

**Master of Arts in Education: Concentration in Education Leadership
Administrative Services Preliminary Credential
Annual Assessment Report
School of Education
2010-2011 Academic Year**

Assessment Plan Description

School of Education Expanded Statement of Purpose

Mission Statement

Point Loma Nazarene University School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

Vision

Point Loma Nazarene University School of Education is a prominent Christian voice in higher education – looked at as a wellspring of resources and support in the areas of pedagogy, leadership, clinical practice, technology, and innovation.

The School of Education is recognized as:

- a Christian learning community that promotes excellence in academic preparation, wholeness in personal development, and faithfulness to mission,
- a source of expertise and resources within the surrounding communities,
- a vital force of change in the transformation of educational landscapes,
- an exemplary model of servant leadership and commitment to ministry, and
- a candidate-centered learning environment where diversity is respected, valued, and encouraged.

Program Learning Outcomes
Master of Arts in Education: Concentration in Education Leadership
Administrative Services Preliminary Credential

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.	1. Demonstrates the ability to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, and regulations, statutory and fiscal requirements. (CTC 6.f.2) 2. Demonstrates an understanding of how to work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CTC 6.f.4) 3. Demonstrates an understanding of how to influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students. (CTC 6.f.4)
Growing in a faith community.	Transform	Transform 1. Promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.	Transform 1. Models personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. (CTC 6.e.1) 2. Reflects on personal leadership practices and recognizes impact and influence on the performance of others. (CTC 6.e.3) 3. Demonstrates an understanding of how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities. (CTC 6.e.3)
Serving in the context of faith.	Empower	Empower 1. Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	Empower 1. Demonstrates an understanding of the importance of incorporating information about family and community expectations into school decision-making activities. (CTC 6.d.1) 2. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 6.d.1) 3. Uses leadership skills to engage all members of the school community in decision-making, which supports a shared vision and treats all people with fairness and respect. (CTC 6.d.1) 4. Identifies barriers to parent and community involvement and strategies for overcoming identified barriers. (CTC 6.d.1) 5. Utilizes technology to foster effective and timely communication to all members of the school community. (CTC 6 (e)(4) [also CTC 14(d)])

Curriculum Map
Master of Arts in Education: Concentration in Education Leadership
Administrative Services Preliminary Credential

(Legend: D=Developed; M=Mastered; P=Practiced; Color **Yellow**=signature assignment; Color **Green**=assessed)

Required Courses	1a. Demonstrates the ability to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, and regulations, statutory and fiscal requirements (CTC 6.f.2) (ILO 1)	1b. Demonstrates an understanding of how to work with the governing board, district, and local leaders to influence policies that benefit students and support the improvement of teaching and learning (CTC 6.f.4). (ILO 1)	1c. Demonstrates an understanding of how to influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students (CTC 6.f.4) (ILO 1)	2a. Models personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others (CTC 6.e.1) (ILO 2)	2b. Reflects on personal leadership practices and recognizes impact and influence on the performance of others (CTC 6.e.3) (ILO 2)	2c. Demonstrates an understanding of how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities (CTC 6.e.3) (ILO 2)	3a. Demonstrates an understanding of the importance of incorporating information about family and community expectations into school decision-making activities (CTC 6.d.1) (ILO 3)	3b. Demonstrates strategies for using the influence of diversity to improve teaching and learning (CTC 6.d.1) (ILO 3)	3c. Uses leadership skills to engage all members of the school community in decision-making, which supports a shared vision and treats all people with fairness and respect (CTC 6.d.1) (ILO 3)	3d. Identifies barriers to parent and community involvement and strategies for overcoming identified barriers (CTC 6.d.1) (ILO 3)	3e. Utilize technology to foster effective and timely communication to all members of the school community (CTC 6 (e)(4) [also CTC 14(d)]) (ILO 3)
GED 603 Visionary Leadership (3) GED 603F				D P	D P				D, M P		
GED 604 Instructional Leadership for the Success of ALL Students (3) GED 604F				D,P P	P P			D,M P			
GED 606 Organizational Leadership and Resource Management (3) GED 606F	D P		D,M P	P P							
GED 609 Collaborative and Responsive Leadership (3) GED 609F					P P		D,M P	P P	P,M P	D,M P	D P
GED 610 Leadership within the Political, Social, Economic and Legal	D,M	D,P,M	P	P							

Required Courses	Ia. Demonstrates the ability to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, and regulations, and statutory and fiscal requirements (CTC 6.f.2) (ILO 1)	Ib. Demonstrates an understanding of how to work with the governing board, district, and local leaders to influence policies that benefit students and support the improvement of teaching and learning (CTC 6.f.4). (ILO 1)	Ic. Demonstrates an understanding of how to influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students (CTC 6.f.4) (ILO 1)	2a. Models personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others (CTC 6.e.1) (ILO 2)	2b. Reflects on personal leadership practices and recognizes impact and influence on the performance of others (CTC 6.e.3) (ILO 2)	2c. Demonstrates an understanding of how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities (CTC 6.e.3) (ILO 2)	3a. Demonstrates an understanding of the importance of incorporating information about family and community expectations into school decision-making activities (CTC 6.d.1) (ILO 3)	3b. Demonstrates strategies for using the influence of diversity to improve teaching and learning (CTC 6.d.1) (ILO 3)	3c. Uses leadership skills to engage all members of the school community in decision-making, which supports a shared vision and treats all people with fairness and respect (CTC 6.d.1) (ILO 3)	3d. Identifies barriers to parent and community involvement and strategies for overcoming identified barriers (CTC 6.d.1) (ILO 3)	3e. Utilize technology to foster effective and timely communication to all members of the school community (CTC 6 (e)(4) [also CTC 14(d)]) (ILO 3)
Framework (3)											
GED 610F	P	P	P	P					P		
GED 611 Ethical, Moral and Servant Leadership (3)				D, M	D, M	D, M					D, M
GED 611F				P	P	P					P
GED 672 Philosophy of Education (3)			P, M	P, M	P, M		P, M	P, M			
GED 681 Educational Measurement and Evaluation (3)	P, M							P			P

Multiple Year Assessment Plan
Master of Arts in Education: Concentration in Education Leadership
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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	7 th 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 7 th 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



Assessment Activities

Methods of Assessment and Criteria for Success Master of Arts in Education: Concentration in Education Leadership Administrative Services Preliminary Credential

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. They are listed below. Accompanying forms and rubrics are included in the appendix.

