CHAPMAN UNIVERSITY

Annual Learning Outcomes Assessment Report
2017-2018

Degree Program Information	
Academic Degree Program *(Major)*	Education – Multiple Subject (Elementary Education)
Degree *(BS, BA, BFA, MFA, MBA, etc.)*	Masters of Arts in Teaching – Multiple Subject
Department/ School	College of Educational Studies
Number of students currently enrolled (as majors) in the program:	31
Contact Person	
Name *(Person coordinating program's assessment effort)*	Meghan Cosier, Ph.D.
Title	MAT Program Coordinator
E-mail address	cosier@chapman.edu

OVERVIEW OF MASTER OF ARTS IN TEACHING – MULTIPLE SUBJECT PROGRAM

The Masters of Arts in Teaching (MAT) – Multiple Subject program involves both cutting-edge coursework and extensive field experiences in diverse school communities, culminating in a multiple subject credential and a master's degree. Our unique teaching programs emphasize linguistic and culturally responsive pedagogy to meet the needs of an increasingly diverse student population in California schools. The program is 34 credits for credential only candidates and 40 credits for credential + MAT candidates.

The MAT multiple subject program is accredited by the California Commission on Teacher Credentialing (CCTC). As such, the program is required to prepare teacher candidates who show satisfactory competency across 6 teacher performance expectations (TPEs).[1] Through coursework and fieldwork, the students learn knowledge, skills, and dispositions related to these 6 TPEs. A specific description of how each TPE is addressed can be found in matrices below.

MAT Multiple Subject Course Matrix
MAT Multiple Subject English/Spanish Bilingual Authorization Matrix

Students demonstrate their competencies through four state-required exams called the Teacher Performance Assessments (TPAs). Designed by CCTC, each TPA covers multiple performance expectations:
- TPA 1: Subject Specific Pedagogy exam assesses: TPEs 1, 3, 4, 6, 7, and 9
- TPA 2 Designing Instructions exam assesses: TPEs 1, 4, 6, 7, 8, 9, and 13
- TPA 3 Assessing Learning exam assesses TPEs 3, 6, 7, 8, 9, and 13
- TPA 4 Culminating Teaching Experiences exam assesses TPEs 8, 9, 10, 11, and 13

NOTE: The TPAs have been redeveloped to align with the 2016 TPEs. Beginning in June 2018, candidates will be required to complete the new TPAs. Thus, the report for next year will differ as it will reflect the new TPAs.

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[1] Note: The CA Department of Education revised the TPEs in June, 2016. The program was updated prior to 2017-2018 to meet the new TPEs.

State licensed evaluators assess each of these exams. Students who do not pass on their first attempt have two additional opportunities to re-take the exam. Typically, students meet with program specialists to review the exam prior to re-taking the exam. When students pass all four exams and satisfy all program requirements (e.g., coursework), they qualify for state teaching license.

Program Summary

The Master of Arts in Teaching (MAT) program offers four credential areas (Multiple Subject, Multiple Subject with Spanish/English Bilingual authorization, Single Subject, and Single Subject with Music Emphasis), with the option for pursuing just a credential, or a credential with a Master of Arts in Teaching degree. Students must declare their interest in the Master of Arts in Teaching (MAT) program on the admission application.

Our unique teaching programs emphasize linguistic and culturally responsive pedagogy to meet the needs of an increasingly diverse student population in California schools, in an accelerated four semester (terms) cohort model. We have developed a strong emphasis on working with diverse learners and are working on developing the program further in relation to technology and behavior/classroom management. The MAT MS course sequence can be found here. As course titles are lengthy, course numbers are provided below. The "B" at the end of a course indicates is covers content specifically associated with English/Spanish bilingual authorization competencies.

The program includes a foundation semester (Term 1) in which teacher candidates take courses in educational theory and lesson development and design (EDUC 547/547B), methods in literacy and reading with a 1:1 "hands-on" tutoring component in the Attallah College Kathleen Muth Reading Center (EDUC 500/500B), and a course in teaching for social justice and culturally responsive pedagogy (EDUC 570). Teacher candidates also take a course on human development and wellness (EDUC 569). Buildingon the first semester's content and skill development, the second semester (TERM 2) includes courses focused on methods for working with diverse learners including: English Language Learners (EDUC 501/501B), Exceptional Learners (EDUC 571), and mathematics for diverse learners (EDUC 568/568B), along with a practicum course that requires a minimum of 15 hours per week (225 hours over a 15 week semester) clinical experiences in which teacher candidates implement best practices they are acquiring in their courses in a diverse K-12 classroom. A letter explaining the practicum that is sent to mentor teachers can be found here. During the third semester (Term 3), candidates complete their student teaching requirements (EDUC 582), along with a course on systems-thinking and pedagogy (EDUC 543/543B), and a seminar course that covers wellness, inquiry, and professionalism (EDUC 579). Candidates are observed and assessed via TPE aligned rubrics a minimum of 6 times throughout the semester during their student teaching experience, including a formative and summative assessment aligned with the TPEs. Candidates also complete the required TPAs for their credential authorization area in this semester. The final semester (Term 4) includes a MAT Capstone Course (EDUC 696) and a special topics course that allows students to delve deeper in to content including critical literacy and Ethnic Studies (EDUC 695). Bilingual emphasis students complete a Capstone project in a course specifically focused on bilingual authorization (EDUC 689B), and a special topics course also aligned with required competencies (EDUC 688B).

Table 1.2 MAT MS Table depicting location, delivery models, and pathways

Location	Delivery Model	Pathway
Chapman Main Campus	In -Person	Traditional

2. Organizational Structure
Provide an organizational chart or graphic to show how the program leadership and instructional personnel/staff are organized within the program and how the program fits into the education unit, including personnel serving in non-teaching roles, including the roles and responsibilities of those involved in assigning and placing mentors/coaches. The graphic should depict the chain of authority and include individuals up to the dean or

superintendent level. If the program operates as a consortium with shared leadership, the graphic should include also include individuals serving in induction administrative roles in entities within the consortium.

