Summary and Analysis of Quantitative Data Trends, Conclusions and Projected Actions

Change has been the order of operations for the Education Department of Columbia College during the 2004-2005 academic year. These changes were dictated by student input, and by the Education Advisory Board input and assisted with the smooth operation of the financial aids department and the education programs at the extended site campuses.

BEACON
These changes included:
1. moving the Beacon program to an undergraduate program, while reducing the general education courses to those suggested by the new certification requirements. Entrance to the Teacher Education Program has moved to the 300 course level where students must produce a 2.5 gpa, three letters of reference, and an ACT score equal to the national average score or a CBASE score of 300. The course EDUC 400 was reinstated to help prepare students for portfolio assessment. EDUC 250 was changed to EDUC 101, an introduction class which will describe all necessary procedures for certification. This course will not carry field experience as it has in the past.
2. changing the Elementary Beacon degree from a Bachelor of Arts of Interdisciplinary Studies to a content area degree with a minor in education. This change was made to answer the federal guidelines of *No Child Left Behind*, which requires Highly Qualified Teachers who have a strong background in the liberal arts and science with a thorough preparation in pedagogy.
3. adding an initial certification of Mild to Moderate Cross-Categorical Special Education at the undergraduate level.
4. adding a secondary science certification and reinstating the K-12 art certification

DAYSTAR
The Daystar Program remains stable. A few changes reflecting certification requirements were made to the program.

GRADUATE
New assessment rubrics were added to the EDUC 508 portfolio course. These rubrics evaluated the oral and written assessments separately by giving the written assessment more weight.

The changes described were a result of the following program assessments:

Analysis of Program Completers Assessment
*Portfolio Completion Fall '04*: The Assessment in the Culminating Experience Report from the December, 2004 graduating class of 14 students shows indicates that all or almost all student exceeded the expected level of performance on all of the following Quality Indicators: 1,2, 3, 4, 5, 6, 7, 8, 9, and 10. All prongs of the
conceptual frameworks were met by these students. There was a 100% pass rate on the 14 portfolio assessments.

- The average overall score on the portfolio was 83%. The average score for the 8 Day program completers was 84% and the average score for the 6 Evening program completers was 85%. The lowest score was 71% and the high score was 99%. Total possible points were 112, with 92.4 being the average. Average points for the Quality Indicators are provided in the chart under Section 1 - Learning Goals.

- **Praxis II exam**: Of the 14 program completers, all 14 took the Praxis II exam. There was an 85% overall first time pass rate for these completers – 75% (6/8) for the Day program completers and 100% (6/6) for the Evening. 12/14 successfully passed the Praxis II exam on the first attempt. There were 10 Elementary, 2 Secondary Social Studies, 1 Secondary Business, and 1 Secondary English. Of the 10 elementary program completers, 8 passed on the first attempt. The two completers that failed on the first attempt successfully passed the exam on the second attempt. The two Secondary Social Studies, one Secondary English, and one Secondary Business program completers all passed the Praxis II exam on the first attempt.

**Portfolio Completion Spring '05** The Assessment in the Culminating Experience Report from the May, 2005 indicates that all or almost all student exceeded the expected level of performance on all of the following Quality Indicators: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10. All prongs of the conceptual frameworks were met by these 14 students.

- There was an 81% pass rate on the 16 portfolio assessments. The average overall score on the portfolio was 80%. The average score for the 4 Day program completers was 90% and the average score for the 12 Evening program completers was 79%. The lowest score was 59% and the high score was 96%. Total possible points were 112, with 90 being the average. Average points for the Quality Indicators are provided in the chart under Section 1 - Learning Goals.

- **Praxis II exam**: Of the 16 program completers, 14 have taken the Praxis II exam. There were 9 Elementary, 3 Secondary Business, 1 Middle School Science/Social Studies, 1 Secondary Mathematics, and 1 Secondary Social Studies program completers. There was a 92% first time pass rate for these completers – 100% (4/4) for the Day program completers and 92% (11/12) for the Evening. All Elementary and Secondary Business completers successfully passed the Praxis II exam on the first attempt. The Secondary Mathematics completer and the Middle School Science/Social Studies completer, both Evening, have not taken the Praxis II exam. Of the two Secondary Social Studies completers, 1 passed on the first attempt and the other has not made a second attempt to take the exam.
Analysis of Graduating Senior Surveys: Despite the many changes in the Beacon programs, the student satisfaction of the education department remains high. The thirteen students surveyed produced these responses:

- **Fall '04 Graduating Teacher Survey:** Thirteen (13) students completed the graduating teacher survey. Seven (7) were elementary majors, one (1) was dual elementary/middle school, and five (5) were secondary. On a scale of 1 to 8, the average rating by students for the Teacher Education Program’s contribution to their ability to meet MOSTEP Standards was 7. The lowest rating was 1 and the highest rating was 8. Summary results: **Strengths:** Smaller class size and on-one-help. Professors are very knowledgeable and show they care by getting to know students. The program prepares students well and gives them the chance to get in the classroom and use the skills they are learning. **Weaknesses:** More technology so that students are prepared when they enter classrooms with that technology. There is miscommunication and a lack of good communication and between educators and students. Lake campus feels disconnected. Program changes too much and students do not get enough direction through the program. Not enough assistance/preparation with the portfolio requirement throughout the program. **Other Comments:** Extend the amount of student teaching. Improve communication between teachers and students. Provide more awareness and preparation for the portfolio. Provide more guidance for students throughout their program, especially if they are transitioning between programs.

- **Spring '05 Graduating Teacher Survey:** Seven (7) students completed the graduating teacher survey. Six (6) were elementary majors and one (1) was a secondary major. On a scale of 1 to 8, the average rating by students for the Teacher Education Program’s contribution to their ability to meet MOSTEP Standards was 6.9. The lowest rating was 1 and the highest rating was 8. Summary Results: **Strengths:** Reading and classroom management help with the Praxis. The length and number of field experiences. Professors are very knowledgeable about the education field. Faculty and staff are friendly and always willing to help. Small program, professors are approachable. **Weaknesses:** Need more instruction on using technology. Lack of communication between professors, the education office, and students. Explanation and help with portfolio very weak. Lake program feels disconnected from main campus. Need more/longer time for student teaching. **Other Comments:** Faculty does not operate as a team. Lots of confusion due to so many changes. Misadvising is a problem. Keep the Senior Seminar class to help with portfolio. Evening and day students not getting the same level of education. Gained valuable information from Columbia College professors and staff.
Analysis of 1st and 2nd year Teacher Survey Spring '05: Thirteen (13) students completed the survey. Seven (7) were elementary majors, one (1) was a special education, and three (3) were secondary. On a scale of 1 to 8, the average rating by students for the Teacher Education Program’s contribution to their ability to meet MOSTEP Standards was 7. The lowest rating was 1 and the highest rating was 8. Summary results are included in this report.

- **Elem. 1st Year Strengths:** Instructors present practical application. Online: peer interaction via discussion board. Ability to teach the realities of the teaching world. Instructors emphasize hands on, useful, real world instruction. Feedback on portfolios Schedule Observations Quality of instructors Flexibility of instructors and administration at Osage Beach. **Weaknesses:** Need projects for curriculum to align to current GLE’s and more strategies to individualize lessons. Need instruction on adapting to the gifted population needs. Need parallel program plan with evening dept. Communication about student teaching requirements, etc. Availability of courses Different answers from different people

- **Spec. Ed. 1st Year: Strengths:** Understanding professors. Evening professors are current on practical aspects. **Weaknesses:** Classes needed are offered at the same time. It is possible to take a BAIS degree and continue as a post bach rather than as a graduate student in order to become certified.

- **Sec. Eng. 1st Year: Strengths:** Material taught and observations were helpful. Experience and qualification of the staff and genuine concern for the students. **Weaknesses:** Cohesiveness of the department. Process to accomplish degree and certification is not consistent. Theory is good, but most real world examples were for elementary rather than secondary.

- **Business 1st Year: Strengths:** Great preparation for traditional business classes. **Weaknesses:** Need more preparation to teach desktop publishing, webpage design, and business technology.

- **Elem. 2nd Year: Strengths:** Professors are helpful and understanding. Program is very thorough and field experiences are especially useful in preparing for real world. Caring environment where students’ success is foremost. **Weaknesses:** Need more classroom management, discipline, time management and lesson planning techniques. Need more tools to help new teachers stay organized and efficient.