1. *Coursework Assessments (2008)*

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. At the end of each academic year, collected data is disaggregated by regional center and analyzed with results informing areas for program improvement.

- **Signature Assignment:** In **GED603, Visionary Leadership**, candidates complete a vision statement, including leadership values, for the school of their dreams. They make sure vision is inclusive of the needs of *all students* (students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins). They identify barriers to accomplishing that vision and then create a realistic action plan to address those barriers and to implement the vision. (Course Outcomes 1, 2, 3, 4, 5, 6, 7, CTC 6(a)(1), (2), (3), (4), (5), Fieldwork Experience 1.1)
- **Signature Assignment:** In **GED604, 604F, Instructional Leadership for the Success of all Students**, Culture of Teaching and Learning, candidates observe and analyze classroom instruction in at least two classrooms: one regular education and one specialized class (Special Ed. or English Learner) with site fieldwork supervisor. Identify strengths and needs based on research-based best practices. Write an anecdotal summary, detailing the observations and suggested next steps. Focus the analysis on how the instruction was differentiated to meet the needs of identified specialized students through appropriate application of research based best practices. (Course Outcomes 1, 3, 4, 6, CTC 6(b)(1), (2), (3), Fieldwork Experience 2.1)
- **Signature Assignment:** In **GED606, 606F, Organizational leadership and Resource Management**, candidates use the student achievement data and the budget template provided by the instructor to create a \$250,000 Title I budget directly aimed at enhancing student achievement. They provide written justification for the alignment of dollars to instructional priorities. Ensure compliance with the funding regulations and guidelines. (Learner Outcomes 6, 7, 8, 9, 10, 14, CTC 6(c)(4) CTC 6(c)(5) CTC 6(c) (9), Fieldwork Activity 3.1)

- **Signature Assignment: In GED609, 609F Collaborative and Responsive Leadership,** candidates develop an action plan with goals, activities and a timeline for strengthening parent involvement and education on your campus. In their action plan, they include a summary of the demographic data of their school and how that impacts parent involvement currently. They will include district, community and family resources which can support parent involvement in increasing student achievement. They will include ways to increase parent involvement in the school for the following groups: PTA, ELAC, SSC, Special Needs and GATE committees. (Outcome(s) 1-3, 5-8, 10-12, 16, CTC 6 (d)(1) CTC 6 (d)(2) CTC 6 (d)(3) CTC 6 (d)(6), Fieldwork Activity 4.1)
- **Signature Assignment: In GED610 and 610F, Leadership within the Political, Social, Economic, and Legal Framework,** candidates write a two page executive summary (using the provided template) to superintendent and cabinet on an educational policy or legal issue articulating their school's implementation of one of the following areas: Student discipline, Student rights, Special education, Sexual harassment, Employee discipline, Religion, Copyright laws, Tort/safety liabilities, English Learners, Federal/State Corrective Actions/Sanctions, or School Governance. (Course Outcomes 2, 4, & 5, CTC 6(f)(2), (4), Fieldwork Experience 6.1)
- **Signature Assignment: In GED611, 611F, Ethical, Moral and Servant Leadership,** candidates develop a personalized platform, including their vision of quality educational leadership, identifying personal strengths and areas for improvement, how they will balance their professional and personal life, and describe their ethical and moral obligations as a public school administrator. (Outcomes 2, 4, 6, 7, & 9 CTC 6 (e) (1) & (3), Fieldwork Activity 5.1)

2. *Dispositions Assessments (2010)*

The program recognizes the importance of the relationship between ethical and value-based dispositions and candidate behaviors as the underlying foundation in all of their work and endeavors. As such, candidates are assessed on their dispositional behaviors at each stage of their program of study. Assessments are conducted by candidates, instructors, coordinating teachers, and university supervisors. Action plans are developed to support struggling candidates. The Education Leadership Preliminary Program conducts four disposition assessments at various stages in the program:

- Program entry admissions rubric (focus on dispositions observed)
- Self assessment of dispositions
- Fieldwork supervisor assessment of dispositions
- Site mentor assessment of dispositions

3. *Exit Surveys for Program Completers (2009)*

Following the completion of the candidate's program of study, each candidate completes an exit survey. The survey probes candidate satisfaction in the area of course content,

instructional delivery, learned skills, and overall satisfaction. Collected data is analyzed with results identifying areas for program improvement.

4. *Follow-up Surveys (2011)*

Follow-up surveys are sent to graduated candidates as well as their employers in the spring following their graduation from the program. Completed survey data is considered confidential. Results provide the program with feedback regarding the knowledge, skills and dispositions and overall program satisfaction.

Summary of Data Collected
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Data Charts and Discussion of Findings

Table 1

GED 603		200 9-10					201 0-11				
Group/Subgroup	Std. Dev.	N	Percen t of N	Me an	Me dian	Std. Dev.	N	Percen t of N	Me an	Me dian	Std. Dev.
All Preliminary Credential Candidates	0.5	62		3.4 5	3.55	0.5	104		3.4	3.7	0.62
Arcadia Regional Center	0.41	13	20.97 %	3.4	3.7	0.54	24	23.08 %	3.2 4	3.68	0.81
Bakersfield Regional Center	0.43	17	27.42 %	3.2 2	3.45	0.46	47	45.19 %	3.3 4	3.45	0.55
Inland Empire Regional Center	0.64	9	14.52 %	3.4 8	3.55	0.54	12	11.54 %	3.7 3	3.85	0.38
Mission Valley Regional Center	0.5	23	37.10 %	3.6 5	3.75	0.43	21	20.19 %	3.4 6	3.75	0.57
Asian	0.58	4	6.45%	3.5 3	3.5	0.47	6	5.77%	3.4 8	3.58	0.5
Black/African American	1.13	3	4.84%	2.9 3	2.95	0.63	8	7.69%	3.1 5	3.15	0.65
Hispanic/Latino	0.48	19	30.65 %	3.4 4	3.5	0.33	31	29.81 %	3.3 3	3.55	0.71
White/not Hispanic	0.43	29	46.77 %	3.4 7	3.6	0.59	50	48.08 %	3.5 1	3.7	0.53
Female	0.56	42	67.74 %	3.5 7	3.7	0.42	76	73.08 %	3.3 9	3.7	0.64
Male	0.32	20	32.26 %	3.2 1	3.43	0.57	28	26.92 %	3.3 8	3.48	0.57

