

**Quincy University  
School of Education  
MSE Program Assessment 2014  
Administration and Leadership**

**Quincy University Mission Statement**

Quincy University stands as a Catholic, independent, liberal arts institution of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace and the integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and our life.

**School of Education Mission Statement**

Embracing the Franciscan values of respect for the individual and service toward others, the Quincy University School of Education will personalize the development of servant-leaders. These inspiring and collaborative professionals will be reflective decision makers who are committed to the academic and personal success of all students, particularly the marginalized, in responsive teaching and learning communities.

**School Administration/Leadership Mission Statement**

The school administration/leadership program strives to prepare servant leaders who serve as models of ethical and reflective decision-making to both their school and the larger educational community. These professionals must work collaboratively with others to ensure success for all students, particularly those whose learning is most at-risk.

**I. Description of the methods of program assessment**

The following chart indicates key assessments in the school administration program. Each summative assessment is linked to one or more Illinois Professional School Leader Standards. A variety of assessment formats are included including case study analysis, reflection statements, research papers, writing prompts, and oral presentations.

|          | <b>Name of Assessment</b>   | <b>Type or Form of Assessment</b><br>(ex.: essay, case study, project, portfolio, state test, etc.) | <b>When the Assessment is Administered</b><br>(point in the program when assessment is administered) |
|----------|---|---|--|
| <b>1</b> | IL Content-Area Test  | State Test  | During final semester of enrollment or before  |
| <b>2</b> | Content Assessment:<br>School Leadership Project                      | Project   | Final class period of MSE 600 Research Methodology course  |
| <b>3</b> | Assessment of Candidates' Ability to Plan an Appropriate Environment: | Case Study/Project  | Final class period of Human Resource Management course   |

|   |   |   |   |
|---|---|---|---|
|   | Teacher Evaluation Conference   |   |   |
| 4 | Clinical Practice Assessment  | Written evaluation from site supervisor and reflection statements from administrative candidate | Conclusion of Administrative Internship experiences                               |
| 5 | Candidate's Impact on Providing a Supportive Environment for Students' Learning | School Improvement Plan Project   | Final class period of Principalship course (for those seeking certification only) |
| 6 | Writing Assessment  | Essay   | Prior to enrollment in Administrative Internship or Practicum                     |
| 7 | Leadership Platform and Growth Plan   | Essay on Final Exam   | Final class period of Leadership and Planned Educational Change Course            |
| 8 | Thesis  | Research project  | Culmination of program  |

In addition to these assessments, the program surveys recent graduates and their employers to gain information about the effectiveness of the program.

### **Assessment #1 – State Content Area Test**

The administrative content test is a comprehensive evaluation of a candidate's mastery of coursework leading to administrative certification. It is a multiple-choice, normed test administered in selected sites at specific times throughout the year. Results from the test are used to evaluate course offerings leading to the Master of Science in School Administration degree. The standards addressed are determined by the test and cover the range of requirements for administrative certification.

### **Assessment #2 – Leadership Analysis Project**

The leadership analysis project is the culminating project in the MSE 600 Research Methodology course, which is required of all candidates. Students select a leadership problem to study. The final project consists of a small research paper written in APA style.

The standards which are addressed by this assessment include theories of leadership (1C, 5A), oral communication (1E), written communication (1E), collaboration (1F, 4R), use of technology (2J, 2T), the change process (2I), ethics (5B, 5D, 5G), data analysis (1D, 3P), and reflection.

### **Assessment #3 – Teacher Evaluation Conference and Write-up**

The teacher evaluation conference and written write-up is the culminating assignment in Human Resource Management (MSE 529), a course requirement for all candidates. Students select a teacher who agrees let the candidate conduct a full evaluation cycle, including pre-observation conference, observation, written evaluation, and post evaluation conference. Students complete all of the steps, including video-taping their

conference with the teacher. During the final class meeting, students discuss their experience and show the class the video tape of their conference. All other class members critique the conference using a rubric.

The standards addressed by this assessment include data collection and analysis (1D, 2AA), effective communication (1E), evaluation strategies (2F, 2DD), diversity (2G, 2Q, 5M), adult learning and professional development (2H), technology (2J, 2T), treating individuals with respect (2L, 5K, 5L), valuing staff (2N), recognizing responsibilities and contributions of individuals (2O, 2U, 5N), identifying barriers to learning (2P), life-long learning (2R), high expectations for staff (2S), multiple learning opportunities (2V), school culture and climate (2Z), human resource management (3D), knowledge of teaching used to make decisions (3I), problems confronted and resolved (3T), ethics (5G, 5P), role model (5H), impact of role (5I, 5J), fulfills legal responsibilities (5R, 6C), equity (5T).

