2011-2014
COLLEGE OF EDUCATION
ASSESSMENT REPORT

Table of Contents

DIVISION OF COUNSELING, REHABILITATION AND INTERPRETER TRAINING (CRIT) 4

Addictions Counseling Certificate 5

Clinical Mental Health Counseling, MSCP 26

Community Counseling, EdS 47

Interpreter Training Program, B.S. 48

Rehabilitation Counseling, MSCP 49

School Counseling, MS 70

School Counseling, EdS 91

School Psychology, EdS 92

School Psychometry, MS 93

Social Service Counseling, MSCP 94

Student Affairs Counseling, MSCP 115

Substance Abuse Counseling, MSCP 136

DIVISION OF EDUCATION 157

Adult Education, MS 158

Collaborative Teacher (6-12), B.S. 179

Collaborative Teach (6-12), Alternative, MS 200

Collaborative Teacher (6-12), Traditional, MS 220

Collaborative Teacher (K-6), B.S. 240

Collaborative Teacher (K-6), Alternative, MS 261

Collaborative Teacher (K-6), Traditional, MS 281

Early Childhood Education (P-3), B.S. 301

Early Childhood Education (P-3), Alternative, MS 322

Early Childhood Education (P-3), Traditional, MS 342

Early Childhood Education (P-3), EdS 362

Educational Administration and Leadership, MS 363

Elementary Education (K-6), B.S. 364

Elementary Education (K-6), Alternative, MS 393

Elementary Education (K-6), Traditional, MS 413

Elementary Education (K-6), EdS 433

Instructional Leadership and Administration, MS 433

Instructional Leadership and Administration, EdS.....452
Interdisciplinary Education (P-12), B.S.....453
Interdisciplinary Education (P-12), Alternative, MS.....478
Interdisciplinary Education (P-12), Traditional, MS.....498
Post-Secondary Education, MS.....518
Secondary Education (6-12), B.S.....519
Secondary Education (6-12), Alternative, MS.....548
Secondary Education (6-12), Traditional, MS.....570
Teacher Leader, EdS.....590
DIVISION OF PSYCHOLOGY.....609
Psychology, B.S.....610

DIVISION OF COUNSELING, REHABILITATION AND INTERPRETER TRAINING (CRIT)

Addictions Counseling Certificate

NARRATIVE SUMMARY

GUIDE

MS

ADDICTIONS COUNSELING CERTIFICATE

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

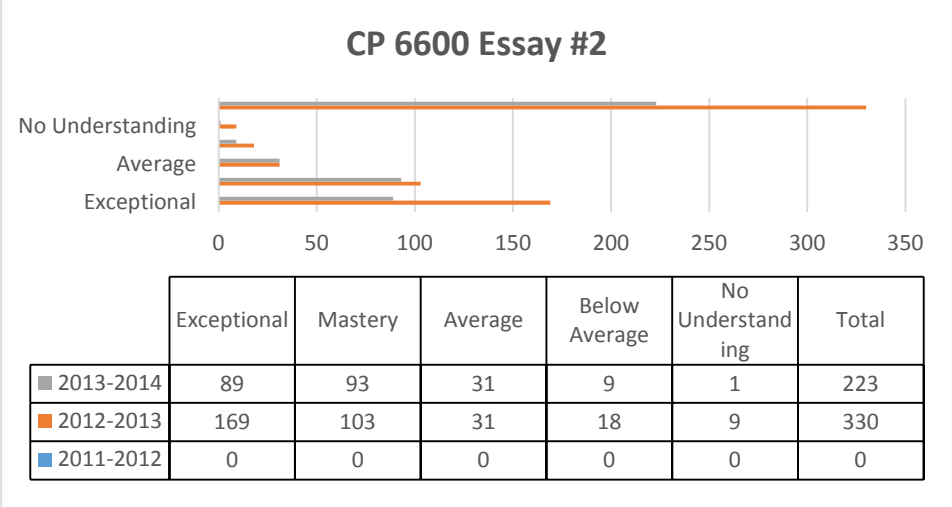
The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

ADDICTIONS COUNSELING CERTIFICATION:
CP 6600 Essay #2
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	89	93	31	9	1	223
2012-2013	169	103	31	18	9	330
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: CP 6600 Essay #2
553 Total Number of Completers
258 (47%) Number of Education Students in the Exceptional Range
196 (35%) Number of Education Students in the Mastery Range
62 (11%) Number of Education Students in the Average Range
27 (5%) Number of Education Students in the Below Average Range
10 (2%) Number of Education Students in the No Understanding Range
516 Out of 553 (93%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: CP 6600 Essay #2
223 Total Number of Completers
89 (40%) Number of Education Students in the Exceptional Range
93 (41%) Number of Education Students in the Mastery Range
31 (13%) Number of Education Students in the Average Range
9 (5%) Number of Education Students in the Below Average Range
1 (1%) Number of Education Students in the No Understanding Range

213 Out of 223 (96%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2012-2013

SLO #1: Content Knowledge:
Measurement: CP 6600 Essay #2
330 Total Number of Completers
169 (51%) Number of Education Students in the Exceptional Range
103 (32%) Number of Education Students in the Mastery Range
31 (9%) Number of Education Students in the Average Range
18 (5%) Number of Education Students in the Below Average Range
9 (3%) Number of Education Students in the No Understanding Range
303 Out of 330 (92%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2011-2012

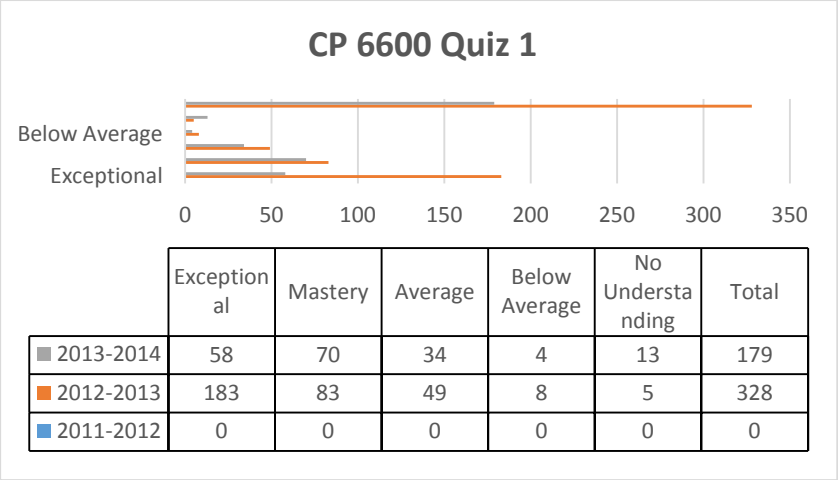
SLO #1: Content Knowledge:
Measurement: CP 6600 Essay #2
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Average Range
0 Number of Education Students in the Below Average Range
0 Number of Education Students in the No Understanding Range
0 Out of 0 ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

ADDICTIONS COUNSELING CERTIFICATION:
CP 6600-QUIZ #1
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	58	70	34	4	13	179
2012-2013	183	83	49	8	5	328
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: CP 6600-QUIZ #1
507 Total Number of Completers
241 (48%) Number of Education Students in the Exceptional Range
153 (30%) Number of Education Students in the Mastery Range
83 (17%) Number of Education Students in the Average Range
12 (2%) Number of Education Students in the Below Average Range
18 (3%) Number of Education Students in the No Understanding Range
477 Out of 507 (94%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: CP 6600-QUIZ #1
179 Total Number of Completers
58 (32%) Number of Education Students in the Exceptional Range
70 (40%) Number of Education Students in the Mastery Range
34 (19%) Number of Education Students in the Average Range
4 (2%) Number of Education Students in the Below Average Range
13 (7%) Number of Education Students in the No Understanding Range

162 Out of 179 (91%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2012-2013

SLO #1: Content Knowledge:
Measurement: CP 6600-QUIZ #1
328 Total Number of Completers
183 (57%) Number of Education Students in the Exceptional Range
83 (25%) Number of Education Students in the Mastery Range
49 (15%) Number of Education Students in the Average Range
8 (2%) Number of Education Students in the Below Average Range
5 (1%) Number of Education Students in the No Understanding Range
315 Out of 328 (97%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2011-2012

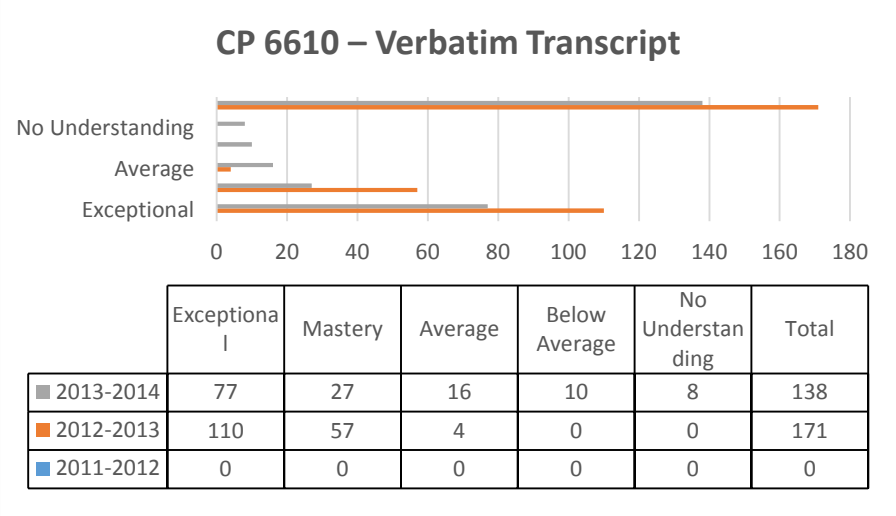
SLO #1: Content Knowledge:
Measurement: CP 6600-QUIZ #1
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Average Range
0 Number of Education Students in the Below Average Range
0 Number of Education Students in the No Understanding Range
0 Out of 0 ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: ADDICTIONS COUNSELING CERTIFICATION:
CP 6610-Verbatim Transcript
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	77	27	16	10	8	138
2012-2013	110	57	4	0	0	171
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: CP 6610-Verbatim Transcript
309 Total Number of Completers
187 (60%) Number of Education Students in the Exceptional Range
84 (28%) Number of Education Students in the Mastery Range
20 (5%) Number of Education Students in the Average Range
10 (3%) Number of Education Students in the Below Average Range
8 (2%) Number of Education Students in the No Understanding Range
291 Out of 309 (94%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: CP 6610-Verbatim Transcript
138 Total Number of Completers
77 (57%) Number of Education Students in the Exceptional Range
27 (19%) Number of Education Students in the Mastery Range
16 (12%) Number of Education Students in the Average Range
10 (7%) Number of Education Students in the Below Average Range