Table 2

GED 604	2009 -10					2010 -11				
Group/Subgroup	N	Percent of N	Me an	Med ian	Std. Dev.	N	Percent of N	Me an	Med ian	Std. Dev.
All Preliminary Credential Candidates	72		3.7 8	4	0.34	97		3.6 3	3.7	0.37
Arcadia Regional Center	15	20.83%	4	4	0	18	18.56%	3.6 2	3.7	0.33
Bakersfield Regional Center	15	20.83%	3.9	4	0.27	43	44.33%	3.6 3	3.7	0.37
Inland Empire Regional Center	18	25.00%	3.4 8	3.55	0.36	13	13.40%	3.4 3	3.7	0.35
Mission Valley Regional Center	24	33.33%	3.8	4	0.32	23	23.71%	3.7 6	3.9	0.38
Asian	3	4.17%	4	4	0	7	7.22%	3.7	3.7	0.38
Black/African American	6	8.33%	3.6	3.75	0.46	6	6.19%	3.5 2	3.5	0.21
Hispanic/Latino	26	36.11%	3.7 5	4	0.37	27	27.84%	3.5 7	3.7	0.43
White/not Hispanic	15	20.83%	4	4	0	48	49.48%	3.6 4	3.7	0.36
Female	47	65.28%	3.8 4	4	0.27	70	72.16%	3.6 2	3.7	0.34
Male	25	34.72%	3.6 8	4	0.43	27	27.84%	3.6 7	3.9	0.45

Table 3

GED 606	2009 -10									
Group/Subgroup	N	Percent of N	Me an	Med ian	Std. Dev.	N	Percent of N	Me an	Med ian	Std. Dev.
All Preliminary Credential Candidates	94		3.6 1	3.7	0.42	8 5		3.6 3	3.7	0.37
Arcadia Regional Center	25	26.60%	3.6 5	3.7	0.29	1 9	22.35%	3.6 6	3.7	0.14
Bakersfield Regional Center	30	31.91%	3.5 5	3.7	0.45	3 5	41.18%	3.5 9	3.7	0.49
Inland Empire Regional Center	16	17.02%	3.3 2	3.4	0.59	9	10.59%	3.4 3	3.6	0.45
Mission Valley Regional Center	23	24.47%	3.8 5	4	0.2	2 2	25.88%	3.7 7	3.7	0.18
Asian	7	7.45%	3.6 6	3.7	0.22	5	5.88%	3.7 6	3.7	0.13
Black/African American	3	3.19%	3.5 8	3.5	0.19	3	3.53%	3.7	3.7	0
Hispanic/Latino	32	34.04%	3.5 9	3.7	0.47	2 8	32.94%	3.6 1	3.65	0.4
White/not Hispanic	42	44.68%	3.6 1	3.7	0.45	4 3	50.59%	3.6 7	3.7	0.35
Female	63	67.02%	3.6 7	3.7	0.33	6 3	74.12%	3.6 3	3.7	0.38
Male	31	32.98%	3.4 8	3.7	0.55	2 2	25.88%	3.6 5	3.7	0.36

Table 4

GED 609	2009 -10					2010 -11				
Group/Subgroup	N	Percent of N	Me an	Med ian	Std. Dev.	N	Percent of N	Me an	Med ian	Std. Dev.
All Preliminary Credential Candidates	89		3.6 5	3.7	0.36	99		3.6 7	3.85	0.41
Arcadia Regional Center	10	11.24%	3.6 4	3.75	0.47	25	25.25%	3.5 7	3.7	0.39
Bakersfield Regional Center	37	41.57%	3.6 8	3.7	0.27	42	42.42%	3.7 7	4	0.37
Inland Empire Regional Center	21	23.60%	3.5 2	3.7	0.45	8	8.08%	3.6 9	3.85	0.33
Mission Valley Regional Center	21	23.60%	3.7 5	4	0.35	24	24.24%	3.5 9	3.78	0.47
Asian	3	3.37%	3.4 3	3.55	0.34	6	6.06%	3.7 9	3.9	0.34
Black/African American	5	5.62%	3.4 8	3.65	0.48	2	2.02%	3.1	3.1	0.14
Hispanic/Latino	23	25.84%	3.6	3.7	0.42	35	35.35%	3.5 4	3.7	0.41
White/not Hispanic	51	57.30%	3.7	3.7	0.35	49	49.49%	3.7 8	4	0.35
Female	60	67.42%	3.7 3	3.83	0.32	72	72.73%	3.6 7	3.9	0.42
Male	29	32.58%	3.4 9	3.6	0.41	27	27.27%	3.6 6	3.7	0.36

Table 5

GED 611	2008 -09					2009 -10				
Group/Subgroup	N	Percent of N	Me an	Med ian	Std. Dev.	N	Percent of N	Me an	Med ian	Std. Dev.
All Preliminary Credential Candidates	66		3.5 7	3.7	0.45	127		3.5 7	3.65	0.38
Arcadia Regional Center	21	31.82%	3.3 5	3.5	0.58	20	15.75%	3.3 3	3.25	0.4
Bakersfield Regional Center	9	13.64%	3.3 4	3.3	0.35	55	43.31%	3.5 4	3.55	0.36
Inland Empire Regional Center	26	39.39%	3.8 7	4	0.26	16	12.60%	3.7 4	3.88	0.3
Mission Valley Regional Center	10	15.15%	3.7 7	3.8	0.13	36	28.35%	3.6 7	3.85	0.38
Asian	3	4.55%	3.9	4	0.17	7	5.51%	3.6 4	3.7	0.3
Black/African American	1	1.52%	3.1	3.1	0	8	6.30%	3.4 9	3.65	0.57
Hispanic/Latino	16	24.24%	3.6 5	3.8	0.41	43	33.86%	3.5 4	3.65	0.37
White/not Hispanic	39	59.09%	3.6 2	3.8	0.5	59	46.46%	3.5 9	3.65	0.39
Female	47	71.21%	3.6 8	3.8	0.35	86	67.72%	3.5 7	3.65	0.39
Male	19	28.79%	3.4 6	3.7	0.64	41	32.28%	3.5 5	3.55	0.38

