department in 1912, the same year that the College was founded. With the College’s restructuring in 2006-2007, the Education Department became the School of Education (SOE), one of six disciplinary schools, offering both undergraduate and graduate programs. The Social Work department joined the School of Education during this academic year. We are currently in a school name transition to include the Social Work department. Our temporary name at the college is the School of Education and Social Work. Our Mission and Vision as the School of Education continues to guide our work during this transition.

*The School of Education Mission:* To prepare and support teachers who are firmly grounded in the knowledge, skills, and dispositions needed to promote student learning.

*The School of Education Vision:* To be nationally recognized for developing skilled and caring professionals prepared to educate students in a diverse and changing world.

**School of Education Programs**

The School of Education offers the following programs:

- Undergraduate Teaching Licensure (*Initial Licensure*)
- Graduate Teaching Licensure (GTL) (*Initial Licensure*)
- Graduate Academic Behavior Strategist Licensure (*Additional Licensure*)
- Graduate K-12 Reading Teaching Licensure (*Additional Licensure*)
- Master of Education in Teaching and Learning (MEd) (*Advanced Programs*)

Please enter the url for the location on the program website that includes a statement of its AAQEP accreditation status and access to this publicly reported data.

<http://www.css.edu/academics/school-of-education.html>

**2. Enrollment and Completion Data**

In the table below, provide enrollment and completer data for each of your AAQEP-accredited programs for the most recently completed academic year:

**Table 1A. Program Specification: *Initial Licensure* Enrollment and Completers for: 2019-20**

| <b>Degree/Program Name and Level</b><br>(list specific programs and levels, e.g., bachelor’s, master’s, post-baccalaur-eate, certificate-only) | <b>Corresponding State Certificate, License, Endorsement, or Other Credential</b> (use a separate line for each certificate, license, endorsement, or other program) | <b>Number of Candidates</b><br>(currently enrolled— identify year in title line above) | <b>Number of Completers</b><br>(most recently completed academic year— identify year above) |
|--|--|--|---|
| Undergraduate: Elementary  | Elementary (K-6)   | 84   | 25  |
| Undergraduate: Middle/Secondary  | General Science (5-8)<br>Life Science (9-12)<br>Chemistry (9-12)   | 38   | 8   |

|   |   |              |             |
|---|---|--------------|-------------|
|   | Communication Arts & Literature (5-12)<br>Mathematics (5-12)<br>Social Studies (5-12)<br>Spanish (K-12)<br>Music: Vocal (K-12)<br>Music: Instrumental (K-12)                |              |             |
| Graduate Teaching Licensure (GTL): Elementary       | Elementary (K-6)  | 39           | 10          |
| Graduate Teaching Licensure (GTL): Middle/Secondary | General Science (5-8)<br>Life Science (9-12)<br>Chemistry (9-12)<br>Communication Arts & Literature (5-12)<br>Mathematics (5-12)<br>Social Studies (5-12)<br>Spanish (K-12) | 53           | 23          |
|   |   | TOTAL<br>214 | TOTAL<br>66 |

\* Number of Candidates includes the subset of Completers to mirror Title II reporting. Please note that an adjustment in reporting was made to isolate only those formally accepted to the licensure programs. Previous Title II reports did include a small number of undergraduate students who took large EDU course loads but had not been admitted yet.

**Table 1B. Program Specification: *Advanced Programs* Enrollment and Completers for: 2019-20**

| <b>Degree/Program Name and Level</b><br>(list specific programs and levels, e.g., bachelor's, master's, post-baccalaur-eate, certificate-only) | <b>Corresponding State Certificate, License, Endorsement, or Other Credential</b> (use a separate line for each certificate, license, endorsement, or other program) | <b>Number of Candidates</b><br>(currently enrolled—identify year in title line above) | <b>Number of Completers</b><br>(most recently completed academic year—identify year above) |
|--|--|---|--|
| Master of Education (MEd)  | Non licensure  | 108   | 29   |
| Literacy Instruction Certificate   | Reading Teacher (K-12)   | 15 (cert only)<br>34 (MEd + cert)<br><hr/> 49   | 18   |
| Special Education Certificate  | Academic and Behavioral Strategist (K-12)  | 18  | 3  |
|  |  | TOTAL<br>175  | TOTAL<br>50  |

\* Number of Candidates includes the subset of completers to mirror initial licensure candidate reporting. Due to the ability for candidates in the full Master of Education program to concurrently complete a certification as their elective option, a portion of the Literacy Certification candidates may be dual counted in the MEd enrollment.

