

Completion of the Assessment Plan requires only the first 5 columns **Due September 15**. Although not all Program Outcomes or Learning Competencies must be assessed each AY, data should still be collected. For ease of data tracking and collection, please include all Learning Competencies and the information for the first 5 columns.

At the end of the AY in the Assessment Report **Due May 15**, all Program Outcomes and Learning Competencies should have results and analysis, but only those being assessed will have information in the last 5 columns. The Timeline below will indicate the when use of results for improvement should be included. Each Learning Competencies that is **NOT MET** should be assessed in subsequent cycles, rather than on the next rotation in the timeline. All others should be assessed at least twice over five years.

Planning and Assessment of Program Outcomes and Learning Competencies

College of [Arts and Sciences] School of [Education, Human Development, and Consumer Sciences] [Elementary, Secondary, Music, PE & Health, MASPE] July 1, 2024- June 30, 2029	
Mission Statement: As the first public institution of higher education to prepare African American teachers in Kentucky, the School of Education and Human Development is grounded in history, theory, and research. Building on our proud legacy, we now form a diverse, supportive community that promotes cultural competence, provides access to resources, creates opportunities for meaningful learning, engages in effective problem solving, and activates positive system change for all.	
Vision Statement: The School of Education and Human Development collaborates with partners to offer educational opportunities through which individuals from myriad cultures learn together in community and grow into culturally competent, highly skilled, professional leaders in a global society.	
Program Outcomes: <i>Reflect the services the program provides OR outline specific student achievement areas of the program (e.g., retention, graduation rates, etc.).</i>	Goal 1: Collaborate with partners to create and implement a dynamic strategic plan to transition School of Education programs into programs of distinction.
	Goal 2: Collaborate with partners to improve student recruitment and enrollment.
	Goal 3: Collaborate with partners to increase student retention and graduation
	Goal 4: Collaborate with partners to improve academic excellence, career readiness, and successful employment
	Goal 5: Strengthen alumni relations
	Goal 6: Serve as a learning development resource

*If you have more than one outcome for a goal, additional rows may be added

**Timeline- Y1= 20-21; Y2= 21-22; Y3= 22-23; Y4= 23-24; Y5= 24-25

ASSESSMENT PLAN							ASSESSMENT REPORT						
University Strategic Plan Link		Timeline**					Measurement Tool(s)	Criteria for Success /Performance Target(s)	Results and Analysis	Met or Not Met	Use of Results for Improvement	Action Plan	Reflection on Action Plan
		Y1 24-25	Y2 25-26	Y3 26-27	Y4 27-28	Y5 28-29							
Strategic Priority#1 Strategic Priority#2	PO 1		X		X	X	PLT, Dispositions, CAO	See Below			25-26 The results will be used to strengthen both student and program outcomes to identify; *Target student support *Improve curriculum and instruction *Clinical practice alignment *Identify candidate strengths and Gaps * Support continuous program improvement	25-26 Increase PLT pass rates and strengthen candidate readiness by using PLT performance data to drive targeted student support and continuous program improvement. These aforementioned goals will be derived from (Understanding student performance patterns, provide focused preparation sessions, adjusting task and experiences to reinforce PLT competencies, Modify student support systems	

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											program improvement.		
Strategic Priority#1 Strategic Priority#3	PO 2	X				X	Praxis I, CAO	See Below	50% of the students taking Praxis I exam passed all three exams on the first try (Reading, Math and Writing)	Not Met	24-25 The results will be used to prepare future and current students. The results will be used to strategically recruit students that have the ability to pass the Praxis exam and successfully engage themselves throughout the program	24-25 To evaluate and prepare students for the exam during their freshman year, allowing the students to take the exam before their second semester of their sophomore year. The program will re-institute the Praxis courses EDU 206 & 207 for preparation and development purposes. The program will use testing data as a recruiting resource for retention of freshman and first-generation students	24-25 The goal is for all students taking the Praxis I exam to pass all three portions of the exam on the first try at 80% accuracy
Strategic Priority#1 Strategic Priority#3	PO 3	X	X	X	X	X	Praxis I, PLT Dispositions, Unit Plan, Dispositions, CAO	See Below	50% of the students taking Praxis I exam passed all three exams on the first try (Reading	Not Met	24-25 The results will be used to prepare future and current students. The results will be used to strategically recruit students that have the ability to pass the Praxis exam	24-25 To evaluate and prepare students for the exam during their freshman year, allowing the students to take the exam before their second semester of their sophomore year.	24-25 The goal is for all students taking the Praxis I exam to pass all three

