



AAQEP Annual Report for 2024

Provider/Program Name:	Muskingum University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	Spring 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 included in its AAQEP review.

Muskingum University is an independent church-related (Presbyterian) institution located on a 245-acre campus in New Concord, Ohio in the State's Appalachian cultural region. Founded in 1837, the university offers baccalaureate programs in the liberal arts and sciences to approximately 1200 undergraduate students in a residential university setting. It also offers undergraduate degree completion programs (MAP) that prepare adults to succeed in a professional field. In addition, the PLUS Program provides services to students with individual education plans. Graduate programs are provided to some 600 part-time and full-time students, and continuing education to approximately 400 students. Formal exchange agreements exist with institutions around the world that encourage the development of international awareness and understanding. Muskingum is authorized by the Ohio Department of Higher Education to grant the following degrees: BA, BS, BSN, MAT, MAE, MISST, and Ed.S. The Higher Learning Commission has accredited the University since 1919. In 2023-2024, there were 85 full-time faculty, 90% with terminal or advanced professional degrees. The student-faculty ratio was 13:1. The curricula are rooted in liberal arts values, including critical thinking, positive action, ethical sensitivity, and spiritual growth. The library offers access to 50 million items through the integrated statewide shared OhioLINK catalog of books, DVDs, CDs and more. Faculty and students have borrowing privileges at 90 academic libraries and several public

libraries throughout the State. As a Federal Depository Library of Ohio's 6th Congressional District, the University Library receives electronic and print government publications from the U.S. government and the State of Ohio.

A profile of the University unique to the EPP and Ohio may be found at <https://www.muskingum.edu/about/quick-facts-figures>.

Muskingum University teacher education candidates are largely first-generation college students and predominantly from the Appalachian region. They bring a unique identity to the program and have contributed to the wellbeing of Appalachian children and their families. Therefore, Muskingum University Candidate diversity is defined as a collection of individual attributes such as national origin, language, racial identity, color, disability, ethnicity, age, gender, sexual orientation, gender identity, gender expression, Appalachian cultural region, geographic region, political affiliation, religion, socioeconomic background, veteran status, and family structure and educational background. The definition also encompasses differences among people concerning where they are from, where they have lived, their differences of thought and life experiences, and their personalities, interests, and learning modalities. NOTE: The above is a refinement of the definition of diversity provided by the U.S. Office of Personnel Management, Office of Diversity and Inclusion (2011).

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2. Enrollment and Completion Data

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

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 07/24)	Number of Completers in most recently completed academic year (12 months ending 07/24)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts (Baccalaureate) Initial Teaching License	Primary Education P-5	39	6
	Middle Childhood Education 4-9 (candidates pick two areas) *Language Arts and Reading *Mathematics *Science *Social Studies	12	4
	Special Education K-12 Intervention Specialist: Mild/Moderate	15	3
	Inclusive Primary Education (Dual License in Primary Education P5 and Intervention Specialist: Mild/Moderate K-12)	45	7
	Visual Art Education K-12	3	0
	Music Education K-12	7	1
	Adolescent to Young Adult Integrated Language Arts 7-12	10	1
	Inclusive AYA Integrated Language Arts Education (Dual License in AYA Language Arts 7-12 and AYA 7-12 Intervention Specialist)	1	0
	Adolescent to Young Adult Integrated Mathematics 7-12	12	0
	Adolescent to Young Adult Integrated Science 7-12	7	0
	Adolescent to Young Adult Life Science 7-12	1	0
	Adolescent to Young Adult Social Studies 7-12	20	2

	Inclusive AYA Integrated Social Studies Education (Dual License in AYA Social Studies 7-12 and AYA 7-12 Intervention Specialist)	7	1
Master of Arts in Teaching (MAT) (Post Baccalaureate) Initial Teaching License	Primary Education P-5	13	7
	Middle Childhood Education 4-9 *Language Arts and Reading *Mathematics *Science *Social Studies (Candidates pick two areas)	2	0
	Intervention Specialist: Mild/Moderate K-12	53	21
	Intervention Specialist: Moderate/Intensive K-12	0	0
	Inclusive Primary Education (Dual License in Primary Education P5 and Intervention Specialist: Mild/Moderate K-12)	3	0
	Visual Art Education K-12	0	0
	Music Education K-12	2	0
	Adolescent to Young Adult Integrated Language Arts 7-12	6	2
	Adolescent to Young Adult Integrated Mathematics 7-12	2	0
	Adolescent to Young Adult Integrated Science 7-12	2	0
	Adolescent to Young Adult Life Science 7-12	2	1
	Adolescent to Young Adult Social Studies 7-12	5	1
Total for programs that lead to initial credentials		269	58
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
	Primary Education P-5	5	1
	Middle Childhood Education 4-9 (candidates pick two areas) *Language Arts and Reading *Mathematics *Science *Social Studies	1	0
	Intervention Specialist: Mild/Moderate K-12	35	12