### 3. Program Performance Indicators

Enter program performance information as indicated for the academic year indicated in Table 1 above.

**Table 2: Program Performance Indicators**

|  |
|--|
| <p>1. <b>Total enrollment</b> in your educator preparation programs for most recently completed academic year, or annual cycle defined by provider (unduplicated count, i.e., count individuals who may be counted in multiple lines above only once here).</p>  |
| <p><b>389:</b> 214 (initial) + 175 (advanced)</p>  |
| <p>2. <b>Total number of unique completers</b> (across all programs) in most recently completed academic year, or annual cycle defined by provider. This will usually match the total in the Program Specification Table; please explain any discrepancies (if, for example, some individuals complete more than one program).</p>   |
| <p><b>107:</b> 66 (Initial) + 41 (advanced) - 9 candidates completed both the full Master of Education program and the Literacy Instruction certificate</p>  |
| <p>3. <b>Number of completers recommended</b> for certification or licensure in most recently completed academic year, or annual cycle defined by provider. Please note numbers, if any, that are recommended for more than one certificate or license.</p>  |
| <p>50 - recommended for Tier 3 in licensure area</p> <ul style="list-style-type: none"> <li>- 1 recommended for Chemistry (9-12) and General Science (5-8)</li> <li>- 7 recommended for Life Science (9-12) and General Science (5-8)</li> <li>- Total of 58 recommendations due to General Science dual licensures</li> </ul> <p>6 - recommended for Conditional Tier 3 in licensure (1 year approval from PELSB)</p> <ul style="list-style-type: none"> <li>- due to MTLE testing location closures during COVID 19 stay at home orders</li> <li>- 5 Elementary (Undergrad), 1 Math (GTL)</li> </ul> <p>10 - not recommended for Tier 3</p> <ul style="list-style-type: none"> <li>- 2 of 10 recommended for Tier 2</li> <li>- 8 of 10 did not submit applications for licensure <ul style="list-style-type: none"> <li>o Would recommend 7 of 8 who did not submit applications</li> </ul> </li> </ul> <p>For Reading Teacher and Special Education (ABS) Endorsements, candidates will often request to add the additional licensure field during their license renewal process. Therefore, recommendations may not correspond with completion time frames in all cases. This is especially true for our Literacy Instruction program.</p> |

In the 2019-20 academic year, CSS provided the following number of recommendations by additional licensure field:

Reading Teacher (K-12) - 11

Academic and Behavioral Strategist (K-12) - 3

4. Cohort completion rates for candidates who completed the various programs in their respective program's expected timeframe **and** in 1.5 times their respective program's expected timeframes.

2019-20 data show that the Master of Education program had a 93% completion rate. We do not currently track this information in a systematic way across all licensure programs. Steps are being taken to more accurately track this information, by program and cohort.

5. Summary of State license examination results, including teacher performance assessments (you may include link to publicly available external reporting sites). Please specify any examinations on which the pass rate (cumulative at time of reporting) were below 80%.

Title II Fact Sheet is posted in left column of the following page: <http://www.css.edu/academics/school-of-education/about.html>

Data for 2019-20 will be posted as soon as the submission of the data is certified and Title II provides the updated report.

**Undergrad:**

- Elem Education Content Sub 1: 49%
- Elem Education Content Sub 2: 68%
- Elem Education Content Sub 3: 75%
- Inst/Voc Music Sub 2: 50%
- World Language Sub 1: 20%
- World Language Sub 2: 67%

**GTL:**

- Elem Education Content Sub 2: 77%
- Mathematics Content Sub 1: 67%
- Mathematics Content Sub 2: 50%

**Special Education:**

- Subtest 1: 100%
- Subtest 2: 100%

**K-12 Reading Teacher:**

- Subtest 1: 100%
- Subtest 2: 87.5%

6. Narrative explanation of evidence available from program completers, with characterization of findings. One to two paragraphs should be sufficient.

