



AAQEP Annual Report for 2025

Provider/Program Name:	Muskingum University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	Spring 2026 site visit

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

History and Overview of Muskingum University

Establishment Muskingum College was founded by Scots Irish who settled on the eastern edge of Muskingum County in the early 1830's. They were educated folks and missed the presence of an institution where their learning could continue. They started a committee known as the Friends of Education. Finally at a meeting in 1836 they decided to approach the state about establishing a college in the area. Just one year later in 1837, the Ohio General Assembly, after being petitioned by the Friends of Education, authorized the creation of Muskingum College. The name aligned with the county, a significant nearby river, and the Muskie fish which is described as captivating and elusive.

From College to University Muskingum is an independent church-affiliated (Presbyterian Church USA) institution on a hilly and beautiful terrain 220-acre campus in New Concord, Ohio. It is located in southeastern Ohio within the State's Appalachian cultural region. It remained a “college” until 2009 when it transitioned to Muskingum University to be more aligned with the broader scope of academic offerings, including graduate and continuing education programs.

University Programs The university offers baccalaureate programs in the liberal arts and sciences to approximately 1200 undergraduate students in a residential university setting. It also offers undergraduate degree completion programs through the Muskingum Adult Program (MAP) that prepare adults to succeed in a professional field. Graduate programs serve over 600 part-time and full-time students, and over 400 continuing education students.

Degrees Muskingum is authorized by the Ohio Department of Higher Education (ODHE) to grant the following degrees: BA, BS, BSN, MAT, MAE, MISST, MOL Ed. S. and the Doctorate of Organizational Leadership. The Higher Learning Commission (HLC) has accredited the University since 1919. The curricula are rooted in liberal arts values, including critical thinking, positive action, ethical sensitivity, and spiritual growth. The library offers access to 50 million items through the integrated statewide shared OhioLINK catalog of books, DVDs, CDs and more. Faculty and students have borrowing privileges at 90 academic libraries and several public libraries throughout the State. As a Federal Depository Library of Ohio's 6th Congressional District, the University Library receives electronic and print government publications from the U.S. government and the State of Ohio. A profile of the University may be found at <https://www.muskingum.edu/about/quick-facts-figures>

Overview of the Muskingum University Education Program

VISION

The vision of the Muskingum Educator Preparation Program is to offer quality programs in the context of a caring, professional community. Furthermore, and primarily, it is the Program's vision to develop educators who will serve a diverse and global society through leadership based on knowledge of human development, discipline-specific content, and pedagogy.

MISSION

The mission of the Muskingum Educator Preparation Program is to develop educational leaders who encourage, equip, and empower all students.

PROGRAM LEARNING GOALS

- Help students develop intellectually, ethically, socially, and physically (Student Growth and Development).
- Set learning goals and plan and implement learning activities and assessments that ensure that all learners are both successful and challenged (Instruction and Assessment).
- Create learning environments that empower students by encouraging positive social interactions, active engagement in learning, self-motivation, democratic decision-making, equity, and social justice (Learning Environments).
- Reflect on instruction and assessment in order to improve student learning (Reflection).
- Actively seek opportunities to grow professionally (Professional Growth).
- Serve and lead in communities of learners, including classrooms, schools, and the wider communities (Leadership).
- Use knowledge of individuals, families, communities, and cultures to create communities of learners (Collaboration with Partners Outside the School Setting).
- Recognize the importance of working cooperatively with teachers, staff, and administrators to create positive school cultures (Collaboration with Partners Within the School Setting).

