

ANDREWS UNIVERSITY
SCHOOL OF EDUCATION

ANNUAL ASSESSMENT REPORT

2011-2012

November 6, 2012

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**SECTION 1: ANNUAL
ASSESSMENT REPORT
OVERVIEW**

This School of Education (SED) Annual Assessment Report is prepared for the academic year 2011-2012, and summarizes the data collected by the SED Assessment System from Summer Semester 2011 through Spring Semester 2012 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. The Michigan Department of Education has approved all of the teacher preparation programs in the unit. Program enrollments for the 2011-2012 academic year, as reported by the Office of Institutional Research, and program approval status are shown in Table 2 below.

Table 1. Programs in the School of Education

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
Graduate Psychology & Counseling	
MS Special Education/Learning Disabilities	Advanced, Other School Personnel. 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 Clinical Mental Health Counseling	To be reviewed by CACREP in November 2012
MA, EdD, PhD Educational Psychology	
PhD Counseling Psychology	
Leadership	
Graduate Certificate, MA, EdS, EdD, PhD Educational Leadership	Advanced, Other School Personnel, MA is NCATE Recognized; Applying for ELCC approval
MA, EdS, EdD, PhD Higher Education Administration	
Undergraduate Certificate, MA, EdS, EdD, PhD Leadership	

Table 2. SED Programs 2011-2012: Candidate Enrollment and Approval Status

School	Dept. Program	Award Level	Elem. Cand.	Secnd. Cand.	Advanced Programs	Approval by MDE or Other
CAS	Biology	Bach MAT		1	NA	MDE, 2007; writing SPA application for Sept 2013
CAS	Chemistry	Bach			NA	MDE, 2009; writing SPA application for Sept 2013
CAS	Communication	Bach		1	NA	MDE, 2004; SPA-like doc. for MDE site visit, Nov 2011
CAS	English	Bach MAT		18	NA	MDE, 2005; initial submission to NCTE 3-15-11, revised & re-submit 9/15/12; further development required by 3-15-2013
SED	Education, Elementary	Bach MAT	61 5		NA	MDE, 2011; application to ACEI is upcoming (2013)
SED	Education, Secondary	Bach MAT		1 12	NA	See content areas
CAS	ESL	MAT			NA	MDE, 2007; preparing to submit to TESOL in 2013
CAS	History	Bach MAT		2	NA	MDE, 2011; preparing to submit to NCSS in 2013
SED	Integrated Science	Bach		4	NA	MDE, 2007, 2008; writing SPA application for Sept 2013
CAS	Language Arts	Bach	1		NA	MDE, 2002; SPA-like doc. for MDE site visit, Nov 2011
CAS	Lang: French	Bach MAT			NA	MDE, 2008; preparing to submit to ACTFL 2013
CAS	Lang: Spanish	Bach MAT		5	NA	MDE, 2008; preparing to submit to ACTFL 2013
CAS	Math & Math Ed	Bach		7	NA	MDE, 2006; recognized w/conditions by NCTM 9-15-11; revision required by 3-15-2013
CAS	Music Educ	Bach MAT	1	4	NA	NASM recognition 2010, good until 2020
CAS	Physics	Bach MAT		2	NA	MDE, 2007; writing SPA application for Sept 2013
CAS	Political Science	Bach			NA	MDE, 2011; preparing to submit to NCSS in 2013
CAS	Religion	Bach MAT		2	NA	SDA Church (AAA)
CAS	Social Studies Elem Ed	Bach	1		NA	Submitted to MDE 2011, revised and approved 2012
CAS	Social Studies Sec Ed	Bach		5	NA	MDE, 2011; preparing to submit to NCSS in 2013
CAS	Visual Arts Education	Bach		1	NA	MDE, 2004; SPA-like doc. for MDE site visit, Nov 2011

Table 2 (continued). SED Programs 2011-2012: Candidate Enrollment & Approval Status

School	Dept. Program	Award Level	Elem. Cand.	Secnd. Cand.	Advanced Programs	Approval by MDE or Other
SED	Curriculum & Instruction	MA			1	N/A
		EdS			14	
		Doct			26	
SED	Educational Leadership	GrCert			0	Recognized w/ conditions by ELCC Feb. 2012; resubmitted 9-15-12
		MA			1	
		EdS			2	
		Doct			8	
SED	Higher Education Administration	MA			5	N/A
		EdS			2	
		Doct			12	
SED	Leadership	UC			0	N/A
		MA			7	
		EdS			2	
		Doct			105	
SED	Special Education/ Learning Disabilities	MS			12	MDE, 2004; preparing to submit to CEC by 3-15-2013
SED	School Counseling	MA			9	Submitted to CACREP; site visit scheduled for Nov 2012
SED	School Psychology	EdS			25	NASP, 2008; resubmission deferred until 2014
SED	Educational Psych.	MA			11	N/A
		EdS			1	
		Doct			15	
SED	Community Counseling	MA			2	Submitted to CACREP; site visit scheduled for Nov 2012
SED	Clinical Mental Health Counseling	MA			22	Submitted to CACREP; site visit scheduled for Nov 2012
SED	Counseling Psych.	Doct			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 (Proficient) and 5 (Exceptional) represent “Target performance” of the desired outcome, Level 3 (Satisfactory) is “Acceptable performance” of the desired outcome; and Levels 1 (Unsatisfactory) and 2 (Emerging) represent “Unacceptable 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 (see Table 3 below). The Department of Teaching, Learning, and Curriculum uses an additional section, VII. Content. 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 2010, can be aggregated for each element.

In 2010, the Unit voted a list of eight professional dispositions which 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 Fairness Value Service Value 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**

DEPARTMENT OF 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 September 2010 and August 2011, 28 candidates took this test at Andrews University. Twenty-six of these candidates passed, giving a Cumulative Pass Rate of 92.9%, compared to the Statewide Pass Rate of 91.0%. At the time of this report, results were not available for 2011-2012.

MTTC Content Scores

Teacher candidates are also required to take content area tests. From September 2010 to August 2011, 32 candidates took the content area tests, with a cumulative pass rate of 84.4%. The statewide 2010-2011 cumulative pass rate was 85.1%. It is important to note that because our number of test takers is small, pass rates for a given year might include only one or two students who score significantly above or below average. With this caution, we report that out of the 14 different content area tests taken by our students, our students had a 100% pass rate on 10 of the tests (representing 20 individual students). Pass rates for the other four content area tests are as follows: English, 0% ($n = 1$); Social Studies, 50% ($n = 4$); English as a Second Language,

66.7% ($n = 3$); and Music, 75% ($n = 4$). See Table 4.

Three-year aggregated data are also reported by the Michigan Department of Education. From September 2008 to August 2011, 105 candidates took the content area tests, with a cumulative pass rate for all subject areas of 86.7%. The statewide three-year cumulative pass rate for all subject areas for 2007-2010 was 88.1%. See Table 5.

Table 4. MTTC Content Area, Initial & Cumulative (2010-2011)

Test:	A.U.	A.U.	A.U.	MI	MI	MI
	2010- 2011	2010- 2011 Initial	2010- 2011 Cum.	2010- 2011	2010- 2011 Initial	2010- 2011 Cum.
	<i>N</i>	% Pass	% Pass	<i>N</i>	% Pass	% Pass
English	1	0.00	0.00	703	78.9	84.6
History	2	100.0	100.0	565	75.8	82.5
Biology	1	100.0	100.0	167	66.5	77.8
Physics	1	100.0	100.0	87	87.4	93.1
Math (Sec)	2	100.0	100.0	392	93.9	96.9
Spanish	3	100.0	100.0	5	*	*
Music Education	1	100.0	100.0	46	80.4	87.0
Guidance Counselor	3	100.0	100.0	172	70.9	75.6
Elementary Education	3	100.0	100.0	2610	93.6	96.6
Social Studies	4	50.0	50.0	914	60.8	68.8
English as a 2 nd Language	3	66.7	66.7	166	81.3	88.0
Language Arts (Elem)	2	100.0	100.0	965	66.2	74.6
Integrated Science (Sec)	2	100.0	100.0	87	74.7	83.9
Music	4	75.0	75.0	140	96.4	97.1
All Tests (excluding Basic Skills)	32	84.4	84.4	11,722	79.3	85.1

*Statewide pass percentages are not reported for tests that have fewer than ten test takers recorded during a reporting interval. See Table 5 to see three-year pass rate comparisons for this test.

Table 5. MTTC Content Area, Initial & Cumulative, 3 Year Aggregated (2008-2011)

	A.U. 2008- 2011	A.U. 2008- 2011 Initial	A.U. 2008- 2011 Cum.	MI 2008- 2011	MI 2008- 2011 Initial	MI 2008- 2011 Cum.
Program:	<i>N</i>	% Pass	% Pass	<i>N</i>	% Pass	% Pass
Biology	1			516	66.1	85.3
Chemistry				347	64.4	81.6
Communication Arts				26	46.2	61.5
Computer Science				51	80.4	92.2
English	7			2,216	75.8	86.9
English as a 2 nd Language	4			458	87.3	93.4
French	1			106	54.7	67.0
History	4			1,729	74.3	86.3
Integr. Science (Elem)	2			1,391	57.9	69.3
Integr. Science (Sec)	2			276	73.6	89.9
Lang. Arts (Elem)	11	81.8	100.0	2,832	64.7	78.2
Math (Elem)	4			1,719	76.9	86.6
Math (Sec)	4			1,127	89.7	96.6
Music Education	1			243	82.7	91.8
Music	9			311	95.5	98.7
Physics	1			204	81.9	92.6
Political Science				322	69.9	82.0
Social Studies	12	58.3	58.3	2863	60.7	71.6
Spanish	12	91.7	91.7	628	80.1	89.2
Visual Arts Educ.				458	89.7	96.5
Elementary Educ.	23	82.6	95.7	7,950	93.2	98.0
Professional Areas:						
Reading	4			471	71.1	79.0
All Tests	105	81.0	86.7	36,411	78.9	88.1

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 6 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 2011-2012 (with comparisons to 2010-2011 grade data). Chemistry, Political Science, and Religion had the lowest percentages of students achieving Level 3 or better.

Table 6. Summary of CAS Course Grade Evidences, 2011-2012 Compared With 2010-2011

Department	2011-2012 #* of Students	2011-2012 % Grades Levels 3-5	Mean	StDev	2010-2011 #* of Students	2010-2011 % Grades Levels 3-5	Mean
Biology	20	100%	3.55	1.504	34	71%	3.4
Chemistry	6	50%	2.67	1.211	5	40%	2.8
Communication & Journalism	41	85%	4.34	1.296	41	93%	4.5
Computer	1	100%	4.00	-	3	100%	5.0
Economics	10	70%	3.60	1.647	13	69%	3.6
English	94	82%	3.99	1.340	137	84%	4.0
Geography	24	92%	4.50	1.216	28	100%	4.8
History	52	91%	4.13	1.172	57	86%	4.8
International Languages	20	95%	4.45	0.999	22	100%	4.7
Mathematics	42	70%	3.50	1.401	43	70%	3.4
Physics	24	83%	4.04	1.233	25	76%	4.0
Political Science	28	57%	3.04	1.598	28	79%	3.8
Psychology	8	100%	4.50	0.756	5	60%	3.2
Religion	1	0%	1.00	-	2	100%	4.5
Visual Arts Education	18	89%	4.11	1.278	18	94%	4.4

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

Assessments Using Rubrics

Tables 7 through 9 display findings from assessment rubrics submitted for the initial and advanced teacher education programs of the Department of Teaching, Learning, and Curriculum. The assessments listed for EDTI480 were graded using the rubric, but the rubrics were then inadvertently destroyed; Table 8 presents mean grades for these assessments. Table 9 provides data on all students enrolled in the Curriculum & Instruction program as well as disaggregated data for online students. Tables giving complete data for all courses in this section are found in Appendix A.

Table 7. Learning Outcomes in Initial Teacher Education Program, 2011-2012

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDTE 165/630	Portfolio Rubric	27	90%	4.10
EDTE 165/630	Personal Philosophy Paper Rubric	25	96%	4.07
EDTE 228	Clinical Observation & Interaction Matrix	33	96%	4.74
EDTE228	Clinical Observation & Interaction Matrix (Revised)	19	92%	4.48
EDTE 408	Micro-Teaching Assess	21	100%	4.37
EDTE 408	Portfolio. Element 1	29	100%	4.44
EDTE 408	Portfolio. Element 2	29	100%	4.28
EDTE 408	Portfolio. Element 3	29	100%	4.34
EDTE 408	Portfolio. Element 4	29	100%	4.33
EDTE 408	Portfolio. Element 5	29	100%	4.32
EDTE 408	Portfolio. Element 6	29	100%	4.36
EDTE 408	Portfolio. Element 7	29	97%	4.21
EDTE 408	Portfolio. Intro, Closing	29	95%	4.32
EDTE 417	Implementation Plan	10	99%	4.63
EDTE 420	Literacy Interv. Mini-Unit Scoring Guide	1	100%	5.00
EDTE 424	Test Creation Project	30	98%	4.73
EDTE 424	Philosophy of Assessment Rubric	29	99%	4.66
EDTE 446	Annotated Biblio, Safety	8	100%	4.79
EDTE 459	Summative Eval. Rubric	16	96%	4.68
EDTE 476	Final Test Rubric	27	96%	4.56
EDTE 480	Classroom Management Plan	18	N/A**	N/A**
EDTE 480	Philosophy of Management Summary	18	N/A**	N/A**
EDTE 487	Description of School Setting	12	99%	4.56
EDTE 488/588	Student Teaching Summative Evaluation	15	99%	4.59

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

** See Table 8.

Table 8. Learning Outcomes for EDTE480: Mean Grades (Percentages), 2011-2012

Course Acronym	Title of Assignment	N	Mean Grade (%)
EDTE 480	Classroom Management Plan	18	91.2%
EDTE 480	Philosophy of Classroom Management	18	97.0%

Table 9. Learning Outcomes for Curriculum & Instruction Students (All Compared with Distance), 2011-2012

Course Acronym	Title of Rubric	All Students			Distance Students		
		N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)	N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDCI	Course Grades**	21	100%	4.20	***	***	***
EDCI547	EDCI547 Rubric	10	96%	4.28	5	96%	4.28
EDCI636	Eval Proposal Scoring Guide	6	100%	4.70	2	100%	4.67
EDCI650 Project Evaluation	EDCI650 Project Evaluation Rubric	10	100%	4.90	9	100%	4.89
EDCI799 Project Evaluation (Doctoral) Disposition (Doctoral)	EDCI799 Project Evaluation Rubric (Doct) C&I Dispositions Rubric	1	100%	4.62	***	***	***
Disposition (MA)	C&I Dispositions Rubric	12	93%	4.55	***	***	***
		10	99%	4.85	***	***	***

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

**Course grades have been collected from several EDCI courses in lieu of rubrics.

***Disaggregated distance students' data was not available.

FOUNDATIONS COURSES

Table 10 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 10. Learning Outcomes for Advanced Programs Foundations Courses, 2011-12

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDFN 500	Personal & Professional Syntheses	23	97%	4.02
EDRM 505	Final Exam – Article Evaluation	36	97%	4.44
EDRM 505	Research Design Methodology Exam (old rubric used for Summer 2011)	18	82%**	**
EDRM505	Research Design Methodology Exam (new rubric used for Spring 2012)	18	100%	4.22
EDRM 505	Proposals Evaluation Sheet	35	91%	4.17

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

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

DEPARTMENT OF GRADUATE PSYCHOLOGY & COUNSELING

Assessment data for advanced programs in Graduate Psychology & Counseling are found in Table 11. Details of these assessment findings are located in Appendix B.

