

ANDREWS UNIVERSITY
SCHOOL OF EDUCATION

ANNUAL ASSESSMENT REPORT

2012-2013

November 7, 2013

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**SECTION 1: ANNUAL
ASSESSMENT REPORT
OVERVIEW**

This School of Education (SED) Annual Assessment Report is prepared for the academic year 2012-2013, and summarizes the data collected by the SED Assessment System from Summer Semester 2012 through Spring Semester 2013 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 2012-2013 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	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 recognized by NCATE and ELCC.
MA, EdS, EdD, PhD Higher Education Administration	
Undergraduate Certificate, MA, EdS, EdD, PhD Leadership	

Table 2. SED Programs 2012-2013: 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			-	MDE, 2007; recognized w/conditions by NSTA Mar 2013
CAS	Chemistry	Bach			-	MDE, 2009; recognized w/conditions by NSTA Mar 2013
CAS	Communication	Bach		1	-	MDE, 2004; SPA-like doc. for MDE site visit, Nov 2011
SED	Education, Elementary	Bach MAT	55 5		-	MDE, 2011; application to ACEI is upcoming (2014)
CAS	English	Bach MAT		11	-	MDE, 2005; submitted to NCTE Mar 2011, Sept 2012, & Mar 2013; not recognized
CAS	ESL	MAT		6	-	MDE, 2007; preparing to submit to TESOL in 2014
CAS	History	Bach MAT		1	-	MDE, 2011
SED	Integrated Science	Bach		2	-	MDE, 2007, 2008; recognized w/conditions by NSTA Mar 2013
CAS	Language Arts	Bach	2		-	MDE, 2002; SPA-like doc. for MDE site visit, Nov 2011
CAS	Lang: French	Bach MAT			-	MDE, 2008; preparing to submit to ACTFL 2014
CAS	Lang: Spanish	Bach MAT		8	-	MDE, 2008; preparing to submit to ACTFL 2014
CAS	Math & Math Ed	Bach		8	-	MDE, 2006; recognized w/conditions by NCTM 9-15-11; recognized Aug 2013
CAS	Music Educ	Bach MAT		13 2	-	NASM recognition 2010, good until 2020
CAS	Physics	Bach MAT		1	-	MDE, 2007; recognized w/conditions by NSTA Mar 2013
CAS	Political Science	Bach			-	MDE, 2011
CAS	Religion	Bach MAT		3	-	SDA Church (AAA)
CAS	Social Studies Elem Ed	Bach	1		-	Submitted to MDE 2011; revised & approved 2012
CAS	Social Studies Sec Ed	Bach		2	-	MDE, 2011; submitted to NCSS July 2013
CAS	Visual Arts Education	Bach		6	-	MDE, 2004; SPA-like doc. for MDE site visit, Nov 2011

Table 2. SED Programs 2012-2013: Candidate Enrollment & Approval Status (continued)

School	Dept. Program	Award Level	Elem. Cand.	Secnd. Cand.	Advanced Programs	Approval by MDE or Other
SED	Curriculum & Instruction	MA EdS Doct	-	-	55	N/A
SED	Educational Leadership	GrCert MA EdS Doct	-	-	35	Recognized w/ conditions by ELCC Feb. 2012; resubmitted 9-15-12; Recognized Apr 2013
SED	Higher Education Administration	MA EdS Doct	-	-	13	N/A
SED	Leadership	UC MA EdS Doct	-	-	113	N/A
SED	Special Education/ Learning Disabilities	MS	-	-	15	MDE, 2004; preparing to submit to CEC in 2014
SED	School Counseling	MA	-	-	11	CACREP site visit Nov 2012; accredited until Oct 31, 2015 w/conditions
SED	School Psychology	EdS	-	-	17	NASP, 2008; resubmission deferred until 2014
SED	Educational Psych.	MA EdS Doct	-	-	27	N/A
SED	Community Counseling	MA	-	-	1	Phasing out this program
SED	Clinical Mental Health Counseling	MA	-	-	27	CACREP site visit Nov 2012; accredited until Oct 31, 2015 w/conditions
SED	Counseling Psych.	Doct	-	-	29	National Registry

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

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)

Teacher candidates are required to take Michigan Test for Teacher Certification (MTTC) content area tests. Three-year aggregated data are reported by the Michigan Department of Education. From August 2009 to September 2012, 108 candidates took the content area tests, with a cumulative pass rate for all subject areas of 89.8%. The statewide three-year cumulative pass rate for all subject areas for 2009-2012 was 88.5%. See Table 4.

Table 4. MTTC Content Area, Initial & Cumulative, 3-Year Aggregated (2009-2012)

	A.U. 2009- 2012	A.U. 2009- 2012 Initial	A.U. 2009- 2012 Cum.	MI 2009- 2012	MI 2009- 2012 Initial	MI 2009- 2012 Cum.
Program:	<i>N</i>	% Pass	% Pass	<i>N</i>	% Pass	% Pass
Biology	3			504	68.1	85.1
Chemistry				331	66.5	84.6
Communication Arts	2			26	46.2	53.8
Computer Science	1			50	92.0	98.0
English	11	72.7	81.8	2,042	78.1	88.1
English as a 2 nd Language	7			516	83.1	91.7
Fine Arts	1			82	70.7	72.0
French				109	53.2	67.9
History	3			1,613	76.9	87.2
Integr. Science (Elem)	2			1,345	59.2	69.6
Integr. Science (Sec)	3			298	72.1	88.3
Lang. Arts (Elem)	11	81.8	90.9	2,765	65.0	78.0
Math (Elem)	5			1,610	78.5	86.7
Math (Sec)	4			1,118	89.2	95.3
Music Education	1			130	82.3	90.8
Music	7			415	96.1	98.6
Physics	2			196	78.6	89.8
Political Science				273	73.6	84.6
Social Studies	6			2,677	63.0	73.5
Spanish	9			631	77.0	88.7
Visual Arts Educ.				412	89.1	95.6
Elementary Educ.	23	95.7	100.0	7,618	93.1	98.1
Professional Areas:						
Guidance Counselor	4			440	70.9	82.7
Learning Disabilities	2			1,131	86.3	94.8
Reading	1			418	70.3	79.4
All Tests	108	86.1	89.8	34,556	79.3	88.5

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

Course Grades

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

teacher education students have been identified as core courses.

Grade data was obtained from the Banner student information system for all students who have declared elementary or secondary education and/or certification. This includes students who may not yet be accepted into the teacher education program. Grade ratings, using the SED 1-5 scale, were calculated using a course grade rubric. Table 5 presents a summary, by CAS department, of the proportion of students whose undergraduate required course grades were considered Levels 3-5 (satisfactory or above, where C+ is considered satisfactory for undergraduates) in 2012-2013 (with comparisons to 2011-2012 grade data). Biology and Mathematics had the lowest percentages of students achieving Level 3 or better.

Table 5. Summary of CAS Course Grade Evidences, 2012-2013 Compared With 2011-2012

Department	2012-2013 #* of Students	2012-2013 % Grades Levels 3-5	Mean	StDev	2011-2012 #* of Students	2011-2012 % Grades Levels 3-5	Mean
Biology	7	71%	3.86	1.552	20	100%	3.55
Chemistry	6	100%	4.83	0.373	6	50%	2.67
Communication & Journalism	39	87%	4.33	1.184	41	85%	4.34
Computer	0	-	-	-	1	100%	4.00
Economics	4	100%	4.25	0.433	10	70%	3.60
English	90	89%	4.22	1.123	94	82%	3.99
Geography	16	100%	4.94	0.242	24	92%	4.50
History	45	96%	4.49	0.860	52	91%	4.13
International Languages	17	100%	4.59	0.492	20	95%	4.45
Mathematics	38	79%	3.87	1.399	42	70%	3.50
Physics	22	91%	4.32	0.873	24	83%	4.04
Political Science	18	89%	4.17	1.014	28	57%	3.04
Psychology	4	100%	4.00	0.707	8	100%	4.50
Religion	2	100%	4.00	1.000	1	0%	1.00
Visual Arts Education	25	100%	4.88	0.431	18	89%	4.11

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

Assessments Using Rubrics

Tables 6 and 7 display findings from assessment rubrics submitted for the initial and advanced teacher education programs of the Department of Teaching, Learning, and Curriculum. Table 7 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 6. Learning Outcomes in Initial Teacher Education Program, 2012-2013

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDTE 165/630	Portfolio Rubric	28	95%	4.72
EDTE 165/630	Personal Philosophy Paper Rubric	14	95%	4.26
EDTE 228	Clinical Observation & Interaction Matrix	6	100%	4.92
EDTE 228	Clinical Observation & Interaction Matrix (Revised)	7	98%	4.80
EDTE 408	Micro-Teaching Assessment	30	100%	4.52
EDTE 408	Portfolio 1: Worldview	30	100%	4.39
EDTE 408	Portfolio 2: Human Growth & Change	30	100%	4.33
EDTE 408	Portfolio 3: Groups, Leadership, Change	31	100%	4.38
EDTE 408	Portfolio 4: Communication, Technology	31	100%	4.34
EDTE 408	Portfolio 5: Research & Evaluation	30	93%	4.17
EDTE 408	Portfolio 6: Personal, Profession. Growth	31	97%	4.29
EDTE 408	Portfolio 7: Content Area Knowledge	31	100%	4.35
EDTE 408	Portfolio Introduction & Closing	31	97%	4.51
EDTE 417	Implementation Plan	11	100%	4.95
EDTE 420	Literacy Interv. Mini-Unit Scoring Guide	14	100%	4.98
EDTE 446	Annotated Bibliography, Safety	4	100%	4.75
EDTE 459	Summative Evaluation	11	100%	4.81
EDTE 480	Philosophy of Classroom Management	25	100%	4.87
EDTE 488/588	Student Teaching Summative Evaluation by Mentor Teacher (old form)	6	100%	4.90
EDTE 488/588	Student Teaching Summative Evaluation by Mentor Teacher (new form)	16	100%	4.50
EDTE 488/588	Student Teaching Summative Evaluation by University Supervisors (General)	10	99%	4.73
EDTE 488/588	Student Teaching Summative Evaluation by University Supervisors (English)	3	100%	4.59
EDTE 488/588	Student Teaching Summative Evaluation by University Supervisors (Math)	1	100%	4.18
EDTE 488/588	Student Teaching Dispositions Evaluation	21	99%	4.53

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

Table 7. Learning Outcomes for Curriculum & Instruction Students (All Compared with Distance), 2012-2013

Course Acronym	Title of Rubric	All Students			Distance Students		
		<i>N</i>	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)	<i>N</i>	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDCI 650	Project Evaluation Rubric	17	100%	4.77	8	100%	4.78
EDCI 889	EDCI Project Evaluation Rubric (Doct)	1	100%	5.00	**	**	**
EDCI 895	Portfolio, Role 1, Christian Philosopher	4	100%	5.00	**	**	**
EDCI 895	Portfolio, Role 2, Learning Theorist	4	100%	5.00	**	**	**
EDCI 895	Portfolio, Role 3, Servant Leader	4	100%	5.00	**	**	**
EDCI 895	Portfolio, Role 4, Effective Communicator	4	100%	5.00	**	**	**
EDCI 895	Portfolio, Role 5, Capable Researcher	4	100%	5.00	**	**	**
EDCI 895	Portfolio, Role 6, Lifelong Learner	4	100%	5.00	**	**	**
EDCI 895	Portfolio, Role 7, Subject Matter Expert	4	100%	5.00	**	**	**

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

**Disaggregated distance students' data was not available.

FOUNDATIONS COURSES

Table 8 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 8. Learning Outcomes for Advanced Programs Foundations Courses, 2012-13

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDFN 500	Personal & Professional Synthesis	40	93%	4.09
EDRM 505	Final Exam–Article Evaluation	14	100%	4.80
EDRM 505	Literature Review Evaluation	16	98%	4.83
EDRM 505	Program Evaluation Report	12	97%	4.82
EDRM 505	Proposals Evaluation Sheet	26	98%	4.61
EDRM 505	Research Design Methodology Exam	16	100%	4.53

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

DEPARTMENT OF GRADUATE PSYCHOLOGY & COUNSELING

Assessment data for advanced programs in Graduate Psychology & Counseling are found in Table 9. Details of these assessment findings are located in Appendix B.