**Licensure Programs:**

According to 2019-2020 data from licensure program completers' exit survey, the Transition to Teaching surveys, and edTPA scores, program completers show significant strengths in the following major areas; planning; learning environment, instructional delivery, and professionalism. Our programs set a mean of 3.0 as the expectation of each survey item. On both completers' exit survey and the

Transition to Teaching (TTT) alumni and employer surveys items, means were consistently at 3.0 or above on items relevant to these areas of strengths. Similarly, more than 70% of our program completers' scores on edTPA tasks relevant to the identified areas of strengths were at or above the state of Minnesota established cut scores of 13 for planning and 13 for instruction. We are satisfied that our candidates are meeting and exceeding benchmark expectations in some of the major areas of preparation- planning; learning environment, instructional delivery, and professionalism.

We also observed that program completers' preparation for teaching diverse learners is one specific area of challenge consistent across multiple data sets. Survey items relevant to this area had means of 3.0 or lower. This is an ongoing growth area for licensure programs.

### **Advanced Programs:**

#### *Special Education and K12 Reading Licensure*

Advanced licensure program scores in Special Education and K12 Reading Licensure scores are strong with 100% passing rates. The Special Education program does not have a large enough "N" to report data from exit surveys. Exit survey data from K12 Reading Licensure completers are included in the overall M.Ed. program data. However, the program has instituted Exit Surveys and Certificate Completer Surveys over the last year. Moving forward, we will be able to report additional data from these sources.

#### *Master of Education*

An analysis of the program 2019-2020 exit surveys and the newly instituted alumni survey demonstrate the following strengths and challenges. The target rate for survey responses is an 85% threshold on responses that meet or exceed the 3 or above mean score. Open ended comments are also collected and analyzed for trends to identify strengths and challenges. Overall, the results are strong with all scores on all Exit survey items scores ranging from 3.8- 4.71 mean scores. Top mean scores and program completer comments suggest that the program had a positive impact on impacting the student's ability to conduct research and to think critically about their teaching practices. While still overwhelmingly positive, the lower mean scores from the Exit Surveys suggest that the overall structure of the course layout experience needs to be examined further. The lowest scores reflect a need to address the online course structure and use of webinars for improvement.

7. Narrative explanation of evidence available from employers of program completers, with characterization of findings. One to two paragraphs should be sufficient.

According to data from our 2019-2020 Transition to Teaching Employer Survey, the means are above 3.0 on all 45 items. Our programs set a mean of 3.0 as the goal for each survey item. Overall, we found high ratings from employers across all programs. We are satisfied with the consistent evidence from employers about our program completers as demonstrating the characteristics of competent, caring and effective teachers who prioritize student learning, content knowledge, technology use, build relationships and use feedback to improve their practice.

From Transition to Teaching Employer Survey:

Target is 85% of responders to rate at 3 or above. 45 criteria rated

Received information from 13 out of 38 identified employers (Results are combined for undergraduate and graduate initial licensure due to the low n)

Met on all but 2 criteria (both hit 83% at 3 or above)

- Seeks out Learning opportunities that align with professional development goals (mean = 3.17)
- Differentiates for students at varied developmental levels (mean = 3.25)

17 criteria received 100% of responses at 3 or above. Overall high ratings from employers across Undergrad and GTL. Average score across all criteria/responses = 3.38. Lowest mean scores per criteria were 3.10 on a 4 point scale

Assessing the overall mean scores instead of percentage, we can identify 2 additional criteria to strengthen (3.1 out of 4):

- Helps students develop skills to solve complex problems
- Makes interdisciplinary connections among core subjects

The Master of Education program does not collect data from employers.