Table 11. Learning Outcomes for EDPC Courses, 2011-2012

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)	Mean Level (all indicators)
EDPC 514	Worldview Paper	9	96%	4.33
EDPC 520	Critical Review of HD Theory	8	100%	4.70
EDPC 520	Position Paper	2	100%	4.25
EDPC520	Worldview Paper	3	100%	4.75
EDPC525	Journal Article Review	9	91%	4.30
EDPC652	WISC IV Mastery #1 Assignment	15	87%	4.13
EDPC 654	Evaluation of Practicum	10	99%	4.37
EDPC 810	Sch.Psych Portfolio Evaluation Rubric	9	100%	4.40
EDPC	School Couns, CMHC Dispositions	8	99%	4.59
EDPC	School Psychology Dispositions	14	85%	4.28
SPED 689	Resource Binder Rubric	8	92%	4.66

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

DEPARTMENT OF LEADERSHIP

Assessment data for courses in the Educational Leadership program are found in Table 12. Details of these assessment findings are located in Appendix C. Assessment data for the Higher Education Administration program are shown in Table 13. Assessment data for the Leadership program are reported by competency area and are displayed in Tables 14 and 15.

Table 12. Learning Outcomes for the Educational Leadership Program, 2011-2012

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDAL520	Vision Statement	3	100%	5.00
EDAL520	Reflection Paper	3	100%	5.00
EDAL520	Introductory Portfolio	3	100%	5.00
EDAL520	Final Project	3	100%	5.00
EDAL560	School Board Project	5	100%	4.84
EDAL560	Case Analysis	5	100%	4.76
EDAL560	Unit Test	5	100%	4.60
EDAL565	Frame of Reference Paper	4	100%	5.00
EDAL565	Role of the Five Divine Dynamics	4	100%	5.00
EDAL570	Reflection Paper	2	100%	5.00
EDAL570	Instructional Supervision Project	2	100%	5.00
EDAL570	Case Study	2	100%	5.00

Table 13. Learning Outcomes (Portfolio) for the Higher Education Administration Program, 2011-2012

Competency	n	% at Levels 3-5*	Mean Level
Philosophical Foundations	2	100%	3.00
Ethics, Values, & Spirituality	2	100%	3.00
Human Development & Career Choice	2	100%	3.00
Effective Communication & Mentoring	2	100%	3.00
Appreciating Diversity	2	100%	3.00
Social Responsibility	2	100%	3.00
Legal & Policy Issues	2	100%	3.00
Organizational Behavior, Change, & Culture	2	100%	3.00
Conducting, Evaluating, & Reporting Research	2	100%	3.00
Resource Development: Human & Financial	2	100%	3.00

*5 = Distinguished, 4 = Proficient, 3 = Satisfactory, 2 = Emerging, 1 = Unsatisfactory.

Table 14. Learning Outcomes (Portfolio) for the Leadership Program, 2011-2012

Competency	Percent of Students Rated at Each Level*					n	Mean Level
	5	4	3	2	1		
Philosophical Foundations	16.7	10.0	73.3	0.0	0.0	10	3.4
Ethics, Values, & Spirituality	10.0	20.0	70.0	0.0	0.0	10	3.4
Learning & Human Development	30.0	10.0	60.0	0.0	0.0	10	3.7
Effective Communication	20.0	20.0	60.0	0.0	0.0	10	3.6
Mentor/Coach	20.0	13.3	66.7	0.0	0.0	10	3.5
Social Responsibility	16.7	6.7	76.7	0.0	0.0	10	3.4
Resource Development; Human & Financial	10.0	20.0	70.0	0.0	0.0	10	3.4
Legal & Policy Issues	10.0	13.3	76.7	0.0	0.0	10	3.3
Organizational Behavior, Development, & Culture	20.0	16.7	63.3	0.0	0.0	10	3.6
Implementing Change	33.3	23.3	43.3	0.0	0.0	10	3.9
Evaluation & Assessment	13.3	23.3	63.3	0.0	0.0	10	3.5
Reading & Evaluating Research	10.0	20.0	70.0	0.0	0.0	10	3.4
Conduct Research	10.0	10.0	80.0	0.0	0.0	10	3.3
Reporting & Implementing Research	10.0	10.0	80.0	0.0	0.0	10	3.3

*5 = Distinguished, 4 = Proficient, 3 = Satisfactory, 2 = Emerging, 1 = Unsatisfactory.

Table 15. Learning Outcomes (Dissertation) for the Leadership Program, 2011-2012

Competency	Assessed Item	n	Mean Level*
Reading & Evaluating Research	Familiarity with research authorities in field	6	5.00
Conduct Research	Familiarity with and grasp of research tools and methods	6	4.50
Reporting & Implementing Research	Aggregated rating for the following: Introduction, Clarity/cogency of answers, Seeming reliability of answers, Familiarity with the dissertation, and Seeming readiness of the dissertation	6	4.66

*5 = Distinguished, 4 = Proficient, 3 = Satisfactory, 2 = Emerging, 1 = Unsatisfactory.

ASSESSMENT OUTCOMES BY CONCEPTUAL FRAMEWORK ELEMENTS

All rubric assessment data that have been collected for SED courses for the 2011-2012 academic year were aggregated then disaggregated by SED Conceptual Framework SED CF) elements. Across all SED CF elements, 96% of rubric assessments were scored as Satisfactory or better (at least 3 on a five-point scale). The SED CF items that received the highest mean ratings were CF.6.2 “Demonstrate ethical behavior in all professional activities” (4.87) and CF.2.1 “Describe human development” (4.70), while the items that received the lowest mean

ratings were CF.5.1 “Reach and evaluate research” (3.99) and CF.4.1 “Communicate effectively in written, verbal, and non-verbal forms” (3.97). See Table 16.

In addition, since the Teacher Education (TLC) and Curriculum and Instruction (C&I) programs have developed their own conceptual frameworks (modifications of the SED CF), rubric assessment data have also been aggregated for those programs’ conceptual frameworks (TLC CF and C&I CF) then disaggregated by their respective conceptual framework elements.

Across all TLC CF elements, 98% of rubric assessments were scored as Satisfactory or better (at least 3 on a five-point scale). The TLC CF item that received the highest mean rating was TLC-CF.4 “Communication and Technology: This Element addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning” (4.79). The TLC CF items that received the lowest mean rating were TLC-CF.1.B “Critique philosophical approaches to education” (4.35) and TLC-CF.1.A “Understand basic philosophical perspectives” (4.39). See Table 17.

Across all C&I CF elements, 98% of rubric assessments were scored as Satisfactory or better (at least 3 on a five-point scale). Ten C&I CF items received a mean rating of 4.90 or better (six received 5.00, one received 4.97, and three received 4.90). The C&I CF items that received the lowest mean rating were C&I-CF.3.5 “Demonstrate servant leadership” (2.78) and C&I-CF.4.2 “Use electronic tools effectively for professional communication, teaching, and research” (4.11). See Table 18.

Table 16. All SED Rubric Assessments Disaggregated by SED Conceptual Framework Element

Element	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
CF.1.1	Explain worldviews and trace their historical development	2	12	7	3	1	0	1	4.25
CF.1.2	Critique worldviews from a Christian perspective	1	9	6	2	1	0	0	4.56
CF.2.1	Describe human development	1	60	47	10	1	2	0	4.70
CF.3.2	Relate effectively with various cultural, racial, and special interest groups	1	45	32	10	1	2	0	4.60
CF.3.3	Identify political and legal issues	1	2	1	1	0	0	0	4.50
CF.3.4	Manage human, financial, and material resources	1	30	22	7	0	1	0	4.67
CF.4.1	Communicate effectively in written, verbal, and non-verbal forms	4	58	20	24	8	4	2	3.97
CF.4.2	Use electronic tools effectively for professional communication, teaching, and research	1	9	5	0	4	0	0	4.11
CF.5.1	Read and evaluate research	5	358	157	79	97	11	14	3.99
CF.5.2	Conduct research	4	637	323	137	130	21	26	4.11
CF.5.3	Report research findings	2	387	217	95	44	16	15	4.25
CF.6.1	Demonstrate continuing professional development	1	134	70	30	17	16	1	4.13
CF.6.2	Demonstrate ethical behavior in all professional activities	1	15	13	2	0	0	0	4.87
Total		25	1756	920	400	304	73	59	
Percent				52%	23%	17%	4%	3%	

Table 17. All TLC Rubric Assessments Disaggregated by TLC Conceptual Framework Element

Element	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
TLC-CF.1.A	Understand basic philosophical perspectives	3	66	30	32	4	0	0	4.39
TLC-CF.1.B	Critique philosophical approaches to education.	3	66	27	35	4	0	0	4.35
TLC-CF.1.C	Be able to articulate a personal and professional philosophy and construct support for it based on literature. Select educational practices based on philosophical perspective.	6	171	109	53	7	1	1	4.57
TLC-CF.2.A	Describe developmentally appropriate educational practices.	9	243	174	58	8	1	2	4.65
TLC-CF.2.B	Implement developmentally appropriate educational practices.	6	342	239	79	16	5	3	4.60
TLC-CF.3.A	Implements effective planning to promote learning in the classroom.	5	150	84	57	5	4	0	4.47
TLC-CF.3.B	Works effectively with ALL students, parents, teachers, administrators and community members.	8	205	138	44	12	4	7	4.47
TLC-CF.3.C	Evaluate and articulate opinions of current political and legal issues that affect classroom practice.	4	66	37	26	3	0	0	4.52
TLC-CF.3.D	Creates effective learning environments which efficiently manage students, classroom assistants, and classroom resources.	5	122	69	47	5	1	0	4.51
TLC-CF.3.E	Consistently uses positional power and personal influence to optimize student learning.	2	74	36	34	3	1	0	4.42
TLC-CF.4	Communication and Technology: This Element addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning. Graduates will be able to:	1	58	48	8	2	0	0	4.79
TLC-CF.4.A	Communicate effectively in written, verbal, and non-verbal forms	12	640	442	134	50	11	3	4.56

Table 17 (continued). All TLC Rubric Assessments Disaggregated by TLC Conceptual Framework Element

Element	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
TLC-CF.4.B	Use electronic tools effectively for professional communication, teaching, research, and evaluation of student progress.	5	156	110	41	5	0	0	4.67
TLC-CF.5.A	Read, evaluate, interpret and use appropriate literature.	5	135	99	31	2	1	2	4.66
TLC-CF.5.B	Read, evaluate and interpret standardized and non-standardized assessments.	6	299	207	62	12	14	4	4.52
TLC-CF.5.C	Demonstrate and document ability to affect student learning.	3	93	60	29	2	2	0	4.58
TLC-CF.6.A	Demonstrate continuing professional development	5	172	122	38	9	3	0	4.62
TLC-CF.6.B	Demonstrate ethical behavior in all professional activities	3	54	28	25	1	0	0	4.50
TLC-CF.6.C	Document personal application in maintaining physical, mental, spiritual, and social balance.	2	44	22	21	1	0	0	4.48
TLC-CF.6.D	Reflects on practice and implements plans for growth and change.	2	56	28	26	2	0	0	4.46
TLC-CF.7.A	Demonstrate continued growth in an understanding and appreciation of general and liberal arts.	3	56	31	24	0	0	1	4.50
TLC-CF.7.B	Demonstrate continued growth in knowledge of subject matter and pedagogy.	4	108	64	33	7	1	3	4.43
Total		102	3376	2204	937	160	49	26	
Percent				65%	28%	5%	1%	1%	

Table 18. All C&I Rubric Assessments Disaggregated by C&I Conceptual Framework Element

Element	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
C&I-CF.1.2	Critique worldviews from a Christian perspective	1	20	14	6	0	0	0	4.70
C&I-CF.1.3	Integrate principles of a Christian worldview into their chosen fields of study	2	29	21	8	0	0	0	4.72
C&I-CF.2.1	Describe human development	1	20	14	6	0	0	0	4.70
C&I-CF.2.2	Apply current theories of learning	2	29	23	6	0	0	0	4.79
C&I-CF.2.2.1	Understand and use frameworks for organizing instruction	2	11	7	4	0	0	0	4.64
C&I-CF.2.2.2	Demonstrate a repertoire of effective teaching strategies for teaching ALL students	2	11	7	4	0	0	0	4.64
C&I-CF.3.1	Facilitate change in groups and organizations	1	1	1	0	0	0	0	5.00
C&I-CF.3.2	Relate effectively with various cultural, racial, and special interest groups	2	10	9	1	0	0	0	4.90
C&I-CF.3.3	Identify political and legal issues	1	9	7	2	0	0	0	4.78
C&I-CF.3.4	Manage human, financial, and material resources	1	9	9	0	0	0	0	5.00
C&I-CF.3.4.1	Understand and apply curriculum development processes within a systems perspective	2	11	5	6	0	0	0	4.45
C&I-CF.3.5	Demonstrate servant leadership	1	9	1	2	0	6	0	2.78
C&I-CF.4.1	Communicate effectively in written, verbal, and non-verbal forms	4	40	27	6	5	2	0	4.45
C&I-CF.4.2	Use electronic tools effectively for professional communication, teaching, and research	1	9	5	0	4	0	0	4.11
C&I-CF.4.2.1	Create professional-quality curriculum documents	2	11	7	4	0	0	0	4.64
C&I-CF.5.1	Read and evaluate research	1	9	9	0	0	0	0	5.00
C&I-CF.5.2	Conduct research	1	9	9	0	0	0	0	5.00
C&I-CF.5.2.1	Understand and create curriculum-based assessments that are closely aligned to curriculum documents, including standards and curriculum guides	1	10	6	4	0	0	0	4.60

Table 18 (continued). All C&I Rubric Assessments Disaggregated by C&I Conceptual Framework Element

Element	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
C&I-CF.5.2.2	Use assessment and/or program evaluation to provide formative assessment and create plans for improvement in a continuous quality improvement model	2	10	9	1	0	0	0	4.90
C&I-CF.5.3	Report research findings	2	10	9	1	0	0	0	4.90
C&I-CF.6.1	Demonstrate continuing professional development	2	31	30	1	0	0	0	4.97
C&I-CF.6.2	Demonstrate ethical behavior in all professional activities	2	10	8	2	0	0	0	4.80
C&I-CF.7.1	Demonstrate competency in a specific content area	1	1	1	0	0	0	0	5.00
C&I-CF.7.2	Demonstrate knowledge of current issues in specific content area	1	1	1	0	0	0	0	5.00
C&I-CF.7.2.1	Understand and discuss curriculum literature appropriate to the candidate's degree level	3	39	21	18	0	0	0	4.54
Total		41	359	260	82	9	8	0	
Percent				72%	23%	3%	2%	0%	

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

Department of Teaching, Learning, and Curriculum

Teacher Education

In 2011-2012, the Teacher Education program had approximately 140 students, including those who have not yet been accepted into the program. Student performance on assessments across the program was rated mostly in the 4 to 5 range (90% or more on all reported outcomes) on a five-point scale. In three different measures of spirituality (items on the survey of 2009-2010 alumni), students rated the program at 4 or above on a five-point scale. Students identify emphasis on developing classroom management skills, planning skills and practicing lessons, small class size, and helpful professors as strengths of the program.