Chapman University Attallah College of Educational Studies – Education Program Organizational Chart
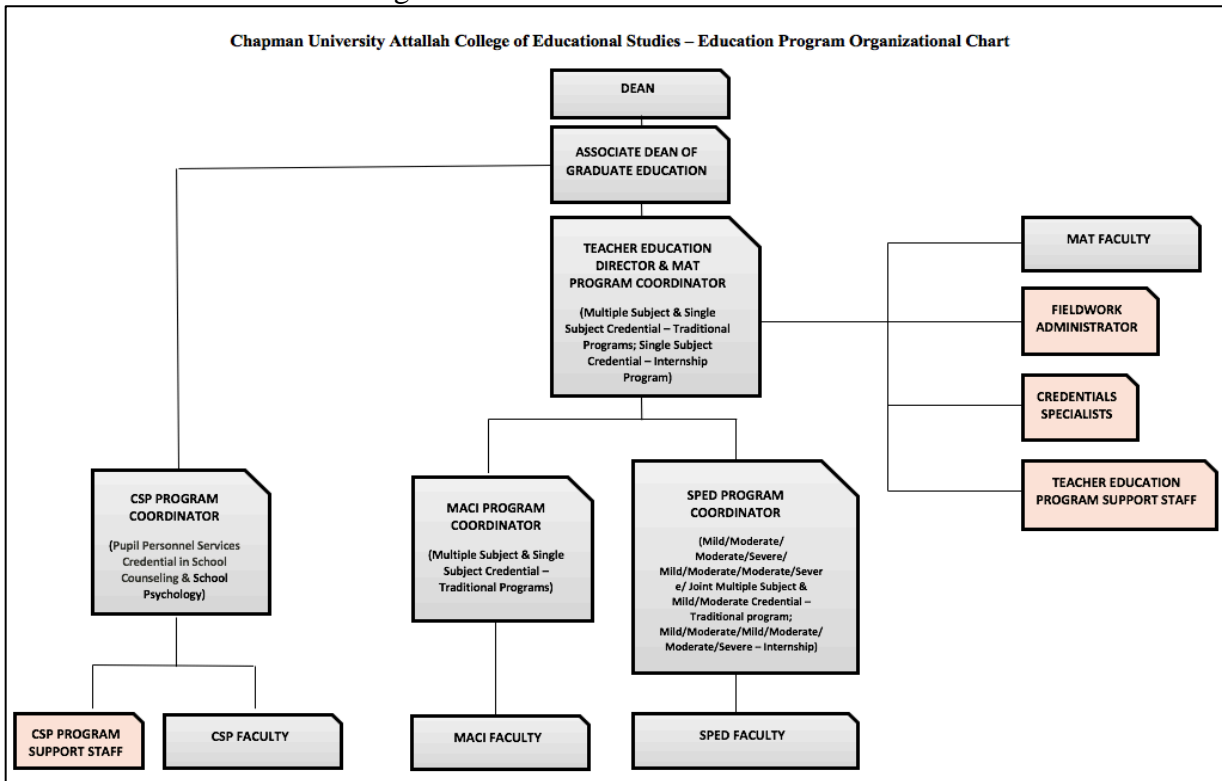
2.1 Organizational Chart/Graphic.

3. Faculty Qualifications
(Instructional Personnel)

a. *Number of full time, part time, and adjunct faculty. Vacancies should also be noted.*

Table 3.1 MAT Multiple Subject *Faculty Distribution Table*

Full time Faculty	Part Time Faculty	Vacancy
13	34	1 (2017-2018)

b. Programs must also submit a current *annotated faculty* list denoting which courses are taught by which faculty, including part time faculty members. It is not necessary to include intermittent adjunct faculty unless they are the only instructor for a particular course. The annotated list should include the faulty member's name, degree, status (fulltime, part time, adjunct), and list of the courses he/she teaches.

The faculty member's name should link to his/her vita. The courses should link to his/her most recent syllabus for the courses noted. See example that follows:

Exhibit 3.2. MAT MS Annotated Faculty List with links to Faculty Vitae and Syllabi

c. Links to published documentation (e.g. job descriptions, online advertisements, contract language) regarding the experience and qualifications used to select adjunct faculty.

Exhibits and links:

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Exhibit 3.3 [Published Adjunct Experience and Qualifications Requirements](#)

Exhibit 3.4 [MAT Faculty Recruitment Documents](#)

4. Course Sequence

Clear information about the sequence in which candidates take courses should be submitted. This should be a link to website, course catalog or other document that is readily available to candidates and prospective candidates. If the program is offered via more than one pathway or model, link to course sequence should be provided for each pathway or model, a link to course sequence should be provided for each pathway or model.

Exhibit 4.1 [(MAT) Multiple Subject Teaching Credential Preliminary](#)

5. Course Matrix

Exhibit 5.1a [MAT Multiple Subject Course Matrix](#)
Exhibit 5.1b [MAT Multiple Subject English/Spanish Bilingual Authorization Matrix](#)

6. Fieldwork and Clinical Practice Seven exhibits are required.

Programs must provide specific evidence of meeting the requirements of clinical practice as described in the Commission standards for that program. The required documentation is:

6.1 A Table that denotes the number of hours that each candidate is required to participate in early fieldwork and supervised clinical practice and how those hours are broken out across fieldwork/clinical experiences. It is appropriate for programs to label fieldwork experiences using your institution's nomenclature.

Table 6.1 Fieldwork Hours

Early Fieldwork	Supervised Clinical Practice (Student Teaching)	Total Hours
234	480	714

a) **Memorandum of Understanding** (MOU), Partnership Agreement, or link to published supporting document that clearly delineates the requirements of each candidate placement in alignment with the requirements of the Commission program standards for that program; expectations and criteria for veteran practitioner selection, training and evaluation; and support and assessment roles and responsibilities for the program and the district.

Exhibit 6.2 [Signed MOU for each placement](#)

b) Training Materials used to train Veteran Practitioners (for example, master teachers) serving in support and/or supervisory roles.

