

**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 edge. | 3.44 |
| Criterion 2: Students will be able to compute area and volume. | 3.08 |
| Criterion 3: Students will be able to use probability and statistics to solve problems. | 2.00 |
| Total average rubric score for group of 25 authors. | 2.84 |

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 st attempt | Passage Rate 2 nd attempt | No Pass | Standard Deviation |
|--------------------------------------------------------|----|-------------|------|------------|--------------------------------------|--------------------------------------|---------|--------------------|
| TPA TASK 2 Designing Instruction 2010-2011 | 40 | SL4 | 3 | 7.5 | 37/92.5% | 1 / 2.5% | 2/ 5% | 0.39 |
| | | SL3 | 34 | 85 | | | | |
| | | SL2 | 3 | 7.5 | | | | |
| | | 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 principles of human learning and development | 33 | 4 | 18 | 54.6 | 97 | 3.52 | 0.57 |
| | | 3 | 14 | 42.4 | | | |
| | | 2 | 1 | 3.0 | | | |
| | | 1 | 0 | 0 | | | |
| Knowledge about how these theories affect classroom practice | 33 | 4 | 20 | 60.6 | 97 | 3.58 | 0.56 |
| | | 3 | 12 | 36.4 | | | |
| | | 2 | 1 | 3.0 | | | |
| | | 1 | 0 | 0 | | | |
| Reflection on how these theories affect and resonate with candidates' beliefs | 33 | 4 | 21 | 63.6 | 100 | 3.64 | 0.49 |
| | | 3 | 12 | 36.4 | | | |
| | | 2 | 0 | 0 | | | |
| | | 1 | 0 | 0 | | | |
| Presentation is grammatically correct, spelling is correct, layout is organized | 33 | 4 | 25 | 75.8 | 100 | 3.76 | 0.44 |
| | | 3 | 8 | 24.2 | | | |
| | | 2 | 0 | 0 | | | |
| | | 1 | 0 | 0 | | | |

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

| Rated Item | Total | Distribution % | | | | Average |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| Indicator 1: Dignity and 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. | | | | | | |
| Indicator 2: Honesty and Integrity. The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community | | | | | | |
| Indicator 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. | | | | | | |
| Indicator 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. | | | | | | |
| Indicator 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. | | | | | | |
| Indicator 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. | | | | | | |
| Indicator 7: Perseverance with Challenge. The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic | | | | | | |

| | | | | | | |
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| and professional assignments are perceived as challenging. | | | | | | |
| 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 | Distribution % | | | | Average |
|----------------------|---------------------------------|-----------------------------------------------------------------------------------------------------------|-------|----------------|---|---|-------|---------|
| | | | | 1 High | 2 | 3 | 4 Low | |
| | | | | | | | | |
| Equip | Formal Preparation for Teaching | 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. | | | | | | |
| | | 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. | | | | | | |
| Transform | Classroom Skills | Effectively implement a variety of strategies to assess student learning. | | | | | | |
| | | Use assessment data to inform instructional planning. | | | | | | |
| | | 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 management strategies. | | | | | | |
| | Functionality of Program | 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. | | | | | | |
| | | Supporting you in the clinical practice experience via university supervision. | | | | | | |
| | | 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. | | | | | | |
| Empower | Professional Attributes | Collaborate with teachers in the school setting. | | | | | | |
| | | Collaborate with school administrators in the school setting. | | | | | | |
| | | Contribute to discussions of educational issues. | | | | | | |
| | | Reflect upon your own teaching and make changes based upon that reflection. | | | | | | |
| | Teaching as a Calling | Encouraging you to explore teaching as a calling. | | | | | | |

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|--|--|----------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| | | 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.