8. Employment (and/or more schooling) rates for immediate prior year's completers, if known

We rely on a combination of self-reporting and data provided on employment within public school districts for this information. For the 2018-19 completer cohort, this combination of reporting provided us with employer contact information on 38 of the 79 completers or 48% of the cohort.

#### 4. Candidate Academic Performance Indicators

This section seeks your own expectations for candidate/completer performance and indicators of their success in meeting those expectations. For each of AAQEP Standards 1 and 2, please specify 3 to 5 expectations in Table 4.1 and:

- List your chosen measures of performance (these may be taken from your Quality Assurance Report)
- Indicate the performance expectations for each measure (i.e. your definition of minimally adequate performance, though you may also specify other levels of expectation)
- Summarize candidate/completer success in relation to those expectations

**Table 3. Expectations and Performance**

| Std. | Provider-Selected Measures          | Explanation of Performance Expectation  | Level or Extent of Success in Meeting the Expectation  |
|------|-------------------------------------|---|--|
| 1    | GPA – Entrance and Exit Mean Scores | <p>Admission GPA Undergraduate required minimum = 2.8</p> <p>Program continuation GPA Undergraduate required minimum = 2.8</p> <p>Admission GPA GTL required minimum = 2.8</p> <p>Program continuation GPA GTL required minimum = 3.0</p> | <p>The following reflects the GPA mean scores for each program.</p> <p>UND:</p> <ul style="list-style-type: none"> <li>- Entrance: 3.62</li> <li>- Exit: 3.64</li> </ul> <p>GTL:</p> <ul style="list-style-type: none"> <li>- Entrance: 3.27</li> <li>- Exit: 3.90</li> </ul> <p>MEd:</p> <ul style="list-style-type: none"> <li>- Entrance: 3.52</li> </ul> |

|   |  |   |  |
|---|--|---|--|
|   |  | <p>Admission GPA M.Ed. required minimum = 2.8</p> <p>Program continuation GPA M.Ed required minimum = 3.0</p> | <ul style="list-style-type: none"> <li>- Exit: 3.84</li> </ul> <p>Literacy:</p> <ul style="list-style-type: none"> <li>- Entrance: 3.72</li> <li>- Exit: 3.95</li> </ul> <p>Special Education:</p> <ul style="list-style-type: none"> <li>- Entrance: unavailable</li> <li>- Exit: 4.0</li> </ul>  |
| 1 | Licensure Key Assessments aligned to Minnesota Licensing Standards | 100% attainment of Standards evaluated in Key Assessments   | <p>Undergraduate: 135 of 143 students attained all standards in key assessments prior to student teaching. Of the 8 who did not attain all standards: 5 failed the full course and 3 missed 1-2 standards in a multiple standard assessment but met the majority.</p> <p>GTL: 97% attainment in first submission of Key Assessment assignments. 2 of 59 met after resubmission of assignment.</p>  |
| 1 | Professional Behavior Forms  | 90% of responses for each question will be a 3 or higher meaning the behavior was observed most of the time   | <p>Undergraduate:</p> <ul style="list-style-type: none"> <li>- Elem Ed completers met or exceeded the 90% goal in all responses received. Missing 2 reports due to Global Placement and 4 due to COVID 19.</li> <li>- Secondary completer data is unavailable due to lack of CT completion and flexibility in requiring paperwork due to COVID 19 shift to virtual learning</li> </ul> <p>GTL:</p> <ul style="list-style-type: none"> <li>- Elem Ed completers met or exceeded the 90% goal in all responses</li> <li>- Secondary completers as a whole met or exceeded the 90% goal in all responses, SSC dipped to 89% in 4 criteria and 78% on 1 criteria. These</li> </ul> |



