

ANDREWS UNIVERSITY
SCHOOL OF EDUCATION

ANNUAL ASSESSMENT REPORT

2010-2011

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**SECTION 1: ANNUAL
ASSESSMENT REPORT
OVERVIEW**

This School of Education (SED) Annual Assessment Report is prepared for the academic year 2010-2011, and summarizes the data collected by the SED Assessment System from Summer Semester 2010 through Spring Semester 2011 on student learning outcomes and evidences of progress towards goals of completion. It also contains assessment of faculty, programs, and the SED as a Unit. This section, Section 1, provides an overview.

Section 2 focuses on the assessment of School of Education candidates through the use of aggregated program data from course rubrics, course grades, and program gateways. Section 3 covers faculty assessment through the use of student opinion surveys, professional development assessment, and peer evaluations. Section 4 provides data from the perspective of program quality. Section 5 reports on assessments of unit operations. Section 6 of this report concludes with a summary of changes and improvements which have resulted from reviews of the various data obtained.

The SED Programs are shown in Table 1. All teacher education programs, as well as other programs that are school-based, are aligned with NCATE requirements. At the end of the academic year, the Michigan Department of Education had approved all but one of the folios for teacher preparation in the unit. That one folio will be resubmitted soon. Program enrollments for fall 2010, as reported by the Office of Institutional Research, and program approval status are shown in Table 2 below.

Table 1. Programs in SED

PROGRAM	TYPE
Teaching, Learning, & Curriculum	
BSELED Bachelor of Science in Elementary Education	Initial Teacher Education, NCATE Accredited
BS with Secondary Certification	Initial Teacher Education, Partner departments in the College of Arts and Sciences, NCATE Accredited, Recognition by Specialized Professional Associations (SPA) in progress.
Elementary Certification	Initial Teacher Education, NCATE Accredited
Secondary Certification	Initial Teacher Education, NCATE Accredited, Recognition by Specialized Professional Associations (SPA) in progress.
MAT Master of Arts in Teaching (Elementary and Secondary)	Initial Teacher Education, NCATE Accredited
MA EdS, EdD, PhD Education - Curriculum and Instruction (C&I)	Advanced, Continuing Teacher Education, MA is NCATE Accredited
Educational & Counseling Psychology	
MS Special Education	Advanced, Other School Personnel, NCATE Accredited Applying for CEC approval
EdS School Psychology	Advanced, Other School Personnel, NCATE Accredited. NASP approved.
MA School Counseling	Advanced, Other School Personnel, CACREP Accredited
MA Community Counseling	CACREP Accredited
MA Clinical Mental Health Counseling	For review by CACREP in 2011
MA, EdD, PhD Educational Psychology	
PhD Counseling Psychology	
Leadership	
Grad. Certificate, MA, EdS, EdD, PhD Educational Leadership	Advanced, Other School Personnel, MA is NCATE Accredited Applying for ELCC approval
MA, EdS, EdD, PhD Higher Education Administration	
Undergrad. Certificate, MA, EdS, EdD, PhD Leadership	

Table 2. SED Programs 2010-11: Candidate Enrollment and Approval Status

School	Dept. Program	Award Level	Elem. Cand.	Secnd. Cand.	Advanced Programs	Approval by MDE or Other
CAS	Biology	B MAT		2		MDE, 2007; writing SPA application for March 2012
CAS	Chemistry	B				MDE, 2009; writing SPA application for March 2012
CAS	Communication	B		1		MDE, 2004; SPA-like doc. for MDE site visit, Nov 2011
CAS	English	B MAT		11		MDE, 2005 ; application submitted to NCTE 3-15-11, Revisions required, re-submit 3/15/12
SED	Education, Elementary	B MAT	54 3			MDE, 2011; application to ACEI is upcoming
SED	Education, Secondary	B MAT		5		See content areas
CAS	ESL	M				MDE, 2007
CAS	History	B MAT		2		MDE, 2011
SED	Integrated Science	B	1	3		MDE, 2007, 2008; writing SPA application for March 2012
CAS	Language Arts	B	6			MDE, 2002; SPA-like doc. for MDE site visit, Nov 2011
CAS	Lang: French	B MAT				MDE, 2008
CAS	Lang: Spanish	B MAT		10		MDE, 2008
CAS	Math & Math Ed	B	1	16		MDE, 2006; Application submitted to NCTM 9-15-11
CAS	Music Educ	B M	3	13		NASM, 2010
CAS	Physics	B M		1		MDE, 2007; writing SPA application for March 2012
CAS	Political Science	B				MDE, 2011
CAS	Religion	B M		4		SDA Church (AAA)
CAS	Social Studies Elem Ed	B	5			Submitted to MDE 2011. Revisions required
CAS	Social Studies Sec Ed	B		10		MDE, 2011
CAS	Visual Arts Education	B		6		MDE, 2004; SPA-like doc. for MDE site visit, Nov 2011

Table 2. (continued). SED Programs 2010-11: Candidate Enrollment and Approval Status

School	Dept. Program	Award Level	Elem. Cand.	Secnd. Cand.	Advanced Programs	Approval by MDE or Other
SED	Curriculum & Instruction	M E D			17 5 15	N/A
SED	Educational Leadership	GC M E D			2 4 6 9	Application to ELCC 9-15-11
SED	Higher Education Administration	M E D			6 10	
SED	Leadership	UC M E D			47 52 5 104	N/A
SED	Learning Disabilities	M			4	MDE, 2004
SED	School Counseling	E			6	CACREP; visit Nov 2011
SED	School Psychology	E			33	NASP, 2008
SED	Educational Psych.	M E D			15 12	N/A
SED	Community Counseling	M			16	CACREP
SED	Clinical Mental Health Counseling	M			14	CACREP visit Nov 2011
SED	Counseling Psych.	D			28	National Registry

Note: Program enrollment numbers include students with more than one major.

Award Levels: B = BA, BS or post-baccalaureate license; UC = undergraduate certificate; M = MA, MS; E = EdS, EdD; D = PhD

SED ASSESSMENT SYSTEM

The assessment of learner outcomes and program improvement within the SED are described in the SED Assessment System. It contains several sections, including Candidate Performance, Program Quality, Unit Operations, and Faculty Performance, each of which provides a number of sources of data. Learner outcomes are aligned with the SED Conceptual

Framework (CF), and with state and national professional accrediting bodies.

Evaluation information comes from rubrics which use a five-point performance scale: Levels 4 and 5 represent “Target performance,” meaning Proficient (4) or Exceptional (5) performance of the desired outcome; Level 3 is “Acceptable performance,” and represents satisfactory mastery of the desired outcome; and Levels 1 and 2 represent “Unacceptable performance,” meaning Unsatisfactory (1) or Emerging (2) performance which does not demonstrate sufficient mastery of the outcome to be acceptable.

Since 2007, much of the data collected for assessment purposes have been entered into a LiveText database. Every student enrolled in a program in the unit is required to obtain a LiveText license. The database uses the six Key Elements of the Conceptual Framework and their subsections as organizers, shown in Table 3 below. An additional section, VII. Content, is used by the Department of Teaching, Learning, and Curriculum. The sources of data include the following:

- A. Formative and summative evaluation data which are available to provide candidates feedback on their progress.
- B. Key assessment rubrics which provide evidences for mastery of NCATE or SPA required competencies.
- C. Program gateway information which provide evidences relating to Gateway Points (admission to program, program performance, internship, completion of student teaching, and program completion). The unit also collected standardized test scores (Michigan Test for Teacher Certification or MTTC), comprehensive exam results, and alumni and employer survey data.

Assessments within LiveText have been linked to these key elements and, since fall of 2010, can be aggregated for each element.

In 2010, the Unit voted a list of eight professional dispositions. These dispositions align with the Conceptual Framework (Table 3), and have been formally added into Unit assessments and into LiveText.

Table 3. The SED Conceptual Framework

ELEMENT	SUBSECTIONS	DISPOSITIONS
I. Worldview	<ul style="list-style-type: none"> • Explain worldviews and trace their historical development • Critique worldviews from a Christian perspective • Integrate principles of a Christian worldview into their chosen field of study. 	Value <ul style="list-style-type: none"> • Fairness • Service • Diversity
II. Human Growth and Change	<ul style="list-style-type: none"> • Describe human development • Apply current theories of learning 	Believe that all students can learn
III. Groups, Leadership, and Change	<ul style="list-style-type: none"> • Facilitate change in groups and organizations • Relate effectively with various cultural, racial, and special interest groups • Identify political and legal issues • Manage human, financial, and material resources • Demonstrate servant leadership 	Recognize personal leadership responsibility
IV. Communication and Technology	<ul style="list-style-type: none"> • Communicate effectively in written, verbal, and non-verbal forms. • Use electronic tools effectively for professional communication, teaching, and research. 	Value respectful communication
V. Research and Evaluation	<ul style="list-style-type: none"> • Read and evaluate research • Conduct research • Report research findings 	Committed to inquiry
VI. Personal and Professional Growth	<ul style="list-style-type: none"> • Demonstrate continuing professional development • Demonstrate ethical behavior in all professional activities. • Demonstrate balanced physical, mental, spiritual, and social development. 	Value personal and professional growth

**SECTION 2:
CANDIDATE
ASSESSMENT**

TEACHING, LEARNING & CURRICULUM

Key evidences of candidate performance are collected from sources such as candidates' GPAs, course grades, standardized test scores (i.e., Michigan Test for Teacher Certification or Praxis), rubrics on individual assignments, portfolios, field/internship evaluations, and follow-up surveys. Care is taken to ensure that some key evidences come from external sources (such as national and state examinations and employer surveys) as well as from internal sources (such as self-assessments, peer-assessments, and faculty-assessments).

Michigan Test for Teacher Certification: MTTC

MTTC Basic Skills

All prospective teacher education candidates are required to take the Michigan Basic Skills Test prior to entering student teaching. Between Sept. 2009 and August 2010, 22 candidates took this test at Andrews University. All of these candidates passed, giving a Cumulative Pass Rate of 100%, compared to the Statewide Pass Rate of 91.2%. At the time of this report, results were not available for 2010-2011.

MTTC Content Scores

Teacher candidates are also required to take content area tests. From September 2007 to August 2010, 131 candidates took the content area tests, with a cumulative pass rate of 91.6%. The statewide 3 year cumulative pass rate for all subject areas for 2007-2010 was 89.3%. Content specific results are presented in Table 4.

Table 4. MTTC Content Area Results, Initial and Cumulative, 3 year

	2007- 2010 A.U.	2007- 2010 A.U. Initial	2007- 2010 A.U. Cum.	2007- 2010 MI	2007- 2010 MI Initial	2007- 2010 MI Cum.
Program:	<i>N</i>	% Pass	% Pass	<i>N</i>	% Pass	% Pass
Biology				558	71.0	85.3
Chemistry				355	65.9	84.2
Communication Arts				23	69.6	78.3
Computer Science	1			59	81.4	89.8
English	10	90.0	90.0	2,458	81.5	88.8
English as a 2 nd Language	1			443	90.5	95.5
French	2			117	58.1	70.9
History	8			1,870	78.5	87.8
Integr. Science (Elem)	3			1,484	65.3	74.0
Integr. Science (Sec)				241	77.2	88.0
Lang. Arts (Elem)	15	80.0	100.0	2,873	69.6	78.3
Math (Elem)	7			1,920	79.9	88.0
Math (Sec)	3			1,139	88.8	94.6
Music Education	1			355	87.3	93.8
Music	7			246	96.3	98.8
Physics	1			182	81.9	92.9
Political Science				385	73.8	85.2
Social Studies	17	70.6	70.6	3,006	65.2	73.9
Spanish	13	92.3	92.3	631	83.4	90.3
Visual Arts Educ.				480	91.3	96.0
Elementary Educ.	34	85.3	97.1	8,350	93.1	98.1
Professional Areas:						
Reading	8			572	79.7	85.0
All Tests	131	83.2	91.6	38,925	81.8	89.3

Note: Pass rates are provided for subjects with 10 or more test takers, since numbers less than this may not be a valid indicator of program strength.

Course Grades

In addition to scores on the MTTC, one of the indicators of cognitive knowledge arises from course grades in content courses. Beginning in the fall of 2008, all SPA organizations permit course grades to be submitted for evaluation of content knowledge. The courses taught in the content departments of the College of Arts and Sciences (CAS) required for all secondary teacher education students have been identified as core courses.