#### **Assessment #4 – Clinical Practice Assessment**

The clinical practice assessment consists of two parts. The site supervisor for the administrative internship completes an evaluation of the candidate's performance throughout the internship. In addition, the administrative candidate maintains a log of his/her activities and writes a reflection statement on each standard which relates to the experiences during the internship. Two clinical practice experiences are required: MSE 589 and MSE 599. The first is an internship of 150 hours encompassing all aspects of the school setting. Administrative candidates work closely with the site supervisor to structure experiences which will provide them with the analytical, interpersonal, and logistical skills necessary to function effectively as a school leader. In addition, candidates complete one major project during this internship as jointly determined by the site supervisor and candidate. The second experience is an internship of 60 hours in a more diverse, urban area than is available locally. In addition to the experiences recorded during the internship, candidates must also read two texts and respond to a series of questions regarding diversity and its significance in education. The second internship has been required for many years, but the reading and writing component was new in Spring 2008.

These assessments reflect work in all six standard areas, with the particular strands dependent upon the experiences of the candidate. Especially important are the strands requiring written and oral communication skills and the role of diversity in education.

#### **Assessment #5 – School Improvement Plan (for certification candidates only)**

The school improvement plan assessment is the summative assessment in MSE 588 (Principalship) and consists of several parts. Administrative candidates are given information about a school and are required to find demographic information, collect and analyze data about student performance, propose in-service activities based upon student

performance, complete the entire school improvement plan template, and present the information to an audience using some form of technology.

The standards addressed by this assessment include data collection and analysis (1D, 2AA), effective communication (1E), involving the school community in school improvement efforts (1L, 1M, 1N, 1O, 1P, 1Q, 1R, 1S), evaluation strategies (2F, 2DD), diversity (2G, 2Q, 5M), adult learning and professional development (2H), technology (2J, 2T), recognizing responsibilities and contributions of individuals (2O, 2U, 5N), identifying barriers to learning (2P), high expectations for staff (2S), multiple learning opportunities (2V), school culture and climate (2Z), human resource management (3D), knowledge of teaching used to make decisions (3I), problems confronted and resolved (3T).

### **Assessment #6 – Writing Assessment**

The writing assessment was changed last year to reflect professional writing with the opportunity for revision. In place of an in-class prompt, the new writing assessment is a student's score on the literature review in the Research Methods course, MSE 600. This course is required of all MSE candidates in administration and leadership.

The state standard most directly addressed by this assessment is that of effective written communication (1E). Depending upon the research question, other standards might be addressed as well, such as identifying barriers to learning (2P) or confronting and resolving problems (3T).

### **Assessment #7 – Leadership Platform and Growth Plan**

This assessment is an ongoing revision of an assignment in MSE 524 – Leadership and Planned Educational Change. Students are asked to write their beliefs about leadership as their first assignment in the class, to revise this platform midway through the course, and to finalize their thinking at the end of the semester. Based upon their stated beliefs, they then devise a specific growth plan, targeting areas which they determine need to be strengthened.

Many state standards are addressed by this assessment, and some may vary depending upon the beliefs of the individual candidate. Common ones which are addressed include treating individuals with respect (2L, 5K, 5L), valuing staff (2N), recognizing responsibilities and contributions of individuals (2O, 2U, 5N), identifying barriers to learning (2P), life-long learning (2R), high expectations for staff (2S), multiple learning opportunities (2V), school culture and climate (2Z), human resource management (3D), knowledge of teaching used to make decisions (3I), problems confronted and resolved (3T), ethics (5G, 5P), role model (5H), impact of role (5I, 5J), fulfills legal responsibilities (5R, 6C), equity (5T).

## Assessment #8 – Thesis

The thesis is the culminating project for some MSE students in administration and leadership. Students identify a topic, conduct a review of current literature, develop a research question, and work with their thesis chair to write and defend their thesis. A three-person committee works with the candidate through the proposal and defense stages. IRB approval is required for all research involving human subjects. An overview of the IRB process, sample letters of informed consent, and forms for submitting a project for approval are available on the Quincy University faculty resources website.