Curriculum and Instruction

The Curriculum & Instruction program had 51 students enrolled during the 2011-2012 academic year. In grade and rubric data reported across the program, most students (96% or better) scored at or above “Satisfactory” in all assessments and across all conceptual framework elements. Four students graduated from the Curriculum and Instruction program during the

2011-2012 academic year (two with a Master's, one with an Educational Specialist, and one with a doctorate).

Department of Graduate Psychology & Counseling

The Department of Graduate Psychology and Counseling had 110 students enrolled during the 2011-2012 school year, distributed among the programs as follows: [9 in Special Education (MS), 9 in School Counseling (MA), 17 in Clinical Mental Health Counseling (CMHC) (MA), 26 in School Psychology (EdS), 21 in Educational Psychology (MA, EdD, and PhD), and 28 in Counseling Psychology (PhD)].

Student performance on assessments across the programs was rated mostly in the 4 to 5 range on a five-point scale (87% or better on all reported course outcomes, and 85% or better on dispositions).

Across the department, several exams are reviewed as summative assessment data (comprehensives and several licensing exams). In Special Education, one student took and passed the MTTC Special Education test (Michigan); one student took and passed comprehensive exams. In School Counseling, one student took and passed the comprehensive exam. In CMHC, 11 students took and passed the comprehensive exam (9 on first attempt, 2 on second). In School Psychology, of 10 students who took the comprehensive exam, nine passed (7 on first attempt, 2 on second) and one failed (2 attempts); of 11 students who took the Praxis exam, 10 passed (8 on first attempt, 2 on second) and one failed. In Educational Psychology, of 15 students who took the comprehensive exam (14 MA, 1 PhD), 14 passed (12 on first attempt, 2 on second) and one failed (on second attempt). No Counseling Psychology students took comprehensive exams during 2011-2012.

During the 2011-2012 school year, the department had 31 graduates: 1 in School Counseling, 9 in Clinical Mental Health Counseling, 9 in School Psychology, none in Counseling Psychology, and 12 in Educational Psychology.

Department of Leadership

Leadership

In 2011-2012, 11 students graduated with PhDs in Leadership and three with MAs. 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 with 52 MA students. A number of substantial changes of the on-campus MA program were voted in November, including the addition of two courses (Leadership Communications; Creative Critical Thinking and Problem Solving) that will meet specific candidate needs that have been identified.

The Leadership program has identified several areas to work on in the coming year. Based on data from the 2010-2011 SED Advisor Survey, program faculty have voted to use individual student data collected in their "Tracking My Leadership Journey" to help program faculty learn how 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.

Educational Leadership

Twenty-four students were enrolled in the Educational Leadership program during the 2011-2012 academic year. Four graduated, three at the master's level, and one EdD. The program continues to attract about seven new admissions per year, with about half being doctoral

candidates. Students continue to appreciate 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. The program continues to attract students through a tuition reduction plan for the certificate programs (Principal, 18 credits; Supervisor of Instruction, 18 credits; and Superintendent, 24 credits).

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. It is hoped that aggressive marketing at the NAD Teachers' Convention in August 2012 will bring more students in the future. The Educational Leadership faculty are applying for state approval for principalship licensure/certification, which should also help attract students. Other planned improvements include mounting more course rubrics into LiveText and simplifying the portfolio tracking and evaluation process.

Higher Education Administration

The Higher Education Administration program averages 5-7 new students each year. This past year, the program had two graduates, both at the master's level. On a primary measure of student performance, the portfolio, these graduates averaged a score of 3.0 on a five-point scale across all 10 portfolio competency indicators.

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. SED Alumni

Survey data for all graduates from 2009-2010 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 19 through 22. Five-year aggregated responses (2005-2010) of all SED alumni surveys are presented in Section 5. Employers of these same SED graduates were also surveyed, but there were insufficient responses to allow disaggregation of these data by department. Results of the 2009-2010 employer surveys and five-year aggregated responses (2005-2010) are presented in Section 5.

Table 19. Alumni Survey: Teaching, Learning, & Curriculum, 2009-2010

<i>The School of education has prepared you to . . .</i>	<i>n</i>	<i>Mean^a</i>	<i>SD</i>
have the necessary knowledge of your content area	9	4.22	.972
have the necessary skills of your profession	9	4.33	.707
effectively apply skills in professional responsibilities	9	4.22	.667
practice professional/ethical standards of profession	9	4.11	.782
understand and interpret research in your profession	9	3.89	.928
use research findings for decision making	9	3.78	.833
collect data in a systematic way for professional use	9	3.78	.972
report research findings	9	3.44	1.130
apply current theories/best practices to your profession	9	4.11	9.28
communicate effectively (written)	9	4.22	.972
communicate effectively (oral)	9	4.22	.667
use relevant technology in professional practice	9	4.00	1.000
create a positive environment for learning/development	9	4.33	1.000
plan/implement appropriate programs to enhance learning and development	9	4.33	1.000
assess and analyze learning and development	8	3.88	.641
utilize outcome data for program improvement	9	3.67	1.118
relate effectively with individuals of diverse population	9	4.00	1.118
relate effectively with individuals with special needs and disabilities	9	4.00	1.118
apply fair practices in your profession	9	4.22	.972
value service to society at large	9	4.11	.782
believe that all individuals can learn	9	4.44	.726
grow spiritually	9	3.89	1.364
understand your profession from a Christian perspective	9	4.22	1.093
integrate your worldview with your profession	9	4.22	1.093
deepen your faith commitment	9	4.00	1.414

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

Table 20. Alumni Survey: Teaching, Learning, & Curriculum, by level, 2009-2010

Statement	Bachelors/MAT (N=8)			MA/EdS/PhD (N=1)		
	n	Mean ^a	SD	n	Mean ^a	SD
<i>The School of Education has prepared you to...</i>						
have the necessary knowledge of your content area	8	4.25	1.04	1	4.00	-
have the necessary skills of your profession	8	4.38	.74	1	4.00	-
effectively apply skills in professional responsibilities	8	4.25	.71	1	4.00	-
practice professional/ethical standards of profession	8	4.13	.84	1	4.00	-
understand and interpret research in your profession	8	3.88	.99	1	4.00	-
use research findings for decision making	8	3.75	.89	1	4.00	-
collect data in a systematic way for professional use	8	3.75	1.04	1	4.00	-
report research findings	8	3.38	1.19	1	4.00	-
apply current theories/best practices to your profession	8	4.13	.99	1	4.00	-
communicate effectively (written)	8	4.13	.99	1	5.00	-
communicate effectively (oral)	8	4.13	.64	1	5.00	-
use relevant technology in professional practice	8	4.13	.99	1	3.00	-
create a positive environment for learning/development	8	4.38	1.06	1	4.00	-
plan/implement appropriate programs to enhance learning and development	8	4.38	1.06	1	4.00	-
assess and analyze learning and development	7	3.86	.69	1	4.00	-
utilize outcome data for program improvement	8	3.63	1.19	1	4.00	-
relate effectively with individuals of diverse population	8	4.13	1.13	1	3.00	-
relate effectively with individuals with special needs and disabilities	8	4.13	1.13	1	3.00	-
apply fair practices in your profession	8	4.25	1.04	1	4.00	-
value service to society at large	8	4.25	.71	1	3.00	-
believe that all individuals can learn	8	4.50	.76	1	4.00	-
grow spiritually	8	4.00	1.414	1	3.00	-
understand your profession from a Christian perspective	8	4.25	1.165	1	4.00	-
integrate your worldview with your profession	8	4.25	1.165	1	4.00	-
deepen your faith commitment	8	4.13	1.458	1	3.00	-

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

Table 21. Alumni Survey: Graduate Psychology & Counseling, 2009-2010

<i>The School of education has prepared you to . . .</i>	<i>n</i>	<i>Mean^a</i>	<i>SD</i>
have the necessary knowledge of your content area	6	3.83	.753
have the necessary skills of your profession	6	4.00	.632
effectively apply skills in professional responsibilities	6	4.33	.516
practice professional/ethical standards of profession	6	4.67	.516
understand and interpret research in your profession	5	3.40	1.140
use research findings for decision making	6	3.50	1.049
collect data in a systematic way for professional use	6	3.50	1.049
report research findings	6	3.33	1.033
apply current theories/best practices to your profession	6	4.33	.816
communicate effectively (written)	6	4.33	.816
communicate effectively (oral)	6	4.50	.548
use relevant technology in professional practice	6	3.83	1.169
create a positive environment for learning/development	6	4.67	.516
plan/implement appropriate programs to enhance learning and development	6	3.67	.816
assess and analyze learning and development	6	3.83	.753
utilize outcome data for program improvement	5	3.40	1.140
relate effectively with individuals of diverse population	6	4.67	.516
relate effectively with individuals with special needs and disabilities	5	4.60	.548
apply fair practices in your profession	6	4.17	.753
value service to society at large	6	4.50	.548
believe that all individuals can learn	6	3.83	1.169
grow spiritually	5	3.00	1.414
understand your profession from a Christian perspective	5	3.00	1.225
integrate your worldview with your profession	5	4.20	.837
deepen your faith commitment	5	3.00	1.225

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

Table 22. Alumni Survey: Leadership, 2009-2010

<i>The School of education has prepared you to . . .</i>	<i>n</i>	<i>Mean^a</i>	<i>SD</i>
have the necessary knowledge of your content area	11	4.45	.522
have the necessary skills of your profession	11	4.55	.522
effectively apply skills in professional responsibilities	11	4.64	.505
practice professional/ethical standards of profession	11	4.64	.505
understand and interpret research in your profession	11	4.82	.405
use research findings for decision making	11	4.64	.505
collect data in a systematic way for professional use	11	4.64	.674
report research findings	11	4.55	.688
apply current theories/best practices to your profession	11	4.73	.467
communicate effectively (written)	11	4.64	.505
communicate effectively (oral)	11	4.64	.505
use relevant technology in professional practice	11	4.18	1.168
create a positive environment for learning/development	10	4.60	.516
plan/implement appropriate programs to enhance learning and development	10	4.60	.516
assess and analyze learning and development	10	4.30	1.252
utilize outcome data for program improvement	11	4.18	1.168
relate effectively with individuals of diverse population	11	4.55	.522
relate effectively with individuals with special needs and disabilities	10	4.00	1.247
apply fair practices in your profession	11	4.64	.505
value service to society at large	11	4.64	.505
believe that all individuals can learn	11	4.73	.467
grow spiritually	9	4.00	.500
understand your profession from a Christian perspective	10	3.90	1.101
integrate your worldview with your profession	11	4.27	.905
deepen your faith commitment	9	3.89	1.054

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

SECTION 4:
FACULTY
ASSESSMENT

School of Education faculty members are assessed by administration, peers, and students, using several assessment methods, described in 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 2011, 26 of the 27 SED faculty participated in continuing education through professional conferences, courses, or research. During this time, 11 faculty published 17 journal articles, book chapters, or books; 9 faculty presented 37 papers, posters, or presentations; 7 faculty edited or peer reviewed 11 journals, articles, or book chapters; and 2 faculty received 2 research grants.

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 2011-2012, two SED faculty members applied for promotion to full professor; both were approved.

STUDENT OPINION OF TEACHING

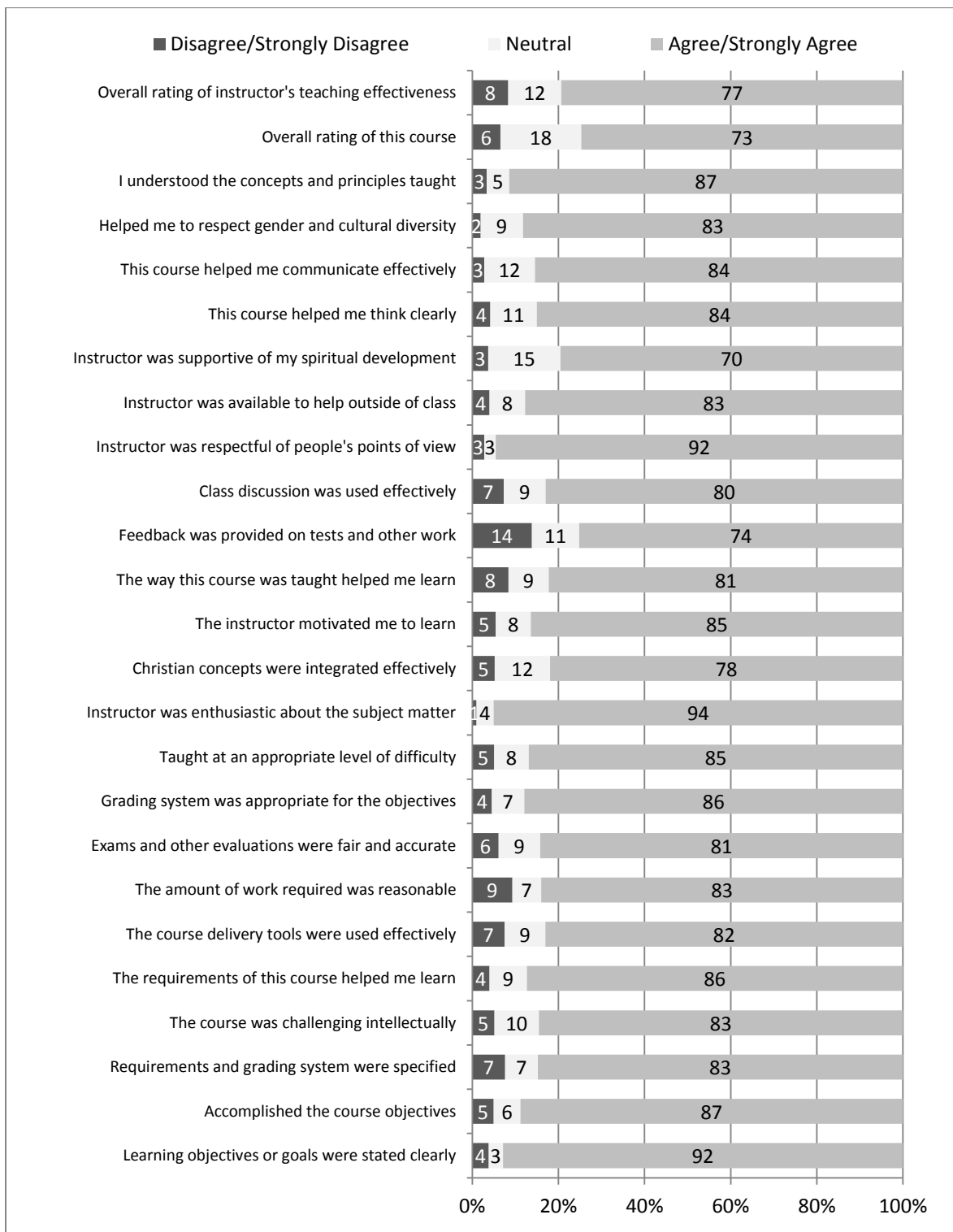
At the conclusion of each course, students in the university are asked to evaluate faculty performance and courses using of the university's Student Opinion of Teaching form, which seeks feedback on the instructor's pedagogy and the value of the course. Table 23 presents the Unit means for selected questions on student evaluations from Summer Semester 2011 through Spring Semester 2012. The highest mean scores in all terms were for instructor enthusiasm (4.68) and instructor respect of all people and other points of view (4.54). The lowest mean scores were for timely, thoughtful, and helpful feedback (4.04) and amount of work required for the course (4.18). Table 24 presents the distribution of scores.