Grade data was obtained from the Banner student information system for all students who

have declared elementary or secondary education and/or certification. This includes students who may not yet be accepted into the teacher education program. Grade ratings, using the SED 1-5 scale, were calculated using a course grade rubric. Table 5 presents a summary, by CAS department, of the proportion of students whose undergraduate required course grades were considered Levels 3-5 (satisfactory or above, where C+ is considered satisfactory for undergraduates) in 2010-2011. Chemistry courses had the lowest percentage of students achieving Level 3 or better. These data can be compared to similar course data for 2009-2010.

Table 5. Summary of CAS Course Grade Evidences, 2010-2011

Department	2010-11 #* of Students	2010-11 % Grades Levels 3-5	Mean	2009-10 #* of Students	2009-10 % Grades Levels 3-5	Mean
Biology	34	71%	3.4	10	70%	3.1
Chemistry	5	40%	2.8	4	100%	4.0
Communication & Journalism	41	93%	4.5	30	97%	4.5
Computer	3	100%	5.0	--	--	--
Economics	13	69%	3.6	9	78%	3.7
English	137	84%	4.0	84	74%	3.7
Geography	28	100%	4.8	32	94%	4.4
History	57	86%	4.8	69	75%	3.4
International Languages	22	100%	4.7	23	100%	4.7
Mathematics	43	70%	3.4	45	60%	2.9
Physics	25	76%	4.0	26	62%	3.4
Political Science	28	79%	3.8	26	81%	3.5
Psychology	5	60%	3.2	4	100%	3.3
Religion	2	100%	4.5	4	25%	1.8
Visual Arts Education	18	94%	4.4	23	100%	4.3

*combined totals from all tracked courses for declared elementary & secondary majors

Assessments Using Rubrics

Tables 6 through 8 display findings from assessment rubrics submitted for the initial and advanced teacher education programs of the Department of Teaching, Learning, and Curriculum. Table 7 includes both on campus and online students enrolled in the Curriculum & Instruction program. Course grades are from EDCI525, 545, 547, 620, 725, and 730, and include Satisfactory grade designations. Table 8 provides a picture of online student achievement compared to all C&I students over four years. Tables giving complete data for all courses in this section are found in Appendix A.

Table 6. Learning Outcomes in Initial Teacher Education Program, 2010-2011

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDTE 165/630	Portfolio Rubric	39	95%	4.60
EDTE 165/630	Personal Philosophy Paper Rubric	23	100%	4.77
EDTE 228	Clinical Observation & Interaction Matrix	29	91%	4.43
EDTE 408	Micro-Teaching Assess	22	100%	4.57
EDTE 408	Portfolio. Element 1	24	100%	4.77
EDTE 408	Portfolio. Element 2	24	100%	4.69
EDTE 408	Portfolio. Element 3	24	100%	4.71
EDTE 408	Portfolio. Element 4	23	100%	4.70
EDTE 408	Portfolio. Element 5	24	100%	4.65
EDTE 408	Portfolio. Element 6	24	100%	4.69
EDTE 408	Portfolio. Element 7	24	100%	4.72
EDTE 408	Portfolio. Intro, Closing	24	97%	4.82
EDTE 417	Implementation Plan	27	98%	4.70
EDTE 420	Literacy Interv. Mini-Unit Scoring Guide	8	100%	5.00
EDTE 424	Test Creation Project	15	90%	4.14
EDTE 424	Philosophy of Assessment Rubric	15	90%	4.04
EDTE 446	Annotated Biblio,Safety	3	100%	4.76
EDTE 459	Summative Eval. Rubric	6	100%	4.63
EDTE 476	Final Test Rubric	17	98%	4.28
EDTE 480	Classroom Management Plan	20	98%	4.64
EDTE 480	Philosophy of Management Summary	20	99%	4.63
EDTE 487	Impact on K-12 Student Learning	17	100%	4.70
EDTE 488/588	Student Teaching Summative Evaluation	16	100%	4.74

* For indicators showing below Satisfactory (Level 3) see Appendix A-1.

Table 7. Learning Outcomes in Advanced Program: Curriculum & Instruction, 2010-11

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDCI	Course Grades	11	100%	**
EDCI547	EDCI547 Rubric	6	97%	4.26
EDCI636	Eval Proposal Scoring Guide	4	94%	4.47
EDCI Project Doc G2	EDCI Project Evaluation Rubric	3	100%	4.62
Disposition	C&I Dispositions Rubric	35	100%	4.63

* For indicators showing below Satisfactory (Level 3) see Appendix A-2.

**Mean is not provided as some of these were Satisfactory/Unsatisfactory ratings.

Table 8. Learning Outcomes for Distance Students: Curriculum & Instruction, 2007-11

Course Acronym	Title of Rubric	Distance			All Students		
		N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)	N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDCI547	EDCI547 Rubric	6	100%	4.67	25	95%	4.21
EDCI636	Eval Proposal Scoring Guide	7	93%	4.38	20	94%	4.39
Disposition	C&I Dispositions Rubric	21	100%	4.89	76	100%	4.65
	C& I Comprehensive Exam	26	100%	4.60	33	98%	4.24

* For indicators showing below Satisfactory (Level 3) see Appendix A-2.

FOUNDATIONS COURSES

Table 9 provides rubric data on foundations courses for all advanced programs in the School of Education. Tables giving complete data for all courses in this section are found in Appendix A-3.

Table 9. Learning Outcomes for Advanced Programs Foundations Courses, 2010-11

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDFN 500	Personal & Professional Syntheses	19	90%	4.01
EDFN 500	Synthesis Paper	50	93%	4.01
EDRM 505	Final Exam – Article Evaluation	53	94%	4.24
EDRM 505	Research Design Methodology Exam	54	79%	**
EDRM 505	Proposals Evaluation Sheet	53	95%	4.09

* For indicators showing below Satisfactory (Level 3) see Appendix A-3.

**Mean is not provided as this was a Satisfactory/Unsatisfactory rating

EDUCATIONAL & COUNSELING PSYCHOLOGY

Assessment data for advanced programs in Educational & Counseling Psychology are found in Table 10. Details of these assessment findings are located in Appendix B.

Table 10. Learning Outcomes for EDPC Courses, 2010-11

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)	Mean Level (all indicators)
EDPC 514	World View Paper Assessment Rubric	22	98%	4.46
EDPC 520	Critical Review of HD Theory	7	100%	4.92
EDPC 520	Position Paper	6	100%	5.00
EDPC 651	DIBELS Project Rubric	7	100%	4.94
EDPC 654	Evaluation of Practicum	8	99%	4.30
EDPC 810	Evaluation of Internship	8	99%	4.67
EDPC 810	Sch.Psy. Portfolio Evaluation Rubric	4	100%	4.89

* For indicators showing below Satisfactory (Level 3) see Appendix B-1.

LEADERSHIP

Assessment data for courses in the online Educational Leadership program are found in Table 11. Details of these assessment findings are located in Appendix C.

Table 11. Learning Outcomes for the Educational Leadership Program, 2010-11

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDAL 635	Rubric for Reflection Papers	6	97%	4.70
EDAL 635	Research Article Critique Rubric	6	100%	4.71
EDAL 635	Rubric for Practical Assignments	6	100%	4.75

* For indicators showing below Satisfactory (Level 3) see Appendix C-1.

SECTION 3:
PROGRAM
QUALITY

Departments assess the quality of their programs by examining data throughout the program. Much of this data is from the assessments of candidates in the programs by SED faculty, as shown in the previous section. The assessment of candidates in field experiences and clinical practice provides feedback from educational professionals outside of the SED (see appendices). Key program data have been identified by each program for use in assessing program quality. This data is summarized in the following section by department.

SUMMARY OF PROGRAM DATA

Teaching, Learning, and Curriculum

In 2010-11 the teacher education program had approximately 100 students, including those who have not yet been accepted into the program. Student performance on assessments across the program was rated almost entirely in the 4 to 5 range on a 5-point scale. The few areas that had some unsatisfactory ratings were in classes that are prior to acceptance to the program, meaning that these students may never be accepted into the program. In discussion faculty felt that that these low ratings are in areas where students did not finish the work that was assigned, either in the portfolio or related to field experiences. There was discussion on how we can encourage class attendance among these students. In looking at the Conceptual Framework Report the Department realized the need to refresh their collective memory about what rubrics are used to evaluate each area. Faculty meetings have been scheduled for Oct. 25-27 to do a review of the program assessment rubrics.

The Curriculum & Instruction program had approximately 40 students enrolled in Fall 2010. Program faculty noted that in 2010-11, the vast majority of students in the program (94% or more) scored at or above “Satisfactory” levels in all assessments and across all conceptual

framework elements. The only assessments with persons scoring below “Satisfactory” occurred in courses, and thus could be considered formative. In the project assessments, which are summative in nature, 100% of candidates scored “Satisfactory” or higher during this academic year. We believe one reason for our students’ levels of success is the mastery approach we take in teaching, which involves use of workshop and writing process approaches as appropriate. An issue identified by the faculty for follow-up has to do with the entry of data for portfolios and comprehensive exams into LiveText, as the files for this past year appear to have been corrupted. Therefore, the faculty needs to discuss, design and implement a procedure to ensure the timely and accurate recording of summative assessment data for these items into the LiveText database.

Educational & Counseling Psychology

In the Department of Educational & Counseling Psychology, several exams are reviewed as assessment data. One is the comprehensive exam. During 2010-11, 28 students took comprehensive exams for the MA in Educational Psychology, including 12 from Southern Caribbean, and 26 passed. The other two students still need to retake. For the MA in Community Counseling, 9 students took the exam, and 7 passed. The other two students must do remediation. For the MA in School Counseling, there were 7 who took the exam and all passed. For the EdS in School Psychology, there were 10 students who took the comprehensive exam, with 9 who passed. Students in the EdS School Psychology program are required to take the PRAXIS. In the past school year 5 took the exam and 4 passed. Ten students took the National Counselor Exam, given for School Counseling and Community Counseling, and 8 passed. Students who did not pass their exams during 2010-11 will do remediation and retake in the 2011-12 school year.

During the 2010-2011 school year, the Department had 23 graduates: 3 in Community Counseling, 3 in Clinical Mental Health Counseling, 6 in School Counseling, 2 in School Psychology, 1 in Counseling Psychology, and 8 in Educational Psychology.

Leadership

In 2010-2011, 13 students graduated with PhDs in Leadership. The program continues to be well received, with requests from different sites in the world field. A new master's level cohort in Brazil will begin in January. The on-campus MA program is undergoing a major review and revision.

The Leadership program has identified several areas to work on in the coming year. Based on data from the SED Advisor Survey, program faculty want to improve response time from advisors and dissertation chairs. The faculty plan to review the research strand for overlap of content. Additionally, the faculty wants to develop a marketing plan.

The Educational Leadership program had 5 graduates in 2010-11, 4 at the master's level, and one EdD. The program continues to attract about 7 new admissions per year, with about half being doctoral candidates. Students appreciated the fully online delivery. In the coming year, program faculty will continue to work with the Department on developing a marketing plan to increase student numbers in this program. One of the ways the program currently attracts students is through a tuition reduction plan for the 18 credit certificate program.

The Educational Leadership program has identified several areas they would like to strengthen in the coming year. One of these is to increase the number of students in the program through improved marketing, both directly to prospective students and by referrals from local and national constituents. Gaining state approval for principalship licensure/certification should

also help attract students. Other planned improvements include mounting more course rubrics into LiveText and simplifying the portfolio tracking and evaluation process.

This past year, the Higher Education Administration program had 5 graduates, all at the master's level. The program averages 5-7 new students each year.

FOLLOW-UP DATA

Follow-up data from program graduates and their employers can provide valuable feedback as to how well the program prepared students for their professions. Data from the SED Alumni Survey, for all graduates from 2004-2005 through 2007-2008, were disaggregated by department. For the Teaching, Learning, and Curriculum department, data were also disaggregated by teacher education and by Curriculum & Instruction programs. Item means by department and the percentage of respondents who rated their preparation as "satisfactory" or better are shown in Tables 12 through 15. Though employers of these same SED graduates were also surveyed, there were insufficient responses to allow the disaggregation of these data by department.

