

**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.