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

[Accreditation | Muskingum University](#)

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 07/24)	Number of Completers in most recently completed academic year (12 months ending 07/24)

<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts (Baccalaureate) Initial Teaching License	Primary Education P-5	44	15
	Middle Childhood Education 4-9 (candidates pick two areas) *Language Arts and Reading *Mathematics *Science *Social Studies	10	4
	Special Education K-12 Intervention Specialist: Mild/Moderate	20	4
	Inclusive Primary Education (Dual License in Primary Education P5 and Intervention Specialist: Mild/Moderate K-12)	54	8
	Visual Art Education K-12	2	2
	Music Education K-12	9	2
	Adolescent to Young Adult Integrated Language Arts 7-12	10	4
	Inclusive AYA Integrated Language Arts Education (Dual License in AYA Language Arts 7-12 and AYA 7-12 Intervention Specialist)	4	0
	Adolescent to Young Adult Integrated Mathematics 7-12	13	3
	Adolescent to Young Adult Integrated Science 7-12	7	2
	Adolescent to Young Adult Life Science 7-12	0	0
	Adolescent to Young Adult Social Studies 7-12	24	1
	Inclusive AYA Integrated Social Studies Education (Dual License in AYA Social Studies 7-12 and AYA 7-12 Intervention Specialist)	7	0
	Primary Education P-5	14	5
	Middle Childhood Education 4-9 *Language Arts and Reading *Mathematics *Science *Social Studies (Candidates pick two areas)	4	0
	Intervention Specialist: Mild/Moderate K-12	52	14

Master of Arts in Teaching (MAT) (Post Baccalaureate) Initial Teaching License	Intervention Specialist: Moderate/Intensive K-12	0	0
	Inclusive Primary Education (Dual License in Primary Education P5 and Intervention Specialist: Mild/Moderate K-12)	6	0
	Visual Art Education K-12	0	0
	Music Education K-12	1	0
	Adolescent to Young Adult Integrated Language Arts 7-12	2	2
	Adolescent to Young Adult Integrated Mathematics 7-12	4	1
	Adolescent to Young Adult Integrated Science 7-12	2	0
	Adolescent to Young Adult Life Science 7-12	1	0
	Adolescent to Young Adult Social Studies 7-12	7	2
Total for programs that lead to initial credentials		297	69
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Arts in Education (MAE) (Post Baccalaureate) Licensed Teachers Adding Another License	Primary Education P-5	4	1
	Middle Childhood Education 4-9 (candidates pick two areas) *Language Arts and Reading *Mathematics *Science *Social Studies	3	0
	Intervention Specialist: Mild/Moderate K-12	33	12
	Intervention Specialist: Moderate/Intensive K-12	0	0
	Inclusive Primary Education (Dual License in Primary Education P5 and Intervention Specialist: Mild/Moderate K-12)	0	0
	Visual Art Education K-12	0	0
	Music Education K-12	0	0
	Adolescent to Young Adult Integrated Language Arts 7-12	0	0

	Adolescent to Young Adult Integrated Mathematics 7-12	0	0
	Adolescent to Young Adult Integrated Science 7-12	0	0
	Adolescent to Young Adult Life Science 7-12	0	0
	Adolescent to Young Adult Social Studies 7-12	0	0
	Primary Intervention Specialist P5	1	0
Master of Arts in Education (Graduate)	Advanced Certification: Principal Licensure (P-6, 4-9, 5-12 licensure bands)	18	5
	Advanced Certification: Administrative Specialist	11	4
Licensure of Advanced Studies (Postgraduate)	Advanced Certification: Superintendent	5	0
Total for programs that lead to additional/advanced credentials		75	22
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Not applicable		0	0
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		372	91
Unduplicated total of all program candidates and completers		372	

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Not applicable

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.			
372			
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.			
91			
**To be considered a program completer in Ohio, UG candidates need to have graduation confirmed with the University and all licensure testing requirements met (applying for the license is not necessary), G candidates are required to have all coursework completed (grades for courses and labs) and licensure testing requirements met (graduation is not required as a baccalaureate degree is already confirmed and applying for license is not necessary). The number of completers candidates may cross over different academic years. There are a few factors that may contribute to this: take time completing all testing requirements due to difficulty passing or financial reasons and/or personal reasons delay completing, etc. The total documented here is not the Title II total of completers.			
Initial Candidates			
Program	Number of Candidates Admitted to Student Teaching	Number of Candidates Completing Student Teaching	% of Candidates Completing Student Teaching
UG/MAP – G/PB	94	91	97%
Advanced Candidates			
Program	Number of Candidates Admitted to Student Teaching	Number of Candidates Completing Student Teaching	% of Candidates Completing Student Teaching
PIS	0	0	0%
ATP	7	7	100%
Summer Programs (Jumpstart/Gifted)	29	29	100%