Exhibit 6.3 [Veteran Practitioner Training Materials](#)

c) Documentation such as a **spreadsheet or table** verifying appropriate placements for all candidates (first name, last initial is fine) that aligns with the particular program standards (refer to program

standards for additional information). For example, in a Preliminary Multiple or Single Subject credential program the spreadsheet would verify that placements reflect socioeconomic and cultural diversity, support English learners, provide opportunities to work with students with disabilities, and have a fully qualified administrator (see MS/SS Program Standard 3 for additional criteria); whereas in a Preliminary Administrative Services credential program, the spreadsheet would verify that field experiences include a variety of diverse and realistic settings both in day to day functions… and in long-term policy design… (see ASC Program Standard 7 for additional criteria)

Exhibit 6.4 Documentation of Candidate Placements

    d) **Published Manuals or Handbooks or Advising Materials (links)** that provide information to the district and candidates about expectations within the clinical experience including appropriate placements, veteran practitioner support, and information about clinical practice assessment.

Exhibit 6.5 Clinical Practice Handbook/Manual

    e) Syllabi for supervised clinical experiences. The syllabi should include information regarding how the candidate is assessed during clinical practice. Copies of blank assessment instruments should be included.

Exhibit 6.6 Fieldwork/Clinical Practice Syllabi

Exhibit 6.6.1 Clinical Practice Assessment

7. Credential Recommendation

Two exhibits are required. **Brief description of the** process to ensure that only qualified candidates are recommended for the credential. The description should include a link to the program's candidate progress monitoring document or other tracking tool used to verify that candidate has met all requirements for the program prior to recommendation.

Exhibit 7.1 Description of process ensuring appropriate recommendation
Chapman University maintains individual student records through PeopleSoft. Program based staff monitor and ensure accuracy of student progress via PeopleSoft. Candidates are given regular electronic updates regarding satisfaction of program requirements and are permitted to view their files including program process, transcripts, and through student access to PeopleSoft at any time (see sample student record here) Attallah College does not retain any paper records and electronic files are password protected and only accessible to Chapman University personnel. All student records are retained electronically indefinitely.

Exhibit 7.1.1 Candidate Progress Monitoring Document

Use of ALOAR Faculty Assessment Committee Feedback from 2016-2017 Report

We have applied feedback from the prior ALOAR Assessment Committee review in a number of ways. Primarily, we focused on the need for more specific measures such as Key Assignments that will allow a more thorough program evaluation. Furthermore, the committee suggested including a more specific alignment of assignments with SLOs, which for Teacher Education are focused on the Teacher Performance Expectations. We addressed the committees concerns by developing standardized Key Assignments that are aligned with TPEs and creating matrices that show how each TPE is addressed and assessed throughout the program. Although we do not yet have data to report for the Key Assignments, we see this as a significant move forward in our ability to conduct a more in-depth program evaluation. The Key Assignments can be viewed via links in the program matrices. In addition, the expected levels of achievement was clarified per reviewer suggestion.

MAT Multiple Subject Course Matrix
MAT Multiple Subject English/Spanish Bilingual Authorization Matrix

Learning Outcome #1 I. Process	
Student Learning Outcome	Demonstrate knowledge of principles of content-specific and developmentally appropriate pedagogy. TPEs Associated with Outcome: *1.3* Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. *1.4* Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. *3.1* Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. *3.2* Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum *3.3* Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
Supports University Theme *(Some or all of the program's learning outcomes must support at least two of the university's strategic themes)* • *Themes: Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing* • *Describe how the theme is supported by the learning outcome*	**I. Personalized Education** *Coursework*: Students are introduced to, provided opportunity to practice, and assessed in this area at various stages in the program as evidenced by the matrices provided above. Key assignments associated with these TPEs can be found via hyperlink in the matrix. Students must complete key assignments on how to demonstrate necessary knowledge and skills when developing content-specific and developmentally appropriate pedagogy. Instructors provide individualized support and guidance with students' key assignments. There also is a workshop dedicated to providing additional individualized student training and support to develop content-specific and developmentally appropriate pedagogy. *Fieldwork*: Students have the opportunity to observe and participate with elementary school students and classrooms under the guidance of master teachers, site supervisors, and faculty through practicum experiences in EDUC 512 that occur during the second term of the program and require a minimum of 15 hours of classroom clinical experience per week throughout the entire semester. Candidates then partake in student teaching under the guidance of a master teacher in EDUC 582. Mentor teachers and university supervisors provide individualized training, support, and mentorship. **II. Interdisciplinarity**

	In order to develop course-specific and developmentally appropriate pedagogy, students must demonstrate knowledge in: (a) multiple subjects of elementary education, (b) child development, and (c) learning needs of different learning populations. Both in coursework and fieldwork, students must exhibit knowledge and skills on how to synthesize these multiple types of knowledge. **III. Student Writing** *Coursework*: In courses identified in the matrix that align with the TPEs included above, students must demonstrate their knowledge and skills in through many written assignments. You may view the key assignments via a link on the matrix. *Fieldwork*: Students must show proficiency in writing lesson plans that are clear and well-developed.
Supports WASC Core Competency, For Undergraduate Programs Only *(Please indicate whether this outcome supports any of WASC's core competencies)* • *Oral Communication* • *Written communication* • *Information Literacy* • *Quantitative Reasoning* • *Critical Thinking*	This program is a graduate program.
Where is the outcome published for students? • *Syllabi (If syllabi, list course numbers)* • *Website* • *Handbook*	• Course Syllabi: EDUC 501, EDUC 547/547B, EDUC 568/568B, EDUC 571, EDUC 550 (TPA Workshop), and EDUC 582 • MAT Program Website • Taskstream Learning Management Software (LMS) • CCTC Website
Evidence of Learning • *capstone project* • *presentation* • *performance* • *course-embedded exam* • *assignment* • *standardized test* • *portfolio*	1. Standardized Test: TPA 1 2. Key Assignments (available via link in program matrices included in the program summary above): These have been developed and we will have enough cycles of data for the 2018-2019 report
Collecting and Analyzing the Data • *How did you select the sample?*	Due to the nature of the cohort model, all candidates completed TPAs 1 and 2 in Fall 2017, and TPAs 3 and 4 in Spring 2018. The sample size consists of 22 candidates who completed the TPA 1 in Fall 2017.