Table 6

GED 610	2008 -09					2009 -10				
Group/Subgroup	N	Percent of N	Me an	Med ian	Std. Dev.	N	Percent of N	Me an	Med ian	Std. Dev.
All Preliminary Credential Candidates	70		3.4 8	3.6	0.45	110		3.5 6	3.6	0.39
Arcadia Regional Center	15	21.43%	3.7 2	3.8	0.27	17	15.45%	3.7 1	3.9	0.29
Bakersfield Regional Center	12	17.14%	3.0 3	3	0.24	54	49.09%	3.4 1	3.4	0.33
Inland Empire Regional Center	23	32.86%	3.7 3	3.8	0.33	16	14.55%	3.7 4	4	0.44
Mission Valley Regional Center	20	28.57%	3.4 5	3.5	0.49	23	20.91%	3.6 4	3.9	0.43
Asian	3	4.29%	3.9 3	4	0.12	8	7.27%	3.7 1	3.9	0.34
Black/African American	1	1.43%	2.6	2.6	0	4	3.64%	3.6	3.55	0.29
Hispanic/Latino	23	32.86%	3.4 4	3.6	0.47	25	22.73%	3.5 4	3.6	0.41
White/not Hispanic	39	55.71%	3.5 2	3.6	0.39	64	58.18%	3.5 4	3.6	0.4
Female	46	65.71%	3.5 7	3.6	0.42	77	70.00%	3.5 6	3.7	0.4
Male	24	34.29%	3.4 2	3.6	0.45	33	30.00%	3.5 4	3.5	0.35

Table 7
Professional Disposition Assessments

	2009-10				2010-11			
Disposition Assessments	N	Average	Median	Std. Dev.	N	Average	Median	Std. Dev.
Stage 1 Self Assessment (All)	1	4	4	0	1	3.75	3.75	0
Stage 1 Self Assessment (old)					4	3.56	3.69	0.54
Stage 2 Fieldwork Supervisor					8	3.61	3.88	0.67
Professor (old)					2	4	4	0
Stage 3 Site Mentor					0	0	0	0
Final Disposition (old)					1	3.75	3.75	0

Table 8
Exit Surveys

Exit Survey	2009-10		2010-11	
	%	#Responses	%	#Responses
Question 1 Please rate the relevancy of the Preliminary Administrative Services Credential program as related to your role as an aspiring administrator.				
Not relevant at all	0	0	0	0
Not relevant	0	0	0	0
Somewhat relevant	0	0	0	0
Relevant	38.5	5	27.3	3
Very Relevant	61.5	8	72.7	8

	2009-10		2010-11	
Question 2 How much did you grow professionally as a result of your experiences in the program?				
	%	#Responses	%	#Responses
Not at all	0	0	0	0
Very little	0	0	0	0
Somewhat	8.3	1	0	0
Quite a bit	50	6	45.5	5
A great deal	41.7	5	54.5	6

	2009-10		2010-11	
Question 3 How much support or assistance was provided to you by your fieldwork supervisor?				
	%	#Responses	%	#Responses
Not at all	0	0	0	0
Very little	0	0	0	0
Somewhat	30.8	4	9.1	1
Quite a bit	30.8	4	27.3	3
A great deal	38.5	6	63.6	7

	2009-10			2010-11	
Question 4 How much support or assistance was provided to you by your district/site mentor?					
	%	#Responses		%	#Responses
Not at all	0	0		0	0
Very little	0	0		0	0
Somewhat	30.8	4		9.1	1
Quite a bit	23.1	3		36.4	4
A great deal	46.2	6		54.5	6

	2009-10			2010-11	
Question 5 As an aspiring administrator, how helpful were the courses you were required to take?					
	%	#Responses		%	#Responses
Not helpful at all	0	0		0	0
Somewhat helpful	0	0		0	0
Helpful	7.7	1		18.1	2
Very helpful	46.2	6		36.4	4
Invaluable	46.2	6		45.5	5

	2009-10			2010-11	
Question 6 How effective was the culminating activity in helping you synthesize and internalize the core standards and outcomes of the program?					
	%	#Responses		%	#Responses
Not effective at all	0	0		0	0
Somewhat effective	0	0		9.1	1
Effective	30.8	4		18.1	2
Very effective	46.2	6		27.3	3
Extremely effective	23.1	3		45.5	5

Table 9
Alumni Surveys

1. Gender	
Male	2
Female	3
Total	5

2. Racial Background	
African American	0

Caucasian	4
Hispanic	0
Asian/Pacific Islander	1
Native American	0
Total	5

3. Year entered program	
2007-08	0
2008-09	2
2009-10	3
2010-11	0
2011-12	0
Total	5

4. Regional Center	
Arcadia	1
Bakersfield	2
Corona	0
Mission Valley	2
Total	5

5. Licensure most recently awarded	
preliminary credential	4
clear credential	0
certificate	1
Total	5

6. Since PLNU what graduate work completed?	
additional degree	0
additional graduate work	2
professional workshops	0
non	3
other replies	2

7. Employment status	
part-time education	0
full-time education	5
not in education	0

8. Type of organization employed at	
higher education	0
community college	0
k-12 elementary	2
k-12 secondary	3
government	0
business/industry	0
self-employed	0
non-profit	0
other	0

9. primary responsibility in current position	
teaching	5
administration	0
research	0
professional services	0
other	0

10. Geographic region	
San Diego County	2
Los Angeles County	1
Kern County	2
Riverside County	0
Imperial County	0
Tulare County	0
in CA/not listed	0
other State	0
other country	0

13. Program of focus at PLNU	
MAT	0
MAED	0
PPS	0
Ed Leadership	5

18. Knowledge and Skills Preparation						
	strongly disagree	disagree	neutral	agree	strongly agree	avg rating
The courses were relevant for my intended profession.	0	0	1	2	2	4.2
The courses addressed current developments in my field.	0	1	0	2	2	4
I acquired a strong knowledge base in my area of specialization.	0	1	1	1	2	3.8
I design and manage professional projects.	0	1	0	2	2	4
I use appropriate technologies in my work.	1	0	0	1	3	4
I pursue my professional career interests.	1	0	0	1	3	4

19. Perceptions of Preparation						
	poor	fair	good	very good	excellent	avg rating
Carry out your professional responsibilities.	0	0	2	1	2	4
Impact student achievement.	0	0	2	0	3	4.2
Assume a leadership role.	0	0	3	0	2	3.8
Apply critical thinking skills.	0	1	2	0	2	3.6
Employ problem-solving skills.	0	1	2	0	2	3.6
Use interpersonal skills.	1	0	2	0	2	3.4
Communicate effectively with students, families, and community.	1	1	1	0	2	3.2
Critically evaluate the literature in your field.	0	0	2	1	2	4