8 (5%) Number of Education Students in the No Understanding Range
120 Out of 138 (88%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

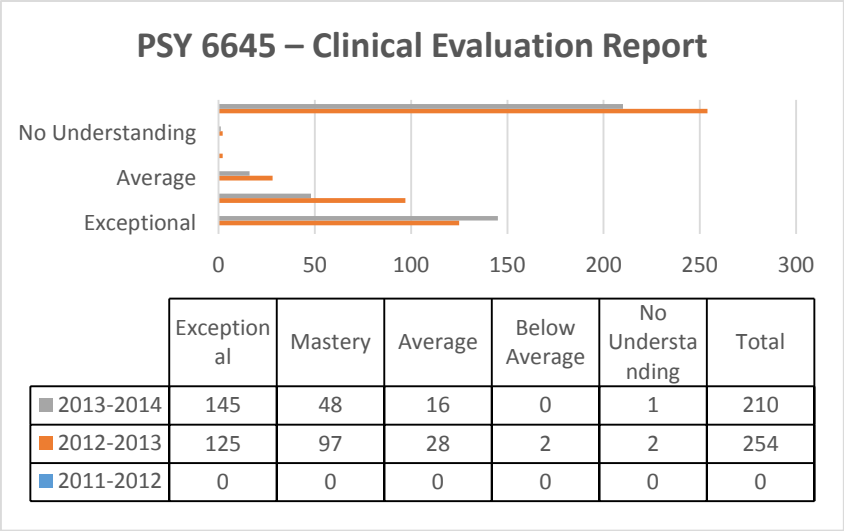
Year: 2012-2013
SLO #2 Professional Skills**:**
Measurement: CP 6610-Verbatim Transcript
171 Total Number of Completers
110 (64%) Number of Education Students in the Exceptional Range
57 (33%) Number of Education Students in the Mastery Range
4 (2%) Number of Education Students in the Average Range
0 (0%) Number of Education Students in the Below Average Range
0 (0%) Number of Education Students in the No Understanding Range
171 Out of 171 (100%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2011-2012
SLO #2 Professional Skills**:**
Measurement: CP 6610-Verbatim Transcript
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Average Range
0 Number of Education Students in the Below Average Range
0 Number of Education Students in the No Understanding Range
0 Out of 0 ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Recommendation(s):
Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: ADDICTIONS COUNSELING CERTIFICATION:
PSY 6645-CLINICAL EVALUATION REPORT
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	145	48	16	0	1	210
2012-2013	125	97	28	2	2	254
2011-2012	0	0	0	0	0	0

Narrative

Overall Analysis:
SLO #2 Professional Skills**:**
Measurement: PSY 6645-CLINICAL EVALUATION REPORT
464 Total Number of Completers
270 (58%) Number of Education Students in the Exceptional Range
145 (31%) Number of Education Students in the Mastery Range
44 (16%) Number of Education Students in the Average Range
2 (4%) Number of Education Students in the Below Average Range
3 (2%) Number of Education Students in the No Understanding Range
459 Out of 464 (98%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2013-2014
SLO #2 Professional Skills**:**
Measurement: PSY 6645-CLINICAL EVALUATION REPORT
210 Total Number of Completers
145 (69%) Number of Education Students in the Exceptional Range
48 (22%) Number of Education Students in the Mastery Range

16 (8%) Number of Education Students in the Average Range
0 (0%) Number of Education Students in the Below Average Range
1 (1%) Number of Education Students in the No Understanding Range
209 Out of 210 (99%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2012-2013

SLO #2 Professional Skills**:**
Measurement: PSY 6645-CLINICAL EVALUATION REPORT
254 Total Number of Completers
125 (49%) Number of Education Students in the Exceptional Range
97 (38%) Number of Education Students in the Mastery Range
28 (11%) Number of Education Students in the Average Range
2 (1%) Number of Education Students in the Below Average Range
2 (1%) Number of Education Students in the No Understanding Range
250 Out of 254 (98%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2011-2012

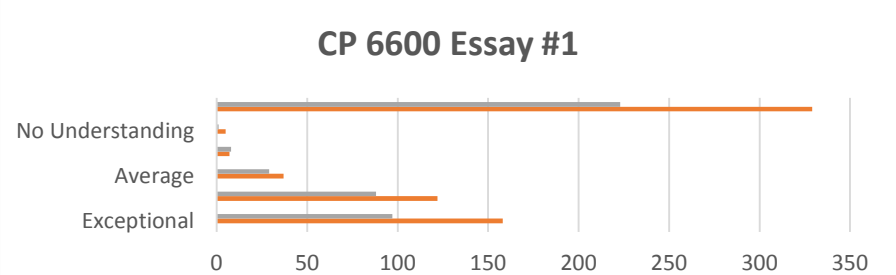
SLO #2 Professional Skills**:**
Measurement: PSY 6645-CLINICAL EVALUATION REPORT
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Average Range
0 Number of Education Students in the Below Average Range
0 Number of Education Students in the No Understanding Range
0 Out of 0 ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year

Graduate: ADDICTIONS COUNSELING CERTIFICATION:
CP 6600-ESSAY #1
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	97	88	29	8	1	223
2012-2013	158	122	37	7	5	329
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #3 Professional Literacy:
Measurement: CP 6600-ESSAY #1
552 Total Number of Completers
255 (46%) Number of Education Students in the Exceptional Range
210 (38%) Number of Education Students in the Mastery Range
66 (12%) Number of Education Students in the Average Range
15 (2%) Number of Education Students in the Below Average Range
6 (1%) Number of Education Students in the No Understanding Range
531 Out of 552 (96%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2013-2014
SLO #3 Professional Literacy:
Measurement: CP 6600-ESSAY #1
223 Total Number of Completers
97 (43%) Number of Education Students in the Exceptional Range
88 (39%) Number of Education Students in the Mastery Range

29 (13%) Number of Education Students in the Average Range
8 (3%) Number of Education Students in the Below Average Range
1 (1%) Number of Education Students in the No Understanding Range
214 Out of 223 (96%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

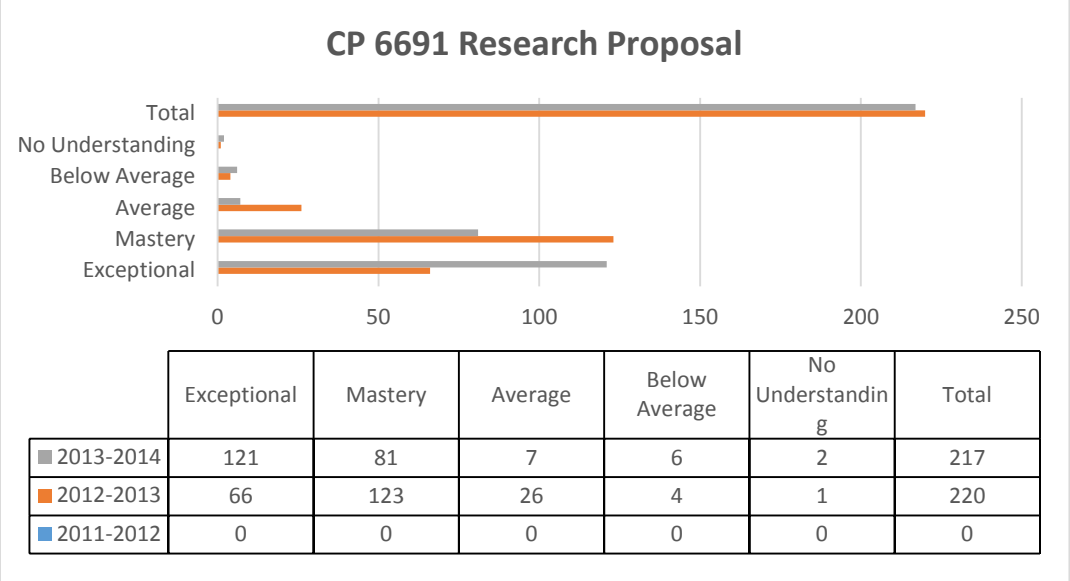
Year: 2012-2013
SLO #3 Professional Literacy:
Measurement: CP 6600-ESSAY #1
329 Total Number of Completers
158 (48%) Number of Education Students in the Exceptional Range
122 (37%) Number of Education Students in the Mastery Range
37 (11%) Number of Education Students in the Average Range
7 (2%) Number of Education Students in the Below Average Range
5 (1%) Number of Education Students in the No Understanding Range
317 Out of 329 (96%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2011-2012
SLO #3 Professional Literacy:
Measurement: CP 6600-ESSAY #1
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Average Range
0 Number of Education Students in the Below Average Range
0 Number of Education Students in the No Understanding Range
0 Out of 0 ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Recommendation(s):
Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year