The standards most directly addressed by this assessment include: (1D) information sources, data collection, and data analysis strategies, (1E) effective communication, (2F) measurement, evaluation, and assessment strategies, (2R) life-long learning is encouraged and modeled, (2Y) decisions about curriculum are based on research, standards developed by learned societies, and the needs of the community, (2AA) multiple sources of information are used to make decisions, (4A) emerging issues and trends that potentially affect the school community.

Instead of writing a thesis, many students choose to take MSE 503 Educational Measurement and Assessment.

## II. Results of Assessment

### Assessment #1 State Content Test (Leadership & Admin Program, Principal Test)

| Year      | Number taking test | Number passing test | Percentage Passing |
|-----------|--------------------|---------------------|--------------------|
| 2004-2005 | 2                  | 2                   | 100%               |
| 2005-2006 | 4                  | 4                   | 100%               |
| 2006-2007 | 10                 | 10                  | 100%               |
| 2007-2008 | 6                  | 6                   | 100%               |
| 2008-2009 | 1                  | 1                   | 100%               |
| 2009-2010 | 3                  | 3                   | 100%               |
| 2010-2011 | 5 *                | 4                   | 80%                |
| 2011-2012 | 1                  | 1                   | 100%               |
| 2012-2013 | 9                  | 9                   | 100%               |
| 2013-2014 | 1                  | 1                   | 100%               |

\*One person whose scores were submitted to Quincy University on the State Content Test was not a student at QU.

**Assessment # 2 Leadership/Administration Program Final Research Project Average Scores**

|                  | <b>Paper<br/>(100 pts.)</b> | <b>PowerPoint<br/>(30 pts.)</b> | <b>Executive<br/>Summary<br/>(10 pts.)</b> | <b>Self-reflection<br/>(10 pts.)</b> |
|------------------|-----------------------------|---------------------------------|--|--------------------------------------|
| <b>2006-2007</b> | <b>95.3</b>                 | <b>28</b>                       | <b>10</b>                                  | <b>9.75</b>                          |
| <b>2007-2008</b> | <b>94.1</b>                 | <b>28.5</b>                     | <b>10</b>                                  | <b>9.11</b>                          |
| <b>2008-2009</b> | <b>91.6</b>                 | <b>28.5</b>                     | <b>9.25</b>                                | <b>9.5</b>                           |
| <b>2009-2010</b> | <b>91.3</b>                 | <b>28.9</b>                     | <b>9.4</b>                                 | <b>9.1</b>                           |
| <b>2010-2011</b> | <b>91.3%</b>                | <b>N/A</b>                      | <b>N/A</b>                                 | <b>N/A</b>                           |
| <b>2011-2012</b> | <b>86.6%</b>                | <b>N/A</b>                      | <b>N/A</b>                                 | <b>N/A</b>                           |
| <b>2012-2013</b> | <b>89.7%</b>                | <b>27.7</b>                     | <b>9.2</b>                                 | <b>9.89</b>                          |
| <b>2013-2014</b> | <b>100%</b>                 | <b>100%</b>                     | <b>100%</b>                                | <b>98%</b>                           |

**Assessment #3 – Teacher Evaluation Conference and Write-up Average Scores  
Principalship Certification – (Human Resource Management Course)**

|                   | <b>Written<br/>Evaluation<br/>(50 points)</b> | <b>Video Tape of<br/>Conference<br/>(100 points)</b> | <b>Critique forms for<br/>other conferences<br/>(30 points)</b> | <b>Reflection Paper<br/>(50 points)</b> |
|-------------------|---|--|---|---|
| <b>2006-2007</b>  | <b>49</b>                                     | <b>92</b>  | <b>30</b>   | <b>48</b>                               |
| <b>2007-2008</b>  | <b>46</b>                                     | <b>89</b>  | <b>28</b>   | <b>47</b>                               |
| <b>2008-2009</b>  | <b>47</b>                                     | <b>94</b>  | <b>30</b>   | <b>45</b>                               |
| <b>2009-2010</b>  | <b>48</b>                                     | <b>91</b>  | <b>29</b>   | <b>46</b>                               |
| <b>2010--2011</b> | <b>47</b>                                     | <b>93</b>  | <b>28</b>   | <b>46</b>                               |
| <b>2011-2012</b>  | <b>N/A</b>                                    | <b>N/A</b>   | <b>N/A</b>  | <b>N/A</b>                              |
| <b>2012-2013</b>  | <b>N/A</b>                                    | <b>N/A</b>   | <b>N/A</b>  | <b>N/A</b>                              |
| <b>2013-2014</b>  | <b>46</b>                                     | <b>93</b>  | <b>30</b>   | <b>47</b>                               |

