# Academic Program Assessment Report

**Assessment** is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

| **Academic Program** | **Submission Year** |
|---|---|
| Montessori Education, M.Ed. | 2019-2020 |

*Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.*

| **Assessment Coordinator Name** | **Enter Assessment Coordinator Email** |
|---|---|
| Barbara Ervin | bervin@lander.edu |

*If more than one coordinator, please choose one for emails to be sent to.*

# Program Goal

## Goal

### Goal 1

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

Students will be able to conduct applied research studies in classroom settings.

**Pillar of Success Supported**

⦿ High-Demand, Market-Driven Programs

◯ Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

◯ Robust Student Experience

◯ Graduates Who Are Gainfully Employed or Admitted to Graduate School

◯ Advancement Activities Leveraged to Further the University's Mission

◯ Engaged and Supportive Alumni

◯ Financially Stable and Operationally Efficient

◯ Facilities Positioned for Growth and Efficient Utilization

◯ Employer of Choice

◯ Highly-Valued Community Partner

*Choose the Pillar of Success that your goal best aligns with.*

# Outcomes

## Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will complete action research proposals that are approved by Lander's Institutional Review Board, which includes successful completion of the National Institute of Health Research on Human Subjects Certificate.

**Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

Student proposal will meet approval of Lander IRB.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

NA

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Student proposal is not approved by Lander IRB.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

| Assessment Measure Used | Frequency of Assessment |
|---|---|
| Lander University IRB Application for Student Projects. | 1 time per year. |

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

| **Data Collected for this Timeframe (Results)** | **Score (Met=3, Partially Met=2, Not Met=1)** |
|---|---|

| Applications for 14 graduate level student projects, accompanied by NIH Research on Human Subject certificates were submitted to Lander's IRB and approved. | 3 |

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

The results for this indicator were met. Students gain understanding of how to plan a simple research project. They are able to articulate the ethics and legal requirements for protection of human subjects, particularly children, in research settings. Students completed NIH certificates for the last time in 2018 because the NIH discontinued its Human Subject module program. In 2019 students will complete a module offered by the CITI Program. This is positive because, unlike the NIH which offered a single module, the CITI Program offers modules on behavioral and social research geared specifically for graduate students,

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

No additional resources are needed for the M.Ed. in Montessori program to meet this goal, although an update of the IRB student project application to an electronic submission would be a valuable update to the process.

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

# Outcome 2

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will successfully implement applied research projects in their classroom settings and share the results in a professional report.

**Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

A score of 17-24 on the action research rubric.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

NA

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

A score below 16 on the action research rubric.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

| **Assessment Measure Used** | **Frequency of Assessment** |
|---|---|
| Lander University Montessori Teacher Education Program Action Research Rubric | Every spring semester in MONT 618 |

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

| **Data Collected for this Timeframe (Results)** | **Score (Met=3, Partially Met=2, Not Met=1)** |
|---|---|
| Scores ranged from 17-24, with an average of 20.7. | 3 |

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

The rubric assesses the following: articulation of research question, literature review, methodology, data collection, findings and clarity of writing. In November 2018  the class met with Lander librarian Jean Thrift, who gave an introduction to Lander's data bases and tips for conducting literature reviews. Scores on this category improved from the previous year, with an average score of 3.7 out of a possible 4. A similar library session has already been scheduled for November 2019. One weakness of this outcome is the assessment tool. It is instructor made. Even though action research rubrics from other institutions were consulted in its creation, there is no norm referenced tool to evaluate student performance.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the*

*past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

$500-$1,000 to attend training in the creation of reliable rubrics would make this a more accurate assessment measure.

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

I am not aware of any standardized or norm referenced evaluation tools for graduate education research projects, but training in the creation of reliable rubrics would make results this student outcome a stronger indicator of success.

# Goal Summary

### Goal Summary/Comments

The action research project conducted in MONT 617 and MONT 618 adds rigor to the M.Ed. in Montessori program. Through completion of a module on ethics in human research and participation in Lander's IRB process, students gain first hand knowledge of research practice, and become more reflective practitioners. Successful completion of the NIH module (and in 2019-20 the CITI Program module) does demonstrate that Lander students meet a nationally recognized standard related to research practice. If the action research rubric is strengthened, it may provide additional documentation.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

### Changes Made/Proposed Related to Goal

Previously students were required to complete the NIH (now CITI Program) module and application for student projects and send them to the instructor by email. In the 2019-2020 academic year, students must submit the PDF certificate and application on Blackboard. This change may make the process more integrated into the practicum courses, MONT 617 & MONT 618.