Graduate: ADDICTIONS COUNSELING CERTIFICATION:
CP 6691 RESEARCH PROPOSAL
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	121	81	7	6	2	217
2012-2013	66	123	26	4	1	220
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #3 Professional Literacy:
Measurement: CP 6691 RESEARCH PROPOSAL
437 Total Number of Completers
187 (42%) Number of Education Students in the Exceptional Range
204 (46%) Number of Education Students in the Mastery Range
33 (8%) Number of Education Students in the Average Range
10 (2%) Number of Education Students in the Below Average Range
3 (1%) Number of Education Students in the No Understanding Range
423 Out of 437 (96%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2013-2014
SLO #3 Professional Literacy:
Measurement: CP 6691 RESEARCH PROPOSAL
217 Total Number of Completers

121 (56%) Number of Education Students in the Exceptional Range
81 (37%) Number of Education Students in the Mastery Range
7 (3%) Number of Education Students in the Average Range
6 (3%) Number of Education Students in the Below Average Range
2 (1%) Number of Education Students in the No Understanding Range
209 Out of 217 (96%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

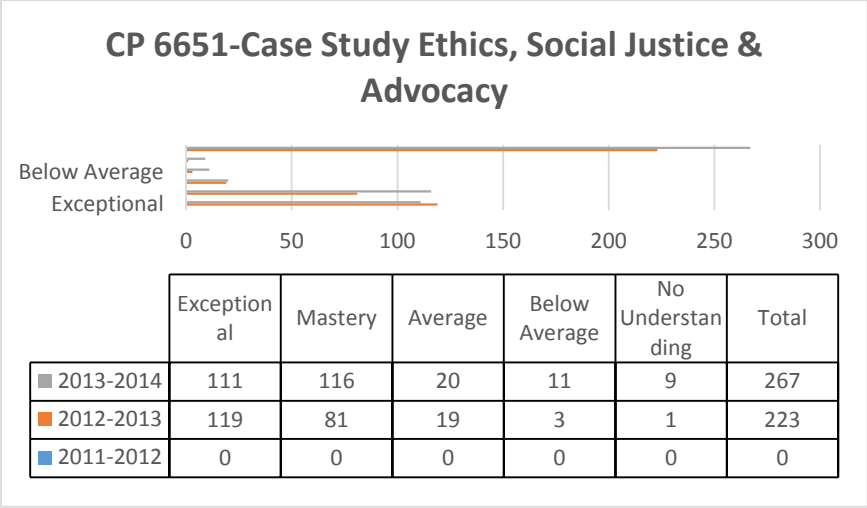
Year: 2012-2013
SLO #3 Professional Literacy:
Measurement: CP 6691 RESEARCH PROPOSAL
220 Total Number of Completers
66 (31%) Number of Education Students in the Exceptional Range
123 (55%) Number of Education Students in the Mastery Range
26 (13%) Number of Education Students in the Average Range
1 (1%) Number of Education Students in the No Understanding Range
215 Out of 220 (98%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2011-2012
SLO #3 Professional Literacy:
Measurement: CP 6691 RESEARCH PROPOSAL
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Average Range
0 Number of Education Students in the Below Average Range
0 Number of Education Students in the No Understanding Range
0 Out of 0 ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Recommendation(s):
Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year

Graduate: ADDICTIONS COUNSELING CERTIFICATION:
CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
Three Year Data Cycle
SLO #4 Diversity

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	111	116	20	11	9	267
2012-2013	119	81	19	3	1	223
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #4 Diversity:
Measurement: CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
490 Total Number of Completers
230 (47%) Number of Education Students in the Exceptional Range
197 (40%) Number of Education Students in the Mastery Range
39 (8%) Number of Education Students in the Average Range
14 (3%) Number of Education Students in the Below Average Range
10 (2%) Number of Education Students in the No Understanding Range
466 Out of 490 (95%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2013-2014
SLO #4 Diversity:
Measurement: CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
267 Total Number of Completers
111 (42%) Number of Education Students in the Exceptional Range
116 (44%) Number of Education Students in the Mastery Range

20 (7%) Number of Education Students in the Average Range
11 (4%) Number of Education Students in the Below Average Range
9 (3%) Number of Education Students in the No Understanding Range
247 Out of 267 (93%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2012-2013

SLO #4 Diversity:
Measurement: CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
223 Total Number of Completers
119 (53%) Number of Education Students in the Exceptional Range
81 (35%) Number of Education Students in the Mastery Range
19 (9%) Number of Education Students in the Average Range
3 (2%) Number of Education Students in the Below Average Range
1 (1%) Number of Education Students in the No Understanding Range
219 Out of 223 (98%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2011-2012

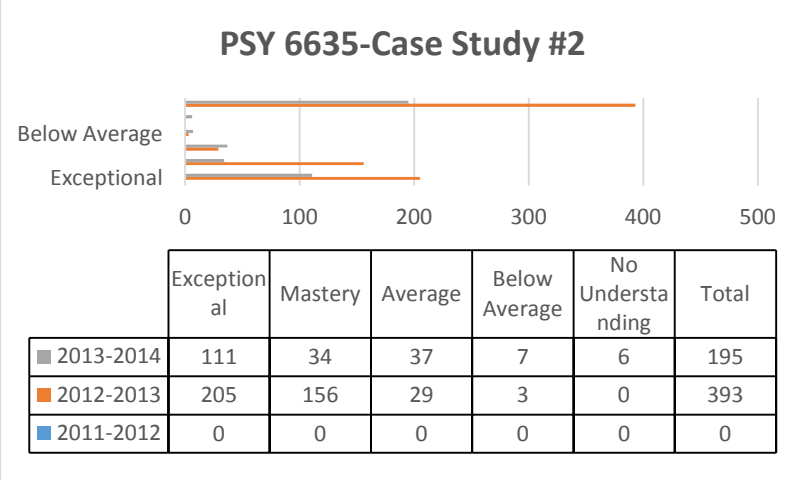
SLO #4 Diversity:
Measurement: CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Average Range
0 Number of Education Students in the Below Average Range
0 Number of Education Students in the No Understanding Range
0 Out of 0 ADDICTIONS COUNSELING CERTIFICATION **in the Exceptional to Average Range**

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year

Graduate: ADDICTIONS COUNSELING CERTIFICATION:
PSY 6635 CASE STUDY #2
Three Year Data Cycle
SLO #4 Diversity

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	111	34	37	7	6	195
2012-2013	205	156	29	3	0	393
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #4 Diversity:
Measurement: PSY 6635 CASE STUDY #2
588 Total Number of Completers
316 (54%) Number of Education Students in the Exceptional Range
190 (32%) Number of Education Students in the Mastery Range
66 (11%) Number of Education Students in the Average Range
10 (1.7%) Number of Education Students in the Below Average Range
6 (1%) Number of Education Students in the No Understanding Range
572 Out of 588 (97%) ADDICTIONS COUNSELING CERTIFICATION **in the Exceptional to Average Range**

Year: 2013-2014
SLO #4 Diversity:
Measurement: PSY 6635 CASE STUDY #2
195 Total Number of Completers
111 (57%) Number of Education Students in the Exceptional Range
34 (17%) Number of Education Students in the Mastery Range

37 (19%) Number of Education Students in the Average Range
7 (4%) Number of Education Students in the Below Average Range
6 (3%) Number of Education Students in the No Understanding Range
182 Out of 195 (93%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2012-2013

SLO #4 Diversity:
Measurement: PSY 6635 CASE STUDY #2
393 Total Number of Completers
205 (52%) Number of Education Students in the Exceptional Range
156 (40%) Number of Education Students in the Mastery Range
29 (7%) Number of Education Students in the Average Range
3 (76%) Number of Education Students in the Below Average Range
0 (0%) Number of Education Students in the No Understanding Range
390 Out of 393 (99%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2011-2012

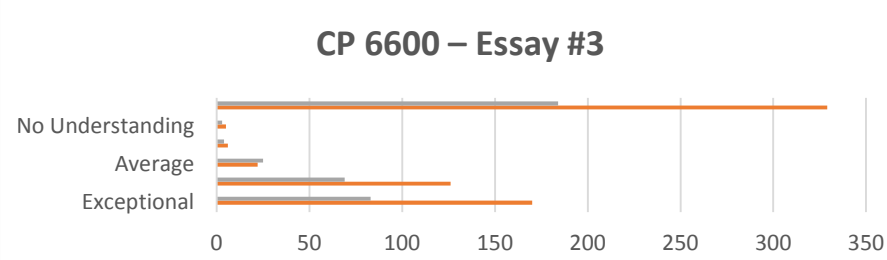
SLO #4 Diversity:
Measurement: PSY 6635 CASE STUDY #2
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Average Range
0 Number of Education Students in the Below Average Range
0 Number of Education Students in the No Understanding Range
0 Out of 0 ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: ADDICTIONS COUNSELING CERTIFICATION:
CP 6600: ESSAY #3
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	83	69	25	4	3	184
2012-2013	170	126	22	6	5	329
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #5 Professionalism:
Measurement: CP 6600: ESSAY #3
513 Total Number of Completers
253 (49%) Number of Education Students in the Exceptional Range
195 (38%) Number of Education Students in the Mastery Range
47 (9%) Number of Education Students in the Average Range
10 (2%) Number of Education Students in the Below Average Range
8 (1%) Number of Education Students in the No Understanding Range
505 Out of 513 (98%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2013-2014
SLO #5 Professionalism:
Measurement: CP 6600: ESSAY #3
184 Total Number of Completers
83 (45%) Number of Education Students in the Exceptional Range
69 (38%) Number of Education Students in the Mastery Range