Table 23. Student Evaluations of SED Courses & Teachers, 2011-2012, Mean Scores

Evaluation Statements (<i>n</i> = 88 courses)	Mean	St Dev
1. The learning objectives or goals for this course were clearly stated.	4.48	.555
2. The course was organized to accomplish the course objectives.	4.40	.636
3. The course requirements and grading system were specified clearly in the course outline/syllabus.	4.28	.690
4. The course was challenging intellectually.	4.30	.610
5. The reading, homework, activities, and requirements of this course helped me learn.	4.34	.599
6. The course delivery tools were used effectively.	4.21	.631
7. The amount of work required for this course was reasonable.	4.18	.662
8. Examinations and other methods of evaluation were fair and accurate measures of my learning.	4.20	.623
9. The grading system of this course was appropriate for the objectives of the course.	4.27	.574
10. The course was taught at an appropriate level of difficulty.	4.28	.586
11. The instructor was enthusiastic about the subject matter.	4.68	.417
12. Christian concepts were integrated into the course effectively.	4.27	.784
13. The instructor motivated me to learn.	4.33	.601
14. The way this course was taught helped me learn.	4.21	.671
15. Timely, thoughtful, and helpful feedback was provided on tests and other work.	4.04	.802
16. Class discussion was used effectively.	4.24	.620
17. The instructor was respectful of all people and other points of view.	4.54	.540
18. The instructor was available to provide individual help outside of class when needed.	4.38	.583
19. The instructor was supportive of my spiritual development.	4.23	.682
20. This course helped me think clearly.	4.27	.576
21. This course helped me communicate effectively.	4.29	.539
22. This course helped me to respect gender and cultural diversity.	4.40	.524
23. I gained a good understanding of the concepts and principles taught in this course.	4.42	.543
24. Independent of the instructor, my overall rating of this course is:	4.08	.593
25. Independent of the course, my overall rating of this instructor's teaching effectiveness is:	4.19	.714

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

Table 24. Distribution of Student Ratings of SED Courses/Teachers by Percent, 2011-2012



SENIOR SURVEY

In the annual Senior Survey for 2011-2012, students were given the opportunity to leave comments for a particular faculty or staff member who was especially helpful to them. Two faculty members were cited as excellent role models. Other comments included “I will remember her dedication to me as an advisee,” “if it wasn’t for your help in getting my classes all figured out I don’t think I’d be graduating now,” “you have such a passion for education, it makes me excited to be a future teacher,” “you have impacted my education and my understanding of who I am and what I want to do in more ways than I could ever express,” and “he’s patient, willing to listen, and forces you to re-evaluate where you are and where you are going.”

ADVISOR EVALUATIONS

The School of Education asks students to complete written evaluations of their academic advisors at the following times:

- Undergraduate: In EDTE408 and EDTE480.
- MA/EdS: At advancement to candidacy and at comprehensive examinations.
- EdD/PhD: At submission of course plan and at comprehensive examinations.

Table 25 presents the mean scores for SED advisor evaluations from Summer 2011 through Spring 2012. Viewed across advisors of all SED students, the highest mean scores were for “My advisor is knowledgeable about certification/licensure requirements” (4.58/5.00) and “My advisor demonstrates sensitivity to diversity (gender, race, ethnicity, religion, socioeconomic status, etc.)” (4.54); the lowest mean scores were for “I can go to my advisor when I have spiritual or personal issues that impact my school work” (3.71) and “My advisor responds within

two business days to my e-mail and/or telephone messages” (3.93).

Table 25 also disaggregates means of advisor evaluation scores given by undergraduate and graduate students. Undergraduate students rated their advisors highest on “My advisor is knowledgeable about certification/licensure requirements” (4.58) and lowest on “I can go to my advisor when I have spiritual or personal issues that impact my school work” (3.46). Graduate students rated their advisors highest on “My advisor demonstrates sensitivity to diversity” (4.67), and four other statements scored in very close second (“My advisor is knowledgeable about certification/licensure requirements” and “My advisor knows where to refer me if he or she cannot provide the information or assistance that I need” with ratings at 4.58) and third places (“My advisor is knowledgeable about my degree requirements” and “My advisor is courteous and respectful” with ratings at 4.57). Graduate students rated their advisors lowest on “My advisor responds within two business days to my e-mail and/or telephone messages” (3.93).

(NOTE: Though the SED Advisor Evaluation was piloted with students in the Leadership program during their annual Roundtable Conference in July 2010, regular advisor evaluations have not yet commenced in the Department of Leadership.)

Table 25. School of Education Academic Advisor Evaluation, 2011-2012

Evaluation Statements	Undergraduate			Graduate			All Candidates		
	<i>n</i>	Mean ^a	SD	<i>n</i>	Mean ^a	SD	<i>n</i>	Mean ^a	SD
1. My advisor is available for appointments.	33	4.33	.890	43	4.35	.783	76	4.34	.825
2. My advisor responds within two business days to my e-mail and/or telephone messages.	29	3.93	1.280	42	3.93	.997	71	3.93	1.113
3. My advisor is willing to spend sufficient time with me to deal with my academic concerns.	33	4.27	.876	43	4.37	.926	76	4.33	.900
4. My advisor is knowledgeable about my degree requirements.	33	4.36	.895	42	4.57	.801	75	4.48	.844
5. My advisor is knowledgeable about certification/licensure requirements.	33	4.58	.614	40	4.58	.712	73	4.58	.665
6. My advisor helps me sort through my options.	33	4.06	1.116	40	4.23	.920	73	4.15	1.009
7. My advisor is a positive model of Christian behavior.	32	4.13	.871	38	4.18	.865	70	4.16	.862
8. My advisor is courteous and respectful.	33	4.33	.854	42	4.57	.630	75	4.47	.741
9. My advisor demonstrates a caring personal interest in me.	33	4.00	1.173	43	4.47	.767	76	4.26	.985
10. My advisor demonstrates sensitivity to diversity (gender, race, ethnicity, religion, socioeconomic status, etc.).	30	4.37	.890	42	4.67	.477	72	4.54	.691
11. I can go to my advisor when I have spiritual or personal issues that impact my school work.	24	3.46	1.414	35	3.89	1.183	59	3.71	1.287
12. My advisor knows where to refer me if he or she cannot provide the information or assistance that I need.	31	4.19	1.108	40	4.58	.712	71	4.41	.919
13. I am pleased overall with the advising that I received from my advisor.	33	3.91	1.208	42	4.21	1.025	75	4.08	1.112
14. I would recommend my advisor to other students.	32	4.06	1.243	40	4.23	1.050	72	4.15	1.134

^aScales based on 5-Strongly Agree, 4-Agree, 3-Uncertain, 2-Disagree, 1-Strongly Disagree, 0-No Basis for Judgment or N/A

SECTION 5: UNIT OPERATIONS
ASSESSMENT

ANNUAL DEPARTMENTAL REPORTS TO ADMINISTRATION

At the conclusion of the 2011-2012 academic year, the Dean of SED submitted the Unit's 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 Institutional Effectiveness), faculty scholarly and professional activities and achievements, efforts to improve teaching strategies, and departmental/school needs. In addition, these items are discussed in regular monthly briefings with the Provost.

All SED Curricular changes are approved through the Academic Policies and Curricula Committee (AP & CC) and are reviewed by the SED General Faculty. Off-campus programs are approved through the Affiliation and Extension Office and Committee. In addition, these initiatives go through the Financial Management Committee (25 members include the President, Provost, VP for Finance, the other five Academic Deans, Human Resources, 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 April 2012. The Dean was commended for leading the SED to a successful passing of our NCATE site visit in November 2011 with no conditions or areas of improvement formally noted. This was, according to the Provost, "a very significant achievement." Other successes noted were several program approvals by SPAs and the Michigan Department of Education. Items for future improvement noted in the report include

seeking to increase the role of the SED in service to the world church, to step up marketing and recruitment efforts, to seek optimal balance of programs to improve income flow, and to work towards hiring more faculty to reduce and/or balance faculty workload.

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 relatively stable. In the 2012 budget year, the SED's financial contribution to the University was 2.2% lower than in 2011.

UNIT PERFORMANCE SCORES: STATE OF MICHIGAN

For each year since 2005-2006, the Michigan Department of Education has evaluated and ranked the 34 institutions in Michigan which have teacher education programs, based on multiple performance indicators. For each of the six years that this evaluation has been taking place, the SED's teacher education program has been ranked as an exemplary institution. For 2005-2006, the SED was tied with four other schools for second place with 66 points (out of 70 possible). For 2006-2007 through 2009-2010, the SED was ranked as first place (tied with one other school in 2009-2010) with a perfect score of 70 points. For 2010-2011, the SED scored only 63, and was ranked with six other schools as fifth place. After four consecutive year of receiving 70/70, this score is very disappointing. It should be noted that the drop in the SED's overall score is the result of a small slip in program completion rate and gradually downward slide in MTTC pass rates in several subject areas (the points for this item are based on the three-year aggregate of all content area tests). Table 26 shows the breakdown of our scores since 2005-2006.

Table 26. Unit Performance Score for Academic Years 2005-06 through 2010-11

Year	Overall Score (70 pts)	MTTC Test Results (30 pts)	Teacher Exit Surveys (5 pts)	Supervisor Surveys (5 pts)	Program Completion Rate (10 pts)	Program Review Status (10 pts)	Diversity (5 pts)	High Need Content (5 pts)
2005-06	66	30	10	*	6	10	5	5
2006-07	70	30	5	5	10	10	5	5
2007-08	70	30	5	5	10	10	5	5
2008-09	70	30	5	5	10	10	5	5
2009-10	70	30	5	5	10	10	5	5
2010-11	63	25	5	5	8	10	5	5

*The 2005-2006 reports did not include the survey of student teachers' supervisors. In that year the Teacher Exit Survey was given 10 points.

SCHOOL OF EDUCATION FOLLOW-UP DATA

The School of Education continues to conduct follow-up surveys of alumni and employers. This year, the SED Alumni Survey was sent to 51 alumni who graduated during the 2009-2010 school year. Of those 51 alumni, 26 responded, giving an overall response rate of 51%. Mean alumni ratings were above “Satisfactory” (3 or more on a five-point scale) on all questions. The questions with the lowest ratings were “report research findings” (3.88), “utilize outcome data for program improvement” (3.84), “grow spiritually” (3.84), “understand your profession from a Christian perspective” (3.83), and “deepen your faith commitment” (3.74). Table 27 displays data from alumni surveys (2009-2010 and a five-year aggregate of 2005-2010), including item means and the percentage of respondents who rated their preparation in the School of Education as “Satisfactory” or better.

Alumni were asked to provide employer contact information so SED Employer Surveys could be sent to all their employers. Of the 26 employer surveys solicited, 20 responded, giving a response rate of 77%. For the most part, employers' ratings were similar to the alumni ratings.

But on one item, “use research findings for decision making,” the employers’ rating was 3.80, while the alumni’s rating was 4.08. Table 28 displays employer survey data (2009-2010 and a five-year aggregate of 2005-2010).

Table 27. SED Alumni Survey Results, 2009-2010 & Five-Year Aggregate (2005-2010)

The School of Education has prepared you to...	2009-2010				Five-Year (2005-2010)			
	<i>n</i>	Mean ^a	SD	% ^b	<i>n</i>	Mean ^a	SD	% ^b
have the necessary knowledge of your content area	26	4.23	.77	96.2	120	4.11	.75	97.5
have the necessary skills of your profession	26	4.35	.63	100.0	120	4.17	.77	96.7
effectively apply skills in professional responsibilities	26	4.42	.58	100.0	120	4.21	.77	98.3
practice professional/ethical standards of profession	26	4.46	.65	100.0	121	4.43	.68	100.0
evaluate research findings ^c	-	-	-	-	91	3.63	1.00	87.9
conduct/report research ^c	-	-	-	-	84	3.39	1.12	77.4
understand and interpret research in your profession ^d	25	4.20	.96	88.5	26	4.04	1.25	88.5
use research findings for decision making ^d	26	4.08	.89	92.3	26	4.08	.89	92.3
collect data in a systematic way for professional use ^d	26	4.08	.98	92.3	26	4.08	.98	92.3
report research findings ^d	26	3.88	1.07	92.4	26	3.88	1.07	92.4
apply current theories/best practices to your profession	26	4.42	.76	96.2	120	4.02	.88	94.2
communicate effectively (written/verbal, non-verbal) ^c	-	-	-	-	95	4.18	.79	97.9
communicate effectively (written) ^d	26	4.42	.76	96.2	26	4.42	.76	96.2
communicate effectively (oral) ^d	26	4.46	.58	100.0	26	4.46	.58	100.0
use relevant technology in professional practice	26	4.04	1.07	88.5	120	3.77	1.06	85.8
create a positive environment for learning/development	25	4.52	.71	96.0	116	4.37	.73	97.4
plan/implement appropriate programs to enhance learning and development	25	4.28	.84	92.3	113	4.03	.94	92.9
assess and analyze learning and development	24	4.04	.96	92.0	114	3.96	1.01	92.1
utilize outcome data for program improvement	25	3.84	1.14	84.7	113	3.70	1.08	86.7

Table 27 (continued). SED Alumni Survey Results, 2009-2010 & Five-Year Aggregate (2005-2010)

The School of Education has prepared you to...	2009-2010				Five-Year (2005-2010)			
	<i>n</i>	Mean ^a	SD	% ^b	<i>n</i>	Mean ^a	SD	% ^b
relate effectively with individuals of diverse population	26	4.38	.80	96.2	120	4.31	.83	96.7
relate effectively with individuals with special needs and disabilities	27	4.13	1.08	84.6	116	3.76	1.26	83.7
apply fair practices in your profession	26	4.38	.75	96.2	119	4.24	.88	95.8
value service to society at large	26	4.42	.64	100.0	122	4.35	.74	98.4
believe that all individuals can learn	26	4.42	.81	96.2	121	4.44	.75	99.2
grow spiritually ^c	23	3.74	1.14	84.0	52	3.54	1.39	82.7
understand your profession from a Christian perspective ^e	24	3.83	1.17	76.0	53	3.89	1.22	86.8
integrate your worldview with your profession ^e	25	4.24	.93	92.0	53	4.21	.999	92.5
deepen your faith commitment ^e	23	3.74	1.25	76.0	52	3.63	1.40	78.9

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

^bPercent responding "Satisfactory to Excellent" or "Adequate to Significantly."