Master of Arts in Education (MAE) (Post Baccalaureate) Licensed Teachers Adding Another License	Intervention Specialist: Moderate/Intensive K-12	1	1
	Inclusive Primary Education (Dual License in Primary Education P5 and Intervention Specialist: Mild/Moderate K-12)	0	0
	Visual Art Education K-12	0	0
	Music Education K-12	0	0
	Adolescent to Young Adult Integrated Language Arts 7-12	0	0
	Adolescent to Young Adult Integrated Mathematics 7-12	0	0
	Adolescent to Young Adult Integrated Science 7-12	0	0
	Adolescent to Young Adult Life Science 7-12	0	0
	Adolescent to Young Adult Social Studies 7-12	0	0
	Primary Intervention Specialist P5	1	0
Master of Arts in Education (Graduate)	Advanced Certification: Principal Licensure (P-6, 4-9, 5-12 licensure bands)	12	15
	Advanced Certification: Administrative Specialist	11	6
Licensure of Advanced Studies (Postgraduate)	Advanced Certification: Superintendent	2	5
Total for programs that lead to additional/advanced credentials		56	40
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Not applicable		0	0
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		325	98
Unduplicated total of all program candidates and completers		325	96

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.)

Approved by ODHE on October 2, 2023, to place the follow program in dormancy:

- Adolescent to Young Adult Physical Science/Chemistry
- Adolescent to Young Adult Life Science/Chemistry
- Adolescent to Young Adult Physics
- Adolescent to Young Adult Earth Science
- Adolescent to Young Adult Earth Science/Chemistry
- Health Education
- Physical Education
- World Languages: French
- World Languages: German
- World Languages: Spanish

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

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

325

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

96

*After reviewing and better understanding of the requirements for completers, the MAE candidates were added to the additional/advanced credentials section in the Table 1.

**To be considered a program completer in Ohio, UG candidates need to have graduation confirmed with the University and all licensure testing requirements met (applying for the license is not necessary), G candidates are required to have all coursework completed (grades for courses and labs) and licensure testing requirements met (graduation is not required as a baccalaureate degree is already confirmed and applying for license is not necessary). The number of completers candidates may cross over different academic years. There are a few factors that may contribute to this: take time completing all testing requirements due to difficulty passing or financial reason and/or personal reasons delay completing, etc. The total documented here is not the Title II total of completers.

Initial Candidates			
Program	Number of Candidates Admitted to Student Teaching	Number of Candidates Completing Student Teaching	% of Candidates Completing Student Teaching
UG/MAP – G/PB	79	78	99%

Advanced Candidates			
Program	Number of Candidates Admitted to Student Teaching	Number of Candidates Completing Student Teaching	% of Candidates Completing Student Teaching
PIS	0	0	0%
ATP	7	7	100%
Summer Programs (Jumpstart/Gifted)	33	32	97%

OSPP Candidates			
Program	Number of Candidates Admitted to Internship	Number of Candidates Completing Internship	% of Candidates Completing Internship
Principal	9	8	89%
Administrative Specialist	6	6	100%
Superintendent	1	1	100%

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

95

**To be approved for a license, program completers need the following: UG candidates need to have graduation confirmed with the University and all licensure testing requirements met, G candidates are required to have all coursework completed (grades for courses and labs), licensure testing requirements met, no money owed to the university, admission to the graduate program and department of education. The number of

recommendations for licensure candidates may cross over different academic years. There are a few factors that may contribute to this: they do not apply for license, take time completing all testing requirements due to difficulty passing or financial reason and/or personal reasons delay completing, owing money to the university or completing admission requirement, etc.