Table 12. Alumni Survey: Teaching, Learning, & Curriculum, 2004-05 to 2007-08

<i>The School of education has prepared you . . .</i>	<i>n</i>	<i>Mean^a</i>	<i>SD</i>
with the necessary knowledge of your content area	33	4.1	0.70
for the necessary skills of your profession	35	4.1	0.83
to effectively apply skills in professional responsibilities	35	4.2	0.81
to practice professional/ethical standards of profession	35	4.4	0.74
to evaluate research findings	33	3.4	1.06
to conduct & report research	29	3.0	1.20
to apply current theories/best practices	34	4.0	0.76
to communicate effectively	35	4.3	0.85
to use relevant technology in professional practice	34	3.9	1.04
to create positive learning environment	35	4.5	0.70
to plan/implement appropriate program to enhance learning	35	4.1	0.88
to assess/analyze student learning	35	4.2	0.93
to utilize outcome data for program improvement	34	3.7	1.01
to relate effectively with individuals of diverse population	35	4.2	0.89
to relate effectively with individuals with special needs and disabilities	35	3.5	1.20
to apply fair practices in your profession	34	4.2	0.97
to value services to society at large	35	4.4	0.73
to believe that all individuals can learn	35	4.6	0.65

^aScales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all

Table 13. Alumni Survey: Teaching, Learning, & Curriculum, by level, 2004-05 to 07-08

Statement	Bachelors/MAT (N=17)			MA/EdS/PhD (N=10)		
	N	Mean ^a	SD	N	Mean ^a	SD
The School of Education has prepared you.....						
with the necessary knowledge of your content area	21	4.1	.77	12	4.0	.60
for the necessary skills of your profession	21	4.0	.95	14	4.3	.61
to effectively apply skills in professional responsibilities	21	4.1	.91	14	4.4	.63
to practice professional/ethical standards of profession	21	4.4	.81	14	4.4	.63
to evaluate research findings	19	3.4	1.01	14	3.5	1.16
to conduct & report research	16	3.0	1.10	13	3.0	1.35
to apply current theories/best practices	21	4.1	.81	13	4.0	.71
to communicate effectively	21	4.2	.89	14	4.3	.83
to use relevant technology in professional practice	20	3.8	1.01	14	4.1	1.10
to create positive learning environment	21	4.4	.74	14	4.6	.65
to plan/implement appropriate program to enhance learning	21	4.0	.92	14	4.4	.76
to assess/analyze student learning	21	4.1	1.01	14	4.3	.83
to utilize outcome data for program improvement	20	3.8	.97	14	3.5	1.09
to relate effectively with individuals of diverse population	21	4.2	.70	14	4.1	1.14
to relate effectively with individuals with special needs/disabilities	21	3.6	1.17	14	3.4	1.28
to apply fair practices in your profession	20	4.3	.85	14	4.1	1.14
to value services to society at large	21	4.3	.80	14	4.4	.65
to believe that all individuals can learn	21	4.6	.67	14	4.6	.65

^aScales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all

Table 14. Alumni Survey: Educational & Counseling Psychology, 2004-05 to 2007-08

<i>The School of education has prepared you . . .</i>	<i>n</i>	Mean ^a	SD
with the necessary knowledge of your content area	28	4.0	0.86
for the necessary skills of your profession	26	4.2	0.68
to effectively apply skills in professional responsibilities	27	4.1	0.78
to practice professional/ethical standards of profession	27	4.6	0.50
to evaluate research findings	25	3.6	1.00
to conduct & report research	23	3.4	1.12
to apply current theories/best practices	27	3.8	0.93
to communicate effectively	27	4.2	0.64
to use relevant technology in professional practice	27	3.4	1.01
to create positive learning environment	23	4.4	0.65
to plan/implement appropriate program to enhance learning	21	3.9	0.79
to assess/analyze student learning	21	4.0	0.71
to utilize outcome data for program improvement	23	3.7	0.82
to relate effectively with individuals of diverse population	26	4.4	0.85
to relate effectively with individuals with special needs and disabilities	26	4.0	1.15
to apply fair practices in your profession	27	4.3	0.73
to value services to society at large	28	4.4	0.69
to believe that all individuals can learn	27	4.4	0.70

^aScales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all

Table 15. Alumni Survey: Leadership & Educational Administration, 2004-05 to 2007-08

<i>The School of education has prepared you . . .</i>	<i>n</i>	<i>Mean^a</i>	<i>SD</i>
with the necessary knowledge of your content area	18	4.2	0.71
for the necessary skills of your profession	18	4.1	0.96
to effectively apply skills in professional responsibilities	18	4.1	0.83
to practice professional/ethical standards of profession	18	4.3	0.83
to evaluate research findings	18	4.0	0.97
to conduct & report research	18	3.9	1.00
to apply current theories/best practices	18	3.9	1.00
to communicate effectively	18	4.1	0.83
to use relevant technology in professional practice	18	3.7	1.09
to create positive learning environment	18	4.3	0.69
to plan/implement appropriate program to enhance learning	16	4.1	0.85
to assess/analyze student learning	18	3.9	0.90
to utilize outcome data for program improvement	16	4.1	0.93
to relate effectively with individuals of diverse population	18	4.4	0.78
to relate effectively with individuals with special needs and disabilities	15	3.7	1.03
to apply fair practices in your profession	18	4.1	1.16
to value services to society at large	18	4.3	0.84
to believe that all individuals can learn	18	4.2	0.86

^aScales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all

SECTION 4:
FACULTY
ASSESSMENT

School of Education faculty are assessed by several means, by administration, by peers, and by students. These assessments are described in further detail below.

PROFESSIONAL DEVELOPMENT ASSESSMENT

Each faculty member prepares materials annually for the Faculty Annual Report. This document contains four sections: (1) The Annual Professional Evaluation, showing goals for the past year, achievement of such goals, and plan for the coming year; (2) the current professional resume; (3) the Annual Faculty Activity Report; and (4) if appropriate, the Graduate Faculty Status Review. The document is discussed with the chair of the department, who endorses it with comments, and the completed forms are submitted to the Dean of SED and with the Dean's endorsement to the office of the Chief Academic Officer and Human Resources.

According to data from the annual faculty reviews from 2010, 26 of the 27 SED faculty participated in continuing education, through professional conferences, courses, or research. During this time, 8 faculty published 18 peer reviewed journal articles, 8 faculty presented 13 peer-reviewed papers or presentations, 6 faculty published 8 other types of publications, and 2 faculty gave 3 scholarly presentations.

PEER EVALUATION OF FACULTY FOR ADVANCEMENT

Peer evaluation of faculty is done through the process of review for advancement by rank promotion and continuous appointment (a.k.a. tenure). The process requires a Faculty Advancement Plan which is reviewed by each SED faculty member with the Department Chair in January of each year when the Annual Faculty Professional Evaluation occurs ("the January Report"). When the individual faculty member meets the requirements for readiness to apply for promotion or continuous appointment, he or she completes the Faculty Member Self-Appraisal

Form as a professional portfolio. During 2010-11, 2 SED faculty applied for promotion and/or continuous appointment; and both were approved.

STUDENT OPINION OF TEACHING

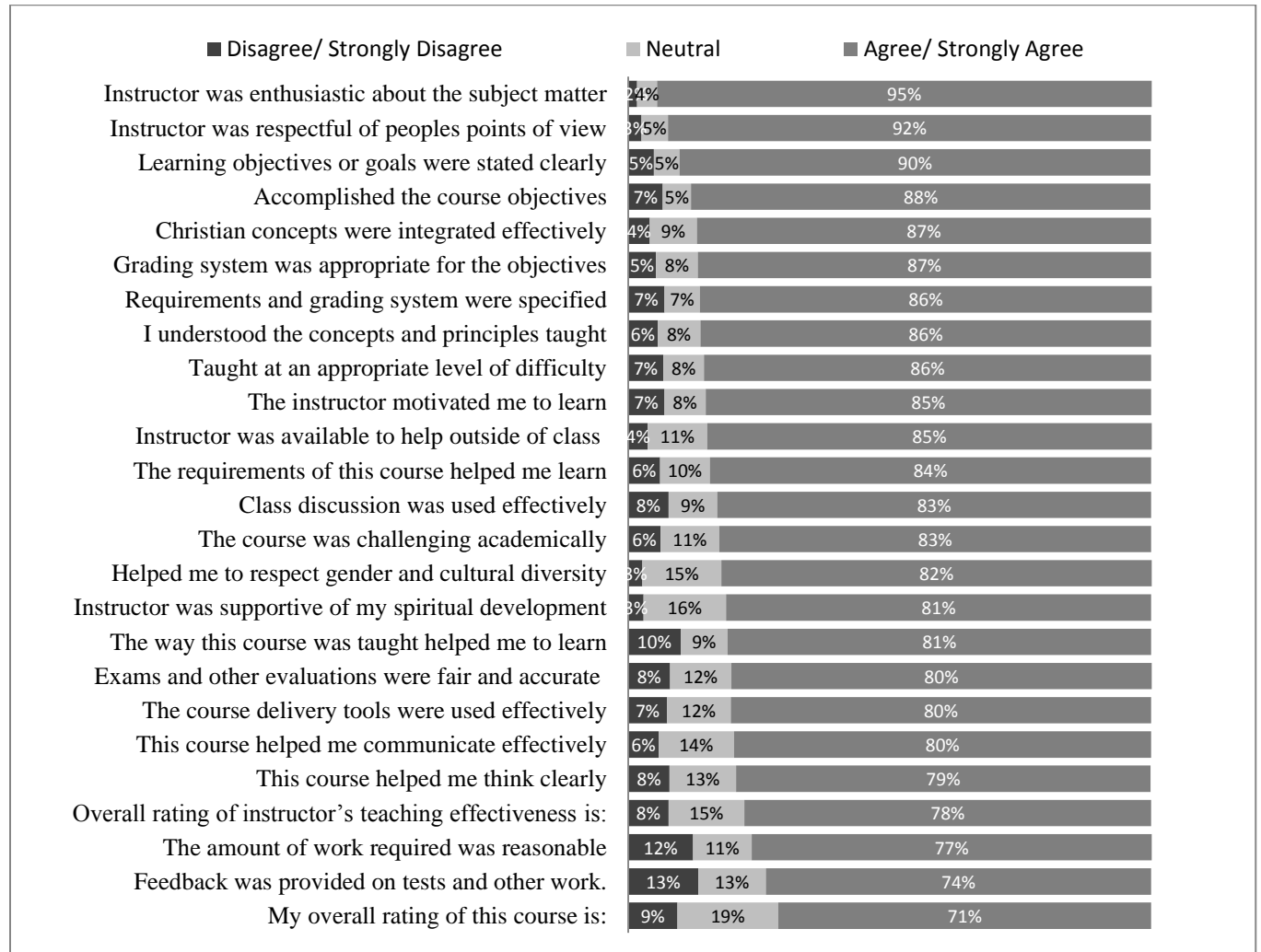
At the conclusion of each course, students in the university are asked to evaluate faculty performance and courses using of the university's Student Opinion of Teaching form, which seeks feedback on the instructor's pedagogy and the value of the course. Table 16 presents the Unit means for selected questions on student evaluations from Summer Semester 2010 through Spring Semester 2011. The highest mean scores in all terms were for instructor enthusiasm (4.65) and instructor respect for all people and other points of view (4.52). Table 17 presents the distribution of scores.

Table 16. Student Evaluations of SED Courses & Teachers, 2010-11, Mean Scores

Evaluation Statements (<i>n</i> ranged from 715 for q.19 to 831 for q. 1)	Mean	St Dev
1. The learning objectives or goals for this course were stated clearly	4.43	.798
2. The course was organized to accomplish the course objectives	4.34	.840
3. The course requirements and grading system were specified clearly in the syllabus	4.31	.896
4. The course was challenging academically	4.23	.905
5. The reading, homework, activities, and requirements of this course helped me learn	4.23	.881
6. The course delivery tools were used effectively	4.14	.953
7. The amount of work required for this course was reasonable	4.01	1.048
8. Examinations and other methods of evaluation were fair and accurate measures of my learning	4.13	.945
9. The grading system of this course was appropriate for the objectives of the course	4.26	.830
10. The course was taught at an appropriate level of difficulty	4.23	.892
11. The instructor was enthusiastic about the subject matter	4.65	.681
12. Christian concepts were integrated into the course effectively	4.39	.882
13. The instructor motivated me to learn	4.28	.922
14. The way this course was taught helped me to learn	4.16	1.014
15. Timely, thoughtful, and helpful feedback was provided on tests and other work.	3.98	1.110
16. Class discussion was used effectively	4.22	.954
17. The instructor was respectful of all people and other points of view	4.52	.732
18. The instructor was available to provide individual help outside of class when needed	4.30	.861
19. The instructor was supportive of my spiritual development	4.26	.876
20. This course helped me think clearly	4.13	.949
21. This course helped me communicate effectively	4.13	.904
22. This course helped me to respect gender and cultural diversity	4.28	.838
23. I gained a good understanding of the concepts and principles taught in this course	4.34	.847
24. Independent of the instructor, my overall rating of this course is:	4.02	.976
25. Independent of the course, my overall rating of this instructor's teaching effectiveness is:	4.20	.986

A five-point Likert scale was used where 5 = Strongly Agree, 3 = Neutral, and 1 = Strongly Disagree

Table 17. Distribution of Student Ratings of SED Courses & Teachers, 2010-11



SECTION 5: UNIT OPERATIONS
ASSESSMENT

ANNUAL DEPARTMENTAL REPORTS TO ADMINISTRATION

At the conclusion of the academic year, the Dean of the Unit submits its departmental reports to academic administration. These reports include summary data about candidates enrolled, departmental organization, faculty workloads, success of graduates, curricular changes, assessment of learner outcomes (forwarded to the university Office of Assessment), faculty scholarly and professional activities and achievements, efforts to improve teaching strategies, and departmental/school needs. This report was submitted in 2011. In addition, these items are discussed in regular monthly briefings with the Provost.