25 (14%) Number of Education Students in the Average Range
4 (3%) Number of Education Students in the Below Average Range
3 (2%) Number of Education Students in the No Understanding Range
181 Out of 184 (98%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2012-2013

SLO #5 Professionalism:
Measurement: CP 6600: ESSAY #3
329 Total Number of Completers
170 (52%) Number of Education Students in the Exceptional Range
126 (38%) Number of Education Students in the Mastery Range
22 (7%) Number of Education Students in the Average Range
6 (2%) Number of Education Students in the Below Average Range
5 (1%) Number of Education Students in the No Understanding Range
324 Out of 329 (99%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2011-2012

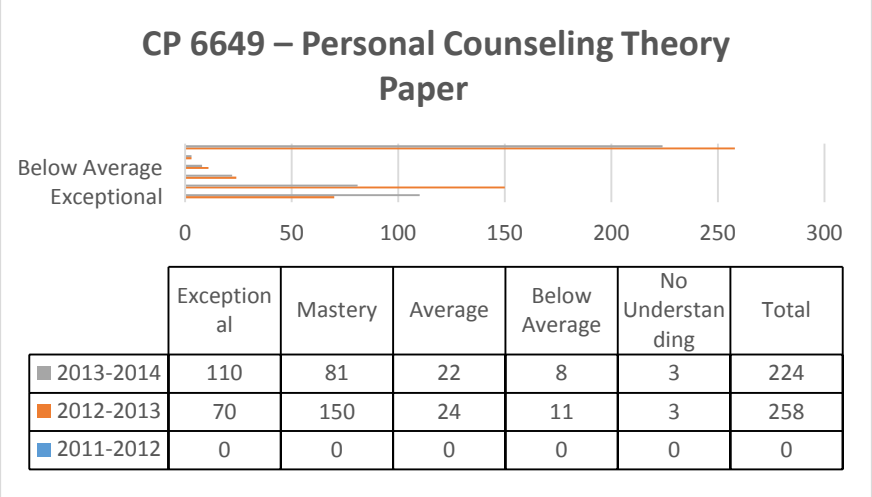
SLO #5 Professionalism:
Measurement: CP 6600: ESSAY #3
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Average Range
0 Number of Education Students in the Below Average Range
0 Number of Education Students in the No Understanding Range
0 Out of 0 ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: ADDICTIONS COUNSELING CERTIFICATION:
CP 6649: PERSONAL COUNSELING THEORY PAPER
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	110	81	22	8	3	224
2012-2013	70	150	24	11	3	258
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #5 Professionalism:
Measurement: CP 6649: PERSONAL COUNSELING THEORY PAPER
482 Total Number of Completers
180 (37%) Number of Education Students in the Exceptional Range
231 (48%) Number of Education Students in the Mastery Range
46 (9%) Number of Education Students in the Average Range
19 (4%) Number of Education Students in the Below Average Range
6 (1%) Number of Education Students in the No Understanding Range
457 Out of 482 (95%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2013-2014
SLO #5 Professionalism:
Measurement: CP 6649: PERSONAL COUNSELING THEORY PAPER
224 Total Number of Completers
110 (49%) Number of Education Students in the Exceptional Range
81 (36%) Number of Education Students in the Mastery Range

22 (10%) Number of Education Students in the Average Range
8 (4%) Number of Education Students in the Below Average Range
3 (1%) Number of Education Students in the No Understanding Range
213 Out of 224 (96%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2012-2013

SLO #5 Professionalism:
Measurement: CP 6649: PERSONAL COUNSELING THEORY PAPER
258 Total Number of Completers
70 (27%) Number of Education Students in the Exceptional Range
150 (58%) Number of Education Students in the Mastery Range
24 (9%) Number of Education Students in the Average Range
11 (5%) Number of Education Students in the Below Average Range
3 (1%) Number of Education Students in the No Understanding Range
244 Out of 258 (95%) ADDICTIONS COUNSELING CERTIFICATION in the Exceptional to Average Range

Year: 2011-2012

SLO #5 Professionalism:
Measurement: CP 6649: PERSONAL COUNSELING THEORY PAPER
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Average Range
0 Number of Education Students in the Below Average Range
0 Number of Education Students in the No Understanding Range
0 Out of 0 ADDICTIONS COUNSELING CERTIFICATION **in the Exceptional to Average Range**

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Clinical Mental Health Counseling, MSCP

NARRATIVE SUMMARY

GUIDE

MSCP

CLINICAL MENTAL HEALTH COUNSELING

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

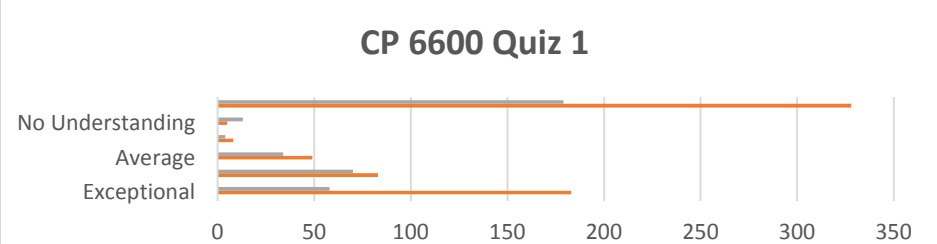
The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Graduate: MS Clinical Mental Health Counseling
CP 6600-QUIZ #1
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	58	70	34	4	13	179
2012-2013	183	83	49	8	5	328
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:

CP 6600-QUIZ #1
507 Total Number of Completers
241 (48%) Number of Counseling Students in the Exceptional Range
153 (30%) Number of Counseling Students in the Mastery Range
83 (16%) Number of Counseling Students in the Average Range
12 (2%) Number of Counseling Students in the Below Average Range
18 (4%) Number of Counseling Students in the No Understanding Range
477 Out of 507 (94%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
CP 6600-QUIZ #1
179 Total Number of Completers
58 (32%) Number of Counseling Students in the Exceptional Range
70 (39%) Number of Counseling Students in the Mastery Range
34 (19%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
13 (7%) Number of Counseling Students in the No Understanding Range

162 Out of 179 (91%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

CP 6600-QUIZ #1

328 Total Number of Completers

183 (56%) Number of Counseling Students in the Exceptional Range

83 (25%) Number of Counseling Students in the Mastery Range

49 (15%) Number of Counseling Students in the Average Range

8 (2%) Number of Counseling Students in the Below Average Range

5 (1%) Number of Counseling Students in the No Understanding Range

315 Out of 328 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

CP 6600-QUIZ #1

0 Total Number of Completers

0 Number of Counseling Students in the Exceptional Range

0 Number of Counseling Students in the Mastery Range

0 Number of Counseling Students in the Average Range

0 Number of Counseling Students in the Below Average Range

0 Number of Counseling Students in the No Understanding Range

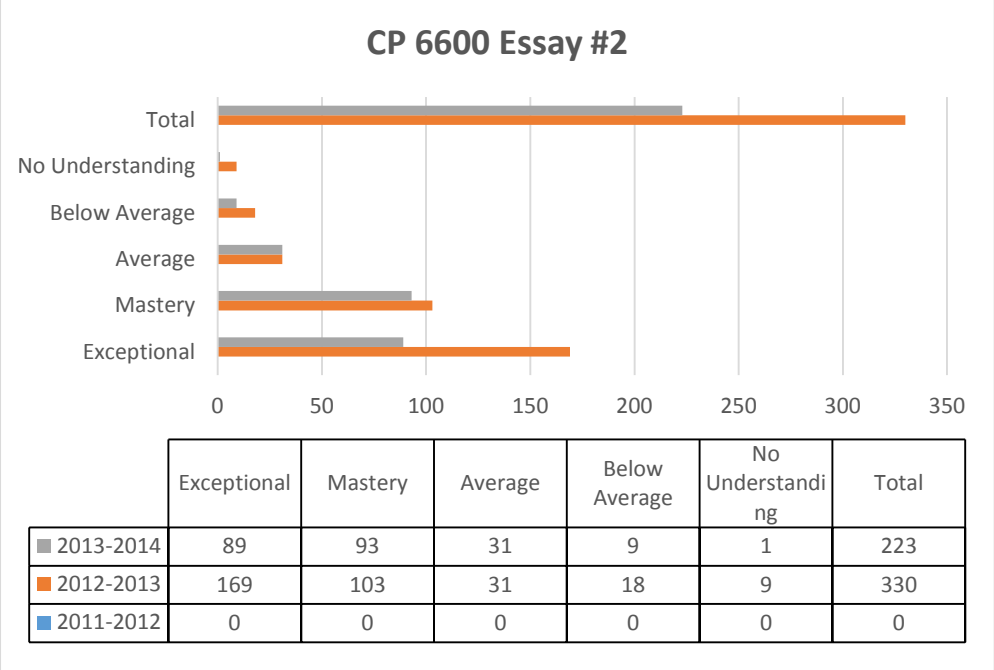
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Clinical Mental Health Counseling
CP 6600 Essay #2
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	89	93	31	9	1	223
2012-2013	169	103	31	18	9	330
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
553 Total Number of Completers
258 (47%) Number of Counseling Students in the Exceptional Range
196 (35%) Number of Counseling Students in the Mastery Range
62 (11%) Number of Counseling Students in the Average Range
27 (5%) Number of Counseling Students in the Below Average Range
10 (2%) Number of Counseling Students in the No Understanding Range
516 Out of 553 (93%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
223 Total Number of Completers
89 (40%) Number of Counseling Students in the Exceptional Range
93 (42%) Number of Counseling Students in the Mastery Range
31 (14%) Number of Counseling Students in the Average Range
9 (4%) Number of Counseling Students in the Below Average Range