|   |                                   |  |   |
|---|-----------------------------------|--|---|
|   |                                   |  | <p>areas focused on Respectful Relationships and “Takes initiative and follow through on requests made”.</p>  |
| 2 | Student Teacher Final Evaluations | 85% or responses for each question will be a 3 or higher | <p>Undergraduate:</p> <ul style="list-style-type: none"> <li>- Elem Ed completers met or exceeded the 85% goal in all responses received. 2 reports not received due to Global Placement and 3 not received due to COVID 19.</li> <li>- Secondary completers data is unavailable due to lack of CT completion and flexibility in requiring paperwork due to COVID 19 shift to virtual learning.</li> </ul> <p>GTL:</p> <ul style="list-style-type: none"> <li>- As a whole, the Elem Ed cohort scored below 85% on 5 out of 41 responses.</li> <li>- As a whole, the Secondary cohort scored below 85% on 4 out of 41 responses. 2 rated at 84%, 1 at 83%, and 1 at 79%. 3 reports were missing due to COVID 19.</li> </ul> |
| 2 | Exit Survey                       | 85% or responses for each question will be a 3 or higher | <p>Undergraduate:</p> <ul style="list-style-type: none"> <li>- Response rate: 18/33 (55%)</li> <li>- Scored below 85% on 8 of 70 questions <ul style="list-style-type: none"> <li>o 4 at 83%, 2 at 78% and 2 at 72%</li> <li>o 5 of the 8 responses below threshold pertained to preparing to teach diverse learners</li> </ul> </li> </ul> <p>GTL:</p>   |

|   |   |  |  |
|---|---|--|--|
|   |   |  | <ul style="list-style-type: none"> <li>- Response rate: 14/33 (42%)</li> <li>- Scored below 85% on 12 of 70 questions <ul style="list-style-type: none"> <li>o All at 79%</li> <li>o The responses below threshold were distributed across multiple categories</li> </ul> </li> </ul> <p>MEd:</p> <ul style="list-style-type: none"> <li>- Response rate: 16/26 (62%)</li> <li>- All 24 items met the 85% threshold (3 mean score).</li> <li>- Lowest mean score = 3.8</li> <li>- Only four items fell below 4.0</li> <li>- Highest mean score= 4.71</li> </ul> <p>K-12 Literacy Certificate Exit:</p> <ul style="list-style-type: none"> <li>- Response rate: 5/9 (56%)</li> <li>- Scored a mean below 4.0 on 3 of 16 questions <ul style="list-style-type: none"> <li>o 2 at 3.6, 1 at 3.8</li> <li>o Modeling effective technology use, program advising, and orientation to the program where the lowest scoring topics</li> </ul> </li> </ul> <p>Special Education Exit Survey:<br/>The n is too low to report.</p> |
| 2 | Employer Survey – sent to employers of previous year’s completer cohort | 85% or responses for each question will be a 3 or higher | <p>Due to the low response rate, we have combined the data for UND and GTL completers from the 2018-19 cohort. We received employer data on 38 individuals and 13 responses to our survey.</p> <p>Only 2 of the 45 criteria did not meet our goal of an 85% response rate of 3 or above. These items did hit 83%.</p>  |

|   |  |                         |  |
|---|--|-------------------------|--|
| 2 | M.Ed. Key Assessments are aligned to Program Outcomes and AAQEP indicators | 90% scoring 86 or above | Key assessments from<br>6510 - Not Met in either Fall or Spring<br>Fall 2019: 62%<br>Spring 20 - 44%<br>Summer 20 - course not held<br>6550 - Met in Spring and Summer<br>Fall 2019 - course not held<br>Spring 20 - 90%<br>Summer 20 - 100% |
|---|--|-------------------------|--|

Please note that there was a reduction in the completion rate of Professional Behaviors and Student Teaching Final Evaluations with reasons attributed to COVID 19.

## 5. Notes on Progress, Accomplishment, and Innovation

Describe recent program accomplishments, efforts to address challenges, priorities in your current agenda, and innovations that are on the horizon. Please limit comments to no more than two pages.

### **Program Accomplishments (Licensure Programs)**

Relative to Standard 1, several accomplishments are noteworthy. First, licensure students maintain a GPA well above our performance expectation, and often increase their GPA as they progress. This means we are recruiting and holding on to excellent candidates. Second, we have accomplished our goal of 100% attainment of standards in our key assessments. This accomplishment is significant as an indicator of the quality of teacher preparation occurring in our programs. Finally, we are quite pleased with the dispositions attainment of our students. Relative to Standard 2, the following accomplishments are noteworthy. Data from the Student Teacher Final Evaluations and the Exit Surveys continue to show that candidates have significant strengths relative to learning environments, collaboration and professional growth. Our completers are also effective in understanding and engaging local schools and communities, creative productive learning environments, establishing professional growth goals, and collaborating with colleagues to support professional growth. A third accomplishment is the complete implementation of our revised curriculum.