All SED Curricular changes are approved through the APPC Committee and are reviewed by the SED General Faculty. Off-campus programs are approved through the Affiliation and Extension Office and Committee. As well, these initiatives go through the Financial Management Committee (25 members include the President, Provost, VP Finance and the other 5 Academic Deans, HR, etc.).

ADMINISTRATIVE PERFORMANCE REVIEW

The Dean of the School of Education receives an annual performance review from the Provost. In this review, the Dean's leadership objectives (and goals for the following year) for the unit and their achievement are reviewed, and plans for the coming year are discussed. This review frequently contains an emphasis on fiscal and strategic planning for the unit. This annual review was conducted in March 2011 as a 360 review involving SED faculty and the provost. The findings were highly positive for the Dean of the unit, with an overall rating of 8.6 (7-8 exceeds expectations, while 9-10 excels). On Management Style specifically, the Provost wrote, "The Dean's faculty rate him very high in this area." An additional comment of the Provost was, "The School of Education led by the Dean is constantly cooperating with other

departments and Schools/Colleges. This is done with great effectiveness.”

FINANCIAL PERFORMANCE

The SED Dean participates, through membership in the university Budget Committee and Financial Management Committee, in discussions regarding the setting and monitoring of unit budget targets and performance. Financial performance of the unit continues to be strong. In this past year, the financial contribution of the SED to the University was even higher than expected.

UNIT PERFORMANCE SCORES: STATE OF MICHIGAN

Each year the 32 institutions in Michigan who have teacher education programs are evaluated with multiple performance indicators and are ranked by the State Board of Education. A total of 70 points is possible. In spring of 2011, Andrews University SED was informed that they had received a perfect score (70/70 pts) for the fourth consecutive year for its teacher education program offerings in 2009-10, as shown in Table 18.

Table 18. Unit Performance Score for Academic Year, 2009-10

Overall Score	MTTC 30 pts	Teacher Exit Surveys 5 pts	Supervs Surveys 5 pts	Program Compln Rate 10 pts	Program Review Status 10 pts	Diversity 5 pts	High Need Content 5 pts	Principal Feedback Received
Pts = 70	30	5	5	10	10	5	5	Yes

SCHOOL OF EDUCATION FOLLOW-UP DATA

For the last two years, the School of Education has conducted follow-up surveys of alumni and employers. In those two years, the SED Alumni Survey was sent to 308 alumni who graduated during the 2004-2005 through 2007-2008 school years. Of those 308 alumni, 85

responded, giving an overall response rate of 28%. Alumni were asked to provide employer contact information, and SED Employer Surveys were sent to all of these employers.

Combined results for alumni and employers, including item means and the percentage of respondents who rated their preparation in the School of Education as “satisfactory” or better, are shown in Table 19. Alumni survey data by year of graduation are shown in Table 20.

Table 19. SED Alumni Survey Results, 2004-05 through 2007-08, Combined

	Alumni Surveys				Employer Surveys			
	<i>n</i>	Mean ^a	SD	% ^b	<i>n</i>	Mean ^a	SD	% ^b
Has the necessary content knowledge	83	4.1	0.77	98	40	4.5	0.64	100
Has the necessary skills of the profession	83	4.1	0.80	96	40	4.4	0.71	100
Effectively applies skills in professional responsibilities	83	4.2	0.80	98	40	4.5	0.72	98
Practices professional/ethical standards of the profession	84	4.3	0.70	100	38	4.6	0.50	100
Evaluates research findings	80	3.6	1.02	88	26	3.9	1.08	89
Conducts & reports research	74	3.4	1.15	87	23	3.4	1.16	83
Applies current theories/best practices	83	3.9	0.87	94	38	4.1	0.95	95
Communicates effectively	84	4.2	0.77	99	40	4.3	0.86	95
Uses technology in professional practice	83	3.7	1.03	86	38	4.2	0.78	97
Creates positive learning environment	80	4.4	0.68	99	37	4.5	0.80	95
Plans/implements appropriate program to enhance learning	76	4.0	0.84	95	36	4.2	0.88	94
Assesses/analyzes student learning	78	4.1	0.86	96	36	4.1	0.96	92
Utilizes outcome data for program improvement	77	3.8	0.94	90	37	4.0	0.87	92
Relates effectively with individuals of diverse population	83	4.3	0.86	94	39	4.5	0.72	97
Relates effectively with individuals with special needs/disabilities	80	3.8	1.15	84	38	4.3	0.93	95
Applies fair practices in your profession	83	4.2	0.93	95	39	4.6	0.64	100
Values services to society at large	85	4.4	0.74	99	36	4.6	0.70	100
Believes that all individuals can learn	84	4.4	0.73	100	38	4.6	0.68	97

^aScales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all

^bPercent responding ‘Satisfactory to Excellent’

Table 20. SED Alumni Survey by Year of Completion

Statement	2004-2005 (N=34)				2005-2006 (N=12)			
	N	Mean	SD	%	N	Mean	SD	%
^aSchool of education has prepared you.....								
with the necessary knowledge of your content area	34	4.06	0.78	97.1	12	4.50	0.52	100.0
for the necessary skills of your profession	33	4.00	0.90	93.9	12	4.50	0.67	100.0
to effectively apply skills in professional responsibilities	34	4.06	0.81	97.1	12	4.50	0.67	100.0
to practice professional/ethical standards of profession	34	4.29	0.72	100.0	12	4.58	0.67	100.0
to evaluate research findings	34	3.53	1.02	82.4	12	3.92	0.79	100.0
to conduct & report research	30	3.30	1.15	70.0	12	3.75	0.97	91.7
to apply current theories/best practices	33	3.97	0.85	93.9	12	4.25	0.75	100.0
to communicate effectively	34	3.91	0.90	97.1	12	4.42	0.67	100.0
to use relevant technology in professional practice	34	3.35	1.10	70.6	12	4.17	0.84	100.0
to create positive learning environment	31	4.13	0.76	96.8	12	4.75	0.45	100.0
to plan/implement appropriate program to enhance learning	29	3.97	0.98	93.1	12	4.25	0.62	100.0
to assess/analyze student learning	31	4.03	0.91	96.8	12	4.50	0.52	100.0
to utilize outcome data for program improvement	32	3.66	0.97	87.5	12	4.17	0.84	100.0
to relate effectively with individuals of diverse population	34	4.21	0.88	97.1	12	4.67	0.65	100.0
to relate effectively with individuals w.special needs/disabilities	34	3.65	1.23	73.5	10	4.50	0.71	100.0
to apply fair practices in your profession	33	4.06	0.93	93.9	12	4.33	1.23	91.7
to value services to society at large	34	4.24	0.82	97.1	12	4.67	0.65	100.0
to believe that all individuals can learn	33	4.15	0.83	100.0	12	4.83	0.39	100.0
^bSchool of education program helped you.....								
to grow spiritually					11	4.00	1.18	90.9
to understand profession from a Christian perspective					11	4.27	0.91	100.0
to integrate worldview with your profession					11	4.36	1.12	90.9
to deepen your faith commitment					11	4.18	1.17	90.9

^aScales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all
Percent responding ‘Satisfactory to Excellent’.

^bScales based on 5-Significantly, 4-very much, 3-adequate, 2-somewhat, 1-Not at all; these variables assessed only for 2005-2006 and 2007-2008 school year. Percent responding ‘adequate to significantly’

Table 20. (Cont'd). SED Alumni Survey by Year of Completion

Statement	2006-2007 (N=24)				2007-2008 (N=15)			
	N	Mean	SD	%	N	Mean	SD	%
School of education has prepared you.....								
with the necessary knowledge of your content area	23	4.00	0.52	100.0	14	3.79	1.12	92.90
for the necessary skills of your profession	23	4.09	0.73	95.7	15	4.13	0.74	100.00
to effectively apply skills in professional responsibilities	23	4.09	0.85	95.7	14	4.21	0.80	100.00
to practice professional/ethical standards of profession	23	4.57	0.66	100.0	15	4.40	0.74	100.00
to evaluate research findings	19	3.63	0.90	89.5	15	3.67	1.35	80.00
to conduct & report research	17	3.47	1.13	76.5	15	3.20	1.32	67.70
to apply current theories/best practices	23	3.83	0.72	95.7	15	3.80	1.21	86.60
to communicate effectively	23	4.35	0.57	100.0	15	4.47	0.64	100.00
to use relevant technology in professional practice	22	3.95	1.00	86.4	15	3.73	0.88	93.30
to create positive learning environment	22	4.50	0.60	100.0	15	4.47	0.64	100.00
to plan/implement appropriate program to enhance learning	21	3.90	0.83	90.5	14	4.21	0.70	100.00
to assess/analyze student learning	20	3.80	0.83	95.0	15	4.20	0.94	93.30
to utilize outcome data for program improvement	18	3.78	0.88	88.9	15	3.73	1.03	86.70
to relate effectively with individuals of diverse population	23	4.22	0.80	95.7	14	4.14	1.03	92.90
to relate effectively with individuals w.special needs/disabilities	22	3.59	1.78	77.3	14	3.71	1.07	85.70
to apply fair practices in your profession	23	4.22	0.90	95.7	15	4.40	0.74	100.00
to value services to society at large	24	4.33	0.70	100.0	15	4.47	0.64	100.00
to believe that all individuals can learn	24	4.58	0.58	100.0	15	4.53	0.74	100.00
^bSchool of education program helped you.....								
to grow spiritually					13	3.31	1.38	76.90
to understand profession from a Christian perspective					14	3.79	1.19	92.90
to integrate worldview with your profession					14	3.93	1.07	92.90
to deepen your faith commitment					13	3.54	1.20	76.90

^aScales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all
Percent responding 'Satisfactory to Excellent'.

^bScales based on 5-Significantly, 4-very much, 3-adequate, 2-somewhat, 1-Not at all; these variables assessed only for 2005-2006 and 2007-2008 school year. Percent responding 'adequate to significantly'

**SECTION 6: IMPROVEMENTS RESULTING FROM
EVALUATION OF EVIDENCE**

UNIT LEVEL IMPROVEMENTS

National and State Recognition of Programs

During 2010-2011, further work was done toward obtaining national recognition of our NCATE approved programs and state approval for those programs with new state requirements. National recognition must now be received from Specialized Professional Associations (SPAs). English and the Educational Administration program submitted applications to their Specialized Professional Associations (SPAs). Both needed to make some changes based on reviewer recommendations. Educational Administration resubmitted their application September 15, 2011. English will resubmit in March 2012. Math submitted their SPA application September 15 of this year. The sciences began writing their SPA applications for submission in March 2012.

TEACHING, LEARNING & CURRICULUM

Teacher Education

The main changes to the teacher education program during 2010-11 have come as the result of the having to align the program to the new state standards. The program was revised and several classes were modified to meet the new standards. The Department is still working on the areas of Math and Science so they can efficiently meet the new standards.

Curriculum & Instruction

When analyzing data during the 2010-11 academic year, the Curriculum and Instruction faculty noted that there was virtually no data to work with. (Previously we were relying almost totally on data from the portfolios which were not evaluated until the end of a student's program.) Therefore, the C&I Faculty and TLC Department added specific assessments from

sampled classes to increase the flow of formative assessment data. As a result our assessment plan is now providing on-going, formative data in addition to the summative data it was previously providing.