1 (1%) Number of Counseling Students in the No Understanding Range
213 Out of 223 (96%) Number of Counseling Students in the Exceptional to Average Range

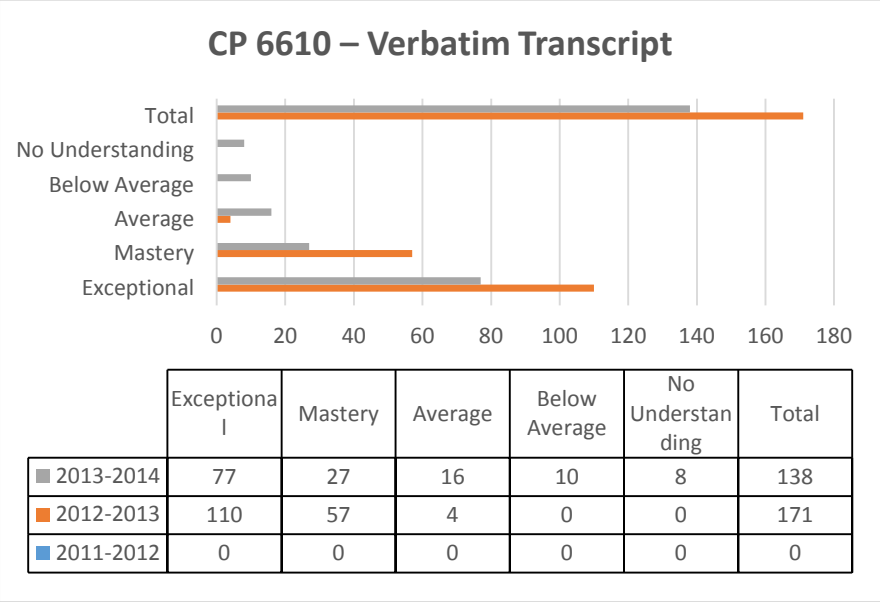
Year: 2012-2013
330 Total Number of Completers
169 (51%) Number of Counseling Students in the Exceptional Range
103 (31%) Number of Counseling Students in the Mastery Range
31 (9%) Number of Counseling Students in the Average Range
18 (6%) Number of Counseling Students in the Below Average Range
9 (3%) Number of Counseling Students in the No Understanding Range
303 Out of 330 (92%) Number of Education Students in the Exceptional to Average Range

Year: 2011-2012
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):
Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Clinical Mental Health Counseling
CP 6610-Verbatim Transcript
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	77	27	16	10	8	138
2012-2013	110	57	4	0	0	171
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
309 Total Number of Completers
187 (61%) Number of Counseling Students in the Exceptional Range
84 (27%) Number of Counseling Students in the Mastery Range
20 (7%) Number of Counseling Students in the Average Range
10 (3%) Number of Counseling Students in the Below Average Range
8 (2%) Number of Counseling Students in the No Understanding Range
291 Out of 309 (94%) Number of Counseling Health Students in the Exceptional to Average Range

Year: 2013-2014
138 Total Number of Completers
77 (56%) Number of Counseling Students in the Exceptional Range
27 (20%) Number of Counseling Students in the Mastery Range
16 (12%) Number of Counseling Students in the Average Range
10 (7%) Number of Counseling Students in the Below Average Range
8 (6%) Number of Counseling Students in the No Understanding Range

120 Out of 138 (87%) Number of Counseling Students s in the Exceptional to Average Range

Year: 2012-2013

171 Total Number of Completers
110 (64%) Number of Counseling Students in the Exceptional Range
57 (33%) Number of Counseling Students in the Mastery Range
4 (2%) Number of Counseling Students in the Average Range
0 (0%) Number of Counseling Students in the Below Average Range
0 (0%) Number of Counseling Students in the No Understanding Range
171 Out of 171 (100%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

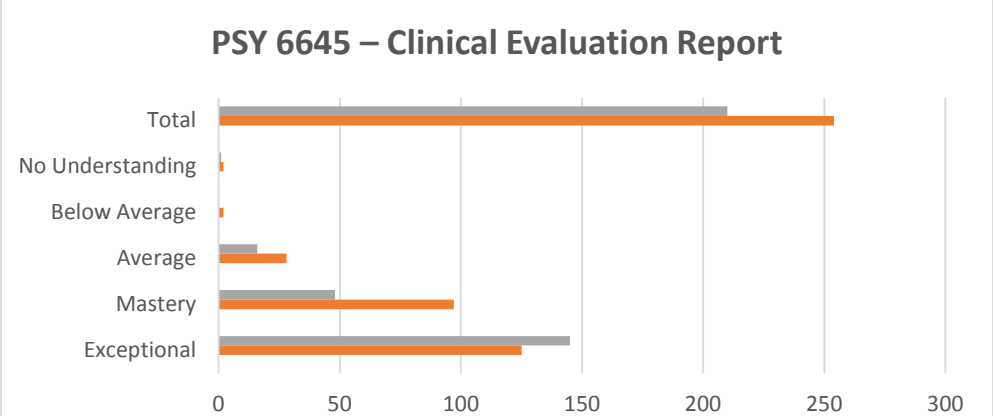
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Clinical Mental Health Counseling
PSY 6645-CLINICAL EVALUATION REPORT
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	145	48	16	0	1	210
2012-2013	125	97	28	2	2	254
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
464 Total Number of Completers
270 (58%) Number of Counseling Students in the Exceptional Range
145 (31%) Number of Counseling Students in the Mastery Range
44 (8%) Number of Counseling Students in the Average Range
2 (1%) Number of Counseling Students in the Below Average Range
3 (2%) Number of Counseling Students in the No Understanding Range
459 Out of 464 (99%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
210 Total Number of Completers
145 (69%) Number of Counseling Students in the Exceptional Range
48 (23%) Number of Counseling Students in the Mastery Range
16 (7%) Number of Counseling Students in the Average Range
0 (0%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range

209 Out of 210 (99%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

254 Total Number of Completers
125 (49%) Number of Counseling Students in the Exceptional Range
97 (38%) Number of Counseling Students in the Mastery Range
28 (11%) Number of Counseling Students in the Average Range
2 (1%) Number of Counseling Students in the Below Average Range
2 (1%) Number of Counseling Students in the No Understanding Range
250 Out of 254 (98%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

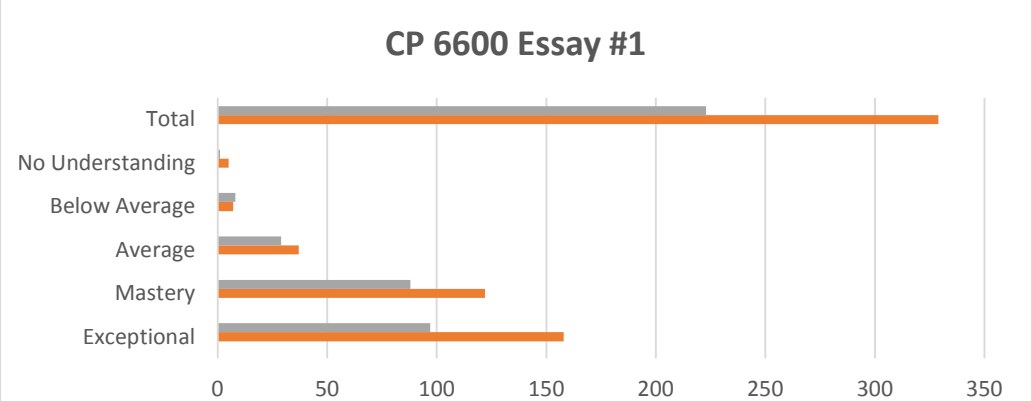
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Clinical Mental Health Counseling
CP 6600-ESSAY #1
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	97	88	29	8	1	223
2012-2013	158	122	37	7	5	329
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
552 Total Number of Completers
255 (46%) Number of Counseling Students in the Exceptional Range
210 (38%) Number of Counseling Students in the Mastery Range
66 (12%) Number of Counseling Students in the Average Range
15 (3%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
531 Out of 552 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
223 Total Number of Completers
97 (43%) Number of Counseling Students in the Exceptional Range
88 (40%) Number of Counseling Students in the Mastery Range
29 (12%) Number of Counseling Students in the Average Range
8 (4%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range

214 Out of 223 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

329 Total Number of Completers
158 (48%) Number of Counseling Students in the Exceptional Range
122 (37%) Number of Counseling Students in the Mastery Range
37 (11%) Number of Counseling Students in the Average Range
7 (2%) Number of Counseling Students in the Below Average Range
5 (1%) Number of Counseling Students in the No Understanding Range
317 Out of 329 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