### **Efforts to Address Challenges (Licensure Programs)**

One significant challenge in need of addressing, per our self-study, was that a greater “emphasis should be placed on the area of Culturally Responsive Education Practices” and that “Program completers may struggle with developing productive learning environments in diverse contexts.” In our revised curriculum, all licensure students now experience embedded equity practice spaces which provide pre-service teachers with authentic, low-stakes environments for extending the knowledge and skills on teaching for inclusion and equity. Also, the Special Education minor available to undergraduate students and the revised EDU 5135 graduate course has more explicit opportunities for students to practice differentiation and professional collaboration relevant to special education. Finally, a new iteration of our Introduction to Education course was launched with a revised focus on culturally responsive, socially just, inclusive educational practices.

### **Priorities in the Current Agenda (Licensure Programs)**

The pandemic has provided expanded opportunities for teacher candidates to differentiate their teaching practices, many of which we suspect will be retained after the pandemic is over. Another priority that remains from our 2018 self study report is the support and training of adjunct faculty. Efforts in this area are focused primarily on fostering partnerships (and thus open lines of communication) between adjuncts and core, full time college faculty. P20 partnership efforts continue to be evident in our program redesign (and delivery) with flexibility to provide access and opportunities beyond our main campus. The pandemic has forced increased collaboration and partnerships with P20 schools and

cooperating teachers; the needs of these stakeholders has forced increased communication to ensure consistency in expectations. Out of necessity, the development of increased online and hybrid courses has been hastened by the current reality. This change has made our courses more accessible, and will likely bring us to future conversations about maintaining these online options even after the pandemic has receded. Finally, a few of our administrative level priorities include review and analysis of processes and procedures to increase quality control and efficiency around student records documentation, adjunct faculty training and evaluation, consistency in content delivery across multiple programs, locations, delivery modalities and collaboration with our CSS Alumni office.

### **Advanced Programs**

In 2020 The Graduate Education Programs (GEP) (Master of Education, Graduate Teaching Licensure, and Special Education Programs) formed a collaborative approach to addressing common concerns and areas for continuous improvement processes. Program directors have instituted regular meetings, set goals and action plans to address common concerns informed by program continuous program improvement data analysis. Together, the programs are looking to strengthen online teaching pedagogy, support of adjunct instructors, adoption of an online course template offered in Brightspace, and adoption of a valid and reliable online course and program rubric and checklist. All graduate programs are now online and our programs are growing. In order to address this new growth and continued program and course quality, we need to create systems.

All graduate programs were tasked with alignment to the College Learning Outcomes. This alignment was a new expectation for graduate programs. This alignment required the alignment to key assessments. For the first time, graduate program faculty participated in the College's assessment day where assessments are evaluated against an adopted rubric.

The Master of Education has created a plan for the systematic review of each 12 credit certificate program to ensure ongoing program improvement. The Certificate in Culturally Responsive Practice Certificate is under review for the 2020-2021 academic year. The review includes program schema, course level quality improvement review, action plans, and website review. Next year, the Certificate in Educational Technology will be reviewed for improvement. A new professional advisor was hired to support the Master of Education and Certificate programs. The M.Ed. program added a new Certificate in Special Education as an elective option.

The M.Ed. program implemented the following continuous improvement actions to better address the program experience of program completers and to support adjunct faculty.

- Focus group sessions for program completers
- Alumni survey for completers one year out
- A unique Exist Survey for certificate only completers
- Data moments were added to standing M.Ed. meetings
- Regular twice a month M.Ed. meetings that welcome adjunct instructors.
- A shared drive folder to house resources and communication with all M.Ed. faculty

## **Part II: Self-Assessment and Continuous Growth**

The information reported in this section may be publicly posted at the discretion of the program.

