Annual Education Department Assessment Report 2010-2011

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.

This set of learning goals is assessed by portfolio and PRAXIS II scores which are reported each semester. A survey completed by all program completers demonstrates strengths and weaknesses in the Teacher Certification Program. Students complete another survey at the conclusion of their first year of teaching. The first-year teacher survey is now conducted by the Missouri Department of Elementary and Secondary Education (DESE). Principals evaluate the first year teachers using a performance-based teacher evaluation and report these results. Data from both the first year teachers and their principals are disseminated by DESE to individual colleges and universities with approved teacher preparation programs. Results of these various surveys are discussed in Education Department meetings and Education Advisory Board meetings. Decisions are made collectively to implement program improvements in order to address any areas of concern.

For the purposes of this report, the following is a synopsis of each Quality Indicator:
1. Understand central concepts, tools of inquiry, structures of discipline
2. Understand how students learn and develop
3. Understand how students differ in approaches to learning
4. Recognize importance of long range planning and curricular development
5. Use variety of instructional strategies
6. Understanding of individual and group motivation and behavior
7. Model effective verbal, nonverbal, and media communication techniques
8. Understand and use formal/informal assessment strategies
9. Reflective practitioner who continually assesses the effects of choice and action on others
10. Foster relationships with school colleagues, parents, and educational partners
11. Understand the theory and application of technology in educational settings

Portfolio Completion Fall 2010

Portfolio Scores by Quality Indicators

<table>
<thead>
<tr>
<th>N=18</th>
<th>X of QI</th>
</tr>
</thead>
<tbody>
<tr>
<td>QI 1</td>
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<tr>
<td>QI 2</td>
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</tr>
<tr>
<td>QI 3</td>
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</tbody>
</table>
### Average Portfolio Score: 92.9%

**Portfolio Completion Spring 2010**

Portfolio Scores by Quality Indicators

<table>
<thead>
<tr>
<th>N=34</th>
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<tbody>
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<tr>
<td>QI 2</td>
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<tr>
<td>QI 3</td>
<td>11.1/12</td>
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<tr>
<td>QI 4</td>
<td>11.1/12</td>
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<tr>
<td>QI 5</td>
<td>11.2/12</td>
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<td>QI 6</td>
<td>11.2/12</td>
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<td>QI 7</td>
<td>11.5/12</td>
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<td>QI 8</td>
<td>11.3/12</td>
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<tr>
<td>QI 9</td>
<td>10.4/12</td>
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<td>QI 10</td>
<td>10.2/12</td>
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<tr>
<td>QI 12</td>
<td>11.2/12</td>
</tr>
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</table>
Average Portfolio Score: 92.6%

Analysis

- Of the 52 students who submitted their portfolios for evaluation, all but 2 students were considered program completers. One student needed one course for certification and one other student needed to complete the PRAXIS.
- The average overall score on the portfolio for both fall and spring semesters was 92.75%, whereas 70% is considered a passing score.
- The scores ranged from a low of 79.1% to 3 scores of 100%.
- Disaggregating this data for the average percentage score of the portfolios:
  - Elementary completers (N=23) scored an average of 89.8%
  - Middle school completers (N = 4) scored an average of 94.0%
  - Secondary completers (N = 19) scored an average of 95%
  - K – 12 art completer (N = 3) scored an average of 99.3%
  - Special education completers (N = 2) averaged 94.8%.
- Comparing this data with the results from 2009 - 2010, it can be concluded that scores were consistent from one reporting year to the next.
- Comparing the portfolio scores, it can be concluded that Columbia College students are completing their portfolios with success, regardless of certification area.