OSPP Candidates			
Program	Number of Candidates Admitted to Internship	Number of Candidates Completing Internship	% of Candidates Completing Internship
Principal	6	3	50%
Administrative Specialist	3	3	100%
Superintendent	0	0	100%

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

88

**To be approved for a license, program completers need the following: UG candidates need to have graduation confirmed with the University and all licensure testing requirements met, G candidates are required to have all coursework completed (grades for courses and labs), licensure testing requirements met, no money owed to the university, admission to the graduate program and department of education. The number of recommendations for licensure candidates may cross over different academic years. There are a few factors that may contribute to this: they do not apply for license, take time completing all testing requirements due to difficulty passing or financial reasons and/or personal reasons delay completing, owing money to the university or completing admission requirement, etc.

Initial Candidates			
Program	Number of Candidates in Student Teaching	Number of Candidates Who Sought Licensure	% of Candidates Who Sought Licensure
UG/MAP – G/PB	94	40	43%

Advanced Candidates			
Program	Number of Candidates in Student Teaching	Number of Candidates Who Sought Licensure	% of Candidates Who Sought Licensure
PIS	0	0	0%
ATP	7	5	71%
Summer Programs (Jumpstart/Gifted)	29	9	45%

OSPP Candidates			
Program	Number of Candidates in the Internship	Number of Candidates Who Sought Licensure	% of Candidates Who Sought Licensure
Principal	6	1	17%

Administrative Specialist	3	3	100%
Superintendent	0	0	0%

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

Muskingum University had 109 candidates (UG-57, G-52) apply for graduation in Academic Year 2024-2025. The education programs at the undergraduate level can be completed in 4 years, for graduate programs 2 years. Of the 57 undergraduate candidates, 100% graduated within 4 years. Of the 52 graduate candidates, 81% graduated within the 2 years. Ten graduate candidates completed within 3-12 years. There could be multiple factors at the graduate level not completing within the desired timeframe – students take breaks during their education for personal reasons, do not complete testing requirements, and or do not apply for graduation.

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

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

Table 1								
Test	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Score-Inst.	Mean Score-State	State Pass Rate
APK: AYA (7-12)	20	20	0	100%	0%	247.9	251.5	96%
APK: Mid Childhood (4-9)	5	5	0	100%	0%	247.8	237.7	87%
APK: Multi-Age (PK-12)	30	30	0	100%	0%	248.0	249.8	92%
APK: Primary Education (PK-5)	29	29	0	100%	0%	260.3	258.4	99%

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

Table 2								
Test	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Score-Inst.	Mean Score-State	State Pass Rate

Art	1	1	0	100%	0%	222.0	239.5	84%
Biology	3	1	2	33%	67%	215.3	212.5	46%
Dual Adolescence to YA SpEd (7-12)	3	2	1	67%	33%	232.7	219.1	55%
Educational Leadership	6	6	0	100%	0%	239.0	233.3	83%
English Language Arts	9	8	1	89%	11%	228.0	238.1	80%
Foundations of Reading	73	60	13	82%	18%	234.7	233.7	79%
Integrated Science	4	4	0	100%	0%	239.3	238.2	79%
Integrated Social Studies	16	9	7	56%	44%	219.1	232.0	76%
Mathematics	7	4	3	57%	43%	227.6	225.5	64%
Mid Grades Eng Lang Arts	5	4	1	80%	20%	236.0	240.3	85%
Mid Grades Mathematics	4	3	1	75%	25%	231.8	233.1	76%
Mid Grades Science	2	2	0	100%	0%	232.5	238.0	82%
Mid Grades SS	2	2	0	100%	0%	234.5	229.0	72%
Music	5	4	1	80%	20%	230.4	237.2	83%
Primary Education (PK-5)	36	32	4	89%	11%	239.2	245.1	93%
Primary Special Education (PK-5)	2	2	0	100%	0%	233.5	246.2	95%
Special Education	64	48	16	75%	25%	228.8	236.3	81%

