

(Master's Degree in Educational Equity)

(May 2024)

Annual Academic Assessment Report

Results of analysis of assessment of Student Learning Outcome

(Report results of your assessment for the past year. These should be related to the plan that was provided last year in the annual assessment report and plan.)

- *17 Equity Fellows completed the Equity Fellowship course work with the grades and comprehensive examination results required to graduate with their Master's in Educational Equity degree in May 2024. Two additional Equity Fellows completed the course work with the grades and comprehensive examination results to graduate in August 2023. The 17 2024 May graduates represent the final cohort of the Equity Fellowship and the Master's in Educational Equity program.*
- *Due to the end of the Academy's program on June 30, 2024, there was no recruitment for additional Equity Fellows to begin the program in the Summer of 2024.*
- *Over the course of the 23-24 academic year, Equity Fellows participated in a Summer Institute, quarterly professional development, individualized coaching, and completed graduate school courses and related school-based projects.*
- *Equity Fellows also must meet all the graduation requirements for their degree and the College of Education and Health Professions*
- *According to the Academy's latest data from Inverness Research*
 - *87% of school leaders agree or strongly agree with the statement "Instructional Coaching offered by the Arkansas Academy for Educational Equity improves teaching practices at your school"*
 - *74% of school leaders would recommend the Arkansas Academy for Educational Equity to a colleague*
 - *87% of school leaders agree or strongly agree with the statement "Instructional Coaching offered by the Arkansas Academy for Educational Equity impacts student learning at your school"*

Any changes to degree/certificate planned or made on the basis of the assessment and analysis

(Provide a description of any changes to the degree/certificate program that is being reported as a result of findings from the program assessment. For example, was there a new course introduced, were there changes in course sequence, was advising restructured, and so forth?)

N/A

Any changes to the assessment process made or planned.

(Again, returning to the assessment plan submitted last year, describe with rationale any changes that were made to the assessment process. Any changes may show up in the actual assessment plan for the coming year.)

N/A

Academic Assessment Plan

Program Goals (3-4)

(Program goals are broad general statements of what the program intends to accomplish and describes what a student will be able to do after completing the program. The program goals are linked to the mission of the university, college, and department. Depending on the program goals for CAEP accreditation purposes might be listed here as well. Note: some of these goals for the coming year may well be related to or the same as goals from the past year.)

- 1. Identify and recruit teachers to serve in partner school districts throughout Arkansas**
- 2. Design Programs that retain early-career teachers with partner districts throughout Arkansas**
- 3. Equip teachers with the tools and resources to be successful in partner districts throughout Arkansas**

Student Learning Outcomes (6-8)

(Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.)

- 1. Best Practices for Teaching in High-Needs Schools**
- 2. Classroom Mechanics and Content**
- 3. Gathering and Analyzing Student Data**
- 4. Reflecting and Planning for Substantial Content Delivery**
- 5. Understanding and Exploring Community Context**
- 6. Teaching Content Practicum**

Process for Assessing each Student Learning Outcome

(A process must be defined and documented to regularly assess student learning and achievement of student learning outcomes. The results of the assessment must be utilized as input for the improvement of the program.)

- 1. Timeline for assessment and analysis**

(Must include specific timeline for collection and analysis of assessment data.)

- *Equity Fellows were assessed:*
 - *Each semester through their graduate school course work*
 - *Through bi-weekly coaching sessions with their Academic Coach – both in-person and through Zoom meetings*
 - *Through Mid-Semester Coaching Report documents issued to each Equity Fellow*
 - *During quarterly in-person Professional Development sessions*
 - *At the culmination of the program through their Comprehensive Examination*
- *The Equity Fellowship is assessed:*
 - *Quarterly through feedback on the professional development sessions*
 - *Annually through our budgeted to actual expense report*
 - *Annually through our Walton Report submitted to our Funder*

- 2. Means of assessment and desired level of student achievement**
(Must include at least one direct and one indirect method of assessment for each learning outcome.)
- *Equity Fellows are assessed in the following ways:*
 - *Course grades (learning outcomes 1-5)*
 - *Interactions with their assigned Content Directors (learning outcomes 2-6)*
 - *Participation in the Academy's PD sessions (learning outcomes 1-6)*
 - *Participation in the Academy's Summer Institute (learning outcomes 1-6)*
 - *Comprehensive examinations (learning outcomes 1-6)*
 - *The Equity Fellowship is assessed through:*
 - *Equity Fellow (participant) surveys*
 - *Principal (partnership) surveys*
 - *Partnership with Inverness Research to conduct a program data review*
 - *Available student achievement data*
- 3. Reporting of results**
(Must at least report annually to the Dean of college/school.)
- *Equity Fellows receive results:*
 - *Each semester*
 - *Quarterly*
 - *Bi-weekly through feedback with Content Directors*
 - *Annually during Summer Institute*
 - *Cumulatively through the Comprehensive Examination*
 - *The Equity Fellowship reports results:*
 - *Annually to the Dean, college, and our funder through our Walton Report*