Cross-Disciplinary Studies (B.A)
# Multiple Year Assessment Plan
For 2013-14

Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation cycle provide the structure for this ongoing, in depth, internal and external review process.

The following table lists the activities of the accreditation cycle. All data collected are disaggregated by program and regional center, and ultimately leads to the development of the CTC required program assessments and biennial reports. Based upon the findings of these CTC studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations.

CTC Seven Year Cycle of "Red Cohort" Activities:

Academic Year (AY)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Cycle Year	4	5	6	7	1	2	3
Accreditation Activity	Institutional Data Collection Program Assessment	Institutional Data Collection Biennial Report	Institutional Data Collection Site Visit	Institutional Data Collection Site Visit follow-up	Institutional Data Collection Biennial Report	Institutional Data Collection	Institutional Data Collection Biennial Report
Due to CTC	Program Assessment Document	Biennial Report (Data for AY 2009-10 and 2010-11)	Preconditions Report (6-12 months in advance of visit) Self Study	7th Year Follow Up, if applicable	Biennial Report (Data for AY 2011-12, 2012-13, and 2013-14)	Nothing	Biennial Report (Data for AY 2014-2015 and 2015-2016)
Due dates	Oct. 2009 or Jan. 2010	Aug. 2011 or Sept. 2011	2 months before Site Visit	Up to 1 Year after Site Visit, if applicable	Aug. 2014, Sept. 2014, or Oct. 2014	None	Aug. 2016 or Sept. 2016
COA/CTC Feedback What & When	Preliminary findings on each program and all standards by Jan. 2011	-CTC Staff feedback in Aug: 6-8 wks Sept: 6-8 wks	-Accreditation decision made by COA	COA Review of 7th Year Report, if applicable	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks Oct: 12-16 wks	None	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks
Notes							

CTC Accreditation Cycle
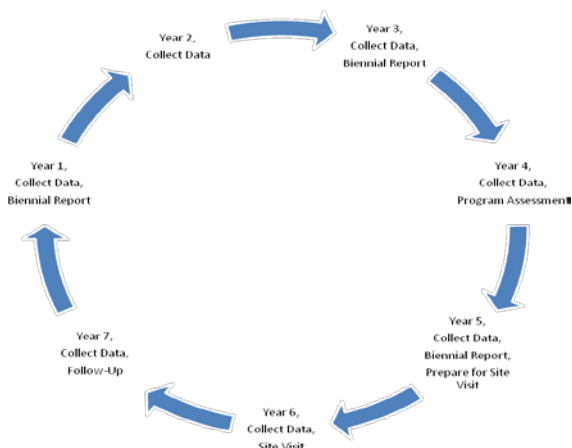
Methods of Assessment and Criteria for Success
Cross-Disciplinary Studies

Currently, assessment data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. All candidates are expected to be at the "proficient level of performance with a score of "3" or above in each rubric criteria. The assessments are listed below.

1. *Coursework Assessments*
   Using TaskStream as the primary data storage system, the program collects key assessments known as signature assignments to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. Annually, (end of each academic year), collected data is disaggregated by regional center and analyzed with results informing areas for program improvement. Rubrics are found within the data analysis.

   Assessments will occur by way of the following assignments and courses:

- **Signature Assignment: In MTH 223**

- **Signature Assignment: Teaching Performance Assessment, Task 2**

- **Signature Assignment: In EDU 302**

- **Signature Assignment: In EDU 306**

2. *Dispositions Assessments*
   Professors of Cross-Disciplinary Studies courses will teach specific Dispositions of Noble Character as researched and developed by School of Education faculty. Disposition assessments are completed by students as a self-assessment, by professors during coursework, and by host field teachers in the community.

   The rubric criteria for assessing candidate dispositions are the following, scored on a 4-point scale from 1, unacceptable, 2, below proficient, 3, proficient to 4, exceptional.

Disposition Descriptions
1. Honor
The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace and service, demonstrating coherence in attitudes and actions.

2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. 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. The candidate's flexibility and humility assures that all students have the opportunity to achieve to their potential.
3. Reflective Learner 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.
4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.
Scoring Criteria:
RUBRICS FOR PERFORMANCE LEVEL **4 – Exceptional** - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed. **3.5 - Advanced -** Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting. **3 –Appropriate** - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. **2.5 - Improvement Needed** – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve. **2 – Area of Concern** – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher. **1 – Inappropriate** - Demonstrates indicator infrequently if at all. No indication of desire to improve.

3. **Exit Survey Data**

At the conclusion of each academic year, students graduating with a B.A in Cross-Disciplinary Studies completes an Exit Survey indicating the usefulness and effectiveness of our coursework in meeting the intended program learning outcomes. Graduating students will rate the effectiveness of their coursework on a scale from "not at all effective" to "extremely effective" with regards to their preparation in: 1) presentation skills, 2) written communication, 3)critical thinking and problem solving, 4)integration of content information for effective planning, 5) understanding content for diverse and cross-cultural communities, and 6) applying Christian faith through acts of service in community and educational settings. The survey also assesses the number of students employed upon graduation and those planning to attend graduate school.

4. **Fieldwork Host Teacher Survey Data**

At the conclusion of each academic year, those teachers in the field who have served as host teachers for our fieldwork candidates complete a survey to rate the abilities of our PLNU Teacher Education candidates. Host teachers give a rating from "unable" to "superior ability" in the following categories: 1) Ability to teach a variety of content within diverse and cross-cultural classrooms, 2) application of

positive dispositions and/or faith-based influences in the school setting, 3) engagement in the opportunity to grow professionally and personally during the classroom experience, and 4) attitude of service to students while in the host classroom.