Evidence of Student Learning
Liberal Studies Degree 2011-12

Data Charts and Discussion of Findings

Table 1:
MTH223 Final Exam for Liberal Studies (Learning Outcome 1c)
<mark>The criteria for success in the MTH223 final exam is a score of 3 or 4, proficient to advanced.</mark>

Rubric Criteria	Folio Area	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Students will be able to construct geometric figures using a compass and straight edge.	Stage 2 Key Liberal Studies Courses: MTH 223	22	3.36/4	84.09	1
Students will be able to compute area and volume.	Stage 2 Key Liberal Studies Courses: MTH 223	22	3.00/4	75	1.38
Students will be able to use probability and statistics to solve problems.	Stage 2 Key Liberal Studies Courses: MTH 223	22	2.00/4	50	1.45

Below is a comparison between 2010-11 average scores and 2011-12 average scores:

Criterion	Average Score 10-11	Average Score 11-12
Criterion 1: Students will be able to construct geometric figures using a compass and straight edge.	3.44	3.36
Criterion 2: Students will be able to compute area and volume.	3.08	3.00
Criterion 3: Students will be able to use probability and statistics to solve problems.	2.00	2.00
Total average rubric score for group of 25 authors.	2.84	2.79

Analysis of Results: Liberal Studies students are scoring at a proficient level on criterion 1 and 2 related to geometry and computation. Criterion 3, using probability and statistics to solve problems is an area for growth. Also noted is that the averages for each criterion declined from 2011 to 2012.

Table 2:
Teaching Performance Assessment TASK 2 (Learning Outcome 1c, 1d)
<mark>The criteria for success in the TPA Task 2 is a score of 3 or 4 in each criteria, proficient to advanced.</mark>

Rubric Criteria	Folio Area	Authors evaluated	Average for Group (Raw)	Average for Group (%)
Establishing Goals and Standards.	Designing Instruction	13	2.85/4	71.15
Learning about Students.	Designing Instruction	13	2.62/4	65.38
Planning for Instruction.	Designing Instruction	13	2.85/4	71.15
Making Adaptations.	Designing Instruction	13	2.46/4	61.54
Using Subject-Specific Pedagogical Skills.	Designing Instruction	13	2.85/4	71.15
Reflecting.	Designing Instruction	13	2.69/4	67.31
Average of 6 Criterion Averages			**2.72/4 (67.95%)**	**67.95**

Analysis of Results:

Two of 13 candidates did not pass this summative performance assessment on their first attempt. This is an 85% pass rate. Lower than last year's pass rate of 95%. The data above shows the rubric criterion scores, which, as an average, are showing below proficient scores (scores of 3 and 4 are considered proficient and advanced).

A look at each individual criteria shows a relative strength in the categoris of **Establishing Goals and Standards, Planning for Instruction, and Use of Subject-Specific Pedagogy,** with a mean score of 2.85. The candidates receive solid exposure to and practice of how to plan and deliver relevant instruction using effective pedagogy. This concept is introduced in foundational courses, applied in methods courses and assessed in fieldwork. A relative area for growth is in the category of **Making Adaptations,** with a mean score of 2.46. again lower than last year. The unit will encourage the practice of reflecting on what the candidates have learned about their students and in making appropriate instructional and content adaptations to meet the needs of those students throughout candidate coursework and fieldwork experiences.

Table 3:
EDU 402 "Philosophy of Education" Signature Assignment (Learning Outcome 1d, 2a, 2b)
<mark>The criteria for success in the EDU402 signature assignment is a score of 3 or 4, proficient to advanced, in each rubric criteria.</mark>

Rubric Criteria	Folio Area	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
Knowledge of research-based theories and principles of human learning and development	Stage 3: Initial Cred Requirements: EDU 402	36	3.74/4	93.54	4	0.42
knowledge about how these theories affect classroom practice	Stage 3: Initial Cred Requirements: EDU 402	36	3.65/4	91.32	4	0.51
Reflection on how these theories affect and resonate with candidates' beliefs	Stage 3: Initial Cred Requirements: EDU 402	36	3.71/4	92.71	4	0.43
Paper is grammatically correct, spelling is correct, layout is organized	Stage 3: Initial Cred Requirements: EDU 402	36	3.92/4	97.99	4	0.25

Analysis of Results:
The average rubric score for this signature assignment is 3.75 on a 4-point rubric, higher than last year. The content criteria with the highest mean score is criteria 4, Paper is grammatically correct, spelling is correct, layout is organized, with a mean score of 3.92, which is consistent with the student's own exit survey. The highest content-based score is criteria 1, indicating that students can proficiently connect what they have learned about research-based theories and principles with principals of human learning and development.