Table 9. Learning Outcomes for GPC Courses, 2012-2013

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)	Mean Level (all indicators)
GDPC 514	Worldview Paper	18	97%	4.43
GDPC 520	Critical Review of HD Theory	12	100%	4.95
GDPC 520	Contemporary Issues in the Media	12	100%	5.00
GDPC 525	Journal Article Review	12	100%	4.55
GDPC 525	PBS Website Review	12	100%	4.69
GDPC 525	Rtl Rubric	12	100%	4.77
GDPC 644	Review/Critique of Achievement Test	18	83%	3.54
GDPC 644	Review/Critique of Personality Test	18	93%	3.85
GDPC 644	Self-Assessment/Critique of BDI & Strong Interest Inventory	18	83%	3.69
GDPC 652	WISC IV Mastery #1 Assignment	4	91%	4.39
GDPC 654	Evaluation of Practicum	5	99%	3.86
GDPC 810	School Psych Portfolio Evaluation	5	100%	4.73
GDPC	School Counseling & Clinical Mental Health Counseling Dispositions	7	99%	4.45
SPED	Special Education Dispositions	10	91%	4.16

* 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 10. Details of these assessment findings are located in Appendix C. Assessment data for the

Higher Education Administration programs are not available. Assessment data for the Leadership program are reported by competency area and are displayed in Table 11.

Table 10. Learning Outcomes for the Educational Leadership Program, 2012-2013

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDAL 570	Observation	5	100%	5.00
EDAL 570	Observation Tools	5	100%	5.00
EDAL 570	Pre-Observation Conference	5	100%	4.63
EDAL 570	Post-Observation Conference	5	100%	5.00
EDAL 570	Profile	5	100%	5.00
EDAL 645	Budget Assignment	7	90%	4.48
EDAL 664/665	School Board Meeting Project	10	93%	4.56
EDAL 664/665	Shadow a School Principal Project	10	100%	4.90
EDAL 670	Technology Funding Plan	7	100%	4.83
EDAL 670	Reading Report	7	100%	4.83

Table 11. Learning Outcomes (Portfolio) for the Leadership Program, 2012-2013

Competency	Percent of Students Rated at Each Level*					n	Mean Level
	5	4	3	2	1		
Philosophical Foundations	20	33	45	2	0	12	3.71
Ethics, Values, & Spirituality	14	43	40	2	0	12	3.69
Learning & Human Development	23	40	36	0	0	12	3.87
Effective Communication	12	42	46	0	0	12	3.65
Mentor/Coach	17	35	43	0	0	12	3.65
Social Responsibility	7	39	54	0	0	12	3.53
Resource Development; Human & Financial	21	17	62	0	0	12	3.58
Legal & Policy Issues	2	34	62	2	0	12	3.37
Organizational Behavior, Development, & Culture	7	30	61	2	0	12	3.14
Implementing Change	33	24	43	0	0	12	3.90
Evaluation & Assessment	4	49	47	0	0	12	3.60
Reading & Evaluating Research	5	50	45	0	0	12	3.60
Conduct Research	12	45	43	0	0	12	3.70
Reporting & Implementing Research	12	43	45	0	0	12	3.70

*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 2012-2013 academic year were aggregated then disaggregated by SED Conceptual Framework (SED CF) elements. Across all SED CF elements, 99% 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.3.2 “Relate effectively with various cultural, racial, and special interest groups” (4.82) and CF.6 “Personal and Professional Growth” (4.75). The CF item that received the lowest mean rating was CF.5 “Research and Evaluation” (3.40), though it should be noted that the sub-items associated with CF.5 (CF.5.1, CF.5.2, and CF.5.3) received mean ratings of 4.68, 4.67, and 4.61 respectively, indicating that candidates have strong abilities to “read and evaluate research,” “conduct research,” and “report research findings.” See Table 12.

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, 100% of rubric assessments were scored as Satisfactory or better (at least 3 on a five-point scale). Among the TLC CF indicators, five received a mean rating of 5.00: CF.1, CF.2, CF.3, CF.4, and CF.6, that is, the general CF indicators. CF.5 “Research and Evaluation” received a mean rating of 4.95. Of the more specific sub-indicators, the highest rating was given on CF.6.A “Demonstrate continuing professional development” (4.76). The TLC CF item that received the lowest mean rating was TLC-CF.6.D “Reflects on practice and implements plans for growth and change” (4.13). See Table 13.

Across all C&I CF elements, 100% of rubric assessments were scored as Satisfactory or better (at least 3 on a five-point scale). The vast majority of the C&I CF items received a mean rating of 5.00, with only 6 indicators out of 27 receiving lower ratings. Of these 6, all but one received mean ratings of 4.56 or above. The C&I CF item that received the lowest mean rating was C&I-CF.5.2.1 “Understand and create curriculum-based assessments that are closely aligned to curriculum documents, including standards and curriculum guides” (4.24). See Table 14.

Table 12. All SED Rubric Assessments Disaggregated by SED Conceptual Framework Element, 2012-2013

Standard	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
SED-CF.1.1	Explain worldviews and trace their historical development	1	18	13	3	2	0	0	4.61
SED -CF.1.2	Critique worldviews from a Christian perspective	1	18	13	2	2	1	0	4.50
SED -CF.2	Human Growth and Change	1	10	0	6	4	0	0	3.60
SED -CF.2.1	Describe human development	1	16	13	1	2	0	0	4.69
SED -CF.2.2	Apply current theories of learning	1	14	0	9	5	0	0	3.64
SED -CF.3	Groups, Leadership, and Change	1	5	1	4	0	0	0	4.20
SED -CF.3.1	Facilitate change in groups and organizations	1	19	0	11	8	0	0	3.58
SED -CF.3.2	Relate effectively with various cultural, racial, and special interest groups	2	17	14	3	0	0	0	4.82
SED -CF.3.4	Manage human, financial, and material resources	2	15	8	2	5	0	0	4.20
SED -CF.4.1	Communicate effectively in written, verbal, and non-verbal forms	3	49	20	22	6	1	0	4.24
SED -CF.4.2	Use electronic tools effectively for professional communication, teaching, and research	2	21	12	6	3	0	0	4.43
SED -CF.5	Research and Evaluation	1	5	1	1	2	1	0	3.40
SED -CF.5.1	Read and evaluate research	3	184	135	40	9	0	0	4.68
SED -CF.5.2	Conduct research	3	368	271	77	15	4	1	4.67
SED -CF.5.3	Report research findings	2	250	174	60	11	4	1	4.61
SED -CF.6	Personal and Professional Growth	1	4	3	1	0	0	0	4.75
SED -CF.6.1	Demonstrate continuing professional development	1	36	24	6	3	2	1	4.39
SED -CF.6.2	Demonstrate ethical behavior in all professional activities	2	26	11	12	3	0	0	4.31
SED -CF.6.3	Demonstrate balanced physical, mental, spiritual, and social development	1	4	2	2	0	0	0	4.50
Total Assessments				715	268	80	13	3	
Percent				73%	27%	8%	1%	0%	
Avg Mean								4.31	
								(Sept 2013)	

Table 13. All TLC Rubric Assessments Disaggregated by TLC Conceptual Framework Element, 2012-2013

Standard	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
TLC-CF.1	Worldview: This Element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Graduates will be able to:	1	11	11	0	0	0	0	5.00
TLC-CF.1.A	Understand basic philosophical perspectives	3	76	57	15	3	1	0	4.68
TLC-CF.1.B	Critique philosophical approaches to education.	3	76	52	21	2	1	0	4.63
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.	8	152	95	49	7	1	0	4.57
TLC-CF.2	Human Growth and Change: This Element addresses principles of growth behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to:	1	33	33	0	0	0	0	5.00
TLC-CF.2.A	Describe developmentally appropriate educational practices.	8	131	83	41	7	0	0	4.58
TLC-CF.2.B	Implement developmentally appropriate educational practices.	9	150	90	52	8	0	0	4.55
TLC-CF.3	Groups, Leadership, and Change: This Element addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations.	1	33	33	0	0	0	0	5.00
TLC-CF.3.A	Implements effective planning to promote learning in the classroom.	8	191	105	77	9	0	0	4.50
TLC-CF.3.B	Works effectively with ALL students, parents, teachers, administrators and community members.	10	181	111	59	9	1	1	4.54
TLC-CF.3.C	Evaluate and articulate opinions of current political and legal issues that affect classroom practice.	5	81	51	26	4	0	0	4.58
TLC-CF.3.D	Creates effective learning environments which efficiently manage students, classroom assistants, and classroom resources.	6	144	85	50	9	0	0	4.53
TLC-CF.3.E	Consistently uses positional power and personal influence to optimize student learning.	3	97	48	40	9	0	0	4.40

Table 13. All TLC Rubric Assessments Disaggregated by TLC Conceptual Framework Element, 2012-2013 (continued)

Standard	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
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.	1	11	11	0	0	0	0	5.00
TLC-CF.4.A	Communicate effectively in written, verbal, and non-verbal forms	14	406	280	109	16	1	0	4.65
TLC-CF.4.B	Use electronic tools effectively for professional communication, teaching, research, and evaluation of student progress.	7	123	81	39	3	0	0	4.63
TLC-CF.5	Research and Evaluation: This Element addresses valuing and conducting disciplined inquiry for decision-making. Graduates will be able to:	1	22	21	1	0	0	0	4.95
TLC-CF.5.A	Read, evaluate, interpret and use appropriate literature.	7	74	52	15	5	0	2	4.55
TLC-CF.5.B	Read, evaluate and interpret standardized and non-standardized assessments.	7	90	54	31	3	0	2	4.50
TLC-CF.5.C	Demonstrate and document ability to affect student learning.	3	52	37	14	1	0	0	4.69
TLC-CF.6	Personal and Professional Growth: This Element addresses commitment to holistic personal and professional growth.	1	11	11	0	0	0	0	5.00
TLC-CF.6.A	Demonstrate continuing professional development	8	134	108	22	3	0	1	4.76
TLC-CF.6.B	Demonstrate ethical behavior in all professional activities	4	73	44	25	3	0	1	4.52
TLC-CF.6.C	Document personal application in maintaining physical, mental, spiritual, and social balance.	3	53	29	21	2	0	1	4.45
TLC-CF.6.D	Reflects on practice and implements plans for growth and change.	1	31	9	19	2	0	1	4.13
TLC-CF.7.A	Demonstrate continued growth in an understanding and appreciation of general and liberal arts.	5	59	39	16	4	0	0	4.59
TLC-CF.7.B	Demonstrate continued growth in knowledge of subject matter and pedagogy.	6	70	42	24	4	0	0	4.54
Total Assessments				1672	766	113	5	9	
Percent				69%	31%	5%	0%	0%	
Avg Mean									4.65
(Sept 2013)									

Table 14. All C&I Rubric Assessments Disaggregated by C&I Conceptual Framework Element, 2012-2013

Standard	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
C&I-CF-2010.1.1	Explain worldviews and trace their historical development	1	4	4	0	0	0	0	5.00
C&I-CF-2010.1.2	Critique worldviews from a Christian perspective	1	4	4	0	0	0	0	5.00
C&I-CF-2010.1.3	Integrate principles of a Christian worldview into their chosen fields of study	2	5	5	0	0	0	0	5.00
C&I-CF-2010.2.1	Describe human development	1	4	4	0	0	0	0	5.00
C&I-CF-2010.2.2	Apply current theories of learning	1	4	4	0	0	0	0	5.00
C&I-CF-2010.2.2.1	Understand and use frameworks for organizing instruction	2	18	12	4	2	0	0	4.56
C&I-CF-2010.2.2.2	Demonstrate a repertoire of effective teaching strategies for teaching ALL students	2	18	12	4	2	0	0	4.56
C&I-CF-2010.3.1	Facilitate change in groups and organizations	2	5	5	0	0	0	0	5.00
C&I-CF-2010.3.2	Relate effectively with various cultural, racial, and special interest groups	2	5	5	0	0	0	0	5.00
C&I-CF-2010.3.3	Identify political and legal issues	2	5	5	0	0	0	0	5.00
C&I-CF-2010.3.4	Manage human, financial, and material resources	1	4	4	0	0	0	0	5.00
C&I-CF-2010.3.4.1	Understand and apply curriculum development processes within a systems perspective	2	18	16	2	0	0	0	4.89
C&I-CF-2010.3.5	Demonstrate servant leadership	2	5	5	0	0	0	0	5.00
C&I-CF-2010.4.1	Communicate effectively in written, verbal, and non-verbal forms	3	22	22	0	0	0	0	5.00
C&I-CF-2010.4.2	Use electronic tools effectively for professional communication, teaching, and research	1	4	4	0	0	0	0	5.00
C&I-CF-2010.4.2.1	Create professional-quality curriculum documents	2	18	10	8	0	0	0	4.56
C&I-CF-2010.5.1	Read and evaluate research	1	4	4	0	0	0	0	5.00
C&I-CF-2010.5.2	Conduct research	1	4	4	0	0	0	0	5.00

Table 14. All C&I Rubric Assessments Disaggregated by C&I Conceptual Framework Element, 2012-2013 (continued)

Standard	Description	# of Rubrics	# of Assmnts	5	4	3	2	1	Mean
C&I-CF-2010.5.2.1	Understand and create curriculum-based assessments that are closely aligned to curriculum documents, including standards and curriculum guides	1	17	7	7	3	0	0	4.24
C&I-CF-2010.5.2.2	Use assessment and/or program evaluation to provide formative assessment and create plans for improvement in a continuous quality improvement model	1	1	1	0	0	0	0	5.00
C&I-CF-2010.5.3	Report research findings	2	5	5	0	0	0	0	5.00
C&I-CF-2010.6.1	Demonstrate continuing professional development	3	56	56	0	0	0	0	5.00
C&I-CF-2010.6.2	Demonstrate ethical behavior in all professional activities	2	5	5	0	0	0	0	5.00
C&I-CF-2010.6.3	Demonstrate balanced physical, mental, spiritual, and social development	1	4	4	0	0	0	0	5.00
C&I-CF-2010.7.1	Demonstrate competency in a specific content area	2	5	5	0	0	0	0	5.00
C&I-CF-2010.7.2	Demonstrate knowledge of current issues in specific content area	2	5	5	0	0	0	0	5.00
C&I-CF-2010.7.2.1	Understand and discuss curriculum literature appropriate to the candidate's degree level	1	17	15	2	0	0	0	4.88
Total Assessments				232	27	7	0	0	
Percent				90%	10%	3%	0%	0%	
Avg Mean									4.91
(Sept 2013)									

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.