• *What was your sample size (number of students)?*
• *Provide the percentage of the sample size as compared to the relevant population.*
• *How did you assess the student work/data collected?*
  • *Possible Tools: rubric, exam questions, portfolio samples*
  • *Attach all assessment tools*
	The assessment is assessed by a third-party evaluator calibrated by CCTC (single-blind assessment). Students complete an online assessment and it is automatically sent to our credential specialist. The credential specialist forwards the exam to an evaluator. The evaluator assesses the exam according to the state-mandated TPA rubric (4-Point) and returns the exam with a score and comments. Below is a quick rubric reference.
	
	Key Score Level Criteria: A Quick Reference
	• Score Level 4 Evidence is appropriate, relevant, accurate, and clear or detailed; purposefully connected and reinforced across the response
	• Score Level 3 Evidence is appropriate, relevant, or accurate; connected across the response
	• Score Level 2 Evidence is minimal, limited, cursory, inconsistent, and/or ambiguous; weakly connected across the response and may be inconsistent
	• Score Level 1 Evidence is inappropriate, irrelevant, inaccurate or missing; unconnected across the response
	
	The CCTC TPA Handbook contains all information regarding rubric, exam questions, and additional information.
	Link to Handbook:
	http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf

Expected Level of Achievement • *What was your target(s) for student performance for this outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)*	85% of students will pass the TPA 1 on the first attempt, 100% of students will pass with no more than 2 attempts. If students do not pass on their first attempt, they are provided remediation sessions to review their exam and determine possible areas of improvement.

II. Performance	
Have expected levels of achievement been met for this outcome? Explain.	The expected level of achievement has been met for TPA 1. All students who took the exam passed with a score of 3 or higher. Two students did not pass on their first attempt, but passed when they retook the exam.
Please provide a summary of the assessment data in a table, along with a brief analysis of the results.	**MAT Multiple Subject TPA 1 2017-2018: Descriptive Statistics**

MAT Multiple Subject TPA 1 2017-2018: Descriptive Statistics

SSP Task 1 - Multiple Subject		
	N	**Percent**
How many students took the exam?	22	
How many passed the exam?	22	
§ First time pass rate	20	91%
§ Score Distribution (1-4)		
4's	2	
3's	18	
2's	2	

9

		0	
1's		0	

The first time pass rate on TPA increased from 81% in 2016-2017 to 91% in 2017-2018.

TPA 1 data show that 91% percent of candidates scored a 3-4 ("passing score") on this assessment. A total of 2 candidates earned a score of 2 on the assessment. Two candidates passed the assessment on the second attempt. The results are satisfactory and show that courses in the redesigned program prepare candidates to meet TPA expectations. However, program faculty and staff are working to further improve coursework and program protocols to reduce exam re-takes, increase the number of 4 scores earned, and on-time completion of the exam (not applicable to this section of the report, but applicable to overall program improvement).

How will results be shared and evidence used to make decisions? Was it shared with faculty (full time and adjunct) and students?	The results of the scores are shared with program faculty through the annual program report. The results also are discussed during faculty meetings. The results are shared with the student during TPA workshop sessions (EDUC 550).

III. Progress

How have previous years' findings been used to improve learning, courses and program in relation to this outcome? Specify.
- *Refer to previous years' assessment reports/responses for this section.*
- *How did this year's achievement level compare to past years?*
- *Show year-to-year progress, preferably in a data table.*

Below is a five year comparison of TPA 1 Scores. In prior reports, this was done in number of students. However, it seems meaningful to compare percent of candidates who earned each score. Scores are represented by percentage below with N in parentheses.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
N	13	25	20	31	22
Range	3-4	3-4	2-4	2-4	2-4
Mean	3.31	3.36	3.00	3.00	3.00
Score 1 (N)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Score 2 (N)	0 (0)	0 (0)	5 (1)	12.9(4)	11(2)
Score 3 (N)	69 (9)	64 (16)	90 (18)	74.2(23)	81(18)
Score 4 (N)	30 (4)	36 (9)	5 (1)	12.9 (4)	11(2)

The year-over-year exam scores show satisfactory progress of all students in successfully passing TPA 1. The percent of students who earned a 3 increased from the prior year, with a similar percentage scoring a 4.

In 2016-2017, the program made the following changes and decisions:
- Continued Taskstream LMS integration

	- New Associate Dean for Graduate Education—Dr. Kelly Kennedy - New Program Coordinator—Dr. Margie Curwen - Redesign of the entire MAT program to include a cohort model, updated courses more aligned with TPA/TPE requirements to begin Summer 2017 In 2017-2018, the program made the following changes and decisions: - Standardization of Key Assignments across the program, including the use of a four-point rubric that will allow more consistent evaluation of courses and the program. Links can be found in the program matrices. - New Program Coordinator: Dr. Meghan Cosier - Implementation (Summer 2017) of newly redesigned, cohort-based model. Additional Information and Next Steps: - Although we do not have data from the newly standardized Key Assignments, next year we will be able to use the results of the Key Assignments in our program evaluation, allowing for a more robust data analysis. - Identify faculty who are "course custodians" of particular courses, to ensure review and alignment as revised TPAs are released in 2017-2018.

Learning Outcome #2 I. Process:	
Student Learning Outcome	Demonstrate your ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge; and plan instruction that is shaped by and addresses those student characteristics, and you will demonstrate your ability to connect learning about students to instructional planning. TPEs Associated with SLO: *1.1* Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. *1.6* Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. *3.5* Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment. *4.1* Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
Supports University Theme *(Some or all of the program's learning outcomes must support at least two of the university's strategic themes)* • *Themes: Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing*	**I. Personalized Education** ***Coursework***: Students are taught across multiple courses: EDUC 500, EDUC 501, EDUC 547/547B, EDUC 568, EDUC 550 (TPA Workshop), and EDUC 571 and must complete key assignments on how to gather information on students learning styles, particularly with students who present various instructional challenges (e.g., English learner). Instructors provide individualized support and guidance with students' key assignments. There also is a workshop dedicated to providing additional individualized student training and support to use knowledge and skills gained in classroom to design their own instructional plans that address different student characteristics. ***Fieldwork***: Students have the opportunity to observe and participate with elementary school students and classrooms under the guidance of master teachers, site supervisors, and faculty through practicum experiences in