20. Professional Dispositions and Scholarly Qualities						
	no support	little support	neutral	some support	strong support	avg rating
Dignity and Honor	0	0	0	2	3	4.6
Honesty and Integrity	0	0	0	2	3	4.6
Caring, Patience, and Respect	0	1	0	2	2	4
Flexibility and Humility	0	1	0	2	2	4
Harmony in Learning Community	1	0	1	1	2	3.6
Self-awareness/Calling	0	0	1	2	2	4.2
Perseverance with Challenge	0	1	1	1	2	3.8
Diligence in Work Habits and Responsibility for Learning	0	0	0	2	3	4.6

21. In retrospect...						
	strongly disagree	disagree	neutral	agree	strongly agree	average
If you had the opportunity to repeat your studies you would choose PLNU?	0	0	2	1	2	4
If you had the opportunity to pursue graduate studies in the field that you chose, would you choose the same field?	0	0	3	0	1	3.5

Analysis of Candidate and Program Data

Assessment	Candidate Competence	Program Effectiveness	Strengths	Areas for Improvement
GED 603 Signature Assignment	<p>All candidates are scoring above the proficient level – 3 is proficient</p> <p>Ethnic groups are also above the proficient level including the groups who scored below in 2008-09</p>	Students are meeting or exceeding candidate learning outcome expectations	<p>Data indicate that candidates are able to create a vision statement, explore their values, and use student needs as a foundation for both.</p> <p>As the overall numbers of the program have increased so has the ethnic representation this is a reflection of our community</p>	<p>Continue to work on calibration and modify the rubric to align with and assess signature assignment outcomes.</p> <p>Run a test of significance for all course.</p> <p>To ensure instructional consistency across centers assign course leads to schedule collaborative course planning sessions and ensure</p>

				centralized syllabi review prior to each semester. Disaggregate 2011-12 results by years of experience and job assignment.
GED 604 Signature Assignment	Same as GED 603	Prepares candidates for immediate application as a new administrator.	The assignment is very practical and applicable to candidate experience and immediate application for new administrators.	Same as GED 603
GED 606 Signature Assignment	All candidates are scoring above the proficient level – 3 is proficient Ethnic groups are also above the proficient level including the groups who scored below in 2008-09 All sub-groups scored within the same score range.	Prepares candidates for immediate application as a new administrator Consistency of instruction and candidate mastery across all centers	The assignment is very practical and applicable to candidate experience and immediate application for new administrators. Calibration activity positively affected consistency of assessments	Same as GED 603
GED 609 Signature Assignment	Same as GED 603	Practical assignment that prepares candidates for immediate application as administrators in working with diverse populations	Same as GED 609	Same as GED 603
GED 610 Signature Assignment	Same as GED 603	Practical assignment that prepares candidates for immediate application as administrators in	Same as GED 609	Range of scores may be reflective of the fact the data was collected before the calibration activity in 2010

		working with diverse populations		Same as GED 603
GED 611 Signature Assignment	Same as GED 603	Practical assignment that prepares candidates for immediate application as administrators in working with diverse populations	Same as GED 609	Range of scores may be reflective of the fact the data was collected before the calibration activity in 2010 Same as GED 603
Professional Dispositions	Process put into place in 2010-11	Not enough data to assess	Not enough data to assess	Full implementation in 2011-12 of transition points with dispositional assessments
Exit Surveys	From limited data: candidates feel program effectively prepared them for leadership positions	Not enough data to assess	Not enough data to assess	Ensure consistent application of the process for collecting exit data Limited quantitative and qualitative data indicate a need to review and revise required fieldwork activities and to align them more closely to course outcomes and current school leadership realities to them more applicable and supportive of candidate competence.
Alumni Surveys	Process put into place in 2010-11 Not enough data	Not enough data to assess	Not enough data to assess	Full implementation in 2011-12 to ensure a larger respondent pool Limited quantitative and qualitative data

				indicate a need to review and revise required fieldwork activities and to align them more closely to course outcomes and current school leadership realities to them more applicable and supportive of candidate competence.
Employer Surveys	No data	No data	No data	Implement 2011-12

Use of Results
Master of Arts in Education: Concentration in Education Leadership
Administrative Services Preliminary Credential

Use of Assessment Results to Improve Candidate and Program Performance

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
<i>Dispositions</i>	<i>Implement transition points for collection of dispositional data.</i>	<i>Program Standards 6(a)(b)(c)(d)(e)(f)</i> <i>Common Standards 2, 6, 7, 9</i>
<i>Signature assignments</i>	<i>Alignment of Rubrics with program standards/outcomes, continued calibration and collaborative course planning and syllabi checks</i>	<i>Program Standards 6(a)(b)(c)(d)(e)(f)</i> <i>Common Standard 2, 9</i>
<i>Exit surveys</i>	<i>Full implementation and consistent collection of data and include disaggregation by years of experience, teaching position, etc.</i> <i>Revision of fieldwork activities and designation of additional required activities at each CPSEL level.</i>	<i>Program Standards 6(a)(b)(c)(d)(e)(f)</i> <i>Common Standard 2</i>
<i>Alumni Survey</i>	<i>Full implementation</i> <i>Revision of fieldwork activities and designation of additional required activities at each CPSEL level.</i>	<i>Program Standards 6(a)(b)(c)(d)(e)(f)</i> <i>Common Standard 2, 9</i>
<i>Employer Survey</i>	<i>Develop process and procedures for data collection</i>	<i>Program Standards 6(a)(b)(c)(d)(e)(f)</i> <i>Common Standard 2, 9</i>