Table 4:
EDU 306 Principles of Language Acquisition Signature Assignment (Learning Outcome 1a, 1b, 1c, 1d, 2a)

<mark>The criteria for success in the EDU306 signature assignment is a score of 3 or 4, proficient to advanced.</mark>

Rubric Criteria	Folio Area	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
Adaptation to instructional strategy is effective for meeting the specific learning needs of the English learner in content knowledge and English language development.	Stage 3: Initial Cred Requirements: EDU 306	39	3.46/4	86.54	4	0.85
Two specific learning needs of the English learner were correctly identified through careful analysis of the case study	Stage 3: Initial Cred Requirements: EDU 306	39	3.36/4	83.97	4	0.78
The adaptation would be effective for the student in making progress toward English language development specific to this student's English proficiency	Stage 3: Initial Cred Requirements: EDU 306	39	3.59/4	89.74	4	0.72
The progress monitoring assessment chosen provides feedback to the student for achieving the learning goal at the student's English proficiency level.	Stage 3: Initial Cred Requirements: EDU 306	39	3.51/4	87.82	4	0.82
Next steps in planning are effective to facilitate specific growth in the student's English language development	Stage 3: Initial Cred Requirements: EDU 306	39	3.46/4	86.54	4	0.79
The written product displays effective communication skills through sound grammar, spelling, language and word	Stage 3: Initial Cred Requirements: EDU 306	39	3.72/4	92.95	4	0.51

use.						
The oral presentation displays sound communication skills through proper usage of grammar, voice quality and presentation demeanor that is effective one-on-one and in groups.	Stage 3: Initial Cred Requirements: EDU 306	39	3.69/4	92.31	4	0.57

Analysis of Results:

The average rubric score for this signature assignment is 3.54 on a 4-point rubric, almost identical to last year's scores. This indicates the different professors who taught it are well calibrated on the assignment criteria. The content criteria with the lowest mean score is criteria 2, identifying the specific learning needs of the English learner, with a mean score of 3.36, indicating that candidates could use greater support in getting to know their students academically in a discrete way in order to plan instruction for specifically what they need next. The highest scoring was criteria 6, The written product displays effective communication skills through sound grammar, spelling, language and word use, which is consistent with the student's exit survey results.

Table 5:
Dispositions of Noble Character (Learning Outcome 2b, 3a, 3b)
The criteria for success in each disposition criteria is a score of 3 or 4, proficient to advanced.

Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
1. Dignity & Honor: The candidate honors and respects the worthiness of all individuals in word and deed based on PLNUs Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service.	Undergraduate Blended Credential Program	51	3.70/4	92.6	0.26
2. Honesty & Integrity: The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.	Undergraduate Blended Credential Program	51	3.69/4	92.16	0.31

3. Caring, Patience, and Respect: The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.	Undergraduate Blended Credential Program	51	3.71/4	92.75	0.28
4. Spirit of Collaboration, Flexibility and Humility: The candidate actively participates in and contributes to the achievement of the learning community, explaining own thought process with humility and considers those of others with a positive, open-minded attitude.	Undergraduate Blended Credential Program	51	3.70/4	92.4	0.27
5. Harmony in Learning Community: The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community.	Undergraduate Blended Credential Program	51	3.69/4	92.3	0.28
6. Self-Awareness/Calling: The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.	Undergraduate Blended Credential Program	51	3.90/4	97.55	0.25
7. Perseverance with Challenge: The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.	Undergraduate Blended Credential Program	51	3.68/4	92.11	0.29
8. Diligence in Work Habits & Responsibility for Learning: The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback.	Undergraduate Blended Credential Program	51	3.67/4	91.86	0.32

<u>Analysis of Results:</u>
This data is an average of dispositional characteristics combining student self assessment and professors assessment for the 2011-12 academic year. The results indicate the lowest average (3.67 out of 4) to be in criteria #8, Diligence in Work Habits & Responsibility for Learning, and the highest average of 3.9 out of 4 in Self-Awareness/Calling. All categories were ranked in the 90% range by both students and their professors.