Initial Candidates			
Program	Number of Candidates in Student Teaching	Number of Candidates Who Sought Licensure	% of Candidates Who Sought Licensure
UG/MAP – G/PB	79	50	63%

Advanced Candidates			
Program	Number of Candidates in Student Teaching	Number of Candidates Who Sought Licensure	% of Candidates Who Sought Licensure
PIS	0	0	0%
ATP	7	3	43%
Summer Programs (Jumpstart/Gifted)	33	13	39%

OSPP Candidates			
Program	Number of Candidates in the Internship	Number of Candidates Who Sought Licensure	% of Candidates Who Sought Licensure
Principal	9	4	44%
Administrative Specialist	6	5	83%
Superintendent	1	1	100%

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

Muskingum University had 103 candidates (UG-40, G-63) apply for graduation in Academic Year 2023-2024. The education programs at the undergraduate level can be completed in 4 years, for graduate programs 2 years. Of the 40 undergraduate candidates, 73% graduated within 4 years. Of the 63 graduate candidates, 57% graduated within the 2 years. Twenty-eight candidates (UG-1, G-27) did not graduate within the allotted 4-2-year time frame. The undergraduate candidate took one extra year, and the remaining graduate candidates completed anywhere from 3 to 11 years. There could be multiple factors at the graduate level not completing within the desired timeframe – students take breaks during their education for personal reasons, do not complete testing requirements, and or do not apply for graduation.

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

The data included in table 1 below provides the Assessment for Professional Knowledge (APK) Pedagogy test required by the Ohio department of Education serviced by Pearson. The data supports Muskingum teacher candidates have the pedagogical knowledge to be strong educators.

Table 1								
Test	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Score-Inst.	Mean Score-State	State Pass Rate
APK: AYA (7-12)	6	6	0	100%	0%	256.0	250.6	97%
APK: Mid Childhood (4-9)	5	5	0	100%	0%	244.8	243.2	89%
APK: Multi-Age (PK-12)	35	34	1	97%	3%	252.1	252.1	95%
APK: Primary Education (PK-5)	26	26	0	100%	0%	259.3	258.3	99%

The data in Table 2 below provides the content tests for the academic year. There are several content areas below 80% pass rate. They include Biology, Elementary Ed Subtest II, English Language Arts, Integrated Social Studies, Mathematics Middle Grades Language Arts, Mathematics and Social Studies. For any student having difficulty passing the required Ohio tests for licensure are provided by support from the faculty, virtual study sessions, and access to 240 tutoring.

Table 2								
Test	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Score-Inst.	Mean Score-State	State Pass Rate
Art	1	1	0	100%	0%	233.0	236.6	82%
Biology	1	0	1	0%	100%	179.0	218.8	59%
Early Childhood Spec Educ	5	5	0	100%	0%	246.8	240.5	85%
Educational Leadership	10	9	1	90%	10%	236.4	235.7	87%
Elem Education Subtest I	6	5	1	83%	17%	242.0	233.0	74%
Elem Education Subtest II	8	5	3	63%	38%	217.9	224.8	67%
English Language Arts	5	3	2	60%	40%	226.6	236.2	80%
ESOL	9	9	0	100%	0%	256.1	249.2	91%
Foundations of Reading	85	71	14	84%	16%	232.8	234.0	80%

Gifted Education	21	18	3	86%	14%	242.0	242.6	91%
Integrated Science	2	2	0	100%	0%	247.0	243.6	88%
Integrated Social Studies	7	4	3	57%	43%	223.3	233.8	77%
Mathematics	7	2	5	29%	71%	212.1	227.9	66%
Mid Grades Eng Lang Arts	1	0	1	0%	100%	203.0	243.4	89%
Mid Grades Mathematics	2	1	1	50%	50%	206.5	237.3	81%
Mid Grades Science	1	1	0	100%	0%	256.0	237.8	87%
Mid Grades SS	6	4	2	67%	33%	224.2	230.7	74%
Primary Education (PK-5)	36	34	2	94%	6%	242.9	244.6	93%
Primary Special Education (PK-5)	5	5	0	100%	0%	248.2	245.8	96%
Reading Subtest I	35	34	1	97%	3%	262.0	259.2	96%
Reading Subtest II	35	35	0	100%	0%	259.1	258.3	96%
Special Education	64	53	11	83%	17%	236.3	236.8	81%

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

Muskingum University surveys student teacher completers at the end of student teaching/clinical practice experience each semester and again for three years after graduation. The data in table 1 shows graduating candidates and our candidates in the field feel confident in the classroom with all areas above 80% satisfaction with the education provided by Muskingum University.