**Analysis of Principal Evaluations of 1st, 2nd, and 5th year Teachers Spring '05**

Performance Based Teacher Evaluations of Columbia College graduates were returned by eighteen principals throughout the state. The average performance of each group (based on a scale from one to eight) is presented. The teachers scored lowest in the area of Instructional Process: uses time effectively and presents a variety of effective techniques that meet individual differences. The teachers scored highest in the area of Interpersonal Relationships and Professional Responsibilities.
Elem. 1st year teachers  n=7
I. Instructional process  6.7
II. Classroom Management  6.8
III Interpersonal Relationships  7.17
IV. Professional Responsibilities  7.17

Sp/Ed. 1st year teachers  n=2
I. Instructional process  7.2
II. Classroom Management  7.75
III Interpersonal Relationships  7.75
IV. Professional Responsibilities  8

Elem. 2nd year teachers  n=2
I. Instructional process  7.1
II. Classroom Management  7
III Interpersonal Relationships  7.5
IV. Professional Responsibilities  7

Sp Ed. 2nd year teachers  n=2
I. Instructional process  6.15
II. Classroom Management  6.25
III Interpersonal Relationships  6.25
IV. Professional Responsibilities  7

Art 2nd year teachers  n=1
I. Instructional process  7.4
II. Classroom Management  6.8
III Interpersonal Relationships  7.17
IV. Professional Responsibilities  7.17

MS LA 2nd year teachers  n=1
I. Instructional process  6.3
II. Classroom Management  7
III Interpersonal Relationships  8
IV. Professional Responsibilities  7

Soc St. 2nd year teachers  n=1
I. Instructional process  6.8
II. Classroom Management  8
III Interpersonal Relationships  8
IV. Professional Responsibilities  8
Elem. 5th year teachers  n=1
I. Instructional process  6.2
II. Classroom Management  8
III Interpersonal Relationships  8
IV. Professional Responsibilities  8

Soc St. 5th year teachers  n=1
I. Instructional process  7.2
II. Classroom Management  7.75
III Interpersonal Relationships  7.75
IV. Professional Responsibilities  8

Three extended campus sites: Rolla, the Lake, and Kansas City, have been authorized to accept education students. This has doubled the number of education students applying for certification and added multicultural and minority students to the program. Five graduates of the Lake program finished in May 2005 and were immediately employed as first year teachers. The Praxis II scores and the portfolio assessment results of these five students validated the rigor of the Lake program.

The role of the Educational Advisory Council has become vital to the success of these new program locations. During its quarterly meetings, the Council has helped to enforce program requirements, and provided communication with site directors. The council encourages appropriate field placements and portfolio development. To ensure the success of the Council, meeting attendance has become mandatory for all day education faculty. Evening adjuncts are required to attend one meeting per school year.

Distance education classes offered on-line support to the day, evening, and extended campuses. The challenge for the department is to oversee course syllabi and delivery and to keep these courses consistent with face-to-face classes. The technology changes yearly and requires training with each change. The tremendous growth (400%) of the on-line education program since its inception in October 2000 attests to its quality. Students enrolled in on-line courses compete positively in program exit assessments.

Plans for adding graduate classes to those offered on-line have been discussed in Graduate Council Meetings. The graduate program continues to supply teachers in high need areas such as special education teachers. The special education reimbursement from the state has significantly impacted this certification endorsement.

The Education Department plans to prepare a Handbook for Advising that will include checklist and certification requirements along with degree requirement. This should help explain the many changes in the program. Sample Four-Year Plans from the following degree programs will be added to the handbook: BA in Math, B.A. in American Studies, B.A. in Psychology, BA in Secondary English: Creative Writing, BA in Secondary English: Literature and a B A in Environmental Science.
Annual Department Assessment Report Format
2005 Calendar Year
Report Deadline: April 17, 2006

Department: Education
Name of Submitter: Dr. Ann Harvey
Date: ___

1. Degree Program ☑ Education Minor ☑ Undergraduate ☑ Graduate
2. Assessment Instruments
  ☐ AM Form ☐ MFT ☐ Department Senior Test
  ☑ Portfolio ☐ Survey ☐ Other ___

3. Students Assessed

<table>
<thead>
<tr>
<th>Venue</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>15</td>
</tr>
<tr>
<td>Evening</td>
<td>14</td>
</tr>
<tr>
<td>AHE</td>
<td>5</td>
</tr>
<tr>
<td>Online</td>
<td>0</td>
</tr>
<tr>
<td>Graduate</td>
<td>7</td>
</tr>
</tbody>
</table>

4. Results of assessment:

5. Faculty analysis of results (extent to which learning goals were met):

6. Recommendations for improvement:
ANNUAL DEPARTMENT ASSESSMENT REPORT GUIDELINES
Education Department fCalendar Year 2005

Learning Goals:
Students will successfully complete a portfolio demonstrating
competence in the MoSTEP Quality Indicators 1-11.
Students will pass the PRAXIS II Teacher’s Exam.