### **6. Self-assessment and Continuous Growth and Improvement**

This section charts ongoing growth and improvement processes. In relation to each of the AAQEP Standards, please identify at least one strength that is being developed and at least one need that is being addressed. Complete the additional cells in each row as appropriate.

**Table 5. Provider Self-Assessment and Continuous Improvement**

| Std. | Strengths, Needs, Goals | Priorities to Be Addressed  | Data-Based Action Plan/Steps to Be Taken  | Steps Taken/ Outcomes (Reflection)  |
|------|-------------------------|---|---|---|
| 1    | Strengths:              | Preparing competent, caring and effective teacher candidates who prioritize student learning and build strong relationships with students | This is a strength and is measured in multiple ways. The data from multiple sources serves as evidence.   | Our strength in this area is being tested in a new way during the pandemic. Our teacher candidates are having to build relationships in a virtual environment. We are confident we will learn much from this that will continue to strengthen our future practices in this area.                        |
|      | Needs:                  | Increase scores on MTLE exams and the edTPA in elementary and secondary mathematics.  | Meet with the mathematics department to review data and brainstorm ideas that will support student learning.<br><br>Identify specific areas of most concern.  | The education department has had several meetings with colleagues in the mathematics department.<br><br>Curriculum is being revised and faculty support is being reviewed.  |
|      | Goals/Opportunities:    | Increase our preparation in distance learning and virtual learning pedagogy   | CSS education programs have been a leader in distance learning for many years in some programs. The pandemic has served as an opportunity to expand our teaching in best practices in distance, online and hybrid learning. | Early anecdotal feedback from K-12 cooperating teachers and principals indicate that our teacher candidates are well prepared to contribute significantly to the online learning needs in the school where they are placed.<br><br>Data and feedback from the GTL program show that the addition of the |

|   |                      |   |  |   |
|---|----------------------|---|--|---|
|   |                      |   |  | Tech Labs in 2017 have greatly increased the knowledge and skills of program completers to teach online and in hybrid formats. In addition, students are working to better understand computational thinking as a new literacy. |
| 2 | Strengths:           | Teacher candidates set goals for their own professional growth and engage in self-assessment, goal setting, and reflection  |  | Students set goals aligned with the ISTE standards for professional pedagogy. These goals include a reflection on digital citizenship for themselves and their students.  |
|   | Needs:               | Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts  | Actively seek out diverse experiences for all of our teacher candidates. | When these placements are difficult, we are supplementing with things such as bringing in speakers and providing virtual classroom visits and virtual equity practice space learning activities                                 |
|   | Goals/Opportunities: | Increase opportunities for students and faculty to develop and transfer their socio political consciousness into action within the context of teaching and learning<br><br>Increase students understanding around learning universal design for learning to |  |   |

|   |                      |  |  |  |
|---|----------------------|--|--|--|
|   |                      | <p>enhance the potential for learning transfer beyond specific courses</p> <p>Leverage the college's purchase of Virtually Reality hardware to construct VR experiences for student interactions in more diverse classroom settings.</p> |  |  |
| 3 | Strengths:           | Providing curricula that is aligned with standards and is developmentally sequenced  |  | The undergraduate program, like the M.Ed, has adopted the use of common "Master Course" templates to ensure consistency and continuity in course delivery and user experience. |
|   | Needs:               | Strengthen data practices and methodologies across programs  | Add exit focus groups to all programs.   | All education programs took part in the exit focus groups beginning in the 2020-21 academic year. This data will be used to provide additional insight into multiple areas.    |
|   | Goals/Opportunities: | Increase employer survey response rate.  | Change the timing for when the survey is sent.<br>Email 3 follow-up reminders to complete the survey.<br>Hold focus group sessions with employers at the Teaching and Learning Conference. | We held a gift card drawing to encourage participation.  |