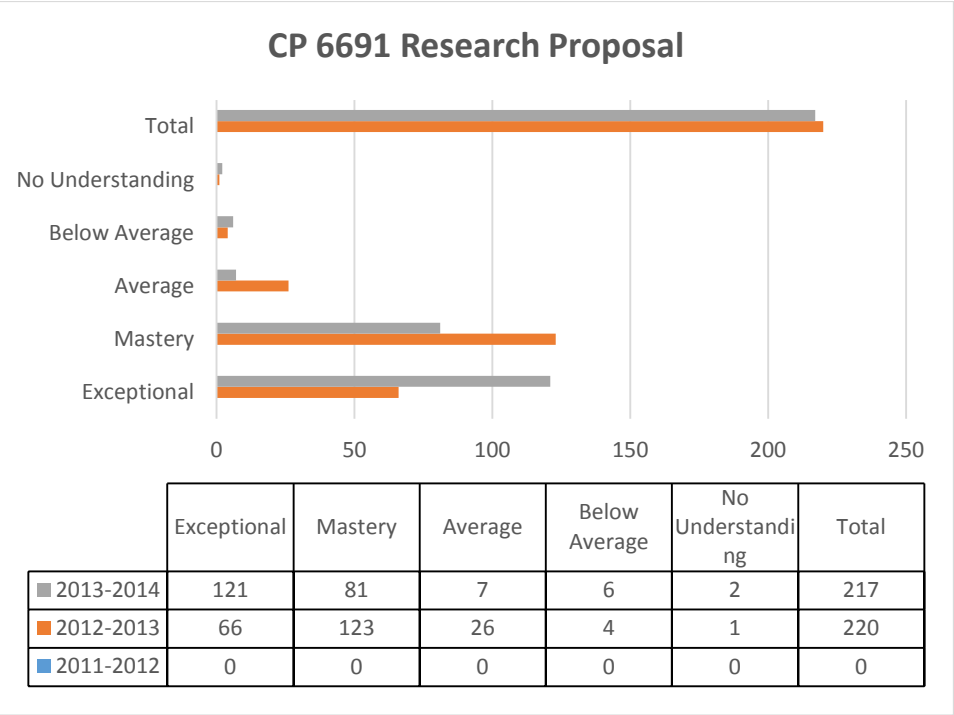
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Clinical Mental Health Counseling
CP 6691 RESEARCH PROPOSAL
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	121	81	7	6	2	217
2012-2013	66	123	26	4	1	220
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
437 Total Number of Completers
187 (43%) Number of Counseling Students in the Exceptional Range
203 (47%) Number of Counseling Students in the Mastery Range
33 (7%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
423 Out of 437 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
217 Total Number of Completers
121 (56%) Number of Counseling Students in the Exceptional Range
81 (38%) Number of Counseling Students in the Mastery Range
7 (3%) Number of Counseling Students in the Average Range
6 (2%) Number of Counseling Students in the Below Average Range
2 (1%) Number of Counseling Students in the No Understanding Range
209 Out of 217 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

220 Total Number of Completers
66 (30%) Number of Counseling Students in the Exceptional Range
123 (55%) Number of Counseling Students in the Mastery Range
26 (11%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
215 Out of 220 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

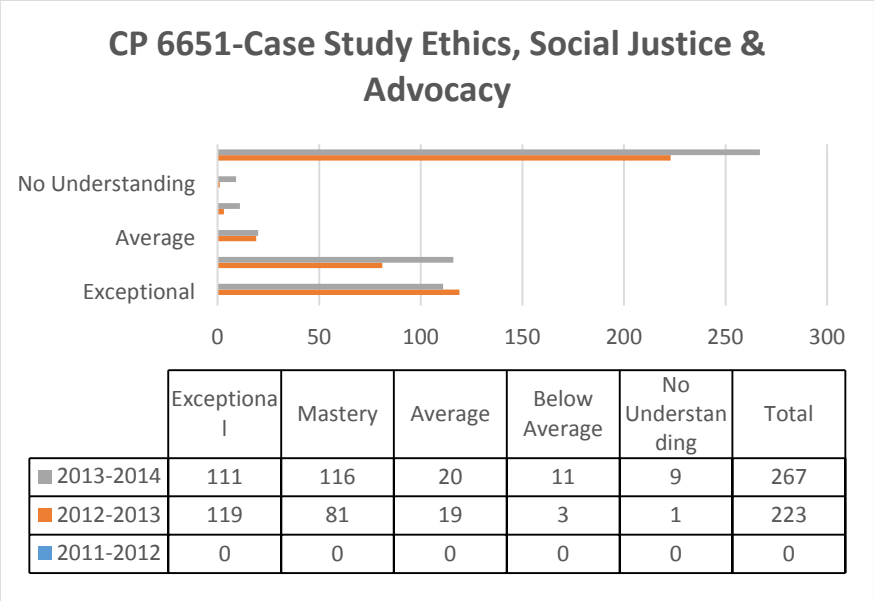
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Clinical Mental Health Counseling
CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
Three Year Data Cycle
SLO #4 Diversity

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	111	116	20	11	9	267
2012-2013	119	81	19	3	1	223
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
490 Total Number of Completers
230 (47%) Number of Counseling Students in the Exceptional Range
197 (40%) Number of Counseling Students in the Mastery Range
39 (8%) Number of Counseling Students in the Average Range
14 (3%) Number of Counseling Students in the Below Average Range
10 (2%) Number of Education Students in the No Understanding Range
466 Out of 490 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
267 Total Number of Completers
111 (42%) Number of Counseling Students in the Exceptional Range
116 (43%) Number of Counseling Students in the Mastery Range
20 (7%) Number of Counseling Students in the Average Range
11 (4%) Number of Counseling Students in the Below Average Range
9 (2%) Number of Counseling Students in the No Understanding Range
247 Out of 267 (93%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

223 Total Number of Completers
119 (53%) Number of Counseling Students in the Exceptional Range
81 (36%) Number of Counseling Students in the Mastery Range
19 (8%) Number of Counseling Students in the Average Range
3 (2%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
219 Out of 223 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

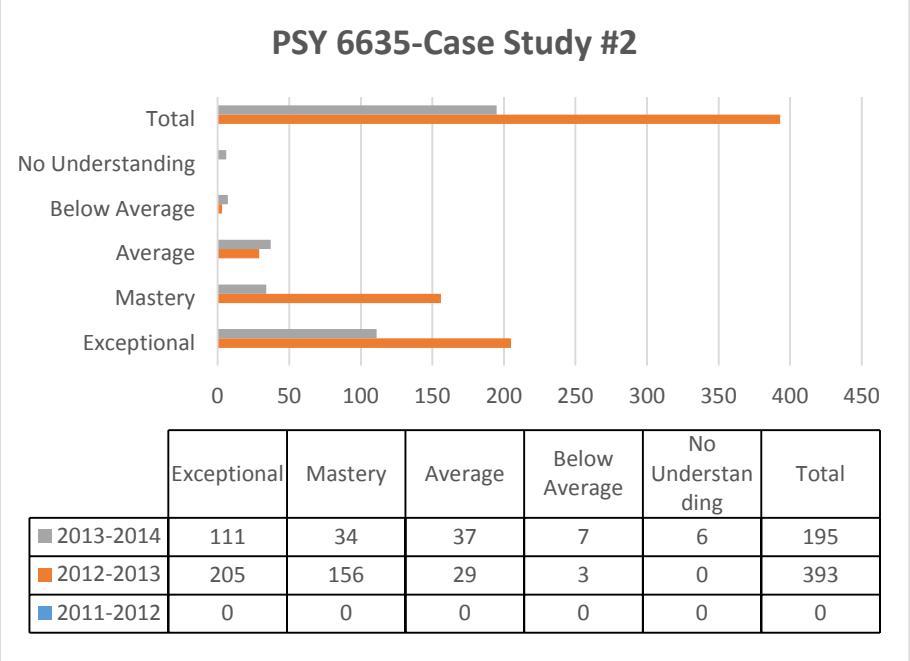
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Clinical Mental Health Counseling
PSY 6635 CASE STUDY #2
Three Year Data Cycle
SLO #4 Diversity

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	111	34	37	7	6	195
2012-2013	205	156	29	3	0	393
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
588 Total Number of Completers
316 (54%) Number of Counseling Students in the Exceptional Range
190 (32%) Number of Counseling Students in the Mastery Range
66 (11%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
572 Out of 588 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
195 Total Number of Completers
111 (57%) Number of Counseling Students in the Exceptional Range
34 (17%) Number of Counseling Students in the Mastery Range
37 (19%) Number of Counseling Students in the Average Range
7 (4%) Number of Counseling Students in the Below Average Range
6 (3%) Number of Counseling Students in the No Understanding Range
182 Out of 195 (93%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

393 Total Number of Completers
205 (52%) Number of Counseling Students in the Exceptional Range
156 (40%) Number of Counseling Students in the Mastery Range
29 (7%) Number of Counseling Students in the Average Range
3 (1%) Number of Counseling Students in the Below Average Range
0 (0%) Number of Counseling Students in the No Understanding Range
390 Out of 393 (99%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