^cThis question was not used after 2008 surveys.

^dThis question was only used in the 2009-2010 surveys.

^eThis question not used before 2008 surveys.

Table 28. SED Employer Survey Results, 2009-2010 & Five-Year Aggregate (2005-2010)

The School of Education has prepared your employee to...	2009-2010				Five-Year (2005-2010)			
	<i>n</i>	Mean ^a	SD	% ^b	<i>n</i>	Mean ^a	SD	% ^b
have the necessary knowledge of your content area	20	4.40	.75	100.0	72	4.49	.65	100.0
have the necessary skills of your profession	20	4.35	.88	95.0	72	4.42	.73	98.6
effectively apply skills in professional responsibilities	20	4.35	1.04	95.0	72	4.49	.79	97.2
practice professional/ethical standards of profession	20	4.30	1.13	90.0	70	4.57	.73	97.2
evaluate research findings ^c	-	-	-	-	35	3.83	1.10	88.5
conduct and report research ^c	-	-	-	-	31	3.55	1.18	83.9
understand and interpret research in your profession ^d	20	3.95	.95	95.0	20	3.95	.95	95.0
use research findings for decision making ^d	20	3.80	1.11	85.0	20	3.80	1.11	85.0
collect data in a systematic way for professional use ^d	20	4.00	1.03	90.0	20	4.00	1.03	90.0
report research findings ^d	18	4.06	1.06	80.0	20	3.65	1.60	80.0
apply current theories/best practices to your profession	19	4.32	1.06	94.7	69	4.22	.94	95.7
communicate effectively (written/verbal, non-verbal) ^c	-	-	-	-	52	4.37	.84	96.2
communicate effectively (written) ^d	20	4.10	1.17	90.0	20	4.10	1.20	90.0
communicate effectively (oral) ^d	20	4.30	1.03	95.0	20	4.30	1.03	95.0
use relevant technology in professional practice	20	4.30	.73	100.0	69	4.25	.74	98.6
create a positive environment for learning/development	20	4.35	.99	95.0	69	4.38	.89	94.2
plan/implement appropriate programs to enhance learning and development	19	4.26	.93	90.0	66	4.17	1.02	94.0
assess and analyze learning and development	18	4.33	.91	89.4	66	4.18	1.04	92.4

Table 28 (continued). SED Employer Survey Results, 2009-2010 & Five-Year Aggregate (2005-2010)

The School of Education has prepared your employee to...	2009-2010				Five-Year (2005-2010)			
	<i>n</i>	Mean ^a	SD	% ^b	<i>n</i>	Mean ^a	SD	% ^b
utilize outcome data for program improvement	18	3.94	1.11	84.2	64	4.03	1.05	90.6
relate effectively with individuals of diverse population	20	4.35	.99	95.0	71	4.48	.81	97.2
relate effectively with individuals with special needs and disabilities	20	4.30	1.03	95.0	69	4.42	.91	95.7
apply fair practices in your profession	20	4.35	1.04	95.0	71	4.56	.77	98.6
value service to society at large	20	4.45	.89	95.0	67	4.52	.73	98.5
believe that all individuals can learn	18	4.33	1.09	89.4	69	4.49	.95	95.8

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

^bPercent responding “Satisfactory to Excellent” or “Adequate to Significantly.”

^cThis question was not used after 2008 surveys.

^dThis question was only used in the 2009-2010 surveys.

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

UNIT LEVEL IMPROVEMENTS

The School of Education made several changes during 2011-2012 that affected its programs, some of which are listed below:

1. NCATE Accreditation: Following a continuing accreditation visit from the National Council for Accreditation of Teacher Education (NCATE) in November 2011, the SED passed with no conditions or areas for improvement.
2. SPA (Specialized Professional Association) Reports Submitted:
 - a. Educational Leadership: Recognized with conditions by ELCC (Educational Leadership Constituent Council)
 - b. Math Education: Recognized with conditions by NCTM (National Council of Teachers of Mathematics)
 - c. English Education: Submitted to NCTE (National Council of Teachers of English); further development required before resubmitting
3. SPA Reports in Preparation to Be Submitted:
 - a. Special Education—Learning Disabilities to submit to CEC (Council for Exceptional Children)
 - b. Biology, Chemistry, Physics, and Integrated Science to submit to NSTA (National Science Teachers Association)
 - c. History, Political Science, and Social Studies to submit to NCSS (National Council for the Social Studies)
 - d. Teaching English as a Second Language to submit to TESOL (Teachers of English to Speakers of Other Languages)
 - e. French and Spanish to submit to ACTFL (American Council on the Teaching of Foreign Languages)
4. CACREP (Council for Accreditation of Counseling and Related Educational Programs): The School Counseling and Clinical Mental Health Counseling programs submitted their report to CACREP and are prepared for a site visit in early November 2012.

5. APA (American Psychological Association) Accreditation: The doctoral programs in Counseling Psychology and Educational Psychology are beginning preparations to apply for their first APA accreditation.
6. Department Name Change: The Department of Educational and Counseling Psychology changed its name to Department of Graduate Psychology and Counseling to reflect the nature of their programs more accurately.
7. New Faculty Hire: A new professor, Dr. Luana Greulich, was hired to coordinate the Special Education—Learning Disabilities program.
8. New Assessment Coordinator: The job description of the NCATE coordinator was expanded to include oversight and management of assessment as well as all accreditations in the SED. The position was re-designated as Coordinator of Accreditations and Assessment.
9. Remodeling of Bell Hall: In the summer of 2012 large portions of Bell Hall were significantly remodeled. This project consisted of reapportioning space to allow for growth and change in two SED departments (Graduate Psychology and Counseling; Leadership) as well as the Department of Speech-Language Pathology and Audiology, which is also housed in Bell Hall.

DEPARTMENT OF TEACHING, LEARNING & CURRICULUM

Teaching, Learning and Curriculum made several changes during 2011-2012 that affected its programs, some of which are listed below:

Teacher Education

1. The department has purchased and distributed to students study guides for the most problematic MTTC subject area tests.
2. In conjunction with the Department of Biology, a new general education science course geared for elementary education majors is being developed with a plan to start teaching it in 2013.

3. Math methods and general education math courses have been coordinated to meet new state elementary education requirements.
4. The required order of courses taken before being accepted into the teacher preparation program has been modified in response to student feedback.
5. Student portfolio-creation methods have been modified in response to student feedback.
6. A new, more robust Impact on Student Learning assignment has been developed based on new upcoming requirements by SPAs and accreditors.
7. Program rubrics have been modified to meet SPA requirements.

Curriculum and Instruction

1. The program is pursuing an expansion of internship options to include working with a local school district.
2. Course plans have been updated to reflect changes in bulletin requirements.
3. The *Curriculum and Instruction Handbook* has been updated to reflect comprehensive exam guidelines in the *SED Doctoral Handbook*.
4. In response to student feedback, improvements to be made in the program orientation (EDCI525 and EDCI725) include providing more information and resources, a more detailed syllabus for the session, and a streamlining of the orientation process.
5. The program is creating its own response survey for orientation to help target areas specific to the program's needs. (NOTE: The orientation is conducted jointly with the Department of Leadership.)
6. Continued offering of frequent AICER (Andrews International Center for Educational Research) sessions has been beneficial for students in EDCI889 Doctoral Seminar.

DEPARTMENT OF GRADUATE PSYCHOLOGY & COUNSELING

Graduate Psychology and Counseling made several changes during 2011-2012 that affected its programs, some of which are listed below:

1. The department changed its name to the Department of Graduate Psychology and Counseling (effective May 2012) in order to put greater emphasis on the counselor identity
2. The department's Student Retention Policy was updated.
3. Grade policy will be updated in all syllabi and handbooks to assure that this policy is readily available to students.
4. Name change for EDRM505 (now Research Methods) to reflect the updated course content.
5. Faculty will include the following in all their syllabi: Clear Grading Policy, Attendance Policy, AU Academic Integrity Policy, Style and Format of Written Work, Disability Accommodation policy (AU & SED).
6. Faculty will create a DG policy specific to the classes offered in our department.
7. Faculty voted to make a number of changes for comprehensive exams, aimed at making the exams a more fair and accurate test of students' knowledge.

Special Education

1. To give students a stronger background in human development, EDPC615 was added to the Special Education curriculum, and EDPC520 was removed.
2. Course sequence was changed for EDPC651 and EDPC672 for improved flow of learning experience.
3. Pre-requisite of teacher certificate or enrollment in MAT program was instituted, along with dropping nine pre-requisite courses.
4. SPED689 (a rather vague course) was replaced with a new class, SPED630 Education of Students with Math and Writing Disabilities.
5. SPED617 Developmentally Appropriate Instruction was replaced with a new course, SPED610 Instructional Design for Special Education.
6. A tour course has been added to the curriculum, to include attendance and possible presentation at a special education conference each year.

School Counseling and Clinical Mental Health Counseling

1. In response to the program's self-study submitted to CACREP, the program is putting increased emphasis on the student learning environment, the developmental model on which learning is based, increased experiential aspects of the program (such as role playing and community involvement activities).
2. Each student who works in the ACCC or in the community with children must be fingerprinted.
3. School Counseling program has increased in credits from 48 to 60 by adding DEPC600, EDPC624, EDPC686, and EDRM611.
4. EDRM611 was added to the CMHC curriculum.
5. CMHC students will be required to take EDRM505 during their first summer to benefit from the research skills sooner.
6. All students in both programs will be required to create a professional portfolio starting in 2012-2013.

School Psychology

1. Policy has been changed to require School Psychology students to take the PRAXIS test by the end of their first semester of internship.
2. Titles for courses SPED645 and EDPC555 were changed to more accurately represent course content.

Educational Psychology

1. Titles for courses SPED645 and EDPC520 were changed to more accurately reflect the course content.
2. EDRM505, EDRM611, and EDRM710 were added as prerequisites for EDRM880 Dissertation Proposal Seminar.
3. EDPC730 was replaced with EDPC670 Advanced Social Psychology in the EdD/PhD curriculum.

4. Names and descriptions of EDRM611, EDRM712, and EDRM713 were changed to Applied Methods I, II, and III.

Counseling Psychology

1. Restructuring of the Counseling Psychology comprehensive exams has necessitated creation of several new policies for the taking of the exams.
2. Changes were made in the prerequisites for several courses, including EDPC745, EDPC735, and EDRM880.
3. The name of the course EDPC624 has been changed to Addictions and Addictive Behaviors.
4. Names and descriptions of EDRM611, EDRM712, and EDRM713 were changed to Applied Methods I, II, and III.

DEPARTMENT OF LEADERSHIP

The Department of Leadership made several changes during 2011-2012 that affected its programs, some of which are listed below:

Leadership

1. Upon the recommendation of the department's writing instructor, it was decided in 2010-2011 to develop and add a required research writing class to the Leadership program. This class, LEAD 625, was first taught in Fall 2011.
2. Based on feedback received in advisor evaluations, the department faculty have committed to more timely responses to student communications and increased availability for appointments with students.
3. The program has implemented inclusion of the SED candidate dispositions evaluation in annual reviews of student progress.
4. The department has committed to and is implementing consistent recording and tracking of feedback from portfolio committees.

Educational Leadership

1. The program continues to nurture its network of collaboration among SDA school leaders through webinars, online networking, and service to schools.
2. Continuing recruiting efforts through marketing projects, coordinating a principalship issue of *Journal of Adventist Education*, principal visitations, webinars, and 50% tuition discount.
3. Began regular publishing and distribution of online newsletter (a section in the Department of Leadership newsletter) for program participants.
4. Faculty participation in area school boards and accreditation reviews.

Higher Education Administration

1. In course evaluations of five Higher Education Administration courses, the mean student rating was 4.52 on a five-point scale.
2. Based on feedback received in advisor evaluations, the department faculty have committed to more timely responses to student communications and increased availability for appointments with students.
3. The department has committed to and is implementing consistent recording and tracking of feedback from portfolio committees.
4. Based on portfolio ratings of two program candidates, students achieve a mean rating of 3.00 or greater on all 10 program competencies.

APPENDIX A.