AY Totals	# Takers	# Pass	% MU Pass Rate	State pass Rate
All APK and Content Tests	326	276	85%	84%

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

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

Table 1

Teacher Completers Survey		
% of completers responses at satisfactory or above satisfactory on multiple measures within each of the OSTP Standards		
OSTP Standards	Student Teachers	Alumni Teachers
#1 Students (ST-Q:6a,6b; AL-Q:4a,4b)	98%	98%
#2 Content (ST-Q:6c,6d; AL-Q:4c,4d)	96%	95%
#3 Assessment (ST-Q:6e,6f; AL-Q:4e,4f)	93%	94%
#4 Instruction (ST-Q:6g,6h,6i; AL-Q: 4g,4h,4i)	92%	96%
#5 Learning Environment (ST-Q:6j,6k; AL-Q:4j,4k)	93%	95%
#6 Collaboration and Communication (ST-Q:6l,6m; AL-Q:4l,4m)	96%	98%
#7 Professional Responsibility and Growth (ST-Q:6n,6o; AL-Q:4n,4o)	97%	98%

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

Table 2

OSPP Completers Survey			
% of completers responses at satisfactory or above satisfactory on multiple measures within each of the OSTP Standards			
Ohio Principal Standards		Principals	Alumni
Leadership	#1 Continuous Improvement (4a)	100%	100%
	#2 Instruction (4b)	100%	100%
	#3 School Operations, Resources and Learning Environment (4c)	100%	100%

Learning	#4 Collaboration (4d, 4e, 4f, 4g)	100%	82%
	#5 Parents and Community Engagement (4h)	100%	100%
Culture	#6 Equity and Cultural Responsiveness (4h, 4i, 4j)	100%	100%
	#7 Community of Care and Support (4k, 4l)	100%	86%
	#8 Meaningful Engagement of Families and Community (4l, 4m)	100%	76%
Management	#9 Strategic Staffing (4n)	100%	57%
	#10 School Operations (4o)	100%	90%

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

Table 3

Ohio Superintendent Standards	Superintendents	Administrative Specialists	Alumni (results combined)
#1 Vision, Continuous Improvement, and Focus of District Work (5a, 5b, 5c, 5d)	No response for Candidates	100%	100%
#2 Communication and Collaboration (5e)		100%	100%
#3 Policies and Governance (5f, 5g, 5h, 5i, 5j)		100%	100%
#4 Instruction (5k, 5l, 5m, 5n)		100%	100%
#5 Resources (5o, 5p, 5q, 5r, 5s)		63%	100%

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.

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

The results from this survey are gathered during Mock Interviews at the end of each semester and OSPP internship mentors at the intern's completion	
% of employer responses at satisfactory or above satisfactory on multiple measures within each of the OSTP Standards	
OSTP #1 Students (Q: 6a, 6b)	94%
OSTP #2 Content (Q: 6c, 6d)	94%
OSTP #3 Assessment (Q: 6e, 6f)	94%
OSTP #4 and #5 Instruction and Learning Environment (Q: 6g, 6h, 6i, 6j, 6k)	93%
OSTP #6 Collaboration and Communication (Q: 6l, 6m)	93%
OSTP #7 Professional Responsibility and Growth (Q: 6n, 6o)	95%

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

Muskingum University gathers candidate completer employment information for the Academic Year through Survey Monkey. A survey is sent to completers for the academic year in August to his/her Muskingum Email and/or personal email (if available). The survey is open for a month with reminders sent weekly for candidates' responses.