Table 1

Teacher Completers Survey		
% of completers responses at satisfactory or above satisfactory on multiple measures within each of the OSTP Standards		
OSTP Standards	Student Teachers	Alumni Teachers
#1 Students (ST-Q:6a,6b; AL-Q:4a,4b)	90%	98%
#2 Content (ST-Q:6c,6d; AL-Q:4c,4d)	88%	96%
#3 Assessment (ST-Q:6e,6f; AL-Q:4e,4f)	87%	96%

#4 Instruction (ST-Q:6g,6h,6i; AL-Q: 4g,4h,4i)	86%	97%
#5 Learning Environment (ST-Q:6j,6k; AL-Q:4j,4k)	90%	98%
#6 Collaboration and Communication (ST-Q:6l,6m; AL-Q:4l,4m)	90%	98%
#7 Professional Responsibility and Growth (ST-Q:6n,6o; AL-Q:4n,4o)	88%	100%

Muskingum University surveys Principal Intern completers during the academic year the internship is being completed and again for three years. The data in table 2 shows intern candidates and our candidates in the field feel confident in the with the principal curriculum in most areas at 100% satisfaction. There are two areas of concern which were forwarded to the Director of this program. However, there was a low N, so this will be monitored over the next semesters to see if there is consistency.

Table 2

OSPP Completers Survey			
% of completers responses at satisfactory or above satisfactory on multiple measures within each of the OSTP Standards			
Ohio Principal Standards		Principals	Alumni
Leadership	#1 Continuous Improvement (4a)	100%	100%
	#2 Instruction (4b)	100%	100%
	#3 School Operations, Resources and Learning Environment (4c)	100%	100%
Learning	#4 Collaboration (4d, 4e, 4f, 4g)	100%	100%
	#5 Parents and Community Engagement (4h)	100%	100%
Culture	#6 Equity and Cultural Responsiveness (4h, 4i, 4j)	100%	100%
	#7 Community of Care and Support (4k, 4l)	100%	100%
	#8 Meaningful Engagement of Families and Community (4l, 4m)	100%	100%

Management	#9 Strategic Staffing (4n)	0%	100%
	#10 School Operations (4o)	0%	100%

Muskingum University surveys Administrative Specialist and Superintendent Intern completers during the academic year the internship is being completed and again for three years. The data in table 3 shows graduating candidates and our candidates in the field feel confident in the leadership curriculum with all areas at 100% satisfaction.

Table 3

Ohio Superintendent Standards	Superintendents	Administrative Specialists	Alumni (results combined)
#1 Vision, Continuous Improvement, and Focus of District Work (5a, 5b, 5c, 5d)	No response for Candidates	100%	100%
#2 Communication and Collaboration (5e)		100%	100%
#3 Policies and Governance (5f, 5g, 5h, 5i, 5j)		100%	100%
#4 Instruction (5k, 5l, 5m, 5n)		100%	100%
#5 Resources (5o, 5p, 5q, 5r, 5s)		100%	100%

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

Muskingum University gathers employer information for the Academic Year through Survey Monkey. A survey is sent to cooperating teachers, university supervisors, mock interview participants (hiring principals/superintendents) and mentors of the OSPP interns each semester (no duplication of participants – if a person responds in the fall, he/she is not surveyed in the spring). The results are listed in the table below. Overall, data supports Muskingum education candidates are provided the knowledge, skills, and dispositions necessary to provide quality instruction/leadership in the districts he/she teaches.

The results from this survey are gathered during Mock Interviews at the end of each semester and OSPP internship mentors at the intern’s completion

% of employer responses at satisfactory or above satisfactory on multiple measures within each of the OSTP Standards

OSTP #1 Students (Q: 6a, 6b)	99%
OSTP #2 Content (Q: 6c, 6d)	93%
OSTP #3 Assessment (Q: 6e, 6f)	96%
OSTP #4 and #5 Instruction and Learning Environment (Q: 6g, 6h, 6i, 6j, 6k)	99%
OSTP #6 Collaboration and Communication (Q: 6l, 6m)	98%
OSTP #7 Professional Responsibility and Growth (Q: 6n, 6o)	100%

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

Muskingum University gathers candidate completer employment information for the Academic Year through Survey Monkey. A survey is sent to completers for the academic year in August to his/her Muskingum Email and/or personal email (if available). The survey is open for a month with reminders sent weekly for candidates' responses. Table 1 for initial and advanced teaching license completers, 49% of candidates responded to the survey with 86% teaching in the field.