• *Describe how the theme is supported by the learning outcome*	EDUC 512 that occur during the second term of the program and require a minimum of 15 hours of classroom clinical experience per week throughout the entire semester. Candidates then partake in student teaching under the guidance of a master teacher in EDUC 582. Mentor teachers and university supervisors provide individualized training, support, and mentorship. **II. Interdisciplinarity** In order to design elementary student-centered instructional plans, students must demonstrate knowledge in: (a) multiple subjects of elementary education, (b) child development, and (c) learning needs of different learning populations. Both in coursework and fieldwork, students must exhibit knowledge and skills on how to synthesize these multiple types of knowledge. **III. Student Writing** *Coursework*: In courses identified above, students must demonstrate their knowledge and skills in how to learn about elementary students' learning needs and developing appropriate learning instructions through many written assignments (See Key Assignments in Matrices included in the program summary above). *Fieldwork*: Students must write about how they learn about the learning styles and needs of elementary students, and then how they apply this knowledge and background information to plan and implement lessons that are engaging and accessible.
Supports WASC Core Competency, For Undergraduate Programs Only *(Please indicate whether this outcome supports any of WASC's core competencies)* • *Oral Communication* • *Written communication* • *Information Literacy* • *Quantitative Reasoning* • *Critical Thinking*	This program is a graduate program.
Where is the outcome published for students? • *Syllabi (If syllabi, list course numbers)* • *Website* • *Handbook*	• Course Syllabi: EDUC 500, EDUC 501, EDUC 547/547B, EDUC 568/568B, EDUC 550 (TPA Workshop), and EDUC 571 • MAT Program Website • Taskstream Learning Management Software (LMS) • CCTC Website
Evidence of Learning • *capstone project* • *presentation* • *performance*	1. Standardized Test: TPA 2 2. Key Assignments (See Matrices in Program Summary—These are now developed and the program will have available data in 2018-2019 report).

• *course-embedded exam* • *assignment* • *standardized test* • *portfolio*	

Collecting and Analyzing the Data
• *How did you select the sample?*
• *What was your sample size (number of students)?*
• *Provide the percentage of the sample size as compared to the relevant population.*
• *How did you assess the student work/data collected?*
  • *Possible Tools: rubric, exam questions, portfolio samples*
  • *Attach all assessment tools*
	The sample consists of a total of 25 candidates who took the exam in fall 2017.
	
	The exam is assessed by a third-party evaluator calibrated by CCTC (single-blind assessment). Students complete an online exam and it is automatically sent to our credential specialist. The credential specialist forwards the exam to an evaluator. The evaluator assesses the exam according to the state-mandated TPA rubric (4-Point) and returns the exam with a score and comments. Below is a quick rubric reference.
	
	Key Score Level Criteria: A Quick Reference
	• Score Level 4 Evidence is appropriate, relevant, accurate, and clear or detailed; purposefully connected and reinforced across the response
	• Score Level 3 Evidence is appropriate, relevant, or accurate; connected across the response
	• Score Level 2 Evidence is minimal, limited, cursory, inconsistent, and/or ambiguous; weakly connected across the response and may be inconsistent
	• Score Level 1 Evidence is inappropriate, irrelevant, inaccurate or missing; unconnected across the response
	
	The CCTC TPA Handbook contains all information regarding rubric, exam questions, and additional information.
	Link to Handbook:
	http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf

Expected Level of Achievement • *What was your target(s) for student performance for this outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)*	85% of students will pass the TPA 2 on the first attempt, 100% of students will pass with no more than 2 attempts. If students do not pass on their first attempt, they are provided remediation sessions to review their exam and determine possible areas of improvement.
II. Performance	
Have expected levels of achievement been met for this outcome? Explain.	The expected level of achievement has not been met for TPA 2 as one student did not achieve a passing score after remediation. 24/25 students passed the exam, with a first time pass rate of 80%, and an overall pass rate of 96%. The one student who did not pass has yet to retake the exam.
Please provide a summary of the assessment data in a	**MAT Multiple Subject TPA 2 2017-2018: Descriptive Statistics**

table, along with a brief analysis of the results.	DI Task 2 Multiple Subject		
		N	**Percent**
	How many students took the exam?	25	
	How many passed the exam?	25	
	§ First time pass rate	20	80%
	§ Score Distribution (1-4)		
	4's	4	
	3's	20	
	2's	1	
	1's	0	

TPA 2 data shows that four candidates (16%) scored a 4, this is an increase from the prior year of 7% of candidates scoring a four. TPA 2 data show that 80% of candidates earned a 3, which is comparable to the 79% of candidates in the prior year. Lastly, 11% of candidates earned a 4. Five students did not pass on the first attempt. After a remediation session with a TPA Assessor, four students retook the assessment. Four of those five students passed on the second attempt. The results are somewhat satisfactory in that a majority of candidates passed on the first attempt. However, program faculty and staff are working to further improve coursework and program protocols by further aligning courses with TPEs using the matrices available in the program summary.

How will results be shared and evidence used to make decisions? Was it shared with faculty (full time and adjunct) and students?	The results of the scores are shared with program faculty through the annual program report. The results also are discussed during faculty meetings. The results are shared with the student during TPA workshop sessions (EDUC 550).

III. Progress

How have previous years' findings been used to improve learning, courses and program in relation to this outcome? Specify.
- *Refer to previous years' assessment reports/responses for this section.*
- *How did this year's achievement level compare to past years?*
- *Show year-to-year progress, preferably in a data table.*

Below is a 5-year data comparison of TPA 2 data for multiple subject students. Scores are represented by the percent of students who earned the particular score with the number in parentheses.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
N	12	28	23	31	25
Range	3-4	3-4	2-4	2-4	2-4
Mean	3.25	3.14	3.00	2.74	3.00
Score 1 (N)	0 (0)	0 (0)	0(0)	0 (0)	0(0)
Score 2 (N)	0 (0)	0(0)	4.3(1)	13(4)	4(1)
Score 3 (N)	75(9)	85.7(24)	91.3(21)	74(23)	80(20)
Score 4 (N)	25 (3)	14.3(4)	4.3(1)	6(2)	16(4)

Note: Score is recorded in percentage of candidates with N in parentheses.