One source of program data is the course evaluations that the university conducts every semester. It should be noted that during the 2012-2013 academic year the university's Office of Institutional Effectiveness migrated the course evaluation process to Class Climate, a web-based survey tool. At the same time, some of the survey questions were changed. As a result, Summer and Fall 2012 data collection and reporting using the old system was spotty. The Spring 2013 course evaluations, however, were conducted quite effectively using Class Climate. Only Spring 2013 course evaluation data will be reported here.

SUMMARY OF PROGRAM DATA

Department of Teaching, Learning, and Curriculum

Many of the questions in the course evaluations conducted by the university are relevant to program quality. Since the evaluation data are disaggregated by department, but not by program, the following results apply to the Department of Teaching, Learning, and Curriculum (TLC) as a whole. There were 167 respondents. The average of the TLC students' mean ratings on the five questions in the "Course" section of the survey was 4.14. On one other relevant survey item, "Independent of the instructor, my overall rating of this course is:" students' mean rating was 3.71. Table 15 gives mean ratings on the five "Course" section questions and the

overall rating question.

Table 15. All TLC Course Evaluation Ratings (Course Section), Spring 2013

Question	N	% at Levels 4 & 5	Mean^a	StDev
This course helped me to express my ideas more clearly.	158	79.8	4.04	.83
The learning objectives or goals for this course were clearly stated.	159	91.2	4.31	.76
The grading system of this course was appropriate for the objectives of the course.	159	83.7	4.13	.87
Methods of evaluation were fair and accurate measures of my learning.	159	82.4	4.14	.91
This course helped me to critically evaluate different sources and/or points of view.	158	75.3	4.07	.88
Independent of the instructor, my overall rating of this course is:	158	64.6	3.71	1.06

^a5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

Teacher Education

In 2012-2013, the Teacher Education program had approximately 130 students, including those who have not yet been accepted into the program. On more than 20 key assessments across the program, the lowest mean rating was 4.17/5.00. More than 90% of all reported outcomes were at least 3.00/5.00. In 2012-2013 Senior Exit Surveys conducted across the University, seniors in TLC’s elementary and secondary education programs rated their program and their program faculty at least 3.75 (mean rating of 14 seniors on a five-point scale) on all indicators except one. A mean rating of 3.50 was given for “There were adequate specialized equipment (e.g. computers, instruments, lab supplies, etc).” Two other indicators were rated at or below 4.00: “There were adequate specialized physical facilities (e.g. labs, studios, etc)” (3.93), and

“Faculty used technology effectively to enhance their teaching) (4.00). Even on these indicators, the SED seniors’ ratings were not vastly different from the ratings of all seniors across the university.

Curriculum and Instruction

The Curriculum & Instruction program had 55 students enrolled during the 2012-2013 academic year. In grade and rubric data reported across the program, mean student ratings were at or above 3.00/5.00 in 100% of key assessments sampled.

Department of Graduate Psychology & Counseling

The Department of Graduate Psychology and Counseling (GPC) had 127 students enrolled during the 2012-2013 school year, distributed among the programs as follows: [15 in Special Education (MS), 11 in School Counseling (MA), 27 in Clinical Mental Health Counseling (CMHC) (MA), 17 in School Psychology (EdS), 27 in Educational Psychology (MA, EdD, and PhD), and 29 in Counseling Psychology (PhD)].

There were 183 student course evaluation respondents in GPC. The average of the GPC students’ mean ratings on the five questions related to the course (independent of the instructor) was 4.20. On one other relevant survey item, “Independent of the instructor, my overall rating of this course is:” students’ mean rating was 3.83. Table 16 gives mean ratings on the five “Course” section questions and the overall rating question.

Table 16. All GPC Course Evaluation Ratings (Course Section), Spring 2013

Question	N	% at Levels 4 & 5	Mean^a	StDev
This course helped me to express my ideas more clearly.	173	80.4	4.05	.80
The learning objectives or goals for this course were clearly stated.	173	90.7	4.31	.76
The grading system of this course was appropriate for the objectives of the course.	174	86.2	4.26	.86
Methods of evaluation were fair and accurate measures of my learning.	172	83.2	4.13	.92
This course helped me to critically evaluate different sources and/or points of view.	172	86.7	4.28	.79
Independent of the instructor, my overall rating of this course is:	171	63.7	3.83	1.01

^a5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

In 14 key assessments sampled across the programs, the lowest mean rating was 3.54/5.00. For all assessments except two, greater than 90% of all ratings were at least 3.00/5.00; in six assessments, 100% of ratings were at least 3.00/5.00.

Department of Leadership

In the Department of Leadership (LEAD), there were 114 student course evaluation respondents. The average of the LEAD students' mean ratings on the five questions related to the course (independent of the instructor) was 4.54. On one other relevant survey item, "Independent of the instructor, my overall rating of this course is:" students' mean rating was 4.35. Table 17 gives mean ratings on the five "Course" section questions and the overall rating question.

Table 17. All LEAD Course Evaluation Ratings (Course Section), Spring 2013

Question	N	% at Levels 4 & 5	Mean ^a	StDev
This course helped me to express my ideas more clearly.	108	93.5	4.59	.61
The learning objectives or goals for this course were clearly stated.	110	90.0	4.45	.80
The grading system of this course was appropriate for the objectives of the course.	112	90.2	4.46	.70
Methods of evaluation were fair and accurate measures of my learning.	111	91.0	4.47	.77
This course helped me to critically evaluate different sources and/or points of view.	110	99.1	4.72	.47
Independent of the instructor, my overall rating of this course is:	112	85.7	4.35	.77

^a5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

Leadership

In 2012-2013, there were 113 students enrolled in the Leadership program.

Educational Leadership

Thirty-five students were enrolled in the Educational Leadership program during the 2012-2013 academic year. 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).

Higher Education Administration

There were 13 students enrolled in the Higher Education Administration program in the 2012-2013 academic year.

FOLLOW-UP DATA

Follow-up data from program graduates and their employers can provide valuable feedback as to how well the program prepared students for their professions. A survey was conducted of all SED alumni who graduated in the 2010-2011 academic year. The response rate on the surveys was 28%. The sample size ($n = 19$) was not large enough to meaningfully disaggregate the responses by department or program (GPC = 9, LEAD = 3, TLC = 7). 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 ($n = 5$) to allow disaggregation of these data by department. Results of the 2010-2011 employer surveys, including five-year aggregated data (2005-2010), are presented in Section 5.

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 2012, most of the SED faculty participated in continuing education through professional conferences, courses, or research. During this time, 11 faculty published 15 journal articles, book chapters, or books; and 13 faculty presented 31 papers, posters, or presentations.

PEER EVALUATION OF FACULTY FOR ADVANCEMENT

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

Form as a professional portfolio. During 2012-2013, one full professor applied for and obtained Continuous Appointment.

STUDENT OPINION OF TEACHING

For many years, Andrews students have been asked at the conclusion of each course to evaluate faculty performance and courses using the university's Student Opinion of Teaching form, which seeks feedback on the instructor's pedagogy and the value of the course. It should be noted that during the 2012-2013 academic year the Office of Institutional Effectiveness migrated this course evaluation process to Class Climate, a web-based survey tool. At the same time, some of the survey questions were changed. As a result, Summer and Fall 2012 data collection and reporting using the old system was spotty. The Spring 2013 course evaluations, however, were conducted quite effectively using Class Climate. Only Spring 2013 course evaluation data will be reported here.

One section of the course evaluation consists of nine questions related to the instructor. Across the SED, there were 464 respondents to the Spring 2013 course evaluation. The average of the SED students' mean ratings on the nine questions related to the instructor was 4.33. The highest mean score was for "the instructor was sensitive to and respectful of all people" (4.49), while the lowest mean score was for "timely, thoughtful, and helpful feedback was provided on tests and other work" (4.16). On one other relevant question, "Independent of the course, my overall rating of this instructor's teaching," students' mean rating was 4.18. Table 18 presents the means and distribution of scores.

Table 18. Mean Scores of Student Evaluations of SED Courses & Teachers, Spring 2013

Evaluation Statements	N	% at Levels 4 & 5	Mean^a	St Dev
The instructor was well prepared and organized.	443	90.3	4.37	.82
The instructor made the subject clear and understandable.	437	87.2	4.33	.81
The instructor stimulated my interest in the subject.	445	82.2	4.24	.92
The instructor kept me involved in the learning process.	443	87.6	4.33	.80
The instructor motivated me to do my best work.	440	83.7	4.25	.91
The instructor was sensitive to and respectful of all people.	440	91.1	4.49	.76
The instructor was available to provide help when needed.	441	88.0	4.42	.83
The instructor helped me to understand the course content from a Christian perspective.	441	85.0	4.34	.83
Timely, thoughtful, and helpful feedback was provided on tests and other work.	440	79.3	4.16	.96
Independent of the course, my overall rating of this instructor's teaching effectiveness is:	440	78.8	4.18	1.01

^a5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

SENIOR SURVEY

In the annual Senior Survey for 2012-2013, seniors in TLC's teacher education programs rated their program faculty at 4.50/5.00 (mean) or above on six of seven indicators, with the highest ratings given for "Faculty members showed genuine interest in each student" and "Faculty taught me how Christian faith and ethics relate to my field" (both 4.86). The indicator "Faculty used technology effectively to enhance their teaching" was rated at 4.00 (compare to 4.10 for all seniors).

Students were given the opportunity to leave comments for a particular faculty or staff

member who was especially helpful to them. One student wrote the following: “To pick one faculty or staff member would be impossible. I have been blessed in that the majority of the faculty and staff . . . have been extremely caring and helpful. They have made themselves available to assist their students in any way they can.” Other comments included “Teachers were professional,” “The professors . . . really invest in every student,” “The teachers made learning practical and interesting,” and “Several of the teachers (___, ___, and ___ especially) were excellent instructors who cared deeply about the success of their students.”

ADVISOR EVALUATIONS

Several years ago, the School of Education voted to ask 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.

Logistical challenges have made it difficult to carry out this plan for administering the advisor surveys, not least of which is the imprudence of asking candidates to complete surveys on the days that they are writing comprehensive examinations. As a result of these challenges, the only advisor evaluations conducted in the SED in 2012-2013 were conducted in the Department of Leadership in Spring 2013. Viewed across all advisors rated in the Department of Leadership, mean scores were above 4.50/5.00 on 10 of the 14 indicators. The highest mean score was for “My advisor is courteous and respectful” (4.92), while the lowest mean score was for “My advisor responds within two business days to my e-mail and/or telephone messages” (4.15). Table 19 presents the mean scores.

In response to this challenge, the School of Education faculty voted in August 2013 to administer the advisor evaluations once a year to all current students. The SED Assessment Committee subsequently determined in September 2013 that the evaluation should be administered online in January of each year.

