

**ANDREWS UNIVERSITY
SCHOOL OF EDUCATION**

ANNUAL ASSESSMENT REPORT

2014-2015

October 2015

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**SECTION 1: ANNUAL
ASSESSMENT REPORT
OVERVIEW**

This School of Education (SED) Annual Assessment Report is prepared for the academic year 2014-2015, and summarizes the data collected by the SED Assessment System from Summer Semester 2014 through Spring Semester 2015 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 the requirements of the Council for the Accreditation of Educator Preparation (CAEP), which has replaced the National Council for Accreditation of Teacher Education (NCATE) as the national accrediting body. The Michigan Department of Education has approved all of the teacher preparation programs in the unit. Program enrollments for the 2014-2015 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 2014-2015: Candidate Enrollment* and Program 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 by NSTA Aug 2014
CAS	Chemistry	Bach			-	MDE, 2009; recognized by NSTA Aug 2014
CAS	Communication	Bach			-	MDE, 2004; SPA-like doc. for MDE site visit, Nov 2011
SED	Education, Elementary	Bach MAT	39 1		-	MDE, 2011; report submitted to ACEI in September 2015
CAS	English	Bach MAT			-	MDE, 2015; submitted to NCTE Mar 2011, Sept 2012, & Mar 2013; not recognized
CAS	ESL	MAT			-	MDE, 2007
CAS	History	Bach MAT		1	-	MDE, 2011
SED	Integrated Science	Bach		2	-	MDE, 2007, 2008; recognized by NSTA February 2015
CAS	Language Arts	Bach	10		-	MDE, 2002; SPA-like doc. for MDE site visit, Nov 2011
CAS	Lang: French	Bach MAT		1	-	MDE, 2008; submitted to ACTFL Sept 2014; needs further development
CAS	Lang: Spanish	Bach MAT		7	-	MDE, 2008; submitted to ACTFL Sept 2014; needs further development
CAS	Math Ed	Bach		11	-	MDE, 2006; recognized by NCTM August 2013
CAS	Music Education	Bach MAT		10 1	-	NASM recognition 2010, good until 2020
CAS	Physics	Bach MAT			-	MDE, 2007; recognized by NSTA Aug 2014
CAS	Political Science	Bach			-	MDE, 2011
CAS	Religion	Bach MAT			-	SDA Church (AAA)
CAS	Social Studies Elem Ed	Bach			-	Submitted to MDE 2011; revised & approved 2012
CAS	Social Studies Sec Ed	Bach		5	-	MDE, 2011; recognized w/ conditions by NCSS July 2013; resubmitted September 2015
CAS	Visual Arts Education	Bach		2	-	MDE, 2004; SPA-like doc. for MDE site visit, Nov 2011
SED/ CAS	Secondary (unspecified)	Bach MAT		4 2		

Table 2. SED Programs 2014-2015: 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	-	-	10	N/A
		EdS	-	-		
		Doct	-	-	23	
SED	Educational Leadership	GrCert	-	-	5	Recognized by ELCC April 2013
		MA	-	-	13	
		EdS	-	-	1	
		Doct	-	-	16	
SED	Higher Education Administration	MA	-	-		N/A
		EdS	-	-	1	
		Doct	-	-	11	
SED	Leadership	UCert	-	-	7	N/A
		PDCert	-	-	1	
		MA	-	-	1	
		EdS	-	-		
		Doct	-	-	59	
SED	Special Education/ Learning Disabilities	MS	-	-	7	MDE, 2004; preparing to submit to CEC in 2016
SED	School Counseling	MA	-	-	7	CACREP accredited until October 31, 2020
SED	School Psychology	EdS	-	-	13	NASP, 2008; resubmitted September 2015
SED	Educational Psych.	MA	-	-	11	N/A
		EdS	-	-		
		Doct	-	-	16	
SED	Clinical Mental Health Counseling	MA	-	-	28	CACREP accredited until October 31, 2020
SED	Counseling Psych.	Doct	-	-	31	Application submitted for APA accreditation
SED	Professional Development	Grad			47	N/A
TOTAL SED ENROLLMENT		Undergraduate			91	
		MAT			5	
		MA/MS			77	
		Grad & PostDoc Cert			6	
		EdS			15	
		Doctoral (EdD/PhD)			156	
		Professional Development			47	
	TOTAL				397	

*Note: Enrollments are calculated based on Spring Semester 2015. Program enrollment numbers include students with more than one major.

Table 3 shows the number of program completers (graduates) by degree over the period of Summer 2010 through Spring 2015, according to data provided by the Office of Institutional Research.

Table 3. SED Program Completers, 2010-2015

Program	Level	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15	2010-2015 Completers
Elem Ed	Bach	9	3	9	14	6	41
Elem Ed	MAT	3	2	1	1	0	7
Sec Ed	Bach	7	9	9	10	12	47
Sec Ed	MAT	2	1	2	1	3	9
C & I	MA	-	1	-	-	-	1
C & I	EdS	2	1	0	0	0	3
C & I	Doct	1	0	2	4	5	12
Ed Lead (K-12)	GrCert	0	0	0	1	0	1
Ed Lead (K-12)	MA	-	-	-	-	-	0
Ed Lead (K-12)	EdS	1	0	0	1	0	2
Ed Lead (K-12)	Doct	2	1	2	1	0	6
Higher Ed Adm	MA	-	-	-	-	-	0
Higher Ed Adm	EdS	0	0	0	0	-	0
Higher Ed Adm	Doct	0	1	0	0	0	1
Leadership	GrCert	0	0	0	1	0	1
Leadership	MA	-	-	-	-	2	2
Leadership	EdS	0	0	0	0	0	0
Leadership	Doct	18	11	12	24	10	75
Spec Ed/LD	MS	0	1	4	1	2	8
School Counsel	MA	6	1	6	2	4	19
School Psych	MA	0	0	0	0	0	0
School Psych	EdS	7	9	7	6	2	31
Clin Ment H C	MA	8	7	4	10	9	38
Comm Counsel	MA	5	1	-	-	-	6
Counsel Psych	PhD	1	0	0	2	2	5
Educ Psych	MA	21	12	9	5	14	61
Educ Psych	PhD	0	0	0	1	0	1
Ed & Dev Psyc	PhD	0	0	0	0	0	0
Education	MA	8	10	26	34	12	90
TOTAL COMPLETERS	All Levels	101	71	93	119	83	467

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 4 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 CAEP 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 4), and have been formally added into Unit assessments and into LiveText.

Table 4. 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 2011 to July 2014, 137 candidates took the content area tests, with a cumulative pass rate for all subject areas of 93.4%. The statewide three-year cumulative pass rate for all subject areas for 2011-2014 was 87.3%. See Table 5.

In addition to the MTTC content area tests, the Michigan Department of Education (MDE) has also begun to administer a general skills test, called the Professional Readiness Examination (PRE). During the 2013-2014 academic year, 10 of our candidates took this new PRE, with a cumulative pass rate of 20.0%. The statewide pass rate on the PRE for the same period was 30.5%. See Table 6. It is clear that candidates across the state are struggling to pass the PRE.

Table 5. MTTC Content Area, Initial & Cumulative, 3-Year Aggregated (2011-2014)

Program:	Andrews University			Michigan		
	<i>N</i>	% Pass Initial	% Pass Cum.	<i>N</i>	% Pass Initial	% Pass Cum.
Biology	2			451	71.6	85.4
Chemistry	1			286	67.1	83.9
Communication Arts	2			11	54.5	54.5
Computer Science	1			27	88.9	88.9
English	16	87.5	93.8	1,583	79.9	90.2
English as a 2 nd Language	7			566	81.8	89.6
Fine Arts	1			32	68.8	68.8
History	4			1,259	68.5	77.9
Integr. Science (Elem)	5			1,069	64.0	75.2
Integr. Science (Sec)	1			331	71.0	89.7
Lang. Arts (Elem)	14	78.6	92.9	2,351	67.0	79.7
Math (Elem)	5			1,336	81.3	87.8
Math (Sec)	6			942	88.3	96.4
Music Education	3			579	96.4	99.0
Physics	1			135	71.9	85.9
Political Science	1			179	68.2	73.7
Social Studies (Sec)	8			1,969	64.4	76.6
Spanish	8			534	82.4	91.0
Visual Arts Educ.	5			337	88.4	96.1
Elementary Educ.	29	93.1	96.6	5,102	87.8	95.7
Professional Areas:						
School Counselor	8			328	79.6	93.3
Learning Disabilities	6			921	87.1	94.7
Reading	3			275	74.5	81.8
All Tests	137	86.9	93.4	28,089	77.7	87.3

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.

Table 6. Andrews University and Statewide PRE Pass Rates (2013-2014)

	Andrews University			Michigan		
	<i>N</i>	% Pass Initial	% Pass Cum	<i>N</i>	% Pass Initial	% Pass Cum
PRE (overall)	10	10.0	20.0	3,323	20.1	30.5
PRE: Reading	10	80.0	80.0	3,262	83.6	86.7
PRE: Math	10	20.0	30.0	3,265	48.4	56.8
PRE: Writing	10	30.0	30.0	3,304	27.6	37.6

Course Grades

In addition to scores on the MTTC, one of the indicators of cognitive knowledge arises from course grades in content 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 7 presents a summary, by CAS subject area, of the proportion of students whose undergraduate course grades were considered Levels 3-5 (satisfactory or above, where C+ is considered satisfactory for undergraduates) in 2014-2015 (with comparisons to 2013-2014 grade data). Economics, Psychology, and History had the lowest percentages of students achieving Level 3 or better.

Table 7. Summary of CAS Course Grade Evidences, 2014-2015 Compared With 2013-2014

Subject	2014-2015 ## of Students	2014-2015 % Grades Levels 3-5	Mean	StDev	2013-2014 ## of Students	2013-2014 % Grades Levels 3-5	Mean	StDev
Biology	4	100%	4.50	0.866	7	100%	4.29	0.700
Chemistry	8	100%	4.50	0.707	0	-	-	-
Communication & Journalism	40	95%	4.55	0.805	10	80%	3.80	1.400
Economics	2	50%	2.50	0.500	2	100%	4.50	0.500
English	47	91%	4.23	1.096	29	90%	4.17	1.116
Geography	12	100	4.75	0.595	0	-	-	-
History	31	77%	3.65	1.206	7	86%	4.43	1.400
Integrated Science	0	-	-	-	6	100%	5.00	0.000
International Languages	12	100%	4.83	0.553	7	100%	4.86	0.350
Mathematics	29	83%	3.48	1.193	15	87%	4.13	1.024
Physics	9	100%	4.22	0.786	12	92%	4.42	0.954
Political Science	20	80%	3.45	1.359	8	75%	3.38	1.111
Psychology	3	67%	3.00	1.414	0	-	-	-
Religion	1	100%	5.00	0.000	0	-	-	-
Visual Arts Education	4	100%	4.75	0.433	9	100%	4.67	0.471

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

Assessments Using Rubrics

Tables 8 and 9 display findings from assessment rubrics submitted for the initial and advanced teacher education programs of the Department of Teaching, Learning, and Curriculum. Table 9 provides data on all students enrolled in the Curriculum & Instruction program as well as disaggregated data for online students. Tables giving complete data for all courses in this section are found in Appendix A.

Table 8. Learning Outcomes in Initial Teacher Education Program, 2014-2015

Course Acronym	Title of Rubric	<i>N</i>	% at Levels 3-5 (all indicators)*	Mean Level (all indicators)
EDTE 165/630	Portfolio Rubric	26	91%	4.09
EDTE 165/630	Personal Philosophy Paper Rubric	26	96%	4.30
EDTE 228	Clinical Observation & Interaction Matrix	23	99%	4.90
EDTE 228	Clinical Observation & Interaction Matrix (old rubric)	8	95%	4.81
EDTE 408	Micro-Teaching Assessment	29	99%	4.48
EDTE 408	Portfolio 1: Worldview	17	100%	4.44
EDTE 408	Portfolio 2: Human Growth & Change	17	99%	4.41
EDTE 408	Portfolio 3: Groups, Leadership, Change	17	99%	4.43
EDTE 408	Portfolio 4: Communication, Technology	17	94%	4.42
EDTE 408	Portfolio 5: Research & Evaluation	17	95%	4.44
EDTE 408	Portfolio 6: Personal, Profession. Growth	16	94%	4.42
EDTE 408	Portfolio 7: Content Area Knowledge	17	94%	4.46
EDTE 408	Portfolio Introduction & Closing	17	99%	4.59
EDTE 420	Literacy Intervention Strategies	11	100%	5.00
EDTE 480	Philosophy of Classroom Management	9	100%	4.29
EDTE 480	Classroom Management Plan	15	100%	4.13
EDTE 488/588	Student Teaching Summative Evaluation by University Supervisors (General)	6	97%	4.23
EDTE 488/588	Student Teaching Summative Evaluation by University Supervisors (English)	1	100%	4.78

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

Table 9. Learning Outcomes for Curriculum & Instruction Students (All Compared with Distance), 2014-2015

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 547	Autobiog Curric Critique	7	100%	4.51	1	100%	3.90
EDCI 684	Intl Perspect Paper	7	97%	4.54	4	100%	4.80

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

**Disaggregated distance students' data was not available.

FOUNDATIONS COURSES

Table 10 provides rubric data on foundations courses for all advanced programs in the School of Education. Tables giving complete data for all courses in this section are found in Appendix A-3.

Table 10. Learning Outcomes for Advanced Programs Foundations Courses (All Compared with Distance), 2014-15

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)
EDFN 500	Pers & Prof Synthesis	45	95%	4.07	15	91%	3.96
EDRM 505	Article Evaluation	20	100%	4.87	-	-	-
EDRM 505	Lit Review	20	91%	4.43	-	-	-
EDRM 505	Proposal	21	97%	4.41	-	-	-
EDRM 505	Research Design Meth	20	91%	4.39	-	-	-
EDRM 605	Research Report	5	100%	4.88	5	100%	4.88

* 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 11. Details of these assessment findings are located in Appendix B.