Table 6:
Exit Survey Data (All Learning Outcomes)
<mark>The criteria for success in the Exit Survey is a score of "very effective" or "extremely effective".</mark>
The first two questions are only demographic in nature and not part of the learning outcomes.
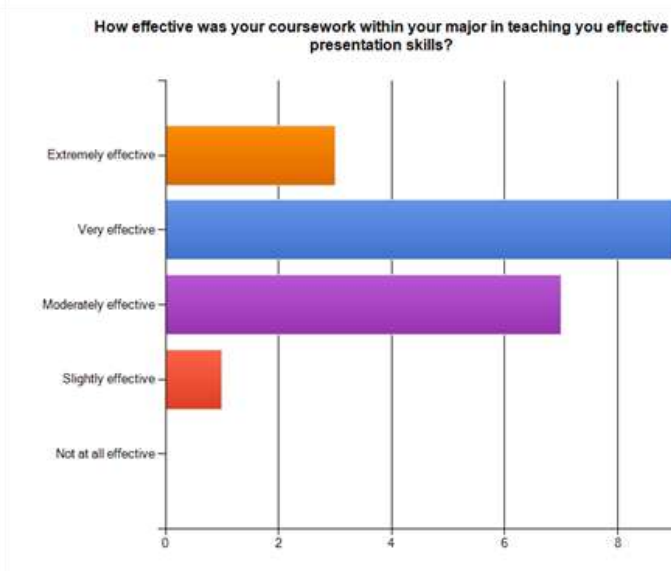
Exit Survey Lib Studies Program Completers

Q1. In what month and year do you expect to, or did you, graduate with your undergraduate degree from PLNU?

Answer Options	Response Count
	20
answered question	20
skipped question	0

Q2. What was your major?

Answer Options	Response Count
	20
answered question	20
skipped question	0

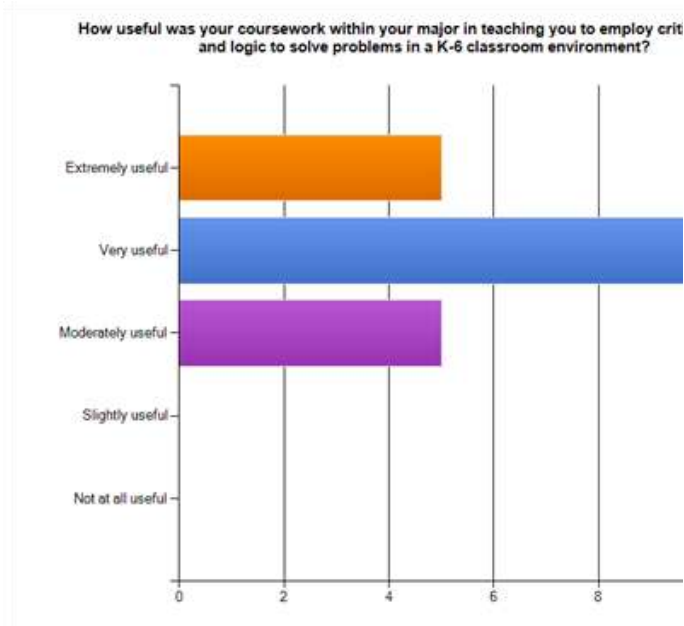How effective was your coursework within your major in teaching you effective presentation skills?

Q3. How effective was your coursework within your major in teaching you effective presentation skills?

Answer Options	Response Percent	Response Count
Extremely effective	15.0%	3
Very effective	45.0%	9
Moderately effective	35.0%	7
Slightly effective	5.0%	1
Not at all effective	0.0%	0
Comments		0
	answered question	20
	skipped question	0