Also in the past year, the Curriculum and Instruction Faculty and TLC Department revised the C&I dispositions assessment instrument to align with the new SED instrument. This will allow aggregation of data across programs and departments within the unit. Previously, we were only able to aggregate within the TLC department.

EDUCATIONAL & COUNSELING PSYCHOLOGY

The Department made several changes during 2010-11 that affected its programs, some of which are listed below. Because of faculty observations in EDRM880 Dissertation Proposal Development that students needed more training in the process for choosing a proposal as well as choosing committee members, and many students had to be given a DG; the course was modified to include these aspects of proposal development, and faculty voted to no longer require that students already have a dissertation chair or proposal when taking the course. The Department appointed a marketing committee and developed flyers to help advertise its programs, as well as posting program handbooks on their website. Several changes were made based on data from the SED Graduate and Alumni Surveys: the Department organized a listing on their website of available research projects for student involvement, and plans are in place for a new research facility in Bell Hall; several books were bought to help students to prepare for the NCE exam; and students are given opportunities to give presentations in classes and at conferences to help them with their teaching skills. Some program specific changes are given below.

School Counseling and Clinical Mental Health Counseling

During 2010-11, the major task for both the School Counseling and Community Counseling programs has been the preparation of the CACREP self-study report. Both programs will be reviewed during the CACREP site visit in fall of 2011.

School Psychology

During 2010-2011, the School Psychology faculty voted to set up a chapter of Student Affiliates of School Psychologists at Andrews in order to get students more involved in research as well as giving them leadership opportunities. Another change was to base the research question on the comprehensive exam on EDRM611 Research Methods & Stats in Education and Psychology II to better align with student learning in the program.

Counseling Psychology

In 2010-11, the Counseling Psychology faculty reviewed the requirements of EDPC651 Behavioral and Educational Assessment and determined that the course was based more on educational assessment. It was felt that EDPC753 Psychological Decision Making and Interventions may be a better choice. Faculty voted to drop the requirement of EDPC651 for the PhD students. Faculty also voted to change the sequence of courses to give more support to students in the area of research, such that EDEM710 Seminar in Research Methodology will be taken before EDRM880 Dissertation Proposal Development.

LEADERSHIP

Leadership

In this past year, several changes have been made in the Leadership program. The PhD program has led the way for the School of Education by mounting their assessment plan into

WeaveOnline, the University's assessment information management system. Data for 2010-11 has already been entered there, and the department met to review the findings and discuss plans for improvement. Another major change that was made was that of modifying the competency sign-off sheet to be able to collect more detailed assessment data. The form is now a rubric, which will help program faculty to identify areas that may need to be strengthened in the program. The department created a brochure for all of its programs to address the need for better marketing. Because of the heavy dissertation load on faculty, the program has continued to limit enrollment of new students. The load has been reduced by about half this past year. Additionally the Leadership program is now using an outside person as an additional methodologist for statistical studies. In order to provide more support for group processes, the program has put in place a revised approach with more emphasis on choice and permission to set up group processes needed by the individual. The MA program is currently being reworked. More details will be available next year.

Educational Leadership

The major work of the Educational Leadership program has been to append the application for Educational Leadership Constituents Council (ELCC) approval. This has required a huge investment of time, and has resulted in the modification of several assessment rubrics to better align with ELCC standards and provide more useful assessment data. The effort was strengthened by the hiring of a new program coordinator. The application was submitted in September, and initial feedback was very positive. Several improvements were also made in the wording of various documents such as syllabi, the program handbook, and the mentoring manual, in order to better inform students of expectations.

Higher Education Administration

The Higher Education Administration program has worked to mount their assessment plan into WeaveOnline. Data from 2010-11 are being entered there. Future reporting will be done in Weave.

APPENDIX A.

Teaching, Learning, and

Curriculum (Initial and

Advanced) Programs

APPENDIX A-1. TLC ASSESSMENT DOCUMENTS

EDTE 165&630 Portfolio Rubric

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev				
Cover Page	39	0	0	0	0	5.00	5	0				
Title Page	39	0	0	0	0	5.00	5	0				
Resume	38	0	1	0	0	4.95	5	0.32				
Autobiographical Essay	39	0	0	0	0	5.00	5	0				
Personal Philosophy - Title	39	0	0	0	0	5.00	5	0				
Personal Philosophy - Evidence	13	13	0	1	1	4.29	4	0.92				
Personal Philosophy -Rationale	11	14	0	1	1	4.22	4	0.92				
Artifact 2- Title	34	0	0	0	3	4.68	5	1.09				
Artifact 2-Evidence	21	12	0	1	3	4.27	5	1.15				
Artifact 2- Rationale	18	14	0	1	3	4.19	5	1.15				
Artifact 3- Title	30	0	0	0	3	4.64	5	1.15				
Artifact 3- Evidence	18	11	0	0	3	4.28	5	1.15				
Artifact 3- Rationale	16	12	0	0	3	4.23	5	1.16				
Total Assessment						355	76	1	4	20		
Percents						78%	17%	0%	1%	4%		
N=39						Average Mean		4.60				

EDTE165&630 Personal Philosophy Paper Rubric

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Paper Content: Clear, cogent, integrated presentation of worldview	15	8	0	0	0	4.65	5	0.48
Paper Referencing: Well documented philosophical stance	19	4	0	0	0	4.83	5	0.38
Paper Writing: carefully edited and mechanically sound	20	2	1	0	0	4.83	5	0.48
Total Assessment	54	14	1	0	0			
Percents	78%	20%	1%	0%	0%			
N=23						Average Mean	4.77	

EDTE 228. Clinical Observation/Interaction Matrix

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Heading & details: dates, times, locations, settings, schools visited included in journal and grid (sig, sheet).	24	1	0	0	4	4.41	5	1.38
Use of appropriate language and sensitive approach relative to exceptionality including persons 1st language or culture/ race.	26	0	1	0	2	4.66	5	1.06
Observations & interactive activities are presented w/ descriptions of students relative to sp. ed. disability labels, descriptions of room/school, and descriptions of programs viewed. (Objective details)	27	0	0	0	2	4.72	5	1.01
Summary includes a brief reflection from each observation (how did you feel/what did you think?) and description of interaction in each setting.	27	0	0	0	2	4.72	5	1.01
Critical, evaluative analysis of the observations as a whole in full page format. (Overall, what did you gain/learn/feel/ think about this experience? How will you apply insights?) Knowledge of disabilities through research is evident. (Subjective analysis)	14	6	5	2	2	3.97	5	1.25
Thought and effort demonstrated through editing/revision of writing. (correct mechanics observed)	14	9	4	0	2	4.14	5	1.11
20 hours documented by signatures; student ID # on paper	17	7	3	0	2	4.28	5	1.11
Observations include Blossomland Learning Center (2 hours + tour) plus two other settings for required 20 hours.	22	4	1	0	2	4.52	5	1.07
Total Assessments	171	27	14	2	18			
Percent	74%	12%	6%	1%	8%			
N=29					Average Mean	4.43		

EDTE408 Micro Teaching Assessment Rubric

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Writing	17	4	1	0	0	4.73	5	0.54
Scope	14	8	0	0	0	4.64	5	0.48
Scope	12	10	0	0	0	4.55	5	0.50
Substance	9	11	2	0	0	4.32	4	0.63
Substance	13	8	1	0	0	4.55	5	0.58
Delivery	11	11	0	0	0	4.50	5	0.50
Reflection	16	6	0	0	0	4.73	5	0.45
Total Assessment								
	92	58	4	0	0			
Percents								
	60%	38%	3%	0%	0%			
						Ave. Mean	4.57	

N=22

EDTE408 Portfolio Element I Rubric: Worldview

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Outcome 1.A Understand basic philosophical perspectives	18	6	0	0	0	4.75	5	0.43
Outcome 1.B Critique philosophical approaches to education	18	6	0	0	0	4.75	5	0.43
Outcome 1.C Be able to articulate a personal and professional philosophy...	19	5	0	0	0	4.79	5	0.41
Depth of Coverage	10	14	0	0	0	4.42	4	0.49
Personalization	24	0	0	0	0	5.00	5	0.00
Artifact Guidelines	22	1	1	0	0	4.88	5	0.44
Total Assessment	111	32	1	0	0			
Percents	77%	22%	1%	0%	0%			
N=24						Average Mean	4.77	

EDTE408 Portfolio Element II Rubric: Human Growth and Change

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Outcome II.A Describe developmentally appropriate educational practices.	16	8	0	0	0	4.67	5	0.47
Outcome II.B Implement developmentally appropriate ed practices.	17	7	0	0	0	4.71	5	0.45
Depth of Coverage	4	20	0	0	0	4.17	4	0.37
Personalization	24	0	0	0	0	5.00	5	0.00
Artifact Guidelines	22	1	1	0	0	4.88	5	0.44
Total Assessment		83	36	1	0			
Percents		69%	30%	1%	0%			
N=24						Average Mean	4.69	

EDTE408 Portfolio Element III Rubric: Groups, Leadership, and Change

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev		
Outcome III.A Implements effective planning....	16	8	0	0	0	4.67	5	0.47		
Outcome III.B Works effectively with all students...	18	6	0	0	0	4.75	5	0.43		
Outcome III.C Evaluate and articulate opinions of current political and legal issues...	17	7	0	0	0	4.71	5	0.45		
Outcome III.D Creates effective learning environments...	14	10	0	0	0	4.58	5	0.49		
Outcome III.E Consistently uses positional power and personal influence ...	17	7	0	0	0	4.71	5	0.45		
Depth of Coverage	9	15	0	0	0	4.38	4	0.48		
Personalization	24	0	0	0	0	5.00	5	0.00		
Artifact Guidelines	21	2	0	0	0	4.91	5	0.28		
Total Assessment						136	55	0	0	0
Percents						71%	29%	0%	0%	0%
N=24						Average Mean		4.71		

EDTE408 Portfolio Element IV Rubric: Communication and Technology

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Outcome IV.A Communicate effectively in written, verbal, and non-verbal forms.	17	6	0	0	0	4.74	5	0.44
Outcome IV.B Use electronic tools effectively for professional communication...	14	9	0	0	0	4.61	5	0.49
Depth of Coverage	7	16	0	0	0	4.30	4	0.46
Personalization	23	0	0	0	0	5.00	5	0.00
Artifact Guidelines	20	2	1	0	0	4.83	5	0.48
Total Assessment		81	33	1	0			
Percents		70%	29%	1%	0%			
N=23						Average Mean	4.70	

EDTE408 Portfolio Element V Rubric: Research and Evaluation

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Outcome V.A Read, evaluate, interpret and use appropriate literature.	15	8	0	0	0	4.65	5	0.48
Outcome V.B Read, evaluate and interpret ...assessments	16	8	0	0	0	4.67	5	0.47
Depth of Coverage	3	21	0	0	0	4.12	4	0.33
Personalization	24	0	0	0	0	5.00	5	0.00
Artifact Guidelines	21	1	2	0	0	4.79	5	0.58
Total Assessment	79	38	2	0	0			
Percents	66%	32%	2%	0%	0%			
N=24						Average Mean	4.65	

EDTE408 Portfolio Element VI Rubric: Personal and Professional Growth

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev		
Outcome VI.A Demonstrate continuing professional development	16	7	0	0	0	4.70	5	0.46		
Outcome VI.B Demonstrate ethical behavior in all professional activities	19	5	0	0	0	4.79	5	0.41		
Outcome VI.C Document personal application in maintaining ...balance.	18	6	0	0	0	4.75	5	0.43		
Outcome VI.D reflects on practice and implements plans for growth and change	14	10	0	0	0	4.58	5	0.49		
Depth of Coverage	6	18	0	0	0	4.25	4	0.43		
Personalization	24	0	0	0	0	5.00	5	0.00		
Artifact Guidelines	21	1	2	0	0	4.79	5	0.58		
Total Assessment						118	47	2	0	0
Percents						71%	28%	1%	0%	0%
Average Mean						4.69				

N=24

EDTE408 Portfolio Element VII Rubric: Content Area Knowledge

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev	
Outcome VII.A Demonstrate continued growth in an understanding and appreciation of general and liberal arts.	18	6	0	0	0	4.75	5	0.43	
Outcome VII.B Demonstrate continued growth in knowledge of subject matter and pedagogy.	19	5	0	0	0	4.79	5	0.41	
Depth of Coverage	7	17	0	0	0	4.29	4	0.45	
Personalization	24	0	0	0	0	5.00	5	0.00	
Artifact Guidelines	20	3	1	0	0	4.79	5	0.50	
Total Assessment		88	31	1	0				
Percents		73%	26%	1%	0%				
N=24						Average Mean	4.72		

