Evidence of Student Learning
Cross-Disciplinary Studies Degree, 2013-14

Data Charts and Discussion of Findings

Table 1:
MTH213 Final Exam for Cross-Disciplinary Studies (Learning Outcomes 1a, 1b, 1c)
The criteria for success in the MTH213 final exam is a score of 3 or 4, proficient to advanced.

Rubric Criteria	Folio Area	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Students will be able to demonstrate a facility with operations on the integers (1b, 1c)	Stage 1 Key Liberal Studies Courses: MTH 213	16	3.39/4	85	1.21
Students will be able to demonstrate a facility with operations on the rational numbers (1b, 1c)	Stage 1 Key Liberal Studies Courses: MTH 213	16	2.78/4	70	1.40
Students will be able to apply concepts from number theory to solve problems (1a, 1b, 1c)	Stage 1 Key Liberal Studies Courses: MTH 213	16	3.58/4	90	1.37

Below is a comparison between fall 2012 average scores and fall 2013 average scores:

Criterion	N 2012	Average Score 2012	N 2013	Average Score 2013
Students will be able to demonstrate a facility with operations on the integers (1b, 1c)	23	3.28	16	3.39
Students will be able to demonstrate a facility with operations on the rational numbers (1b, 1c)	23	3.72	16	2.78
Students will be able to apply concepts from number theory to solve problems (1a, 1b, 1c)	23	2.93	16	3.58
Total average rubric score for each group of authors		2.84		3.25

Analysis of Results: Cross-Disciplinary Studies students are scoring at a proficient level on criterion 1 and 3 related to operations on the integers and on applying concepts to solve problems. Criterion 2, facility with operations, is just below proficient and is an area for growth. Also noted is that Criterion 3 average was in most need of improvement and grew the most with an increase of .41.

<mark>Use of Results:</mark> The math department meets every year as a teaching team to make teaching decisions based on these results. The outcome of this meeting last year was a significant improvement on Criterion 3. This year the focus will be on Criterion 2, facility with operations, to determine what courses and instructional delivery can improve student achievement in this area.

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

2013-14 data:

Rubric Criteria	Folio Area	Authors evaluated	Average for Group (Raw)	Average for Group (%)
Establishing Goals and Standards.	Designing Instruction	16	3.00/4	75.00
Learning about Students.	Designing Instruction	16	3.00/4	75.00
Planning for Instruction.	Designing Instruction	16	3.00/4	75.00
Making Adaptations.	Designing Instruction	16	2.81/4	70.31
Using Subject-Specific Pedagogical Skills.	Designing Instruction	16	2.94/4	73.44
Reflecting.	Designing Instruction	16	2.88/4	71.88
Average of 6 Criterion Averages			**2.94/4 (74%)**	**73.43**

2012-13 data:

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:

Three of 16 candidates did not pass this summative performance assessment on their first attempt, one more than last year. This is an 82% pass rate, lower than last year's pass rate of 85%. Candidates improved their scores in every criterion, however. (scores of 3 and 4 are considered proficient and advanced).

A look at each individual criteria shows a relative strength in the categories of **Establishing Goals and Standards, Learning about Students and Planning for Instruction,** with a mean score of 3.0. 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 2.81, though higher than the previous year at 2.46. Again lower than last year.

Use of Results: The unit will add content to courses EDU302 and EDU404 on 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. Fieldwork reflection assignments are added for the 2014-15 school year.

Table 3:
EDU 302 "Philosophy of Education" Signature Assignment (Learning Outcome 1d, 2a, 2b)
The criteria for success in the EDU302 signature assignment is a score of 3 or 4, proficient to advanced, in each rubric criteria. Note: This course changed course numbers from the previous year to EDU302 (formerly EDU402).