PRAXIS II exam

Supporting Data for 10-11 PRAXIS II Scores*

<table>
<thead>
<tr>
<th>Program</th>
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<tbody>
<tr>
<td>Elementary</td>
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<tr>
<td>Art K-12</td>
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<tr>
<td>Middle School English/ Language Arts</td>
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<tr>
<td>Middle School Mathematics</td>
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</tr>
<tr>
<td>Middle School Science</td>
<td>3</td>
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<tr>
<td>Middle Social Studies</td>
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<td>Secondary Social Studies</td>
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<td>Secondary Mathematics</td>
<td>2</td>
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<tr>
<td>Secondary Biology</td>
<td>1</td>
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<tr>
<td>Secondary Business</td>
<td>3</td>
</tr>
<tr>
<td>Special Education Core Knowledge and Mild to Moderate Applications</td>
<td>2</td>
</tr>
<tr>
<td>Total # of Columbia College Students</td>
<td>49</td>
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</table>

- The PRAXIS pass rate of portfolio completers was 98%. Only one student had not passed the PRAXIS during the time frame of this report.
• The PRAXIS II pass rate for Columbia College continues to compare favorably to the state-wide pass rate in all instances. All of Columbia College students who took the exam during this report period passed the examination.

Columbia College's Annual Survey of Graduating Teachers

Survey of Graduating Teachers December, 2010

<table>
<thead>
<tr>
<th>MOSTEP</th>
<th>Mean of Elem. N=6</th>
<th>Mean of Middle School N=1</th>
<th>Mean of Secondary N=6</th>
<th>Mean of Art K-12 N=1</th>
<th>Mean of Sp. Ed. N=0</th>
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<td>8/8</td>
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### Survey of Graduating Teachers May, 2011

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<td>QI. 2</td>
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<td>QI. 3</td>
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<td>6.8/8</td>
<td>7.6/8</td>
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<td>QI. 4</td>
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</table>

- This is the first full reporting cycle where EDUC 400 Senior Seminar was required to be taken prior to student teaching.
- The mean response of all self-reported data was well above average for all quality indicators. No discernible trends were noted within the data or comparing this data set to last year’s.

**Graduating Teacher Survey Comments:**

**Strengths:**

- Relevant and Applicable Coursework Outstanding Staff and Professors
- Being available for help Providing feedback & effective instruction
- Friendly Staff (Ann Forsee, Linda Bradley & Paul Hanna specifically) that are available for additional help. Tammy Mann and her endless support.
- This program has only strengths. The faculty are magnificent. They have been so helpful!
- **practical** professional strategies for the classroom and the profession as a whole.
- Teaching Reading & Reading Instruction. Classroom & Behavior Management
- teacher interaction w/ students  -teacher knowledge
- reading instruction and behavior management – classroom discipline and theorists
- Teachers who act like they care. Linda’s flexibility
- All teachers are willing to do all they can to assist students in succeeding. Incredible faculty & staff.
- -pre-service educator classes -theorist education & application
- The accelerated program is convenient for post-bachs & the overall feedback from professors is very useful.
- Allows you a lot of opportunity to get in the classroom and gets a first hand experience.
- The instructors now in the education department are great. I dealt with a lot of flux in the department in my time at CC, but the current department is well organized and staffed.
- People – There is a great group of faculty and staff! Flexibility – Can do & We’ll get it done attitudes! Availability – Many of the classes were available when I needed them – especially, when I pre-planned!
- Broad range of curriculum necessary for teachers to understand; great professors w/ a lot of knowledge and varied background experiences.
- I feel as though the education classes prepared me for a career as a teacher.
- Course Curriculums, Professors are very knowledgeable
- Caring about students, ready to help & answer questions
- Lots of field experience, Awesome professors
- Placement in classrooms from the beginning higher level thinking
- Support from staff, educational information & practice opportunities
- one on one time available to clarify any questions  flexibility & understanding
- Knowledgeable professors, many hours of field exp., well reputable.
- I felt very prepared for my student teaching and confident in my portfolio completion
- Faculty that knows about the classroom  Good hours-communication-accessibility
- Professors and advisors that are understanding and will work with you towards success.
- You feel welcome and like you can do anything you wish.
- Small class sizes, adult students, professors who have taught for years in public schools, night classes, online classes
- The behavioral Mgt. class. The support staff.
- Knowledgeable professors-teaching students strategies and techniques to effective teaching-staff is very open to answering questions.
- Support Patient
- -getting us in the classroom for observation -available for questions
- Personalness – each professor took time to know us and help us. The 8 week courses was a perfect pace to work at
- Professors being available. Same content over and out. Choice of classes.
- Plenty of field experience, great professors, mock interviews, how to apply for jobs was explained well, excellent feedback
- willingness of teachers to work with students emphasis on collaboration emphasis of well-developed lessons
- Very experienced teachers! That truly care & love us.
- Definitely prepares new teachers for the classroom. Very supportive staff.
• knowledgeable about education
• Lots of in class experience & observations.
• Great student-teacher relationships. Classes prepared me for the teaching profession.
• No comments written
• No comments written
• Small classes. Personalized.
• I do an amazing job of connecting with my students and have a good rapport with them. I also do a good job of creating a classroom community. I am patient, kind, funny, understanding, flexible, and intelligent. I feel these strengths are most important in any educator.
• Knowledgeable professors with a great deal of practical experience & caring small community classes. online