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									g, Math and Writing	and successfully engage themselves throughout the program	The program will re-institute the Praxis courses EDU 206 & 207 for preparation and development purposes	portions of the exam on the first try at 80% accuracy
										25-26 The results will be used to strengthen both student and program outcomes to identify; *Target student support *Improve curriculum and instruction *Clinical practice alignment *Identify candidate strengths and Gaps * Support continuous program improvement	25-26 Increase PLT pass rates and strengthen candidate readiness by using PLT performance data to drive targeted student support and continuous program improvement. These aforementioned goals will be derived from (Understanding student performance patterns, provide focused preparation sessions, adjusting task and experiences to reinforce PLT competencies, Modify student support systems	
Strategic Priority#3 Strategic Priority#4	PO 4		X		X	X	PLT, Dispositions, CAO	See Below		25-26 The results will be used to strengthen both student and	25-26 Increase PLT pass rates and strengthen candidate	

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										<p>program outcomes to identify; *Target student support *Improve curriculum and instruction *Clinical practice alignment *Identify candidate strengths and Gaps * Support continuous program improvement</p>	<p>readiness by using PLT performance data to drive targeted student support and continuous program improvement. These aforementioned goals will be derived from (Understanding student performance patterns, provide focused preparation sessions, adjusting task and experiences to reinforce PLT competencies, Modify student support systems</p>	
Strategic Priority#2 Strategic Priority#4	PO 5		X		X	X	PLT, Dispositions, CAO	See Below		<p>25-26 The results will be used to strengthen both student and program outcomes to identify; *Target student support *Improve curriculum and instruction *Clinical practice alignment *Identify candidate strengths and Gaps * Support continuous program improvement</p>	<p>25-26 Increase PLT pass rates and strengthen candidate readiness by using PLT performance data to drive targeted student support and continuous program improvement. These aforementioned goals will be derived from (Understanding student</p>	

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												performance patterns, provide focused preparation sessions, adjusting task and experiences to reinforce PLT competencies, Modify student support systems	
Strategic Priority#1 Strategic Priority#3 Strategic Priority#4	PO 6	X	X	X	X	X	Praxis I, PLT Dispositions, Unit Plan, Dispositions, CAO, Portfolio	See Below	50% of the students taking Praxis I exam passed all three exams on the first try (Reading, Math and Writing	Not Met	24-25 The results will be used to prepare future and current students. The results will be used to strategically recruit students that have the ability to pass the Praxis exam and successfully engage themselves throughout the program. 25-26 PLT The results will be used to strengthen both student and program outcomes to identify; *Target student support *Improve curriculum and instruction *Clinical practice alignment *Identify candidate strengths and Gaps	24-25 To evaluate and prepare students for the exam during their freshman year, allowing the students to take the exam before their second semester of their sophomore year. The program will re-institute the Praxis courses EDU 206 & 207 for preparation and development purposes 25-26 Increase PLT pass rates and strengthen candidate readiness by using PLT performance data to drive targeted student support and continuous program	24-25 The goal is for all students taking the Praxis I exam to pass all three portions of the exam on the first try at 80% accuracy

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											<p>* Support continuous program improvement</p> <p>Portfolio</p> <p>Rubric scores will be analyzed by area to identify strengths and gaps, inform instructional and clinical support adjustments, and guide continuous program improvement</p>	<p>improvement. These aforementioned goals will be derived from (Understanding student performance patterns, provide focused preparation sessions, adjusting task and experiences to reinforce PLT competencies, Modify student support systems</p>	
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Learning Competency (Reflect the knowledge, skills, abilities, or competencies that graduates are expected to acquire as a result of being in the program.)	Learning Competency 1: (Content Knowledge) - Student candidates possess content knowledge to provide instruction and guidance to students.
	Learning Competency 2: (Assessment/Community & Leadership) - Student candidates possess content knowledge in assessment, professional development, leadership, community, and analysis of instructional scenarios to provide instruction and guidance to students.
	Learning Competency 3: (Development) - Student candidates demonstrate effective pedagogy in their prospective area of learning to enhance acquisition of content, through their understanding of methods implemented within the classroom to create learning opportunities that support the development of all students.
	Learning Competency 4: (Pursuit of Knowledge) - Student candidates will demonstrate the following eight dispositions: 1) Committed to the pursuit of knowledge, 2) committed to diversity as a cardinal principle of equitable education, 3) demonstrate respect and enthusiasm for the practice and profession of teaching, 4) respect the accepted legal and ethical norms and values of education, 5) actively collaborate with colleagues, parents, and students, 6) exercise personal management behaviors, 7) practice reflective thinking for continuous professional and personal improvement, and 8) demonstrate effective communication skills to promote personal and educational learning outcomes for consistency, and growth purposes.
	Learning Competency 5: (Teaching Effectiveness) - Student candidates demonstrate teaching effectiveness based on Kentucky’s Framework for Teaching (KFFT), and the five domains: 1) planning and preparation, 2) classroom environment, 3) instruction, 4) professional responsibilities, 5) Cultural Responsiveness and 6) technology.

