AAQEP Annual Report for 2021

Provider/Program Name: **The College of St. Scholastica**

End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited): **June 2026**

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.
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. 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, 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 in July, 2019, resulting in the School

of Education and Social Work. When referring to all programs within education, we now refer to them as the Education Department, rather than the School of Education.

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

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

Education Programs
The Education Department offers the following AAQEP approved 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)*

Public Posting URL

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

https://resources.css.edu/academics/edu/docs/2021partone.pdf
https://www.css.edu/academics/programs/undergraduate/ba-bs-middle-secondary-education/?ecopen=accreditation
https://www.css.edu/academics/programs/undergraduate/bachelor-of-science-elementary-education/?ecopen=accreditation
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https://www.css.edu/academics/programs/doctorate/doctor-of-educational-leadership/?ecopen=accreditation
https://www.css.edu/academics/programs/certificates/certificate-in-literacy-instruction/?ecopen=accreditation

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review

Table 1A. Program Specification: Initial Licensure Enrollment and Completers for Academic Year 2020-2021			
Degree or Certificate granted by the institution/organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** currently enrolled	**Number of Completers** in 2020-21
Undergraduate: Elementary	Elementary (K-6)	80	33
Undergraduate: Middle/Secondary	General Science (5-8) Life Science (9-12) Chemistry (9-12) Communication Arts & Literature (5-12) Mathematics (5-12) Social Studies (5-12) Spanish (K-12) Music: Vocal (K-12) Music: Instrumental (K-12)	38	11
Graduate Teaching Licensure (GTL): Elementary	Elementary (K-6)	39	15
Graduate Teaching Licensure (GTL): Middle/Secondary	General Science (5-8) Life Science (9-12) Chemistry (9-12) Communication Arts & Literature (5-12) Mathematics (5-12) Social Studies (5-12) Spanish (K-12)	48	19

		TOTALS:	205	78

Table 1B. Program Specification: *Advanced Programs* Enrollment and Completers for: 2020-2021			
Degree/Program Name and Level	**Corresponding State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates**	**Number of Completers**
Master of Education (MEd)	Non-licensure	104	26
Literacy Instruction Certificate	Reading Teacher (K-12)	16 *(cert only)* 43 *(MEd+cert)* _____ 59	9 *(cert only)* 11 *(MEd+cert)* _____ 20
Special Education Certificate	Academic and Behavioral Strategist (K-12)	20	6
		TOTAL 183	TOTAL 52

* 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.

Added or Discontinued Programs

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

N/A

3. Program Performance Indicators

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

Table 2. Program Performance Indicators
1. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
345: 205 (Initial) + 140 (advanced) - *43 candidates enrolled in both the full Master of Education program and the Literacy Instruction certificate*
2. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
130: 78 (Initial) + 52 (advanced) - *11 candidates completed both the full Master of Education program and the Literacy Instruction certificate*
3. **Number of recommendations** for certificate, license, or endorsement included in Table

73 – recommended for initial Tier 3 in licensure area
    ● 1 recommended for Chemistry (9-12) and General Science (5-8)
    ● 6 recommended for Life Science (9-12) and General Science (5-8)
    ● Total of 80 recommendations due to General Science dual licensures
 	
5 - not recommended for initial Tier 3
    ● 1 of 5 recommended for Tier 2
    ● 4 of 5 still require MTLE exam passing scores and have not contacted CSS for Tier 2

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.

In the 2020-21 academic year, CSS provided the following number of recommendations by additional licensure field:
 Reading Teacher (K-12) - 14
 Academic and Behavioral Strategist (K-12) - 6

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

Undergraduate: 98%
GTL: 94%
Med: 85%
Literacy: 95%
Special Education: 100%

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

Undergrad:
   - Elem Education Content Sub 1: 70%
   - Social Studies Sub 1: 67%
   - Social Studies Sub 2: 23%
   - Inst/Voc Music Sub 2: 75%

GTL:
   - Elem Education Content Sub 1: 58%
   - Elem Education Content Sub 2: 78%
   - Social Studies Sub 1: 71%
   - Social Studies Sub 2: 71%
   - Mathematics Content Sub 1: 75%
   - Mathematics Content Sub 2: 75%
   - Life Science Sub 1: 71%