Weaknesses:

• Some organization issues
• Need more classes on portfolio development.
• Class offerings were off for a while - made scheduling hard, lack of advisement (but I got done so its ok).
• There are no weaknesses!
• Overall organization of program - when classes are offered, when paperwork is due, etc.
• Teaching Math & math instruction
• -organization -it would help students to start the portfolio on day 1
• math instruction and how to implement differentiation
• Not always following through w/ what was said would be done. Not having access (not being able to contact) to teachers/portfolio graders other than Linda & Ann.
• No comments written
• -availability & consistency of requirement during EDUC 422
• Needs to be a little more organized. Deadlines and requirements kept changing.
• No comments written
• No real weaknesses now - except that Education is not offered as a major. An Ed major would be better on a resume than an ed minor.
• Financial Aid issues were a pain! Not Education Dept. fault though! Need more on staff! J Help for the help! J
• Portfolio was a little confusing but mainly b/c it was undergoing change. More time in the classroom but that's changing w/ more classes offering field work.
• I did not care very much for not having any of my substitute or para professional experience count toward my certification.
• No comments written
• I would have liked a clear cut plan about everything I needed to do & when (praxis, CBASE etc) during EDUC 100
• Old Fashioned professors (not all of them!), repetitive information, too many Education classes
• Teaching technology, getting in classrooms to observe 1st day
communication organization
is there something we could take to develop a grasp of the teaching of writing better before student teaching
Repetitive information.
Some of the classes were very repetitive
Too much paperwork – redundant paperwork
The secondary program seemed to not get the same amount of attention as elementary.
Lack of diversity in subject matter for classes. There are so many pedagogies not addressed. Waldorf, Reggio Emilia, Montessori, etc ...
Communication in student teaching. Ability to graduate in time b/c of difficulty & course load.
Technology in classroom
N/A
Lack of courses designed for specific elementary content areas such as science, social studies and writing
Not all classes coordinate w/schedules, some get off track on degree process b/c not all classes offered when said.
Registering for classes as a Post-Bach evening student is very difficult. Especially registering for Student teaching. It took me a month w/ special permissions & over-rides.
unorganized at times
Lack of communication at times, need more time between student teaching & when the portfolio is due to complete portfolio
Wish portfolio could be finished throughout the education program.
Disorganized at times with getting each person’s college plan completed
I feel that at times I may invest so much in my students that I am hurt when I see them struggle. I need to remember that the struggle is part of growth in students.

Overall Comments:

More open discussion – meet more often to discuss important concepts
I’m glad the school finally got the art classes so I could take them. Thanks for everything.
I hear there are going to be changes made to the program. Good! We need more faculty so everyone isn’t too busy to help us.
I feel that Columbia College has remedied any problems that have come up in the past such as not offering courses for more than 18 months!
-deadlines & requirements changed on a class to class basis which added to overall stress
I’ve enjoyed the program but I’m glad to be done.
Continue the good work!
It is very difficult to complete this program and still pay bills. I sure hope many people involved realize the desire we have to teach.
Thanks for everything
Education should probably just be a major
I think CC’s Education Department is AMAZING and has succeeded in teaching me to be an effective teacher
• loved my experience
• If I didn’t make the 4-year plan in INCC, I wouldn’t have graduated on time.
• I have enjoyed my time @ CC and feel that I am very well prepared to enter the profession.
• Great support and understanding
• CC is one of the best. I would recommend CC to everyone.
• N/A
• I feel very prepared!
• Columbia College requirements seem high compared to other schools. This creates graduates who are more prepared and qualified.
• I loved my experience at Columbia College!
• N/A
• I feel Columbia College is a great teaching opportunity for teacher candidates.
• I am so excited to begin my career as a teacher. I have been looking forward to this for a long time.
• I was blessed to have the support of the members of the Educ. Dept. to guide me through my successful journey toward certification.