The following data are based upon results from the Academic Year Employment Survey conducted by the MU EPP August 2024.

Initial/Advanced Teaching License											
Number of Completers Sent Survey	Number of Completers Who Responded	Employed in Teaching Field	Looking for Teaching Position	Not Looking for Teaching Position	Employed in Higher Education	Seeking Advanced Studies	Outside Education	Military	Left Education	Not Employed	Skipped Question
112	50	37	4	0	1	1	0	0	0	0	7
% Totals	49%	86%	9.3%	0%	2.3%	2.3%	0%	0%	0%	0%	14%

Table 2 for OSPP employment survey had a 53% response rate with 50% working as an administrator.

The following data are based upon results from the Academic Year OSPP Employment Survey conducted by the MU EPP August 2024.

Principal, Administrative Specialist, and Superintendent											
Number of Completers Sent Survey	Number of Completers Who Responded	Employed in OSPP Field	Looking for OSPP Position	Not Looking for OSPP Position	Still Employed as a Licensed Teacher	Employed in Higher Education	Seeking Advanced Studies	Military	Outside Education	Not Employed	Skipped Question
15	8	4	1	0	3	0	0	0	0	0	0
% Totals	53%	50%	12.5%	0%	37.5%	0%	0%	0%	0%	0%	0%

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

The data compiled in Table 3 is from three levels of assessments showing the teaching skills developed over the course of a candidate's program. The unit assessments: Intermediate Teach (IT) completed during the general methods course (sophomore), Pre-Student Teaching (PST) completed during content methods (junior), and Student Teaching (ST) completed in the final professional semester (senior) are aligned to the Ohio Standards for the Teaching Profession (OSTP) relevant to evaluate the skills needed to be a quality educator. These assessments were piloted during the 23-24 Academic Year. The scoring for the assessments is as follows: Well Prepared (3), Prepared (2), Developing (1), and Ineffective (0). With the pilot data, the only scoring requirement was to ensure no candidate received a "0" ineffective score. The data shows candidates throughout all levels fall between the Prepared and Well-Prepared scoring over the course of the program. Final scoring requirements for the 24-25 academic year will be determined to allow candidates to progress naturally in their skills.

Table 3

Item #	Assessment	AAQEP	OSTP	Standard Statement	N=	N=	N=
					96	135	81
					All Candidates Level I	All Candidates Level II	All Candidates Level III
4	Intermediate Teach (I) (standards in	1c	1.4	model respect for students' diverse cultures, language skills and experiences.	2.264	2.380	2.513
5		1c	5.1	treat all students fairly and establish an environment that is respectful, supportive & caring.	2.473	2.686	2.551

6	orange) Pre-Student Teaching (II) (Includes Level I standards and three highlighted green) Student Teaching (III) (includes all standards listed)	1b	5.2	create an environment that is physically and emotionally safe.	2.604	2.777	2.526
7		1b	5.3	motivate students to work productively and assume responsibility for their own learning.	2.374	2.529	2.333
8		1e	5.5	maintain an environment that is conducive to learning for all students.		2.488	2.321
9		1a	2.1	know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.	2.484	2.375	2.474
10		1a	2.4	understand the relationship of knowledge within the discipline to other content areas.		2.488	2.436
11		1d	3.1	are knowledgeable about assessment types, their purposes, and the data they generate.	2.297	2.317	2.359
12		1d	3.2	select, develop, and use a variety of diagnostic, formative and summative assessments.	2.297	2.277	2.500
13		1d	3.3	analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.		2.143	2.423
14		1b	1.2	understand what students know and are able to do and use this knowledge to meet the needs of all students.			2.385
15		1a	2.2	understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.			2.551
16		2a	6.2	share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.			2.218
17		2f	6.3	collaborate effectively with other teachers, administrators and school and district staff.			2.385
18		2a	6.4	collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.			2.308