**Assessment #4 – Clinical Practice Assessment (Leadership/Administration)**

**MSE 589**

| <b>Year</b>      | <b>Number of<br/>Candidates<br/>Enrolled</b> | <b>Number of<br/>Completers</b> | <b>Percentage<br/>of<br/>Completers</b> | <b>Average<br/>Supervisor's<br/>Evaluation<br/>Score</b> |
|------------------|--|---------------------------------|---|--|
| <b>2004-2005</b> | <b>9</b>                                     | <b>8</b>                        | <b>89%</b>                              | <b>Graded P/F</b>  |
| <b>2005-2006</b> | <b>16</b>                                    | <b>11</b>                       | <b>69%</b>                              | <b>Graded P/F</b>  |
| <b>2006-2007</b> | <b>2</b>                                     | <b>0</b>                        | <b>0%</b>                               | <b>Graded P/F</b>  |
| <b>2007-2008</b> | <b>5</b>                                     | <b>4</b>                        | <b>80%</b>                              | <b>Graded P/F</b>  |
| <b>2008-2009</b> | <b>6</b>                                     | <b>2</b>                        | <b>33%</b>                              | <b>Graded P/F</b>  |
| <b>2009-2010</b> | <b>4</b>                                     | <b>2</b>                        | <b>50%</b>                              | <b>Graded P/F</b>  |

|                   |           |           |              |                   |
|-------------------|-----------|-----------|--------------|-------------------|
| <b>2010--2011</b> | <b>3</b>  | <b>2</b>  | <b>66%</b>   | <b>Graded P/F</b> |
| <b>2011-2012</b>  | <b>4</b>  | <b>3</b>  | <b>75%</b>   | <b>Graded P/F</b> |
| <b>2012-2013</b>  | <b>24</b> | <b>17</b> | <b>70.8%</b> | <b>Graded P/F</b> |
| <b>2013-2014</b>  | <b>6</b>  | <b>5</b>  | <b>83%</b>   | <b>Graded P/F</b> |

**MSE 599**

| <b>Year</b>       | <b>Number of Candidates Enrolled</b> | <b>Number of Completers</b> | <b>Percentage of Completers</b> | <b>Average Supervisor's Evaluation</b> |
|-------------------|--------------------------------------|-----------------------------|---------------------------------|--|
| <b>2004-2005</b>  | <b>7</b>                             | <b>6</b>                    | <b>86%</b>                      | <b>Graded P/F</b>                      |
| <b>2005-2006</b>  | <b>5</b>                             | <b>5</b>                    | <b>100%</b>                     | <b>Graded P/F</b>                      |
| <b>2006-2007</b>  | <b>10</b>                            | <b>9</b>                    | <b>90%</b>                      | <b>Graded P/F</b>                      |
| <b>2007-2008</b>  | <b>7</b>                             | <b>6</b>                    | <b>86%</b>                      | <b>Graded P/F</b>                      |
| <b>2008-2009</b>  | <b>2</b>                             | <b>1</b>                    | <b>50%</b>                      | <b>Graded P/F</b>                      |
| <b>2009-2010</b>  | <b>8</b>                             | <b>7</b>                    | <b>88%</b>                      | <b>Graded P/F</b>                      |
| <b>2010--2011</b> | <b>4</b>                             | <b>3</b>                    | <b>75%</b>                      | <b>Graded P/F</b>                      |
| <b>2011-2012</b>  | <b>3</b>                             | <b>3</b>                    | <b>100%</b>                     | <b>Graded P/F</b>                      |
| <b>2012-2013</b>  | <b>4</b>                             | <b>2</b>                    | <b>50%</b>                      | <b>Graded P/F</b>                      |
| <b>2013-2014</b>  | <b>5</b>                             | <b>5</b>                    | <b>100%</b>                     | <b>Graded P/F</b>                      |