Data for 2013-14:

Rubric Criteria	Folio Area	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
Statement of belief on students, learning, teachers, schools	Stage 3: Initial Cred Requirements: EDU 302	30	2.76/4	69%	N/A	N/A

Identifies a philosophy with which student personally identifies, inclusive of a sound rationale.	Stage 3: Initial Cred Requirements: EDU 302	30	2.76/4	69%	N/A	N/A
Statement of why student wants to be a teacher with sound rationale included.	Stage 3: Initial Cred Requirements: EDU 302	30	2.75/4	68.75%	N/A	N/A
Reflective section, showing change and growth of personal philosophies over the course of the class.	Stage 3: Initial Cred Requirements: EDU 302	30	2.75/4	68.75%	N/A	N/A
Presentation is grammatically correct, spelling is correct, layout is organized	Stage 3: Initial Cred Requirements: EDU 302	30	3.00/4	75%	N/A	N/A

Data from 2012-13:

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	44	3.71/4	92.73	3.85	0.34
knowledge about how these theories affect classroom practice	Stage 3: Initial Cred Requirements: EDU 402	44	3.71/4	92.73	3.85	0.35
Reflection on how these theories affect and resonate with candidates' beliefs	Stage 3: Initial Cred Requirements: EDU 402	44	3.71/4	92.73	3.85	0.34
Paper is grammatically correct, spelling is correct, layout is organized	Stage 3: Initial Cred Requirements: EDU 402	44	3.89/4	97.22	4	0.30

Analysis of Results:

Scores in every criterion are slightly lower 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 3.0, which was the highest scoring criterion the previous year. The content-based criteria scores are all nearly equivalent and not at proficient, indicating that students could be making a better connection between what they have learned about research-based theories and principles with principals of human learning and development, as well as with classroom practice.

Use of Results: The unit will add content to course EDU302 on the practice of formative writing on research-based theories and principles with principals of human learning and development. This will prepare students for their final signature assignment where scores have diminished. Writing assignments are added for the 2014-15 school year.

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

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

Data for 2013-14:

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	19	3.84/4	96.05	4	0.50
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	19	3.61/4	90.13	4	0.64

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	19	3.53/4	88.16	4	0.61
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	19	3.53/4	88.16	4	0.77
Next steps in planning are effective to facilitate specific growth in the student's English language development	Stage 3: Initial Cred Requirements: EDU 306	19	3.53/4	88.16	4	0.84
The written product displays effective communication skills through sound grammar, spelling, language and word use.	Stage 3: Initial Cred Requirements: EDU 306	19	3.74/4	93.42	4	0.56
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	19	3.74/4	93.42	4	0.46

Data from 2012-13:

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	45	3.61/4	90.28	4	0.59

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	45	3.50/4	87.50	4	0.64
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	45	3.57/4	89.17	4	0.66
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	45	3.42/4	85.56	4	0.74
Next steps in planning are effective to facilitate specific growth in the student's English language development	Stage 3: Initial Cred Requirements: EDU 306	45	3.51/4	87.78	4	0.73
The written product displays effective communication skills through sound grammar, spelling, language and word use.	Stage 3: Initial Cred Requirements: EDU 306	45	3.68/4	91.94	4	0.47
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	3.73/4	93.33	4	0.47

Analysis of Results:
The average rubric score for this signature assignment is 3.56 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 4, *"The progress monitoring assessment chosen provides feedback to the student for achieving the learning goal at the student's English proficiency level",* with a mean score of 3.53, which is

slightly higher than the previous year but the same criterion that scored the lowest two years in a row. This indicates candidates could use greater support in utilizing progress monitoring assessments to give effective feedback to their students. The highest scoring criterion was the first criteria, "*Adaptation to instructional strategy is effective for meeting the specific learning needs of the English learner in content knowledge and English language development.*" This is an improvement from the prior year when the average score was 3.61, and is one of the most important criteria in the assignment.

<mark>Use of Results</mark>: The unit will add content to courses EDU302 and EDU404, the two courses that precede this course, on utilizing progress monitoring assessments to give effective feedback to English Learners. This will also be added to the content of EDU306 to prepare students for their final signature assignment where scores have diminished. A focus on progress monitoring assessments is added for the 2014-15 school year.

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.

Data for 2013-14:

Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
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.	Undergraduate Blended Credential Program	31	3.81/4	95.25	0.40
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	Undergraduate Blended Credential Program	31	3.90/4	97.50	0.30

Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
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.	Undergraduate Blended Credential Program	31	3.71/4	92.50	0.45
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.	Undergraduate Blended Credential Program	31	3.84/4	96.00	0.37

Data from 2012-13:

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	24	3.81/4	95.31	0.19
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	24	3.80/4	95.00	0.18

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	24	3.78/4	94.48	0.21
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	24	3.81/4	95.31	0.18
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	24	3.82/4	95.42	0.18
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	24	3.80/4	94.90	0.17
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	24	3.82/4	95.42	0.18
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	24	3.80/4	95.10	0.18

Analysis of Results:
This data is an average of dispositional characteristics of graduates as rated by professors for the 2013-14 academic year. The Disposition Assessment changed dramatically from one year to the next so there is no opportunity to compare data to the previous year.