Spring '05
1. Portfolio Completion The Assessment in the Culminating Experience
Report from the May, 2005 indicates that all or almost all student exceeded
the expected level of performance on all of the following Quality Indicators.
1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 All prongs of the conceptual frameworks were
met by these 14 students.
There was an 81% pass rate on the 16 portfolio assessments. The average
overall score on the portfolio was 80%. The average score for the 4 Day
program completers was 90% and the average score for the 12 Evening
program completers was 79%. The lowest score was 59% and the high score
was 96%. Total possible points were 112, with 90 being the average. The high
score for individual quality indicators was QI 8 with a mean of 10.23. The low
score was a mean of 9.2 for QI 8 Average points for the Quality Indicators follow

<table>
<thead>
<tr>
<th>Portfolio Scores by Quality Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=17</td>
</tr>
<tr>
<td>QI 1</td>
</tr>
<tr>
<td>QI 2</td>
</tr>
<tr>
<td>QI 3</td>
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<td>QI 4</td>
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<tr>
<td>QI 5</td>
</tr>
<tr>
<td>QI 6</td>
</tr>
<tr>
<td>QI 7</td>
</tr>
<tr>
<td>QI 8</td>
</tr>
<tr>
<td>QI 9</td>
</tr>
<tr>
<td>QI 10</td>
</tr>
<tr>
<td>QI 11</td>
</tr>
</tbody>
</table>

2. Praxis II exam: Of the 16 program completers, 14 have taken the Praxis II
exam. There were 9 Elementary, 3 Secondary Business, 1 Middle School
Science/Social Studies, 1 Secondary Mathematics, and 1 Secondary Social
Studies program completers. There was a 92% first time pass rate for these
completers – 100% (4/4) for the Day program completers and 92% (11/12) for
the Evening. All Elementary and Secondary Business completers successfully
passed the Praxis II exam on the first attempt. The Secondary Mathematics
completer and the Middle School Science/Social Studies completer, both
Evening, have not taken the Praxis II exam. Of the two Secondary Social
Studies completers, 1 passed on the first attempt and the other has not made a second attempt to take the exam

**Supporting Data for Praxis II Scores**

<table>
<thead>
<tr>
<th>N</th>
<th>X</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>164</td>
<td>Eng. 9-12</td>
</tr>
<tr>
<td>18</td>
<td>177</td>
<td>Elem</td>
</tr>
<tr>
<td>4</td>
<td>163.1</td>
<td>Sec. SS</td>
</tr>
<tr>
<td>4</td>
<td>652</td>
<td>Sec. Bus.</td>
</tr>
<tr>
<td>1</td>
<td>128</td>
<td>Sec. Math</td>
</tr>
<tr>
<td>1</td>
<td>169</td>
<td>MS Science</td>
</tr>
</tbody>
</table>

**Summer ’05**

**Portfolio Completion** The Assessment in the Culminating Experience Report from the August, 2005 indicates that 75% of the students exceeded the expected level of performance on all of the following Quality Indicators: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10. All prongs of the conceptual frameworks were met by these 4 students.

The average overall score on the portfolio was 83%. The lowest score was 77% and the high score was 91%. Total possible points were 112, with 93 being the average. QI 5, 6, and 7 were high with means of 11 out of 12. QI 1 was low with a mean of 8.3 out of 11. Average points for the Quality Indicators follow.

**Portfolio Scores by Quality Indicators**

<table>
<thead>
<tr>
<th>N=4</th>
<th>X of QI</th>
</tr>
</thead>
<tbody>
<tr>
<td>QI 1</td>
<td>8.3</td>
</tr>
<tr>
<td>QI 2</td>
<td>10.6</td>
</tr>
<tr>
<td>QI 3</td>
<td>9.3</td>
</tr>
<tr>
<td>QI 4</td>
<td>9</td>
</tr>
<tr>
<td>QI 5</td>
<td>11</td>
</tr>
<tr>
<td>QI 6</td>
<td>11</td>
</tr>
<tr>
<td>QI 7</td>
<td>11</td>
</tr>
<tr>
<td>QI 8</td>
<td>10</td>
</tr>
<tr>
<td>QI 9</td>
<td>100% Pass</td>
</tr>
<tr>
<td>QI 10</td>
<td>100% Pass</td>
</tr>
<tr>
<td>QI 11</td>
<td>9.6</td>
</tr>
</tbody>
</table>

**Praxis II exam** All four program completers have taken the Praxis II exam. There were 2 Elementary, 1 Secondary Business, and 1 Secondary Business program
completers. There was a 100% first time pass rate for these summer session completers.