1st Year Teachers Survey, 2010

The aggregated data for the 1st Year Teachers Survey may be found at: ..\Surveys\FYTS 2007-10 report from DESE\FYTS_Columbia College_multi_2010.pdf

The open-ended comments may be found at: ..\Surveys\FYTS 2007-10 report from DESE\FYTS_Columbia College_text_2010.pdf

Analysis

• N = 14
• With few exceptions, Columbia College first year teachers reported that they were adequately, well, or very well prepared throughout the survey.
• 98% of all respondents answered the multiple choice items as either “adequately prepared,” “well prepared,” or “very well prepared”. This is an outstanding percentage.
• No respondent answered any item “not prepared at all”.
• Of all 19 items completed by the 14 respondents, “inadequately prepared” was entered only a total of 5 times, which were:
  o Differentiating or delivering lessons developed for differentiated learning (1 person).
  o Curriculum goals and performance standards (1 person).
  o Interacting effectively with colleagues and parents to support student learning (1 person).
  o Using technology effectively for instructional practices (2 people).
Actions Taken

- The topic of differentiation has been on the Department's monthly meeting agenda. It was determined that we must ensure that our students are equipped to handle this in-depth concept. We are building awareness by naming the type of differentiation that is ubiquitously modeled in education classes, thereby establishing a connection between theory and practice. The topic is also on the agenda for the 12/10/10 Education Faculty Integration Conference.
- Advanced Smart Board Techniques was the topic of the first Partner School professional development seminar, held 11/5/11.

GRADUATE

Assessment of the graduate program included portfolio presentations of those students completing the Master of Arts in Teaching (MAT) degree. This data set includes the MAT Online degree.

The portfolios are comprised of the 5 goals from the National Board Certification process. They are:

- **Goal I**: Teachers are committed to students and their learning.
- **Goal II**: Teachers know the subjects they teach and how to teach those subject to students.
- **Goal III**: Teachers are responsible for managing and monitoring student.
- **Goal IV**: Teachers think systematically about their practice and learn from experience.
- **Goal V**: Teachers are members of learning communities.

For Fall, 2010, the average portfolio score was 96.2%, and for Spring, 2011, the average portfolio score was 95.5%.

For this reporting cycle, a holistic scoring category was added to the grading rubric. This addition was added after the Department determined that there was an upward trend in scores. Ironically, the averages compared favorably to previous reports. This may be yet another indicator of MAT students' determination to succeed with this venture.

Comments from Exit Interview

For each MAT portfolio presentation, an exit interview is completed by students. The following is an aggregate of the responses, typed as written:

1. **What are the strengths of the MAT program at Columbia College?**
   a. Incredible educators, both adjunct and full-time... Good balance of theory and instructional best practice. Curriculum prepared me for the profession, and strengthened existing practices.
   b. Small class size, caring professors who are flexible & caring
   c. Excellent opportunity to reflect & re-evaluate what was learned in program. The length of the narratives was manageable. LOVED that the entire project is electronic now – way to save trees and GO GREEN!
   d. Networking. Tammy Mann. Teachers open and eager to help.
e. One of the biggest strengths for Columbia College MAT program is that class size makes it feel more like a family. There is less stress in smaller classes.

f. The professors are the strength of this program. They are so supportive and knowledgeable. I also like that I can specialize in programs like reading and special education.

g. One of the strengths of the program is support for prospective teachers.

h. I felt the strengths of the MAT program were the focused more indepth learning and the ability to apply what I learned to my own classroom. I also enjoyed having professors that were experts in their field. They were very knowledgable.

i. Experienced professors/staff with relevant experiences in the field and advisement on the field.

j. Very organized, knowledgeable of subject and material. All propositions applied to teaching experience.

k. Small classes and family oriented. Everyone is very understanding.

l. Faculty is great, always willing to help or answer emails.