Special Education:
- Subtest 1: 100%
- Subtest 2: 100%

K-12 Reading Teacher:
- Subtest 1: 71.4%
- Subtest 2: 71.4%

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

Licensure Programs:

According to 2020-2021 exit survey data from the completers of our licensure programs and the Transition to Teaching (TTT) surveys, program completers show significant strengths in the following major areas: subject matter expertise, effective instructional design, integration of technology, communication skills and connections with students. Licensure programs at the College of St. Scholastica set a mean of 3.0 as the goal for each survey item. On both completers' exit survey and the Transition to Teaching (TTT) alumni and employer surveys items, means were consistently above 3.0 for nearly all items, and particularly for the aforementioned broad areas of strength. We are satisfied that our completers (*Who were student teaching (exist survey data) and started first year of teaching (TTT alumni survey data) at a time foiled by a global pandemic, a racial reckoning and a challenge to the American political system*) are meeting and exceeding benchmark expectations in the major areas of their preparation.

With all that in mind, it is important to note that in our previous report (2019-2020), our licensure programs observed that program completers' preparation for teaching diverse learners was one specific area of challenge consistent across multiple data sets. Survey items relevant to this area previously had means of 3.0 or lower. In the 2020-2021 academic year, analysis of actionable items (coursework, theoretical and conceptual frameworks, professional development, etc) led to a concerted effort for improvement in this area, and the 2020-2021 data show significant improvement, with student teachers, alumni and employers both rating these area of preparation significantly higher (well above 3.0 for all pertinent survey items).

Advanced Programs:

Special Education and K12 Reading Licensure

Advanced licensure program scores in Special Education are strong with 100% passing rates. The Literacy program scores dropped from 100% to 71.4%.

An analysis of the Special Education program data is combined from 2019-2021 due to small N size . Exit surveys and focus groups data 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 4.0-5.0 mean scores. Top mean scores and program completer comments suggest that the program has strong alignment and practicality between coursework and field/work experiences, as well as knowledgeable and supportive faculty, as well as the ability to assess student learning and use data to make informed decisions to improve learning. While still overwhelmingly positive, the lower mean scores from the Exit Surveys suggest that the overall structure of the course layout experience within the new learning management system needs to be examined further, as well as one specific set of literacy content courses that are not housed with the special education program. The lowest scores reflect a need to address the online course structure and use of webinars for improvement. Focus group feedback also indicates a need to strengthen the program's integration of culturally responsive practices and consider a global perspective.

Exit survey data from K12 Reading Licensure completers are included in the overall Certificate. program data. The target rate for survey responses is an 85% threshold on responses that meet or exceed the 3 or above mean score. The newly instituted Exit Surveys and Certificate Completer Surveys over the last year 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 as well as the need to examine the orientation to the programs.

Master of Education

An analysis of the program 2020-2021 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 3.88- 4.6 mean scores. Top mean scores and program completer comments suggest that the program had a positive impact on the student's ability to apply current education theory to increase student learning, effectively apply culturally responsive classroom practices 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 continue to reflect a need to address the online course structure, both within the learning management system and specific courses within the program, as well as the use of webinars for improvement.

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

According to data from our 2020-2021 Transition to Teaching Employer Survey, all survey items are above 3.0, which is our established goal. Overall, we found high ratings from employers across all programs. We are satisfied with this consistent evidence from employers about our program completers, namely that they demonstrate the characteristics of competent, caring and effective teachers who prioritize student learning, content knowledge, technology use, relationships and the use of 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
For 2020-2021, we received information from 7 out of 36 identified employers (Results are combined for undergraduate and graduate initial licensure due to the low n)

We met our goal on all criteria.

44 out of 45 criteria received 100% of responses at 3 or above. Overall high ratings from employers across Undergrad and GTL. Average score across all criteria/responses = 3.72. Lowest mean scores per criteria were 3.43 on a 4 point scale

Assessing the overall mean scores instead of percentage, we identify one additional criteria to strengthen (3.43 out of 4): Collaborates with parents and guardians to support student learning.

The Master of Education program and Special Education Program do not collect data from employers.

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

We rely on a combination of student self-reporting, our alumni office, and annual public school district employment data provided by PELSB for this information for our initial licensure candidates. For the 2019-20 completer cohort, this combination of reporting provided us with employer contact information on 36 of the 67 completers or 54% of the cohort.

