## Summary of Data Collected Liberal Studies Degree

## **Data Charts and Discussion of Findings**

Table 1: MTH223 Final Exam for Liberal Studies Learning Outcome (1c)

Criterion	Average Score		
Criterion 1: Students will be able to construct			
geometric figures using a compass and straight	3.44		
edge.			
Criterion 2: Students will be able to compute	3.08		
area and volume.	3.08		
Criterion 3: Students will be able to use	2.00		
probability and statistics to solve problems.	2.00		
Total average rubric score for group of	2.84		
25 authors.	2.04		

Analysis and Use of Results: Liberal Studies students are scoring at a proficient level on criterion 2 and 3 related to solving problems. Criterion 1, constructing geometric figures using a compass and straight edge is an area for growth. The math and liberal studies departments have met to discuss ways to strengthen overall math competencies in liberal studies majors. The final math course in the Liberal Studies degree (EDU324) will work from individual student data from the MTH 223 course to design the specific course content each semester.

## **Teaching Performance Assessment**

Table 2: TPA TASK 2

	N	Score Level		% SL	Mean Score	Passage Rate 1 <sup>st</sup> attempt	Passage Rate 2 <sup>nd</sup> attempt	No Pass	Standard Deviation
TPA TASK 2		SL4	3	7.5					
Designing	Designing 40		34	85	2.0	37/92.5%	1 / 2.5%		0.39
Instruction 2010-2011		SL2	3	7.5	3.0	31/92.3%	1 / 2.3%	2/5%	0.39
		SL1	0	0					

## Analysis and Use of Results:

Analysis of the aggregated data cites that 92.5% of the initial candidates passed TPA Task 2 on the first attempt. Candidates' overall mean scores indicate proficiency in all criteria. A look at each individual criteria shows a relative strength in the category of **Reflecting on Instruction**, with a mean score of 3.14. The candidates receive solid exposure to and practice of how to

reflect on instruction based on student data. 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 2.76. 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.

### **EDU 402 Signature Assignment**

Table 3: EDU 402 "Philosophy of Education" Signature Assignment

Criteria							
	N	Score Level		%	Percentage Scoring at Proficient Level	Mean Score	Standard Deviation
Knowledge of research- based theories and		4	18	54.6			
principles of human learning and	33	3	14	42.4	97	3.52	0.57
development	33	2	1	3.0	97	3.32	0.57
		1	0	0			
		4	20	60.6			
Knowledge about how	33	3	12	36.4	97	2.50	0.56
these theories affect classroom practice		2	1	3.0		3.58	0.56
_		1	0	0			
D (1		4	21	63.6			
Reflection on how these theories affect and	22	3	12	36.4	100	2.64	0.40
resonate with candidates' beliefs	33	2	0	0	100	3.64	0.49
candidates benefit		1	0	0			
		4	25	75.8			
Presentation is grammatically correct, spelling is correct, layout is organized	22	3	8	24.2	100	2.76	0.44
	33	2	0	0	100	3.76	0.44
		1	0	0	1		

## Analysis and Use of Results:

The average rubric score for this signature assignment is 3.62 on a 4-point rubric. The content criteria with the highest mean score is criteria 3, *Reflection on how these theories affect and resonate with candidates' beliefs*, with a mean score of 3.64, indicating that students can proficiently connect what they have learned about research-based theories and principles with their own personal beliefs. The fact that no students scored below the proficient level is due to the opportunity for students to receive feedback on their drafts, which is a practice the department will continue to discuss regarding the appropriateness for a summative assignment.

# **EDU 306 Signature Assignment**

Table 3: EDU 306 Principles of Language Acquisition

Criteria							
Adaptation to		Score		0,1	Percentage Scoring at Proficient	M 6	Standard
instructional strategy is effective for meeting the	N		Level	%	Level %	Mean Score	Deviation
specific learning needs		4	6	60			
of the English learner in	10	3	3	30	90	3.50	0.71
content knowledge and English language		2	1	10			
development.		1	0	0			
Two specific learning		4	7	70			
needs of the English learner were correctly		3	1	10			
identified through	10				80	3.50	0.85
careful analysis of the		2	2	20			
case study The adaptation would be		1	0	0			
effective for the student		4	5	50			
in making progress	10	3	4	40	00	2.40	0.7
toward English language development specific to	10	2	1	10	90	3.40	0.7
this student's English							
proficiency The progress monitoring		1	0	0			
assessment chosen		4	6	60			
provides feedback to the	10	3	3	30	00	2.50	0.71
student for achieving the learning goal at the		2	1	10	90	3.50	0.71
student's English							
proficiency level.		1	0	0			
Next steps in planning		4	3	30			
are effective to facilitate specific growth in the	10	3	5	50	80	3.10	0.74
student's English	10	2	2	20		3.10	0.71
language development		1	0	0			
The written product		4	8	80			
displays effective communication skills		3	1	10			
through sound grammar,	10	2	1	10	90	3.70	0.67
spelling, language and word use.							
The oral presentation		1	0	0			
displays sound		4	10	100			
communication skills through proper usage of		3	0	0			
grammar, voice quality	10	2	0	0	100	4.00	0
and presentation							
demeanor that is effective one-on-one and							
in groups.		1	0	0			

Analysis and Use of Results:

The average rubric score for this signature assignment is 3.53 on a 4-point rubric. The content criteria with the lowest mean score is criteria 5, *Next steps in planning are effective to facilitate specific growth in the student's English language development*, with a mean score of 3.10, indicating that candidates could use greater support in connecting what their students already know and planning instruction for specifically what they need next. The fact that no students scored below the proficient level is due to the opportunity for students to receive feedback on their drafts, which is a practice the department will continue to discuss regarding the appropriateness for a summative assignment.