Teaching, Learning, and

Curriculum (Initial and

Advanced) Programs

APPENDIX A-1. TLC ASSESSMENT DOCUMENTS

**EDTE165/630 Personal Philosophy Paper Rubric
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Paper Content: Clear, cogent, integrated presentation of worldview	12	9	4	0	0	4.32	5	0.73
Paper Referencing: Well documented philosophical stance	9	9	6	1	0	4.04	5	0.87
Paper Writing: carefully edited and mechanically sound	7	9	7	2	0	3.84	4	0.92
	Total Assessment	28	27	17	3	0		
	Percents	37%	36%	23%	4%	0%		
N=25					Avg Mean	4.07		

(June 2012)

**EDTE165/630 Portfolio Rubric
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Cover Page	14	7	3	0	1	4.32	5	0.97
Title Page	9	6	8	1	1	3.84	5	1.08
Resume	9	7	6	2	0	3.96	5	0.98
Autobiographical Essay	16	6	3	0	0	4.52	5	0.70
Personal Philosophy - Title	13	5	1	1	4	3.92	5	1.50
Personal Philosophy - Evidence	10	11	0	1	1	4.22	4	0.98
Personal Philosophy -Rationale	10	9	1	1	2	4.04	5	1.20
Artifact 2- Title	11	7	3	0	4	3.84	5	1.41
Artifact 2-Evidence	8	14	1	0	1	4.17	4	0.85
Artifact 2- Rationale	12	10	1	0	1	4.33	5	0.90
Artifact 3- Title	9	8	4	0	4	3.72	5	1.37
Artifact 3- Evidence	10	12	0	0	2	4.17	4	1.07
Artifact 3- Rationale	15	6	0	0	3	4.25	5	1.30
Total Assessment	146	108	31	6	24			
Percents	46%	34%	10%	2%	8%			

N=25

Avg Mean 4.10

(June 2012)

**EDTE228 Clinical Observation/Interaction Matrix
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Heading & details: dates, times, locations, settings, schools visited included in journal and grid (sig, sheet).	31	0	1	1	0	4.85	5	0.61
Use of appropriate language and sensitive approach relative to exceptionality including person's 1st language or culture/ race.	33	0	0	0	0	5.00	5	0.00
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)	32	1	0	0	0	4.97	5	0.17
Summary includes a brief reflection from each observation (how did you feel/what did you think?) and description of interaction in each setting.	32	1	0	0	0	4.97	5	0.17
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)	18	6	2	7	0	4.06	5	1.20
Thought and effort demonstrated through editing/revision of writing. (correct mechanics observed)	25	6	2	0	0	4.70	5	0.58
20 hours documented by signatures; student ID # on paper.	28	2	3	0	0	4.76	5	0.60
Observations include Blossomland Learning Center (2 hours + tour) plus two other settings for required 20 hours.	26	3	2	2	0	4.61	5	0.85
Total Assessments	225	19	10	10	0			
Percent	85%	7%	4%	4%	0%			

N=33

Avg Mean 4.74

(June 2012)

**EDTE228 Clinical Observation/Interaction Matrix (Revised)
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Heading & details: dates, times, locations, settings, schools visited included in journal and grid (sig, sheet).	9	1	9	0	0	4.00	3	0.97
Use of appropriate language and sensitive approach relative to exceptionality including person first language and/or culture/ race.	19	0	0	0	0	5.00	5	0.00
Observations & interactive activities are discussed w/ descriptions of students relative to IDEA disability labels, activities, and descriptions of programs viewed. (Objective details)	18	0	0	0	1	4.79	5	0.89
Overall Summary - Describe your first impressions of the students observed as to their abilities and the interactions you saw in three or more settings (composite)	16	0	0	0	3	4.37	5	1.46
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?) Shows evidence of disabilities through content knowledge. (Subjective analysis)	12	2	0	4	1	4.05	5	1.39
Thought and effort demonstrated through editing/revision of writing. (correct mechanics observed) Typewritten product is neatly formatted, clear, and easy to understand.	11	6	0	1	1	4.32	5	1.08
20 hours documented on official signature sheet.	12	4	2	1	0	4.42	5	0.88
Observations include BLC (2 hours + tour) plus two other settings for required 20 hours.	18	0	1	0	0	4.89	5	0.45
Total Assessments	115	13	12	6	6			
Percent	76%	9%	8%	4%	4%			
N=19						Avg Mean	4.48	

(June 2012)

**EDTE408 Microteaching Assessment Rubric
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Writing	13	6	2	0	0	4.52	5	0.66
Scope	10	11	0	0	0	4.48	4	0.50
Scope	9	11	1	0	0	4.38	4	0.58
Substance	9	12	0	0	0	4.43	4	0.49
Substance	3	18	0	0	0	4.14	4	0.35
Delivery	10	9	2	0	0	4.38	5	0.65
Reflection	8	11	2	0	0	4.29	4	0.63
	total assessments	62	78	7	0			
	Percent	42%	53%	5%	0%			
N=21					avg mean	4.37		

(June 2012)

**EDTE408 Portfolio Element 1 Rubric: Worldview
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 1.A Understand basic philosophical perspectives	14	15	0	0	0	4.48	4	0.50
Outcome 1.B Critique philosophical approaches to education	11	18	0	0	0	4.38	4	0.49
Outcome 1.C Be able to articulate a personal and professional philosophy	13	16	0	0	0	4.45	4	0.50
total assessments	38	49	0	0	0			
Percent	44%	56%	0%	0%	0%			
N=29						avg. mean 4.44		

(June 2012)

**EDTE408 Portfolio Element 2 Rubric: Human Growth and Change
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome II.A Describe developmentally appropriate educational practices.	10	18	1	0	0	4.31	4	0.53
Outcome II.B Implement developmentally appropriate ed practices.	7	22	0	0	0	4.24	4	0.43
total assessments	17	40	1	0	0			
Percent	29%	69%	2%	0%	0%			
N=29						avg. mean 4.28		

(June 2012)

**EDTE408 Portfolio Element 3 Rubric: Groups, Leadership & Change
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome III.A Implements effective planning....	13	15	1	0	0	4.41	4	0.56
Outcome III.B Works effectively with all students...	14	14	1	0	0	4.45	5	0.56
Outcome III.C Evaluate and articulate opinions of current political and legal issues...	8	20	1	0	0	4.24	4	0.50
Outcome III.D Creates effective learning environments...	9	19	1	0	0	4.28	4	0.52
Outcome III.E Consistently uses positional power and personal influence ...	10	18	1	0	0	4.31	4	0.53
	total assessments	54	86	5	0	0		
	Percent	37%	59%	3%	0%	0%		
N=29						avg. mean	4.34	

(June 2012)

**EDTE408 Portfolio Element 4 Rubric: Communication and Technology
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome IV.A Communicate effectively in written, verbal, and non-verbal forms.	12	17	0	0	0	4.41	4	0.49
Outcome IV.B Use electronic tools effectively for professional communication...	7	22	0	0	0	4.24	4	0.43
total assessments	19	39	0	0	0			
Percent	33%	67%	0%	0%	0%			
N=29					avg. mean	4.33		

(June 2012)

**EDTE408 Portfolio Element 5 Rubric: Research and Evaluation
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome V.A Read, evaluate, interpret and use appropriate literature.	10	19	0	0	0	4.34	4	0.48
Outcome V.B Read, evaluate and interpret ...assessments	8	21	0	0	0	4.28	4	0.45
total assessments	18	40	0	0	0			
Percent	31%	69%	0%	0%	0%			
N=29						avg. mean 4.32		

(June 2012)

**EDTE408 Portfolio Element 6 Rubric: Personal and Professional Growth
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome VI.A Demonstrate continuing professional development	14	15	0	0	0	4.48	4	0.50
Outcome VI.B Demonstrate ethical behavior in all professional activities	7	22	0	0	0	4.24	4	0.43
Outcome VI.C Document personal application in maintaining ...balance	11	18	0	0	0	4.38	4	0.49
Outcome VI.D reflects on practice and implements plans for growth and change	11	17	1	0	0	4.34	4	0.54
total assessments	43	72	1	0	0			
Percent	37%	62%	1%	0%	0%			
N=29						avg. mean	4.36	
								(June 2012)

**EDTE408 Portfolio Element 7 Rubric: Content Knowledge
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome VII.A Demonstrate continued growth in an understanding and appreciation of general and liberal arts.	10	18	0	0	1	4.24	4	0.77
Outcome VII.B Demonstrate continued growth in knowledge of subject matter and pedagogy.	8	20	0	0	1	4.17	4	0.75
total assessments	18	38	0	0	2			
Percent	31%	66%	0%	0%	3%			
N=29					avg. mean	4.21		
							(June 2012)	

**EDTE408 Portfolio Introduction and Closing Rubric
2011-2012**

	Exemplary (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Cover Page	14	12	2	1	0	4.34	5	0.76
Title Page	14	12	2	1	0	4.34	5	0.76
Resume	15	14	0	0	0	4.52	5	0.50
Autobiographical Essay	15	13	0	1	0	4.45	5	0.67
Reflective Conclusion	12	12	1	0	4	3.97	5	1.30
	total assessments	70	63	5	3	4		
	Percent	48%	43%	3%	2%	3%		
N=29						Avg. mean	4.32	

(June 2012)

**EDTE417 Implementation Plan Rubric
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Articulation of key terms	9	1	0	0	0	4.90	5	0.30
What is implemented	10	0	0	0	0	5.00	5	0.00
Why is it implemented (rationale)	8	1	1	0	0	4.70	5	0.64
How and when (during instruction) is it implemented (procedures)	7	0	3	0	0	4.40	5	0.92
Discipline specific focus	8	1	1	0	0	4.70	5	0.64
Required elements	9	0	0	0	1	4.60	5	1.20
Learning Personalized	10	0	0	0	0	5.00	5	0.00
Organization of writing; conventions	4	6	0	0	0	4.40	4	0.49
Quality of Writing	4	4	2	0	0	4.20	5	0.75
Language Conventions	5	4	1	0	0	4.40	5	0.66
	total assessments	74	17	8	0	1		
	Percent	74%	17%	8%	0%	1%		
N=10					avg mean	4.63		

(June 2012)

**EDTE420 Literacy Intervention Strategies Rubric Mini-Unit Scoring Guide
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Provided details of all components of unit in a 1-2 page outline; submitted on time.	1	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.	1	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.	1	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.	1	0	0	0	0	5.00	5	0.00
Mini-unit culminating activity presentation. [?][?][?] teacher/tutor presents mini-unit to class through power point demonstration, with student work included. Presentation is between 5 and 10 minutes in length.	1	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.	1	0	0	0	0	5.00	5	0.00
total assessments	6	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=1					avg mean	5.00		

(June 2012)

**EDTE424 Test Creation Project Rubric
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Appropriate Topic	30	0	0	0	0	5.00	5	0.00
General Instructional Objectives	20	5	1	0	0	4.73	5	0.52
Specific Objectives or Subject Topics	23	5	1	1	0	4.67	5	0.70
Specifications Table	17	9	4	0	0	4.43	5	0.72
Specifications Table-Emphasis & Distribution of ?s	26	1	2	1	0	4.73	5	0.73
Test Instructions	18	7	5	0	0	4.43	5	0.76
Questions Multiple-Choice	26	3	1	0	0	4.83	5	0.45
Questions-T/F, Matching, Interpretive, Exercise	27	3	0	0	0	4.90	5	0.30
Questions-Short Item	27	2	0	0	1	4.80	5	0.75
Questions-Essay	23	1	3	1	1	4.52	5	1.04
Performance/Alternative Assessment	27	2	1	0	0	4.87	5	0.43
Rubric-Performance / Alternative Assessment	21	3	2	1	1	4.50	5	1.02
Spelling, Grammar, etc	28	2	0	0	0	4.93	5	0.25
Formatting of Test	28	1	1	0	0	4.90	5	0.40
Scoring Key	17	13	0	0	0	4.57	5	0.50
Bibliography (VIB)	27	0	0	0	1	4.86	5	0.74
total assessments	385	57	21	4	4			
Percent	82%	12%	4%	1%	1%			
N=30					avg mean	4.73		

(June 2012)

**EDTE424 Philosophy of Assessment Rubric
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Scope	26	3	0	0	0	4.90	5	0.30
Scope	22	5	2	0	0	4.69	5	0.59
Substance	11	15	2	1	0	4.24	4	0.73
Substance	20	7	2	0	0	4.62	5	0.61
Substance	19	8	1	1	0	4.55	5	0.72
Writing	25	3	1	0	0	4.83	5	0.46
Writing	23	5	1	0	0	4.76	5	0.50
Writing	23	4	2	0	0	4.72	5	0.58
	total assessments	169	50	11	2	0		
	Percent	73%	22%	5%	1%	0%		
N=29					avg mean	4.66		

(June 2012)

**EDTE446 Annotated Bibliography and Safety Rules Rubric
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Formatting	7	1	0	0	0	4.88	5	0.33
Summary Writing	8	0	0	0	0	5.00	5	0.00
Quality of Information	8	0	0	0	0	5.00	5	0.00
Age Appropriate	6	2	0	0	0	4.75	5	0.43
4 Sciences	4	4	0	0	0	4.50	5	0.50
Rules Poster	8	0	0	0	0	5.00	5	0.00
Lesson Plan	3	5	0	0	0	4.38	4	0.48
Total Assessments	44	12	0	0	0			
Percent	79%	21%	0%	0%	0%			
N=8						Avg Mean	4.79	

(June 2012)

**EDTE459 Summative Evaluation Rubric
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Oral Presentation	13	2	0	0	0	4.87	5	0.34
Use of Standards	9	4	1	1	0	4.40	5	0.88
Purpose & rationale	13	2	0	0	0	4.87	5	0.34
Unit Timeline	13	1	1	1	0	4.62	5	0.86
Variety of Teaching Strategies	10	4	1	1	0	4.44	5	0.86
Content	15	0	1	0	0	4.88	5	0.48
Language Arts Skills	15	1	0	0	0	4.94	5	0.24
Differentiation Possibilities	12	1	1	1	1	4.38	5	1.22
	Total Assessments	100	15	5	4	1		
	Percent	80%	12%	4%	3%	1%		
N=16						Avg Mean	4.68	

(June 2012)

**EDTE476 Final Test Rubric
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Technology Requested	17	9	1	0	0	4.59	5	0.56
Networking/Internet	16	4	5	0	2	4.19	5	1.19
Rational	19	6	2	0	0	4.63	5	0.62
Formatting of Letter	19	1	4	3	0	4.33	5	1.09
Philosophy	25	1	0	0	0	4.96	5	0.19
Ideal plan for use of Internet at grade level and relationship to NETS	17	6	3	0	0	4.54	5	0.69
Safety in use of technology	15	9	2	0	0	4.5	5	0.64
Equity issues	21	0	1	1	3	4.35	5	1.39
Types of technology activities for both students and teachers	20	4	1	1	0	4.65	5	0.73
Future of the Internet and technology	25	0	0	0	1	4.85	5	0.77
Total Assessments	194	40	19	5	6			
Percent	73%	15%	7%	2%	2%			
N=27						Avg Mean	4.56	

(June 2012)

**Learning Outcomes for EDTE480: Mean Grades (Percentages)
2011-2012**

Student ID	Classroom Management Plan	Philosophy of Classroom Management
1	92	98
2	94	95
3	76	98
4	94	89
5	97	100
6	86	96
7	93	98
8	90	95
9	99	100
10	91	98
11	95	100
12	88	98
13	91	100
14	92	100
15	94	84
16	94	98
17	93	99
18	82	100
Mean Scores (%)	91.2	97.0

N=18

(August 2012)

**EDTE487 Description of School Setting
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Writing	8	4	0	0	0	4.67	5	0.47
Research & Evaluation	7	4	1	0	0	4.5	5	0.65
Substance & Communication Technology	6	4	2	0	0	4.33	5	0.75
Personal & Professional Growth	4	8	0	0	0	4.33	4	0.47
List of General Information	11	0	0	1	0	4.75	5	0.83
Description of the Physical Environment	8	3	1	0	0	4.58	5	0.64
Description of the Social Environment	8	3	1	0	0	4.58	5	0.64
Description of the Instructional Environment	9	3	0	0	0	4.75	5	0.43
Total Assessments	61	29	5	1	0			
Percent	64%	30%	5%	1%	0%			
N=12						Avg Mean	4.56	

(August 2012)

**EDTE488 Student Teaching Summative Evaluation
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
An understanding and appreciation of what to teach	12	3	0	0	0	4.80	5	0.40
An understanding of how to teach and the skills to teach effectively	8	6	0	1	0	4.40	5	0.80
The knowledge and skills to create and manage a classroom environment which nurtures learning	8	6	1	0	0	4.47	5	0.62
The knowledge and skills to monitor and manage student behavior	10	4	1	0	0	4.60	5	0.61
A knowledge and understanding of a teacher's professional role, and the skills and dispositions to fulfill those roles.	11	3	1	0	0	4.67	5	0.60
	Total Assessments	49	22	3	1	0		
	Percent	65%	29%	4%	1%	0%		
N=15						Avg Mean	4.59	
							(September 2012)	