4. Candidate Academic Performance Indicators

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

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance		
Provider-Selected Measures	**Explanation of Performance Expectation**	**Level or Extent of Success in Meeting the Expectation**

GPA – Entrance and Exit Mean Scores	Admission GPA Undergraduate required minimum = 2.8 Program continuation GPA Undergraduate required minimum = 2.8 Admission GPA GTL required minimum = 2.8 Program continuation GPA GTL required minimum = 3.0 Admission GPA M.Ed. required minimum = 2.8 Program continuation GPA M.Ed required minimum = 3.0	The following reflects the GPA mean scores for the completer cohorts for each program. UND: - Entrance: 3.39 - Exit: 3.61 GTL: - Entrance: 3.40 - Exit: 3.86 MEd: - Entrance: 3.64 - Exit: 3.93 Literacy: - Entrance: 3.77 - Exit: 3.92 Special Education: - Entrance: 3.60 - Exit: 3.90
Licensure Key Assessments aligned to Minnesota Licensing Standards	100% attainment of Standards evaluated in Key Assessments	Undergraduate: 122 of 133 students attained all standards in key assessments prior to student teaching. Of the 11 who did not attain all standards: 5 failed the full course and 6 withdrew from the licensure pathway. All student teachers attained the required standards per their content area. GTL: 91% attainment in first submission of Key Assessment assignments. 10 of 113 met after resubmission of assignment. All student teachers attained the required standards per their content area.

Professional Behavior Forms	90% of responses for each question will be a 3 or higher meaning the behavior was observed most of the time	Undergraduate: - Elem Ed completers exceeded the 90% goal in all responses received. Forms were not received for 2 candidates. - Secondary completers exceeded the 90% goal in all responses received. GTL: - Elem Ed completers exceeded the 90% goal in all responses - Secondary completers exceeded the 90% goal in all responses

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth		
Provider-Selected Measures	**Explanation of Performance Expectation**	**Level or Extent of Success in Meeting the Expectation**
Student Teacher Final Evaluations	85% of responses for each question will be a 3 or higher	Undergraduate: - The Elem Ed cohort did not meet the 85% goal on 1 out of 41 prompts. - As a whole, the Secondary cohort did not meet the 85% goal on 8 out of 41 prompts. 7 of these prompts met 82% and 1 at 80%. GTL: - The Elem Ed cohort met the 85% goal on all 41 prompts. - As a whole, the Secondary cohort did not meet the 85% goal on 3 out of 41 prompts. All 3 of these prompts scored at 83%.
Exit Survey	85% of responses for each question will be a 3 or higher	Undergraduate: - Response rate: 17/44 (39%)

		- Scored below 85% on 3 of 70 questions
		    o 2 at 82%, 1 at 76%
		    o 2 of the 3 responses below threshold referred to differentiating instruction: IEPs/504s (82%) and English language learners (76%)
		
		GTL:
		- Response rate: 8/34 (24%)
		- Scored below 85% on 25 of 70 questions
		    o The responses below threshold were distributed across multiple categories
		    o Percentages are drastically impacted by low response rate. Overall mean scores only dropped below 3.0 on 5 of 70 responses.
		MEd:
		- Response rate: 18/26 (69%)
		- All 24 items met the threshold of a mean score of 3 or above.
		- Lowest mean score = 3.88
		- Only four items fell below 4.0
		- Highest mean score= 4.60
		
		K-12 Literacy Certificate Exit:
		- Pulled from full Certificate Only Exit Survey
		- Response rate: 3/9 (34%)
		- All 16 questions scored a mean at or above 4.0
		    o 4.67 - online synchronous sessions
		    o 4.0 - Course layout in LMS
		
		Special Education Exit Survey: -
		- Includes completers from 2019-2021
		- Response rate: 5/8 (63%)
		- All 14 items met the threshold of a mean score of 3 or above.