Table 19. SED Academic Advisor Evaluation, Leadership Candidates, 2012-2013

Evaluation Statements	<i>n</i>	Mean ^a	StDev
1. My advisor is available for appointments.	24	4.54	.833
2. My advisor responds within two business days to my e-mail and/or telephone messages.	24	4.15	1.037
3. My advisor is willing to spend sufficient time with me to deal with my academic concerns.	25	4.64	.569
4. My advisor is knowledgeable about my degree requirements.	25	4.80	.408
5. My advisor is knowledgeable about certification/licensure requirements.	20	4.60	.681
6. My advisor helps me sort through my options.	25	4.36	.952
7. My advisor is a positive model of Christian behavior.	25	4.84	.374
8. My advisor is courteous and respectful.	25	4.92	.277
9. My advisor demonstrates a caring personal interest in me.	24	4.79	.415
10. My advisor demonstrates sensitivity to diversity (gender, race, ethnicity, religion, socioeconomic status, etc.).	24	4.83	.381
11. I can go to my advisor when I have spiritual or personal issues that impact my school work.	22	4.50	1.012
12. My advisor knows where to refer me if he or she cannot provide the information or assistance that I need.	24	4.50	.933
13. I am pleased overall with the advising that I received from my advisor.	25	4.44	1.083
14. I would recommend my advisor to other students.	25	4.44	.768

^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 2012-2013 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.

FINANCIAL PERFORMANCE

The Dean, through membership in the university Budget and Financial Management Committees, participates in discussions regarding the setting and monitoring of unit budget targets and performance. The unit's financial performance continues to be relatively stable.

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 seven years that this evaluation has been taking place, the SED's teacher education program has been ranked as an exemplary institution. After being ranked as first place with a perfect score of 70 points from 2006-2007 through 2009-2010 (tied with one other school in 2009-2010), in 2010-2011, the SED was disappointed to score only 63, ranking with six other schools as fifth place. For 2011-2012, the SED is pleased to be back up to 68 points, tied with five other schools in second place. Table 20 shows the breakdown of our scores since 2005-2006.

Table 20. Unit Performance Score for Academic Years 2005-06 through 2011-12

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)
2005-2006	66	30	10	*	6	10	5	5
2006-2007	70	30	5	5	10	10	5	5
2007-2008	70	30	5	5	10	10	5	5
2008-2009	70	30	5	5	10	10	5	5
2009-2010	70	30	5	5	10	10	5	5
2010-2011	63	25	5	5	8	10	5	5
2011-2012	68	30	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 68 alumni who graduated during the

2010-2011 school year. Of those 68 alumni, 19 responded, giving an overall response rate of 27.9%. Mean alumni ratings were above “Satisfactory” (3 or more on a five-point scale) on all questions. The questions with the lowest mean ratings were “deepen your faith commitment” (3.53) and “grow spiritually” (3.58), while the highest mean ratings were for “relate effectively with individuals from diverse populations” (4.47) and “believe that all individuals can learn” (4.42). Table 21 displays data from alumni surveys (2010-2011 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.

Table 21. SED Alumni Survey Results, 2010-2011 & Five-Year Aggregate (2005-2010)

The School of Education has prepared you to...	2010-2011				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	19	4.16	.76	100.0	120	4.11	.75	97.5
have the necessary skills of your profession	19	4.11	.81	94.7	120	4.17	.77	96.7
effectively apply skills in professional responsibilities	17	4.06	.66	100.0	120	4.21	.77	98.3
practice professional/ethical standards of profession	16	4.31	.60	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	18	3.78	1.00	94.4	26	4.04	1.25	88.5
use research findings for decision making ^d	18	3.67	1.08	88.8	26	4.08	.89	92.3
collect data in a systematic way for professional use ^d	19	3.89	.99	94.7	26	4.08	.98	92.3
report research findings ^d	18	3.61	1.20	83.3	26	3.88	1.07	92.4
apply current theories/best practices to your profession	17	4.00	.94	94.1	120	4.02	.88	94.2
communicate effectively (written/verbal, non-verbal) ^c	-	-	-	-	95	4.18	.79	97.9
communicate effectively (written) ^d	19	4.16	.69	100.0	26	4.42	.76	96.2
communicate effectively (oral) ^d	18	4.06	.80	100.0	26	4.46	.58	100.0
use relevant technology in professional practice	16	3.69	1.08	81.2	120	3.77	1.06	85.8
create a positive environment for learning/development	18	4.17	.99	88.9	116	4.37	.73	97.4
plan/implement appropriate programs to enhance learning and development	17	4.18	.81	100.0	113	4.03	.94	92.9
assess and analyze learning and development	17	3.94	.97	88.2	114	3.96	1.01	92.1
utilize outcome data for program improvement	18	3.78	.65	100.0	113	3.70	1.08	86.7

**Table 21. SED Alumni Survey Results, 2010-2011 & Five-Year Aggregate (2005-2010)
(continued)**

The School of Education has prepared you to...	2010-2011				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	19	4.47	.70	100.0	120	4.31	.83	96.7
relate effectively with individuals with special needs and disabilities	17	4.06	.66	100.0	116	3.76	1.26	83.7
apply fair practices in your profession	18	4.22	.65	100.0	119	4.24	.88	95.8
value service to society at large	17	4.18	.95	94.1	122	4.35	.74	98.4
believe that all individuals can learn	19	4.42	.84	94.7	121	4.44	.75	99.2
grow spiritually ^c	19	3.58	1.22	84.2	52	3.54	1.39	82.7
understand your profession from a Christian perspective ^c	19	3.84	1.26	84.2	53	3.89	1.22	86.8
integrate your worldview with your profession ^c	19	4.16	.96	89.5	53	4.21	1.00	92.5
deepen your faith commitment ^c	19	3.53	1.31	79.0	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 the 2008-2009 surveys.

^dThis question was introduced in the 2009-2010 surveys.

^eThis question was introduced in the 2008-2009 surveys.

Alumni were asked to provide employer contact information so SED Employer Surveys could be sent to all their employers. Of the 7 employer surveys solicited, 5 responded, giving a response rate of 71.4%. Employers mean ratings were consistently higher (sometimes half a point or more) than the graduates’ self-ratings on the same questions. The only exception to this was “relates effectively with individuals from diverse populations,” in which employers’ ratings were slightly lower (4.40) than the graduates’ ratings (4.47). Table 22 displays employer survey data (2010-2011 and a five-year aggregate of 2005-2010).

Table 22. SED Employer Survey Results, 2010-2011 & Five-Year Aggregate (2005-2010)

The School of Education has prepared your employee to...	2010-2011				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	5	4.40	.55	100.0	72	4.49	.65	100.0
have the necessary skills of your profession	5	4.60	.55	100.0	72	4.42	.73	98.6
effectively apply skills in professional responsibilities	5	4.60	.55	100.0	72	4.49	.79	97.2
practice professional/ethical standards of profession	5	4.65	.55	100.0	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	4	4.25	.50	100.0	20	3.95	.95	95.0
use research findings for decision making ^d	- ^e	- ^e	- ^e	- ^e	20	3.80	1.11	85.0
collect data in a systematic way for professional use ^d	- ^e	- ^e	- ^e	- ^e	20	4.00	1.03	90.0
report research findings ^d	- ^e	- ^e	- ^e	- ^e	20	3.65	1.60	80.0
apply current theories/best practices to your profession	5	4.20	.84	100.0	69	4.22	.94	95.7
communicate effectively (written/verbal, non-verbal) ^c	-	-	-	-	52	4.37	.84	96.2
communicate effectively (written) ^d	5	4.20	.84	100.0	20	4.10	1.20	90.0
communicate effectively (oral) ^d	5	4.20	.84	100.0	20	4.30	1.03	95.0
use relevant technology in professional practice	5	3.80	.84	100.0	69	4.25	.74	98.6
create a positive environment for learning/development	5	4.60	.55	100.0	69	4.38	.89	94.2
plan/implement appropriate programs to enhance learning and development	5	4.40	.55	100.0	66	4.17	1.02	94.0
assess and analyze learning and development	- ^e	- ^e	- ^e	- ^e	66	4.18	1.04	92.4

**Table 22. SED Employer Survey Results, 2010-2011 & Five-Year Aggregate (2005-2010)
(continued)**

The School of Education has prepared your employee to...	2010-2011				Five-Year (2005-2010)			
	<i>N</i>	Mean ^a	SD	% ^b	<i>n</i>	Mean ^a	SD	% ^b
utilize outcome data for program improvement	- ^e	- ^e	- ^e	- ^e	64	4.03	1.05	90.6
relate effectively with individuals of diverse population	5	4.40	.89	100.0	71	4.48	.81	97.2
relate effectively with individuals with special needs and disabilities	5	4.60	.55	100.0	69	4.42	.91	95.7
apply fair practices in your profession	5	4.60	.55	100.0	71	4.56	.77	98.6
value service to society at large	5	4.80	.45	100.0	67	4.52	.73	98.5
believe that all individuals can learn	5	4.80	.45	100.0	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 the 2008-2009 surveys.

^dThis question was introduced in the 2009-2010 surveys.

^eData is not displayed for this question due to low response rate (3 or fewer).

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

UNIT LEVEL IMPROVEMENTS

The School of Education made several changes during 2012-2013 that affected its programs, some of which are listed below:

1. SPA (Specialized Professional Association) Reports Submitted:
 - a. Educational Leadership: Recognized by ELCC (Educational Leadership Constituent Council)
 - b. Math Education: Recognized by NCTM (National Council of Teachers of Mathematics)
 - c. Biology, Chemistry, Physics, and Integrated Science: Recognized with conditions by NSTA (National Science Teachers Association)
 - d. English Education: Resubmitted to NCTE (National Council of Teachers of English); Not Recognized
2. SPA Reports in Preparation to Be Submitted:
 - a. Special Education—Learning Disabilities to submit to CEC (Council for Exceptional Children)
 - b. History, Political Science, and Social Studies to submit to NCSS (National Council for the Social Studies)
 - c. Teaching English as a Second Language to submit to TESOL (Teachers of English to Speakers of Other Languages)
 - d. French and Spanish to submit to ACTFL (American Council on the Teaching of Foreign Languages)
3. CACREP (Council for Accreditation of Counseling and Related Educational Programs): The School Counseling and Clinical Mental Health Counseling programs were reviewed and Accredited: Two-year Period with Conditions through October 31, 2015.
4. APA (American Psychological Association) Accreditation: The doctoral programs in Counseling Psychology and Educational Psychology are preparing to apply for their first APA accreditation.

5. New Faculty Hires:

- a. A new professor, Dr. Jay Brand, was hired by the Department of Leadership.
- b. A new professor, Nadia Nosworthy, was hired by the Department of Graduate Psychology and Counseling
- c. A new professor, Tammy Overstreet, was hired by the Department of Teaching, Learning, and Curriculum.

DEPARTMENT OF TEACHING, LEARNING & CURRICULUM

Teaching, Learning and Curriculum made several changes during 2012-2013 that affected its programs, some of which are listed below:

Teacher Education

1. The new, more robust Impact on Student Learning assignment has been implemented to align with requirements by SPAs and accreditors.
2. Rubrics used to assess student teachers have been modified to meet SPA requirements in some of the disciplines.

Curriculum and Instruction

1. 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.
2. Program orientation is now conducted jointly with the Department of Leadership.
3. 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 2012-2013 that affected its programs, some of which are listed below:

1. Grade policy was updated in all syllabi and handbooks to assure that this policy is readily available to students.
2. Faculty created a DG policy specific to the classes offered in our department.
3. Faculty undertook making a number of changes for comprehensive exams, aimed at making the exams a more fair and accurate test of students' knowledge.

Special Education

1. 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. Each student who works in the ACCC or in the community with children must be fingerprinted.
2. All students in both programs are now required to create a professional portfolio.

Educational Psychology

1. 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. 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 2012-2013 that affected its programs, some of which are listed below:

Leadership

1. 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.
2. The program has implemented inclusion of the SED candidate dispositions evaluation in annual reviews of student progress.
3. 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, principal visitations, webinars, and 50% tuition discount.

Higher Education Administration

1. 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.
2. The department has committed to and is implementing consistent recording and tracking of feedback from portfolio committees.

APPENDIX A.