APPENDIX

GED 603 Signature Assignment

	1	2	3	4	Score/ Level
Quality of Information	Information has little or nothing to do with the main topic. The mission and vision statements are not present.	Information relates to the main topic. The mission and vision statements are not clear.	Information clearly relates to the main topic. The mission and vision statements are somewhat clear.	Information clearly relates to the main topic. The mission and vision statements are clear.	
Meaningful Development of Ideas	Topics are not addressed with analytical thought. The plan of action identifies and addresses no barriers to accomplishing the stated mission and vision.	Some topics are addressed with analytical thought. The plan of action identifies and addresses few barriers to accomplishing the stated mission and vision.	All topics are addressed with complete, analytical thought. The plan of action identifies and addresses several barriers to accomplishing the stated mission and vision.	All topics are addressed with complete, analytical thought. The plan of action identifies and addresses many barriers to accomplishing the stated mission and vision.	
Mechanics	Many grammatical, spelling, and/or punctuation errors.	A few grammatical, spelling, and/or punctuation errors. Use of passive voice.	Almost no grammatical, spelling, and/or punctuation errors. Minimal use of passive voice.	No grammatical, spelling, or punctuation errors. No use of passive voice.	
References	Some sources used are not cited and the source has no attribution (using an undocumented source will result in no credit for the document and possible disciplinary action).	All sources are accurately documented, but many are not in the APA format.	Appropriate and current references are used. All sources are accurately documented, but a few are not in the APA format.	Appropriate and current references are used. All sources are accurately documented in APA format.	
Organization of Document	Organization is fuzzy or inconsistent. Identification of barriers to accomplishing the mission and vision are not addressed in a coherent manner.	Organization is somewhat inconsistent. Identification of barriers to accomplishing the mission and vision are not addressed clearly.	Organization is consistent. Identification of barriers to accomplishing the mission and vision are addressed clearly with several details.	Organization is consistent. Identification of barriers to accomplishing the mission and vision are addressed clearly with many details.	

GED 604

	1	2	3	4	Score/ Level
Grammar	Multiple grammatical and stylistic errors	Some errors in grammar and/or format that do not interfere with clarity	Few grammatical and/or stylistic errors	Nearly error-free which reflects clear understanding and thorough proofreading	
Vocabulary	Apparent confusion with the use of language	Simplistic and/or unclear language	Effective language	Rich and precise language	
Organization of Paper	Weak organization of ideas	Somewhat unfocused and/or unclear	Logical organization of ideas	Careful and relevant organization of ideas	
Content	Appropriate strengths and/or needs are not identified in the summary.	The summary identifies strengths and needs, but are not supported by research.	The summary identifies strengths and needs based on research-based best practices.	The summary identifies multiple strengths and needs based on research-based best practices.	
Meaningful Development of Ideas	Appropriate next steps are not recommended.	Suggested next steps are not aligned with identified needs and/or next steps don't impact differentiation.	Suggested next steps are aligned with identified needs and next steps are appropriate to meet the needs of identified specialized students.	Suggested next steps are aligned with identified needs and next steps are well-articulated to meet the needs of identified specialized students.	

	1	2	3	4	Score / Level
References	No references or incorrect references	Few references or some incorrect references	Use of references indicate some research	Use of references indicate substantial research	
Grammar	Multiple grammatical and stylistic errors	Some errors in grammar and/or format that do not interfere with clarity	Few grammatical and/or stylistic errors	Nearly error-free which reflects clear understanding and thorough proofreading	
Vocabulary	Apparent confusion with the use of language	Simplistic and/or unclear language	Effective language	Rich and precise language	
Content	Budget is inaccurate with no clear justification. Funding is not aligned with student achievement data and/or instructional priorities.	A completed balanced budget with written justification that somewhat aligns the funding with student achievement data and instructional priorities.	A completed balanced budget with written justification that aligns the funding with student achievement data and instructional priorities.	A completed balanced budget with full written justification that clearly aligns the funding with student achievement data and instructional priorities.	
Meaningful Development of Ideas	No connection is drawn between dollar allocation, student achievement data, instructional priorities, dollar allocations and regulations/guidelines for Title I. Allocation figures may be inaccurate.	Dollar allocations and written justification show limited or little connection between student achievement data, instructional priorities, dollar allocations, and regulations/guidelines for Title I.	Dollar allocations and written justification draw reasonably clear connections between student achievement data, instructional priorities, dollar allocations, and regulations/guidelines for Title I.	Dollar allocations and written justifications draw clear connections between student achievement data, instructional priorities, dollar allocations, and regulations/guidelines for Title I.	
Organization of Paper	Not clearly organized, logical or easy to follow	Somewhat organized and logical but not easy to follow	Organized, somewhat logical and easy to follow	Well organized, logical, and easy to follow	

GED 609 Collaborative & Responsive Leadership

	1	2	3	4	Score/ Level
References	No references Or Incorrect references	Few references Or Some incorrect references	List a minimum of 2 different research sources (ex. EDU Publication website, Periodical Newspaper.	List of 4 or more Substantial research references	
Grammar	Multiple grammatical and stylistic errors.	Some errors in grammar and/or format that do not interfere with clarity.	Few grammatical and/or stylistic errors.	Nearly error free which reflects a clear understanding, and thorough proofreading.	
Vocabulary	Apparent confusion over the use of language	Simplistic and or unclear language	Effective Language	Rich and precise language (includes language of the discipline)	
Context	There is no clear purpose of the paper. Seemingly little attempt to write to the assignment.	Reports on some of the legislation and case study criteria.	All criteria of the assignment have been examined and clearly identified.	The assignment is extensive and represents a scholarly examination and analysis of the student history and the case study.	
Meaningful Development	Ideas, connection, and explanation of the impact of the student history/case study are unclear and/or not well-developed.	Paper draws limited connections on how this case relates to spec. education laws associated with the case and makes brief reference to the impact on student, family, district, school site and classroom.	All criteria from the assignment are clearly identifiable with clear connections on how student history relates to spec. ed. law, translates into district/site policy as well as provides a summary of the impact on the district, site, and classroom.	Paper draws clear and concrete connections between the case study & spec. ed. law and translates into district/school site policy as well as provides a detailed explanation of the impact on the district, site, and classroom	
Organization	Not clearly organized, logical, or easy to follow.	Somewhat organized and logical, but not easy to follow.	Organized, somewhat logical and easy to follow.	Well organized, logical, and easy to follow.	

	1	2	3	4	Score/ Level
References	No references or incorrect references	One to two references or incorrect references	Use of three or more correct references	Use of references indicating substantial research (legislation, case law, board policy, administrative regulations, CDE communications, etc.)	
Conventions	Many grammatical, spelling, and/or punctuation errors.	A few grammatical, spelling, and/or punctuation errors. Use of passive voice.	Almost no grammatical, spelling, and/or punctuation errors. Minimal use of passive voice.	No grammatical, spelling, or punctuation errors. No use of passive voice.	
Quality of Information	The Executive Summary makes a minimal attempt to describe the educational policy/issue. Only facts are presented. The superintendent who reads nothing but the summary will not understand the situation.	The Executive Summary attempts to describe the educational policy/issue. A few of the facts and findings are presented. The superintendent who reads nothing but the summary will ask your supervisory for a re-write of the summary.	The Executive Summary addresses the educational policy/issue. Many of the major facts, findings, and conclusions are presented. The superintendent who reads nothing but the summary will need to request further information.	The Executive Summary fully and accurately reflects the educational policy/issue. All major facts, findings, conclusions and course of action are presented. The superintendent who reads nothing but the summary will be adequately informed.	
Meaningful Development of Ideas	Executive Summary cites laws/cases and district/school site policy. No connections are made.	Executive Summary cites laws/cases and district/school site policy. Limited connections are made.	Executive Summary draws clear connections on how cited laws/cases translate into district/school site policy.	Executive Summary draws clear connections on how cited laws/cases translate into district/school site policy as well as a detailed course of action to implement the policy or address the issue.	
Organization of Document	Did not use template.	Elements of template missing	Utilized the template.	Utilized and elaborated on the template.	