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

The data compiled in Table 4a is from three levels of assessments showing the professional dispositions developed over the course of a candidate’s program. The unit assessments: Professional Dispositions Level I completed during the general methods course (sophomore), Professional Dispositions Level II completed during content methods (junior), and Professional Dispositions Level III completed in the final professional semester (senior) are aligned to the Ohio Standards for the Teaching Profession (OSTP) relevant to evaluate the dispositions needed to be a quality educator. These assessments were piloted during the 23-24 Academic Year. The scoring for the assessments is as follows: Well Prepared (3), Prepared (2), Developing (1), and Ineffective (0). With the pilot data, the only scoring requirement was to ensure no candidate received a “0” ineffective score. The data shows all candidates have dispositions throughout their program near Well-Prepared. Final scoring requirements for the 24-25 academic year will be determined to allow candidates to progress naturally in their skills.

Table 4a

					N= 138	N= 126	N= 8
Item #	Assessment	AAQEP	OSTP	Standard Statement	All Candidates Level I	All Candidates Level II	All Candidates Level III
1	Dispositions	1f	1.4	respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	2.735	2.681	2.882
2		1f	4.4	values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	2.820	2.725	2.921
3		1f	3.2	is committed to using multiple types of assessment processes to support, verify and document learning.	2.656	2.609	2.882

The data compiled in Table 4b is from three levels of assessments showing the lesson planning and data analysis skills developed over the course of a candidate’s program. The unit assessments: Lesson Plan and Effect on Student Learning Level I completed during the general methods course (sophomore), Lesson Plan and Effect on Student Learning Level II completed during content methods (junior), and Lesson Plan and Effect on Student Learning Level III completed in the final professional semester (senior) are aligned to the Ohio Standards for the Teaching Profession (OSTP) relevant to evaluate the candidates ability to plan relevant instruction and analysis of student data needed to be a quality educator. These assessments were piloted during the 23-24 Academic Year. The scoring for the assessments is as follows: Well Prepared (3), Prepared (2), Developing (1), and Ineffective (0). With the pilot data, the only scoring requirement was to ensure no candidate received a “0” ineffective score. The data shows candidate gradually improves their knowledge of planning instruction over all three levels with students in the professional semester scoring near Well-Prepared. Final scoring requirements for the 24-25 academic year will be determined to allow candidates to progress naturally in their skills.

Table 4b

Item #	Assessment	AAQEP	OSTP	Standard Statement	N=	N=	N=
					107	129	79
					All Candidates Level I	All Candidates Level II	All Candidates Level III
19	Lesson Plan I, II, III	1c	4.3	communicate clear learning goals and explicitly link learning activities to those defined goals.	2.042	2.434	2.974
20		1a	2.4	understand the relationship of knowledge within the discipline to other content areas.	1.916	2.213	2.846
21		1c	2.5	connect content to relevant life experiences and career opportunities.	1.853	2.090	2.821
22		1b	1.2	understand what students know and are able to do and use this knowledge to meet the needs of all students.	2.000	2.336	2.987
23		1a	2.1	know the content they teach and use their knowledge of content-area concepts, assumptions, and skills to plan instruction.	2.042	2.287	2.936
24		1c	1.4	model respect for students’ diverse cultures, language skills and experiences.	1.968	2.246	2.885
25		1c	4.6	create and select activities that are designed to help students develop as independent learners and complex problem-solvers.	1.895	2.066	2.936
26		1b	5.3	motivate students to work productively and assume responsibility for their own learning.	2.126	2.418	2.910

27		1e	5.5	maintain an environment that is conducive to learning for all students.	2.179	2.270	2.962
28		1a	2.2	understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	2.021	2.254	2.949
29		1d	3.2	select, develop, and use a variety of diagnostic, formative and summative assessments.	1.874	2.041	2.885
30		1d	3.3	analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.	2.128	2.262	2.872

4. Notes on Progress, Accomplishment, and Innovation

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

During the initial accreditation process it was determined the current assessments were not meeting the needs of the department. During the summer, two members of the education department developed new Unit assessments that directly aligned to the Ohio Standards of the Teaching Profession (OSTP) and InTASC as outlined by the state. Each of the seven standards elements were divided under the 10 InTASC categories where it was best represented. From these standard placements, new disposition assessment, lesson plan, and student teaching assessments were designed. The assessments were reviewed by faculty and piloted in the 23-24 academic year.