Of the four dispositions one which candidates are assessed, the highest scoring criterion with a 3.9 out of 4 is "Spirit of Harmony and Collaboration". The results indicate the lowest average (3.71 out of 4) to be in criteria #4, "Reflective Learner". This is the same topic noted in a previous assessment analysis where students are not sufficiently reflecting on their learning experiences in order to apply that knowledge. No one category stood out as statistically higher or lower than another. All categories are in the high proficient range.

Use of Results: The unit will add content to courses EDU302 and EDU404 on the practice of reflecting on what the candidates have learned about themselves, and reflecting on how the professor scored their dispositions, in order to make personal changes that will enhance candidate coursework and fieldwork experiences. The disposition reflection assignment is added for the 2014-15 school year.


Table 6: Exit Survey Data (All Learning Outcomes)
**Candidate response total is 29. The criteria for success in the Exit Survey is a score of
"very effective" or "extremely effective".**
**The first two questions of the survey are only demographic in nature and not included here
as they are not part of the learning outcomes.**

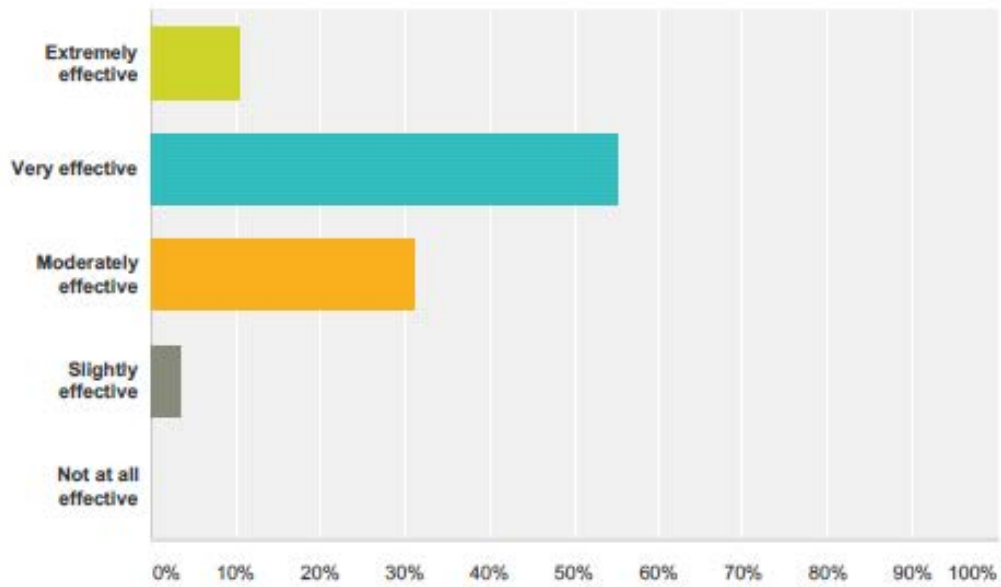## Q3 How effective was your coursework within your major in teaching you effective presentation skills?

Answered: 29   Skipped: 0
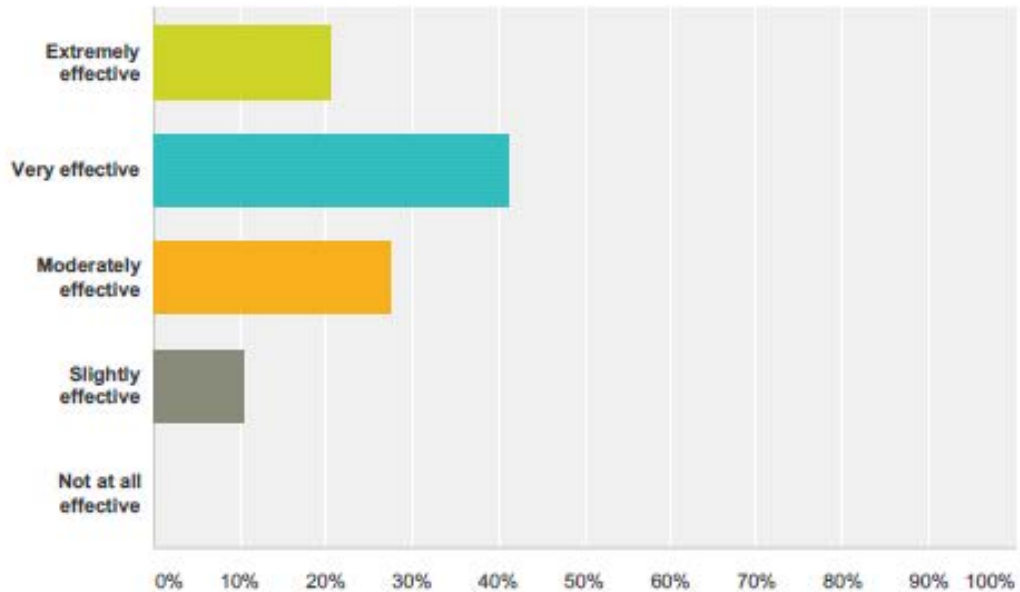
Answer Choices	Responses	
Extremely effective	20.69%	6
Very effective	41.38%	12
Moderately effective	27.59%	8
Slightly effective	10.34%	3
Not at all effective	0.00%	0
Total		29