EDTE408 Portfolio Intro and Closing Rubric

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Cover Page	19	4	1	0	0	4.75	5	0.52
Title Page	22	1	1	0	0	4.88	5	0.44
Resume	23	0	0	0	1	4.83	5	0.80
Autobiographical Essay	24	0	0	0	0	5.00	5	0.00
Reflective Conclusion	21	0	0	0	2	4.65	5	1.13
Total Assessment		109	5	2	0	3		
Percents		92%	4%	2%	0%	3%		
						Average Mean	4.82	

N=24

EDTE417 Implementation Plan

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev				
Articulation of key terms	17	7	1	2	0	4.44	5	0.87				
□□□What is implemented	25	2	0	0	0	4.93	5	0.26				
□□□Why is it implemented (rationale)	19	5	3	0	0	4.59	5	0.68				
□□□How and when is it implemented (procedures)	18	3	5	1	0	4.41	5	0.91				
Discipline specific focus	24	1	1	0	1	4.74	5	0.84				
Required elements	25	1	0	0	1	4.81	5	0.77				
Learning Personalized	27	0	0	0	0	5.00	5	0.00				
Organization of writing; conventions	19	8	0	0	0	4.70	5	0.46				
Quality of Writing	19	6	2	0	0	4.63	5	0.62				
Language Conventions	22	4	1	0	0	4.78	5	0.50				
Total Assessment						215	37	13	3	2		
Percents						80%	14%	5%	1%	1%		
Average Mean						4.70						

N=27

EDTE 420.Literacy Intervention Strategies. Mini-Unit Scoring Guide

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Provided details of all components of unit in a 1-2 page outline; submitted on time.	8	0	0	0	0	5.00	5	0.00
Lesson plans use language appropriate to church standards and to culture or ethnic group chosen for focus of mini-unit.	8	0	0	0	0	5.00	5	0.00
Lesson plans integrate content selection, timeline and organizational structures; objectives aligned with content standards and benchmarks. Formative and summative assessments completed.	8	0	0	0	0	5.00	5	0.00
A total of ten mini-unit lessons completed on time, unit shows field experience and meets all performance (no absences or late arrivals) criteria.	8	0	0	0	0	5.00	5	0.00
Mini-unit culminating activity presentation. [redacted] teacher/tutor presents mini-unit to class through power point demonstration, with student work included. Presentation is between 5 and 10 minutes in length.	8	0	0	0	0	5.00	5	0.00
Summary of key points of mini unit is submitted to LiveText as a 1 to 2 page document and has been submitted on time.	8	0	0	0	0	5.00	5	0.00
Total Assessment	48	0	0	0	0			
Percents	100%	0%	0%	0%	0%			

N=8

Average Mean 5.00

EDTE424 Test Creation Project Rubric

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Appropriate Topic	9	0	5	0	0	4.29	5	0.96
General Instructional Objectives	12	1	1	0	1	4.53	5	1.09
Specific Objectives or Subject Topics	8	3	2	1	1	4.07	5	1.24
Specifications Table	8	1	2	2	2	3.73	5	1.53
Specifications Table-Emphasis & Distribution of ?s	6	5	2	0	2	3.87	5	1.31
Test Instructions	5	6	3	1	0	4.00	4	0.89
Questions Multiple-Choice	7	4	2	0	2	3.93	5	1.34
Questions-T/F, Matching, Interpretive, Exercise	3	7	4	0	1	3.73	4	1.00
Questions-Short Item	4	5	4	0	2	3.60	4	1.25
Questions-Essay	4	7	2	0	2	3.73	4	1.24
Performance/Alternative Assessment	11	2	1	0	1	4.47	5	1.09
Rubric-Performance / Alternative Assessment	13	1	1	0	0	4.80	5	0.54
Spelling, Grammar, etc	12	3	0	0	0	4.80	5	0.40
Formatting of Test	8	6	1	0	0	4.47	5	0.62
Scoring Key	6	7	2	0	0	4.27	4	0.68
Bibliography (VIB)	11	0	0	0	4	3.93	5	1.77
Total Assessment	127	58	32	4	18			
Percents	53%	24%	13%	2%	8%			
N=15						Average Mean	4.14	

EDTE424 Philosophy of Assessment Rubric

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Scope	2	12	1	0	0	4.07	4	0.44
Scope	10	1	1	3	0	4.20	5	1.22
Substance	4	8	1	1	1	3.87	4	1.09
Substance	10	1	2	2	0	4.27	5	1.12
Substance	2	9	3	1	0	3.80	4	0.75
Writing	2	12	0	1	0	4.00	4	0.63
Writing	8	4	1	2	0	4.20	5	1.05
Writing	2	11	1	1	0	3.93	4	0.68
Total Assessment		40	58	10	11	1		
Percents		33%	48%	8%	9%	1%		
						Average Mean	4.04	

N=15

EDTE 446. Annotated Bibliography & Safety Rules

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Formatting	3	0	0	0	0	5.00	5	0.00
Summary Writing	2	1	0	0	0	4.67	5	0.47
Quality of Information	3	0	0	0	0	5.00	5	0.00
Age Appropriate	3	0	0	0	0	5.00	5	0.00
4 Sciences	2	1	0	0	0	4.67	5	0.47
Rules Poster	2	0	1	0	0	4.33	5	0.94
Lesson Plan	2	1	0	0	0	4.67	5	0.47
Total Assessment								
	17	3	1	0	0			
Percents								
	81%	14%	5%	0%	0%			
N=3						Average Mean	4.76	

EDTE 459.Summative Evaluation Rubric

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev		
Oral Presentation	4	2	0	0	0	4.67	5	0.47		
Use of Standards	3	3	0	0	0	4.50	5	0.50		
Purpose & rationale	4	2	0	0	0	4.67	5	0.47		
Unit Timeline	4	2	0	0	0	4.67	5	0.47		
Variety of Teaching Strategies	4	2	0	0	0	4.67	5	0.47		
Content	4	2	0	0	0	4.67	5	0.47		
Language Arts Skills	4	2	0	0	0	4.67	5	0.47		
Differentiation Possibilities	3	3	0	0	0	4.50	5	0.50		
Total Assessment						30	18	0	0	0
Percents						63%	38%	0%	0%	0%
N=6						Average Mean	4.63			

EDTE 476 Final Test Rubric

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Technology Requested	7	5	5	0	0	4.12	5	0.83
Networking/Internet	3	11	2	0	1	3.88	4	0.90
Rational	8	6	2	1	0	4.24	5	0.88
Formatting of Letter	7	6	2	1	1	4.00	5	1.14
Philosophy	9	7	1	0	0	4.47	5	0.61
Ideal plan for use of Internet at grade level and relationship to NETS	6	8	3	0	0	4.18	4	0.71
Safety in use of technology	4	10	3	0	0	4.06	4	0.64
Equity issues	13	4	0	0	0	4.76	5	0.42
Types of technology activities for both students and teachers	10	7	0	0	0	4.59	5	0.49
Future of the Internet and technology.	10	5	2	0	0	4.47	5	0.70
Total Assessment	77	69	20	2	2			
Percents	45%	41%	12%	1%	1%			
N=17						Average Mean	4.28	

EDTE480 Classroom Management Plan Rubric

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Format	16	3	1	0	0	4.75	5	0.54
Writing	16	4	0	0	0	4.80	5	0.40
Content	13	5	2	0	0	4.55	5	0.67
Content	13	6	1	0	0	4.60	5	0.58
Content	11	7	0	2	0	4.35	5	0.91
Content	13	6	1	0	0	4.60	5	0.58
Content	18	0	1	1	0	4.75	5	0.77
Appropriate to the Situation	16	3	1	0	0	4.75	5	0.54
Total Assessment		116	34	7	3	0		
Percents		73%	21%	4%	2%	0%		
N=20						Average Mean	4.64	

EDTE480 Philosophy of Management Summary

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Scope	19	1	0	0	0	4.95	5	0.22
Scope	17	3	0	0	0	4.85	5	0.36
Substance	17	3	0	0	0	4.85	5	0.36
Substance	16	4	0	0	0	4.80	5	0.40
Substance	12	8	0	0	0	4.60	5	0.49
Writing	12	7	1	0	0	4.55	5	0.59
Writing	5	10	3	2	0	3.90	4	0.89
Writing	12	7	1	0	0	4.55	5	0.59
Total Assessment		110	43	5	2	0		
Percents		69%	27%	3%	1%	0%		
						Average Mean	4.63	

N=20

EDTE487 Impact on K-12 Student Learning

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Candidate created written Lesson Plan - incorporated all essential elements	13	4	0	0	0	4.76	5	0.42
Supervisor/Peer Evaluation of Lesson Plan Implementation	11	6	0	0	0	4.65	5	0.48
Candidate created student materials -pre-lesson, during lesson, post-lesson -original/adapted -appropriate to lesson goal - organized	12	5	0	0	0	4.71	5	0.46
Candidate created lesson delivery materials -original/adapted, - visual, -organized	11	6	0	0	0	4.65	5	0.48
Candidate written reflection on student baseline data and learning growth (achievement)	12	5	0	0	0	4.71	5	0.46
Candidate written reflection of self growth in lesson delivery	12	5	0	0	0	4.71	5	0.46
Total Assessment	71	31	0	0	0			
Percents	70%	30%	0%	0%	0%			
N=17						Average Mean	4.70	

EDTE488/588 Summative Evaluation Rubric (University Supervisors)

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev		
Classroom climate	14	2	0	0	0	4.88	5	0.33		
Mastery of content	13	3	0	0	0	4.81	5	0.39		
Long-term planning	10	6	0	0	0	4.62	5	0.48		
Phase I (focus)	12	4	0	0	0	4.75	5	0.43		
Phase II (construction)	12	4	0	0	0	4.75	5	0.43		
Phase III (assessments)	11	5	0	0	0	4.69	5	0.46		
Transitions between activities	11	5	0	0	0	4.69	5	0.46		
Classroom management	10	6	0	0	0	4.62	5	0.48		
Differentiation	12	4	0	0	0	4.75	5	0.43		
Works well with others	12	4	0	0	0	4.75	5	0.43		
Reflects on practice	13	3	0	0	0	4.81	5	0.39		
Total Assessment						130	46	0	0	0
Percents						74%	26%	0%	0%	0%
Average Mean						4.74				

N=16

APPENDIX A-2. C&I ASSESSMENT DOCUMENTS

EDCI 547 Rubric 2010-2011

	N	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	% at Level 3- 5	Mean	Mode	Stdev
CI 1.1, 1.2, 1.3, 2.1, 2.2 Evidence of a unified theme; integration of (1) worldview/philosophical assumptions; (2) integration of faith and learning; (3) influence of curriculum change on attitudes, behaviors, and knowledge bases of themselves and learners (SED CF Alignment IA-C, IIA-B)	6	3	2	1	0	0	100%	4.33	5	0.75
CI 1.1, 1.2, 1.3, 2.1, 2.2, 7.2.1 Evidence of analysis and synthesis addressing the influence of factors such as historical, political, biographical, and/or gender text, etc., on their understanding of the field and their own practice (SED CF Alignment IA-C, IIA-B, VIIIA)	6	2	4	0	0	0	100%	4.33	4	0.47
CI 7.2.1 Evidence of learner's perspective and distinct voice as an emerging curriculum.(SED CF Alignment VIIIA)	6	4	1	1	0	0	100%	4.5	5	0.76
CI 4.1 Evidence of primary and secondary sources supportive of argument (SED CF Alignment VA)	6	2	2	1	1	0	83%	3.83	4	1.07
CI 4.1 Evidence of careful editing for grammatical and mechanical errors (SED CF Alignment IVA)	6	4	0	2	0	0	100%	4.33	5	0.94
Total Assessment	30	15	9	5	1	0	97%	4.26	4.6	0.798
Percent		50%	30%	17%	3%	0%				