How effective was your coursework within your major in teaching you effective written communication?
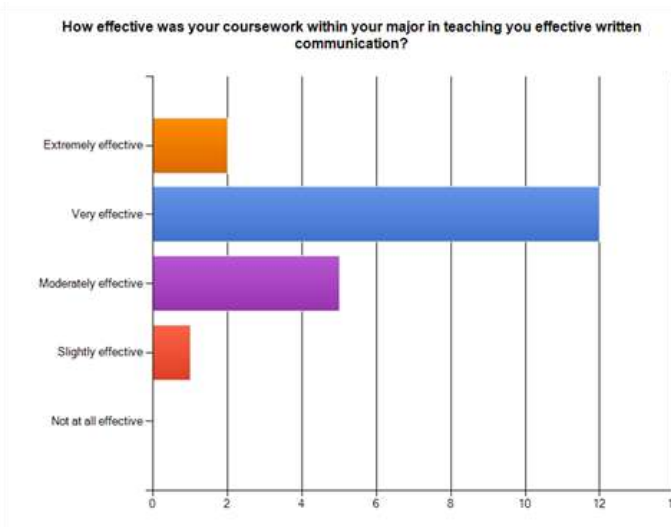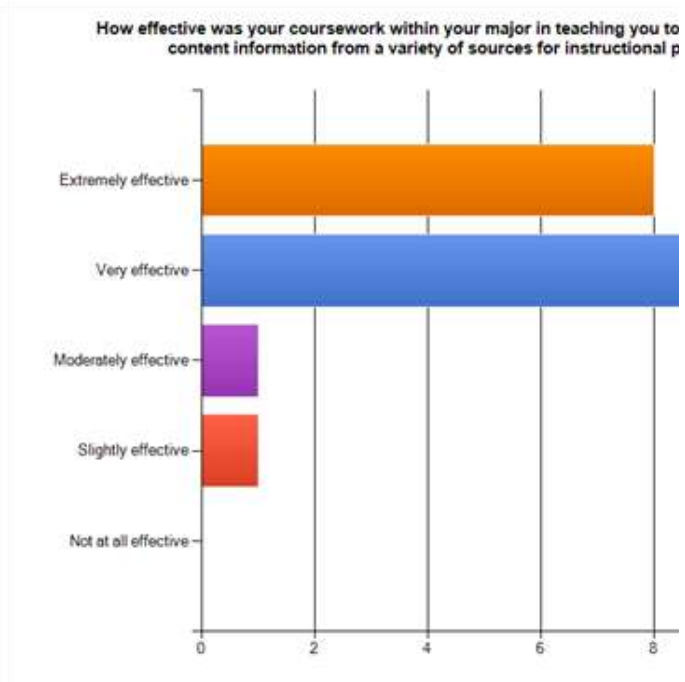

Q4. How effective was your coursework within your major in teaching you effective written communication?

Answer Options	Response Percent	Response Count
Extremely effective	10.0%	2
Very effective	60.0%	12
Moderately effective	25.0%	5
Slightly effective	5.0%	1
Not at all effective	0.0%	0
Comments		1
	answered question	20
	skipped question	0

How useful was your coursework within your major in teaching you to employ crit
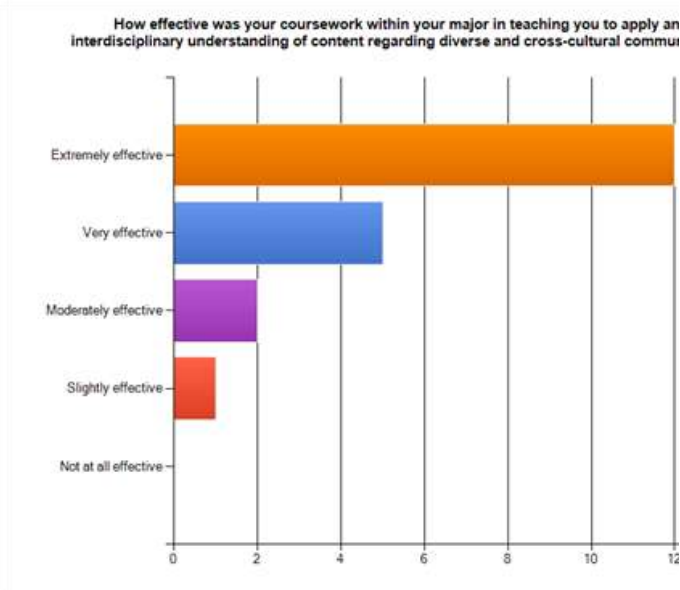and logic to solve problems in a K-6 classroom environment?

Q5. How useful was your coursework within your major in teaching you to employ critical thinking and logic to solve problems in a K-6 classroom environment?