Q4 How effective was your coursework within your major in teaching you effective written communication?
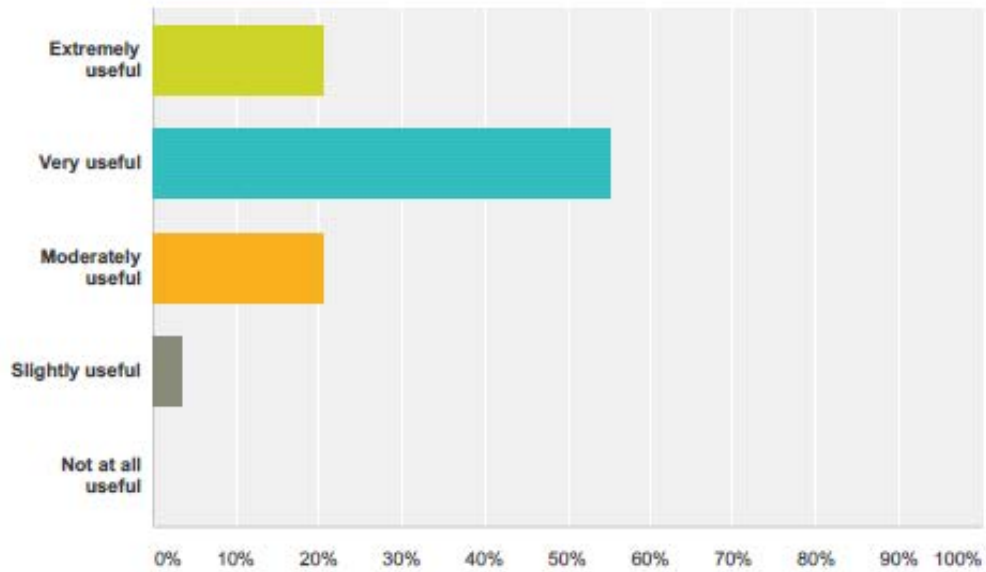
Answered: 29   Skipped: 0

Answer Choices	Responses	
Extremely effective	10.34%	3
Very effective	55.17%	16
Moderately effective	31.03%	9
Slightly effective	3.45%	1
Not at all effective	0.00%	0
Total		29

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?
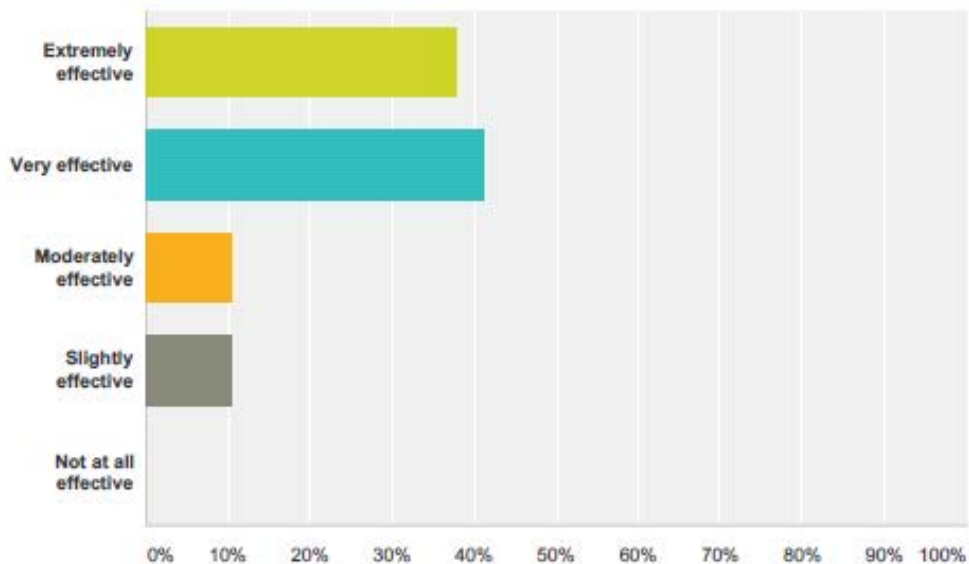
Answered: 29   Skipped: 0