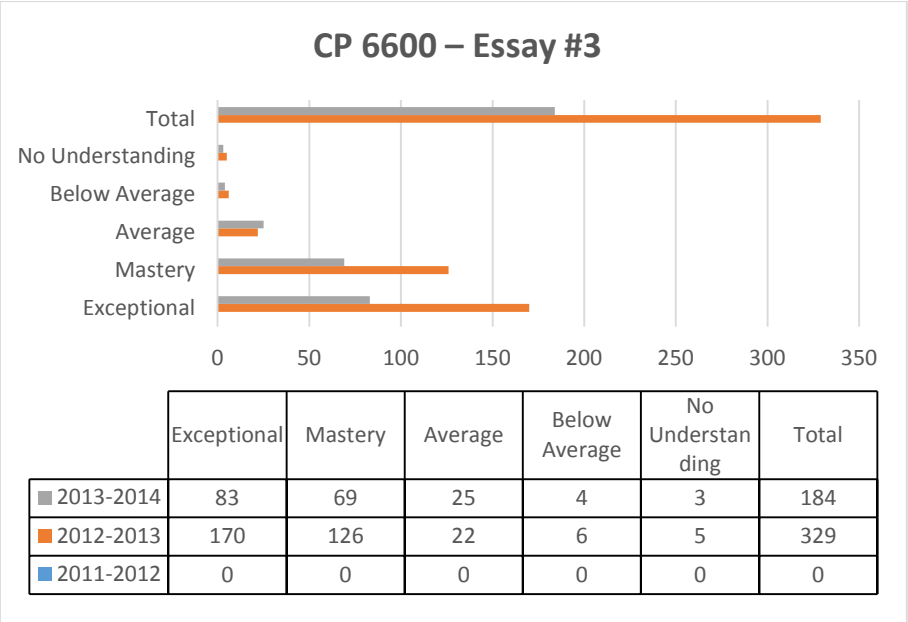
Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Clinical Mental Health Counseling
CP 6600: ESSAY #3
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	83	69	25	4	3	184
2012-2013	170	126	22	6	5	329
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
513 Total Number of Completers
253 (49%) Number of Counseling Students in the Exceptional Range
195 (38%) Number of Counseling Students in the Mastery Range
47 (9%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
8 (1%) Number of Counseling Students in the No Understanding Range
505 Out of 513 (98%) Counseling Students in the Exceptional to Average Range

Year: 2013-2014
184 Total Number of Completers
83 (45%) Number of Counseling Students in the Exceptional Range
69 (38%) Number of Counseling Students in the Mastery Range
25 (14%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
181 Out of 184 (98%) Counseling Students in the Exceptional to Average Range

Year: 2012-2013

329 Total Number of Completers
170 (52%) Number of Counseling Students in the Exceptional Range
126 (38%) Number of Counseling Students in the Mastery Range
22 (7%) Number of Counseling Students in the Average Range
6 (2%) Number of Counseling Students in the Below Average Range
5 (1%) Number of Counseling Students in the No Understanding Range
324 Out of 329 (99%) Counseling Students in the Exceptional to Average Range

Year: 2011-2012

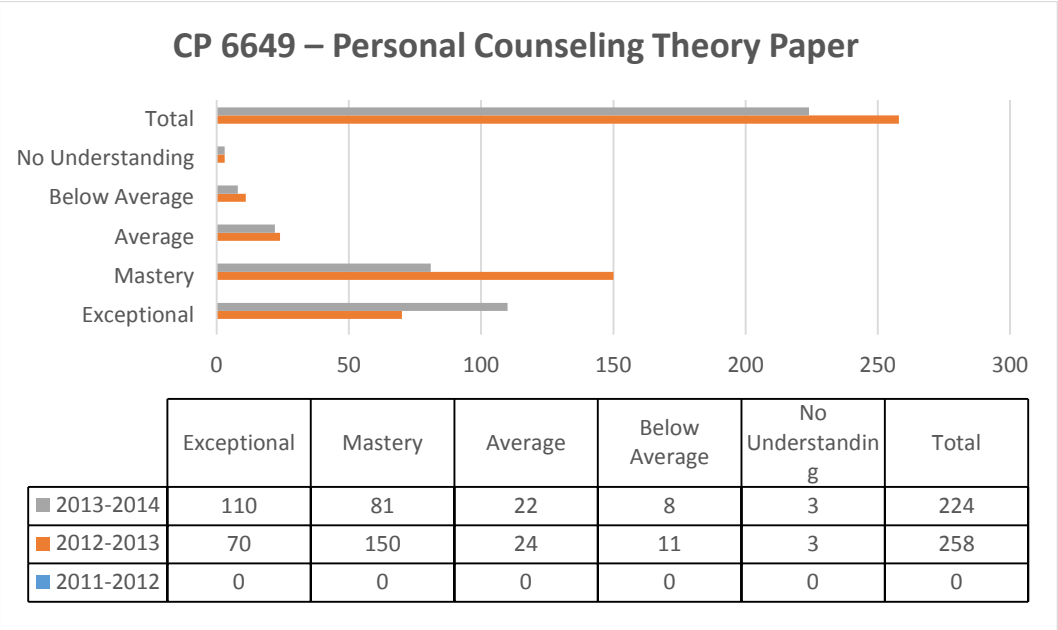
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Clinical Mental Health Counseling
CP 6649: PERSONAL COUNSELING THEORY PAPER
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	110	81	22	8	3	224
2012-2013	70	150	24	11	3	258
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
482 Total Number of Completers
180 (37%) Number of Counseling Students in the Exceptional Range
231 (48%) Number of Counseling Students in the Mastery Range
46 (9%) Number of Counseling Students in the Average Range
19 (4%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
457 Out of 482 (95%) Counseling Students in the Exceptional to Average Range

Year: 2013-2014
224 Total Number of Completers
110 (49%) Number of Counseling Students in the Exceptional Range
81 (36%) Number of Counseling Students in the Mastery Range
22 (10%) Number of Counseling Students in the Average Range
8 (4%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
213 Out of 224 (95%) Counseling Students in the Exceptional to Average Range

Year: 2012-2013

258 Total Number of Completers
70 (27%) Number of Counseling Students in the Exceptional Range
150 (58%) Number of Counseling Students in the Mastery Range
24 (9%) Number of Counseling Students in the Average Range
11 (4%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
244 Out of 258 (95%) Counseling Students in the Exceptional to Average Range

Year: 2011-2012

0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Community Counseling, EdS

No Data – Teach-out Program

NARRATIVE SUMMARY

GUIDE

Ed S

COMMUNITY COUNSELING

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Interpreter Training Program, B.S.

No Data Available

NARRATIVE SUMMARY

GUIDE

B.S.

INTERPRETER TRAINING PROGRAM

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Rehabilitation Counseling, MSCP

NARRATIVE SUMMARY

GUIDE

MSCP

REHABILITATION COUNSELING

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

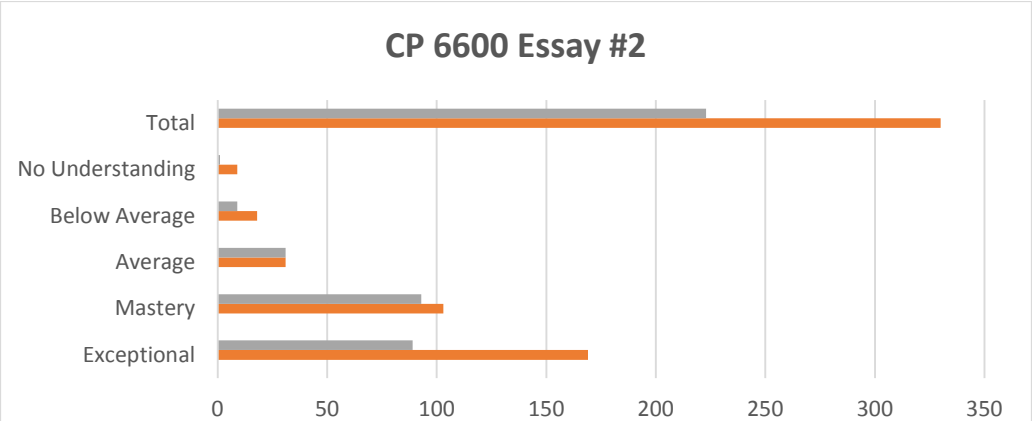
The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Graduate: MS Rehabilitation Counseling
CP 6600 Essay #2
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	89	93	31	9	1	223
2012-2013	169	103	31	18	9	330
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
553 Total Number of Completers
258 (47%) Number of Counseling Students in the Exceptional Range
196 (35%) Number of Counseling Students in the Mastery Range
62 (11%) Number of Counseling Students in the Average Range
27 (5%) Number of Counseling Students in the Below Average Range
10 (2%) Number of Counseling Students in the No Understanding Range
516 Out of 553 (93%) Counseling Students in the Exceptional to Average Range

Year: 2013-2014
223 Total Number of Completers
89 (40%) Number of Counseling Students in the Exceptional Range
93 (42%) Number of Counseling Students in the Mastery Range
31 (14%) Number of Counseling Students in the Average Range
9 (3%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
213 Out of 223 (96%) Counseling Students in the Exceptional to Average Range

Year: 2012-2013

330 Total Number of Completers
169 (51%) Number of Counseling Students in the Exceptional Range
103 (31%) Number of Counseling Students in the Mastery Range
31 (9%) Number of Counseling Students in the Average Range
18 (6%) Number of Counseling Students in the Below Average Range
9 (3%) Number of Counseling Students in the No Understanding Range
303 Out of 330 (92%) Counseling Students in the Exceptional to Average Range