GED 611

	1	2	3	4	Score/ Level
Vision of Leadership	Has limited understanding of a vision of educational leadership	Has fundamental understanding of a vision for educational leadership	Demonstrates the basics of a vision of educational leadership	Articulates a well-defined vision of educational leadership	
Personal Strengths & Areas for Improvement	Has limited understanding of personal strengths and areas for improvement	Has fundamental understanding of personal strengths and areas for improvement	Demonstrates the ability to self-reflect and identify personal strengths and areas for improvement	Demonstrates a high commitment to self-reflection and continuous improvement	
Balance Professional & Personal Life	Has limited understanding for the need to balance professional and personal life	Has fundamental understanding for the need to balance professional and personal life	Demonstrates an understanding of the need to balance professional and personal life including practical ways to accomplish	Articulates strategies to implement a plan for a balanced professional and personal life	
Ethical & Moral Obligations	Has limited awareness of the connection between a personal and professional code of ethics	Is aware of the connection between a personal and professional code of ethics	Is shaping a personal model of ethical and professional behavior	Articulates a set of professional values that is aligned with ethical concepts of fairness, justice and service	
Conventions	Many grammatical, spelling, and/or punctuation errors	A few grammatical, spelling, and/or punctuation errors. Use of passive voice	Almost no grammatical, spelling, and/or punctuation errors. Minimal use of passive voice	No grammatical, spelling, or punctuation errors. No use of passive voice	
Organization	Not clearly organized, logical, or easy to follow.	Somewhat organized and logical, but not easy to follow.	Organized, somewhat logical and easy to follow.	Well organized, logical, and easy to follow.	

Point Loma Nazarene University

Dispositions and Indicators of Noble Character

Candidate: _____ Date: _____ Course: _____

Check one: Self-assessment Professor/University Supervisor Mentor/Cooperating Teacher

- Use the participation rubric to indicate the performance level earned for each indicator.
- Share behavioral evidence to substantiate rating. Performance levels indicated as 1 or 2 require an evidence statement. Evidence box will expand as needed.

Indicator	Performance Level (1-4)	Evidence
<p>1. Dignity & Honor</p> <p>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, <i>committed to civility, respect, hospitality, grace, and service.</i></p>		
<p>2. Honesty & Integrity</p> <p>The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.</p>		
<p>3. Caring, Patience, and Respect</p> <p>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.</p>		
<p>4. Spirit of Collaboration, Flexibility and Humility</p> <p>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.</p>		
<p>5. Harmony in Learning Community</p> <p>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.</p>		
<p>6. Self-Awareness/Calling</p>		

<p>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 <i>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.</i></p>		
<p>7. Perseverance with Challenge</p> <p>The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.</p>		
<p>8. Diligence in Work Habits & /Responsibility for Learning</p> <p>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.</p>		

RUBRICS FOR PERFORMANCE LEVEL

4 - 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 -Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.

2 -Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.

1 – Demonstrates indicator infrequently if at all.

OVERALL RATING: _____ (Performance level most descriptive of overall performance throughout the Quad.)

8/20/10

Capstone Assessment

Property of Point Loma Nazarene University

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM
Exit Survey

Please respond to the following questions in TaskStream. Your thoughtful responses will help us in assessing and further developing our program.

Access Exit Survey via Task Stream – email your Fieldwork Supervisor once you have completed the survey.

1. Please rate the relevancy of the Preliminary Administrative Services Credential program as related to your role as an aspiring administrator.
 - a. Not relevant at all
 - b. Not relevant
 - c. Somewhat relevant
 - d. Relevant
 - e. Very relevant

Please give 1-2 examples which contributed to your rating.

2. How much did you grow professionally as a result of your experiences in the program?
 - a. Not at all
 - b. Very little
 - c. Somewhat
 - d. Quite a bit
 - e. A great deal

Please give 2-3 examples of ways you grew professionally (or personally) as a result of your experiences in the program.

3. How much support or assistance was provided by your fieldwork supervisor?
 - a. None at all
 - b. Very little
 - c. Some
 - d. Quite a bit
 - e. A great deal

Please provide a comment or examples for your response.

4. How much support or assistance was provided to you by your district/site mentor?
 - a. None at all
 - b. Very little
 - c. Some
 - d. Quite a bit
 - e. A great deal

Please provide a comment or examples for your response.

5. As an aspiring administrator, how helpful were the courses you were required to take?
- a. Not helpful at all
 - b. Somewhat helpful
 - c. Helpful
 - d. Very helpful
 - e. Invaluable

Which courses in particular did you find the most helpful? Which ones were the least helpful?

6. How effective was the culminating experience in helping you synthesize and internalize the core standards and outcomes of the program?
- a. Not effective at all
 - b. Somewhat effective
 - c. Effective
 - d. Very effective
 - e. Extremely effective

Please comment on the portfolio exhibition as a culminating experience. Did it help you bring closure to your program? Was it a learning experience? How could the experience be improved to make it more meaningful?

