

Use of the Evidence
Liberal Studies Degree Fall 2012

Use of the Evidence

MTH213 Final Exam for Liberal Studies (Learning Outcomes 1a, 1b, 1c)

In *August 2013*, we will use **comparative data** when we meet with the Math department to discuss what changed in content delivery and ways to strengthen the overall math competencies in Liberal Studies/Cross-Disciplinary Studies majors. One strategy is to utilize the prerequisite course, MTH213, to strengthen skill sets related to probability and statistics, and plan the MTH223 course around specific student data. 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 TASK 2 (Learning Outcome 1c, 1d)

Four of 13 candidates did not pass this summative performance assessment on their first attempt. This is twice as many as last year. *In September 2013 and January 2014* we will use **this data to** more clearly present the components and expectations of this assignment to our candidates early on in the semester. The data above shows the rubric criterion scores, which, as an average, are showing below proficient scores (scores of 3 and 4 are considered proficient and advanced).

The candidates receive solid exposure to and practice of how to plan and deliver relevant instruction using effective pedagogy, but *in August 2013 and January 2014* we will use **this data to** make a more intentional link between what they are learning and how to apply it to this performance task. A relative area for growth is in the category of *Making Adaptations*, with a mean score of 2.46, again lower than last year. Beginning each semester, *August 2013 and January 2014* the unit will encourage our host fieldwork teachers to clearly support their students in making appropriate instructional and content adaptations to meet the needs of those students throughout candidate fieldwork experiences.

EDU 402 “Philosophy of Education” Signature Assignment (Learning Outcome 1d, 2a, 2b)

The criteria for success in the EDU402 signature assignment is a score of 3 or 4, proficient to advanced, in each rubric criteria.

The average rubric score for this signature assignment is 3.64 on a 4-point rubric, slightly lower than last year. Overall, however, each rubric criteria is scored well above proficient and candidate outcomes have been met. Because all of the criteria are scored similarly and averages are identical, **we will use this data in our initial August 2013 department meetings to** show that all students scored equally and there may need to be more intentional scoring of the assignments.

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.

The average rubric score for this signature assignment is 3.56 on a 4-point rubric. Because this is virtually the same average as last year, **we will use this data in our initial August 2013 department meetings** to confirm that our professors are well calibrated on the criteria of this assignment. **We will also use this data during fall semester 2013 to** give our candidates greater support in getting to know their students academically in a discrete way in order to plan instruction for specifically what they need next. We will also highlight formative assessment practices in the two courses that precede this course in order to clarify how this promotes specific growth in the students' English language development.

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.

This data will be used in our initial August 2013 department meetings to review with faculty to be very honest and critical in their scoring, and revisit the rubric that reminds us that a score of 4 means the candidate displays this disposition consistently, immediately and with no prompting. The lower score in criteria 6 indicates that fewer students seem to be self-aware and know that teaching is their calling, which could be generational in nature. **We use this data also to** revise our Dispositions themselves, reducing them to only 4 criteria, in order to attempt more thoughtful scoring and assessment of candidates with fewer criteria to consider.

Exit Survey Data (All Learning Outcomes)

The criteria for success in the Exit Survey is a score of "very effective" or "extremely effective". The first two questions are only demographic in nature and not part of the learning outcomes.

67 to 100% of the graduating students found our program "moderately", "very" or "extremely effective" in meeting the intended learning outcomes. Ranking highest, at 100% saying effective, was "apply an interdisciplinary understanding of content regarding diverse and cross- cultural communities", 15% higher than last year. Ranking lowest was "motivating you to apply your Christian faith through acts of service in a variety of communities and/or educational settings", where this was the highest category last year.

We will use this data in our initial August 2013 department meetings to review any difference in course delivery that would cause a change in the data received from student feedback. **We will also use this data** to emphasize our mission that students apply their Christian faith through acts of service. Our team will research **in our initial August 2013 department meetings** feedback from both host teachers and candidates **for implementation during the fall 2013 and spring 2014 semesters.**

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.

Analysis of Results

22 teachers who hosted our candidates for fieldwork responded to our survey. All average scores were proficient to advanced. The 4% - 8% of host teachers who ranked our candidates low in this area commented the students remained unengaged in the back of the classroom rather than interacting with students as expected. **We will use this data** to be very clear at the *beginning of the fall 2013 and spring 2014 semesters* of the expectations of fieldwork, and to share the host teacher survey questions with the candidates so they know on what criteria they are being scored. **We have also added** a thank you letter at the end of the fieldwork assignment that reminds the host teacher to fill out the survey they will be receiving by email.

Liberal Studies
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From 2012-2013

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