Teaching, Learning, and

Curriculum (Initial and

Advanced) Programs

APPENDIX A-1. TLC ASSESSMENT DOCUMENTS

**EDTE 165 Personal Philosophy Paper
2012-2013**

	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	8	6	0	0	0	4.57	5	0.49
Paper Referencing: Well documented philosophical stance	8	5	0	1	0	4.43	5	0.82
Paper Writing: carefully edited and mechanically sound	0	12	1	1	0	3.79	4	0.56
Total Assessments	16	23	1	2	0			
Percent	38%	55%	2%	5%	0%			
N=14						Avg Mean 4.26		

(Sept 2013)

**EDTE 165/630 Portfolio
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Cover Page	27	1	0	0	0	4.96	5	0.19
Title Page	27	1	0	0	0	4.96	5	0.19
Resume	24	4	0	0	0	4.86	5	0.35
Autobiographical Essay	28	0	0	0	0	5.00	5	
Personal Philosophy - Title	24	2	0	1	1	4.68	5	0.93
Personal Philosophy - Evidence	25	1	1	0	1	4.75	5	0.83
Personal Philosophy -Rationale	22	1	2	2	1	4.46	5	1.12
Artifact 2- Title	22	3	1	1	1	4.57	5	0.98
Artifact 2-Evidence	22	3	2	0	1	4.61	5	0.90
Artifact 2- Rationale	23	2	1	1	1	4.61	5	0.98
Artifact 3- Title	22	3	0	1	1	4.63	5	0.95
Artifact 3- Evidence	23	2	1	0	1	4.70	5	0.85
Artifact 3- Rationale	21	3	0	1	1	4.62	5	0.96
Total Assessments	310	26	8	7	9			
Percent	86%	7%	2%	2%	3%			
N=28						Avg Mean	4.72	

(Sept 2013)

**EDTE 228 Clinical Observation/Interaction Matrix
2012-2013**

	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).	6	0	0	0	0	5.00	5	
Use of appropriate language and sensitive approach relative to exceptionality including person's 1st language or culture/ race.	6	0	0	0	0	5.00	5	
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)	6	0	0	0	0	5.00	5	
Summary includes a brief reflection from each observation (how did you feel/what did you think?) and description of interaction in each setting.	6	0	0	0	0	5.00	5	
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)	5	1	0	0	0	4.83	5	0.37
Thought and effort demonstrated through editing/revision of writing. (correct mechanics observed)	3	3	0	0	0	4.5	5	0.50
20 hours documented by signatures; student ID # on paper.	6	0	0	0	0	5.00	5	
Observations include Blossomland Learning Center (2 hours + tour) plus two other settings for required 20 hours.	6	0	0	0	0	5.00	5	

Total Assessments

Percent

44	4	0	0	0
92%	8%	0%	0%	0%

Avg Mean

4.92

N=6

(Sept 2013)

**EDTE 228 Clinical Observation/Interaction Matrix (Revised)
2012-2013**

	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).	7	0	0	0	0	5.00	5	
Use of appropriate language and sensitive approach relative to exceptionality including person first language and/or culture/ race.	7	0	0	0	0	5.00	5	
Observations & interactive activities are discussed w/ descriptions of students relative to IDEA disability labels, activities, and descriptions of programs viewed. (Objective details)	6	1	0	0	0	4.86	5	0.35
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)	5	1	0	0	1	4.29	5	1.39
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)	5	2	0	0	0	4.71	5	0.45
Thought and effort demonstrated through editing/revision of writing. (correct mechanics observed) Typewritten product is neatly formatted, clear, and easy to understand.	5	2	0	0	0	4.71	5	0.45
20 hours documented on official signature sheet.	6	1	0	0	0	4.86	5	0.35
Observations include BLC (2 hours + tour) plus two other settings for required 20 hours.	7	0	0	0	0	5.00	5	
Total Assessments	48	7	0	0	1			
Percent	86%	13%	0%	0%	2%			
N=7					Avg Mean	4.80		

(Sept 2013)

**EDTE 408 Micro Teaching Assessment
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Writing	21	8	1	0	0	4.67	5	0.54
Scope	21	8	1	0	0	4.67	5	0.54
Scope	18	11	1	0	0	4.57	5	0.56
Substance	9	21	0	0	0	4.30	4	0.46
Substance	14	15	1	0	0	4.43	4	0.56
Delivery	18	10	2	0	0	4.53	5	0.62
Reflection	17	11	2	0	0	4.50	5	0.62
Total Assessments	118	84	8	0	0			
Percent	56%	40%	4%	0%	0%			
N=30						Avg Mean	4.52	

(Sept 2013)

**EDTE 408 Portfolio Element 1: Worldview
2012-2013**

	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	18	9	3	0	0	4.50	5	0.67
Outcome 1.B Critique philosophical approaches to education	14	14	2	0	0	4.40	4	0.61
Outcome 1.C Be able to articulate a personal and professional philosophy...	9	18	3	0	0	4.20	4	0.60
Depth of Coverage	3	24	3	0	0	4.00	4	0.45
Personalization	26	4	0	0	0	4.87	5	0.34
Artifact Guidelines	15	12	3	0	0	4.40	5	0.66
Total Assessments	85	81	14	0	0			
Percent	47%	45%	8%	0%	0%			
N=30						Avg Mean	4.39	

(Sept 2013)

**EDTE 408 Portfolio Element 2: Human Growth & Change
2012-2013**

	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.	16	10	4	0	0	4.40	5	0.71
Outcome II.B Implement developmentally appropriate ed practices.	12	13	4	0	0	4.28	4	0.69
Depth of Coverage	1	25	4	0	0	3.90	4	0.40
Personalization	24	5	1	0	0	4.77	5	0.50
Artifact Guidelines	14	11	5	0	0	4.30	5	0.74
Total Assessments	67	64	18	0	0			
Percent	45%	43%	12%	0%	0%			
N=30						Avg Mean	4.33	

(Sept 2013)

**EDTE 408 Portfolio Element 3: Groups, Leadership & Change
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome III.A Implements effective planning....	21	7	3	0	0	4.58	5	0.66
Outcome III.B Works effectively with all students...	18	10	3	0	0	4.48	5	0.67
Outcome III.C Evaluate and articulate opinions of current political and legal issues...	12	14	4	0	0	4.27	4	0.68
Outcome III.D Creates effective learning environments...	13	15	3	0	0	4.32	4	0.64
Outcome III.E Consistently uses positional power and personal influence ...	11	16	4	0	0	4.23	4	0.66
Depth of Coverage	3	23	3	0	0	4.00	4	0.46
Personalization	25	5	0	0	0	4.83	5	0.37
Artifact Guidelines	16	10	5	0	0	4.36	5	0.74
Total Assessments	119	100	25	0	0			
Percent	49%	41%	10%	0%	0%			
N=31						Avg Mean	4.38	
							(Sept 2013)	

**EDTE 408 Portfolio Element 4: Communication & Technology
2012-2013**

	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.	19	8	4	0	0	4.48	5	0.71
Outcome IV.B Use electronic tools effectively for professional communication...	11	17	3	0	0	4.26	4	0.62
Depth of Coverage	1	24	5	0	0	3.87	4	0.43
Personalization	25	5	1	0	0	4.77	5	0.49
Artifact Guidelines	15	11	5	0	0	4.32	5	0.74
Total Assessments	71	65	18	0	0			
Percent	46%	42%	12%	0%	0%			
N=31						Avg Mean	4.34	

(Sept 2013)

**EDTE 408 Portfolio Element 5: Research & Evaluation
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Outcome V.A Read, evaluate, interpret and use appropriate literature.	19	6	3	0	2	4.33	5	1.11
Outcome V.B Read, evaluate and interpret ...assessments	12	13	3	0	2	4.10	4	1.04
Depth of Coverage	2	23	3	0	2	3.77	4	0.84
Personalization	24	3	1	0	2	4.57	5	1.06
Artifact Guidelines	14	9	5	0	2	4.10	5	1.11
Total Assessments	71	54	15	0	10			
Percent	47%	36%	10%	0%	7%			
N=30						Avg Mean	4.17	
							(Sept 2013)	

**EDTE 408 Portfolio Element 6: Personal & Professional Growth
2012-2013**

	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	19	8	3	0	1	4.42	5	0.91
Outcome VI.B Demonstrate ethical behavior in all professional activities	16	11	3	0	1	4.32	5	0.89
Outcome VI.C Document personal application in maintaining ...balance.	13	15	2	0	1	4.26	4	0.84
Outcome VI.D reflects on practice and implements plans for growth and change	9	19	2	0	1	4.13	4	0.79
Depth of Coverage	3	24	3	0	1	3.90	4	0.69
Personalization	25	4	1	0	1	4.68	5	0.82
Artifact Guidelines	16	9	4	0	1	4.30	5	0.94
Total Assessments	101	90	18	0	7			
Percent	47%	42%	8%	0%	3%			
N=31						Avg Mean	4.29	

(Sept 2013)

**EDTE 408 Portfolio Element 7: Content Area Knowledge
2012-2013**

	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.	18	9	4	0	0	4.45	5	0.71
Outcome VII.B Demonstrate continued growth in knowledge of subject matter and pedagogy.	12	15	4	0	0	4.26	4	0.67
Depth of Coverage	2	25	4	0	0	3.94	4	0.44
Personalization	26	3	2	0	0	4.77	5	0.55
Artifact Guidelines	16	10	5	0	0	4.36	5	0.74
Total Assessments	74	62	19	0	0			
Percent	48%	40%	12%	0%	0%			
N=31						Avg Mean 4.35		

(Sept 2013)

**EDTE 408 Portfolio Introduction & Closing
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Cover Page	23	7	1	0	0	4.71	5	0.52
Title Page	23	8	0	0	0	4.74	5	0.44
Resume	22	8	0	0	1	4.61	5	0.79
Autobiographical Essay	20	8	3	0	0	4.55	5	0.66
Reflective Conclusion	15	7	5	0	4	3.94	5	1.34
Total Assessments	103	38	9	0	5			
Percent	66%	25%	6%	0%	3%			
N=31						Avg Mean	4.51	

(Sept 2013)

**EDTE 417 Implementation Plan
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Articulation of key terms	11	0	0	0	0	5.00	5	
What is implemented?	11	0	0	0	0	5.00	5	
Why is it implemented (rationale)?	11	0	0	0	0	5.00	5	
How and when (during instruction) is it implemented (procedures)?	11	0	0	0	0	5.00	5	
Discipline specific focus	11	0	0	0	0	5.00	5	
Required elements	10	1	0	0	0	4.91	5	0.29
Learning Personalized	11	0	0	0	0	5.00	5	
Organization of writing; conventions	11	0	0	0	0	5.00	5	
Quality of Writing	9	2	0	0	0	4.82	5	0.39
Language Conventions	8	3	0	0	0	4.73	5	0.45
Total Assessments	104	6	0	0	0			
Percent	95%	5%	0%	0%	0%			
N=11						Avg Mean	4.95	

(Sept 2013)

**EDTE 420 Literacy Intervention Strategies
2012-2013**

	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.	14	0	0	0	0	5.00	5	
Lesson plans use language appropriate to church standards and to culture or ethnic group chosen for focus of mini-unit.	14	0	0	0	0	5.00	5	
Lesson plans integrate content selection, timeline and organizational structures; objectives aligned with content standards and benchmarks. Formative and summative assessments completed.	14	0	0	0	0	5.00	5	
A total of ten mini-unit lessons completed on time, unit shows field experience and meets all performance (no absences or late arrivals) criteria.	13	0	1	0	0	4.86	5	0.52
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.	14	0	0	0	0	5.00	5	
Final Reflection - summary of initial/final assessments of student's reading skills. Four components + four recommendations. 2-3 pg document; on time.	14	0	0	0	0	5.00	5	
Total Assessments	83	0	1	0	0			
Percent	99%	0%	1%	0%	0%			
N=14						Avg Mean	4.98	
								(Sept 2013)

**EDTE 446 Annotated Bibliography and Safety Rules
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Formatting	2	1	1	0	0	4.25	5	0.83
Summary Writing	2	2	0	0	0	4.50	4	0.50
Quality of Information	4	0	0	0	0	5.00	5	
Age Appropriate	4	0	0	0	0	5.00	5	
4 Sciences	4	0	0	0	0	5.00	5	
Rules Poster	3	1	0	0	0	4.75	5	0.43
Lesson Plan	3	1	0	0	0	4.75	5	0.43
Total Assessments	22	5	1	0	0			
Percent	79%	18%	4%	0%	0%			
N=4						Avg Mean	4.75	

(Sept 2013)

**EDTE 459 Summative Evaluation
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Oral Presentation	8	3	0	0	0	4.73	5	0.45
Use of Standards	9	2	0	0	0	4.82	5	0.39
Purpose & rationale	10	1	0	0	0	4.91	5	0.29
Unit Timeline	7	4	0	0	0	4.64	5	0.48
Variety of Teaching Strategies	10	1	0	0	0	4.91	5	0.29
Content	11	0	0	0	0	5.00	5	
Language Arts Skills	9	2	0	0	0	4.82	5	0.39
Differentiation Possibilities	7	4	0	0	0	4.64	5	0.48
Total Assessments	71	17	0	0	0			
Percent	81%	19%	0%	0%	0%			
N=11						Avg Mean	4.81	