Table 11. Learning Outcomes for GPC Courses, 2014-2015

Course Acronym	Title of Rubric	N	% at Levels 3-5 (all indicators)	Mean Level (all indicators)
GDPC 514	Worldview Paper	24	91%	4.37
GDPC/SPED 525	PBS Website Review	8	100%	4.81
GDPC/SPED 525	RTL	8	100%	4.50
GDPC/SPED 525	Journal Article Review	8	100%	4.19
GDPC 654	Evaluation of Practicum 2.1	6	100%	3.88
GDPC 654	Evaluation of Practicum 2.2	6	100%	3.77
GDPC 654	Evaluation of Practicum 2.3	6	100%	3.59
GDPC 654	Evaluation of Practicum 2.4	6	81%	3.32
GDPC 654	Evaluation of Practicum 2.5	6	98%	3.19
GDPC 654	Evaluation of Practicum 2.6	4	100%	3.19
GDPC 654	Evaluation of Practicum 2.7	6	93%	3.49
GDPC 654	Evaluation of Practicum 2.8	6	100%	3.83
GDPC 654	Evaluation of Practicum 2.9	6	100%	3.50
GDPC 654	Evaluation of Practicum 2.10	6	90%	3.88
GDPC 810	School Psych Portfolio 2.1	2	69%	3.48
GDPC 810	School Psych Portfolio 2.2	2	81%	3.92
GDPC 810	School Psych Portfolio 2.3	2	93%	3.78
GDPC 810	School Psych Portfolio 2.4	2	77%	3.17
GDPC 810	School Psych Portfolio 2.5	2	77%	4.06
GDPC 810	School Psych Portfolio 2.6	2	100%	4.75
GDPC 810	School Psych Portfolio 2.7	2	97%	4.50
GDPC 810	School Psych Portfolio 2.8	2	89%	4.28
GDPC 810	School Psych Portfolio 2.9	2	63%	3.67
GDPC 810	School Psych Portfolio 2.10	2	79%	3.91
GDPC	School Psych Portfolio Evaluation	7	100%	4.14
GDPC	School Counseling Dispositions	7	99%	3.93
GDPC	Clinical Mental Health Counseling Dispositions	13	100%	3.76
GDPC	School Psychology Dispositions	27	98%	4.29
GDPC	Counseling Psychology Dispositions	15	97%	3.31
GDPC	Educational Psychology Dispositions	13	98%	3.98
GDPC	Special Education Dispositions	8	96%	4.58
GDPC	Counseling Psychology Practicum	13	77%*	3.10**

*22% were marked Unable to Evaluate.

**Based on a 1-4 scale where 4 = Excellent, 3 = Above Average, 2 = Average, 1 = Needs to Improve.

DEPARTMENT OF LEADERSHIP

Assessment data for courses in the Educational Leadership program are found in Table 12. Details of these assessment findings are located in Appendix C. Assessment data for the Higher Education Administration programs are not available. Assessment data for the Leadership program are consist of portfolio and dissertation defense assessments, which are displayed in Tables 13 and 14.

Table 12. Educational Leadership Program Learning Outcomes (All vs. Distance), 2014-15

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)
EDAL 520	Vision Statement	7	67%	3.88	7	67%	3.88
EDAL 520	Final Project	6	80%	4.30	6	80%	4.30

Table 13. Leadership Program Learning Outcomes (Portfolio), 2014-2015

Competency	Percent of Students Rated at Each Level*					<i>n</i>	Mean Level
	5	4	3	2	1		
Philosophical Foundations	36	45	18	0	0	12	4.18
Ethics, Values, & Spirituality	64	9	27	0	0	12	4.36
Learning & Human Development	27	27	45	0	0	12	3.82
Effective Communication	27	73	0	0	0	12	4.27
Mentor/Coach	18	64	18	0	0	12	4.00
Social Responsibility	18	55	27	0	0	12	3.91
Resource Development; Human & Financial	9	91	0	0	0	12	4.09
Legal & Policy Issues	9	64	27	0	0	12	3.82
Organizational Behavior, Development, & Culture	18	45	36	0	0	12	3.82
Implementing Change	18	27	55	0	0	12	3.64
Evaluation & Assessment	0	55	45	0	0	12	3.55
Reading & Evaluating Research	18	64	18	0	0	12	4.00
Conduct Research	18	64	18	0	0	12	4.00
Reporting & Implementing Research	27	55	18	0	0	12	4.09
Individual Choice	27	45	27	0	0	12	4.00

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

Table 14. Leadership Program Learning Outcomes (Dissertation Defense), 2014-2015

Categories	% of Students Rated at Each Level*				n	Mean Level
	4	3	2	1		
Section A: Evaluating the Oral Defense						
Knowledge and Skills						
Stated the research problem clearly and provided the motivation for undertaking the research	11	89	0	0	9	3.11
Demonstrated sound knowledge of literature in the area and of prior work on the specific problem	33	67	0	0	9	3.33
Demonstrated the potential value of solution to the research problem in advancing knowledge within the area of study	11	89	0	0	9	3.11
Generated viable research question(s) that can be addressed within the scope of research	0	100	0	0	9	3.00
Applied sound state-of-the-field research methods/tools/analysis effectively	22	78	0	0	9	3.22
Articulated why the methodology was appropriate	11	89	0	0	9	3.11
Communication						
Oral explanations are scholarly, clear, and succinct	44	56	0	0	9	3.44
Critical Thinking						
Presented a chain of logic that was easy to follow	22	78	0	0	9	3.22
Showed that the dissertation was grounded in a well-articulated conceptual framework	11	89	0	0	9	3.11
Critiqued the process and findings and defended them in response to probing questions	22	78	0	0	9	3.22
Argued beyond what is written in dissertation to include other possible scenarios, "what ifs," rationales, etc.	22	78	0	0	9	3.22
Articulated appropriate interpretation of results; results were justified/supported by the literature	22	78	0	0	9	3.22
Demonstrated awareness of broader implications of the conclusions on theological, educational, social, economic, technical, and ethical viewpoints	22	67	11	0	9	3.11
Section B: Evaluating the Written Document						
Communication						
Dissertation was well written and has an obvious chain of logic	22	78	0	0	9	3.22
Ethical Research						
Where applicable, strict ethics governed the analysis and reporting of data	22	78	0	0	9	3.22
Evidence from the literature review indicates that the research was original	22	78	0	0	9	3.22
Evidence of appropriate citations; no plagiarism	22	78	0	0	9	3.22
Publication						
Dissertation quality indicates likelihood of scholarly publications in scholarly journals	22	67	11	0	9	3.11

ASSESSMENT OUTCOMES BY CONCEPTUAL FRAMEWORK ELEMENTS

All rubric assessment data that have been collected for SED courses for the 2014-2015 academic year were aggregated then disaggregated by SED Conceptual Framework (SED CF) elements. Across all SED CF elements, 98% of rubric assessments were scored as Satisfactory or better (at least 3 on a five-point scale). The SED CF item that received the highest mean rating was CF 5.1 “Read and evaluate research” (4.58). The SED CF item that received the lowest mean rating was CF 4.1 “Communicate effectively in written, verbal, and non-verbal forms” (4.14). See Table 15.

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, 96% of rubric assessments were scored as Satisfactory or better (at least 3 on a five-point scale). Among the TLC CF indicators, the highest mean ratings were given on TLC-CF 1.C “Articulate a personal and professional philosophy” (4.69), TLC-CF 2.B “Implement developmentally appropriate educational practices” (4.68), and TLC-CF 5.B “Read, evaluate and interpret standardized and non-standardized assessments” (4.65). The TLC CF items that received the lowest mean ratings were TLC-CF 6.B “Demonstrate ethical behavior in all professional activities” (3.89), TLC-CF 7.A “Demonstrate continued growth in an understanding and appreciation of general and liberal arts” (3.97), and TLC-CF 3.D “Create effective learning environments which efficiently manage students, classroom assistants, and classroom resources” (3.99). See Table 16.

Across all C&I CF elements, 100% of rubric assessments were scored as Satisfactory or better (at least 3 on a five-point scale). Among the C&I CF items that received the highest mean ratings were C&I-CF 5.2 “Conduct research” (4.79), C&I-CF 5.3 “Report research findings” (4.76), and C&I-CF 5.1 “Read and evaluate research” (4.73). The C&I CF items that received the lowest mean ratings were C&I-CF 4.2 “Use electronic tools effectively for professional communication, teaching, and research” (4.00) and C&I-CF 7.2 “Demonstrate knowledge of current issues in specific content area” (4.29). See Table 17.

Table 15. All SED Rubric Assessments Disaggregated by SED Conceptual Framework Element, 2014-2015

Standard	Description	# of Rubrics	# of Assmnts	5*	4	3	2	1	Mean
SED-CF 1.1	Explain worldviews and trace their historical development	1	29	17	11	1	0	0	4.55
SED-CF 1.2	Critique worldviews from a Christian perspective	1	29	13	15	1	0	0	4.41
SED-CF 4.1	Communicate effectively in written, verbal, and non-verbal forms	2	58	16	34	8	0	0	4.14
SED-CF 4.2	Use electronic tools effectively for professional communication, teaching, and research	1	29	17	11	1	0	0	4.55
SED-CF 5.1	Read and evaluate research	3	276	189	61	23	3	0	4.58
SED-CF 5.2	Conduct research	3	504	344	101	45	12	2	4.53
SED-CF 5.3	Report research findings	2	313	198	73	31	9	2	4.46
Total Assessments				794	306	110	24	4	
Percent				64%	25%	9%	2%	0%	
Avg Mean									4.46
									(March 2016)

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

Table 16. All TLC Rubric Assessments Disaggregated by TLC Conceptual Framework Element, 2014-2015

Standard	Description	# of Rubrics	# of Asmnts	5*	4	3	2	1	Mean
TLC-CF 1.A	Understand basic philosophical perspectives	4	201	132	50	10	3	6	4.49
TLC-CF 1.B	Critique philosophical approaches to education.	4	64	37	22	4	1	0	4.48
TLC-CF 1.C	Be able to articulate a personal and professional philosophy and construct support for it based on literature. Select educational practices based on philosophical perspective.	6	166	124	35	5	2	0	4.69
TLC-CF 2.A	Describe developmentally appropriate educational practices.	8	277	177	47	42	5	6	4.39
TLC-CF 2.B	Implement developmentally appropriate educational practices.	6	228	175	38	11	2	2	4.68
TLC-CF 3.A	Implements effective planning to promote learning in the classroom.	3	121	67	28	23	3	0	4.31
TLC-CF 3.B	Works effectively with ALL students, parents, teachers, administrators and community members.	6	142	90	27	18	4	3	4.39
TLC-CF 3.C	Evaluate and articulate opinions of current political and legal issues that affect classroom practice.	3	27	10	9	8	0	0	4.07
TLC-CF 3.D	Creates effective learning environments which efficiently manage students, classroom assistants, and classroom resources.	3	101	17	66	18	0	0	3.99
TLC-CF 3.E	Consistently uses positional power and personal influence to optimize student learning.	1	17	8	6	3	0	0	4.29
TLC-CF 4.A	Communicate effectively in written, verbal, and non-verbal forms	10	514	322	116	64	7	5	4.45
TLC-CF 4.B	Use electronic tools effectively for professional communication, teaching, research, and evaluation of student progress.	2	28	21	4	2	1	0	4.61
TLC-CF 5.A	Read, evaluate, interpret and use appropriate literature.	4	109	74	23	10	1	1	4.54
TLC-CF 5.B	Read, evaluate and interpret standardized and non-standardized assessments.	6	176	144	13	10	7	2	4.65
TLC-CF 5.C	Demonstrate and document ability to affect student learning.	2	29	21	2	0	6	0	4.31
TLC-CF 6.A	Demonstrate continuing professional development	5	186	148	18	13	1	6	4.62
TLC-CF 6.B	Demonstrate ethical behavior in all professional activities	2	19	10	4	1	1	3	3.89

Table 16. All TLC Rubric Assessments Disaggregated by TLC Conceptual Framework Element, 2014-2015 (continued)

Standard	Description	# of Rubrics	# of Asmnts	5*	4	3	2	1	Mean
TLC-CF 6.C	Document personal application in maintaining physical, mental, spiritual, and social balance.	2	19	8	5	5	1	0	4.05
TLC-CF 6.D	Reflects on practice and implements plans for growth and change.	1	16	9	4	2	1	0	4.31
TLC-CF 7.A	Demonstrate continued growth in an understanding and appreciation of general and liberal arts.	2	92	51	9	19	4	9	3.97
TLC-CF 7.B	Demonstrate continued growth in knowledge of subject matter and pedagogy.	2	20	11	3	5	1	0	4.20
Total Assessments				1656	529	273	51	43	
Percent				65%	21%	11%	2%	2%	
Avg Mean									4.35
(March 2016)									

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

Table 17. All C&I Rubric Assessments Disaggregated by C&I Conceptual Framework Element, 2014-2015

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	2	28	18	7	3	0	0	4.54
C&I-CF-2010 1.2	Critique worldviews from a Christian perspective	2	28	18	7	3	0	0	4.54
C&I-CF-2010 1.3	Integrate principles of a Christian worldview into their chosen fields of study	2	15	10	3	2	0	0	4.53
C&I-CF-2010 2.1	Describe human development	1	14	10	2	2	0	0	4.57
C&I-CF-2010 2.2	Apply current theories of learning	1	14	10	2	2	0	0	4.57
C&I-CF-2010 3.2	Relate effectively with various cultural, racial, and special interest groups	1	14	8	5	1	0	0	4.50
C&I-CF-2010 4.1	Communicate effectively in written, verbal, and non-verbal forms	3	36	23	9	3	1	0	4.50
C&I-CF-2010 4.2	Use electronic tools effectively for professional communication, teaching, and research	1	1	0	1	0	0	0	4.00
C&I-CF-2010 5.1	Read and evaluate research	3	22	18	2	2	0	0	4.73
C&I-CF-2010 5.2	Conduct research	1	14	12	1	1	0	0	4.79
C&I-CF-2010 5.3	Report research findings	1	21	18	1	2	0	0	4.76
C&I-CF-2010 7.1	Demonstrate competency in a specific content area	1	7	2	5	0	0	0	4.29
C&I-CF-2010 7.2	Demonstrate knowledge of current issues in specific content area	1	7	2	5	0	0	0	4.29
C&I-CF-2010 7.2.1	Understand and discuss curriculum literature appropriate to the candidate's degree level	3	22	14	6	2	0	0	4.55
Total Assessments				163	56	23	1	0	
Percent				67%	23%	9%	0%	0%	
Avg Mean								4.51	
								(March 2016)	

SECTION 3:
PROGRAM
QUALITY

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

SUMMARY OF PROGRAM DATA

Department of Teaching, Learning, and Curriculum

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 297 respondents to the 2014-2015 course evaluations. The average of the TLC students' mean ratings on the five questions in the "Course" section of the survey was 4.22. On one other relevant survey item, "Independent of the instructor, my overall rating of this course is:" students' mean rating was 3.89. Table 18 gives mean ratings on the five "Course" section questions and the overall rating question.