Answer Choices	Responses	
Extremely useful	20.69%	6
Very useful	55.17%	16
Moderately useful	20.69%	6
Slightly useful	3.45%	1
Not at all useful	0.00%	0
Total		29

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?
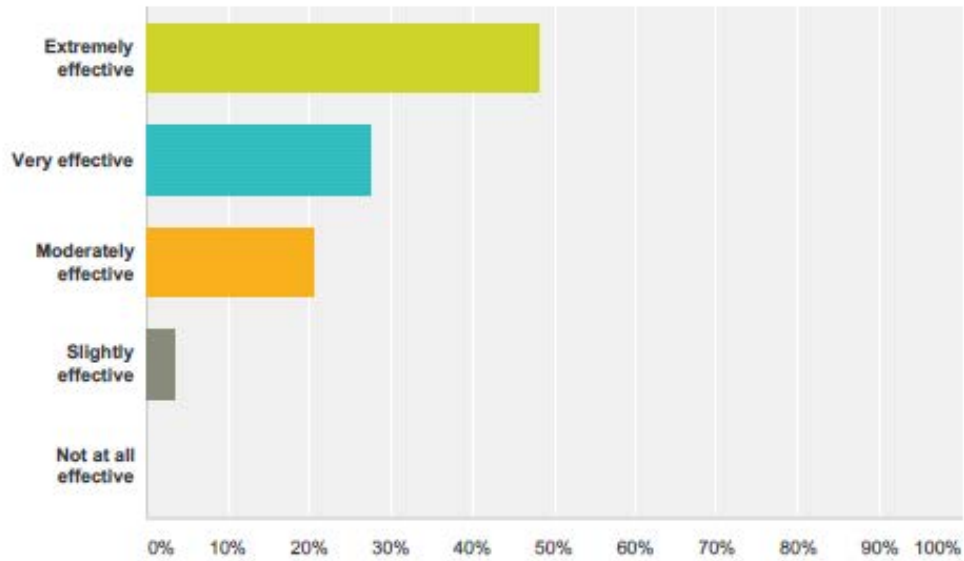
Answered: 29   Skipped: 0

Answer Choices	Responses	
Extremely effective	37.93%	11
Very effective	41.38%	12
Moderately effective	10.34%	3
Slightly effective	10.34%	3
Not at all effective	0.00%	0
Total		29

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?
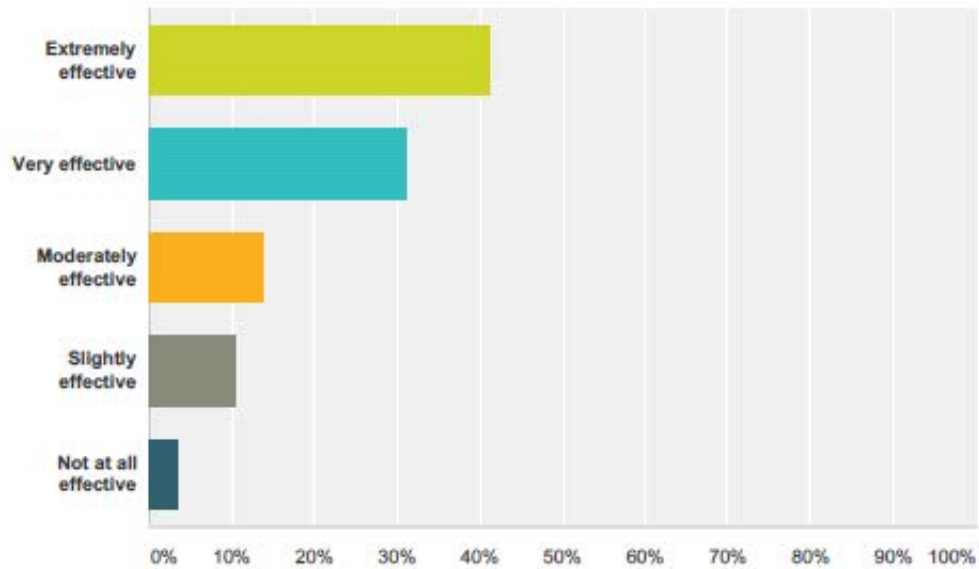
Answered: 29   Skipped: 0