N= 6

EDCI 636 Evaluation Proposal Scoring Guide 2010-2011

	N	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	% at Level 3-5	Mean	Mode	Stdev
CI 4.1, 5.1 Need for the Evaluation Project (~3 pages)	4	4	0	0	0	0	100%	5.00	5	0.00
5.2.2 The Evaluation Design (~2 pages)	4	3	1	0	0	0	100%	4.75	5	0.43
CI 5.2 The General Study Plan (Research Protocol) (~2 pages)	4	2	2	0	0	0	100%	4.50	5	0.50
CI 3.4 Project Personnel (~1 page)	4	3	0	0	0	1	75%	4.00	5	1.73
CI 3.2, 5.3 Project Performance Plan (~4 pages)	4	3	0	0	1	0	75%	4.25	5	1.30
CI 3.5 Proposal Appendix (~2-6 pages)	4	1	3	0	0	0	100%	4.25	4	0.43
CI 4.2 Document Format	4	0	4	0	0	0	100%	4.00	4	0.00
CI 1.3, 3.3, 6.2 IRB Application	4	4	0	0	0	0	100%	5.00	5	0.00
Total Assessment	32	20	10	0	1	1	94%	4.47		
Percent		63%	31%	0%	3%	3%				

N = 32

EDCI Project Evaluation Rubric 2010-11 (n=3)

	n	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfac- tory (1 pt)	Mean	Mode	Stdev
Integrates principles of a Christian worldview into the profession	3	0	3	0	0	0	4.00	4	0
Understands and uses frameworks for organizing instruction	2	0	2	0	0	0	4.00	4	0
Demonstrates a repertoire of effective teaching strategies for ALL students	2	0	2	0	0	0	4.00	4	0
Facilitates learning of individuals in classes, teams, or groups	2	1	1	0	0	0	4.50	4	0.50
Relates effectively with diverse clientele, including persons with learning, cultural, racial, and/or ethnic differences	3	2	1	0	0	0	4.67	5	0.47
Identifies political and legal issues	3	3	0	0	0	0	5.00	5	0
Understands and applies curriculum development processes within a systems perspective	0	0	0	0	0	0			
Demonstrates servant leadership	3	3	0	0	0	0	5.00	5	0
Communicates effectively	3	3	0	0	0	0	5.00	5	0
Creates professional quality curriculum documents	0	0	0	0	0	0			
Uses assessment techniques to provide formative feedback and create plans for improvement	1	1	0	0	0	0	5.00	5	0
Reports research findings	1	1	0	0	0	0	5.00	5	0
Demonstrates continuing professional development	3	3	0	0	0	0	5.00	5	0
Demonstrates ethical behavior in all professional activities	3	3	0	0	0	0	5.00	5	0
Demonstrates competency in a specific content area	3	1	2	0	0	0	4.33	4	0.47
Demonstrates knowledge of current issues in a specific content area	2	0	2	0	0	0	4.00	4	0
Total Assessments	34	21	13	0	0	0	4.61		
Percents		62%	38%	0%	0%	0%			

C&I Disposition Rubric

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
1. Believes that all students can learn by	29	3	3	0	0	4.74	5	0.6
2. Values fairness by	30	3	2	0	0	4.8	5	0.52
3. Values respectful communication by	21	10	4	0	0	4.49	5	0.69
4. Values diversity by	27	5	3	0	0	4.69	5	0.62
5. Recognizes personal leadership responsibility by	18	13	4	0	0	4.4	5	0.68
6. Values personal and professional growth by	23	10	2	0	0	4.6	5	0.6
7. Is committed to inquiry	23	9	3	0	0	4.57	5	0.65
8. Is committed to service by	32	1	2	0	0	4.86	5	0.49
Total Assessment	203	54	23	0	0			
Percents	73%	19%	8%	0%	0%			
						Average Mean	4.64	

N=35

EDCI 547 Rubric 2007-2011

	Distance			All Students		
	N	% at Level 3-5	Mean	N	% at Level 3-5	Mean
CI 1.2, 1.2, 1.3, 2.1, 2.2 Evidence of a unified theme; integration of (1) worldview/philosophical assumptions; (2) integration of faith and learning; (3) influence of curriculum change on attitudes, behaviors, and knowledge bases of themselves and learners (SED CF Alignment IA-C, IIA-B)	6	100%	4.67	25	96%	4.16
CI 1.1, 1.2, 1.3, 2.1, 2.2, 7.2.1 Evidence of analysis and synthesis addressing the influence of factors such as historical, political, biographical, and/or gender text, etc., on their understanding of the field and their own practice (SED CF Alignment IA-C, IIA-B, VIIIA)	6	100%	4.33	25	96%	4.00
CI 7.2.1 Evidence of learner's perspective and distinct voice as an emerging curriculum.(SED CF Alignment VIIIA)	6	100%	4.67	25	96%	4.16
CI 4.1 Evidence of primary and secondary sources supportive of argument (SED CF Alignment VA)	6	100%	4.67	25	88%	4.28
CI 4.1 Evidence of careful editing for grammatical and mechanical errors (SED CF Alignment IVA)	6	100%	5.00	25	100%	4.44
Total Assessment	30	100%	4.67	125	95%	4.21

Distance N=6

All Students N=25

Evaluation Proposal Scoring Guide 2007-2011

	Distance			All Students		
	N	% at Level 3-5	Mean	N	% at Level 3-5	Mean
Need for the Evaluation Project (~3 pages)	7	100%	4.71	20	100%	4.55
The Evaluation Design (~2 pages)	7	100%	4.29	20	100%	4.65
The General Study Plan (Research Protocol) (~2 pages)	7	100%	4.57	20	100%	4.55
Project Personnel (~1 page)	7	86%	4.43	20	90%	4.60
Project Performance Plan (~4 pages)	7	71%	4.14	20	85%	4.15
Proposal Appendix (~2-6 pages)	7	100%	4.43	20	100%	4.45
Document Format	7	86%	3.43	20	75%	3.15
IRB Application	7	100%	5.00	20	100%	5.00
Total Assessment	56	93%	4.38	160	94%	4.39

Distance N = 7

All Students N=20

CI Dispositions Rubric 2007-2011

	Distance			All Students		
	N	% at Level 3-5	Mean	N	% at Level 3-5	Mean
1. Believes that all students can learn by	21	100%	4.90	76	100%	4.74
2. Values fairness by	21	100%	4.90	76	100%	4.78
3. Values respectful communication by	21	100%	4.81	76	100%	4.53
4. Values diversity by	21	100%	4.86	76	100%	4.71
5. Recognizes personal leadership responsibility by	21	100%	4.86	76	100%	4.39
6. Values personal and professional growth by	21	100%	4.90	76	100%	4.61
7. Is committed to inquiry	21	100%	4.86	76	100%	4.57
8. Is committed to service by	21	100%	5.00	76	100%	4.84
Total Assessment	168	100%	4.89	608	100%	4.65

Distance N=21

All Students N=76

C & I Comprehensive Exam 2007-2011

Conceptual Framework	Distance			All Students		
	N	% at Level 3-5	Mean	N	% at Level 3-5	Mean
CF1.1 Worldviews and historical development	2	100%	5.00	9	100%	4.44
CF1.2 Critique worldviews of a Christian	4	100%	4.75	16	94%	4.12
CF1.3 Integrate Christian worldview into profession	5	100%	4.80	21	95%	4.19
CF2.1 Describe human development	0	NA	NA	1	100%	5.00
CF2.2 Apply current theories of learning	3	100%	4.67	7	100%	4.14
CF2.2.1 Use frameworks for organizing instruction	3	100%	4.67	17	94%	4.06
CF2.2.2 Repertoire of effective teaching strategies	4	100%	4.50	18	94%	4.00
CF3.1 Facilitate learning of individuals	3	100%	4.67	14	100%	4.36
CF3.1.1 Staff development for effective change	3	100%	4.33	10	100%	4.50
CF3.2 Relate effectively with diverse clientele	3	100%	4.67	17	100%	4.24
CF3.3 Identify political and legal issues	2	100%	4.50	11	100%	4.45
CF3.4 Manage human, financial, & material resources	2	100%	4.50	6	100%	4.50
CF3.4.1 Understand & apply curriculum development	4	100%	4.50	19	100%	4.32
CF3.5 Demonstrate servant leadership	3	100%	4.33	11	100%	4.36
CF4.1 Communicate effectively	5	100%	4.60	15	100%	4.40
CF4.2 Use electronic tools for Communication	3	100%	5.00	10	100%	4.40
CF4.2.1 Create professional quality curriculum	3	100%	4.67	7	86%	4.14
CF5.1 Read and evaluate research	3	100%	5.00	13	100%	4.38

C & I Comprehensive Exam 2007-2011 continued

Conceptual Framework	Distance			All Students		
	N	% at Level 3-5	Mean	N	% at Level 3-5	Mean
CF5.2 Conduct research	3	100%	4.33	15	93%	4.00
CF5.2.2 Use assessment techniques to provide formative feedback & create plans for improvement	2	100%	4.50	8	88%	4.00
CF5.3 Report research findings	0	NA	NA	2	100%	4.50
CF6.1 Continuing professional development	3	100%	4.67	7	100%	4.29
CF6.2 Ethical behavior in all professional activities	0	NA	NA	3	100%	3.67
CF6.3 Balanced physical, mental, spiritual, & social	0	NA	NA	2	100%	3.00
CF7.1 Demonstrate Competency in a specific content	1	100%	4.00	8	100%	4.38
CF7.2 Demonstrate knowledge of current issues	4	100%	4.50	11	100%	4.45
CF7.2.1 Understand and discuss curriculum literature	5	100%	4.60	20	100%	4.25
Total Assessments	73	100%	4.60	298	98%	4.24

Distance N= 26

All Students N=33

APPENDIX A-3. FOUNDATION COURSES ASSESSMENT DOCUMENTS

EDFN500 Personal & Professional Synthesis

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
SED Element I.A: Explain worldviews & trace their historical development ANALYSIS OF PERSONAL WORLDVIEW (WV) USING A PHILOSOPHICAL, WORLDVIEW, OR NARRATIVE FRAMEWORK	10	9	0	0	0	4.53	5	0.50
SED Element I.B: Critique worldviews from a Christian perspective RATIONALE FOR CHOSEN WV GIVEN OTHER OPTIONS	11	4	3	1	0	4.32	5	0.92
SED Element I.B: Critique worldviews from a Christian perspective STRENGTHS AND CHALLENGES OF THE CHOSEN WV	9	7	1	2	0	4.21	5	0.95
Element VI.A. Demonstrate continuing professional development AREAS IN WHICH WV NEEDS FURTHER DEVELOPMENT AND STRENGTHENING	7	5	3	4	0	3.79	5	1.15
SED Element I.C: Integrate principles of a Christian worldview into their chosen field of study IMPLICATIONS OF WV FOR CHOSEN FIELD OF STUDY AND PROFESSIONAL LIFE	5	10	1	3	0	3.89	4	0.97
SED Element III.B: Relate effectively with various cultural, racial & special interest groups IMPLICATIONS OF WV FOR UNDERSTANDING AND RELATING TO DIVERSITY	3	8	7	1	0	3.68	4	0.80
SED Element IV.A: Communicate effectively in written, (verbal & nonverbal form[s]) WELL PRESENTED DOCUMENT APPLYING AU STANDARDS FOR WRITTEN WORK AND ASSIGNMENTS	7	9	3	0	0	4.21	4	0.69
SED Element IV.A: Communicate effectively in written, (verbal & nonverbal form[s]) SUMMARY SHEET APPROPRIATE FOR INCLUSION IN A PORTFOLIO FOR JOB SEARCH	1	10	4	4	0	3.42	4	0.88
Total Assessment	53	62	22	15	0			
Percents	35%	41%	14%	10%	0%			

N=19

Average Mean 4.01

EDFN500 Synthesis Paper

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Analysis of personal worldview (WV) using a philosophical, worldview, or narrative framework	33	15	2	0	0	4.62	5	0.56
Rationale for chosen WV given other options	23	21	5	1	0	4.32	5	0.73
Strengths and challenges of the chosen WV	20	20	9	1	0	4.18	5	0.79
Areas in which WV needs further development and strengthening	17	24	8	1	0	4.14	4	0.75
Implications of WV for chosen field of study and professional life	18	24	6	1	1	4.14	4	0.85
Implications of WV for understanding and relating to diversity	12	19	14	4	1	3.74	4	0.98
Well presented document applying AU standards for written work and assignments	15	23	12	0	0	4.06	4	0.73
Summary sheet appropriate for inclusion in a portfolio for job search	8	12	13	1	16	2.90	1	1.47
Total Assessment	146	158	69	9	18			
Percents	37%	40%	17%	2%	5%			
N=50						Average Mean	4.01	

EDRM505 Final Exam - Article Evaluation

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Research Objectives	29	15	5	4	0	4.30	5	0.92
Sample frame and sampling procedures	32	11	8	2	0	4.38	5	0.87
Data collection and non-response rate	32	11	8	2	0	4.38	5	0.87
Major findings and limitations of the study	16	25	6	6	0	3.96	4	0.93
Discussion of results	19	26	7	1	0	4.19	4	0.73
Total Assessment		128	88	34	15	0		
Percents		48%	33%	13%	6%	0%		
						Average Mean	4.24	

N=53

EDRM505 Research Design Methodology Exam

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Problem Number One			50		4	2.85	3	0.52
Problem Number Two			43		12	2.56	3	0.83
Problem Number Three			36		18	2.33	3	0.94
Problem Number Four			43		11	2.59	3	0.81
Total Assessment			172		45			
Percents			79%		21%			

N=54

EDRM505 Proposals Evaluation Sheet

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Statement of the Problem. Research Question	22	20	10	1	0	4.19	5	0.80
Significance of the study	34	14	5	0	0	4.55	5	0.66
Literature Review	17	22	14	0	0	4.06	4	0.76
Research design	32	17	3	1	0	4.51	5	0.69
Sampling	27	18	4	3	1	4.26	5	0.95
Definition of variables	16	10	17	5	5	3.51	3	1.27
Instrumentation	28	16	7	1	1	4.30	5	0.90
Data Collection	20	16	15	2	0	4.02	5	0.90
Data Analysis	16	19	14	2	2	3.85	4	1.02
Overall Quality of the Proposal	7	24	19	3	0	3.66	4	0.78
Total Assessment		219	176	108	18	9		
Percents		41%	33%	20%	3%	2%		
N=53						Average Mean	4.09	

APPENDIX B.