(Sept 2013)

**EDTE 480 Philosophy of Classroom Management
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Scope	25	0	0	0	0	5.00	5	
Scope	24	1	0	0	0	4.96	5	0.2
Substance	19	6	0	0	0	4.76	5	0.43
Substance	22	3	0	0	0	4.88	5	0.32
Substance	14	11	0	0	0	4.56	5	0.5
Writing	22	3	0	0	0	4.88	5	0.32
Writing	23	2	0	0	0	4.92	5	0.27
Writing	25	0	0	0	0	5.00	5	
Total Assessments	174	26	0	0	0			
Percent	87%	13%	0%	0%	0%			
N=25						Avg Mean	4.87	
								(Sept 2013)

**EDTE 488/588 Student Teaching Final Summative Evaluation (old)
2012-2013**

	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	6	0	0	0	0	5.00	5	
An understanding of how to teach and the skills to teach effectively	5	1	0	0	0	4.83	5	0.37
The knowledge and skills to create and manage a classroom environment which nurtures learning	6	0	0	0	0	5.00	5	
The knowledge and skills to monitor and manage student behavior	5	1	0	0	0	4.83	5	0.37
A knowledge and understanding of a teacher's professional role, and the skills and dispositions to fulfill those roles.	5	1	0	0	0	4.83	5	0.37
Total Assessments	27	3	0	0	0			
Percent	90%	10%	0%	0%	0%			
N=6						Avg Mean	4.90	
								(Sept 2013)

**EDTE 488/588 Student Teaching Final Summative Evaluation (new)
2012-2013**

	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	4	0	0	0	4.75	5	0.43
An understanding of how to teach and the skills to teach effectively	9	6	1	0	0	4.50	5	0.61
The knowledge and skills to create and manage a classroom environment which nurtures learning	7	7	2	0	0	4.31	4	0.68
The knowledge and skills to monitor and manage student behavior	5	9	2	0	0	4.19	4	0.63
The effectiveness of the overall instructional choices that impact student learning in your class	9	7	0	0	0	4.56	5	0.50
A knowledge and understanding of a teacher's professional role, and the skills and dispositions to fulfill those roles.	11	5	0	0	0	4.69	5	0.46
	Total Assessments	53	38	5	0	0		
	Percent	55%	40%	5%	0%	0%		
N=16						Avg Mean	4.50	

(Sept 2013)

**EDTE 488/588 Student Teaching Final Summative Evaluation (general)
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Classroom climate	8	2	0	0	0	4.80	5	0.40
Mastery of content	9	1	0	0	0	4.90	5	0.30
Long-term planning	7	0	2	1	0	4.30	5	1.10
Phase I (focus)	7	3	0	0	0	4.70	5	0.46
Phase II (construction)	9	1	0	0	0	4.90	5	0.30
Phase III (assessments)	7	3	0	0	0	4.70	5	0.46
Transitions between activities	7	3	0	0	0	4.70	5	0.46
Classroom management	8	1	1	0	0	4.70	5	0.64
Differentiation	7	3	0	0	0	4.70	5	0.46
Works well with others	9	1	0	0	0	4.90	5	0.30
Reflects on practice	8	1	1	0	0	4.70	5	0.64
Total Assessments	86	19	4	1	0			
Percent	78%	17%	4%	1%	0%			
N=10						Avg Mean	4.73	
								(Sept 2013)

**EDTE 488/588 Student Teaching Final Summative Evaluation (English)
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Application of English Content Knowledge	3	0	0	0	0	5.00	5	
Use of English Standards	1	2	0	0	0	4.33	4	0.47
Application of English Pedagogical Knowledge	2	1	0	0	0	4.67	5	0.47
Unit and Daily Planning	1	2	0	0	0	4.33	4	0.47
Assessing, Tracking and Responding to Student Progress	3	0	0	0	0	5.00	5	
Attending Needs of Diverse Learners	1	2	0	0	0	4.33	4	0.47
Use of Technology	2	1	0	0	0	4.67	5	0.47
Reflection and Log	1	2	0	0	0	4.33	4	0.47
Professional Attitudes and Dispositions	2	1	0	0	0	4.67	5	0.47
Total Assessments	16	11	0	0	0			
Percent	59%	41%	0%	0%	0%			
N=3						Avg Mean	4.59	

(Sept 2013)

**EDTE 488/588 Student Teaching Final Summative Evaluation (Math)
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Demonstrates a sound knowledge of mathematical concepts, procedures, and connections.	1	0	0	0	0	5.00	5	
Demonstrates a sound understanding of mathematics as a process including problem solving and reasoning.	0	1	0	0	0	4.00	4	
Communicates effectively using multiple representation.	0	1	0	0	0	4.00	4	
Creates a learning environment that fosters the development of each student's mathematical power.	1	0	0	0	0	5.00	5	
Cultivates habits that promote professional growth.	1	0	0	0	0	5.00	5	
Uses a variety of instructional strategies to pose learning activities which are both appropriate for the students and mathematically sound.	0	1	0	0	0	4.00	4	
Facilitates mathematical discourse in the classroom.	0	1	0	0	0	4.00	4	
Promotes students' confidence, flexibility, perseverance, and inventiveness in doing mathematics.	0	1	0	0	0	4.00	4	
Exhibits a variety of assessment methods to determine students' understanding of and disposition to do mathematics.	0	1	0	0	0	4.00	4	
Demonstrates depth of knowledge about mathematics curriculum design, including a knowledge of research results and applicable standards or legislation.	0	0	1	0	0	3.00	3	
Makes appropriate use of available technology.	0	1	0	0	0	4.00	4	
Total Assessments	3	7	1	0	0			
Percent	27%	64%	9%	0%	0%			
N=1					Avg Mean	4.18		

(Sept 2013)

**EDTE 488/588 Dispositions Evaluation
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Believes that all students can learn	13	8	0	0	0	4.62	5	0.49
Values fairness	15	6	0	0	0	4.71	5	0.45
Values respectful communication	11	9	0	1	0	4.43	5	0.73
Values diversity	10	10	1	0	0	4.43	5	0.58
Recognizes personal leadership responsibility	11	9	1	0	0	4.48	5	0.59
Values personal and professional growth	14	6	1	0	0	4.62	5	0.58
Is committed to inquiry	10	10	0	0	0	4.50	5	0.50
Is committed to service	9	9	1	0	0	4.42	5	0.59
Total Assessments	93	67	4	1	0			
Percent	56%	41%	2%	1%	0%			

N=21

Avg Mean 4.53

(Sept 2013)

APPENDIX A-2. C&I ASSESSMENT DOCUMENTS

**EDCI 650 Project Evaluation Rubric (All Students)
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Overview	15	2	0	0	0	4.88	5	0.32
Desired Result	9	8	0	0	0	4.53	5	0.50
Acceptable Evidence	7	7	3	0	0	4.24	5	0.73
Learning Experiences & Instruction	11	4	2	0	0	4.53	5	0.70
Self and Student Evaluation of Overall Curriculum	17	0	0	0	0	5.00	5	
Peer Evaluation	17	0	0	0	0	5.00	5	
External Evaluator	17	0	0	0	0	5.00	5	
Format Check - Weight 2 - Score 10	17	0	0	0	0	5.00	5	
Total Assessments	110	21	5	0	0			
Percent	81%	15%	4%	0%	0%			
N=17						Avg Mean	4.77	

(Sept 2013)

**EDCI 650 Project Evaluation Rubric (Distance Students)
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Overview	7	1	0	0	0	4.88	5	0.33
Desired Result	5	3	0	0	0	4.62	5	0.48
Acceptable Evidence	4	2	2	0	0	4.25	5	0.83
Learning Experiences & Instruction	5	2	1	0	0	4.50	5	0.71
Self and Student Evaluation of Overall Curriculum	8	0	0	0	0	5.00	5	
Peer Evaluation	8	0	0	0	0	5.00	5	
External Evaluator	8	0	0	0	0	5.00	5	
Format Check - Weight 2 - Score 10	8	0	0	0	0	5.00	5	
Total Assessments	53	8	3	0	0			
Percent	83%	13%	5%	0%	0%			
N=8						Avg Mean	4.78	

(Sept 2013)

**EDCI 889 Project Evaluation
2012-2013**

	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	1	0	0	0	0	5.00	5	
The educator is able to Understand and use frameworks for organizing instruction	1	0	0	0	0	5.00	5	
Demonstrate a repertoire of effective teaching strategies for ALL students	1	0	0	0	0	5.00	5	
The educator is able to Facilitate learning of individuals in classes, teams, or groups	1	0	0	0	0	5.00	5	
The educator is able to Relate effectively with diverse clientele, including persons with learning, cultural, racial, and/or ethnic differences	1	0	0	0	0	5.00	5	
The educator is able to Identify political and legal issues	1	0	0	0	0	5.00	5	
The educator is able to Understand and apply curriculum development processes within a systems perspective	1	0	0	0	0	5.00	5	
The educator is able to Demonstrate servant leadership	1	0	0	0	0	5.00	5	
The educator is able to Communicate effectively	1	0	0	0	0	5.00	5	
The educator is able to Create professional quality curriculum documents	1	0	0	0	0	5.00	5	
The educator is able to Use assessment techniques to provide formative feedback and create plans for improvement	1	0	0	0	0	5.00	5	
The educator is able to Report research findings	1	0	0	0	0	5.00	5	
The educator is able to Demonstrate continuing professional development	1	0	0	0	0	5.00	5	
The educator is able to Demonstrate ethical behavior in all professional activities	1	0	0	0	0	5.00	5	
The educator is able to Demonstrate competency in a specific content area	1	0	0	0	0	5.00	5	
The educator is able to Demonstrate knowledge of current issues in a specific content area	1	0	0	0	0	5.00	5	
Total Assessments	16	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=1						Avg Mean	5.00	

(Sept 2013)

**EDCI 895 Portfolio Role 1, Christian Philosopher
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 1.1 ~ Explains worldviews and trace their historical development~	4	0	0	0	0	5.00	5	
Outcome 1.2 ~Critique worldviews from a Christian perspective~	4	0	0	0	0	5.00	5	
Outcome 1.3 ~Integrate principles of a Christian worldview into their chosen fields of study~	4	0	0	0	0	5.00	5	
Depth of Coverage	4	0	0	0	0	5.00	5	
Artifacts Guidelines	4	0	0	0	0	5.00	5	
Total Assessments	20	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=4						Avg Mean 5.00		

(Sept 2013)

**EDCI 895 Portfolio Role 2, Learning Theorist
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 2.1 ~Describe Human Development~	4	0	0	0	0	5.00	5	
Outcome 2.2 ~Apply current theories of learning~	4	0	0	0	0	5.00	5	
Depth of Coverage	4	0	0	0	0	5.00	5	
Artifact Guidelines	4	0	0	0	0	5.00	5	
Total Assessments	16	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=4						Avg Mean 5.00		

(Sept 2013)

**EDCI 895 Portfolio Role 3, Servant Leader
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 3.1 ~Facilitate change in groups and organizations~	4	0	0	0	0	5.00	5	
Outcome 3.2 ~Relate effectively with various cultural, racial, and special interest groups~	4	0	0	0	0	5.00	5	
Outcome 3.3 ~Identify political and legal issues~	4	0	0	0	0	5.00	5	
Outcome 3.4 ~ Manage human, financial & material resources~	4	0	0	0	0	5.00	5	
Outcome 3.5 ~Demonstrate Servant Leadership~	4	0	0	0	0	5.00	5	
Depth of Coverage	4	0	0	0	0	5.00	5	
Artifact Guidelines	4	0	0	0	0	5.00	5	
Total Assessments	28	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=4						Avg Mean	5.00	

(Sept 2013)

**EDCI 895 Portfolio Role 4, Effective Communicator
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 4.1 ~Communicate Effectively in written, verbal, and non-verbal forms~	4	0	0	0	0	5.00	5	
Outcome 4.2 ~Use electronic tools effectively for professional communication, teaching and research~	4	0	0	0	0	5.00	5	
Depth of Coverage	4	0	0	0	0	5.00	5	
Artifact Guidelines	4	0	0	0	0	5.00	5	
Total Assessments	16	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=4						Avg Mean 5.00		

(Sept 2013)