Answer Choices	Responses	
Extremely effective	48.28%	14
Very effective	27.59%	8
Moderately effective	20.69%	6
Slightly effective	3.45%	1
Not at all effective	0.00%	0
Total		29

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?
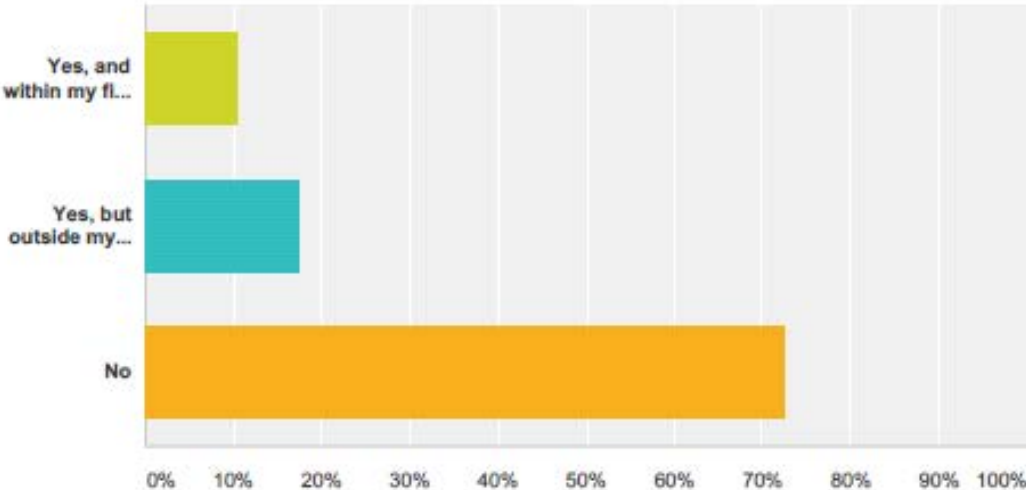
Answered: 29   Skipped: 0

Answer Choices	Responses	
Extremely effective	41.38%	12
Very effective	31.03%	9
Moderately effective	13.79%	4
Slightly effective	10.34%	3
Not at all effective	3.45%	1
Total		29

Q9 Will you be (or were you) employed upon graduation?

Answered: 29   Skipped: 0

Answer Choices	Responses	
Yes, and within my field of study	10.34%	3
Yes, but outside my field of study	17.24%	5
No	72.41%	21
Total		29

Q10 Will you, or did you, attend graduate or professional school following graduation?

Answered: 29   Skipped: 0
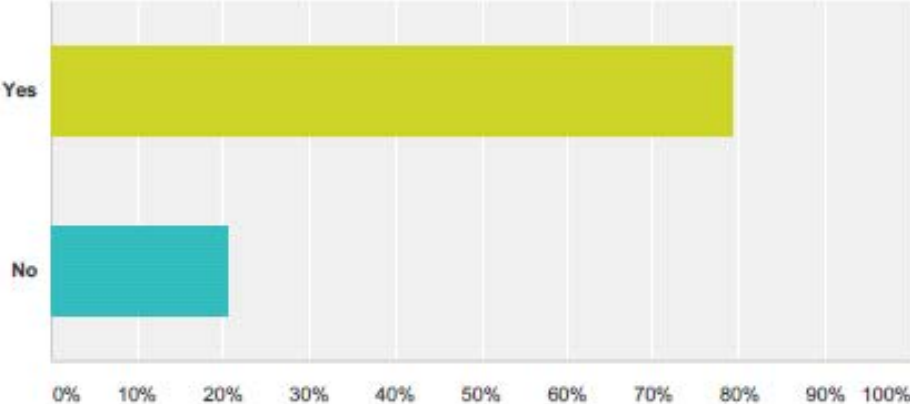
Answer Choices	Responses	
Yes	79.31%	23
No	20.69%	6
Total		29

Analysis of Results

The respondent total was 29 students. 62 to 79% of the graduating students found our program "very" or "extremely effective" in meeting the intended learning outcomes. Ranking highest, at 79% very or extremely effective was "integrating specific content from a variety of sources for instructional planning", **23% higher than last year**.