APPENDIX A-2. C&I ASSESSMENT DOCUMENTS

**EDCI547 Project Rubric (All Students)
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Unified Theme; integration of Worldview/ Philosophical Assumptions, Faith & Learning; Influence of Curriculum Change	9	1	0	0	0	4.90	5	0.30
Analysis and Synthesis	5	5	0	0	0	4.50	4	0.50
Learner's Perspective and Distinct Voice	2	8	0	0	0	4.20	4	0.40
Support—Primary & Secondary Sources	6	2	2	0	0	4.40	5	0.80
Grammar and Mechanics	1	4	3	2	0	3.40	4	0.92
	Total Assessments	23	20	5	2	0		
	Percent	46%	40%	10%	4%	0%		
N=10						Avg Mean	4.28	
							(September 2012)	

**EDCI547 Project Rubric (Distance Students)
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Unified Theme; integration of Worldview/ Philosophical Assumptions, Faith & Learning; Influence of Curriculum Change	4	1	0	0	0	4.80	5	0.40
Analysis and Synthesis	3	2	0	0	0	4.60	5	0.49
Learner's Perspective and Distinct Voice	1	4	0	0	0	4.20	4	0.40
Support—Primary & Secondary Sources	2	2	1	0	0	4.20	4	0.75
Grammar and Mechanics	1	2	1	1	0	3.60	4	1.02
	Total Assessments	11	11	2	1	0		
	Percent	44%	44%	8%	4%	0%		
N=5						Avg Mean	4.28	
							(September 2012)	

**EDCI636 Evaluation Proposal (All Students)
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Need for the Evaluation Project (~3 pages)	6	0	0	0	0	5.00	5	0.00
Program Logic Model (~ 1 page)	6	0	0	0	0	5.00	5	0.00
The Evaluation Design (~2 pages)	6	0	0	0	0	5.00	5	0.00
The General Study Plan (Research Protocol) (~2 pages)	6	0	0	0	0	5.00	5	0.00
Project Personnel (~1 page)	6	0	0	0	0	5.00	5	0.00
Project Performance Plan (~4 pages)	6	0	0	0	0	5.00	5	0.00
Proposal Appendix (~2-6 pages)	1	1	4	0	0	3.50	3	0.76
Document Format	2	1	3	0	0	3.83	3	0.90
IRB Application	6	0	0	0	0	5.00	5	0.00
Total Assessments	45	2	7	0	0			
Percent	83%	4%	13%	0%	0%			
N=6						Avg Mean	4.70	

(August 2012)

**EDCI636 Evaluation Proposal (Distance Students)
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Need for the Evaluation Project (~3 pages)	2	0	0	0	0	5.00	5	0.00
Program Logic Model ~ 1 page	2	0	0	0	0	5.00	5	0.00
The Evaluation Design (~2 pages)	2	0	0	0	0	5.00	5	0.00
The General Study Plan (Research Protocol) (~2 pages)	2	0	0	0	0	5.00	5	0.00
Project Personnel (~1 page)	2	0	0	0	0	5.00	5	0.00
Project Performance Plan (~4 pages)	2	0	0	0	0	5.00	5	0.00
Proposal Appendix (~2-6 pages)	0	0	2	0	0	3.00	3	0.00
Document Format	1	0	1	0	0	4.00	3	1.00
IRB Application	2	0	0	0	0	5.00	5	0.00

Total Assessments	15	0	3	0	0
Percent	83%	0%	17%	0%	0%

N=2

Avg Mean 4.67

(August 2012)

**EDCI650 Project Evaluation (All Students)
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Overview	5	5	0	0	0	4.50	5	0.50
Desired Result	7	3	0	0	0	4.70	5	0.46
Acceptable Evidence	6	4	0	0	0	4.60	5	0.49
Learning Experiences & Instruction	6	4	0	0	0	4.60	5	0.49
Self and Student Evaluation of Overall Curriculum	9	1	0	0	0	4.90	5	0.30
Peer Evaluation	10	0	0	0	0	5.00	5	0.00
External Evaluator	10	0	0	0	0	5.00	5	0.00
Format Check - Weight 2 - Score 10	10	0	0	0	0	5.00	5	0.00

Total Assessments

45

5

0

0

0

Percent

90%

10%

0%

0%

0%

N=10

Avg Mean

4.90

(September 2012)

**EDCI650 Project Evaluation (Distance Students)
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Overview	4	5	0	0	0	4.44	4	0.50
Desired Result	6	3	0	0	0	4.67	5	0.47
Acceptable Evidence	5	4	0	0	0	4.56	5	0.50
Learning Experiences & Instruction	5	4	0	0	0	4.56	5	0.50
Self and Student Evaluation of Overall Curriculum	8	1	0	0	0	4.89	5	0.31
Peer Evaluation	9	0	0	0	0	5.00	5	0.00
External Evaluator	9	0	0	0	0	5.00	5	0.00
Format Check	9	0	0	0	0	5.00	5	0.00
	Total Assessments	40	5	0	0	0		
	Percent	89%	11%	0%	0%	0%		
N=9						Avg Mean	4.89	

(September 2012)

**EDCI799 Project Evaluation (Doctoral)
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
The educator is able to Integrate principles of a Christian worldview into the profession	0	0	0	0	0			
The educator is able to Understand and use frameworks for organizing instruction	1	0	0	0	0	5.00	5	0.00
Demonstrate a repertoire of effective teaching strategies for ALL students	1	0	0	0	0	5.00	5	0.00
The educator is able to Facilitate learning of individuals in classes, teams, or groups	1	0	0	0	0	5.00	5	0.00
The educator is able to Relate effectively with diverse clientele, including persons with learning, cultural, racial, and/or ethnic differences	0	1	0	0	0	4.00	4	0.00
The educator is able to Identify political and legal issues	0	0	0	0	0			
The educator is able to Understand and apply curriculum development processes within a systems perspective	0	1	0	0	0	4.00	4	0.00
The educator is able to Demonstrate servant leadership	0	0	0	0	0			
The educator is able to Communicate effectively	1	0	0	0	0	5.00	5	0.00
The educator is able to Create professional quality curriculum documents	0	1	0	0	0	4.00	4	0.00
The educator is able to Use assessment techniques to provide formative feedback and create plans for improvement	0	1	0	0	0	4.00	4	0.00
The educator is able to Report research findings	0	1	0	0	0	4.00	4	0.00
The educator is able to Demonstrate continuing professional development	1	0	0	0	0	5.00	5	0.00
The educator is able to Demonstrate ethical behavior in all professional activities	1	0	0	0	0	5.00	5	0.00
The educator is able to Demonstrate competency in a specific content area	1	0	0	0	0	5.00	5	0.00
The educator is able to Demonstrate knowledge of current issues in a specific content area	1	0	0	0	0	5.00	5	0.00
Total Assessments	8	5	0	0	0			
Percent	62%	38%	0%	0%	0%			

N=15

Avg Mean 4.62

(September 2012)

**EDCI Dispositions (MA)
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Believes that all students can learn	10	0	0	0	0	5.00	5	0.00
Values fairness	10	0	0	0	0	5.00	5	0.00
Values respectful communication	10	0	0	0	0	5.00	5	0.00
Values diversity	10	0	0	0	0	5.00	5	0.00
Recognizes personal leadership responsibility	5	4	0	1	0	4.30	5	0.90
Values personal and professional growth	7	2	1	0	0	4.60	5	0.66
Is committed to inquiry	9	1	0	0	0	4.90	5	0.30
Is committed to service	10	0	0	0	0	5.00	5	0.00
Total Assessments	71	7	1	1	0			
Percent	89%	9%	1%	1%	0%			
N=10						Avg Mean	4.85	

(August 2012)

**EDCI Dispositions (Doctoral)
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
1. Believes that all students can learn	11	1	0	0	0	4.92	5	0.28
2. Values fairness	11	1	0	0	0	4.92	5	0.28
3. Values respectful communication	8	1	2	1	0	4.33	5	1.03
4. Values diversity	12	0	0	0	0	5.00	5	0.00
5. Recognizes personal leadership responsibility	6	0	1	5	0	3.58	5	1.44
6. Values personal and professional growth	7	2	3	0	0	4.33	5	0.85
7. Is committed to inquiry	8	2	1	1	0	4.42	5	0.95
8. Is committed to service	9	1	0	0	0	4.90	5	0.30
Total Assessments	72	8	7	7	0			
Percent	77%	9%	7%	7%	0%			

N=12

Avg Mean

4.55

(August 2012)

APPENDIX A-3. FOUNDATION COURSES ASSESSMENT DOCUMENTS

**EDFN500 Personal and Professional Syntheses
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	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	9	12	2	0	0	4.3	4	0.62
SED Element I.B: Critique worldviews from a Christian perspective RATIONALE FOR CHOSEN WV GIVEN OTHER OPTIONS	14	7	2	0	0	4.52	5	0.65
SED Element I.B: Critique worldviews from a Christian perspective STRENGTHS AND CHALLENGES OF THE CHOSEN WV	10	8	5	0	0	4.22	5	0.78
Element VI.A. Demonstrate continuing professional development AREAS IN WHICH WV NEEDS FURTHER DEVELOPMENT AND STRENGTHENING	3	10	8	2	0	3.61	4	0.82
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	9	11	3	0	0	4.26	4	0.67
SED Element III.B: Relate effectively with various cultural, racial & special interest groups IMPLICATIONS OF WV FOR UNDERSTANDING AND RELATING TO DIVERSITY	6	12	5	0	0	4.04	4	0.69
SED Element IV.A: Communicate effectively in written, (verbal & nonverbal form[s]) WELL PRESENTED DOCUMENT APPLYING AU STANDARDS FOR WRITTEN WORK AND ASSIGNMENTS	3	10	9	1	0	3.65	4	0.76
SED Element IV.A: Communicate effectively in written, (verbal & nonverbal form[s]) SUMMARY SHEET APPROPRIATE FOR INCLUSION IN A PORTFOLIO FOR JOB SEARCH	2	12	7	0	2	3.52	4	0.97
Total Assessments	56	82	41	3	2			
Percent	30%	45%	22%	2%	1%			
N=23						Avg Mean	4.02	

(June 2012)

**EDRM505 Final Exam Article Evaluation
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Research Objectives	28	5	2	1	0	4.67	5	0.71
Sample frame and sampling procedures	18	14	2	2	0	4.33	5	0.82
Data collection and non-response rate	15	13	6	2	0	4.14	5	0.89
Major findings and limitations of the study	22	14	0	0	0	4.61	5	0.49
Discussion of results	20	14	1	1	0	4.47	5	0.69
	Total Assessments	103	60	11	6	0		
	Percent	57%	33%	6%	3%	0%		
N=36						Avg Mean	4.44	

(June 2012)

**EDRM505 Research Design Methodology Exam (Old Rubric*)
2011-2012**

	Satisfactory (3 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Problem Number One	9	9	**	1	1.00
Problem Number Two	16	1	**	3	0.47
Problem Number Three	15	3	**	3	0.75
Problem Number Four	18	0	**	3	0.00
Total Assessments		58			
Percent		82%			
N=18			Avg Mean	**	

(June 2012)

*This rubric was used only for Summer Semester 2011

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

**EDRM505 Research Design Methodology Exam (New Rubric*)
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Problem Number One	9	6	3	0	0	4.33	5	0.75
Problem Number Two	13	3	2	0	0	4.61	5	0.68
Problem Number Three	5	6	7	0	0	3.89	3	0.81
Problem Number Four	7	5	6	0	0	4.06	5	0.85
	Total Assessments	34	20	18	0	0		
	Percent	47%	28%	25%	0%	0%		
N=18						Avg Mean	4.22	

(June 2012)

*This rubric came into use in Spring Semester 2012

**EDRM505 Proposal Evaluation
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Statement of the Problem, Research Question	17	13	2	2	1	4.23	5	0.99
Significance of the study	28	0	4	3	0	4.51	5	1
Literature Review	16	13	5	1	0	4.26	5	0.81
Research design	23	3	4	2	3	4.17	5	1.32
Sampling	25	4	4	1	1	4.46	5	1
Definition of variables	19	6	5	3	2	4.06	5	1.24
Instrumentation	18	9	5	1	2	4.14	5	1.12
Data Collection	20	6	6	1	2	4.17	5	1.16
Data Analysis	20	3	8	1	2	4.12	5	1.21
Overall Quality of the Proposal	5	18	7	3	2	3.6	4	1.02
	Total Assessments	191	75	50	18	15		
	Percent	55%	21%	14%	5%	4%		
N=35						Avg Mean	4.17	

(June 2012)

APPENDIX B.
Graduate Psychology
and Counseling
Programs

APPENDIX B-1. GPC ASSESSMENT DOCUMENTS

**EDPC514 World View Assessment Paper
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Thesis Statement	6	1	1	1	0	4.33	5	1.05
Flow	6	2	1	0	0	4.56	5	0.68
Content Coverage	5	2	1	0	1	4.11	5	1.29
Clarity	5	0	4	0	0	4.11	5	0.99
Grammar and Mechanics	6	2	1	0	0	4.56	5	0.68
Total Assessments	28	7	8	1	1			
Percent	62%	16%	18%	2%	2%			
N=45						Avg Mean	4.33	
								(August 2012)

**EDPC520 Critical Review of HD Theory
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Introduction	6	2	0	0	0	4.75	5	0.43
Summary	6	2	0	0	0	4.75	5	0.43
Critique	6	2	0	0	0	4.75	5	0.43
Conclusion	6	2	0	0	0	4.75	5	0.43
English Grammar Usage	5	2	1	0	0	4.50	5	0.71
	Total Assessments	29	10	1	0	0		
	Percent	73%	25%	3%	0%	0%		
N=8						Avg Mean	4.70	

(August 2012)

**EDPC520 Position Paper
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Introduction (Thesis Statement)	1	1	0	0	0	4.50	5	0.50
Support for Position	1	1	0	0	0	4.50	5	0.50
Opposing Views	0	2	0	0	0	4.00	4	0.00
Conclusion	0	2	0	0	0	4.00	4	0.00
	Total Assessments	2	6	0	0	0		
	Percent	25%	75%	0%	0%	0%		
N=2					Avg Mean	4.25		

(August 2012)

**EDPC520 Worldview Paper
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Introduction (Thesis Statement)	3	0	0	0	0	5.00	5	0.00
Organization and flow	2	1	0	0	0	4.67	5	0.47
Synthesis and Conclusion	2	1	0	0	0	4.67	5	0.47
English Grammar Usage	2	1	0	0	0	4.67	5	0.47
Total Assessments	9	3	0	0	0			
Percent	75%	25%	0%	0%	0%			