m. I have gained a wealth of information that I apply to my daily teaching career. Various teachers and classes were relevant to my teaching career. The certification office was very helpful.

n. *8 week sessions *Excellent teachers

o. The biggest strength of the MAT program has been the quality teachers that have led the classes. I feel like they have extensive experience that can positively impact all students in the program.

p. Teaches educators to be good educators. Teachers leave here with a strong idea of what good teaching and bad teaching look like.

q. Mixture of accepted theory and practical advice/cooperation & collaboration b/w teachers & students and students and students/openess to new ideas – both in this program & preparing me for that in the classroom

r. Professors/Hybrid/Integrated Project – great reflection

s. Vast amount of knowledge obtained, variety of instructional methods, application to coursework, collaboration

t. The program helped me evolve as a teacher. It has strengthened some of the areas that I felt lacking in. The staff in general has been wonderful; willing to help when as to do so.

u. The program gave me tools that directly related to the tasks I would be doing as a teacher, like exposure to different diagnostic assessments, and Madeline Hunter’s lesson planning template, as well as the core communications skills to have difficult conversations.

v. The instructors/good information that I could use in my classroom.

w. I think the MAT program has many great professors who provide applicable course work and resources. Having professors who are knowledgeable and experienced in their areas of teaching is very beneficial because they understand the importance of taking a course to learn and gather resources that can be use and applied in the daily school environment.

x. Knowledgeable instructors that are very willing & able to help. Small classes, works around school hours, 8 week sessions, flexible,

y. Lots of Real World applications and working with other professionals.
z. I think the post-Bac program is a real positive for the program. It lets students work on Master/while working on certification. The faculty is helpful and encouraging. The classes are informative. I think it is an excellent program.

aa. The MAT program provided me with many learning experiences that I am able to use in my teaching practice. I have invaluable resources and connections created within the courses I have been provided. The instructional strategies that I have been introduced to have benefited not only me but my co-teachers and students.

bb. Too many to name! Great teachers--lots of fantastic opportunities for observation & work in the field & real-world application of information learned. I truly enjoyed my experience.

c. The way classes are structured. Lots of open discussions & projects (as opposed to tests). Themes running through all classes. Gives you the ability to explore what you believe. Fantastic strategies for classroom use.

d. The MAT Program has many strengths. The use of current classroom practices has prepared me to hit the ground running in whichever district I end up.

e. First, the fact that it works with/for post-bach students. Without the ability to take masters classes that counted for certification, I would be not much closer to a higher degree than what I had at the start of the certification program. Second, the faculty and staff. They are available, helpful, knowledgeable. (Those that weren't, in my opinion, are no longer there...yeah!) Third

ff. Knowledgeable teachers to learn from. A lot of observation field experiences. Introduced a lot of great strategies that are relevant to our own classroom.

gg. Really like hybrid courses

hh. All areas covered—sped, language, etc/qualified teachers/artifacts are great

ii. Overall, the professors were very knowledgeable and professional. Many of the lessons were presented in such a way that they could be applicable to any teacher in any classroom setting. As a result, I have been able to incorporate quite a few aspects of my coursework into my classroom.

jj. Very organized staff and instructional materials. Fast and specific feedback. Very supportive chair and committee member who made process enjoyable. I love that there is an online option.

kk. The courses offered really build an undergraduate courses and extend my knowledge of teaching. Hybrid courses

ll. The MAT program has prepared me extremely well for my career as a teacher. Each course gave me a tool to keep in my toolbox to use in any way I can to be an effective practitioner.

mm. Preparies me for teaching. I think that I have learned so much.

nn. Hybrid online classes/Professors are great/classes are beneficial/projects can be used for future classroom

oo. Communication with professors/Well-planned program guide/Lots of classes offered/Relevant to teaching in my own classroom

pp. Faculty: CC has such a stellar cast of instructors that combine scholarly credentials with years of teaching experience that translates into quality classes.