**(Leadership/Administration) Evaluation of Skills in Internship/Practicum by Supervisor Skills in Internship (Scale 1 to 5) 1= Unacceptable; 2 = Needs Improvement 3 = Acceptable 4 = Good 5 = Outstanding**

| <b>Characteristic (2013-2014)</b> | <b>Average Score</b> |
|-----------------------------------|----------------------|
| <b>Cooperation</b>                | <b>4</b>             |
| <b>Dependability</b>              | <b>4</b>             |
| <b>Enthusiasm</b>                 | <b>4</b>             |
| <b>Initiative</b>                 | <b>4</b>             |
| <b>Voice Quality</b>              | <b>3</b>             |
| <b>Poise</b>                      | <b>3</b>             |
| <b>Appearance</b>                 | <b>3</b>             |
| <b>Organized</b>                  | <b>3</b>             |
| <b>Routines</b>                   | <b>3</b>             |
| <b>Management</b>                 | <b>4</b>             |
| <b>Knowledge</b>                  | <b>3</b>             |
| <b>Variety of Techniques</b>      | <b>4</b>             |
| <b>Creative</b>                   | <b>3</b>             |
| <b>Communication</b>              | <b>3</b>             |
| <b>Transitions</b>                | <b>3</b>             |
| <b>Individual Differences</b>     | <b>3</b>             |
| <b>Praise</b>                     | <b>4</b>             |
| <b>Punctual</b>                   | <b>4</b>             |
| <b>Attendance</b>                 | <b>4</b>             |

|                          |          |
|--------------------------|----------|
| <b>Rapport – student</b> | <b>4</b> |
| <b>Rapport – peers</b>   | <b>4</b> |
| <b>Self-evaluation</b>   | <b>3</b> |
| <b>Commitment</b>        | <b>3</b> |

**Evaluation of Internship Dispositions  
(0 Low to 2 High)**

| <b>Disposition or Quality</b>     | <b>Average Score</b> |
|-----------------------------------|----------------------|
| <b>Servant Leadership</b>         | <b>3</b>             |
| <b>Reflective Decision-Making</b> | <b>2</b>             |
| <b>Success for All</b>            | <b>2</b>             |
| <b>Ethical</b>                    | <b>3</b>             |
| <b>Professional</b>               | <b>2</b>             |
| <b>Content knowledge</b>          | <b>2</b>             |

**Assessment #5 – School Improvement Plan  
School Improvement Project Average Scores**

**Each element is worth up to 10 points.**

| <b>PowerPoint</b>  | <b>Average</b> |
|--|----------------|
| <b>Vision</b>  | <b>8.2</b>     |
| <b>Goal-setting</b>  | <b>9.5</b>     |
| <b>Data Presentation</b>                                     | <b>9.0</b>     |
| <b>Clarity of Message</b>                                    | <b>8.8</b>     |
| <b>Use of Technology</b>                                     | <b>9.5</b>     |
| <b>SIP Written Plan</b>                                      |                |
| <b>Use of multiple data sources</b>                          | <b>8.0</b>     |
| <b>Data analysis</b>   | <b>9.2</b>     |
| <b>Identification of key factors</b>                         | <b>9.5</b>     |
| <b>Professional development tied to improved instruction</b> | <b>9.0</b>     |
| <b>Completion of form</b>                                    | <b>8.8</b>     |



**Assessment #6 – Writing Assessment  
(MSE 600 Literature Review – for Administration/Leadership Students)**

| <b>Year</b>        | <b>Number Taking Assessment</b> | <b>Average Score</b> | <b>Number Passing Assessment</b> | <b>Percentage of Passing Scores</b> |
|--------------------|---------------------------------|----------------------|----------------------------------|-------------------------------------|
| <b>Spring 2008</b> | <b>5</b>                        | <b>8.3/10</b>        | <b>5</b>                         | <b>100%</b>                         |
| <b>Spring 2009</b> | <b>9</b>                        | <b>7.2/10</b>        | <b>6</b>                         | <b>66%</b>                          |
| <b>Spring 2010</b> | <b>9</b>                        | <b>8.1/10</b>        | <b>7</b>                         | <b>78%</b>                          |
| <b>2010-2011</b>   | <b>3</b>                        | <b>78.3%</b>         | <b>3</b>                         | <b>100%</b>                         |
| <b>2011-2012</b>   | <b>2</b>                        | <b>63%</b>           | <b>1</b>                         | <b>50%</b>                          |
| <b>2012-2013</b>   | <b>5</b>                        | <b>85.2%</b>         | <b>3</b>                         | <b>60%</b>                          |
| <b>2013-2014</b>   | <b>8</b>                        | <b>90.1%</b>         | <b>8</b>                         | <b>100%</b>                         |