N=3
Avg Mean 4.75
(August 2012)

**EDPC525 Journal Article Review
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Element 1	6	1	2	0	0	4.44	5	0.88
Element 2	7	0	2	0	0	4.56	5	0.88
Element 3	7	0	0	2	0	4.33	5	1.32
Element 4	6	1	1	1	0	4.33	5	1.11
Element 5	6	1	2	0	0	4.44	5	0.88
Element 6	4	2	1	1	1	3.78	5	1.48
Element 7	6	1	0	2	0	4.22	5	1.30
Element 8	5	2	2	0	0	4.33	5	0.86

Total Assessments

47 8 10 6 1

Percent

65% 11% 14% 8% 1%

N=9

Avg Mean 4.30

(September 2012)

**EDPC652 WISC IV Mastery #1
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
1: Standardized Administration: Organization, Setting and Interpersonal	9	5	0	1	0	4.47	5	0.81
2: Appropriate Administration: Culture, Needs, Ethics	13	2	0	0	0	4.87	5	0.34
3: Standardized Administration: Fluency, Verbatim	4	5	2	4	0	3.60	4	1.14
4: Standardized Administration: Subtest Administration	1	5	6	3	0	3.27	3	0.85
5: Protocol: Basic Info	10	3	1	1	0	4.47	5	0.88
6: Protocol: Verbatim, Item Scoring	2	4	6	1	1	3.36	3	1.04
7: Protocol: Score Processing	7	1	2	5	0	3.67	5	1.35
8: Protocol Analysis (p. 2), BASICS: Discrepancy Comparisons, Strengths & Weaknesses analysis, and Process analysis	12	2	0	1	0	4.67	5	0.79
9: Protocol Analysis (p. 2), ADVANCED: Discrepancy Comparisons, Strengths & Weaknesses analysis, and Process analysis	12	3	0	0	0	4.8	5	0.40
Total Assessments	70	30	17	16	1			
Percent	52%	22%	13%	12%	1%			
N=15						Avg Mean	4.13	

(June 2012)

**EDPC654 Evaluation of Practicum
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Data-based Decision Making & Accountability	3	7	0	0	0	4.30	4	0.46
Data-based Decision Making & Accountability	4	6	0	0	0	4.40	4	0.49
Data-based Decision Making & Accountability	4	4	2	0	0	4.20	4	0.75
Data-based Decision Making & Accountability	2	3	4	0	0	3.78	3	0.79
Consultation and Collaboration	0	3	6	1	0	3.20	3	0.6
Consultation and Collaboration	6	4	0	0	0	4.60	5	0.49
Effective Instruction and Development of Cognitive/Academic Skills	5	4	1	0	0	4.40	5	0.66
Socialization and Development of Life Skills	0	6	4	0	0	3.60	4	0.49
Socialization and Development of Life Skills	3	4	3	0	0	4.00	4	0.77
Student Diversity in Development and Learning	10	0	0	0	0	5.00	5	0.00
School and systems Organization, Policy Development, and Climate	5	5	0	0	0	4.50	4	0.50
Prevention, Crisis, Intervention, and Mental Health	4	2	3	0	0	4.11	5	0.87
Prevention, Crisis, Intervention, and Mental Health	5	0	3	0	0	4.25	5	0.97
Research and Program Evaluation	2	2	3	1	0	3.62	3	0.99
School Psychology Practice and Development	7	2	0	0	0	4.78	5	0.42
School Psychology Practice and Development	7	1	1	0	0	4.67	5	0.67
Information Technology	5	4	0	0	0	4.56	5	0.50
General	5	3	1	0	0	4.44	5	0.68
General	3	7	0	0	0	4.30	4	0.46
General	9	1	0	0	0	4.90	5	0.30
General	10	0	0	0	0	5.00	5	0.00
General	10	0	0	0	0	5.00	5	0.00
General	9	1	0	0	0	4.90	5	0.30
Total Assessments	118	69	31	2	0			
Percent	54%	31%	14%	1%	0%			

N=10

Avg Mean 4.37

(June 2012)

**EDPC810 School Psychology Portfolio Evaluation Rubric
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Overall General: Graded on appearance, writing conventions, aesthetic appeal, individualized	6	2	1	0	0	4.56	5	0.68
Data-Based Decision Making and Accountability	6	2	1	0	0	4.56	5	0.68
Consultation and Collaboration	4	4	1	0	0	4.33	5	0.67
Interventions and Instructional Support to Develop Academic Skills	5	2	2	0	0	4.33	5	0.82
Interventions and Mental Health Services to Develop Social and Life Skills	5	3	1	0	0	4.44	5	0.68
Diversity in Development and Learning	4	3	2	0	0	4.22	5	0.79
School-Wide Practices to Promote Learning	6	2	1	0	0	4.56	5	0.68
Preventive and Responsive Services	5	3	1	0	0	4.44	5	0.68
Family-School Collaboration Services	5	2	2	0	0	4.33	5	0.82
Research and Program Evaluation	5	2	2	0	0	4.33	5	0.82
Legal, Ethical, and Profession Practice	4	4	1	0	0	4.33	5	0.67
Total Assessments	55	29	15	0	0			
Percent	56%	29%	15%	0%	0%			
N=9						Avg Mean	4.40	
								(October 2012)

**School Counseling & Clinical Mental Health Counseling Dispositions
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
1. The counseling professional believes that all individuals can learn and grow	7	1	0	0	0	4.88	5	0.33
2. The counseling professional values fairness	7	1	0	0	0	4.88	5	0.33
3. The counseling professional values respectful communication	6	0	2	0	0	4.50	5	0.87
4. The counseling professional values diversity	7	1	0	0	0	4.88	5	0.33
5. The counseling professional recognizes personal leadership responsibility	2	3	3	0	0	3.88	4	0.78
6. The counseling professional values personal and professional growth	5	3	0	0	0	4.62	5	0.48
7. The counseling professional is committed to inquiry	3	4	1	0	0	4.25	4	0.66
8. The counseling professional is committed to service	6	2	0	0	0	4.75	5	0.43
9. The counseling professional values ethical behavior	8	0	0	0	0	5.00	5	0.00
10. The counseling professional is committed to team/group relations	6	2	0	0	0	4.75	5	0.43
11. The counseling professional values written communication	4	2	1	1	0	4.12	5	1.05
12. The counseling professional values professional demeanor and appearance	5	3	0	0	0	4.62	5	0.48
Total Assessments	66	22	7	1	0			
Percent	69%	23%	7%	1%	0%			

N=8

Avg Mean 4.59

(October 2012)

**School Psychology Candidate Dispositions
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
The educational professional believes that all students can learn and grow	11	2	1	0	0	4.71	5	0.59
The educational professional values fairness	10	3	1	0	0	4.64	5	0.61
The educational professional values respectful communication	7	1	1	5	0	3.71	5	1.39
The educational professional values diversity	10	2	2	0	0	4.57	5	0.73
The educational professional recognizes personal leadership responsibility	6	3	1	3	1	3.71	5	1.39
The educational professional values personal and professional growth	8	2	3	1	0	4.21	5	1.01
The educational professional is committed to inquiry	9	2	1	2	0	4.29	5	1.10
The educational professional is committed to service	8	4	2	0	0	4.43	5	0.73
The educational professional values ethical behavior	8	4	2	0	0	4.43	5	0.73
The educational professional is committed to team/group relations	9	1	4	0	0	4.36	5	0.89
The educational professional values written communication	7	2	3	1	0	4.15	5	1.03
The educational professional values professional demeanor and appearance	9	1	4	0	0	4.36	5	0.89
The educational professional has assessment competencies	7	1	2	2	0	4.08	5	1.19

Total Assessments	109	28	27	14	1
Percent	61%	16%	15%	8%	1%

N=14

Avg Mean 4.28

(October 2012)

SPED689 Resource Binder

2011-2012

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Organization	7	1	0	0	0	4.88	5	0.33
Strategies	5	1	0	2	0	4.12	5	1.27
Common Core Standards Evidence-based or Reference to the strategy	7	0	0	1	0	4.62	5	0.99
Strategies per grade level	4	2	1	1	0	4.12	5	1.05
Submission	8	0	0	0	0	5.00	5	0.00
Group project	7	1	0	0	0	4.88	5	0.33
Website	7	0	0	1	0	4.62	5	0.99
	8	0	0	0	0	5.00	5	0.00
Total Assessments	53	5	1	5	0			
Percent	83%	8%	2%	8%	0%			

N=8

Avg Mean 4.66

(September 2012)

APPENDIX C.
Department of
Leadership Programs

APPENDIX C-1. LEADERSHIP ASSESSMENT DOCUMENTS

**EDAL520 Vision Statement
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	3	0	0	0	0	5.00	5	0.00
Knowledge Base	3	0	0	0	0	5.00	5	0.00
Reflection	3	0	0	0	0	5.00	5	0.00
Style/Format	3	0	0	0	0	5.00	5	0.00
Mechanics	3	0	0	0	0	5.00	5	0.00
Total Assessments	15	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=3						Avg Mean	5.00	

(November 2012)

**EDAL520 Reflection Paper
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	3	0	0	0	0	5.00	5	0.00
Knowledge Base	3	0	0	0	0	5.00	5	0.00
Reflection	3	0	0	0	0	5.00	5	0.00
Style/Format	3	0	0	0	0	5.00	5	0.00
Mechanics	3	0	0	0	0	5.00	5	0.00
Total Assessments	15	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=3						Avg Mean	5.00	

(November 2012)

**EDAL520 Introductory Portfolio
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Vision	3	0	0	0	0	5.00	5	0.00
Instruction & Learning	3	0	0	0	0	5.00	5	0.00
Administration & Management	3	0	0	0	0	5.00	5	0.00
Community Relations	3	0	0	0	0	5.00	5	0.00
Ethics	3	0	0	0	0	5.00	5	0.00
	Total Assessments	15	0	0	0	0		
	Percent	100%	0%	0%	0%	0%		
N=3						Avg Mean	5.00	
								(November 2012)

**EDAL520 Final Project
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	3	0	0	0	0	5.00	5	0.00
Knowledge of issues surrounding project selected	3	0	0	0	0	5.00	5	0.00
Reflection	3	0	0	0	0	5.00	5	0.00
Style/Format	3	0	0	0	0	5.00	5	0.00
Mechanics	3	0	0	0	0	5.00	5	0.00
	Total Assessments	15	0	0	0	0		
	Percent	100%	0%	0%	0%	0%		
N=3						Avg Mean	5.00	
								(November 2012)

**EDAL560 School Board Project
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	5	0	0	0	0	5.00	5	0.00
Knowledge base of issues presented in the board meeting	5	0	0	0	0	5.00	5	0.00
Reflection	5	0	0	0	0	5.00	5	0.00
Style/Format	4	0	1	0	0	4.60	5	0.89
Mechanics	4	0	1	0	0	4.60	5	0.89
Total Assessments	23	0	2	0	0			
Percent	92%	0%	8%	0%	0%			
N=5						Avg Mean	4.84	
							(November 2012)	

**EDAL560 Case Analysis
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	5	0	0	0	0	5.00	5	0.00
Knowledge base of on lawful practices	5	0	0	0	0	5.00	5	0.00
Reflection of the case, and quality of answers provided to the issues	5	0	0	0	0	5.00	5	0.00
Style/Format	4	0	1	0	0	4.60	5	0.89
Mechanics	2	2	1	0	0	4.20	5	0.84
Total Assessments	21	2	2	0	0			
Percent	84%	8%	8%	0%	0%			
N=5						Avg Mean	4.76	
								(November 2012)

**EDAL560 Unit Test
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	4	1	0	0	0	4.60	5	0.89
Knowledge base on school law practices	4	1	0	0	0	4.60	5	0.89
Application of school law knowledge base	4	1	0	0	0	4.60	5	0.89
Short answer questions	3	2	0	0	0	4.60	5	0.55
Multiple choice answers	3	2	0	0	0	4.60	5	0.55
Reflection on cases and short answer questions	3	2	0	0	0	4.60	5	0.55
Use of reference to support answers	4	1	0	0	0	4.60	5	0.89
Style/format	4	1	0	0	0	4.60	5	0.89
Mechanics	4	1	0	0	0	4.60	5	0.89
Total Assessments	33	12	0	0	0			
Percent	73%	27%	0%	0%	0%			

N=5

Avg Mean

4.60

(November 2012)

**EDAL565 Frame of Reference Paper
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	5	0	0	0	0	5.00	5	0.00
Knowledge base	5	0	0	0	0	5.00	5	0.00
Reflection	5	0	0	0	0	5.00	5	0.00
Style/format	5	0	0	0	0	5.00	5	0.00
Mechanics	5	0	0	0	0	5.00	5	0.00
	Total Assessments	25	0	0	0			
	Percent	100%	0%	0%	0%			
N=5						Avg Mean	5.00	

(November 2012)

**EDAL565 Role of the Five Divine Dynamics
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	5	0	0	0	0	5.00	5	0.00
Knowledge base	5	0	0	0	0	5.00	5	0.00
Reflection	5	0	0	0	0	5.00	5	0.00
Style/format	5	0	0	0	0	5.00	5	0.00
Mechanics	5	0	0	0	0	5.00	5	0.00
	Total Assessments	25	0	0	0	0		
	Percent	100%	0%	0%	0%	0%		
N=5						Avg Mean	5.00	
								(November 2012)

**EDAL570 Reflection Paper
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	2	0	0	0	0	5.00	5	0.00
Knowledge base	2	0	0	0	0	5.00	5	0.00
Reflection	2	0	0	0	0	5.00	5	0.00
Style/format	2	0	0	0	0	5.00	5	0.00
Mechanics	2	0	0	0	0	5.00	5	0.00
Total Assessments		10	0	0	0			
Percent		100%	0%	0%	0%			
N=2						Avg Mean	5.00	
								(November 2012)

**EDAL570 Instructional Supervision Project
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Profile a School	2	0	0	0	0	5.00	5	0.00
Observation Pre-Conference and Collection	2	0	0	0	0	5.00	5	0.00
Best Practice & Observational Tools	2	0	0	0	0	5.00	5	0.00
Professional Development Plan	2	0	0	0	0	5.00	5	0.00
Total Assessments	8	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=2						Avg Mean	5.00	
								(November 2012)

**EDAL570 Case Study
2011-2012**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Description of the case	2	0	0	0	0	5.00	5	0.00
Identification of the problems, solutions, & quality of solutions of the case	2	0	0	0	0	5.00	5	0.00
PowerPoint strength & clarity	2	0	0	0	0	5.00	5	0.00
Presentation slides	2	0	0	0	0	5.00	5	0.00
Overall effectiveness of PowerPoint presentation	2	0	0	0	0	5.00	5	0.00
Mechanics	2	0	0	0	0	5.00	5	0.00
	Total Assessments	12	0	0	0	0		
	Percent	100%	0%	0%	0%	0%		
N=2						Avg Mean	5.00	

(November 2012)