APPENDIX B-1. ECP ASSESSMENT DOCUMENTS

EDPC514 World View Paper Assessment Rubric

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Thesis Statement	17	2	2	1	0	4.59	5	0.83
Flow	13	8	1	0	0	4.55	5	0.58
Content Coverage	12	7	2	0	1	4.32	5	0.97
Clarity	13	3	6	0	0	4.32	5	0.87
Grammar and Mechanics	13	7	2	0	0	4.50	5	0.66
Total Assessment	68	27	13	1	1			
Percents	62%	25%	12%	1%	1%			
N=22						Average Mean	4.46	

EDPC520 Critical Review of HD Theory

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Introduction	7	0	0	0	0	5.00	5	0
Summary	7	0	0	0	0	5.00	5	0
Critique	6	1	0	0	0	4.86	5	0.35
Conclusion	6	1	0	0	0	4.86	5	0.35
English Grammar Usage	6	1	0	0	0	4.86	5	0.35
Total Assessment		32	3	0	0	0		
Percents		91%	9%	0%	0%	0%		
						Average Mean	4.92	

N=7

EDPC520 Position Paper								
2010-2011 All Terms							9/7/2011	
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Introduction (Thesis Statement)	6	0	0	0	0	5	5	0
Support for Position	6	0	0	0	0	5	5	0
Opposing Views	6	0	0	0	0	5	5	0
Conclusion	6	0	0	0	0	5	5	0
Total Assessment		24	0	0	0	0		
Percents		100%	0%	0%	0%	0%		
						Average Mean	5	

N=6

EDPC651 DIBELS Project Rubric

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Curriculum Evaluation	6	1	0	0	0	4.86	5	0.35
Full Class Assessment	7	0	0	0	0	5	5	0
Development of Graph	7	0	0	0	0	5	5	0
Target Student Intervention	7	0	0	0	0	5	5	0
Consultation with Teacher	6	1	0	0	0	4.86	5	0.35
Progress Monitoring	7	0	0	0	0	5	5	0
Presentation of Results	7	0	0	0	0	5	5	0
Testing Observation: Participation	6	0	1	0	0	4.71	5	0.7
Testing Observation: Rapport	7	0	0	0	0	5	5	0
Testing Observation: Procedures	6	1	0	0	0	4.86	5	0.35
Testing Observation: Calculations	7	0	0	0	0	5	5	0
Testing Observation: Materials	7	0	0	0	0	5	5	0
Total Assessment	80	3	1	0	0			
Percents	95%	4%	1%	0%	0%			

N=7

4.94

EDPC Disposition Rubric (Spring 2011)						09/11		
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
1. Believes that all students can learn	11	11	1	0	0	4.43	4	0.58
2. Values fairness	9	12	1	1	0	4.26	4	0.74
3. Values respectful communication	7	10	3	3	0	3.91	4	0.97
4. Values diversity	6	16	1	0	0	4.22	4	0.51
5. Recognizes personal leadership responsibility	8	9	3	2	1	3.91	4	1.1
6. Values personal and professional growth	7	13	1	2	0	4.09	4	0.83
7. Is committed to inquiry	9	10	3	1	0	4.17	4	0.82
8. Is committed to service	7	15	1	0	0	4.26	4	0.53
9. Values ethical behavior	6	16	1	0	0	4.22	4	0.51
10. Is committed to team/group relations	9	12	1	0	1	4.22	4	0.88
11. Written Communication	6	12	1	3	1	3.83	4	1.09
12. Assessment Competency	4	5	4	1	0	3.86	4	0.91
Total Assessment	89	141	21	13	3			
Percents	33%	53%	8%	5%	1%			
N=23						4.12		

EDPC654 Evaluation of Practicum, 2010-11 All Terms

9/7/11

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Data-based Decision Making & Accountability	2	6	0	0	0	4.25	4	0.43
Data-based Decision Making & Accountability	2	6	0	0	0	4.25	4	0.43
Data-based Decision Making & Accountability	2	4	2	0	0	4.00	4	0.71
Data-based Decision Making & Accountability	1	3	3	0	0	3.71	3	0.70
Consultation and Collaboration	0	1	6	1	0	3.00	3	0.50
Consultation and Collaboration	4	4	0	0	0	4.50	4	0.50
Effective Instruction and Development of Cognitive/Academic Skills	4	3	1	0	0	4.38	5	0.70
Socialization and Development of Life Skills	0	5	3	0	0	3.62	4	0.48
Socialization and Development of Life Skills	2	4	2	0	0	4.00	4	0.71
Student Diversity in Development and Learning	8	0	0	0	0	5.00	5	0.00
School and systems Organization, Policy Development, and Climate	4	4	0	0	0	4.50	4	0.50
Prevention, Crisis, Intervention, and Mental Health	2	2	3	0	0	3.86	3	0.83
Prevention, Crisis, Intervention, and Mental Health	3	0	3	0	0	4.00	3	1.00
Research and Program Evaluation	1	2	3	0	0	3.67	3	0.75
School Psychology Practice and Development	5	2	0	0	0	4.71	5	0.45
School Psychology Practice and Development	5	1	1	0	0	4.57	5	0.73
Information Technology	3	4	0	0	0	4.43	4	0.49
General	3	3	1	0	0	4.29	4	0.70
General	2	6	0	0	0	4.25	4	0.43
General	7	1	0	0	0	4.88	5	0.33
General	8	0	0	0	0	5.00	5	0.00
General	8	0	0	0	0	5.00	5	0.00
General	8	0	0	0	0	5.00	5	0.00
Total Assessment	84	61	28	1	0			
Percents	48%	35%	16%	1%	0%			
N=8						Average Mean	4.30	

EDPC810 Evaluation of Internship 2010

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Data-based Decision Making & Accountability	6	2	0	0	0	4.75	5	0.43
Data-based Decision Making & Accountability	4	4	0	0	0	4.50	5	0.50
Data-based Decision Making & Accountability	6	2	0	0	0	4.75	5	0.43
Data-based Decision Making & Accountability	5	3	0	0	0	4.62	5	0.48
Consultation & Collaboration with Home School Community	4	4	0	0	0	4.50	5	0.50
Consultation & Collaboration with Home School Community	6	2	0	0	0	4.75	5	0.43
Effective Instruction & Development of Cognitive/ Academic Skills	5	2	0	0	0	4.71	5	0.45
Socialization & Development of Life Skills	5	1	1	0	0	4.57	5	0.73
Socialization & Development of Life Skills	6	1	0	1	0	4.50	5	1.00
Student Diversity in Development & Learning	6	2	0	0	0	4.75	5	0.43
School and Systems Organization, Policy Development, & Climate	4	3	1	0	0	4.38	5	0.70
Prevention, Crisis Intervention, & Mental Health	4	2	1	0	0	4.43	5	0.73
Prevention, Crisis Intervention, & Mental Health	3	3	1	0	0	4.29	5	0.70
Research & Program Evaluation	3	3	2	0	0	4.12	5	0.78
School Psychology Practice & Development	6	2	0	0	0	4.75	5	0.43
School Psychology Practice & Development	7	1	0	0	0	4.88	5	0.33
Information Technology	5	1	2	0	0	4.38	5	0.86
General	6	0	0	0	0	5.00	5	0.00
General	6	0	0	0	0	5.00	5	0.00
General	6	0	0	0	0	5.00	5	0.00
General	6	0	0	0	0	5.00	5	0.00
General	6	0	0	0	0	5.00	5	0.00
General	5	1	0	0	0	4.83	5	0.37
Total Assessment	120	39	8	1	0			
Percents	71%	23%	5%	1%	0%			

N=8

Average Mean 4.67

EDPC810 School Psychology Portfolio Evaluation Rubric

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Overall General: Graded on appearance, writing conventions, aesthetic appeal, individualized	4	0	0	0	0	5.00	5	0.00
Data-Based Decision Making and Accountability	4	0	0	0	0	5.00	5	0.00
Consultation and Collaboration	4	0	0	0	0	5.00	5	0.00
Interventions and Instructional Support to Develop Academic Skills	4	0	0	0	0	5.00	5	0.00
Interventions and Mental Health Services to Develop Social and Life Skills	4	0	0	0	0	5.00	5	0.00
Diversity in Development and Learning	3	1	0	0	0	4.75	5	0.43
School-Wide Practices to Promote Learning	4	0	0	0	0	5.00	5	0.00
Preventive and Responsive Services	4	0	0	0	0	5.00	5	0.00
Family-School Collaboration Services	2	2	0	0	0	4.50	5	0.50
Research and Program Evaluation	3	1	0	0	0	4.75	5	0.43
Legal, Ethical, and Profession Practice	3	1	0	0	0	4.75	5	0.43
Total Assessment	39	5	0	0	0			
Percents	89%	11%	0%	0%	0%			
N=4						Average Mean	4.89	

APPENDIX C.

APPENDIX C-1 LEADERSHIP AND EDUCATIONAL ADMINISTRATION ASSESSMENT DOCUMENTS

EDAL635 Article Critique

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Article Selection	4	2	0	0	0	4.67	5	0.47
Citation & Name	6	0	0	0	0	5.00	5	0.00
Introduction	6	0	0	0	0	5.00	5	0.00
Content Summary	5	1	0	0	0	4.83	5	0.37
Critique	3	3	0	0	0	4.50	4	0.50
Conclusion	4	2	0	0	0	4.67	5	0.47
References	4	2	0	0	0	4.67	5	0.47
Mechanics	2	4	0	0	0	4.33	4	0.47
Total Assessment		34	14	0	0	0		
Percents		71%	29%	0%	0%	0%		
N=6						Average Mean	4.71	

EDAL635 Rubric for Reflection Papers

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Content & Organization	5	1	0	0	0	4.83	5	0.37
Knowledge Base	4	2	0	0	0	4.67	5	0.47
Reflection (Integration of knowledge base with practice)	6	0	0	0	0	5.00	5	0.00
Style/Format (APA and AU Standards)	3	1	1	1	0	4.00	5	1.15
Mechanics (Spelling, Grammar, Punctuation, Sentence Structure)	6	0	0	0	0	5.00	5	0.00
Total Assessment	24	4	1	1	0			
Percents	80%	13%	3%	3%	0%			
N=6						Average Mean	4.70	

EDAL635 Rubric for Practical Assignments

2010-2011 All Terms

9/7/2011

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Content	6	0	0	0	0	5.00	5	0.00
Reflection (Connection between theory and practice)	5	1	0	0	0	4.83	5	0.37
Style/Format (APA and A.U. standards)	3	2	1	0	0	4.33	5	0.75
Mechanics (Spelling, grammar, punctuation, sentence structure)	5	1	0	0	0	4.83	5	0.37
Total Assessments	19	4	1	0	0			
Percents	79%	17%	4%	0%	0%			
N=6						Average Mean	4.75	