Additionally, work to revise the rubric could make it a more reliable evaluation instrument.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

### Upload Rubrics/Other Files

application_for_student_projects (4).doc

Action Reseach Rubric 8-15.doc

*Please upload any rubrics or other documents used for this goal.*

# Goal 2

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the**

**Director of Institutional Effectiveness.**

Students will demonstrate the skills, knowledge and dispositions of Montessori educators by successfully demonstrating that they exhibit the Competencies for Montessori Teacher Candidates as defined by the Montessori Accreditation Council for Teacher Education (MACTE).

**Pillar of Success Supported**

⊙ High-Demand, Market-Driven Programs

○ Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

○ Robust Student Experience

○ Graduates Who Are Gainfully Employed or Admitted to Graduate School

○ Advancement Activities Leveraged to Further the University's Mission

○ Engaged and Supportive Alumni

○ Financially Stable and Operationally Efficient

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○ Employer of Choice

○ Highly-Valued Community Partner

*Choose the Pillar of Success that your goal best aligns with.*

# Outcomes

## Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will attain an average score 3 or higher on an electronic portfolio tied to the Competencies for Montessori Teacher Candidates as defined by MACTE.

**Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

Students will attain an average score of 3 or higher (on a scale of 1-4) on the portfolio rubric.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Students will attain an average score of 2.9-1.9 on the portfolio rubric.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Students will attain an average score below 1.9 on the portfolio rubric.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

| **Assessment Measure Used** | **Frequency of Assessment** |
|---|---|
| Lander University Montessori Teacher Education Program Portfolio Rating Form | Once per year in spring semester. |

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

| **Data Collected for this Timeframe (Results)** | **Score (Met=3, Partially Met=2, Not Met=1)** |
|---|---|
| The portfolio scores averaged 2.65-3.9. | 2 |

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

The electronic portfolio, based on the MACTE Competencies for Montessori Teacher Candidates, has been used by Lander's program for many years. MACTE has identified the competencies, but allows programs to set their own assessment criteria. As a graduate level university program, Lander's criteria are rigorous. Because our numbers are small (9 students graduating in the 2018-19 practicum cohort), one student can affect the average. In the past years, our average scores have consistently exceeded 3.0. Without the student who scored 2.65, the range of scores was 3.05-3.9. I believe that this score range is an aberration, and not a trend.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

As stated in the description of Goal #1, the rubrics employed by the M.Ed. in Montessori Program are instructor-created. There is no nationally normed or standardized measurement for Montessori education, like the Praxis exam or the PPAT. Montessori program numbers are low compared to conventional education programs, and it is not likely that a standardized assessment of Montessori will be available in the near future. $500-$1000 to allow the program director to take training in the creation of reliable assessment instruments is requested.

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

Resources would be used for face-to-face training or webinars in the creation of reliable, high quality assessment tools to measure Montessori program student outcomes.

# Outcome 2

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Graduates will assess the effectiveness of Lander's M.Ed. in Montessori program Montessori in preparing them with the knowledge, skills and dispositions of Montessori Teacher Candidates as defined by the Montessori Accreditation Council for Teacher Education (MACTE).

**Timeframe for this Outcome**

Academic Year 2019-2020

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

Graduates will indicate that they "strongly agree" or "agree" on the effectiveness of Lander's M.Ed. in Montessori Education program in preparing  them to implement the Montessori Competencies.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Graduates will indicate that they "strongly agree", "agree" and "disagree" on the effectiveness of Lander's M.Ed. in Montessori program in preparing them to implement the Montessori Competencies. (mixed results)

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Graduates will indicate that they "disagree" on the effectiveness of Lander's M.Ed. in Montessori Education program in preparing them to implement the Montessori Competencies.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

| **Assessment Measure Used** | **Frequency of Assessment** |
|---|---|
| Montessori Graduate Survey | Once per year after graduation |

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Data Collected for this Timeframe (Results)**      **Score (Met=3, Partially Met=2, Not Met=1)**

| Six surveys were returned. One graduate marked "disagree" on two Competencies. All other response were "agree" or "strongly agree". | 2 |