Table 18. All TLC Course Evaluation Ratings (Course Section), 2014-2015

Question	N	% at Levels 4 & 5	Mean ^a	StDev
This course helped me to express my ideas more clearly.	297	80	4.16	0.93
The learning objectives or goals for this course were clearly stated.	297	85	4.26	0.93
The grading system of this course was appropriate for the objectives of the course.	295	83	4.20	0.93
Methods of evaluation were fair and accurate measures of my learning.	296	85	4.19	0.90
This course helped me to critically evaluate different sources and/or points of view.	296	85	4.27	0.89
Independent of the instructor, my overall rating of this course is:	296	68	3.89	1.08

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

Teacher Education

In 2014-2015, the Teacher Education program had approximately 96 students, including those who have not yet been accepted into the program. On 18 key assessments across the program, the lowest mean rating was 4.09/5.00, while the average of the mean level across these 18 assessments is 4.48/5.00. On all key assessments reported, more than 90% of candidates scored at least 3.00/5.00.

Data from the 2014-2015 Senior Exit Surveys conducted across the University are disaggregated by program. In general, seniors in TLC's elementary and secondary education programs rated their program and their program faculty similarly, giving ratings of more than 4.00 (mean rating of 22 seniors on a five-point scale) on 12 out of 16 indicators. Of those ratings that were lower, notable differences between elementary and secondary candidates emerged. For example, on the indicator "There was appropriate opportunity for research and/or creative work," elementary candidates' mean rating (4.67) was nearly a full point higher than that of secondary candidates (3.69). On two other indicators, elementary candidates also gave much higher ratings than secondary candidates. On "There were sufficient opportunities for the practical application of learning (e.g., internships)," elementary and secondary candidates' mean ratings were 4.50 and 3.69 respectively; on "The program had sufficient variety in advanced course and program offerings," elementary and secondary candidates' mean ratings were 4.67 and 3.92 respectively. It should be noted that even the lowest ratings given by SED students (3.69) are still in the "agree" range of the survey. Also of note is the fact that SED student ratings are above ratings for all seniors across the university on most of the indicators. (See Table 19.)

Table 19. Selected Senior Survey Ratings (Elementary vs. Secondary), 2014-2015

Indicator	Elementary	Secondary	All Seniors
The program had sufficient variety in advanced course and program offerings.	4.67 (n = 6)	3.92 (n = 13)	3.96
There was appropriate opportunity for research and/or creative work.	4.67 (n = 6)	3.69 (n = 13)	3.93
There were sufficient opportunities for the practical application of learning (e.g., internships).	4.50 (n = 6)	3.69 (n = 13)	3.72
Faculty members showed genuine interest in each student.	5.00 (n = 6)	4.38 (n = 13)	4.26
I would recommend this program to a friend.	4.50 (n = 6)	3.92 (n = 13)	3.92

Curriculum and Instruction

The Curriculum & Instruction program had 33 students enrolled during the 2014-2015 academic year. In grade and rubric data reported across the program, the average of the mean level across two key assessments is 4.53/5.00. Mean student ratings were above 4.50/5.00 in 100% of the two key assessments sampled.

Department of Graduate Psychology & Counseling

The Department of Graduate Psychology and Counseling (GPC) had 113 students enrolled during the 2014-2015 school year, distributed among the programs as follows: 7 in Special Education (MS), 7 in School Counseling (MA), 28 in Clinical Mental Health Counseling (CMHC) (MA), 13 in School Psychology (EdS), 27 in Educational Psychology (MA, EdD, and PhD), and 31 in Counseling Psychology (PhD).

There were 538 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 4.33. On one other relevant survey item, "Independent of the instructor, my overall rating of this course is:" students' mean rating was 4.04. Table 20 gives mean ratings on the five "Course" section questions and the overall rating question.

Table 20. All GPC Course Evaluation Ratings (Course Section), 2014-2015

Question	N	% at Levels 4 & 5	Mean ^a	StDev
This course helped me to express my ideas more clearly.	531	84	4.23	0.82
The learning objectives or goals for this course were clearly stated.	534	92	4.42	0.80
The grading system of this course was appropriate for the objectives of the course.	532	86	4.32	0.86
Methods of evaluation were fair and accurate measures of my learning.	532	85	4.27	0.90
This course helped me to critically evaluate different sources and/or points of view.	526	89	4.40	0.78
Independent of the instructor, my overall rating of this course is:	531	74	4.04	0.91

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

In 32 key assessments sampled across the programs, the lowest mean rating was 3.17/5.00. The average of the mean levels is 3.88/5.00. For 26 of the 32 assessments, more than 80% of all ratings were at least 3.00/5.00.

Department of Leadership

In the Department of Leadership (LEAD), there were 338 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 4.27. On one other relevant survey item, "Independent of the instructor, my overall rating of this course is:" students' mean rating was 4.20. Table 21 gives mean ratings on the five "Course" section questions and the overall rating question.

Table 21. All LEAD Course Evaluation Ratings (Course Section), 2014-2015

Question	N	% at Levels 4 & 5	Mean ^a	StDev
This course helped me to express my ideas more clearly.	338	86	4.27	0.84
The learning objectives or goals for this course were clearly stated.	336	80	4.19	0.95
The grading system of this course was appropriate for the objectives of the course.	333	82	4.26	0.84
Methods of evaluation were fair and accurate measures of my learning.	335	82	4.19	0.92
This course helped me to critically evaluate different sources and/or points of view.	338	89	4.44	0.80
Independent of the instructor, my overall rating of this course is:	337	80	4.20	1.00

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

Leadership

In 2014-2015, there were 68 students enrolled in the Leadership program. Of 12 candidates who presented their portfolios, 100% were rated at least 3.00/5.00 on all 15 competencies. The average of the mean ratings across all 15 competencies is 3.97/5.00. Of 9 candidates who defended their dissertations, 100% were rated at least 3.00/4.00 across 16 of 18 indicators. The average of the mean ratings across all 18 indicators is 3.19/4.00.

Educational Leadership

Thirty-five students were enrolled in the Educational Leadership program during the 2014-2015 academic year. Of that number, the following levels were represented: 5 Graduate Certification, 13 MA, 1 EdS, and 16 doctoral (EdD or PhD).

In two key assessments sampled, the lowest mean rating was 3.88. The average of the mean levels is 4.09/5.00. Approximately 70% of all ratings were at least 3.00/5.00.

Higher Education Administration

There were 12 students enrolled in the Higher Education Administration program in the 2013-2014 academic year (1 EdS and 11 doctoral).

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. An exit survey of teacher education candidates is conducted by the Michigan Department of Education (MDE) at the end of each semester. Each candidate who is completing student teaching is surveyed; additionally, the Director of Student Teaching completes a survey (Supervisor survey) regarding each of these completers. The survey indicators are rated on a 4-point Likert scale. On 5 out of 8 categories, at least 90% of candidates rated the indicators at 3 or 4. Those categories rated below 90% included Real World Problems (83%), Field Experiences and Clinical Practices (84%), and Applying Critical Thinking (87%). In the Supervisor survey (Director of Student Teaching), 100% of candidates were rated at 100% on all indicators. (See Tables 22 and 23.)

Table 22. Teacher Education Exit Survey (Candidate), 2014-2015

	<i>n</i>	% at 3-4
High Quality Learning Experiences (4 questions)	40	100
Applying Critical Thinking (3 questions)	30	87
Real World Problems (3 questions)	30	83
Special Populations (5 questions)	50	94
Learning Environment (3 questions)	30	97
Technology (5 questions)	50	96
Effective Use of Data (3 questions)	30	100
Field Experiences and Clinical Practice (5 questions)	50	84

Table 23. Teacher Education Exit Survey (Supervisor), 2014-2015

	<i>n</i>	% at 3-4
High Quality Learning Experiences (5 questions)	50	100
Applying Critical Thinking (3 questions)	30	100
Real World Problems (4 questions)	40	100
Special Populations (5 questions)	44	100
Learning Environment (3 questions)	30	100
Technology (5 questions)	44	100
Effective Use of Data (3 questions)	29	100

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.

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.

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.

One section of the course evaluation consists of nine questions related to the instructor. Across the SED, there were 1173 respondents to the 2014-2015 course evaluations. The average of the SED students' mean ratings on the nine questions related to the instructor was 4.35. The highest mean score was for "the instructor was sensitive to and respectful of all people" (4.57), while the lowest mean score was for "timely, thoughtful, and helpful feedback was provided on tests and other work" (4.19). On one other relevant question, "Independent of the course, my

overall rating of this instructor's teaching," students' mean rating was 4.22. Table 24 presents the means and distribution of scores.

Table 24. Mean Scores of Student Evaluations of SED Courses & Teachers, 2014-2015

Evaluation Statements	N	% at Levels 4 & 5	Mean^a	St Dev
The instructor was well prepared and organized.	1168	87	4.38	0.86
The instructor made the subject clear and understandable.	1167	85	4.31	0.94
The instructor stimulated my interest in the subject.	1165	84	4.30	0.95
The instructor kept me involved in the learning process.	1167	87	4.36	0.87
The instructor motivated me to do my best work.	1166	86	4.33	.090
The instructor was sensitive to and respectful of all people.	1164	93	4.57	0.76
The instructor was available to provide help when needed.	1167	88	4.41	0.86
The instructor helped me to understand the course content from a Christian perspective.	1153	82	4.27	0.92
Timely, thoughtful, and helpful feedback was provided on tests and other work.	1162	81	4.19	1.01
Independent of the course, my overall rating of this instructor's teaching effectiveness is:	1169	79	4.22	1.01

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

SENIOR SURVEY

In the annual Senior Survey for 2014-2015, seniors in TLC's teacher education programs rated their program faculty at 4.00/5.00 (mean) or above on all seven indicators, with the highest ratings given for "Faculty members showed genuine interest in each student" (5.00 for elementary candidates) and "Academic advising was helpful" (4.54 for secondary candidates). Across elementary and secondary candidates, all ratings were higher than the mean ratings given by all Andrews University seniors.

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. 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. The advisor evaluation did not take place in January of 2015.

SECTION 5: UNIT OPERATIONS
ASSESSMENT

ANNUAL DEPARTMENTAL REPORTS TO ADMINISTRATION

At the conclusion of the 2014-2015 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 (MDE) has evaluated and ranked the 34 institutions in Michigan which have teacher education programs, based on multiple performance indicators. For each of the first seven years that this evaluation has been taking place, the SED's teacher education program has been ranked as an exemplary institution. Table 25 shows the breakdown of our scores from 2005-2006 to 2011-2012.

Table 25. 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.

Beginning with the 2012-2013 academic year, the MDE has developed a new evaluation system for what they are now calling Educator Preparation Institutions (or EPIs). This new EPI Score is based on three elements: “the performance scores for the Michigan Test of Teacher Certification three-year passing percentages (abbreviated MTTC), the 2013-2014 Teacher Candidate and Candidate Supervisor Survey efficacy rates (abbreviated SURV), and the points attributed to the Educator Effectiveness Labels earned by the EPI (abbreviated EFF). These scores contribute to the calculation of the Overall Score. An overall cut score of 84.5 [out of 100] is the lowest score needed for satisfactory performance for this year’s report” (from EPI score report). The new system categorizes EPIs as Satisfactory, At Risk, or Low Performing. The School of Education’s 2015 EPI Score (overall) is 94.7 (highest score given in the state). (See Table 26.)

Table 26. 2015 EPI Score for Andrews University School of Education

	SED Score	Mean	Highest	Lowest	Cut Score
MTTC	93.4	86.1	95.8	70.3	-
SURV	96.1	94.4	99.4	88.8	-
EFF	80.0	81.8	87.7	75.7	-
Overall	94.7	88.1	94.7	82.4	84.5

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 281 alumni who graduated during the 2011-2012 and 2012-2013 school years. Of those 281 alumni, 35 responded, giving an overall response rate of 12.5%. 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 “grow spiritually” (3.36) and “relate effectively with individuals with special needs or disabilities” (3.76), while the highest mean ratings were for “practice the professional and ethical standards of your profession” (4.48) and “believe that all individuals can learn, regardless of their background or experience” (4.46). Table 27 displays data from alumni surveys (2011-2012 and 2012-2013), including item means and the percentage of respondents who rated their preparation in the School of Education as “Satisfactory” or better.

Table 27. SED Alumni Survey Results, 2011-2012 and 2012-2013

The School of Education has prepared you to...	<i>n</i>	Mean ^a	SD	% ^b
have the necessary knowledge of your content area	34	4.29	0.72	100
have the necessary skills of your profession	33	4.36	0.74	97
effectively apply skills in professional responsibilities	33	4.42	0.71	97
practice professional/ethical standards of profession	33	4.48	0.67	100
understand and interpret research in your profession	33	4.00	0.90	94
use research findings for decision making	33	4.00	0.79	97
collect data in a systematic way for professional use	32	3.94	0.88	97
report research findings	33	3.94	0.83	97
apply current theories/best practices to your profession	33	4.24	0.83	97
communicate effectively (written)	33	4.33	0.82	97
communicate effectively (oral)	32	4.25	0.84	97
use relevant technology in professional practice	32	4.09	1.03	91
create a positive environment for learning/development	30	4.33	0.88	93
plan/implement appropriate programs to enhance learning and development	32	4.06	0.84	94
assess and analyze learning and development	31	4.03	0.80	93
utilize outcome data for program improvement	32	3.84	0.88	94
relate effectively with individuals of diverse population	34	4.09	0.90	97
relate effectively with individuals with special needs and disabilities	29	3.76	1.15	83
apply fair practices in your profession	31	4.19	0.83	97
value service to society at large	34	4.29	0.97	91
believe that all individuals can learn	35	4.46	0.78	94
grow spiritually	33	3.36	1.19	65
understand your profession from a Christian perspective	34	3.85	1.23	82
integrate your worldview with your profession	34	4.03	1.09	88
deepen your faith commitment	33	3.48	1.33	79

^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."

Alumni were asked to provide employer contact information so SED Employer Surveys could be sent to all their employers. Of the 14 employer surveys solicited, 7 responded, giving a response rate of 50%. Employers mean ratings were consistently higher (sometimes a full point) than the graduates' self-ratings on the same questions. Table 28 displays employer survey data (2011-2012 and 2012-2013).