Table 1 for initial and advanced teaching license completers, 50% of candidates responded to the survey with 76% teaching in the field.

The following data are based upon results from the Academic Year Employment Survey conducted by the MU EPP August 2024.											
Initial/Advanced Teaching License											
Number of Completers Sent Survey	Number of Completers Who Responded	Employed in Teaching Field	Looking for Teaching Position	Not Looking for Teaching Position	Employed in Higher Education	Seeking Advanced Studies	Outside Education	Military	Left Education	Not Employed	Skipped Question
98	49	37	7	3	0	0	0	0	0	2	0
% Totals	50%	76%	14%	6%	0%	0%	0%	0%	0%	4%	0%

Table 2 for OSPP employment survey had a 17% response rate with 11% working as an administrator.

The following data are based upon results from the Academic Year OSPP Employment Survey conducted by the MU EPP August 2024.											
Principal, Administrative Specialist, and Superintendent											
Number of Completers Sent Survey	Number of Completers Who Responded	Employed in OSPP Field	Looking for OSPP Position	Not Looking for OSPP Position	Still Employed as a Licensed Teacher	Employed in Higher Education	Seeking Advanced Studies	Military	Outside Education	Not Employed	Skipped Question
18	3	2	0	0	1	0	0	0	0	0	0
% Totals	17%	11%	0%	0%	6%	0%	0%	0%	0%	0%	0%

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

The data compiled in Table 3 documents three levels of assessments showing the teaching skills developed over the course of a candidate's program. The unit assessments: Intermediate Teach (IT) completed during the general methods course (sophomore), Pre-Student Teaching (PST) completed during content methods (junior), and Student Teaching (ST) completed in the final professional semester (senior) are aligned to the Ohio Standards for the Teaching Profession (OSTP) relevant to evaluate the skills needed to be a quality educator. The scoring for the assessments is as follows: Well Prepared (3), Prepared (2), Developing (1), and Ineffective (0). Scoring requirements for each assessment are based on a point system with no standard item permitted at a score of zero. Intermediate Teach – 15 points, Pre-student Teaching-45 points, and Student Teaching-60 points.

The data in table 3 below shows candidates throughout all levels fall between the high Developing (1.959 at level I) which is above the expectation at this level to above Prepared (2.306 and above at level III). Candidates continue to show improvement across all standard elements. For academic year 25-26, the scoring items will be renamed to provide better understanding for scorers. Additionally, more deliberate training will be developed to ensure consistency in scoring.

Table 3:

Assessment	AAQEP	OSTP	Standard Statement	N= 111	N= 120	N= 101
				All Candidates Level I	All Candidates Level II	All Candidates Level III
Intermediate Teach (I) (standards in orange) Pre-Student Teaching (II) (Includes Level I standards and three highlighted green) Student Teaching (III)	1c	1.4	model respect for students' diverse cultures, language skills and experiences.	2.276	2.543	2.684
	1c	5.1	treat all students fairly and establish an environment that is respectful, supportive & caring.	2.449	2.600	2.806
	1b	5.2	create an environment that is physically and emotionally safe.	2.296	2.562	2.673
	1b	5.3	motivate students to work productively and assume responsibility for their own learning.	2.071	2.476	2.531
	1e	5.5	maintain an environment that is conducive to learning for all students.		2.514	2.490

(includes all standards listed)	1a	2.1	know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.	2.224	2.410	2.612
	1a	2.4	understand the relationship of knowledge within the discipline to other content areas.		2.371	2.531
	1d	3.1	are knowledgeable about assessment types, their purposes, and the data they generate.	1.969	2.343	2.469
	1d	3.2	select, develop, and use a variety of diagnostic, formative and summative assessments.	1.959	2.038	2.480
	1d	3.3	analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.		2.143	2.449
	1b	1.2	understand what students know and are able to do and use this knowledge to meet the needs of all students.			2.480
	1a	2.2	understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.			2.643
	2a	6.2	share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.			2.367
	2f	6.3	collaborate effectively with other teachers, administrators and school and district staff.			2.439
	2a	6.4	collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.			2.306