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		Y1 24-25	Y2 25-26	Y3 26-27	Y4 27-28	Y5 28-29							
#2, #3, #6	LC1	X					Praxis I	80 % of teacher candidates pass the test on first attempt	50% of the students taking Praxis I exam passed all three exams on the first try (Reading, Math and Writing.	Not Met	24-25 The results will be used to prepare future and current students.	To evaluate and prepare students for the exam during their freshman year, allowing the students to take the exam before their	The goal is for all students taking the Praxis I exam to pass all three portions of the exam on the first try

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										<p>The results will be used to strategically recruit students that have the ability to pass the Praxis exam and successfully engage themselves throughout the program</p> <p>second semester of their sophomore year.</p> <p>The program will re-institute the Praxis courses EDU 206 & 207 for preparation and development purposes</p> <p>The program will use university tutoring services and outside organizations to assist students with Praxis I prep.</p>	at 80% accuracy
#1, #3, #4, #5, #6	LC2		X			<p>PLT (Principles of Learning and Teaching)</p> <p>Portfolio</p>	<p>80 % of teacher candidates pass the test on first attempt</p> <p>85% of the candidates will score at the accomplished level or higher across all rubric areas</p>		<p>25-26</p> <p>The results will be used to strengthen both student and program outcomes to identify;</p> <p>*Target student support</p> <p>*Improve curriculum and instruction</p> <p>*Clinical practice alignment</p>	<p>Increase PLT pass rates and strengthen candidate readiness by using PLT performance data to drive targeted student support and continuous program improvement. These aforementioned goals will be derived from (Understanding student</p>	

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											<p>*Identify candidate strengths and Gaps * Support continuous program improvement</p> <hr/> <p>Rubric scores will be analyzed by area to identify strengths and gaps, inform instructional and clinical support adjustments, and guide continuous program improvement</p> <p>.</p>	<p>performance patterns, provide focused preparation sessions, adjusting task and experiences to reinforce PLT competencies, Modify student support systems)</p> <hr/> <p>To systematically collect, analyze, and apply data for (Improve program quality and alignment, Strengthen candidate readiness and outcomes, Support accreditation and accountability, Inform curriculum, instruction, and clinical practice decisions)</p>	
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#3, #6	LC3			X			Unit Plan (Teacher Work Sample) UG- EDU 454 G- ESP 574, ESP 575 and Option 6)	80% of teacher candidates score at least 80% on the CAO after being observed from the unit plan					
#1, #3, #4, #5, #6	LC4				X		Dispositions & Values & Behavior Assessment UG- EDU 454 G- ESP 574, ESP 575 and Option 6)	90% of teacher candidates score, "accomplished" on the rating scale					
#1, #2, #3, #4, #5, #6	LC5					X	Candidate Assessment and Objectives (CAO)- UG- (EDU 454) G- (ESP 574 and ESP 575	90% of teacher candidates score, "accomplished" on the rating scale.					

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							and Option 6)							

Describe your assessment process from the planning phase through using the results for improvement (closing the loop). Indicate when the program faculty met to discuss the planning and assessment for continuous improvement.

The Assessments are analyzed within the School of Education Meetings and validated within the Teacher Education Committee (TEC), for accuracy, accountability and data driven purposes. The assessment feedback is discussed within the SEHDCS and TEC meetings to improve the EPP and develop solutions to improve student and faculty performance. The assessments are validated on an annual basis.

Overall Action Plan

To make sure the assessments meet the initial needs of the school & programs. In addition, to make sure each assessment effectively analyzes each student/student teacher for development and growth purposes. The school will continue to engage faculty and valued stakeholders to improve and grow each program for continued success, based on retention, graduation and employment. The school will continue to engage all involved parties on the immediate and future growth of the school and programs.

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Overall Reflection on the Action Plan

The Assessment Plan and Report shall be signed off by the Program Chair and the Dean indicating the program engaged in planning and assessment activities for continuous improvement.

Chairperson/Unit Lead (Print Name): Dr. Phillip H. Clay Jr.	Signature: <i>Dr. PHC Jr.</i>	Date: 10/28/2024
Dean/VP/Director Name:	Signature:	Date:

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