qq. I loved my Masters classes at Columbia College. They were filled with relevant, useful information.
2. **What are the weaknesses of the MAT program at Columbia College?**
   a. Sequencing of courses (this did not effect my overall learning, however, proper sequencing might have made transitions between classes more logical.
   b. From my experience, there was minimal amount of teaching done on theorists.
   c. Did not get to use all the classes I took in the program for the narratives. Maybe have students map what classes will fill these requirements as they go along in the program.
   d. 5 hour long classes was an issue but now classes are hybrid
   e. I found it hard to always take the class that I wanted to when it was needed because it was not always offered. I felt that there was not a good system of when classes would be offered made available to the students.
   f. I think you need more staff. While the teachers are amazing I think they are spread too thin. It would also open up more course offerings.
   g. Curriculum is not designed to accommodate Human Resource or Training Department personnel that would like to further their education in education.
   h. The only weakness of the MAT program I would find would be the hybrid classes. However, That is more opinion and preference rather than a weakness. I like the in seat class where you have more face time with the professor.
   i. Some classes were weaker in what I took from the class – lacking in theory or practical applications. These could have helped me to build a portfolio from the start.
   j. No comments written
   k. None at this time.
   l. Initially, communication. I believe that this issue has been resolved…
   m. I feel that the classes offered could come at a more convenient time.
   n. *No sequence of courses given at the beginning  *A lot of repetition between different course work  *Repetition!!!
   o. I wish that there were options to specialize in a content area. I find that having a Master’s as a Reading Specialist would look better than just having a Master’s in Teaching.
   q. Disorganization – dropped classes, order of classes
   r. Over more of the courses in the 2nd section about psychological & behavior (I realize it is difficult with the amount of professors)
   s. Would like at times to choose topics, research, and projects etc. that directly relate to current position.
   t. There is always room to grow. I don’t really have any complaints in this area.
   u. Some courses had you purchase books that you rarely used, so it felt as if maybe a better resource or course book could have been used at times.
   v. The one thing that was aggravating was when I had to step out of the program for a time due to illness & personal family issues – I had to reapply & go through the entire process again – what a waste.
   w. I think this has improved by having the MAT online, but having courses that last from 5-10 pm isn’t very convenient. Otherwise I think the MAT has been great!
x. I only took the classes that were required – with no breaks – but it still took over 2 years to complete (& that was w/ doubling up during 2 sessions).
y. Need to stress taking 500 & 504 at beginning, makes research for other classes easier, and gives a good overview of what to expect.
z. Compared to what I hear about other programs, I think this one is very good
aa. I have no qualms with the MAT program. It has been a smooth sailing adventure for me, no turbulent weather. I would recommend this program to any one I meet who are being called to teaching.
bb. No comments written.
cc. Need more opportunities to engage in the editing & reflection process. Observation hours can be very difficult if not in a school working.
dd. I wish there were more choices for a master’s degree in educational fields, such as administration.
ee. NOT education department’s fault, but the financial aid problems were a pain and I know many of us suffered from them. Despite my calling to make sure the changes in aid from undergrad to grad were made, it got messed up. An when I called about the mess up it got re-messed up. Long story short, I think the financial aid office could use some training or additional information on the switch. I was also told crazy things about registering that I knew weren’t right.
ff. No comments written
gg. Practicum & Educating Exceptional Individuals should be combined possibly. I feel like it’s a lot of the same information.
hh. Does not cover beginning of the year
ii. Not all courses or professor made the material studied applicable to the classroom situation. In these situations, it was difficult to see the relevance of the information being studied.
jj. None that I encountered.
kk. None
ll. Honestly, I can’t think of any. Possibly to have more sections offered so that courses could be offered each semester.
mm. None
nn. I don’t have any
oo. In hindsight, an admin. degree would be useful (but not necessary!)
pp. 1. Having advisors outside of the Education department 2. Lack of communication between Ed. Office & admissions/financial aid/registrar 3. Allowing brand new students to take top 3 courses (500, 504) without any background
qq. ??none

3. What changes would you recommend for the MAT program at Columbia College?
a. EDUC 500, 504 should be early requirements.
b. It would be beneficial to have more discussion in class on theorists to help EDUC 508 run smoother J
c. Suggest completing slides that go with the standards as students write the narratives. Have slides approved with narratives.
d. No comments written
e. As the MAT is going through its current changes, I would hope these suggestions have been made or already exist and students could just be made more aware of them. 1. I would offer a yearly schedule of when classes will be held so that students like myself could do some planning in advance. 2. Hybrid class online requirements fit in better with the actual in class discussions. I think that the online portion could be very beneficial, but would be in hopes that it augments the class.