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

The data compiled in Table 4a documents three levels of assessments showing the professional dispositions developed over the course of a candidate's program. The unit assessments: Professional Dispositions Level I completed during the general methods course (sophomore), Professional Dispositions Level II completed during content methods (junior), and Professional Dispositions Level III completed in the final professional semester (senior) are aligned to the Ohio Standards for the Teaching Profession (OSTP) relevant to evaluate the dispositions needed to be a quality educator. The scoring for the assessments is as follows: Well Prepared (3), Prepared (2), Developing (1), and Ineffective (0). Scoring requirements for each assessment are based on a point system with no disposition permitted at a score of zero. Level I – 11 points, Level II – 17 points, and Level III - 22 points. After the pilot year, an additional disposition to include evaluation of peer relationship was added to the assessment.

The data in table 4a below shows candidates throughout all levels of the assessment, maintain scores of high prepared (2.758 at level I) which is above the expectation to above Prepared (2.788 and above at level III). Candidates continue to show improvement across all dispositions. For academic year 25-26, the scoring items will be renamed to provide better understanding for scorers. Additionally, more deliberate training will be developed to ensure consistency in scoring.

Table 4a				N=	N=	N=
						15
Assessment	AAQEP	OSTP	Standard Statement	All Candidates Level I	All Candidates Level II	All Candidates Level III
Dispositions	1f	1.4	respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	2.798	2.830	2.838
	1f	4.4	values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	2.828	2.832	2.788
	1f	3.2	is committed to using multiple types of assessment processes to support, verify and document learning.	2.758	2.755	2.798

The data compiled in Table 4b is from three levels of assessments showing the lesson planning and data analysis skills developed over the course of a candidate's program. The unit assessments: Lesson Plan and Effect on Student Learning (LP) Level I completed during the general methods course (sophomore), LP Level II completed during content methods (junior), and LP Level III completed in the final professional semester (senior) are aligned to the Ohio Standards for the Teaching Profession (OSTP) relevant to evaluate the candidates ability to plan relevant instruction and analysis of student data needed to be a quality educator. The scoring for the assessments is as follows: Well Prepared (3), Prepared (2), Developing (1), and Ineffective (0). Scoring requirements for each assessment are based on a point system with standard at a score of zero. Level I – 27 points, Level II – 40 points, and Level III - 51 points.

The data in table 4b below shows candidates throughout all levels of the assessment, maintain scores of above Developing (1.511 at level I) which is above the expectation to above Prepared (2.526 and above at level III). Candidates continue to show improvement across all levels of the lesson plan assessment. For academic year 25-26, the scoring items will be renamed to provide better understanding for scorers. Additionally, more deliberate training will be developed to ensure consistency in scoring.

Table 4b

Assessment	AAQEP	OSTP	Standard Statement	N= 105	N= 117	N= 101
				All Candidates Level I	All Candidates Level II	All Candidates Level III
Lesson Plan I, II, III	1c	4.3	communicate clear learning goals and explicitly link learning activities to those defined goals.	2.000	2.495	2.711
	1a	2.4	understand the relationship of knowledge within the discipline to other content areas.	1.811	2.495	2.536
	1c	2.5	connect content to relevant life experiences and career opportunities.	1.589	2.143	2.526
	1b	1.2	understand what students know and are able to do and use this knowledge to meet the needs of all students.	1.578	2.333	2.804
	1a	2.1	know the content they teach and use their knowledge of content-area concepts, assumptions, and skills to plan instruction.	2.000	2.495	2.742
	1c	1.4	model respect for students' diverse cultures, language skills and experiences.	1.978	2.229	2.680
	1c	4.6	create and select activities that are designed to help students develop as independent learners and complex problem-solvers.	1.978	2.152	2.732