# **EDU 304** Legal, Ethical and Wesleyan Perspectives on Education **Signature Assignment/Dispositions Assessment**

Table 4: Dispositions of Noble Character

I 2 3 4  Indicator I: Dignity and Honor. The andidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in he image of God, committed to ivility, respect, hospitality, grace, and ervice.  Indicator 2: Honesty and Integrity. The andidate demonstrates honesty, the image of God, committed to ivility, respect, hospitality, grace, and ervice.  Indicator 3: Caring, Patience, and lespect. The candidate demonstrates aring, patience, fairness and respect or the knowledge level, diversity, and bilities of others, ensuring that all tudents have the opportunity to chieve.  Indicator 4: Spirit of Collaboration, elexibility and Humility. The candidate ectively participates in and contributes to the achievement of the learning community, explaining own thought rocess with humility and considers hose of others with a positive, open-minded attitude.  Indicator 5: Harmony in Learning Community. The candidate takes esponsibility for resolving conflicts or sues with others, and teaches students hose skills, in a way that sustains and nhances a healthy and safe learning community. The candidate takes esponsibility for resolving conflicts or sues with others, and teaches students hose skills, in a way that sustains and nhances a healthy and safe learning community. The candidate takes esponsibility for resolving conflicts or sues with others, and teaches students hose skills, in a way that sustains and nhances a healthy and safe learning community.  Indicator 6: Self-Awareness Calling, the candidate demonstrates that serving as professional educator is a confirmed allique to equip, to transform and to myower every student to fulfill his or the full potential.  Indicator 7: Perseverance with challenge. The candidate perseveres, emains engaged, and persists as a life-	Rated Item	Total		Distril	Distribution %				
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	long learner, especially when academic								

and professional assignments are perceived as challenging.			
1 8 8			
Indicator 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.			

#### Analysis and Use of Results:

Candidates will begin to complete this self assessment, and professors will also complete this assessment about their candidates, beginning in the 2011-12 academic year.

## **Follow Up Survey Data**

With a commitment to the principle of ongoing assessment and data analysis driving continuous improvement, the School of Education expanded its assessment process in the spring of 2010 to include the distribution follow-up surveys. The purpose of these surveys is to give program completers, alumni in the field, and their employers an opportunity to evaluate the effectiveness of the School of Education's preparation programs. For those candidates completing their program of study in the spring of 2010, three follow-up surveys were conducted across the regional centers. The first was the exit survey, which, upon program completion, probed candidates' overall satisfaction with the program, course of study, course content, and instructional delivery. Responses were uploaded into Task Stream. The second survey, the alumni survey, was distributed via Survey Monkey 9 months later and gave alumni an opportunity to provide specific feedback to the education preparation program from which a degree/credential was received. The third survey was sent to the employers and supervisors of alumni working in the field. This survey, also sent via Survey Monkey, provided additional data regarding the effectiveness of alumni as they worked in their area of expertise.

The response rate to the exit survey was relatively strong, where 28 candidates completed the exit survey. However, response rates for the alumni survey and the employer survey, despite friendly reminders, were drastically smaller. Variables impacting the response rates might be attributed to: time of year sent, challenges with the survey instrument, lack of incentives, and overall lack of time. At the time of this report, Employer survey data was not reported.

At this time, we were unable to disaggregate the Liberal Studies majors' data from the rest of the Multiple Subject teacher candidate data on the graduate campus.

Table 5: Exit Survey Data

Conceptual Framework	Required Elements	Rated Item	Total		Distrib	ution %		Average
				1 High	2	3	4 Low	
		Construct effective lesson plans.						
		Incorporate adaptations in lesson planning for English Language Learners and students with special needs.						
		Plan a classroom management strategy for your classroom.						
Equip	Formal Preparation for Teaching	Draw upon a variety of management strategies according to student/classroom needs.						
		Use a variety of tools to keep parents informed of their child's progress in the classroom.						
		Understand the importance of communicating regularly with parents.						
		Conduct a parent/teacher conference.						
		Effectively implement a variety of strategies to assess student learning.						
Touristance	Classroom	Use assessment data to inform instructional planning.						
Transform	Skills	Effectively implement a variety of EL strategies.						
		Effectively implement a variety of strategies to meet the needs of students with special needs.						

		Effectively implement a variety of differentiated instructional strategies to meet the learning needs of the full range of students in a typical classroom.  Effectively implement a variety of classroom			
		Exposing you to the diversity of settings in CA schools.			
		Helping you gain a better understanding of the daily routines and responsibilities of a classroom teacher.			
	Functionality of Program	Supporting you in the clinical practice experience via university supervision.			
	Tiogram	Supporting you in the clinical practice experience via the clinical practice seminar.			
		Assessing your teaching performance in the clinical practice placement.			
		Supporting you in the completion of Teacher Performance Assessment (TPA) tasks.			
		Collaborate with teachers in the school setting.  Collaborate with school administrators in the			
	Professional Attributes	school setting.  Contribute to discussions of educational issues.			
Empower		Reflect upon your own teaching and make changes based upon that reflection.			
	Teaching as a Calling	Encouraging you to explore teaching as a calling.			

Encouraging you to consider God's grace in your life.			
Raising your awareness of how dispositional characteristics impact a teacher's professional performance.			

# Analysis and Use of Results:

We have only credential finishers data for the exit survey, not disaggregated to distinguish Liberal Studies majors from other credential candidates. We will begin to disaggregate that data beginning in the 2011-12 school year.