The year-over-year exam scores largely show a satisfactory progress of students in successfully passing TPA 2 with an increase in scores of 3 and 4 from 2016-2017 to 2017-2018.

This particular assessment includes a lesson planning task. Moving into 2017-2018, the program will focus more on lesson planning in the introductory and methods courses to support student success in this area.

In 2017-2018, the program made the following changes and decisions:
- New Program Coordinator-Dr. Meghan Cosier
- Refined the structure of the TPA workshops and adjusted policies including specific due dates for TPA submission to further compel students to complete the exams on time
- A more concerted effort to monitor student progress and targeted advisement
- Identify gaps in coursework and program structure using matrices
- MAT Redesign to a cohort model, that included alignment with all TPEs, which in-turn align with TPAs

Additional Information/Next Steps:
- Continue Taskstream LMS integration
- Focus on lesson planning based on the TPA2 task requirements. This can be seen via the Key Assignments associated with EDUC 568/568B and EDUC 571. Links available via the program matrices included in the program summary.
- A more concerted effort to link related coursework to TPE expectations for program matrices.
- Identify faculty who are "course custodians" of particular courses, to ensure review and alignment as revised TPAs are released in 2017-2018.

Learning Outcome #3 I. Process:	

Student Learning Outcome	Demonstrate your ability to select a unit of study, identify related learning goals, and plan standards-based, developmentally-appropriate student assessment activities for a group of students; and assess student learning and diagnose student needs based on student responses to the assessment activity, and show how you would apply this information to your future planning for these students.
	
	 TPEs associated with SLO:
	
	 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
	
	 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
	
	 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
	
	 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. *(See Subject- Specific Pedagogical Skills in Section 2 for reference)*
	
	 3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.
	
	 4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
	     • appropriate use of instructional technology, including assistive technology;
	     • applying principles of UDL and MTSS;
	     • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
	     • appropriate modifications for students with disabilities in the general education classroom;
	     • opportunities for students to support each other in learning; and
	 • use of community resources and services as applicable.
	
	 5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals

Supports University Theme *(Some or all of the program's learning outcomes must support at least two of the university's strategic themes)* • *Themes: Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing* • *Describe how the theme is supported by the learning outcome*	**I. Personalized Education** *Coursework*: Students are taught across multiple courses: EDUC 500, EDUC 501, EDUC 547/547B, EDUC 568/568B, EDUC 571, and EDUC 550 (TPA Workshop) and must complete key assignments on how to demonstrate necessary knowledge and skills when developing appropriate assessment strategies and assessing elementary students' work—both individual and group. Instructors provide individualized support and guidance with students' key assignments. There also is a workshop dedicated to providing additional individualized student training and support to reinforce coursework on designing developmentally-appropriate assessment strategies and using assessment to diagnose educational development of elementary students. *Fieldwork*: Students have the opportunity to observe and participate with elementary school students and classrooms under the guidance of master teachers, site supervisors, and faculty through practicum experiences in EDUC 512 that occur during the second term of the program and require a minimum of 15 hours of classroom clinical experience per week throughout the entire semester. Candidates then partake in student teaching under the guidance of a master teacher in EDUC 582. Mentor teachers and university supervisors provide individualized training, support, and mentorship. **II. Interdisciplinarity** In order to develop course-specific and developmentally appropriate pedagogy, students must demonstrate knowledge in: (a) multiple subjects of elementary education, (b) child development, and (c) learning needs of different learning populations. Both in coursework and fieldwork, students must exhibit knowledge and skills on how to synthesize these multiple types of knowledge. **III. Student Writing** *Coursework*: In courses identified above, students must demonstrate their knowledge and skills in designing and conducting assessments through many written assignments (See Key Assignments links in Matrices). *Fieldwork*: Students must design content- and developmentally-appropriate assessment strategies. Elementary school students and parents must understand how the elementary students are being evaluated and ways to address areas in need of growth, if necessary.
Supports WASC Core Competency, For Undergraduate Programs Only *(Please indicate whether this outcome supports any of WASC's core competencies)* • *Oral Communication* • *Written communication*	This program is a graduate program.

• *Information Literacy* • *Quantitative Reasoning* • *Critical Thinking*	
Where is the outcome published for students? • *Syllabi (If syllabi, list course numbers)* • *Website* • *Handbook*	• Course Syllabi: EDUC 500, EDUC 501, EDUC 547/547B, EDUC 568, EDUC 571, and EDUC 550 (TPA Workshop • MAT Program Website • Taskstream Learning Management Software (LMS) • CCTC Website
Evidence of Learning • *capstone project* • *presentation* • *performance* • *course-embedded exam* • *assignment* • *standardized test* • *portfolio*	1. Standardized Test: TPA 3 2. Key Assignments (available via link in program matrices included in the program summary above): These have been developed and we will have enough cycles of data for the 2018-2019 report
Collecting and Analyzing the Data • *How did you select the sample?* • *What was your sample size (number of students)?* • *Provide the percentage of the sample size as compared to the relevant population.* • *How did you assess the student work/data collected?* • *Possible Tools: rubric, exam questions, portfolio samples* • *Attach all assessment tools*	A total of 35 candidates took the TPA 3 in 2016-2017. 34/35 candidates passed the assessment. The first-time pass rate was low at 40%. However, 97% of candidates passed the assessment. **MAT Multiple Subject TPA 3 2017-2018: Descriptive Statistics** (see table below) The exam is assessed by a third-party evaluator calibrated by CCTC (single-blind assessment). Students complete an online exam and it is automatically sent to our credential specialist. The credential specialist forwards the exam to an evaluator. The evaluator assesses the exam according to the state-mandated TPA rubric (4-Point) and returns the exam with a score and comments. Below is a quick rubric reference. Key Score Level Criteria: A Quick Reference • Score Level 4 Evidence is appropriate, relevant, accurate, and clear or detailed; purposefully connected and reinforced across the response • Score Level 3 Evidence is appropriate, relevant, or accurate; connected across the response