f. I think it would be helpful to offer a course about writing grants.

g. Require EDUC 523 as a core requirement for MAT.

h. No comments written

i. Ensure each class covers theory and practical theory so it can be used for my portfolio.

j. Add more course listings -> courses offered every term or as often as possible.

k. Offering more courses online

l. It would be nice to have a set schedule of when classes will be offered.

m. N/A! I thoroughly enjoyed the MAT at the professors that taught there

n. *More hybrid courses

o. As a member of Daystar, I would suggest that teachers getting their Master’s in their 4th year have more teaching experience before pursuing this. I did not graduate at the same time as my fellow Daystar members, but I feel like since I finished it 3 years into my teaching, it has made me more appreciate of it and really learn how it’s impacted me to be a better teacher. Along the same lines, maybe teachers with no previous teaching experience can have 2 student teaching placements that equal 8 weeks each to help them gain more experience for finishing the Master’s.

p. Organizing courses so students can maximize their learning.

q. No comments written

r. See (d.) above

s. No comments written

t. Nothing really comes to my mind.

u. Research the books thoroughly, and select books that are doing to be worthwhile, even after taking your courses.

v. Rent textbooks – make it more affordable! College is too expensive!! What a draw that would be

w. Continue to have course work that is applicable in the daily classroom and having better class hours would be my only suggestions. However, it does seem that this is the direction the MAT program has moved in.

x. None.

y. Hybrid classes are a good combination, gives focus to technology

z. -My one issue is the on-line classes I am such a visual learner – and need that teacher student feedback. However the merging of the two was not bad (In the classes I took) as long as the teacher can keep up the communication end.

aa. The only suggestion for change that I could give would be providing MAT classes for post-bac students online.

bb. No comments written.

cc. Offer classes on online education & more early childhood (pre K/preschool aged)
dd. I really have nothing to add here. I feel the tools I have acquired while in the MAT Program have more than sufficiently prepared me to teach.

eel. Having gone the certification-MAT route, my route was my list of classes was pretty much set in stone. I was able to “choose” one class, Education 590. However, that is a trade-off I’ll take for the chance to complete both at the same time. I did think it was unfortunate that because of financial aid (and maybe other guidelines) that Education 500 and 504 can’t be taken until after certification and, thus, the end of my MAT experience. I think these classes would have added to the classes. For example, taking 500 first to understand research purposes, organization, etc. would have helped in the numerous classes we were required to find and use research. There was potential for greater understanding of the research. As for taking 504 earlier, it provided a view of pedagogy’s “big picture” that would have provided deeper insight into how classes about learning theories, philosophies, teaching strategies and classroom management fit as pieces in this picture.

ff. Create list of theorist from day one.

gg. Getting student teachers into the classroom in the Fall.

hh. No comments written

ii. Ensure that all coursework can be incorporated directly into a teacher’s classroom. Professors should be considerate of MAT students as teaching professionals currently in the classroom.

jj. No comments written

kk. None - Daystar: taking techniques of teaching later in the program

ll. Possibly having a roadmap session for people entering the program so they may have everything planned in advance.

mm. None

nn. None

oo. N/A

pp. Sequence for post baccalaureate/Masters students

qq. No comments written

4. Other

a. Proud to be a Cougar!

b. No comments written

c. I was very pleased with this process. It gave me a great opportunity to reflect & work very hard towards this final step in my education.

d. I have continued to enjoy my experience at Columbia College and enjoyed the teachers.

e. I like the idea of the shorter class meeting times since I did work all day then try to sit through 5 hours of class was very difficult. I would hope that the online requirements would fit ore closely with the exact material that is being discussed. I only took one class that was hybrid class.

f. I have really enjoyed my time at Columbia College. All of the education department have gone above and beyond to help me when I need it. Thank you all so much!