**NOTE: Students must score at least 74% to pass the assessment.**

**Assessment #7 – Leadership Platform and Growth Plan**

| <b>Year</b>      | <b>Number Taking Assessment</b> | <b>Number Passing Assessment</b> | <b>Percentage of Passing Scores</b> | <b>Average Score</b> |
|------------------|---------------------------------|----------------------------------|-------------------------------------|----------------------|
| <b>Fall 2006</b> | <b>9</b>                        | <b>9</b>                         | <b>100%</b>                         | <b>N/A</b>           |
| <b>Fall 2007</b> | <b>17</b>                       | <b>15</b>                        | <b>88%</b>                          | <b>N/A</b>           |
| <b>Fall 2008</b> | <b>8</b>                        | <b>8</b>                         | <b>100%</b>                         | <b>N/A</b>           |
| <b>Fall 2009</b> | <b>8</b>                        | <b>7</b>                         | <b>88%</b>                          | <b>N/A</b>           |
| <b>Fall 2010</b> | <b>14</b>                       | <b>12</b>                        | <b>86%</b>                          | <b>N/A</b>           |
| <b>Fall 2011</b> | <b>N/A</b>                      | <b>N/A</b>                       | <b>N/A</b>                          | <b>N/A</b>           |
| <b>Fall 2012</b> | <b>7</b>                        | <b>7</b>                         | <b>100%</b>                         | <b>20/25</b>         |
| <b>Fall 2013</b> | <b>18</b>                       | <b>18</b>                        | <b>100%</b>                         | <b>14.5/15</b>       |

**Assessment #8 – Thesis**

| <b>Successful Thesis Defenses</b> | <b>2006 - 2007</b> | <b>2007- 2008</b> | <b>2008- 2009</b> | <b>2009- 2010</b> | <b>2010- 2011</b> | <b>2011- 2012</b> | <b>2012- 2013</b> | <b>2013- 2014</b> |
|-----------------------------------|--------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| <b>Administration</b>             | <b>1</b>           | <b>6</b>          | <b>3</b>          | <b>4</b>          | <b>1</b>          | <b>1</b>          | <b>0</b>          | <b>0</b>          |
| <b>Leadership</b>                 | <b>2</b>           | <b>0</b>          | <b>1</b>          | <b>1</b>          | <b>2</b>          | <b>0</b>          | <b>0</b>          | <b>0</b>          |
| <b>Curriculum and Instruction</b> | <b>0</b>           | <b>5</b>          | <b>1</b>          | <b>0</b>          | <b>1</b>          | <b>0</b>          | <b>0</b>          | <b>1</b>          |
| <b>Teacher Certification</b>      | <b>-</b>           | <b>-</b>          | <b>-</b>          | <b>15</b>         | <b>5</b>          | <b>0</b>          | <b>0</b>          | <b>0</b>          |
| <b>Total</b>                      | <b>3</b>           | <b>11</b>         | <b>5</b>          | <b>20</b>         | <b>9</b>          | <b>0</b>          | <b>0</b>          | <b>1</b>          |

## Additional Data to Inform Decisions

### Survey of Graduates' Overall Satisfaction

| Year | Average Over-all Rating<br>(1 low to 5 high) |
|------|--|
| 2003 | 4.22   |
| 2004 | 4.17   |
| 2007 | 4.14   |
| 2008 | 4.18   |
| 2009 | NA   |
| 2010 | NA   |
| 2011 | 4.14   |
| 2012 | 4.23   |
| 2013 | 4.00   |
| 2014 | 3.88   |

### School of Education Survey of Graduates – Faculty (1 low to 5 high)

| Question – How well do faculty members:         | Average Score |
|---|---------------|
| Hold high expectations for learning             | 3.62          |
| Give timely and appropriate feedback            | 3.75          |
| Address diverse needs of the students           | 3.5           |
| Establish an environment that promotes learning | 3.5           |
| Use multiple forms of assessment                | 3.375         |
| Grade based on assessment                       | 3.75          |
| Model appropriate appearance/behavior           | 3.75          |
| Demonstrate servant-leadership                  | 3.25          |