7. Do you have any suggestions for improving the overall program to make it more beneficial to new administrators?

Survey of Alumni
One Year Out (Spring 2010 graduates)
Surveys completed on Survey Monkey

Demographics

1. Select gender
2. Select racial/ethnic background
3. Select program and the year student entered the program
4. Select Regional Center where majority of coursework completed

Program Analysis and Current Employment

5. Select licensure that student was most recently awarded;
 - a. Select program
 - b. Select Preliminary Credential, Clear Credential, Certificate
6. Further studies since program completion
 - a. Select Completion of Additional Degree(s), Additional Graduate Work, Professional Workshops, None, Other (please specify)
7. Current employment status
 - a. Select Part-time in the field of education, Full-time in the field of education, Not employed in the field of education
8. Select type of organization where student is currently employed
 - a. Select Higher Education University/College, Community College, K-12 Elementary, K-12 Secondary, Government, Business or Industry, Self-employed or Private Sector, Non-Profit Organization, Other (please specify)
9. Select primary responsibility in current position
 - a. Select Teaching, Administration or Management, Research, Professional Services, Other (please specify)
10. What is student's current job title for primary responsibilities
11. Select the geographic region where student is currently employed
 - a. Select San Diego County, Los Angeles County, Kern County, Riverside County, Imperial County, Tulare County, In California other than listed counties, Other State (USA), Outside USA
12. Information about current supervisor/employer
13. Select the program/level that best describes your educational focus at PLNU
 - a. Select Master of Arts in Teaching (MAT, MS/SS/Special Education; Master of Arts in Education (MATL), Clear/CLAD/Reading Certificate; School Counseling (PPS, CWA); Educational Leadership (Preliminary, Clear)

Content Knowledge Preparation – 5-point Likert Scale

14. A. The program prepared student for the “real” work and the daily tasks in his/her content area of choice
- B. The courses were relevant for student's intended profession
- C. Courses addressed current developments in student's field
- D. The courses presented current literature in student's field
- E. The student acquired a strong knowledge base in his/her area of specialization

Perceptions of Preparation: Pedagogical Content Knowledge & Skills – 5-point Likert Scale

15. A. Carry out your professional responsibilities
- B. Impact student achievement
- C. Use appropriate technologies in your work

- D. Apply critical thinking skills
- E. Employ problem-solving skills
- F. Use interpersonal skills
- G. Communicate in writing, complete professional projects
- H. Respond to diverse student/community needs

Professional Pedagogical Knowledge and Skills Preparation – 5-point Likert Scale

16. A. The courses addressed current developments in my field
 B. Student acquired a stronger pedagogical knowledge and skill base
 C. Student is an active member of a professional organization
 D. Student pursues and conducts own research agenda
 E. Student critically evaluates the literature in his/her field
 F. Student designs and manages professional projects
 G. Student pursues his/her professional career insights

Perceptions of Preparation: Rate how well the program enhanced the ability to help all students learn – 5-point Likert Scale

17. A. Carry out student’s professional abilities
 B. Impact student achievement
 C. Use appropriate technologies in student’s work
 D. Employ problem-solving skills
 E. Use interpersonal skills
 F. Communicate effectively with students, families, and community
 G. Respond to diverse student/community needs

Knowledge & Skills Preparation – 5-point Likert Scale

18. A. The courses were relevant for student’s intended profession
 B. The courses addressed current developments in student’s field
 C. Student acquired a strong knowledge base in his/her area of specialization
 D. Student designs and manages professional projects
 E. Student uses appropriate technologies in his/her work
 F. Student is pursuing his/her professional career interests

Perceptions of Preparation: Rate how well program enhanced student’s ability to create positive learning environments – 5-point Likert Scale

19. A. Carry out student’s professional responsibilities
 B. Impact student achievement
 C. Assume a leadership role
 D. Apply critical thinking skills
 E. Employ problem-solving skills
 F. Use interpersonal skills
 G. Communicate effectively with students, families, and community
 H. Critically evaluate the literature in student’s field

Professional Dispositions and Scholarly Qualities: To what degree does each disposition support student in his/her current role – 5-point Likert Scale

20. A. Dignity and honor
- B. Honesty and integrity
- C. Caring, patience, and respect
- D. Flexibility and humility
- E. Harmony in learning community
- F. Self-awareness/calling
- G. Perseverance with challenge
- H. Diligence in work habits and responsibility for learning

In Retrospect: Reflections – 5-point Likert scale

21. A. If student had the opportunity to repeat studies at PLNU, would he/she
- B. If student had the opportunity to pursue graduate studies in the same field he/she chose, would he/she
22. What are two most important contributions or achievements to his/her field since completing degree
23. What were two strongest aspects of his/her graduate education at PLNU
24. List two ways the program could be improved

Survey of Employers and Supervisors (Initial Degree)

1. Graduate's name

Part 1: Demographics and Current Position

2. Select geographic region that institution is located
 - a. Select San Diego County, Los Angeles County, Kern County, Riverside County, Tulare County, In California aside from counties listed, Other State (USA), Outside USA
3. Which of the following best describes the organization
 - a. Select Primary or elementary school system, Secondary or High School system, Higher education university/college, Community college, School district office, Government, Other (i.e. Charter, Private, etc.,)
4. What is the employee's/graduate's job title
5. Which of the following best describes your relationship with the graduate
 - a. Select Employer, Supervisor, Director of the Division, Other (please specify)
6. How long have you known the graduate in your workplace
 - a. Select Less than a year, 1-2 years, 3-4 years, Over 4 years

Part Two:

Content Knowledge: Rate the impact that PLNU preparation program had on the following areas (Poor – Excellent)

7. A. Content knowledge for assigned role and duties
B. Technology-based knowledge and skills
C. Knowledge of the law and legal responsibilities

Pedagogical Content Knowledge & Skills: Rate the impact PLNU preparation program had on the following areas (Poor – Excellent)

8. A. Instructional and pedagogical skills
B. Impact on student achievement
C. Ability to organize work and the learning environment
D. Communication with students, families, and community
E. Carry out professional responsibilities
F. Respond to diverse student/community needs

Dispositions: Rate the impact that PLNU training has had on professional and scholarly qualities, reflected in habits of mind and emotion shown in behavior and relationships (Poor – Excellent)

9. A. Dignity and honor
B. Honesty and integrity
C. Caring, patience, and respect
D. Flexibility and humility
E. Harmony in learning community
F. Self-awareness/calling
G. Perseverance with challenge
H. Diligence in work habits and responsibility for learning

Rate the graduate/employee/University in the following questions (Poor – Excellent)

10. A. To what extent has the graduate's/employee's university training added to his/her ability for career advancement
 - B. What is your overall rating of the educational training received by the graduate as it pertains to his/her job (student achievement)
 - C. The university has been effective in communication and collaboration with involved parties at the school/district
 - D. The university has provided additional learning opportunities and support with involved parties at the school/district
11. Indicate any additional areas that are of concern or areas that will enhance the overall effectiveness of the preparation of educators
 12. If willing to do a brief interview, please include your name and best contact information