gh. No comments written
h. No comments written  
i. No comments written  
j. Great program.  
k. No comments written  
l. Thanks!!  
m. No comments written  
n. N/A  
o. No comments written  
p. No comments written  
q. No comments written  
r. No comments written  
s. Thank you for the opportunity to broaden my horizons!  
t. I think going to the hy-brid format was a good idea, and I hope it stays in the MAT-program.  
u. I know it can’t be helped but whenever an instructor is brand new – the class is wash – especially if they have not taught in the classroom before. Some teachers may be good online but not so great in the classroom!  
v. I have appreciated and greatly benefited from the MAT program.  
w. No comments written.  
x. No comments written.  
y. No comments written.  
z. I give my permission for my portfolio to be viewed by others and to be used as the instructors see fit. (Tonya W-Grant)  
aa. Thanks you for the opportunity to take part in such a strong program!  
bb. I appreciate the guidance & support I have received at Columbia College and have enjoyed my time spent here – just wish you had a doctorate program!  
cc. All around a fabulous experience. And, I loved the faculty and staff. They all deserve raises. And, dare I say, extravagant vacations with all-expenses paid. I know they put in a lot of time and effort and made themselves accessible to their students at expense to themselves. It was greatly appreciated as I fumbled through the paperwork, technicalities, and changes. I often thought of this: If I was the average student and I, independently, had called, dropped by, or e-mailed and took up only five minutes a week of their time AND if there were only 300 education students that would mean 1500 minutes a week (OR 25 hours/week) would be spent just on communicating with students. Wow-za! And, yet they were always gracious and pleasant. (Except one lady, who is no longer there.)  
dd. No comments written  
ee. No comments written  
f. Group presentation was great! Going through Daystar with group really helped & was able to take everyone’s experience & reflect on it.  
gg. In general, my experience with the MAT program was positive. I am very appreciative of the profressors I worked with.  
hh. No comments written  
i. None  
jj. No comments written  
k. I love all of the staff.
Extended Campus Sites

Since DESE considers the education programs at the Lake of the Ozarks and Rolla campuses as an extension of the main campus' program all information for the Nationwide campuses is included in the germane portions above.

Conclusions

Undergraduate and Post Baccalaureate Teacher Certification Programs

The Department continues to meet its learning goals:

- Students will successfully complete a portfolio demonstrating competence in the MoSTEP Quality Indicators 1 - 11, as evidenced by an average score of 92.75% on students' student teaching portfolios.
- Students will pass the PRAXIS II Teacher's Exam, with a near 100% pass rate.
- Additionally, first year teachers continue to rate their preparation to teach at Columbia College very favorably.

MAT

All reported results for the MAT were exemplary, indicating a strong showing in all 5 goal areas. There appeared to be a trend, however, in several of the comments indicating that post baccalaureate students who were beginning education coursework were placed in MAT classes with seasoned teachers. This is the first reporting cycle that the Post Baccalaureate core has been in place. As students complete the core, feedback data will appear in later reports. Anecdotal evidence, however, indicates that this was a most successful change to the program.

MAT Online

This report reflects the majority of initial students who completed the MAT online. Their feedback data is similar to in-seat feedback. Online continues to market the program to attract additional students to the Online MAT.

As a result of the Jim Ritter consultant report, the Department has added EDUC 563 Management of the Classroom Environment and EDUC 516 Reading and Writing across the Curriculum to the Online MAT.
Program Assessment Components and Process

Degree Name: Education

Academic Year: 2010 - 2011

Completer of Form: Eric Cunningham, Associate Dean (Academics), AHE

Sources of Evaluative Information:
- Direct:
  - PRAXIS II Examination
  - EDUC Senior Seminar
    - Program Goals Portfolio Assessment
    - Exit Interview
  - Student Teaching Experience

Agency for Program Evaluation / Change: Vice President, Division for Adult Higher Education (AHE)

Assessment Feedback Loop: The Chair of the Education Department provides an annual assessment report. That feedback is disseminated to the Directors of the Evening Campus, Lake Ozark Campus and the Rolla Campus where AHE has Education students. Full-time faculty from the Main Campus travel to the Lake Ozark and Rolla campuses to evaluate program goals portfolios and conduct exit interviews.

Feedback Loop Results: With very few exceptions AHE Education students are recommended for teacher certification. Education students must get degrees in content areas (PSYC, SOCI, HIST, etc.). If there is an MFT in their major they take that instrument during their culminating experience course.