Table 28. SED Employer Survey Results, 2011-2012 and 2012-2013

Please rate your employee, a graduate of Andrews University, on the following qualities:	<i>n</i>	Mean ^a	SD	% ^b
has the necessary content knowledge	7	4.86	0.38	100
has the necessary skills of the profession	7	4.71	0.49	100
effectively applies his/her skills in professional responsibilities	7	4.57	0.53	100
practices professional/ethical standards of profession	7	4.86	0.38	100
understands and interprets research in the profession	7	5.00	0.00	100
uses research findings for decision making	7	5.00	0.00	100
collects data in a systematic way for professional use	7	4.71	0.49	100
reports research findings	7	4.57	0.53	100
applies the profession's current theories/best practices	7	5.00	0.00	100
communicates effectively (written)	7	4.86	0.38	100
communicates effectively (oral)	7	4.71	0.49	100
uses relevant technology in professional practice	7	4.71	0.49	100
creates a positive environment for learning/development	7	4.57	0.53	100
plans/implements appropriate programs to enhance learning/development	7	4.71	0.49	100
assesses and analyzes learning and development	7	5.00	0.00	100
utilizes outcome data for program improvement	7	4.86	0.38	100
relates effectively with individuals from diverse population	7	5.00	0.00	100
relates effectively with individuals with special needs or disabilities	6	4.83	0.41	100
applies fair practices in the profession	7	4.71	0.49	100
values service to society at large	7	5.00	0.00	100
believes that all individuals can learn	7	5.00	0.00	100

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

^bPercent responding "Satisfactory" to "Excellent."

APPENDIX A.
Teaching, Learning, and
Curriculum (Initial and
Advanced) Programs

APPENDIX A-1. TLC ASSESSMENT DOCUMENTS

**EDTE 165 Personal Philosophy Paper
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Goals for Student Learning ...	20	6	0	0	0	4.77	5	0.421
Educational Challenges ...	14	9	2	1	0	4.39	5	0.788
Teaching Methods ...	20	5	1	0	0	4.73	5	0.523
Teaching Methods Examples...	19	7	0	0	0	4.73	5	0.444
Assessment ...	16	3	1	0	6	3.89	5	1.648
Philosophy of Education ...	22	4	0	0	0	4.85	5	0.361
Diverse Learners ...	12	11	2	0	1	4.27	5	0.901
Equity in Education...	7	8	8	1	2	3.65	4	1.142
Guiding Structure...	21	5	0	0	0	4.81	5	0.394
Identifiable Philosophy ...	11	14	0	1	0	4.35	4	0.676
Connection to outside sources...	8	16	1	1	0	4.19	4	0.68
Examples ...	10	13	3	0	0	4.27	4	0.654
Mechanics ...	10	13	2	0	1	4.19	4	0.878
APA...	3	4	16	1	2	3.19	3	0.962

Total Assessments

193

118

36

5

12

Percent

53%

32%

10%

1%

3%

N=26

Avg Mean

4.30

(Feb 2016)

**EDTE 165/630 Portfolio
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Cover Page...	8	7	5	2	4	3.50	5	1.394
Title Page...	20	0	1	0	5	4.15	5	1.586
Resume...	2	12	3	8	1	3.23	4	1.085
Autobiographical Essay...	1	9	7	8	0	3.12	4	0.909
Element I: Worldview Outcome I.A Understand basic philosophical perspectives...	15	4	3	1	0	4.44	5	0.876
Element I: Worldview Outcome I.B. Critiques philosophical approaches to education....	3	1	0	0	0	4.75	5	0.433
Element II: Human Growth & Change Outcome II.A. Describes developmentally appropriate educational practices....	10	5	10	1	0	3.92	3	0.958
Element III: Groups, Leadership, & Change Outcome III.A. Implements effective planning to promote learning in the classroom....	15	3	6	1	0	4.28	5	0.960
Element IV: Communication & Technology Outcome IV.A. Communicates effectively in written, verbal, and non-verbal forms....	17	1	8	0	0	4.35	5	0.917
Element V: Research & Evaluation Outcome V.A. Reads, evaluates, interprets and uses appropriate literature....	12	6	3	0	0	4.43	5	0.728
Element V: Research & Evaluation Outcome V.B. Reads, evaluates and interprets assessments....	1	0	1	1	0	3.33	2	1.247
Element VI: Personal & Professional Growth Outcome VI.A. Demonstrates continuing professional development....	15	4	4	0	2	4.20	5	1.200
Element VII: Content Knowledge Outcome VII.A. Demonstrates continued growth in an understanding and appreciation of general and liberal arts....	13	2	6	1	3	3.84	5	1.405
Total Assessments	132	54	57	23	15			
Percent	47%	19%	20%	8%	5%			
N=26					Avg Mean	3.96		

(Feb 2016)

**EDTE 228 Clinical Observation/Interaction Matrix
2014-2015**

	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)....	22	1	0	0	0	4.96	5	0.204
Use of appropriate language and sensitive approach relative to exceptionality including person first language and/or culture/ race....	23	0	0	0	0	5.00	5	0.000
Observations & interactive activities are discussed w/ descriptions of students relative to IDEA disability labels, activities, and descriptions of programs viewed. (Objective details) ...	23	0	0	0	0	5.00	5	0.000
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)...	21	1	0	1	0	4.83	5	0.636
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)...	20	1	1	1	0	4.73	5	0.735
Thought and effort demonstrated through editing/revision of writing. (correct mechanics observed) Typewritten product is neatly formatted, clear, and easy to understand. ...	17	5	1	0	0	4.70	5	0.547
20 hours documented on official signature sheet. ...	22	1	0	0	0	4.96	5	0.204
Observations include BLC (2 hours + tour) plus two other settings for required 20 hours....	23	0	0	0	0	5.00	5	0.000
Total Assessments	171	9	2	2	0			
Percent	93%	5%	1%	1%	0%			
N=23					Avg Mean	4.90		
								(Feb 2016)

**EDTE 228 Clinical Observation/Interaction Matrix (Old Rubric)
2014-2015**

	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)....	8	0	0	0	0	5.00	5	0.000
Use of appropriate language and sensitive approach relative to exceptionality including person's 1st language or culture/ race....	8	0	0	0	0	5.00	5	0.000
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) ...	7	1	0	0	0	4.88	5	0.331
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	2	0	4.25	5	1.299
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)...	6	1	0	1	0	4.50	5	1.000
Thought and effort demonstrated through editing/revision of writing. (correct mechanics observed) ...	8	0	0	0	0	5.00	5	0.000
20 hours documented by signatures; student ID # on paper....	7	1	0	0	0	4.88	5	0.331
Observations include Blossomland Learning Center (2 hours + tour) plus two other settings for required 20 hours....	8	0	0	0	0	5.00	5	0.000
Total Assessments	58	3	0	3	0			
Percent	91%	5%	0%	5%	0%			
N=8					Avg Mean	4.81		
								(Feb 2016)

EDTE 408 Micro Teaching Assessment 2014-2015								
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Writing...	20	5	4	0	0	4.55	5	0.723
Scope...	20	7	2	0	0	4.62	5	0.611
Scope...	21	6	1	1	0	4.62	5	0.715
Substance...	11	14	4	0	0	4.24	4	0.677
Substance...	12	14	3	0	0	4.31	4	0.649
Delivery...	18	6	4	1	0	4.41	5	0.852
Reflection...	20	6	3	0	0	4.59	5	0.670
Total Assessments	122	58	21	2	0			
Percent	60%	29%	10%	1%	0%			
N=29						Avg Mean	4.48	

(Feb 2016)

EDTE 408 Portfolio Element 2: Human Growth & Change 2014-2015								
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome II.A Describe developmentally appropriate educational practices....	10	4	3	0	0	4.41	5	0.771
Outcome II.B Implement developmentally appropriate ed practices....	9	6	2	0	0	4.41	5	0.691
Depth of Coverage...	6	8	3	0	0	4.18	4	0.706
Personalization...	12	2	3	0	0	4.53	5	0.776
Artifact Guidelines...	12	3	1	1	0	4.53	5	0.848
Total Assessments	49	23	12	1	0			
Percent	58%	27%	14%	1%	0%			
N=17						Avg Mean	4.41	

(Feb 2016)

**EDTE 408 Portfolio Element 4: Communication & Technology
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Outcome IV.A Communicate effectively in written, verbal, and non-verbal forms....	12	3	1	1	0	4.53	5	0.848
Outcome IV.B Use electronic tools effectively for professional communication.....	10	4	2	1	0	4.35	5	0.904
Depth of Coverage...	5	9	2	1	0	4.06	4	0.802
Personalization...	13	2	1	1	0	4.59	5	0.844
Artifact Guidelines...	13	2	1	1	0	4.59	5	0.844
Total Assessments	53	20	7	5	0			
Percent	62%	24%	8%	6%	0%			
N=17						Avg Mean	4.42	
								(Feb 2016)

EDTE 408 Portfolio Introduction & Closing 2014-2015									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Cover Page...	12	4	1	0	0	4.65	5	0.588	
Title Page...	12	4	1	0	0	4.65	5	0.588	
Resume...	10	6	1	0	0	4.53	5	0.606	
Autobiographical Essay...	11	5	1	0	0	4.59	5	0.600	
Reflective Conclusion...	13	2	1	0	1	4.53	5	1.036	
Total Assessments	58	21	5	0	1				
Percent	68%	25%	6%	0%	1%				
N=17						Avg Mean	4.59		

(Feb 2016)

**EDTE 420 Literacy Intervention Strategies
2014-2015**

	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....	11	0	0	0	0	5.00	5	0.000
Lesson plans use language appropriate to church standards and to culture or ethnic group chosen for focus of mini-unit....	11	0	0	0	0	5.00	5	0.000
Lesson plans integrate content selection, timeline and organizational structures; objectives aligned with content standards and benchmarks. Formative and summative assessments completed....	11	0	0	0	0	5.00	5	0.000
A total of ten mini-unit lessons completed on time, unit shows field experience and meets all performance (no absences or late arrivals) criteria....	11	0	0	0	0	5.00	5	0.000
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....	11	0	0	0	0	5.00	5	0.000
Final Reflection - summary of initial/final assessments of student's reading skills. Four components + four recommendations. 2-3 page document; on time....	11	0	0	0	0	5.00	5	0.000
Total Assessments	66	0	0	0	0			
Percent	100%	0%	0%	0%	0%			
N=11						Avg Mean	5.00	
								(Feb 2016)

**EDTE 480 Classroom Management Plan
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Format...	9	6	0	0	0	4.60	5	0.490
Writing...	8	7	0	0	0	4.53	5	0.499
Content...	3	12	0	0	0	4.20	4	0.400
Content...	1	14	0	0	0	4.07	4	0.249
Content...	0	11	4	0	0	3.73	4	0.442
Content...	0	13	2	0	0	3.87	4	0.340
Content...	0	9	6	0	0	3.60	4	0.490
Appropriate to the Situation...	7	8	0	0	0	4.47	4	0.499
Total Assessments	28	80	12	0	0			
Percent	23%	67%	10%	0%	0%			
N=15						Avg Mean	4.13	

(Feb 2016)

EDTE 480 Philosophy of Classroom Management 2014-2015								
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Scope...	5	4	0	0	0	4.56	5	0.497
Scope...	5	4	0	0	0	4.56	5	0.497
Substance...	2	4	3	0	0	3.89	4	0.737
Substance...	3	2	4	0	0	3.89	3	0.875
Substance...	3	3	3	0	0	4.00	5	0.816
Writing...	5	3	1	0	0	4.44	5	0.685
Writing...	5	4	0	0	0	4.56	5	0.497
Writing...	4	5	0	0	0	4.44	4	0.497
Total Assessments	32	29	11	0	0			
Percent	44%	40%	15%	0%	0%			
N=9						Avg Mean	4.29	

(Feb 2016)

**EDTE 488/588 Student Teaching Final Summative Evaluation (English)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Application of English Content Knowledge...	1	0	0	0	0	5.00	5	0.000
Use of English Standards...	1	0	0	0	0	5.00	5	0.000
Application of English Pedagogical Knowledge...	1	0	0	0	0	5.00	5	0.000
Unit and Daily Planning...	1	0	0	0	0	5.00	5	0.000
Assessing, Tracking and Responding to Student Progress...	0	1	0	0	0	4.00	4	0.000
Attending Needs of Diverse Learners...	0	1	0	0	0	4.00	4	0.000
Use of Technology...	1	0	0	0	0	5.00	5	0.000
Reflection and Log...	1	0	0	0	0	5.00	5	0.000
Professional Attitudes and Dispositions...	1	0	0	0	0	5.00	5	0.000
Total Assessments	7	2	0	0	0			
Percent	78%	22%	0%	0%	0%			
N=1						Avg Mean	4.78	

(Feb 2016)

APPENDIX A-2. C&I ASSESSMENT DOCUMENTS

**EDCI 547 Autobiographical Curriculum Critique (All Candidates)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Evidence of a unified theme: (1) Integration of worldview / philosophical assumptions; (2) Integration of faith and learning; (3) Influence of curriculum change on attitudes, behaviors, and knowledge bases of learners. ...	5	1	1	0	0	4.57	5	0.728
Evidence of analysis and synthesis addressing the influence of factors such as historical, political, biographical, and/or gender text. Etc. on their own understanding of the field and their own practice. ...	5	1	1	0	0	4.57	5	0.728
Evidence of learner's perspectives and distinct voice as an emerging curriculum. ...	6	0	1	0	0	4.71	5	0.700
Evidence of primary and secondary sources supportive of argument. ...	5	1	1	0	0	4.57	5	0.728
Evidence of careful editing for grammatical and mechanical errors. ...	2	4	1	0	0	4.14	4	0.639

Total Assessments

23

7

5

0

0

Percent

66%

20%

14%

0%

0%

N=7

Avg Mean

4.51

(Mar 2016)

**EDCI 547 Autobiographical Curriculum Critique (Online Candidates)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Evidence of a unified theme: (1) Integration of worldview / philosophical assumptions; (2) Integration of faith and learning; (3) Influence of curriculum change on attitudes, behaviors, and knowledge bases of learners. ...	1	0	1	0	0	4.00	5	1.000
Evidence of analysis and synthesis addressing the influence of factors such as historical, political, biographical, and/or gender text. Etc. on their own understanding of the field and their own practice. ...	1	0	1	0	0	4.00	5	1.000
Evidence of learner's perspectives and distinct voice as an emerging curriculum. ...	1	0	1	0	0	4.00	5	1.000
Evidence of primary and secondary sources supportive of argument. ...	1	0	1	0	0	4.00	5	1.000
Evidence of careful editing for grammatical and mechanical errors. ...	0	1	1	0	0	3.50	4	0.500
Total Assessments	4	1	5	0	0			
Percent	40%	10%	50%	0%	0%			
N=1						Avg Mean	3.90	
								(Mar 2016)