|   |            |   |  |   |
|---|------------|---|--|---|
|   |            | Advanced programs capstone progress monitoring- Milestone monitoring                | M.Ed. Identify and Support students who have not met capstone milestones   | We are implementing a writing workshop for students not meeting milestones.   |
| 4 | Strengths: | Creating a culture of continuous improvement and innovation                         | The M.Ed. program has instituted “Data Moments” as a standing meeting agenda item.<br><br>Graduate Teaching Licensure Programs   | Action plans are discussed and reviewed at each meeting.<br><br>Due to findings from Exit and Employer surveys that showed students did not feel prepared to effectively use technology for productivity and teaching, the GTL program added a series of “Tech Labs” to the first year of the program in 2017. Recent data collection shows that this has been a positive addition. |
|   | Needs:     | Continued support in providing international opportunities and global perspectives. | Encourage more students to take part in the global student teaching option. Providing early advisement in program planning is important for this to happen.<br><br>The M.Ed. program is reviewing opportunities to strengthen the curriculum strand to better address global | The pandemic has made it difficult to plan for international experiences.   |



|  |                      |   |   |  |
|--|----------------------|---|---|--|
|  |                      |   | and international viewpoints.<br><br>The Graduate Education Programs are exploring adding an international summer experience option for students. |  |
|  | Goals/Opportunities: | Strengthening partnerships with P-12 schools and the communities in which we work and live. | See comment at right.   | A program was established between Duluth Public Schools and the College of St. Scholastica to provide tutoring for Duluth K-12 students. This is being funded by a grant and CSS student worker funds.<br><br>Pathways2Teaching, a partnership program to introduce high school students to the teaching vocation (in the context of socially just education) is run in two area high schools. |

**Response to Evidence**

Explain or elaborate on the findings noted above in the final column (optional).

**7. Evidence Related to AAQEP-Identified Concerns or Conditions**

Please use this section of the Report to document how you are addressing any concerns or conditions that were noted in your accreditation decision. Your AAQEP staff liaison will follow up with you regarding any additional documentation or reporting to the Accreditation Commission that might be required.

No concerns or conditions were identified in the accreditation decision.

## 8. Anticipated Growth and Development

Summarize any planned improvements, innovations, or new program developments that you anticipate. Include description of any challenges or barriers that you foresee. Please limit comments to no more than three paragraphs.

The Doctorate in Education Leadership was approved and will begin in Summer 2021. This program is designed to meet the needs of professionals from various backgrounds including education, healthcare, government, social work, and nonprofit organizations. The EdD is targeted at individuals who would benefit from understanding and applying high-leverage leadership and change practices to support improving the lives of individuals, innovating within organizations, and transforming communities. The Elementary Education Degree Completion Program will be expanding to include another campus. We currently offer the program on our St. Paul campus and will begin offering the program at the Itasca Community College in the fall of 2021.

The Graduate Teaching License (GTL) program moved from a hybrid program to a fully online program in Fall 2020. So far we have exceeded our enrollment targets.

The Special Education programs continue to expand. The ABS licensure program is meeting or exceeding enrollment targets. A certificate in Special Education was added to the MEd program and there is continuous growth in the Special Education minor at the undergraduate level.

There have been a number of leadership changes since our accreditation visit. The college has adopted a new Learning Management System, Brightspace. All of the graduate education programs primarily utilize an online learning format.

## 9. Regulatory Changes

Discuss any new or anticipated changes to your program(s) in response to new regulatory requirements. This section may be left blank.

The social work department joined the education department in July 2020. We are now the School of Education and Social Work. This decision was made in an effort to increase collaboration amongst the departments and to more evenly balance administrative loads across the College.

The Minnesota Professional Educator Licensing and Standards Board provided variances to some licensure requirements for Spring 2021 and Fall 2021 because of the pandemic. Most notably, teacher candidates were given latitude in completing field experience hours

The Minnesota Professional Educator Licensing and Standards Board adopted new standards around dyslexia effective June 1, 2020. All of our required syllabi have been updated to meet the new standards.

## 10. Sign Off

|                       |                         |
|-----------------------|-------------------------|
| AAQEP Primary Contact | Dean/Lead Administrator |
|-----------------------|-------------------------|

Brenda Fischer

Brenda Fischer