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

Overall, the survey results were positive. Of 120 items rated (6 responses on 20 competencies), only 2 items were rated "disagree". In order to receive the highest response rate, the survey was designed to be completed without comments or narrative, so it is not possible to know why these two items were rated negatively. They were: "The Lander University Montessori Program prepared you on the scope and sequence of curriculum (spiral curriculum." and "The Lander University Montessori Program prepared you on authentic assessment."
The results for these two items will be shared with Lander Montessori instructors (most of whom are adjuncts) and discussed with them.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

$500 per year

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

Most of Lander's Montessori instructors are part-time, adjunct instructors. They hold advanced degrees, Montessori credentials and have many years of Montessori classroom experience. They are highly skilled and committed to Lander's program. But because they do not live in the immediate Greenwood area, are not available for regular faculty meetings. $500 per year would provide enough money tp pay for mileage and meals for them to attend a one-day retreat each year to review the curriculum, analyze assessment results and plan for improvements.

# Outcome 3

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Employers will assess the effectiveness of Lander's M.Ed. in Montessori program Montessori in preparing their teachers with the knowledge, skills and dispositions of Montessori Teacher Candidates as defined by the Montessori Accreditation Council for Teacher Education (MACTE).

**Timeframe for this Outcome**

Academic Year 2019-2020

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

Employers will indicate that they "strongly agree" or "agree" on the effectiveness of Lander's M.Ed. in Montessori Education program in preparing  their teachers to implement the Montessori Competencies.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Employerswill indicate that they "strongly agree", "agree" and "disagree" on the effectiveness of Lander's M.Ed. in Montessori program in preparing their teachers to implement the Montessori Competencies. (mixed results)

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Employers will indicate that they "disagree" on the effectiveness of Lander's M.Ed. in Montessori Education program in preparing their teachers to implement the Montessori Competencies.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

| **Assessment Measure Used** | **Frequency of Assessment** |
|---|---|
| Montessori Employer Survey | Once per year in the year following graduation |

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

| **Data Collected for this Timeframe (Results)** | **Score (Met=3, Partially Met=2, Not Met=1)** |
|---|---|
| Four employers (principals or school directors) returned surveys. Each rated 20 items, for a total of 80 items. All indicated that they "strongly agreed" or "agreed" on the effectiveness of Lander program in preparing their teachers. | 3 |

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

The results indicate that employers are satisfied with Lander's Montessori Teacher Education Program, although the survey response rate was low. We will resend the survey one more time to solicit more input.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the*

*past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

$0

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

Not applicable

# Goal Summary

**Goal Summary/Comments**

The Montessori Accreditation Council for Teacher Education is Lander's Montessori program accreditor. The state of South Carolina requires its public Montessori teachers to receive certification from MACTE accredited programs, so it is vital for use to use MACTE Competencies for Montessori Teacher Candidates in our program assessments. Even though two of the indicators were only partially met, the overall results show that we are performing well and serving the needs of our students. Still, it is concerning that even two or three items out of hundreds demonstrate need for improvement. Montessori faculty need to meet and analyze these results.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Changes Made/Proposed Related to Goal**

Two proposed changes, discussed in the narratives for Outcome # 1 and Outcome # 2, are needed to demonstrate that the M.Ed. in Montessori  Education program is working toward continual improvement. First is to make refinements to the portfolio rubric to make it an effective, reliable assessment tool. Second is to meet with Montessori faculty to analyze survey and portfolio results and determine ways to assure  that every MACTE Competency is addressed multiple times throughout the program.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

**Upload Rubrics/Other Files**
MONT- Portfolio rating form rev 8-15-2017.doc

Graduates Montessori Survey (Responses).xlsx

Montessori Survey (Responses) administrators.xlsx

*Please upload any rubrics or other documents used
for this goal.*

# Goal 3

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

**Pillar of Success Supported**

⦿ High-Demand, Market-Driven Programs

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# Outcomes

## Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Major Enrollment

**Timeframe for this Outcome**

2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

Using a five-year rolling average, the number of students enrolled in the major (M.Ed. in Montessori Education) for Master's/First Professional is greater than or equal to 6.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