1b	5.3	motivate students to work productively and assume responsibility for their own learning.	1.944	2.229	2.794
1e	5.5	maintain an environment that is conducive to learning for all students.	1.944	2.419	2.794
1a	2.2	understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	1.978	2.381	2.701
1d	3.2	select, develop, and use a variety of diagnostic, formative and summative assessments.	1.511	1.990	2.608
1d	3.3	analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.	1.656	1.865	2.742

5. Notes on Progress, Accomplishment, and Innovation

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

Science of Reading Statewide Audit: Over the last 3 years, we've worked to update our literacy program with the Science of Reading principles. Last winter the state of Ohio launched a audit of all Educator Preparation Programs to verify that they're training teachers in the science of reading. In November, Muskingum received its audit results. We were aligned to the science of reading in all categories with no areas for improvement. We received some of the highest scores in the state.

Communication: Over the summer, we designed a new tool to improve communication with students as well as school district partners. The "Education Department Hub" is a website that organizes all program information and documents into a more easily accessed format.

Ridgewood Community Schools Partnership: Our program continually looks to build more authentic fieldwork experiences for our teacher candidates. In the past year, we've built an excellent partnership with Ridgewood Community Schools, particularly in the area of reading intervention. Candidates taking EDUC 414, Reading Assessment and Intervention, also engage with Dynamic Indicators of Basic Early Literacy (Dibels) and utilize data to support students. These candidates attend field practicum at Ridgewood two times per week. As a part of their field practicum, they assess students using the Amplify Dibels platform, analyze the data, and prescribe interventions based on identified needs. Candidates facilitate the interventions with fidelity for two weeks, then reassess student growth using DIBELS as a progress monitoring tool. Throughout their course, candidates regularly share redacted data and findings with colleagues, discussing successes and ongoing concerns. Data: Improved course grades in EDUC 414 and improved test scores on the Foundations of Reading OAE licensure exam.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Continue Curriculum Alignment across Traditional Undergrad, MAP (adult education) and Graduate Teacher Education
Actions	<ul style="list-style-type: none"> -Updated course names, course numbers, and course descriptions -Assign full-time faculty to oversee adjunct faculty in their particular subject/licensure areas -Schedule regular meetings with adjunct faculty -Develop enhanced advising program for adult and graduate students -Survey adjuncts and students about their experience with the alignment process -Collaborate and coordinate with multiple university departments
Expected outcomes	<ul style="list-style-type: none"> -Better communication among all participants -Clearer expectations -More responsive advising
Reflections or comments	-This can be complicated. There are a lot of moving parts. But we believe that we can design a better system that will serve all of our students. Additionally, this past summer we hired a new Director of Graduate Education, Jessica Grubaugh, as well as a full-time advisor for graduate and adult education. Their contributions are already moving this work along.
Standard 2	

Goals for the 2025-26 year	Continue developing case study project in which we track a select group of students from their senior year of student teaching through their first three years in the classroom as licensed teachers
Actions	<ul style="list-style-type: none"> -We began this project last year. -We identified 2 traditional undergrads and 2 graduate students for the first cohort of case studies. -The students also represent a diverse range of licensure area and performance in the program (ie, They're not all straight A students.) -These students had initial and follow up interviews with faculty. Their interviews were transcribed. -These students also completed survey questions about their experience in our education program and how it translated to their first year on the job.
Expected outcomes	<ul style="list-style-type: none"> -We believe this will provide us with much deeper insight into the impact our program is having on our teachers both during their time at Muskingum and into the beginning of their teaching careers. -We also believe that these case studies will provide stronger and longer-lasting connections and collaborations with our alumni.
Reflections or comments	-We still believe in this idea. We'd like to collect high-quality, qualitative data through case studies. We're working on how to create a better system to make this data valid and reliable.
Standard 3	
Goals for the 2025-26 year	Revise how we counsel students out of the program and create a more structured "off-ramp" for students to guide them toward an alternative graduation path; consider the possibility of creating interdisciplinary Education major (that would be non-licensure)
Actions	Meet with Student Success Office and the PLUS program at Muskingum to develop a plan that makes sense for Muskingum Students; meet with faculty in sociology, criminal justice, and psychology to develop interdisciplinary major
Expected outcomes	Creation of a structured plan to counsel students out of the Education program and onto a more appropriate graduation path.
Reflections or comments	We want to move away from a feeling that some students have "failed out" of Education and move toward an idea where students are finding the right path in education, even if that means non-licensure
Standard 4	