**EDCI 684 International Perspectives Paper (All Candidates)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Introduction// Setting ...	6	0	1	0	0	4.71	5	0.700
Curriculum ...	6	1	0	0	0	4.86	5	0.350
Challenges...	6	0	1	0	0	4.71	5	0.700
Solutions ...	2	5	0	0	0	4.29	4	0.452
Organization / Mechanics...	3	3	0	1	0	4.14	4	0.990
	Total Assessments	23	9	2	1	0		
	Percent	66%	26%	6%	3%	0%		
N=7						Avg Mean	4.54	

(Mar 2016)

**EDCI 684 International Perspectives Paper (Online Candidates)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Introduction / Setting ...	4	0	0	0	0	5.00	5	0.000
Curriculum ...	4	0	0	0	0	5.00	5	0.000
Challenges...	4	0	0	0	0	5.00	5	0.000
Solutions ...	2	2	0	0	0	4.50	4	0.500
Organization / Mechanics...	2	2	0	0	0	4.50	4	0.500
	Total Assessments	16	4	0	0	0		
	Percent	80%	20%	0%	0%	0%		
N=4						Avg Mean	4.80	

(Mar 2016)

APPENDIX A-3. FOUNDATION COURSES ASSESSMENT DOCUMENTS

**EDRM 505 Final Exam Article Evaluation
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Research Objectives...	16	4	0	0	0	4.80	5	0.400
Sample frame and sampling procedures...	17	2	1	0	0	4.80	5	0.510
Data collection and non- response rate...	18	2	0	0	0	4.90	5	0.300
Major findings and limitations of the study...	19	0	1	0	0	4.90	5	0.436
Discussion of results...	19	1	0	0	0	4.95	5	0.218
Total Assessments	89	9	2	0	0			
Percent	89%	9%	2%	0%	0%			
N=20						Avg Mean	4.87	

(Mar 2016)

**EDRM 505 Literature Review Evaluation
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Indicate the Purpose...	11	6	3	0	0	4.40	5	0.735
Defined criteria for selection of sources....	11	6	2	1	0	4.35	5	0.853
Literature are relevant to the problem/topic...	11	6	2	1	0	4.35	5	0.853
Primary Literature emphasized...	11	6	2	1	0	4.35	5	0.853
Quotation format/references...	13	6	1	0	0	4.60	5	0.583
Complete bibliographic data....	13	6	1	0	0	4.60	5	0.583
Logical Organization of the content...	13	4	2	1	0	4.45	5	0.865
Comparison and contrast of studies...	11	6	2	1	0	4.35	5	0.853
Major studies discussed in detail....	13	4	2	1	0	4.45	5	0.865
Interpretation and understanding of prior research....	13	4	2	1	0	4.45	5	0.865
Methodological analyses appropriate for sustain a design...	11	6	2	1	0	4.35	5	0.853
Establish the importance and significance of the study....	13	4	2	1	0	4.45	5	0.865
Total Assessments	144	64	23	9	0			
Percent	60%	27%	10%	4%	0%			

N=20

Avg Mean 4.43

(Mar 2016)

EDRM 505 Proposal Evaluation 2014-2015								
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Statement of the Problem. Research Question ...	12	7	2	0	0	4.48	5	0.663
Significance of the study...	20	1	0	0	0	4.95	5	0.213
Literature Review...	11	6	3	1	0	4.29	5	0.881
Research design...	15	4	2	0	0	4.62	5	0.653
Sampling...	18	2	1	0	0	4.81	5	0.499
Definition of variables...	8	6	4	2	1	3.86	5	1.166
Instrumentation...	12	4	4	1	0	4.29	5	0.933
Data Collection...	15	3	2	1	0	4.52	5	0.852
Data Analysis...	12	4	4	1	0	4.29	5	0.933
Overall Quality of the Proposal...	4	14	3	0	0	4.05	4	0.575
Total Assessments	127	51	25	6	1			
Percent	60%	24%	12%	3%	0%			
N=21						Avg Mean	4.41	

(Mar 2016)

**EDRM 605 Research Report (All Candidates-Online)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Statement of the Problem & Literature Review....	4	0	1	0	0	4.60	5	0.800
Purpose of the study & Research question...	4	1	0	0	0	4.80	5	0.400
Qualitative research approach use & Role of the researcher....	5	0	0	0	0	5.00	5	0.000
Data collection procedures...	5	0	0	0	0	5.00	5	0.000
Data Analysis procedures...	4	1	0	0	0	4.80	5	0.400
Strategies for validating findings...	4	1	0	0	0	4.80	5	0.400
Anticipated ethical issues...	5	0	0	0	0	5.00	5	0.000
Substantive contribution & aesthetic merit...	5	0	0	0	0	5.00	5	0.000
Reflexivity & impact...	5	0	0	0	0	5.00	5	0.000
Overall Quality of the project...	4	1	0	0	0	4.80	5	0.400
Total Assessments	45	4	1	0	0			
Percent	90%	8%	2%	0%	0%			
N=5						Avg Mean	4.88	

(Mar 2016)

APPENDIX B.
Graduate Psychology
and Counseling
Programs

APPENDIX B-1. GPC ASSESSMENT DOCUMENTS

**GDPG 514 World View Paper
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Thesis Statement...	9	12	3	0	0	4.25	4	0.661
Flow...	10	13	1	0	0	4.38	4	0.564
Content Coverage...	14	9	1	0	0	4.54	5	0.576
Clarity...	13	10	1	0	0	4.50	5	0.577
Grammar and Mechanics...	10	9	4	1	0	4.17	5	0.850
Total Assessments	56	53	10	1	0			
Percent	47%	44%	8%	1%	0%			
N=24						Avg Mean	4.37	

(Mar 2016)

GDPC/SPED 525 Journal Article Review 2014-2015								
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Element 1...	3	5	0	0	0	4.38	4	0.484
Element 2...	1	7	0	0	0	4.13	4	0.331
Element 3...	1	7	0	0	0	4.13	4	0.331
Element 4...	1	7	0	0	0	4.13	4	0.331
Element 5...	1	7	0	0	0	4.13	4	0.331
Element 6...	2	5	1	0	0	4.13	4	0.599
Element 7...	2	6	0	0	0	4.25	4	0.433
Element 8...	2	6	0	0	0	4.25	4	0.433
Total Assessments	13	50	1	0	0			
Percent	20%	78%	2%	0%	0%			
N=8						Avg Mean	4.19	

(Mar 2016)

GDPC/SPED 525 PBS Website Review 2014-2015									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Website...	8	0	0	0	0	5.00	5	0.000	
Application...	6	2	0	0	0	4.75	5	0.433	
Professional Application...	6	2	0	0	0	4.75	5	0.433	
Strengths and Weakness'...	6	2	0	0	0	4.75	5	0.433	
Total Assessments		26	6	0	0	0			
Percent		81%	19%	0%	0%	0%			
N=8						Avg Mean	4.81		

(Mar 2016)

GDPC/SPED 525 PBS RTL Rubric 2014-2015									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Website...	8	0	0	0	0	5.00	5	0.000	
Application...	4	4	0	0	0	4.50	4	0.500	
Professional Application...	2	6	0	0	0	4.25	4	0.433	
Strengths and Weakness'...	2	6	0	0	0	4.25	4	0.433	
Total Assessments	16	16	0	0	0				
Percent	50%	50%	0%	0%	0%				
N=8						Avg Mean	4.50		

(Mar 2016)

**GDPC 654 Evaluation of Practicum (2.1: Data-Based Decision Making and Accountability)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.1-TOTAL: The Student has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes....	2	3	1	0	0	4.17	4	0.687
2.1(1a): Standardized cognitive/achievement tests...	3	1	2	0	0	4.17	5	0.898
2.1(1b): Behavioral observations...	2	3	1	0	0	4.17	4	0.687
2.1(1c): Curriculum based assessments...	1	4	1	0	0	4.00	4	0.577
2.1(1d): Interviews...	1	3	2	0	0	3.83	4	0.687
2.1(1e): Behavior rating scales...	1	3	1	0	0	4.00	4	0.632
2.1(1f): Permanent products (e.g., school records review)...	3	3	0	0	0	4.50	5	0.500
SUB-TOTAL: #1 Student will demonstrate competency in using (administers and, where applicable, correctly scores) a variety of assessment methods including the following: ...	2	3	1	0	0	4.17	4	0.687
2.1(2a): Integrating and accurately interpreting assessment data from a variety of sources in written report...	1	3	2	0	0	3.83	4	0.687
2.1(2b): Considering background and environmental factors of students in assessment design and interpretation ...	1	3	2	0	0	3.83	4	0.687
2.1(2c): Completing written reports accurately and presents findings in ways that students, families, and school staff understand....	0	2	4	0	0	3.33	3	0.471
2.1(2d): Accurately using information and technology resources to enhance data collection and decision-making...	1	3	2	0	0	3.83	4	0.687
2.1(2e): Behavior rating scales...	0	4	1	0	0	3.80	4	0.400
SUB-TOTAL: #2. Student will demonstrate competency in interpreting data, reaching data-based decisions, and clearly communicating findings as reflected by:...	1	3	2	0	0	3.83	4	0.687
2.1(3a): Using data to accurately demonstrate student strengths and needs...	0	4	2	0	0	3.67	4	0.471

**GDPG 654 Evaluation of Practicum (2.1: Data-Based Decision Making and Accountability)
2014-2015 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.1(3b): Using data to accurately demonstrate student outcomes...	0	4	2	0	0	3.67	4	0.471
2.1(3c): Using data to identify AND demonstrate program outcomes ...	0	3	2	0	0	3.60	4	0.490
2.1(3d): Using assessment information to assist in making decisions as part of an interdisciplinary team regarding special education eligibility ...	1	2	3	0	0	3.67	3	0.745
Element 18...	1	3	2	0	0	3.83	4	0.687
SUB-TOTAL: #3 3. Student will demonstrate using assessment information in a problem-solving and/or accountability context through:...	0	4	2	0	0	3.67	4	0.471
Total Assessments	21	61	35	0	0			
Percent	18%	52%	30%	0%	0%			
N=6						Avg Mean	3.88	(Mar 2016)

**GDPC 654 Evaluation of Practicum (2.2 Consultation and Collaboration)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.2-TOTAL: The student has knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used them to promote effective implementation of services. ...	1	3	2	0	0	3.83	4	0.687
2.2(1a): Listening attentively to others...	2	3	1	0	0	4.17	4	0.687
2.2(1b): Displaying appropriate empathy...	0	5	1	0	0	3.83	4	0.373
2.2(1c): Participating in group discussions...	1	3	2	0	0	3.83	4	0.687
2.2(1d): Establishing rapport with adults and children...	2	2	2	0	0	4.00	5, 4, 3	0.816
SUB-TOTAL: #1 The student has knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used them to promote effective implementation of services. ...	1	4	1	0	0	4.00	4	0.577
2.2(2a): Writing clearly, coherently, and accurately...	0	4	2	0	0	3.67	4	0.471
2.2(2b): Speaking clearly, coherently, and accurately...	1	3	2	0	0	3.83	4	0.687
2.2(2c): Adapting language appropriately when communicating with families and presenting all information in a manner that results in understanding by all family members...	0	3	3	0	0	3.50	4, 3	0.500
2.2(2d): Translating professional vocabulary/jargon into understandable language in verbal and written communication...	0	4	2	0	0	3.67	4	0.471
SUB-TOTAL: #2 Communicates accurately and effectively through:...	0	4	2	0	0	3.67	4	0.471
2.2(3a): Soliciting and considering the viewpoints of others involved in problem-solving...	0	4	2	0	0	3.67	4	0.471
2.2(3b): Actively seeking input from parents/guardians in assessments and problem-solving...	0	4	2	0	0	3.67	4	0.471
2.2(3c): Adapting ideas as appropriate in working with other team members...	1	3	2	0	0	3.83	4	0.687

**GDPC 654 Evaluation of Practicum (2.2 Consultation and Collaboration)
2014-2015 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.2(3d): Being reliable in honoring commitments with others such as appointment times and plans of action...	1	3	2	0	0	3.83	4	0.687
SUB-TOTAL: #3 Works collaboratively with others through:...	1	3	2	0	0	3.83	4	0.687
2.2(4a): Applying systematic problem solving ...	1	1	4	0	0	3.50	3	0.764
2.2(4b): Advocating and recommending evidence-based interventions during problem-solving process...	1	1	4	0	0	3.50	3	0.764
SUB-TOTAL: #4 Displays consultative problem solving through:...	1	3	2	0	0	3.83	4	0.687
Total Assessments	14	60	40	0	0			
Percent	12%	53%	35%	0%	0%			
N=6						Avg Mean	3.77	(Mar 2016)

**GDPG 654 Evaluation of Practicum (2.3 Interventions and Instructional Support to Develop Academic Skills)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.3-TOTAL: The student has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies....	0	3	3	0	0	3.50	4, 3	0.500
2.3(1a): Formulate instructional recommendations related to student strengths and needs as documented in written reports...	0	2	4	0	0	3.33	3	0.471
2.3(1b): Assist in designing and implementing data collection procedures that are appropriate for an intervention in terms of goals and pertinent student and environmental factors...	0	3	3	0	0	3.50	4, 3	0.500
2.3(1c): Develop and implement individual/group academic interventions that are empirically validated ...	0	3	2	0	0	3.60	4	0.490
2.3(1d): Facilitate intervention fidelity...	1	1	1	0	0	4.00	5, 4, 3	0.816
SUB-TOTAL: #1 Uses assessment data to:...	0	3	3	0	0	3.50	4, 3	0.500
2.3(2a): Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment...	0	3	2	0	0	3.60	4	0.490
2.3(2b): Developing intervention plans from consultation that are evidence-based, practical and can be reasonably implemented by teachers, staff, and/or parents ...	0	3	1	0	0	3.75	4	0.433
SUB-TOTAL: #2 Collaborates in academic intervention development by: ...	0	3	3	0	0	3.50	4, 3	0.500
Total Assessments	1	24	22	0	0			
Percent	2%	51%	47%	0%	0%			

N=6

Avg Mean 3.59

(Mar 2016)