NA

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of students enrolled in the major (M.Ed. in Montessori Education) is less than 6.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

| Assessment Measure Used | Frequency of Assessment |
|---|---|
| Enrollment and Graduation data extracted from Banner | Annually |

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

| Data Collected for this Timeframe (Results) | Score (Met=3, Partially Met=2, Not Met=1) |
|---|---|
| 26.6 | 3 |

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

The 26.6 figure applies to both the M.Ed. in Montessori Education and the M.Ed. in Teaching and Learning because graduate level program productivity figures were not broken down by specific program. The Montessori program has more enrollees than the degree figures indicate because we usually have a small number of students who already hold Master's degrees and are enrolled as non-degree students for Montessori certification purposes. Unlike typical non-degree seeking students, they take 27 or more credit hours. We are engaged in on-going efforts to increase enrollment, but have limited resources.Offering a certificate program in Montessori education would allow those students who already hold Master's degrees to attain financial aid, because they now are identified as non-degree seeking and not eligible for financial aid.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

We request $17,000 per year, an amount roughly equivalent to the program tuition of one M.Ed. in Montessori graduate student. Montessori education is a niche market, and many companies who design recruitment campaigns do not know its intricacies. If the Montessori program had that amount to money to use in its own recruitment/marketing efforts, the money could be targeted to best efforts.

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

A combination of print and media marketing efforts, as well as some sponsorship opportunities would be used. Montessori-specific journals like Montessori Life and Montessori Public would have regualr on-going ads. One time, occasional advertisements do not have the same effect. Funds to hire a Lander undergraduate marketing student to maintain Facebook and Twitter accounts might also be used. Having a presence at national conferences is another tactic that might be feasible with enough funds.

# Outcome 2

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**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Completions (Degrees Awarded)

**Timeframe for this Outcome**

2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

Using a five-year rolling average, the number of degrees awarded  (M.Ed. in Montessori Education) for Master's/First Professional is greater than or equal to 3.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Not Applicable

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of degrees awarded (M.Ed. in Montessori Education) for Master's First Professional is less than 3.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

| Assessment Measure Used | Frequency of Assessment |
|---|---|
| Enrollment and Graduation data extracted from Banner | Annually |

*Tools that allow us to measure or demonstrate the*

extent to which outcomes have been achieved (ex. Capstone assignment).

**Data Collected for this Timeframe (Results)**

16.6

**Score (Met=3, Partially Met=2, Not Met=1)**

3

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

The 16.6 graduation figure applies to both the M.Ed. in Montessori Education Program and the M.Ed. in Teaching and Learning Program because the 2018-2019 Program Productivity figures for the M.Ed. were not broken down by specific program. The M.Ed. in Montessori program had 13 actual graduates - 3 in fall 2018, 8 in spring 2019 and 2 in summer 2019.  Many of our students take additional time to complete their degrees for financial reasons. Their school districts pay for the Montessori certification courses, and they pay for the additional M.Ed. courses out of pocket.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

Additional graduate level scholarship funds to assist Montessori graduate students are requested.

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

Often newly graduated teachers are hired by school districts to take Montessori coursework. They want to complete their Master's degrees, but are on the lowest end of the pay scale and have little extra funds to invest in education. We will offer a limited number of scholahip assistance for core M. Ed. coursework.

# Goal Summary

**Goal Summary/Comments**

Enrollment numbers for the M.Ed. in Montessori far exceed the Commission on Higher Education threshhold of 6, just as its  graduation numbers exceed the CHE threshold of 3. For the program's continuing sustainability, however, enrollment needs to grow. The program easily has the capacity to double, or even triple in size. The infrastructure to support the program is in place. The program makes efficient use of campus resources by holding face-to-face classes on weekends and summers when they are otherwise not in use. Our library has a strong Montessori collection. With an infusion of well-focused resources to increase enrollment, the program is poised to grow.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Changes Made/Proposed Related to Goal**

Some of the changes that are needed to grow the Montessori program are already taking place. Its web-site has been updated to make it more informative. At a recent FALs event over 50 undergraduates came to learn more about Montessori education and one upcoming December graduate has already made plans to apply for January admission. Montessori needs to be recognized for the asset that it is, and promoted as such.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

**Upload Rubrics/Other Files**
*Please upload any rubrics or other documents used*
*for this goal.*