**EDCI 895 Portfolio Role 5, Capable Researcher
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 5.1~Read and evaluate research~	4	0	0	0	0	5.00	5	
Outcome 5.2 ~Conduct research~	4	0	0	0	0	5.00	5	
Outcome 5.3 ~Report research findings~	4	0	0	0	0	5.00	5	
Depth of Coverage	4	0	0	0	0	5.00	5	
Artifacts Guidelines	4	0	0	0	0	5.00	5	
Total Assessments	20	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=4						Avg Mean	5.00	

(Sept 2013)

**EDCI 895 Portfolio Role 6, Lifelong Learner
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 6.1 ~Demonstrate continuing professional development~	4	0	0	0	0	5.00	5	
Outcome 6.2 ~Demonstrate ethical behavior in all professional activities~	4	0	0	0	0	5.00	5	
Outcome 6.3 ~Demonstrate balanced physical, emntal, spiritual, and social development~	4	0	0	0	0	5.00	5	
Depth of Coverage	4	0	0	0	0	5.00	5	
Artifact Guidelines	4	0	0	0	0	5.00	5	
Total Assessments	20	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=4						Avg Mean	5.00	

(Sept 2013)

**EDCI 895 Portfolio Role 7, Subject Matter Expert
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome 7.1~Demomstrate Competency in a specific content area~	4	0	0	0	0	5.00	5	
Outcome 7.2 ~Demonstrate knowledge of current issues in specific content area~	4	0	0	0	0	5.00	5	
Depth of Coverage	4	0	0	0	0	5.00	5	
Artifact Guidelines	4	0	0	0	0	5.00	5	
Total Assessments	16	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=4						Avg Mean 5.00		

(Sept 2013)

APPENDIX A-3. FOUNDATION COURSES ASSESSMENT DOCUMENTS

**EDFN 500 Personal and Professional Synthesis
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
SED Element I.A: Explain worldviews & trace their historical development ANALYSIS OF PERSONAL WORLDVIEW (WV) USING A PHILOSOPHICAL, WORLDVIEW, OR NARRATIVE FRAMEWORK	24	10	3	2	1	4.35	5	1.00
SED Element I.B: Critique worldviews from a Christian perspective RATIONALE FOR CHOSEN WV GIVEN OTHER OPTIONS	19	15	5	1	0	4.30	5	0.79
SED Element I.B: Critique worldviews from a Christian perspective STRENGTHS AND CHALLENGES OF THE CHOSEN WV	20	11	7	2	0	4.23	5	0.92
Element VI.A. Demonstrate continuing professional development AREAS IN WHICH WV NEEDS FURTHER DEVELOPMENT AND STRENGTHENING	18	10	9	2	1	4.05	5	1.06
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	22	11	5	1	1	4.30	5	0.97
SED Element III.B: Relate effectively with various cultural, racial & special interest groups IMPLICATIONS OF WV FOR UNDERSTANDING AND RELATING TO DIVERSITY	14	15	7	3	1	3.95	4	1.04
SED Element IV.A: Communicate effectively in written, (verbal & nonverbal form[s]) WELL PRESENTED DOCUMENT APPLYING AU STANDARDS FOR WRITTEN WORK AND ASSIGNMENTS	10	15	9	5	1	3.70	4	1.07
SED Element IV.A: Communicate effectively in written, (verbal & nonverbal form[s]) SUMMARY SHEET APPROPRIATE FOR INCLUSION IN A PORTFOLIO FOR JOB SEARCH	7	21	11	0	1	3.83	4	0.81
Total Assessments	134	108	56	16	6			
Percent	42%	34%	18%	5%	2%			
N=40						Avg Mean	4.09	
								(Sept 2013)

**EDRM 505 Final Exam Article Evaluation
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Research Objectives	11	3	0	0	0	4.79	5	0.41
Sample frame and sampling procedures	11	3	0	0	0	4.79	5	0.41
Data collection and non- response rate	10	4	0	0	0	4.71	5	0.45
Major findings and limitations of the study	12	2	0	0	0	4.86	5	0.35
Discussion of results	12	2	0	0	0	4.86	5	0.35
Total Assessments	56	14	0	0	0			
Percent	80%	20%	0%	0%	0%			
N=14						Avg Mean	4.80	

(Sept 2013)

**EDRM 505 Literature Review Evaluation
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Indicate the Purpose	14	0	0	2	0	4.62	5	0.99
Defined criteria for selection of sources.	14	2	0	0	0	4.88	5	0.33
Literature are relevant to the problem/topic	15	1	0	0	0	4.94	5	0.24
Primary Literature emphasized	14	2	0	0	0	4.88	5	0.33
Quotation format/references	14	2	0	0	0	4.88	5	0.33
Complete bibliographic data.	14	2	0	0	0	4.88	5	0.33
Logical Organization of the content	12	3	0	1	0	4.62	5	0.78
Comparison and contrast of studies	14	2	0	0	0	4.88	5	0.33
Major studies discussed in detail.	14	2	0	0	0	4.88	5	0.33
Interpretation and understanding of prior research.	14	2	0	0	0	4.88	5	0.33
Methodological analyses appropriate for sustain a design	14	2	0	0	0	4.88	5	0.33
Establish the importance and significance of the study.	13	2	1	0	0	4.75	5	0.56
Total Assessments	166	22	1	3	0			
Percent	86%	11%	1%	2%	0%			
N=16						Avg Mean	4.83	
								(Sept 2013)

**EDRM 505 Program Evaluation Report
2012-2013**

	Proficient (5 pts)	Satisfactory (4 pts)	Emerging (3 pts)	Unsatisfactory (2 pts)	Mean	Mode	Stdev
Correctly identify the purpose and make a judgment about how it matched with the situation.	12	0	0	0	5.00	5	
Demonstrate knowledge about model used making sound comments in regards to it fitness to the purpose.	12	0	0	0	5.00	5	
Demonstrate knowledge and understanding of the selection of procedures for data collection.	10	1	1	0	4.75	5	0.60
Demonstrate understanding of the use of evidence for determine the program effectiveness	10	1	0	1	4.67	5	0.85
Correctly identify the contribution or lack of contribution.	10	1	0	1	4.67	5	0.85
Total Assessments	54	3	1	2			
Percent	90%	5%	2%	3%			
N=12				Avg Mean	4.82 (Sept 2013)		

**EDRM 505 Proposal Evaluation Sheet
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Statement of the Problem. Research Question	19	6	1	0	0	4.69	5	0.54
Significance of the study	23	3	0	0	0	4.88	5	0.32
Literature Review	20	5	1	0	0	4.73	5	0.52
Research design	15	10	1	0	0	4.54	5	0.57
Sampling	22	4	0	0	0	4.85	5	0.36
Definition of variables	17	4	3	1	1	4.35	5	1.07
Instrumentation	22	2	0	2	0	4.69	5	0.82
Data Collection	18	7	0	1	0	4.62	5	0.68
Data Analysis	18	6	2	0	0	4.62	5	0.62
Overall Quality of the Proposal	8	14	4	0	0	4.15	4	0.66
Total Assessments	182	61	12	4	1			
Percent	70%	23%	5%	2%	0%			
N=26						Avg Mean	4.61	

(Sept 2013)

**EDRM 505 Research Design Methodology Exam
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Problem Number One	16	0	0	0	0	5.00	5	
Problem Number Two	12	4	0	0	0	4.75	5	0.43
Problem Number Three	9	6	1	0	0	4.50	5	0.61
Problem Number Four	4	6	6	0	0	3.88	4	0.78
Total Assessments	41	16	7	0	0			
Percent	64%	25%	11%	0%	0%			
N=16						Avg Mean	4.53	
								(Sept 2013)

APPENDIX B.
Graduate Psychology
and Counseling
Programs

APPENDIX B-1. GPC ASSESSMENT DOCUMENTS

**GDPC 514 World View Paper Assessment
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Thesis statement	11	6	0	1	0	4.50	5	0.76
Flow	13	2	2	1	0	4.50	5	0.90
Content coverage	13	3	2	0	0	4.61	5	0.68
Clarity	12	4	2	0	0	4.56	5	0.68
Grammar & mechanics	6	7	4	1	0	4.00	4	0.88
Total Assessments	55	22	10	3	0			
Percent	61%	24%	11%	3%	0%			
N=18						Avg Mean	4.43	

(Sept 2013)

**GDPC 520 Critical Review of HD Theory
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Introduction	11	1	0	0	0	4.92	5	0.28
Summary	12	0	0	0	0	5.00	5	
Critique	12	0	0	0	0	5.00	5	
Conclusion	11	1	0	0	0	4.92	5	0.28
English Grammar Usage	11	1	0	0	0	4.92	5	0.28
Total Assessments	57	3	0	0	0			
Percent	95%	5%	0%	0%	0%			
N=12						Avg Mean	4.95	

(Sept 2013)

**GDPG 520 Contemporary Issues in the Media
2012-2013**

	Exemplary (5 pts)	Good Quality (4 pts)	Adequate (3 pts)	Needs Improvement (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Identification of Components of Media Source	12	0	0	0	0	5.00	5	
Overview of the Issue	12	0	0	0	0	5.00	5	
Relevance of the Issue to Life-Span Development, Counseling and/or Psychology	12	0	0	0	0	5.00	5	
Writing Style	12	0	0	0	0	5.00	5	
Total Assessments	48	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=12						Avg Mean 5.00		

(Sept 2013)

**GDP 525 Journal Article Review
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Element 1	8	4	0	0	0	4.67	5	0.47
Element 2	6	6	0	0	0	4.50	5	0.50
Element 3	6	5	0	0	0	4.55	5	0.50
Element 4	6	6	0	0	0	4.50	5	0.50
Element 5	6	6	0	0	0	4.50	5	0.50
Element 6	5	7	0	0	0	4.42	4	0.49
Element 7	7	5	0	0	0	4.58	5	0.49
Element 8	8	4	0	0	0	4.67	5	0.47
Total Assessments	52	43	0	0	0			
Percent	55%	45%	0%	0%	0%			
N=12						Avg Mean	4.55	

(Oct 2013)

GDCP 525 PBS Website Review 2012-2013									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Website	11	1	0	0	0	4.92	5	0.28	
Application	7	5	0	0	0	4.58	5	0.49	
Professional Application	9	3	0	0	0	4.75	5	0.43	
Strengths and Weaknesses	6	6	0	0	0	4.50	4	0.50	
Total Assessments	33	15	0	0	0				
Percent	69%	31%	0%	0%	0%				
N=12						Avg Mean	4.69		

(Oct 2013)

**GDPC 525 Rtl Rubric
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Website	12	0	0	0	0	5.00	5	
Application	8	3	1	0	0	4.58	5	0.64
Professional Application	10	2	0	0	0	4.83	5	0.37
Strengths and Weaknesses	9	2	1	0	0	4.67	5	0.62
Total Assessments	39	7	2	0	0			
Percent	81%	15%	4%	0%	0%			
N=12						Avg Mean	4.77	

(Oct 2013)

**GDPG 644 Review & Critique of Achievement Test
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content	5	6	7	0	0	3.89	3	0.81
Organization	3	9	3	3	0	3.67	4	0.94
Mechanics	1	5	6	6	0	3.06	2	0.91
Total Assessments	9	20	16	9	0			
Percent	17%	37%	30%	17%	0%			
N=18						Avg Mean	3.54	
								(Sept 2013)

**GDCP 644 Review & Critique of Personality Test
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content	8	8	2	0	0	4.33	5	0.67
Organization	6	5	6	1	0	3.89	5	0.94
Mechanics	2	5	8	3	0	3.33	3	0.88
Total Assessments	16	18	16	4	0			
Percent	30%	33%	30%	7%	0%			
N=18						Avg Mean	3.85	

(Sept 2013)

**GDPC 644 Self-Assessment & Critique of Beck Depression Inventory (BDI) & Strong Interest Inventory
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content	6	8	3	1	0	4.06	4	0.85
Organization	6	8	3	0	1	4.00	4	1.00
Mechanics	1	5	5	7	0	3.00	2	0.94
Total Assessments	13	21	11	8	1			
Percent	24%	39%	20%	15%	2%			
N=18						Avg Mean	3.69	

(Sept 2013)

**GDPC 652 WISC-IV Mastery
2012-2013**

	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	4	0	0	0	0	5.00	5	
2: Appropriate Administration: Culture, Needs, Ethics	4	0	0	0	0	5.00	5	
3: Standardized Administration: Fluency, Verbatim	2	2	0	0	0	4.50	5	0.50
4: Standardized Administration: Subtest Administration	2	0	1	1	0	3.75	5	1.30
5: Protocol: Basic Info	4	0	0	0	0	5.00	5	
6: Protocol: Verbatim, Item Scoring	0	3	0	0	1	3.25	4	1.30
7: Protocol: Score Processing	3	0	0	1	0	4.25	5	1.30
8: Protocol Analysis (p. 2), BASICS: Discrepancy Comparisons, Strengths & Weaknesses analysis, and Process analysis	3	0	1	0	0	4.50	5	0.87
9: Protocol Analysis (p. 2), ADVANCED: Discrepancy Comparisons, Strengths & Weaknesses analysis, and Process analysis	2	1	1	0	0	4.25	5	0.83