**GDPC 654 Evaluation of Practicum (2.4 Interventions and Mental Health Services to Develop Social and Life Skills)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.4-TOTAL: The student has knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills....	0	3	2	1	0	3.33	4	0.745
2.4(1a): Recommend research-based strategies for improving behavioral, affective, adaptive, and social skills as needed based on assessment results...	0	2	3	1	0	3.17	3	0.687
2.4(1b): Assist in designing and implementing data collection procedures that are appropriate for intervention in terms of goals and pertinent student and environmental factors...	0	3	2	1	0	3.33	4	0.745
2.4(1c): Develop and implement individual/group social and life skill interventions that are empirically validated...	0	2	1	1	0	3.25	4	0.829
2.4(1d): Facilitate intervention fidelity...	0	2	1	1	0	3.25	4	0.829
SUB-TOTAL: #1 Uses assessment data to:...	0	3	2	1	0	3.33	4	0.745
2.4(2a): Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment...	0	3	1	1	0	3.40	4	0.800
2.4(2b): Developing intervention plans from consultation that are evidence-based, practical, and can be reasonably implemented by teachers, staff, and/or parents ...	0	3	1	1	0	3.40	4	0.800
SUB-TOTAL: #2 Collaborates in behavioral, affective, adaptive, and social skills intervention development by...	0	3	1	1	0	3.40	4	0.800
Total Assessments	0	24	14	9	0			
Percent	0%	51%	30%	19%	0%			

N=6

Avg Mean 3.32

(Mar 2016)

**GDPG 654 Evaluation of Practicum (2.5 School-wide Practices to Promote Learning)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.5-TOTAL: The student has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development and mental health....	0	1	5	0	0	3.00	3	0.577
2.5(1a): Deliver psychological services within the framework of federal rules and regulations, school system, and state Department of Education policies and procedures...	0	1	4	1	0	3.20	3	0.400
2.5(1b): Collaborate with team members in addressing student or system needs via activities such as effective problem- solving, responding to “system” conflict, and maintaining professional objectivity...	0	1	4	0	0	3.17	3	0.373
SUB-TOTAL: #1 Works within system structures to...	0	1	5	0	0	3.00	3	0.000
2.5(2a): Demonstrating knowledge of effective disciplinary policies and practices such as working with school administrators to operationally define different categories of problem behavior, developing clear definitions of minor (classroom managed) and major (administration managed) rule violations, etc....	0	0	3	0	0	3.33	3	0.471
2.5(2b): Promoting views that support student learning and needs as opposed to promoting punitive only responses to student behaviors...	0	2	4	0	0	3.33	3	0.471
2.5(2c): Demonstrating knowledge of strategies to promote student engagement...	0	2	4	0	0	3.00	3	0.000
2.5(2d): Demonstrating knowledge of strategies to promote school-family-community cooperation...	0	0	4	0	0	3.50	4, 3	0.500
SUB-TOTAL: #2 Facilitates practices that foster positive school climate by:...	0	3	3	0	0	3.00	3	0.577
Total Assessments	0	11	36	1	0			
Percent	0%	23%	75%	2%	0%			

N=6

Avg Mean 3.19

(Mar 2016)

**GDPC 654 Evaluation of Practicum (2.6 Preventive and Responsive Services)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.6-TOTAL: The Student has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response....	0	1	3	0	0	3.25	3	0.433
2.6(1a): Critical review of system policies and procedures in the context of best practice recommendations for crisis prevention and intervention...	0	0	3	0	0	3.00	3	0.000
2.6(1b): Knowing and recognizing behaviors and risk factors that represent threats to wellness...	0	1	3	0	0	3.25	3	0.433
2.6(1c): Collaborating with school and community staff to promote practices supportive of mental health and physical well-being of students...	0	1	2	0	0	3.33	3	0.471
SUB-TOTAL: #1 Applies knowledge about prevention and response services through:...	0	1	2	0	0	3.33	3	0.471
2.6(2a): Implement system-wide (i.e., classwide and/or schoolwide) crisis prevention practices when feasible...	0	0	2	0	0	3.00	3	0.000
2.6(2b): Provide training and resource information for ongoing monitoring of school practices related to crisis prevention and intervention...	0	0	2	0	0	3.00	3	0.000
SUB-TOTAL: #2 Collaborates with school personnel, students, and families to:...	0	1	2	0	0	3.33	3	0.471
Total Assessments	0	5	19	0	0			
Percent	0%	21%	79%	0%	0%			
N=6						Avg Mean	3.19	
								(Mar 2016)

**GDPC 654 Evaluation of Practicum (2.7 Family-School Collaboration Services)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.7-TOTAL: The student has knowledge of principles and research-related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children's learning, socialization and mental health; and methods to develop collaboration between families and schools....	0	4	2	0	0	3.83	4	0.687
2.7(1a): Application of family-centered principles in verbal and written communication ...	1	2	3	0	0	3.40	3	0.490
2.7(1b): Use of appropriate vocabulary allowing for understanding of presented information...	1	3	2	0	0	3.67	4	0.471
2.7(1c): Development of interventions in a manner that does not violate cultural norms of the family...	0	2	3	0	0	3.50	4, 3	0.500
SUB-TOTAL #1 Applies knowledge about family systems, strengths, and needs, and culture through:...	0	4	2	0	0	3.40	3	0.490
2.7(2a): Routinely including family members as Team members for assessment and intervention purposes...	0	3	3	0	0	3.50	4	0.764
2.7(2b): Routinely identifying and addressing family concerns as related to a variety of situations...	0	2	3	0	0	3.20	4, 3	0.748
2.7(2c): Adapting to meet family schedules in order to obtain input from family members...	0	4	1	1	0	3.83	4	0.373
2.7(2d): Appropriately recognizing and addressing concerns raised by family members...	0	2	2	1	0	3.67	4	0.471
2.7(2e): Adherence to confidentiality practices recognizing the legal rights of parents/guardians...	0	5	1	0	0	3.67	4	0.471
2.7(2f): Effective communication with parents/caregivers...	0	4	2	0	0	3.25	4	0.829
SUB-TOTAL: #2 Applies knowledge of evidence-based strategies and methods for developing collaboration through:...	0	4	2	0	0	3.83	4	0.687
2.7(3a): Encouraging family involvement and their expression of views/ideas/concerns...	0	2	1	1	0	3.40	3	0.490

**GDCP 654 Evaluation of Practicum (2.7 Family-School Collaboration Services)
2014-2015 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.7(3b): Assisting in the identification of diverse cultural issues and other factors that impact family-school partnerships...	0	2	1	1	0	3.25	4	0.829
2.7(3c): Understanding and explaining parent/guardian rights for educational purposes...	0	1	1	1	0	3.00	4, 3, 2	0.816
SUB-TOTAL: #3 Advocates for families by:...	0	3	1	1	0	3.40	4	0.800
Total Assessments	2	47	30	6	0			
Percent	2%	55%	35%	7%	0%			

N=6

Avg Mean 3.49

(Mar 2016)

**GDPC 654 Evaluation of Practicum (2.8 Diversity in Development and Learning)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.8-TOTAL: The student has knowledge of individual differences, abilities, and disabilities, and other diverse characteristics, principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity....	1	4	1	0	0	4.00	4	0.577
2.8(1a): Demonstrating sensitivity to cultural and background factors of students, families, and school personnel...	1	4	1	0	0	4.00	4	0.577
2.8(1b): Considering background and environmental factors of students in assessment design and interpretation...	1	4	1	0	0	4.00	4	0.577
2.8(1c): Applying understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions for learning and behavioral issues...	0	5	0	0	0	4.00	4	0.000
SUB-TOTAL: #1 Appropriately addresses diversity issues through:...	1	4	1	0	0	4.00	4	0.577
2.8(2a): Addressing diverse learning and mental health needs of students...	0	4	2	0	0	3.67	4	0.471
2.8(2b): Assessing the needs of English language learners...	0	2	2	0	0	3.50	4, 3	0.500
2.8(2c): Assessing the needs of others taking into consideration developmental, gender, cognitive capabilities, social-emotional skills, socioeconomic needs and other diverse characteristics of learners and their families...	0	3	2	0	0	3.60	4	0.490
SUB-TOTAL: #2 Work within a problem-solving framework for:...	0	4	2	0	0	3.67	4	0.471
Total Assessments	4	34	12	0	0			
Percent	8%	68%	24%	0%	0%			
N=6						Avg Mean	3.83	

(Mar 2016)

**GDPC 654 Evaluation of Practicum (2.9 Research and Program Evaluation)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.9-TOTAL: The student has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings....	0	4	2	0	0	3.67	4	0.471
2.9(1a): Through accurately incorporating principles of measurement and psychometric standards at individual, group, and system levels...	0	3	3	0	0	3.50	4	0.500
2.9(1b): To evaluate outcomes from interventions in collaboration with others...	0	4	2	0	0	3.67	4	0.471
2.9(1c): To identify a school psychology related issue and developing an appropriate plan (e.g., Capstone project...	0	1	1	0	0	3.50	4, 3	0.500
2.9(1d): To implement improvement plans based on needs assessment, review of literature, and appropriate outcome measurement techniques ...	0	1	1	0	0	3.50	4, 3	0.500
SUB-TOTAL: #1 Utilizes varied data collection and analysis techniques:...	0	3	3	0	0	3.50	4, 3	0.500
2.9(2a): In communicating about assessment findings and recommendations with parents/caregivers, and school personnel...	0	2	4	0	0	3.33	3	0.471
2.9(2b): Through designing, implementing, and evaluating fidelity and effectiveness of intervention plans...	0	3	3	0	0	3.50	4, 3	0.500
SUB-TOTAL: #2 Applies knowledge of evidence-based interventions and programs:...	0	2	4	0	0	3.33	3	0.471
Total Assessments	0	23	23	0	0			
Percent	0%	50%	50%	0%	0%			

N=6

Avg Mean 3.50

(Mar 2016)

**GDPC 654 Evaluation of Practicum (2.10 Legal, Ethical, and Professional Practice)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.10-TOTAL: The student has knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists....	1	4	0	1	0	3.83	4	0.898
2.10(1a): Being punctual, meeting deadlines, dressing appropriately, using professional conduct...	1	1	3	1	0	3.33	3	0.943
2.10(1b): Demonstration of professional relationships and interpersonal skills with students, parents, and school staff....	1	4	0	1	0	3.83	4	0.898
2.10(1c): Showing respect for the expertise and contributions of other professionals...	1	4	0	1	0	3.83	4	0.898
2.10(1d): Accepting responsibility for own behavior such as acknowledging errors and working toward improvement in identified areas...	1	4	0	1	0	3.83	4	0.898
2.10(1e): Cooperating with directives of intern supervisor...	2	3	0	1	0	4.00	4	1.000
2.10(1f): Completing tasks with minimal supervision ...	0	4	1	1	0	3.50	4	0.764
2.10(1g): Employs effective organizational strategies such as using a calendar, tracking caseloads, managing time, and meeting deadlines...	1	1	3	1	0	3.33	3	0.943
SUB-TOTAL: #1 Demonstrates behaviors consistent with professionalism as reflected by:...	1	3	1	1	0	3.67	4	0.943
2.10(2a): Following school psychology practice guidelines related to general and special education regulations, professional interactions, and scope of services...	1	4	1	0	0	4.00	4	0.577
2.10(2b): Understanding of parent and child rights under IDEA and FERPA...	0	3	1	0	0	3.75	4	0.433
2.10(2c): Understanding and observing laws pertaining to the delivery of ...	0	4	2	0	0	3.67	4	0.471

**GDPG 654 Evaluation of Practicum (2.10 Legal, Ethical, and Professional Practice)
2014-2015 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.10(2d): Advocating for needs and rights of students in school settings...	2	3	0	0	0	4.40	4	0.490
2.10(2e): Demonstrating knowledge of NASP Principles for Professional Ethics...	1	2	0	0	0	4.33	4	0.471
2.10(2f): Adhering to NASP Principles for Professional Ethics, including obligation to advocate for students/families'™ rights...	1	3	0	0	0	4.25	4	0.433
2.10(2g): Demonstrating ability to use systematic decision-making process in responding to legal and /or ethical dilemmas...	1	2	0	0	0	4.33	4	0.471
SUB-TOTAL: #2 Demonstrates a commitment to professional development as reflected by:...	1	4	1	0	0	4.00	4	0.577
Total Assessments	16	53	13	9	0			
Percent	18%	58%	14%	10%	0%			

N=6

Avg Mean 3.88

(Mar 2016)

**GDPC 810 School Psych Portfolio (2.1: Data-Based Decision Making and Accountability)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.1-TOTAL: The Student has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes....	1	0	1	0	0	4.00	5	1.000
2.1(1a): Standardized cognitive/achievement tests...	1	0	0	0	1	3.00	5	2.000
2.1(1b): Behavioral observations...	1	0	1	0	0	4.00	5	1.000
2.1(1c): Curriculum based assessments...	0	1	0	0	0	4.00	4	0.000
2.1(1d): Interviews...	1	1	0	0	0	4.50	5	0.500
2.1(1e): Behavior rating scales...	1	0	0	0	1	3.00	5	2.000
2.1(1f): Permanent products (e.g., school records review)...	1	1	0	0	0	4.50	5	0.500
SUB-TOTAL: #1 Student will demonstrate competency in using (administers and, where applicable, correctly scores) a variety of assessment methods including the following: ...	1	0	1	0	0	4.00	5	1.000
2.1(2a): Integrating and accurately interpreting assessment data from a variety of sources in written report...	1	0	0	0	1	3.00	5	2.000
2.1(2b): Considering background and environmental factors of students in assessment design and interpretation ...	1	0	1	0	0	4.00	5	1.000
2.1(2c): Completing written reports accurately and presents findings in ways that students, families, and school staff understand....	0	1	0	0	1	2.50	4	1.500
2.1(2d): Accurately using information and technology resources to enhance data collection and decision-making...	1	0	0	0	1	3.00	5	2.000
2.1(2e): Behavior rating scales...	1	0	0	0	1	3.00	5	2.000
SUB-TOTAL: #2. Student will demonstrate competency in interpreting data, reaching data-based decisions, and clearly communicating findings as reflected by:...	1	0	0	0	1	3.00	5	2.000
2.1(3a): Using data to accurately demonstrate student strengths and needs...	1	0	0	1	0	3.50	5	1.500