### School of Education Survey of Graduates – All Courses in School of Ed (1 low to 5 high)

| Question- Rate your overall experience in SOE in the following areas: | Average Score |
|---|---------------|
| Access to instructors   | 4.0           |
| Access to advisors  | 3.71          |
| Internship  | 4.0           |
| Use of technology   | 3.428         |
| Quality of instruction  | 3.857         |
| Communication between faculty and student                             | 3.71          |

|   |              |
|---|--------------|
| <b>Openness of faculty to suggestions</b> | <b>4.14</b>  |
| <b>Approachability of faculty</b>         | <b>4.285</b> |
| <b>Preparation for work world</b>         | <b>3.57</b>  |
| <b>Academic rigor</b>                     | <b>3.857</b> |
| <b>Treatment of students by faculty</b>   | <b>4.285</b> |

**School of Education Survey of Graduates – School Administration Courses**

| <b>Question: How satisfied are you with how the QU SOE prepared you to:</b> | <b>Average Score</b> |
|---|----------------------|
| <b>Establish and maintain a vision for the school</b>                       | <b>3.5</b>           |
| <b>Maintain a school culture which promotes learning</b>                    | <b>4.5</b>           |
| <b>Manage the operation and resources of the school</b>                     | <b>3.5</b>           |
| <b>Collaborate with stakeholders, including parents</b>                     | <b>3.5</b>           |
| <b>Act with integrity and fairness</b>                                      | <b>4.5</b>           |
| <b>Interact with and influence the wider school community</b>               | <b>3.5</b>           |
| <b>Use multiple sources of data for decision-making</b>                     | <b>4.5</b>           |
| <b>Establish and monitor progress towards SIP goals</b>                     | <b>3.5</b>           |
| <b>Evaluate instruction</b>   | <b>3.0</b>           |
| <b>Value the diversity of students and staff</b>                            | <b>3.5</b>           |

**Total Number of Students Completing the MSE in 2013-2014**

| <b>MSE Concentration Area</b>       | <b>Number of Graduates (2010-2011)</b> | <b>Number of Graduates (2011-2012)</b> | <b>Number of Graduates (2012-2013)</b> | <b>Number of Graduates (2013-2014)</b> |
|-------------------------------------|--|--|--|--|
| <b>Elementary Education</b>         | <b>98</b>                              | <b>81</b>                              | <b>13</b>                              | <b>18</b>                              |
| <b>Curriculum &amp; Instruction</b> | <b>4</b>                               | <b>0</b>                               | <b>1</b>                               | <b>2</b>                               |
| <b>Leadership</b>                   | <b>2</b>                               | <b>8</b>                               | <b>4</b>                               | <b>8</b>                               |
| <b>Reading Education</b>            | <b>2</b>                               | <b>1</b>                               | <b>1</b>                               | <b>2</b>                               |
| <b>School Administration</b>        | <b>2</b>                               | <b>4</b>                               | <b>1**</b>                             | <b>1</b>                               |
| <b>Teacher Leader</b>               | <b>0</b>                               | <b>0</b>                               | <b>0**</b>                             | <b>0</b>                               |

|                            |            |            |           |           |
|----------------------------|------------|------------|-----------|-----------|
| <b>Special Education</b>   | <b>15</b>  | <b>4</b>   | <b>42</b> | <b>26</b> |
| <b>Educational Studies</b> | --         | <b>5</b>   | <b>3</b>  | <b>7</b>  |
| <b>BIL/ESL Education</b>   |            | <b>1</b>   | <b>5</b>  | <b>9</b>  |
| <b>Biology Education</b>   | -          | -          | <b>1</b>  | <b>1</b>  |
| <b>Math Education</b>      | -          | -          | <b>2</b>  | <b>1</b>  |
| <b>History Education</b>   |            |            | <b>0</b>  | <b>1</b>  |
| <b>Physical Education</b>  | -          | -          | <b>1</b>  | <b>2</b>  |
| <b>English Education</b>   | -          | -          | <b>1</b>  | -         |
| <b>Secondary Education</b> | -          | -          | <b>2</b>  | <b>2</b>  |
| <b>Total</b>               | <b>123</b> | <b>104</b> | <b>76</b> | <b>80</b> |

\*\* Program discontinued per new state law.

The highlighted columns were previously all grouped under a category called Teacher Certification in previous years. We now will report the elementary candidates separately from the other certification areas to be more precise in our analysis of trends.

### **III. Analysis of Assessment Results and**

### **IV. Planned Changes based upon Analysis**

#### **State Content Test**

NOTE: The current school administration program will cease to exist on August 1, 2014.