Question/Skill set	Very-extremely effective	Moderately effective	Slightly effective
Q3: Presentation Skills	62%	28%	10% (3 respondents)
Q4: Written Communication	65%	31%	3% (1 respondent)
Q5: Critical Thinking-Problem Solving	76%	21%	3% (1 respondent)
Q6: Integrate Content for Lesson Planning	79%	10%	10% (3 respondents)
Q7: Apply Content for Diverse Students	76%	20%	3% (1 respondent)
Q8: Apply faith, Acts of Service	72%	14%	10% (3 respondents)
Q10: Scheduled to attend Grad School	Yes – 79%	No – 21%	

The lowest ranking outcome with just 62% of the candidates saying it was very or extremely effective was "learning effective presentation skills", with 38% of the graduates saying this was only moderately or slightly effective. In no category did the students say the program was "not at all effective", and only one to three students ranked any feature of the coursework as "slightly effective".

Of special interest was that 79% of graduates saying they plan to finish their teaching credential in a graduate or professional studies program.

Use of Results: The unit has added significant technology and equipment to our classroom where students take EDU302 and EDU404. This will enhance the candidate's experience when presenting their work. Most importantly, while the equipment will enhance the candidate's options and possibilities for making an effective presentation, professors will couple that instruction with the concepts of organization, presentation voice and body language, as well as the written and verbal message. This course content is added for the 2014-15 school year.

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

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?

Answered: 22   Skipped: 0

	Inability	Emerging ability	Proficient ability	Superior ability	N/A (Candidate had no opportunity)	Total	Average Rating
Candidate ability:	0.00% 0	0.00% 0	63.64% 14	22.73% 5	13.64% 3	22	3.26

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

Answered: 22   Skipped: 0

	These traits were rarely evident	These traits were sometimes evident	These traits were often evident	These traits were consistently evident	Total	Average Rating
Displayed positive traits/influences:	0.00% 0	4.55% 1	36.36% 8	59.09% 13	22	3.55

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?

Answered: 22   Skipped: 0

	Rarely evident	Sometimes evident	Often evident	Consistently evident	Total	Average Rating
Degree of engagement with intent to grow personally and professionally:	0.00% 0	0.00% 0	40.91% 9	59.09% 13	22	3.59

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

Answered: 22   Skipped: 0

	Rarely	Sometimes	Often	Consistently	Total	Average Rating
Candidate served willingly with an attitude of service.	0.00% 0	0.00% 0	18.18% 4	81.82% 18	22	3.82

Analysis of Results

22 teachers who hosted our candidates for fieldwork responded to our survey. All average scores fell between 3.26 and 3.82 out of 4, **slightly higher than the previous year**. Host teachers ranked 86% of 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. **This percentage is 10% higher than last year**. No host teachers ranked our candidates as "unable" in this category, though 14% of our candidates did not take the opportunity to display their skills in this area.

Question/Skill set	Proficient to Superior	Emerging	Not Observed
Q1: Ability to teach a variety of content in diverse classroom setting	86%	0	14%
	Consistently	**Often**	**Rarely**
Q2: Display a positive disposition and/or faith-based influences	95%	5%	0
Q3: Engaged in the opportunity for professional and personal growth	100%	0	0
Q4: Presented an attitude of service	100%	0	0

In the categories of displaying positive faith-based dispositions, engagement in the experience and attitude of service, 95-100% of our candidates were scored as "often" or "consistently" displaying those characteristics. **This percentage is 5 to 24 percentage points higher than last year**.

Use of Results: The unit has added to the syllabus of EDU302, EDU404, EDU306 and EDU324 the distinct expectation that every student be active in their fieldwork classrooms. Every student must take advantage of the opportunity to teach a variety of content in diverse classroom settings (Criterion 1). The additional assignment added to EDU302,404 and 306 to reflect in writing on their experiences in the classroom will help to monitor this requirement. This course content is added for the 2014-15 school year.