		- Lowest mean score = 4.0 - No items fell below 4.0 - Highest mean score= 5.0
Employer Survey – sent to employers of previous year's completer cohort	85% of responses for each question will be a 3 or higher	Due to the low response rate, we have combined the data for UND and GTL completers from the 2019-20 cohort. We received employer data on 36 individuals and 7 complete responses to our survey. All 45 criteria met our goal of an 85% response rate of 3 or above. Only 1 criteria scored lower than 100% of response rate at 3 or above: *Identifies issues of reliability and validity in assessment.*
Key Assessments MEd: aligned to Program Outcomes and AAQEP indicators Special Education and K-12 Literacy: aligned to Minnesota Licensing Standards	90% of students scoring 86% or above	MEd: Key assessments for all courses met the threshold. Only EDU 6530 Spring 21 (92%) and EDU 6525 Summer 21 (91%) met at less than 100%. Special Education Certificate: Key assessments for all courses met the threshold at 100%. K-12 Literacy Certificate: Key assessment for 2 courses during Summer 21 did not meet threshold: EDU 6340 (85%) and EDU 6375 (89%).

5. Notes on Progress, Accomplishment, and Innovation

Program accomplishments, efforts to address challenges, current priorities, and innovations

Program Accomplishments (Licensure Programs)
As mentioned in Section 3.6, we are aware that completers' preparation for teaching diverse learners was a specific area of challenge consistent across multiple data sets. Survey items relevant to this area previously consistently had means of 3.0 or lower. In the 2020-2021 academic year, analysis of actionable items (coursework, theoretical and conceptual frameworks, professional development, etc) led to a concerted effort for improvement in this area, and the 2020-2021 data show significant improvement, with students and employers both rating

these area of preparation significantly higher (well above 3.0 for all pertinent survey items). This is consistent with the note provided in our previous report ('19-'20) 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."Again, through persistent curricular and professional development work (detailed in our previous report), the program has begun to address this, and the data supports that conclusion.

In an effort to address teacher shortage in specific geographical areas in the state of MN, the GTL program was redesigned during the 2020-2021 academic year from a hybrid weekend program to an online/low-residency program. In the redesign process courses have been revised for fully online and faculty members are being trained for this mode of delivery through our CSS Center for Teaching Excellence. The GTL program redesign includes a change to an academic advising structure with one dedicated staff academic advisor who works in collaboration with the program chair, program and content faculty to advise GTL students on professional education program requirements and licensure specific content courses.

Efforts to Address Challenges (Licensure Programs)
While there is no data on the subject of edTPA for academic year 2019-2021 due to the pandemic (the requirement was lifted by the licensing board in MN), raising our edTPA score pass-rates (as a measurement of program effectiveness) across all areas (with particular focus on Elementary Education and Secondary Mathematics) has been and continues to be an area of challenge. In an effort to address these challenges, multiple changes are in progress with three distinct themes. The first theme is that of curriculum, with focused efforts made on a greater focus in key edTPA task preparedness embedded throughout our coursework in order to better prepare and support students. The second theme is that of faculty and staff understanding, with dedicated time spent once a month in the areas of professional development centered on the edTPA (and the skills necessary for student success). The third theme is one of policy and a formal movement toward requiring students to resubmit their edTPA until they reach the required overall threshold. It is our belief that this three-themed effort to address our edTPA challenges will be fruitful.

The redesign of the GTL program to an online / low-residency delivery comes with two significant challenges. The first challenge is in the area of preparing all faculty members including adjunct faculty on high quality online teaching pedagogies that are interactive and engaging to ensure effective learning transfer from program preparation to K-12 classrooms. We will continue to collaborate with our CSS Center of Teaching Excellence to help us address this challenge as well as explore other resources. We are exploring virtual classroom observation models to help us attract retired and current teachers who may be limited by travel. Additionally, training supervisors on multiple modes for conducting supervision is an unfolding challenge. We are working on revising guidelines for supervisions and exploring MACTE collaborations to provide coaching and mentoring training to college supervisors in our state.

Priorities in the Current Agenda (Licensure Programs)
In addition to the aforementioned focus on edTPA preparedness and pass-rates, licensure program exit surveys illuminated a need for more focused content on working with English language learners, insofar as ever-growing diversity and immigration patterns necessitate these skills.

Efforts in this area are, and will be, important considerations in our current agenda and future agenda. We are also prioritizing faculty development on instructional delivery and supervision in multiple modalities.