**GDPC 810 School Psych Portfolio (2.1: Data-Based Decision Making and Accountability)
2014-2015 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.1(3b): Using data to accurately demonstrate student outcomes...	1	0	0	1	0	3.50	5	1.500
2.1(3c): Using data to identify AND demonstrate program outcomes ...	0	1	0	0	0	4.00	4	0.000
2.1(3d): Using assessment information to assist in making decisions as part of an interdisciplinary team regarding special education eligibility ...	1	0	0	0	1	3.00	5	2.000
Element 18...	1	0	0	0	1	3.00	5	2.000
SUB-TOTAL: #3 3. Student will demonstrate using assessment information in a problem-solving and/or accountability context through:...	1	0	0	0	1	3.00	5	2.000
Total Assessments	17	5	4	2	10			
Percent	45%	13%	11%	5%	26%			
N=2						Avg Mean	3.48	(Mar 2016)

**GDPC 810 School Psych Portfolio (2.2 Consultation and Collaboration)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.2-TOTAL: The student has knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used them to promote effective implementation of services. ...	1	0	1	0	0	4.00	5, 3	1.000
2.2(1a): Listening attentively to others...	1	0	0	1	0	3.50	5, 2	1.500
2.2(1b): Displaying appropriate empathy...	1	1	0	0	0	4.50	5, 4	0.500
2.2(1c): Participating in group discussions...	1	0	1	0	0	4.00	5, 3	1.000
2.2(1d): Establishing rapport with adults and children...	1	1	0	0	0	4.50	5, 4	0.500
SUB-TOTAL: #1 The student has knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used them to promote effective implementation of services. ...	1	0	1	0	0	4.00	5, 3	1.000
2.2(2a): Writing clearly, coherently, and accurately...	1	0	0	0	1	3.00	5, 1	2.000
2.2(2b): Speaking clearly, coherently, and accurately...	1	1	0	0	0	4.50	5, 4	0.500
2.2(2c): Adapting language appropriately when communicating with families and presenting all information in a manner that results in understanding by all family members...	0	1	0	1	0	3.00	4, 2	1.000
2.2(2d): Translating professional vocabulary/jargon into understandable language in verbal and written communication...	0	1	0	1	0	3.00	4, 2	1.000
SUB-TOTAL: #2 Communicates accurately and effectively through:...	1	0	1	0	0	4.00	5, 3	1.000
2.2(3a): Soliciting and considering the viewpoints of others involved in problem-solving...	1	1	0	0	0	4.50	5, 4	0.500
2.2(3b): Actively seeking input from parents/guardians in assessments and problem-solving...	2	0	0	0	0	5.00	5	0.000
2.2(3c): Adapting ideas as appropriate in working with other team members...	1	1	0	0	0	4.50	5, 4	0.500

**GDPG 810 School Psych Portfolio (2.2 Consultation and Collaboration)
2014-2015 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.2(3d): Being reliable in honoring commitments with others such as appointment times and plans of action...	1	0	0	1	0	3.50	5, 2	1.500
SUB-TOTAL: #3 Works collaboratively with others through:...	1	0	0	1	0	3.50	5, 2	1.500
2.2(4a): Applying systematic problem solving ...	1	0	0	1	0	3.50	5, 2	1.500
2.2(4b): Advocating and recommending evidence-based interventions during problem-solving process...	1	0	1	0	0	4.00	5, 3	1.000
SUB-TOTAL: #4 Displays consultative problem solving through:...	1	0	1	0	0	4.00	5, 3	1.000
Total Assessments	18	7	6	6	1			
Percent	47%	18%	16%	16%	3%			
N=2						Avg Mean	3.92	(Mar 2016)

GDPC 810 School Psych Portfolio (2.3 Interventions and Instructional Support to Develop Academic Skills)

2014-2015

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.3-TOTAL: The student has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies....	1	0	1	0	0	4.00	5, 3	1.000
2.3(1a): Formulate instructional recommendations related to student strengths and needs as documented in written reports...	0	1	0	1	0	3.00	4, 2	1.000
2.3(1b): Assist in designing and implementing data collection procedures that are appropriate for an intervention in terms of goals and pertinent student and environmental factors...	1	0	1	0	0	4.00	5, 3	1.000
2.3(1c): Develop and implement individual/group academic interventions that are empirically validated ...	1	0	0	0	0	5.00	5	0.000
2.3(1d): Facilitate intervention fidelity...	1	0	1	0	0	4.00	5, 3	1.000
SUB-TOTAL: #1 Uses assessment data to:...	1	0	1	0	0	4.00	5, 3	1.000
2.3(2a): Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment...	0	0	1	0	0	3.00	3	0.000
2.3(2b): Developing intervention plans from consultation that are evidence-based, practical and can be reasonably implemented by teachers, staff, and/or parents ...	0	0	1	0	0	3.00	3	0.000
SUB-TOTAL: #2 Collaborates in academic intervention development by:	1	0	1	0	0	4.00	5, 3	1.000
Total Assessments	6	1	7	1	0			
Percent	40%	7%	47%	7%	0%			

N=2

Avg Mean 3.78

(Mar 2016)

**GDPC 810 School Psych Portfolio (2.4 Interventions and Mental Health Services to Develop Social and Life Skills)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.4-TOTAL: The student has knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills....	0	1	1	0	0	3.50	4, 3	0.500
2.4(1a): Recommend research-based strategies for improving behavioral, affective, adaptive, and social skills as needed based on assessment results...	1	0	1	0	0	4.00	5, 3	1.000
2.4(1b): Assist in designing and implementing data collection procedures that are appropriate for intervention in terms of goals and pertinent student and environmental factors...	0	1	1	0	0	3.50	4, 3	0.500
2.4(1c): Develop and implement individual/group social and life skill interventions that are empirically validated...	0	1	0	0	0	4.00	4	0.000
2.4(1d): Facilitate intervention fidelity...	0	1	0	0	0	4.00	4	0.000
SUB-TOTAL: #1 Uses assessment data to:...	0	1	1	0	0	3.50	4, 3	0.500
2.4(2a): Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment...	0	0	0	1	0	2.00	2	0.000
2.4(2b): Developing intervention plans from consultation that are evidence-based, practical, and can be reasonably implemented by teachers, staff, and/or parents ...	0	0	0	1	0	2.00	2	0.000
SUB-TOTAL: #2 Collaborates in behavioral, affective, adaptive, and social skills intervention development by...	0	0	0	1	0	2.00	2	0.000
Total Assessments	1	5	4	3	0			
Percent	8%	38%	31%	23%	0%			

N=2

Avg Mean 3.17

(Mar 2016)

**GDPC 810 School Psych Portfolio (2.5 School-wide Practices to Promote Learning)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.5-TOTAL: The student has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development and mental health...	1	0	0	1	0	3.50	5, 2	1.500
2.5(1a): Deliver psychological services within the framework of federal rules and regulations, school system, and state Department of Education policies and procedures...	1	0	0	0	1	3.00	5, 1	2.000
2.5(1b): Collaborate with team members in addressing student or system needs via activities such as effective problem- solving, responding to “system “conflict, and maintaining professional objectivity...	1	0	0	1	0	3.50	5, 2	1.500
SUB-TOTAL: #1 Works within system structures to:...	1	0	0	1	0	3.50	5, 2	1.500
2.5(2a): Demonstrating knowledge of effective disciplinary policies and practices such as working with school administrators to operationally define different categories of problem behavior, developing clear definitions of minor (classroom managed) and major (administration managed) rule violations, etc....	1	0	1	0	0	4.00	5, 3	1.000
2.5(2b): Promoting views that support student learning and needs as opposed to promoting punitive only responses to student behaviors...	2	0	0	0	0	5.00	5	0.000
2.5(2c): Demonstrating knowledge of strategies to promote student engagement...	1	1	0	0	0	4.50	5, 4	0.500
2.5(2d): Demonstrating knowledge of strategies to promote school-family-community cooperation...	2	0	0	0	0	5.00	5	0.000
SUB-TOTAL: #2 Facilitates practices that foster positive school climate	1	1	0	0	0	4.50	5, 4	0.500
Total Assessments	11	2	1	3	1			
Percent	61%	11%	6%	17%	6%			

N=2

Avg Mean 4.06

(Mar 2016)

**GDPC 810 School Psych Portfolio (2.6 Preventive and Responsive Services)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.6-TOTAL: The Student has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response....	1	1	0	0	0	4.50	5, 4	0.500
2.6(1a): Critical review of system policies and procedures in the context of best practice recommendations for crisis prevention and intervention...	1	1	0	0	0	4.50	5, 4	0.500
2.6(1b): Knowing and recognizing behaviors and risk factors that represent threats to wellness...	2	0	0	0	0	5.00	5	0.000
2.6(1c): Collaborating with school and community staff to promote practices supportive of mental health and physical well-being of students...	1	1	0	0	0	4.50	5, 4	0.500
SUB-TOTAL: #1 Applies knowledge about prevention and response services through:...	1	1	0	0	0	4.50	5, 4	0.500
2.6(2a): Implement system-wide (i.e., classwide and/or schoolwide) crisis prevention practices when feasible...	1	0	0	0	0	5.00	5	0.000
2.6(2b): Provide training and resource information for ongoing monitoring of school practices related to crisis prevention and intervention...	1	0	0	0	0	5.00	5	0.000
SUB-TOTAL: #2 Collaborates with school personnel, students, and families to:...	1	0	0	0	0	5.00	5	0.000
Total Assessments	9	4	0	0	0			
Percent	69%	31%	0%	0%	0%			

N=2

Avg Mean 4.75

(Mar 2016)

**GDPC 810 School Psych Portfolio (2.7 Family-School Collaboration Services)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.7-TOTAL: The student has knowledge of principles and research-related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children's learning, socialization & mental health; and methods to develop collaboration between families & schools....	1	1	0	0	0	4.50	5, 4	0.500
2.7(1a): Application of family-centered principles in verbal and written communication ...	1	0	0	1	0	3.50	5, 2	1.500
2.7(1b): Use of appropriate vocabulary allowing for understanding of presented information...	1	0	1	0	0	4.00	5, 3	1.000
2.7(1c): Development of interventions in a manner that does not violate cultural norms of the family...	1	1	0	0	0	4.50	5, 4	0.500
SUB-TOTAL #1 Applies knowledge about family systems, strengths, and needs, and culture through:...	1	0	1	0	0	4.00	5, 3	1.000
2.7(2a): Routinely including family members as Team members for assessment and intervention purposes...	2	0	0	0	0	5.00	5	0.000
2.7(2b): Routinely identifying and addressing family concerns as related to a variety of situations...	1	0	1	0	0	4.00	5, 3	1.000
2.7(2c): Adapting to meet family schedules in order to obtain input from family members...	2	0	0	0	0	5.00	5	0.000
2.7(2d): Appropriately recognizing and addressing concerns raised by family members...	1	1	0	0	0	4.50	5, 4	0.500
2.7(2e): Adherence to confidentiality practices recognizing the legal rights of parents/guardians...	2	0	0	0	0	5.00	5	0.000
2.7(2f): Effective communication with parents/caregivers...	1	1	0	0	0	4.50	5, 4	0.500
SUB-TOTAL: #2 Applies knowledge of evidence-based strategies and methods for developing collaboration through:...	2	0	0	0	0	5.00	5	0.000
2.7(3a): Encouraging family involvement and their expression of views/ideas/concerns...	2	0	0	0	0	5.00	5	0.000

**GDPC 810 School Psych Portfolio (2.7 Family-School Collaboration Services)
2014-2015 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
1	1	0	0	0	1	4.50	5, 4	0.500
1	1	0	0	0	1	4.50	5, 4	0.500
1	1	0	0	0	1	4.50	5, 4	0.500
	21	7	3	1	0	21		
	66%	22%	9%	3%	0%	66%		
N=2						Avg Mean	4.50	

(Mar 2016)

**GDPC 810 School Psych Portfolio (2.8 Diversity in Development and Learning)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.8-TOTAL: The student has knowledge of individual differences, abilities, and disabilities, and other diverse characteristics, principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity....	1	1	0	0	0	4.50	5, 4	0.500
2.8(1a): Demonstrating sensitivity to cultural and background factors of students, families, and school personnel...	1	0	0	1	0	3.50	5, 2	1.500
2.8(1b): Considering background and environmental factors of students in assessment design and interpretation...	1	1	0	0	0	4.50	5, 4	0.500
2.8(1c): Applying understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions for learning and behavioral issues...	1	1	0	0	0	4.50	5, 4	0.500
SUB-TOTAL: #1 Appropriately addresses diversity issues through:...	1	1	0	0	0	4.50	5, 4	0.500
2.8(2a): Addressing diverse learning and mental health needs of students...	1	1	0	0	0	4.50	5, 4	0.500
2.8(2b): Assessing the needs of English language learners...	1	1	0	0	0	4.50	5, 4	0.500
2.8(2c): Assessing the needs of others taking into consideration developmental, gender, cognitive capabilities, social-emotional skills, socioeconomic needs and other diverse characteristics of learners and their families...	1	0	0	1	0	3.50	5, 2	1.500
SUB-TOTAL: #2 Work within a problem-solving framework for:...	1	1	0	0	0	4.50	5, 4	0.500

Total Assessments

9 7 0 2 0

Percent

50% 39% 0% 11% 0%

Avg Mean

4.28

N=2

(Mar 2016)

**GDPC 810 School Psych Portfolio (2.9 Research and Program Evaluation)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.9-TOTAL: The student has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings....	1	0	0	1	0	3.50	5, 2	1.500
2.9(1a): Through accurately incorporating principles of measurement and psychometric standards at individual, group, and system levels...	0	1	0	0	1	2.50	4, 1	1.500
2.9(1b): To evaluate outcomes from interventions in collaboration with others...	0	1	0	1	0	3.00	4, 2	1.000
2.9(1c): To identify a school psychology related issue and developing an appropriate plan (e.g., Capstone project...	1	0	0	0	0	5.00	5	0.000
2.9(1d): To implement improvement plans based on needs assessment, review of literature, and appropriate outcome measurement techniques ...	1	0	0	0	0	5.00	5	0.000
SUB-TOTAL: #1 Utilizes varied data collection and analysis techniques:...	1	0	0	1	0	3.50	5, 2	1.500
2.9(2a): In communicating about assessment findings and recommendations with parents/caregivers, and school personnel...	1	0	1	0	0	4.00	5, 3	1.000
2.9(2b): Through designing, implementing, and evaluating fidelity and effectiveness of intervention plans...	1	0	0	0	1	3.00	5, 1	2.000
SUB-TOTAL: #2 Applies knowledge of evidence-based interventions and programs:...	1	0	0	1	0	3.50	5, 2	1.500
Total Assessments	7	2	1	4	2			
Percent	44%	13%	6%	25%	13%			
N=2						Avg Mean	3.67	
								(Mar 2016)