Goals for the 2025-26 year	Better, more structured feedback from current students, alumni, and school partners
Actions	We're in the process of creating two formal groups to provide feedback to the program. First, the Muskingum Educator Student Advisory Group (MESAG) will be comprised of 10 students and will meet 2-3 times each semester to review department policies, initiatives, and concerns. While a non-voting group, the students will be able to provide invaluable feedback from the student perspective. Second, the Educator Preparation Advisory Team (EPAT) will be comprised of 20 people, including teachers, administrators, Educational Service Centers, and social service organizations from the community. EPAT will be an opportunity for the Muskingum Education Program to share what we're working on as well as a chance get invaluable feedback from school and community partners. The group will meet 2-3 times each semester.
Expected outcomes	Creation of formal opportunities for data review and feedback from school partners and current students
Reflections or comments	A more systematic approach will help us make better, data-driven decisions.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

The MUED program executed a robust investigation into the psychometric properties of its core unit assessments (*Dispositions III, Lesson Planning III, and Student Teaching*) during the 2024-2025 academic year.

- **Validity:** Content validity was confirmed through external stakeholder review (Lawshe Chart analysis) and alignment to InTASC/OSTP standards. Most items achieved strong Content Validity Ratios (CVR) and Proportional Agreement on Essentiality (PAE).
- **Reliability:** Internal consistency (Cronbach's Alpha) for core assessments consistently demonstrated strong results (0.89 to 0.98). A comprehensive plan for inter-rater reliability was maintained, including annual assessor training, calibration sessions, and spot-checks.
- **Fairness:** All assessment performance data is routinely disaggregated by licensure area, modality, and diverse county to identify and address any potential equity concerns.

The program maintains its robust quality assurance system by ensuring continuous improvement based on current findings. Specifically, the department has prioritized the commitment to validity and reliability maintained annually through mandatory review, assessor training, and calibration activities, with results driving the focus of Annual Data Retreat. To preserve validity and fairness, faculty will continue the annual review of assessment rubrics to ensure clear measurement of intended constructs, while the process of data disaggregation and Bias Reviews remains an ongoing practice to monitor and ensure equitable outcomes for all candidates.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

n/a

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

We’re currently working on creating a new fieldwork partnership with Cambridge Community Schools. They recently received a multi-million dollar grant to support literacy initiatives in their district. We’re talking with them about how they could utilize our students in the core literacy classes to support their work. Such a partnership could greatly benefit both Cambridge Community schools—our teacher candidates working with their K-12 students—and Muskingum’s Education Program—providing an authentic fieldwork opportunity for our candidates to apply in the field what they’re learning in the classroom.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

The state of Ohio is revamping Middle Childhood Licensure. They're currently debating whether to create a Preschool to 8th grade generalist license or a 5th grade to 8th grade generalist license. In either case, we will need to somehow prepare our teacher candidates to teach all subject areas across the grade band. This will not be easy, to say the least. Fitting enough content classes into a student's schedule so they're adequately prepared to teach science, math, ELA, and social studies is nearly impossible. But this is the problem we'll be tasked with solving.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Keith Eberly, Director of Education Studies	Dr. Keith Eberly, Director of Education Studies

Date sent to AAQEP:	
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