**Supporting Data for Praxis II Scores**

<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>183</td>
<td>Eng. 9-12</td>
</tr>
<tr>
<td>#2</td>
<td>165</td>
<td>Elem</td>
</tr>
<tr>
<td>#3</td>
<td>175</td>
<td>Elem</td>
</tr>
<tr>
<td>#4</td>
<td>610</td>
<td>Sec. Bus.</td>
</tr>
</tbody>
</table>

December '05

1. **Portfolio Completion** The Assessment in the Culminating Experience Report from the December, 2005 indicates that all of the eleven students exceeded the expected level of performance on all of the following Quality Indicators: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10. All prongs of the conceptual frameworks were met by these 4 students.

The average overall score on the portfolio was 89%. The lowest score was 79% and the high score was 100%. Total possible points were 112, with 100 being the average number of points. Average points for the Quality Indicators are provided in the chart under Section 1 - Learning Goals.

**Portfolio Scores by Quality Indicators**

<table>
<thead>
<tr>
<th>N=11</th>
<th>X of QI</th>
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</thead>
<tbody>
<tr>
<td>QI 1</td>
<td>9</td>
</tr>
<tr>
<td>QI 2</td>
<td>10</td>
</tr>
<tr>
<td>QI 3</td>
<td>9.8</td>
</tr>
<tr>
<td>QI 4</td>
<td>9.8</td>
</tr>
<tr>
<td>QI 5</td>
<td>9.2</td>
</tr>
<tr>
<td>QI 6</td>
<td>8.8</td>
</tr>
<tr>
<td>QI 7</td>
<td>10</td>
</tr>
<tr>
<td>QI 8</td>
<td>10.23</td>
</tr>
<tr>
<td>QI 9</td>
<td>88% Pass</td>
</tr>
<tr>
<td>QI 10</td>
<td>94% Pass</td>
</tr>
<tr>
<td>QI 11</td>
<td>10.6</td>
</tr>
</tbody>
</table>

2. **Praxis II exam** Of the 11 program completers, all but one have taken the Praxis II exam. There were 6 Elementary, 1 Secondary Business, 1 Middle School Science/Social Studies, 1 Art, and 1 Secondary Social Studies program completers. There was a 100% first time pass rate for these completers.

**Supporting Data for Praxis II Scores**

<table>
<thead>
<tr>
<th>Score</th>
<th>Program</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>177</td>
<td>Elem</td>
<td>6</td>
</tr>
<tr>
<td>155</td>
<td>Art</td>
<td>1</td>
</tr>
<tr>
<td>600</td>
<td>Sec. Bus.</td>
<td>1</td>
</tr>
<tr>
<td>161</td>
<td>Sec. SS</td>
<td>1</td>
</tr>
<tr>
<td>174</td>
<td>Mid Sec.</td>
<td>1</td>
</tr>
</tbody>
</table>
MAT evaluation calendar year 2005

Learning Goals

For the Master of Arts in Teaching Program, the Education Department has adopted the core proposals of the National Board for Professional Teaching Standards as goals of the program.

<table>
<thead>
<tr>
<th>When conducting best practice, teachers</th>
<th>X (Pos: 45)</th>
<th>High</th>
<th>Low</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Are committed to students and their learning</td>
<td>38.43</td>
<td>35.6</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>II. Know the subjects they teach and how to teach those subjects to students</td>
<td>38.56</td>
<td>36</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>III. Are responsible for managing and monitoring student learning</td>
<td>38.52</td>
<td>36.5</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>IV. Think systematically about their practice and learn from experience</td>
<td>38.52</td>
<td>36.16</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>V. Are members of learning communities</td>
<td>38.48</td>
<td>36.46</td>
<td>40</td>
<td>5</td>
</tr>
</tbody>
</table>

No data=2 students

Exit Interview responses

Strengths of the program. Practical knowledge and theory Caring professors who are very knowledgeable add merit to the classes. Community and networking of students is a prime motivator. Quality instructional techniques are used by professors. National board standards prepared students for National Board Certification which leads to increase in salary and prestige. Small classes are available with great faculty Rigor in classes is maintained.

Weaknesses of the program: None. The five hour classes are a little long. Two nights each week might be better. New teachers will do better with second classes. Course offerings are not always predictable.

Proposed strategies to improve content in program Include the latest research on federal guideline for special education.

Proposed strategies to improve instruction in program. Offer EDUC 516 during the summers because it is a core certification course.

Strategies implemented from prior report and results. Using the portfolio as a springboard to National Board Certification has been very successful. Classes are offered one day a week to save travel time for long distance commuters. Presenters offer vital information for federal guidelines of No Child Left Behind. A wider selection of graduate courses are available during the summer to accommodate practicing teachers.