**GDPC 810 School Psych Portfolio (2.10 Legal, Ethical, and Professional Practice)
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.10-TOTAL: The student has knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists....	1	1	0	0	0	4.50	5, 4	0.500
2.10(1a): Being punctual, meeting deadlines, dressing appropriately, using professional conduct...	1	0	0	0	1	3.00	5,1	2.000
2.10(1b): Demonstration of professional relationships and interpersonal skills with students, parents, and school staff...	1	0	1	0	0	4.00	5, 3	1.000
2.10(1c): Showing respect for the expertise and contributions of other professionals...	2	0	0	0	0	5.00	5	0.000
2.10(1d): Accepting responsibility for own behavior such as acknowledging errors and working toward improvement in identified areas...	1	0	0	1	0	3.50	5, 2	1.500
2.10(1e): Cooperating with directives of intern supervisor...	1	0	1	0	0	4.00	5, 3	1.000
2.10(1f): Completing tasks with minimal supervision ...	1	0	0	0	1	3.00	5, 1	2.000
2.10(1g): Employs effective organizational strategies such as using a calendar, tracking caseloads, managing time, and meeting deadlines...	1	0	0	1	0	3.50	5, 2	1.500
SUB-TOTAL: #1 Demonstrates behaviors consistent with professionalism as reflected by:...	1	0	1	0	0	4.00	5, 3	1.000
2.10(2a): Following school psychology practice guidelines related to general and special education regulations, professional interactions, and scope of services...	1	0	1	0	0	4.00	5, 3	1.000
2.10(2b): Understanding of parent and child rights under IDEA and FERPA...	1	1	0	0	0	4.50	5, 4	0.500
2.10(2c): Understanding and observing laws pertaining to the delivery of ...	1	1	0	0	0	4.50	5, 4	0.500

**GDPC 810 School Psych Portfolio (2.10 Legal, Ethical, and Professional Practice)
2014-2015 (cont'd)**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
2.10(2d): Advocating for needs and rights of students in school settings...	1	1	0	0	0	4.50	5, 4	0.500
2.10(2e): Demonstrating knowledge of NASP Principles for Professional Ethics...	1	0	0	1	0	3.50	5, 2	1.500
2.10(2f): Adhering to NASP Principles for Professional Ethics, including obligation to advocate for students/families'™ rights...	1	0	1	0	0	4.00	5, 3	1.000
2.10(2g): Demonstrating ability to use systematic decision-making process in responding to legal and /or ethical dilemmas...	1	0	0	1	0	3.50	5, 2	1.500
SUB-TOTAL: #2 Demonstrates a commitment to professional development as reflected by:...	1	0	0	1	0	3.50	5, 2	1.500
Total Assessments	18	4	5	5	2			
Percent	53%	12%	15%	15%	6%			
N=2						Avg Mean	3.91	

(Mar 2016)

**GPC School Psychology Portfolio Evaluation
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
Domain 1: Data-Based Decision Making and Accountability ...	1	6	0	0	0	4.14	4	0.350
Domain 2: Consultation and Collaboration...	1	6	0	0	0	4.14	4	0.350
Domain 3: Interventions and Instructional Support to Develop Academic Skills...	1	6	0	0	0	4.14	4	0.350
Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills...	1	6	0	0	0	4.14	4	0.350
Domain 5: School-Wide Practices to Promote Learning...	1	6	0	0	0	4.14	4	0.350
Domain 6: Preventive and Responsive Services ...	1	6	0	0	0	4.14	4	0.350
Domain 7: Family-School Collaboration Services...	1	6	0	0	0	4.14	4	0.350
Domain 8: Diversity in Development and Learning...	1	6	0	0	0	4.14	4	0.350
Domain 9: Research and Program Evaluation...	1	6	0	0	0	4.14	4	0.350
Domain 10: Legal, Ethical, and Profession Practice...	1	6	0	0	0	4.14	4	0.350

Total Assessments

10

60

0

0

Percent

14%

86%

0%

0%

N=7

Avg Mean

4.14

(Mar 2016)

**GPC School Counseling Dispositions
2014-2015**

	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...	3	3	1	0	0	4.29	5	0.700
2. The counseling professional values fairness...	2	4	1	0	0	4.14	4	0.639
3. The counseling professional values respectful communication ...	2	3	2	0	0	4.00	4	0.756
4. The counseling professional values diversity...	3	2	2	0	0	4.14	5	0.833
5. The counseling professional recognizes personal leadership responsibility ...	1	2	3	1	0	3.43	3	0.904
6. The counseling professional values personal and professional growth...	1	4	2	0	0	3.86	4	0.639
7. The counseling professional is committed to inquiry...	2	2	3	0	0	3.86	3	0.833
8. The counseling professional is committed to service ...	2	4	1	0	0	4.14	4	0.639
9. The counseling professional values ethical behavior...	2	4	1	0	0	4.14	4	0.639
10. The counseling professional is committed to team/group relations...	1	2	4	0	0	3.57	3	0.728
11. The counseling professional values written communication...	2	2	3	0	0	3.86	3	0.833
12. The counseling professional values professional demeanor and appearance...	1	3	3	0	0	3.71	3	0.700
Total Assessments	22	35	26	1	0			
Percent	26%	42%	31%	1%	0%			
N=7						Avg Mean	3.93	

(Mar 2016)

**GPC Clinical Mental Health Counseling Dispositions
2014-2015**

	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	0	9	4	0	0	3.69	4	0.462
2. The counseling professional values fairness	0	8	5	0	0	3.62	4	0.487
3. The counseling professional values respectful communication	0	8	5	0	0	3.62	4	0.487
4. The counseling professional values diversity	0	9	4	0	0	3.69	4	0.462
5. The counseling professional recognizes personal leadership responsibility	2	7	4	0	0	3.85	4	0.662
6. The counseling professional values personal and professional growth	2	9	2	0	0	4.00	4	0.555
7. The counseling professional is committed to inquiry	0	10	3	0	0	3.77	4	0.421
8. The counseling professional is committed to service	2	6	5	0	0	3.77	4	0.697
9. The counseling professional values ethical behavior	0	11	2	0	0	3.85	4	0.361
10. The counseling professional is committed to team/group relations	0	12	1	0	0	3.92	4	0.266
11. The counseling professional values written communication	0	7	6	0	0	3.54	4	0.499
12. The counseling professional values professional demeanor and appearance	0	10	3	0	0	3.77	4	0.421
Total Assessments		6	106	44	0	0		
Percent		4%	68%	28%	0%	0%		
N=13						Avg Mean	3.76	
								(Mar 2016)

GPC School Psychology Dispositions 2014-2015								
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
1. Believes all students can learn and grow	11	15	1	0	0	4.37	4	0.554
2. Values fairness	16	10	1	0	0	4.56	5	0.567
3. Values respectful communication	14	9	3	1	0	4.33	5	0.816
4. Values diversity	21	5	1	0	0	4.74	5	0.516
5. Recognizes personal leadership responsibility	10	8	8	1	0	4.00	5	0.903
6.6. Engages in personal and professional growth	12	11	3	1	0	4.26	5	0.798
7. Committed to inquiry	6	18	3	0	0	4.11	4	0.567
8. Committed to service	7	0	0	0	0	5.00	5	0.000
9. Values ethical behavior	22	2	3	0	0	4.70	5	0.656
10. Committed to team/group relations	17	10	0	0	0	4.63	5	0.483
11. Values written communication	0	6	19	2	0	3.15	3	0.524
12. Values professional demeanor and appearance	18	7	2	0	0	4.59	5	0.624
13. Assessment competencies	2	7	16	1	1	3.30	3	0.808
	Total Assessments	156	108	60	6	1		
	Percent	47%	33%	18%	2%	0%		
N=27						Avg Mean	4.29	

(Mar 2016)

**GPC Counseling Psychology Dispositions
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev				
Believes that all individuals can learn and grow	0	6	9	0	0	3.40	3	0.490				
Values fairness	0	5	10	0	0	3.33	3	0.471				
Values respectful communication	1	4	10	0	0	3.40	3	0.611				
Values diversity	0	5	10	0	0	3.33	3	0.471				
Recognizes personal leadership responsibility	1	3	9	2	0	3.20	3	0.748				
Values personal and professional growth	0	4	10	1	0	3.20	3	0.542				
Is committed to inquiry	0	9	6	0	0	3.60	4	0.490				
Is committed to service	0	5	9	0	0	3.36	3	0.479				
Values ethical behavior	0	2	13	0	0	3.13	3	0.340				
Is committed to team/group relations	0	6	8	1	0	3.33	3	0.596				
Written Communication	0	2	13	0	0	3.13	3	0.340				
Professional Demeanor and Appearance	0	3	11	1	0	3.13	3	0.499				
Clinical Performance	1	2	7	1	0	3.27	3	0.750				
Assessment Competency	1	1	6	0	0	3.38	3	0.696				
Research Performance	0	2	12	1	0	3.07	3	0.442				
Graduate Student Role	1	9	5	0	0	3.73	4	0.573				
Total Assessments						5	68	148	7	0		
Percent						2%	30%	65%	3%	0%		
N=15						Avg Mean		3.31				
(Mar 2016)												

**GPC Educational Psychology Dispositions
2014-2015**

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev
1. Believes all students can learn and grow ...	4	7	2	0	0	4.15	4	0.662
2. Values fairness...	3	7	3	0	0	4.00	4	0.679
3. Values respectful communication ...	3	5	5	0	0	3.85	3	0.769
4. Values diversity ...	3	7	3	0	0	4.00	4	0.679
5. Recognizes personal leadership responsibility ...	4	5	3	1	0	3.92	4	0.917
6. Values personal and professional growth...	3	8	2	0	0	4.08	4	0.615
7. Committed to inquiry...	3	5	4	1	0	3.77	4	0.890
8. Committed to service...	3	7	1	0	0	4.18	4	0.575
9. Values ethical behavior...	3	8	2	0	0	4.08	4	0.615
10. Committed to team/group relations...	3	7	2	0	0	4.08	4	0.640
11. Values written communication...	1	7	4	1	0	3.62	4	0.738
12. Values professional demeanor and appearance...	3	8	2	0	0	4.08	4	0.615

Total Assessments

36

81

33

3

0

Percent

24%

53%

22%

2%

0%

N=13

Avg Mean

3.98

(Mar 2016)

GPC Special Education Dispositions 2014-2015									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
1. Believes all students can learn and grow ...	6	2	0	0	0	4.75	5	0.433	
2. Values fairness...	6	2	0	0	0	4.75	5	0.433	
3. Values respectful communication ...	6	1	0	1	0	4.50	5	1.000	
4. Values diversity ...	6	1	0	1	0	4.50	5	1.000	
5. Recognizes personal leadership responsibility ...	4	3	1	0	0	4.38	5	0.696	
6. Values personal and professional growth...	5	2	0	1	0	4.38	5	0.992	
7. Committed to inquiry...	4	3	0	1	0	4.25	5	0.968	
8. Committed to service...	6	2	0	0	0	4.75	5	0.433	
9. Values ethical behavior...	6	2	0	0	0	4.75	5	0.433	
10. Committed to team/group relations...	6	1	0	0	0	4.86	5	0.350	
11. Values written communication...	5	1	2	0	0	4.38	5	0.857	
12. Values professional demeanor and appearance...	6	2	0	0	0	4.75	5	0.433	
	Total Assessments	66	22	3	4	0			
	Percent	69%	23%	3%	4%	0%			
N=8						Avg Mean	4.58		

(Mar 2016)

**GPC Counseling Psychology Practicum
2014-2015**

	Excellent (4 pts)	Above Average (3 pts)	Average (2 pts)	Needs To Improve (1 pts)	Unable To Evaluate (0 pts)*	Mean	Mode	Stdev
Individual psychotherapy skills with adults	2	10	1	0	0	3.08	3	0.474
Individual psychotherapy skills with children and adolescents	3	2	2	0	6	3.14	0	0.833
Group psychotherapy and leadership skills	0	1	0	0	7	3.00	0	0.000
Crisis intervention skills	4	1	1	0	7	3.50	0	0.764
Psychodiagnostic and assessment skills	1	4	5	1	2	2.45	2	0.782
Case conceptualization skills	1	10	2	0	0	2.92	3	0.474
Ability to establish therapeutic relationships with adults	6	6	1	0	0	3.50	3	0.500
Ability to establish therapeutic relationships with children and adolescents	3	2	2	0	6	3.14	0	0.833
Ability to establish therapeutic relationships with couples	2	3	2	0	5	3.00	0	0.756
Ability to establish therapeutic relationships with families	1	3	1	0	8	3.00	0	0.632
Psychological testing, scoring, interpretation and report writing skills	0	5	5	0	3	2.50	3	0.500
Openness to supervision	8	3	2	0	0	3.46	4	0.746
Professional and ethical judgment	8	3	1	1	0	3.38	4	0.923
Awareness of self and his/her impact on clients	7	2	4	0	0	3.23	4	0.890
Self-confidence	6	3	4	0	0	3.15	4	0.863
Demonstrates sensitivity to, and ability to therapeutically engage widely diverse clients	5	4	4	0	0	3.08	4	0.828
Total Assessments	57	62	37	2	44			
Percent	28%	31%	18%	1%	22%			

N=13

* Not included in Mean, Mode and Standard Deviation

Avg Mean 3.10

(Mar 2016)

APPENDIX C.
Leadership Programs

APPENDIX C-1. EDUCATIONAL LEADERSHIP ASSESSMENT DOCUMENTS

EDAL 520 Final Project (All Candidates, Online)									
2014-2015									
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Mean	Mode	Stdev	
Content & Organization...	6	0	0	0	0	5.00	5	0.000	
Identification of problem and possible solutions in the articles...	6	0	0	0	0	5.00	5	0.000	
Reflection (integration of knowledge base with practice)...	6	0	0	0	0	5.00	5	0.000	
Style/Format (APA and AU Standards)...	0	0	0	3	3	1.50	1	0.500	
Mechanics (Spelling, grammar, punctuation, and sentence structure)...	6	0	0	0	0	5.00	5	0.000	
Total Assessments	24	0	0	3	3				
Percent	80%	0%	0%	10%	10%				
N=6						Avg Mean	4.30		

(Mar 2016)