#### **Leadership Analysis Project**

100% of the students passed this assessment over a six year period. Scores remain strong, although fluctuating slightly from year to year. An increased emphasis on the analysis part of the project has resulted in scores which declined over the last two years but began to rebound this year. Case studies are used in every class period to model the analysis process; this thinking appears to be more difficult for some students than others. No significant changes are planned.

#### **Teacher Evaluation Project**

This culminating assessment requires students to replicate all aspects of an evaluation cycle (for teachers or other professionals in their work environment). Anecdotal comments reveal that students fear this assessment; they are unsure of their own judgment regarding others' performance. Careful examination of the evaluation instrument and modeling the entire process has helped to alleviate some of the concern. Scores indicate strong performance over time on this assessment. Students must not only conduct an observation, write an evaluation, and conference with the employee, but they must also reflect upon their own performance and make suggestions to their peers based upon a video-tape of the conferences. These multiple opportunities to both observe the process and participate in it result in a greater confidence level for students at the conclusion of the assessment. A change in the form used to evaluate others' conferences two years ago resulted in more focused comments and less feedback designed simply to make the other students feel good. No significant changes are planned, although the new form will be monitored again in the coming year. **This assessment was not given in the 2012-2013 academic year.**

### **Clinical Practice Assessment (Internships)**

NOTE: The current school administration program will cease to exist on August 1, 2014.

### **School Improvement Plan (for those seeking certification as administrators)**

NOTE: The current school administration program will cease to exist on August 1, 2014.

### **Writing Assessment**

For the first year since 2008, 100% of students passed the writing assessment during the 2013-2014 academic year, reflecting a 40% increase student passing scores within the past year. Within the School of Education, students are required to write in APA style on all significant writing projects. Instructors are now required to make professional writing style an important component of the grade for each assignment within the course and to offer feedback on commonly encountered errors. We will continue to emphasize professional writing throughout all coursework.

### **Leadership Platform and Growth Plan**

This assessment requires students to articulate their personal beliefs about leadership and outline the steps they plan to take in moving towards their goal. While the scores on this assessment are somewhat subjective, students must address the ideas of vision, interpersonal relationships, teamwork, and their own beliefs about what constitute an effective leader, in addition to meeting the guidelines of the writing rubric. Student performance is strong over time on this assessment. No significant changes are planned.

### **Thesis**

The thesis is the capstone project for candidates in leadership and administration and proves challenging for some students. During the past school year the format of the research methodology course was revised to help students focus on the literature search and refining their research question. Informal feedback from students suggests this may not have been helpful because they lack the big picture of how to approach the entire process. A variety of documents have been developed to address this problem, such as a mock thesis, a chronology of events when writing a thesis, a committee approval form, a short guideline to writing the thesis, and the documents posted on the Quincy University website about the IRB process. An ongoing problem is the availability of full-time faculty to serve as thesis chairs.

Students now have an option regarding the thesis. They are still required to take MSE 600 Research Methodology but may substitute a new course, MSE 503 Educational Measurement and Assessment for the actual thesis project. In the new course, students write, field test, and analyze test results for an assessment. One hundred percent of the students in this program choose this option this year.

## **Other Assessment Tools – Analysis and Planned Changes**

### **Survey of Graduates**

Satisfaction with the overall School of Education and its programs remains strong over time. The lowest responses during the 2013-2014 academic year dealt with student perceptions of faculty demonstrations of servant-leadership. Students also marked their experience with the use of technology in the School of Education lower than other areas. However, due to the small sample size of ( $n=4$ ) student graduate survey responses, this data is not deemed representative of our ( $n=80$ ) MSE graduates from QU's School of Education during the 2013-2014 academic year. Normally a minimum sample size of 10-20% of an overall population is deemed necessary for representative survey results.

### **Program goals for 2014-2015**

NOTE: The current school administration program will cease to exist on August 1, 2014. New candidates could not be accepted after September 1, 2012. The state of Illinois required that all principal preparation programs were redesigned and re-approved by the certification board by August 1, 2013. Quincy University will not be able to offer this program because of the staffing levels required for state approval.

1. Emphasize professional writing throughout all coursework to increase the writing score on the rubric.
2. Continue to emphasize professional writing throughout all coursework to increase the writing score on the rubric. The rubric will be used throughout the coursework to help students understand the expectations.
3. Ensure that all administrative candidates have met the certification requirements by the state-imposed deadline.