Total Assessments

24

6

3

2

1

Percent

67%

17%

8%

6%

3%

N=4

Avg Mean

4.39

(Sept 2013)

**GDPC 654 Evaluation of Practicum
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev		
Data-based Decision Making & Accountability	0	3	2	0	0	3.60	4	0.49		
Data-based Decision Making & Accountability	0	3	2	0	0	3.60	4	0.49		
Data-based Decision Making & Accountability	0	4	1	0	0	3.80	4	0.40		
Data-based Decision Making & Accountability	0	2	2	0	0	3.50	4	0.50		
Consultation and Collaboration	0	3	2	0	0	3.60	4	0.49		
Consultation and Collaboration	1	2	2	0	0	3.80	4	0.75		
Effective Instruction and Development of Cognitive/Academic Skills	0	3	2	0	0	3.60	4	0.49		
Socialization and Development of Life Skills	0	2	3	0	0	3.40	3	0.49		
Socialization and Development of Life Skills	0	2	3	0	0	3.40	3	0.49		
Student Diversity in Development and Learning	2	3	0	0	0	4.40	4	0.49		
School and systems Organization, Policy Development, and Climate	1	4	0	0	0	4.20	4	0.40		
Prevention, Crisis, Intervention, and Mental Health	0	2	2	0	0	3.50	4	0.50		
Prevention, Crisis, Intervention, and Mental Health	0	0	3	0	0	3.00	3			
Research and Program Evaluation	1	1	2	1	0	3.40	3	1.02		
School Psychology Practice and Development	0	4	1	0	0	3.80	4	0.40		
School Psychology Practice and Development	0	3	2	0	0	3.60	4	0.49		
Information Technology	0	2	1	0	0	3.67	4	0.47		
General	1	3	0	0	0	4.25	4	0.43		
General	0	4	0	0	0	4.00	4			
General	3	1	0	0	0	4.75	5	0.43		
General	3	1	0	0	0	4.75	5	0.43		
General	3	1	0	0	0	4.75	5	0.43		
General	2	2	0	0	0	4.50	4	0.50		
Total Assessments						17	55	30	1	0
Percent						17%	53%	29%	1%	0%
N=5						Avg Mean		3.86	(Sept 2013)	

**GDPC 810 School Psychology Internship Evaluation
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	StDev
Data-Based Decision Making and Accountability	4	1	0	0	0	4.80	5	0.40
Consultation and Collaboration	4	1	0	0	0	4.80	5	0.40
Interventions and Instructional Support to Develop Academic Skills	4	1	0	0	0	4.80	5	0.40
Interventions and Mental Health Services to Develop Social and Life Skills	3	2	0	0	0	4.60	5	0.49
School-wide Practices to Promote Learning	5	0	0	0	0	5.00	5	
Preventive and Responsive Services	2	2	0	0	0	4.50	5, 4	0.50
Family-School Collaboration Services	2	2	0	0	0	4.50	5, 4	0.50
Diversity in Development and Learning	3	2	0	0	0	4.60	5	0.49
Research and Program Evaluation	3	2	0	0	0	4.60	5	0.49
Legal, Ethical, and Professional Practice	5	0	0	0	0	5.00	5	
Total Assessments	35	13	0	0	0			
Percent	73%	27%	0%	0%	0%			

N=5

Avg Mean 4.73

(Oct 2013)

**GPC School Counseling and Clinical Mental Health Counseling Dispositions
2012-2013**

	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	5	2	0	0	0	4.71	5	0.45
2. The counseling professional values fairness	5	1	1	0	0	4.57	5	0.73
3. The counseling professional values respectful communication	4	2	1	0	0	4.43	5	0.73
4. The counseling professional values diversity	5	2	0	0	0	4.71	5	0.45
5. The counseling professional recognizes personal leadership responsibility	4	0	2	1	0	4.00	5	1.20
6. The counseling professional values personal and professional growth	4	3	0	0	0	4.57	5	0.49
7. The counseling professional is committed to inquiry	3	2	2	0	0	4.14	5	0.83
8. The counseling professional is committed to service	5	1	1	0	0	4.57	5	0.73
9. The counseling professional values ethical behavior	5	1	1	0	0	4.57	5	0.73
10. The counseling professional is committed to team/group relations	4	3	0	0	0	4.57	5	0.49
11. The counseling professional values written communication	3	1	3	0	0	4.00	5	0.93
12. The counseling professional values professional demeanor and appearance	4	3	0	0	0	4.57	5	0.49

Total Assessments

51 21 11 1 0

Percent

61% 25% 13% 1% 0%

N=7

Avg Mean 4.45

(Sept 2013)

Special Education Dispositions 2012-2013									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stddev	
Believes that all individuals can learn and grow	4	5	1	0	0	4.30	4	0.64	
Values fairness	6	2	1	1	0	4.30	5	1.00	
Values respectful communication	0	8	1	1	0	3.70	4	0.64	
Values diversity	7	2	0	1	0	4.50	5	0.92	
Recognizes personal leadership responsibility	3	4	2	0	1	3.80	4	1.17	
Values personal and professional growth	6	2	1	1	0	4.30	5	1.00	
Is committed to inquiry	4	3	2	1	0	4.00	5	1.00	
Is committed to service	6	2	1	1	0	4.30	5	1.00	
Values ethical behavior	7	1	1	0	1	4.30	5	1.27	
Is committed to team/group relations	6	1	2	1	0	4.20	5	1.08	
Written Communication	2	6	1	0	1	3.80	4	1.08	
Professional Demeanor and Appearance	5	4	1	0	0	4.40	5	0.66	
Total Assessments	56	40	14	7	3				
Percent	47%	33%	12%	6%	3%				
N=10						Avg Mean	4.16		

(Sept 2013)

APPENDIX C.
Department of
Leadership Programs

APPENDIX C-1. LEADERSHIP ASSESSMENT DOCUMENTS

**EDAL 570 Educational Supervision: Observation
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Time	5	0	0	0	0	5.00	5	
Data Collection Tools	5	0	0	0	0	5.00	5	
Notes- Description	5	0	0	0	0	5.00	5	
Notes- Clarity	5	0	0	0	0	5.00	5	
Data Collection	5	0	0	0	0	5.00	5	
Total Assessments	25	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=5						Avg Mean	5.00	

(Sept 2013)

**EDAL 570 Educational Supervision: Observation Tools
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Tools and Context	5	0	0	0	0	5.00	5	
Total Assessments	5	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=5						Avg Mean 5.00		

(Sept 2013)

**EDAL 570 Educational Supervision: Pre-Observation Conference
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Attributes of the Pre-Conference	4	0	1	0	0	4.60	5	0.80
Actual Pre-Observation Form	5	0	0	0	0	5.00	5	
Explain what you are seeking in each of the seven segments of the form	4	0	1	0	0	4.60	5	0.80
Focus serves to do what?	4	0	1	0	0	4.60	5	0.80
How to prepare for the classroom observation	4	0	1	0	0	4.60	5	0.80
Identification of Classroom context, characteristic of the learners	4	0	1	0	0	4.60	5	0.80
Learning Objectives	4	0	1	0	0	4.60	5	0.80
Focus mutually identified between supervisor and teacher	4	0	1	0	0	4.60	5	0.80
Discussion of which data tools used and why	4	0	1	0	0	4.60	5	0.80
Completed Pre-Observation Form	4	0	1	0	0	4.60	5	0.80
Identified Teachers instructional concerns	4	0	1	0	0	4.60	5	0.80
Identified the Supervisory focus	4	0	1	0	0	4.60	5	0.80
A copy of the data collection tools to be used during the observation	4	0	1	0	0	4.60	5	0.80
Total Assessments	53	0	12	0	0			
Percent	82%	0%	18%	0%	0%			
N=5						Avg Mean	4.63	

(Sept 2013)

**EDAL 570 Educational Supervision: Post-Observation Conference
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Purpose	5	0	0	0	0	5.00	5	
Clarity	5	0	0	0	0	5.00	5	
Supervisory Approaches	5	0	0	0	0	5.00	5	
Guidelines	5	0	0	0	0	5.00	5	
Data Presentation	5	0	0	0	0	5.00	5	
Observation Learning	5	0	0	0	0	5.00	5	
Reconstruction	5	0	0	0	0	5.00	5	
Follow-up	5	0	0	0	0	5.00	5	
Next Steps	5	0	0	0	0	5.00	5	
Total Assessments	45	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=5						Avg Mean	5.00	

(Sept 2013)

**EDAL 570 Educational Supervision: Profile
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Profile of the teacher for whom the plan is being developed	5	0	0	0	0	5.00	5	
Profile of the supervisory and evaluative procedures in place in the setting	5	0	0	0	0	5.00	5	
Profile of the school setting including: *Percentage of free and reduced lunch *Demographic changes *Unique and special programs in place to work with students, parents, community *Emerging programs developed to meet needs *Changes in personnel (principal, teachers) *Instructional issues facing the school *Conference or district wide initiatives *School mission	5	0	0	0	0	5.00	5	
Total Assessments	15	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=5						Avg Mean 5.00		

(Sept 2013)

**EDAL 645 Budget Assignment
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	7	0	0	0	0	5.00	5	
Knowledge Base	6	1	0	0	0	4.86	5	0.38
Mechanics	3	0	2	2	0	3.57	5	1.40
Total Assessments	16	1	2	2	0			
Percent	76%	5%	10%	10%	0%			
N=7						Avg Mean	4.48	

(Sept 2013)

**EDAL 664/665 School Board Meeting
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Observation Report	5	1	0	0	4	3.30	5	1.90
Board Meeting Agenda	10	0	0	0	0	5.00	5	
Contact Log	10	0	0	0	0	5.00	5	
Content & Organization	6	1	1	2	0	4.10	5	1.22
Knowledge base of issues presented in the Board Meeting	6	2	2	0	0	4.40	5	0.80
Reflection (Integration of knowledge base with practice)	7	3	0	0	0	4.70	5	0.46
Style/Format (APA and AU Standards)	10	0	0	0	0	5.00	5	
Mechanics (Spelling, grammar, punctuation)	10	0	0	0	0	5.00	5	
Total Assessments	64	7	3	2	4			
Percent	80%	9%	4%	3%	5%			
N=10						Avg Mean	4.56	

(Sept 2013)

**EDAL 664/665 Shadow a Principal
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Shadowing an Administrator	10	0	0	0	0	5.00	5	
Gathered Information from the School Visited	9	0	1	0	0	4.80	5	0.60
Content & Organization	9	1	0	0	0	4.90	5	0.30
Communication Strategies	8	2	0	0	0	4.80	5	0.40
Reflection Based on the Visit	9	0	1	0	0	4.80	5	0.60
Style/Format (APA and AU Standards)	10	0	0	0	0	5.00	5	
Mechanics (Spelling, grammar, punctuation)	10	0	0	0	0	5.00	5	
Total Assessments	65	3	2	0	0			
Percent	93%	4%	3%	0%	0%			
N=10						Avg Mean	4.90	

(Sept 2013)

**EDAL 670 Technology Funding Plan
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	4	3	0	0	0	4.57	5	0.50
Knowledge Base	6	1	0	0	0	4.86	5	0.35
Reflection (integration of knowledge base with practice)	6	1	0	0	0	4.86	5	0.35
Style/Format (APA and AU Standards)	6	1	0	0	0	4.86	5	0.35
Mechanics (spelling, grammar, punctuation, sentence structure)	7	0	0	0	0	5.00	5	
Total Assessments	29	6	0	0	0			
Percent	83%	17%	0%	0%	0%			
N=7						Avg Mean	4.83	

(Sept 2013)

**EDAL 670 Reading Report
2012-2013**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Content & Organization	5	2	0	0	0	4.71	5	0.45
Knowledge Base	6	1	0	0	0	4.86	5	0.35
Reflection (Integration of knowledge base with practice)	4	3	0	0	0	4.57	5	0.50
Style/Format (APA and AU Standards)	7	0	0	0	0	5.00	5	
Mechanics (spelling, grammar, punctuation, sentence structure)	7	0	0	0	0	5.00	5	
Total Assessments	29	6	0	0	0			
Percent	83%	17%	0%	0%	0%			
N=7						Avg Mean	4.83	

(Sept 2013)