AL Task 3 Multiple Subject		
How many students took the exam?	35	
How many passed the exam?	34	
§ First time pass rate	14	40%
§ Score Distribution (1-4)		
4's	7	
3's	27	
2's	1	
1's	0	

	• Score Level 2 Evidence is minimal, limited, cursory, inconsistent, and/or ambiguous; weakly connected across the response and may be inconsistent • Score Level 1 Evidence is inappropriate, irrelevant, inaccurate or missing; unconnected across the response The CCTC TPA Handbook contains all information regarding rubric, exam questions, and additional information. Link to Handbook: http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf
Expected Level of Achievement • *What was your target(s) for student performance for this outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)*	85% of students will pass the TPA 3 on the first attempt, 100% of students will pass with no more than 2 attempts. If students do not pass on their first attempt, they are provided remediation sessions to review their exam and determine possible areas of improvement.
II. Performance	
Have expected levels of achievement been met for this outcome? Explain.	The expected level of achievement has not been met for TPA 3 as one candidates did not earn a passing score. 97% of candidates took the exam and earned a passing score of 3-4. One significant issue with TPAs 3 and 4 is that students are encouraged to complete these two exams near the end of their student teaching experience (i.e., end of credential program). Candidates cannot be a teacher of record until they have passed these assessments, thus they are encouraged to do so in order to achieve full-time employment as an educator. Furthermore, the Attallah College of Educational Studies and the University require the program to be completed within seven years. Thus, students who are "in" the program solely because they have not taken and passed these assessments (and cannot be issued a credential), must take and pass the assessments within seven years to comply with university policy.
Please provide a summary of the assessment data in a table, along with a brief analysis of the results.	**MAT Multiple Subject TPA 3 2017-2018: Descriptive Statistics**

MAT Multiple Subject TPA 3 2017-2018: Descriptive Statistics

AL Task 3 Multiple Subject		
How many students took the exam?	35	
How many passed the exam?	34	
§ First time pass rate	14	40%
§ Score Distribution (1-4)		
4's	7	
3's	27	
2's	1	
1's	0	

		Results suggest the need to focus more intently on lesson planning and development.

How will results be shared and evidence used to make decisions? Was it shared with faculty (full time and adjunct) and students?	The results of the scores are shared with program faculty through the annual program report. The results also are discussed during faculty meetings. The results are shared with the student during TPA workshop sessions (EDUC 550).

III. Progress

How have previous years' findings been used to improve learning, courses and program in relation to this outcome? Specify. • *Refer to previous years' assessment reports/responses for this section.* • *How did this year's achievement level compare to past years?* • *Show year-to-year progress, preferably in a data table.*	Below is a 4-year data comparison of TPA 3 data for multiple subject students. The scores are represented in percent of students with the number of students in parentheses.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
N	10	21	23	12	35
Range	3-4	3-4	3-4	3-4	2-4
Mean	3.1	3.2	3.04	3.16	3
Score 1 (N)	0	0	0	0	0
Score 2 (N)	0	0	0	0	3(1)
Score 3 (N)	90(9)	81(17)	95(22)	83(10)	77(27)
Score 4 (N)	10(1)	19(4)	5(1)	17(2)	7(2)

As explained above, what this data matrix does not indicate is timely completion of TPA 3 and this is an issue. One of the challenges to this issue is that candidates are not required to pass these exams at the completion of their credential program, but must pass the assessment to teach in the state of CA. While TPAs 1 and 2 can be somewhat mandated by the program as a requirement for student teaching, this is an issue for TPAs 3 and 4.

Due to the program redesign, 12 of the 35 candidates who took the exam were students who had not completed the program and came back to finish student teaching and program requirement. This could explain the high number who did not pass on the first attempt.

In 2017-2018, the program made the following changes and decisions:
- Standardization of Key Assignment and Key Assignment alignment with TPEs (see matrices in program summary).
- New Program Coordinator: Dr. Meghan Cosier
- Implementation of newly redesigned cohort model program
-

Additional Information/Next Steps:

	- Implementation of specific deadlines for TPA submission - Change of TPAs to 2 tasks instead of 4 - By next year, we will have data from the standardized Key Assignments and will be able to provide a more in-depth analysis and program evaluation. - Identify faculty who are "course custodians" of particular courses, to ensure review and alignment as revised TPAs are released in 2017-2018.

Learning Outcome #4	
I. Process:	

Student Learning Outcome	Demonstrate your ability to design a standards-based lesson for a class of students, implement that lesson while making appropriate use of class time and instructional resources, meeting the differing needs of individuals within the class, and managing instruction and student interaction. Also demonstrate your ability to assess student learning related to the lesson, and analyze the overall strengths and weaknesses of the lesson.
	
	TPEs associated with SLO:
	
	1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
	
	2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
	
	3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
	
	3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
	
	4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
	    • appropriate use of instructional technology, including assistive technology;
	    • applying principles of UDL and MTSS;
	    • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
	    • appropriate modifications for students with disabilities in the general education classroom;
	    • opportunities for students to support each other in learning; and
	• use of community resources and services as applicable.

	5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
Supports University Theme *(Some or all of the program's learning outcomes must support at least two of the university's strategic themes)* • *Themes: Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing* • *Describe how the theme is supported by the learning outcome*	**I. Personalized Education** *Coursework*: Students are taught across multiple courses: EDUC 501, EDUC 547/547B, EDUC 568/568B, EDUC 571, EDUC 540, EDUC 550 (TPA Workshop), and EDUC 582 and must complete key assignments on how to demonstrate necessary knowledge and skills on multiple teaching expectations, such as designing, delivering, and adapting a lesson, managing a classroom, and assessing student learning. Instructors provide individualized support and guidance with students' key assignments. There also is a workshop dedicated to providing additional individualized student training and support to reinforce coursework on designing developmentally-appropriate assessment strategies and using assessment to diagnose educational development of elementary students. *Fieldwork*: Students have the opportunity to observe and participate with elementary school students and classrooms under the guidance of master teachers, site supervisors, and faculty through practicum experiences in EDUC 512 that occur during the second term of the program and require a minimum of 15 hours of classroom clinical experience per week throughout the entire semester. Candidates then partake in student teaching under the guidance of a master teacher in EDUC 582. Mentor teachers and university supervisors provide individualized training, support, and mentorship. **II. Interdisciplinarity** In order to develop course-specific and developmentally appropriate pedagogy, students must demonstrate knowledge in: (a) multiple subjects of elementary education, (b) child development, and (c) learning needs of different learning populations. Both in coursework and fieldwork, students must exhibit knowledge and skills on how to synthesize these multiple types of knowledge. **III. Student Writing** *Coursework*: In courses identified above, students must demonstrate their knowledge and skills in designing and adapting lesson plans, learning from students, and designing and reviewing assessments through many written assignments (See Key Assignments in Appendix 4). *Fieldwork*: Students must be able to carry out all expectations of a beginning teacher in the classroom. As a student teacher, they must execute all elementary classroom teaching responsibilities.
Supports WASC Core Competency, For Undergraduate Programs Only	This program is a graduate program.