Answer Options	Response Percent	Response Count
Extremely useful	25.0%	5
Very useful	50.0%	10
Moderately useful	25.0%	5
Slightly useful	0.0%	0
Not at all useful	0.0%	0
Comments		1
	answered question	20
	skipped question	0

How effective was your coursework within your major in teaching you to
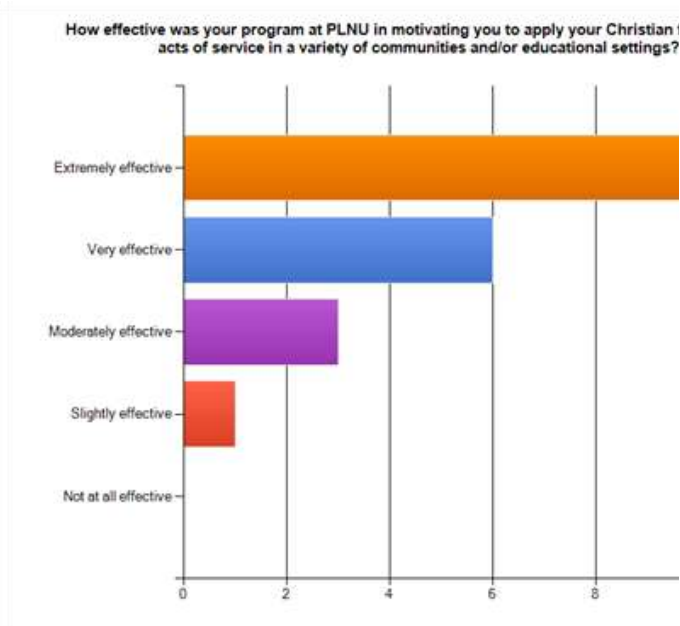content information from a variety of sources for instructional p

Q6. How effective was your coursework within your major in teaching you to integrate specific content information from a variety of sources for instructional planning?

Answer Options	Response Percent	Response Count
Extremely effective	40.0%	8
Very effective	50.0%	10
Moderately effective	5.0%	1
Slightly effective	5.0%	1
Not at all effective	0.0%	0
Comments		0
	answered question	20
	skipped question	0

How effective was your coursework within your major in teaching you to apply an interdisciplinary understanding of content regarding diverse and cross-cultural commu...

Q7. How effective was your coursework within your major in teaching you to apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities?

Answer Options	Response Percent	Response Count
Extremely effective	60.0%	12
Very effective	25.0%	5
Moderately effective	10.0%	2
Slightly effective	5.0%	1
Not at all effective	0.0%	0
Comments		0
	answered question	20
	skipped question	0

How effective was your program at PLNU in motivating you to apply your Christian f... acts of service in a variety of communities and/or educational settings?
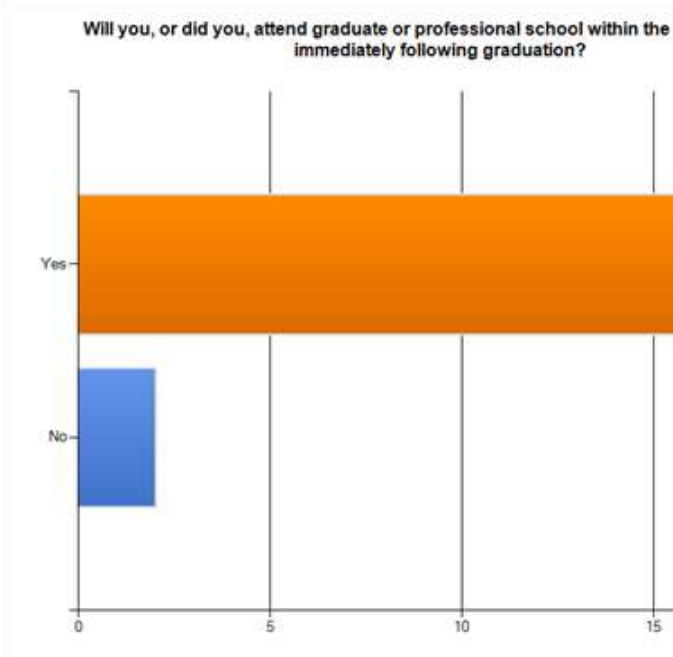
Q8. How effective was your program at PLNU in motivating you to apply your Christian faith through acts of service in a variety of communities and/or educational settings?

Answer Options	Response Percent	Response Count
Extremely effective	50.0%	10
Very effective	30.0%	6
Moderately effective	15.0%	3
Slightly effective	5.0%	1
Not at all effective	0.0%	0
Comments		0
	answered question	20
	skipped question	0