We will continue to strengthen our collaboration and partnerships with P20 schools and cooperating teachers through ongoing communication to ensure consistency in expectations in the area of clinical practice. Our administrative level priorities from 2019-20 which included 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 locations and modalities is still a current and priority agenda.

Current Priorities

Programs for graduate education are offered online and our suite of programs is expanding. Together, the programs are looking to continue 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.The graduate program chairs and directors have begun exploration and a pilot of the open-source OSCQR rubric, a valid and reliable online course design rubric established in collaboration with the Online Learning Consortium and SUNY (State University of New York). The graduate programs have also revised the research block of courses which will allow graduate education students to access the same courses versus pursuing separate paths. It is believed that this approach will allow for a higher level of quality control and support both faculty and students in the timely completion of programs.

College Learning Outcomes: Graduate programs must map to all five college learning outcomes. Two years ago, graduate programs began aligning key assessments with three of the outcomes.

Innovations

Undergraduate Programs: Professional Development Series
In an effort to devote time to professional development for faculty and staff, the undergraduate programs instituted a new approach to our bi-monthly meetings. One gathering a month is dedicated to learning and development on special topics to keep us informed and inspired for innovation and change. Topics thus far have included professional development in the areas of narrative writing, edTPA, and culturally responsive teaching.

Undergraduate Programs: Field Note Implementation
A simple yet important program-level innovation relative to field work has been the implementation of field notes across all clinical experiences. Field notes allow pre-service candidates the space to reflect on specific facets of their clinical experiences and utilize a narrative writing framework to allow students to practice skills essential to (a) the profession and (b) the edTPA.

Undergraduate Programs: Ongoing Course Review

Undergraduate programs has created and instituted a plan for the systematic review of each of its courses to ensure they are innovative and up to date. Courses have been assigned faculty shepherds who facilitate annual reviews of each course, updating based on experience, student surveys, and feedback from adjuncts (which is held in high esteem). Beyond course-level changes, this process has led to program innovations such as a redesign of our lesson plan template (in process), the implementation of ant-racist pedagogy/equity literacy, and grater alignment with College Learning Outcomes.

Institutional Membership to the Online Learning Consortium: Programs for graduate education are pursuing an institutional membership to the Online Learning Consortium (OLC). The OLC provides professional development opportunities specific to online teaching and learning.

Advanced Programs

New EdD program: During the summer of 2021, the School of Education and Social Work launched its first low-residency online Doctorate in Educational Leadership. Eighteen students started the program. We have established a faculty program design team that will continue to build the curriculum using a collaborative approach and the Design Thinking framework. The first graduates of this program are expected in 2025.

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. 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.

The Master of Education has created a plan for the systematic review of each 12 credit certificate programs to ensure ongoing program improvement. The Certificate in Culturally Responsive Practice underwent revision during the 20-21 academic year. Each course was evaluated and adapted for the ability to include multiple points of entry, the decentering of whiteness, and the integration of more authors of color. During the 21-22 academic year, we are reviewing and revising the Certificate in Educational Technology and the K-12 Literacy Certificate. The K-12 Literacy program revision will allow us to closer examine the courses/areas in which students did not meet key assessment thresholds. This will also allow the opportunity to determine if appropriate scaffolding is present in the scope/sequence of the literacy courses and determine if/how the program can better support student preparation for the MTLEs.

The M.Ed. program implemented the following continuous improvement actions to better address the program experience of program completers and to support adjunct faculty.
- Weekly meetings with our dedicated program advisor
- live/synchronous program orientation
- Revision of the research block courses to address student concerns related to the course structure, which was creating barriers to timely completion

- Adoption and implementation of the graduate programs learning management system template to address concerns related to course structure
- live/synchronous new adjunct faculty orientation
- Weekly MEd faculty outreach with professional development component

The Special Education program has created a plan for systematic course review for program improvement with an increased focus on the integration of culturally responsive practices and considerations of global perspectives as they relate to children/people with disabilities. We will also look to collaborate with the Graduate Teacher Licensure program to problem-solve the literacy courses, including the completion of a work-load estimator.

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

- Bi-weekly meetings with our dedicated program advisor
- live/synchronous program orientation
- Adoption and implementation of the graduate programs learning management system template to address concerns related to course structure
- live/synchronous new adjunct faculty orientation
- Weekly SpEd faculty outreach with professional development component