(Please indicate whether this outcome supports any of WASC's core competencies) • *Oral Communication* • *Written communication* • *Information Literacy* • *Quantitative Reasoning* • *Critical Thinking*	
Where is the outcome published for students? • *Syllabi (If syllabi, list course numbers)* • *Website* • *Handbook*	• Course Syllabi: EDUC 501, EDUC 547/547B, EDUC 568/568B, EDUC 571 EDUC 550 (TPA Workshop), and EDUC 582 • MAT Program Website • Taskstream Learning Management Software (LMS) • CCTC Website
Evidence of Learning • *capstone project* • *presentation* • *performance* • *course-embedded exam* • *assignment* • *standardized test* • *portfolio*	1. Standardized Test: TPA 4 2. Key Assignments (available via link in program matrices included in the program summary above): These have been developed and we will have enough cycles of data for the 2018-2019 report
Collecting and Analyzing the Data • *How did you select the sample?* • *What was your sample size (number of students)?* • *Provide the percentage of the sample size as compared to the relevant population.* • *How did you assess the student work/data collected?* • *Possible Tools: rubric, exam questions, portfolio samples* • *Attach all assessment tools*	A total of 37 candidates completed TPA 4. This is a significan increase in the number of candidates from the prior year (N = 8). The exam is assessed by a third-party evaluator calibrated by CCTC (single-blind assessment). Students complete an online exam and it is automatically sent to our credential specialist. The credential specialist forwards the exam to an evaluator. The evaluator assesses the exam according to the state-mandated TPA rubric (4-Point) and returns the exam with a score and comments. Below is a quick rubric reference. Key Score Level Criteria: A Quick Reference • Score Level 4 Evidence is appropriate, relevant, accurate, and clear or detailed; purposefully connected and reinforced across the response • Score Level 3 Evidence is appropriate, relevant, or accurate; connected across the response • Score Level 2 Evidence is minimal, limited, cursory, inconsistent, and/or ambiguous; weakly connected across the response and may be inconsistent • Score Level 1 Evidence is inappropriate, irrelevant, inaccurate or missing; unconnected across the response The CCTC TPA Handbook contains all information regarding rubric, exam questions, and additional information. Link to Handbook: http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf

Expected Level of Achievement	85% of students will pass the TPA4 on the first attempt, 100% of students will pass with no more than 2 attempts. If students do not pass on their first attempt, they are provided remediation sessions to review their exam and determine possible areas of improvement.
• *What was your target(s) for student performance for this outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)*	

II. Performance	
Have expected levels of achievement been met for this outcome? Explain.	The expected level of achievement has been met for TPA 4. A total of 37 candidates took and passed the assessment. 81% of candidates passed the exam on the first attempt.

Please provide a summary of the assessment data in a table, along with a brief analysis of the results.	**MAT Multiple Subject TPA 4 2017-2018: Descriptive Statistics**

CTE Task 4 Multiple Subject

How many students took the exam?	37	
How many passed the exam?	37	
§ First time pass rate	30	81%
§ Score Distribution (1-4)		
4's	5	
3's	32	
2's	0	
1's	0	

Results indicated that 86% of candidates earned a score of 3, with 14% earning a score of 4 on the assessment. All candidates passed the assessment.

How will results be shared and evidence used to make decisions? Was it shared with faculty (full time and adjunct) and students?	The results of the scores are shared with program faculty through the annual program report. The results also are discussed during faculty meetings. The results are shared with the student during TPA workshop sessions (EDUC 550).

III. Progress	
How have previous years' findings been used to improve learning, courses and program in relation to this outcome? Specify.	The table below represents a 5-year data comparison of TPA 4 data for multiple subject students. The scores are represented as a percent with the number in parentheses.

- *Refer to previous years' assessment reports/responses for this section.*
- *How did this year's achievement level compare to past years?*
- *Show year-to-year progress, preferably in a data table.*

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
N	10	19	25	8	37
Range	2-4	3-4	3-4	3-4	3-4
Mean	3.0	3.16	3.12	3.25	3.2
Score 1 (N)	0	0	0	0	0
Score 2 (N)	10(1)	0	0	0	0

	Score 3 (N)	80(8)	84(16)	88(22)	75(6)	86(32)
	Score 3 (N)	80(8)	84(16)	88(22)	75(6)	86(32)
	Score 4 (N)	10(1)	16(3)	12(3)	25(2)	14(5)

The year-over-year exam scores largely show a satisfactory progress of students in successfully passing TPA 4. The program will continue to focus on timely completion of the assessments, and to decrease the number of candidates who re-take the exam.

As explained above, what this data matrix does not indicate is timely completion of TPA 4 mentioned previously in this report. Since there are currently no specific due dates set, candidates are left to decide their own date of completion.

In 2017-2018, the program made the following changes and decisions:
- Standardization of Key Assignments and alignment of Key Assignments with TPEs (see links in matrices in program summary)
- New Program Coordinator—Dr. Meghan Cosier
- Implementation of specific due dates for TPA submission
- Identify gaps in coursework and program structure using TPE program matrices
- Next Steps include using data from newly designed Key Assignments in program evaluation framework.
- Identify faculty who are "course custodians" of particular courses, to ensure review and alignment as revised TPAs are released in 2017-2018.