Will you be (or were you) employed full-time upon graduation?
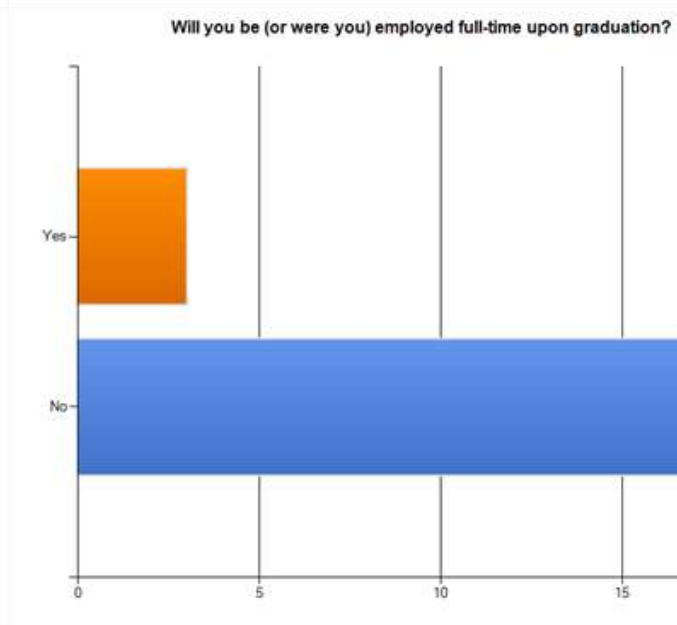
Q9. Will you be (or were you) employed full-time upon graduation?

Answer Options	Response Percent	Response Count
Yes	15.0%	3
No	85.0%	17
Comments		3
	answered question	20
	skipped question	0

Will you, or did you, attend graduate or professional school within the immediately following graduation?

Q10. Will you, or did you, attend graduate or professional school within the academic year immediately following graduation?

Answer Options	Response Percent	Response Count
Yes	90.0%	18
No	10.0%	2
Comments		10
	answered question	20
	skipped question	0

Analysis of Results

60 to 90% of the graduating students found our program "very effective" or "extremely effective" in meeting the intended learning outcomes. Ranking highest, at 90%, was "integrating content information from a variety of sources for instructional purposes", and at 85% was "applying an interdisciplinary understanding of content regarding diverse and cross-cultural communities". Ranking lowest was "teaching presentation skills", where only 60% of the graduates said the coursework was extremely or very effective. In no category did the students say the program was "not at all effective", and only one student ranked the coursework as "slightly effective".

Of special interest was that 80% of graduates said our program was extremely or very effective in motivating them to apply their Christian faith through acts of service in a variety of communities, and only 20% found our program moderately or slightly effective in this category.

Table 7:
Fieldwork Host Teacher Survey Data (All Learning Outcomes)
<mark>The criteria for success in the Host Teacher survey data is a score of "proficient" or "superior" ability for 95% of our candidates.</mark>

Q1. How would you rate the ability of the PLNU Teacher Education candidate to teach a variety of content within diverse and cross-cultural classrooms?

Answer Options	Inability	Emerging ability	Proficient ability	Superior ability	N/A (Candidate had no opportunity)	Rating Average	Response Count
Candidate ability:	0	6	14	16	9	3.28	45
Comments							11

Q2. To what degree did you witness the PLNU candidate apply positive dispositions and/or faith-based influences in the school setting?

Answer Options	These traits were rarely evident	Sometimes evident	Often evident	Consistently evident	Rating Average	Response Count
Displayed positive traits/influences:	2	5	16	22	3.29	45
Comments						12

Q3. How would you rate the PLNU candidate's engagement in his/her opportunity for professional and personal growth through the candidate's experience in your classroom?

Answer Options	Rarely evident	Sometimes evident	Often evident	Consistently evident	Rating Average	Response Count
Degree of engagement with intent to grow personally and professionally:	4	4	11	26	3.31	45
Comments						5

Q4. How would you rate the PLNU candidate's attitude of service to students while in your classroom?

Answer Options	Rarely	Sometimes	Often	Consistently	Rating Average	Response Count
Candidate served willingly with an attitude of service.	3	4	4	34	3.53	45
Comments						11

<u>Analysis of Results</u>

45 teachers who hosted our candidates for fieldwork responded to our survey.   The majority of teachers, 67%, ranked our candidates as "proficient" or "superior" in their ability to teach a variety of content within diverse and cross-cultural classrooms, one of our most important outcomes that speaks to teaching ability. Others ranked our candidates with an "emerging ability", and no host teachers ranked our candidates as "unable" in this category. In the categories of displaying positive faith-based dispositions, engagement and attitude of service, 82% to 84% of host teachers say our candidates "often" or "consistently" display those characteristics. The 4% - 8% of host teachers who ranked our candidates low in this area commented the students remained unengaged in the back of the classroom rather than interacting with students as expected.