Year: 2011-2012

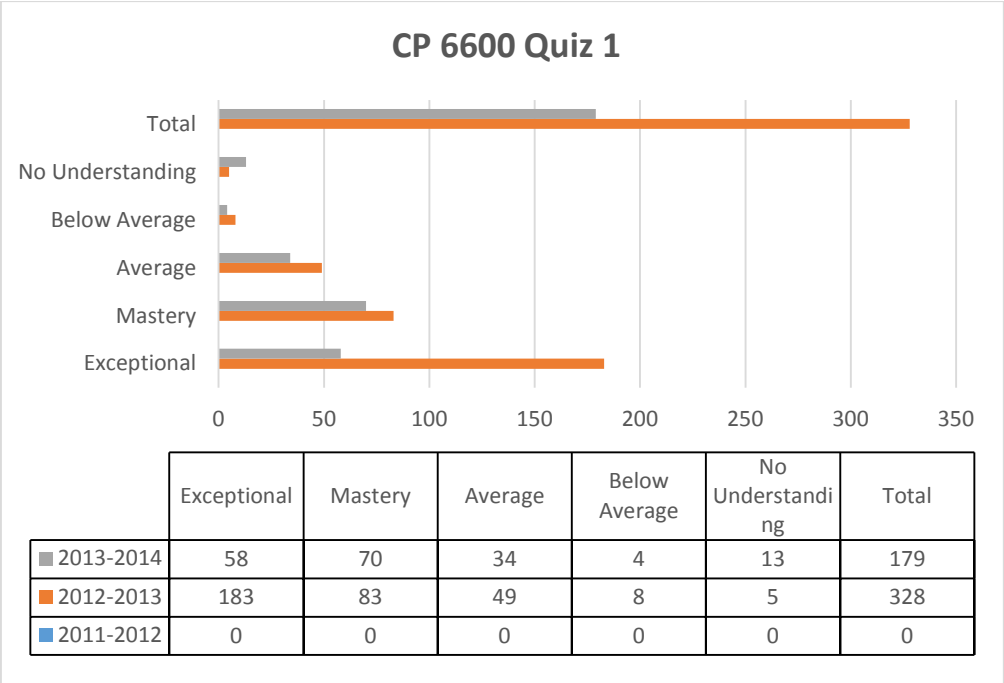
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Rehabilitation Counseling
CP 6600-QUIZ #1
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	58	70	34	4	13	179
2012-2013	183	83	49	8	5	328
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
507 Total Number of Completers
241 (48%) Number of Counseling Students in the Exceptional Range
153 (30%) Number of Counseling Students in the Mastery Range
83 (16%) Number of Counseling Students in the Average Range
12 (2%) Number of Counseling Students in the Below Average Range
18 (4%) Number of Counseling Students in the No Understanding Range
477 Out of 507 (94%) Counseling Students in the Exceptional to Average Range

Year: 2013-2014
179 Total Number of Completers
58 (32%) Number of Counseling Students in the Exceptional Range
70 (39%) Number of Counseling Students in the Mastery Range
34 (19%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
13 (7%) Number of Counseling Students in the No Understanding Range
162 Out of 179 (91%) Counseling Students in the Exceptional to Average Range

Year: 2012-2013

328 Total Number of Completers
183 (56%) Number of Counseling Students in the Exceptional Range
83 (25%) Number of Counseling Students in the Mastery Range
49 (15%) Number of Counseling Students in the Average Range
8 (2%) Number of Counseling Students in the Below Average Range
5 (1%) Number of Counseling Students in the No Understanding Range
315 Out of 328 (96%) Counseling Students in the Exceptional to Average Range

Year: 2011-2012

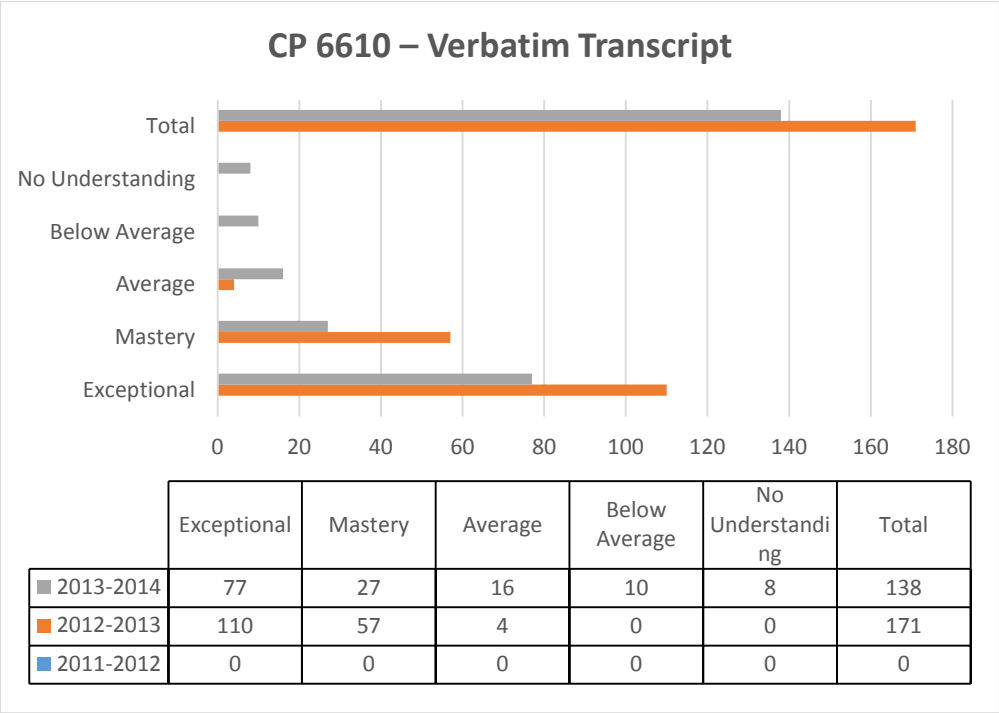
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Rehabilitation Counseling
CP 6610-Verbatim Transcript
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	77	27	16	10	8	138
2012-2013	110	57	4	0	0	171
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
309 Total Number of Completers
187 (61%) Number of Counseling Students in the Exceptional Range
84 (27%) Number of Counseling Students in the Mastery Range
20 (7%) Number of Counseling Students in the Average Range
10 (3%) Number of Counseling Students in the Below Average Range
8 (2%) Number of Counseling Students in the No Understanding Range
291 Out of 309 (94%) Counseling Students in the Exceptional to Average Range

Year: 2013-2014
138 Total Number of Completers
77 (56%) Number of Counseling Students in the Exceptional Range
27 (20%) Number of Counseling Students in the Mastery Range
16 (12%) Number of Counseling Students in the Average Range
10 (10%) Number of Counseling Students in the Below Average Range
8 (6%) Number of Counseling Students in the No Understanding Range
120 Out of 138 (87%) Counseling Students in the Exceptional to Average Range

Year: 2012-2013

171 Total Number of Completers
110 (64%) Number of Counseling Students in the Exceptional Range
57 (33%) Number of Counseling Students in the Mastery Range
4 (2%) Number of Counseling Students in the Average Range
0 (0%) Number of Counseling Students in the Below Average Range
0 (0%) Number of Counseling Students in the No Understanding Range
171 Out of 171 (100%) Counseling Students in the Exceptional to Average Range

Year: 2011-2012

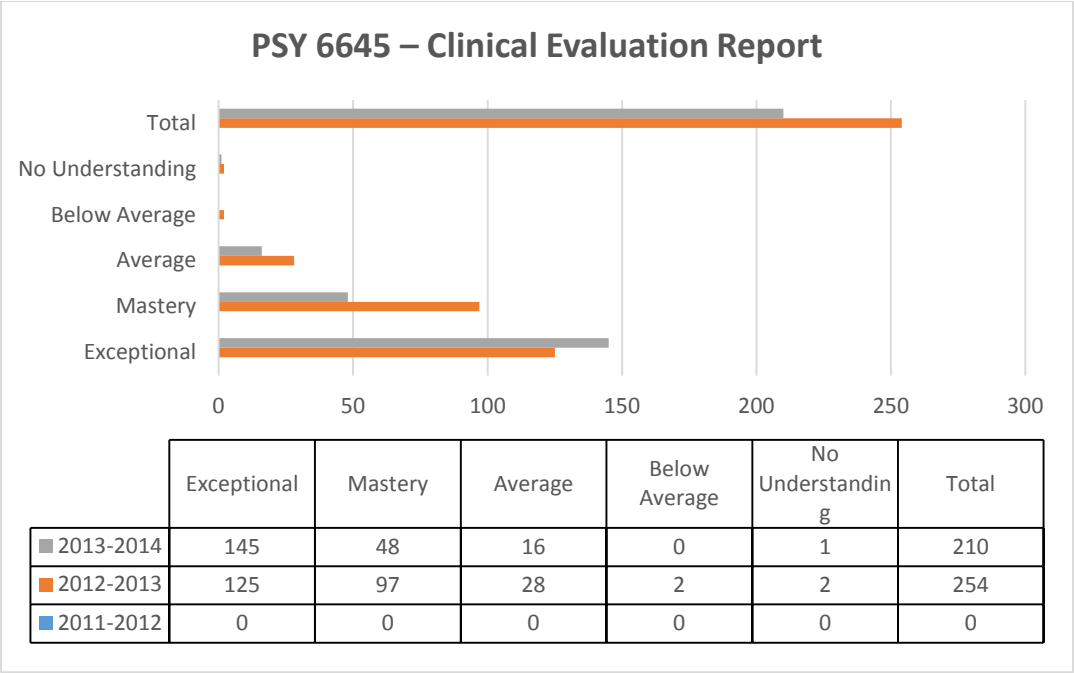
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Rehabilitation Counseling
PSY 6645-CLINICAL EVALUATION REPORT
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	145	48	16	0	1	210
2012-2013	125	97	28	2	2	254
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
464 Total Number of Completers
270 (57%) Number of Counseling Students in the Exceptional Range
145 (31%) Number of Counseling Students in the Mastery Range
44 (8%) Number of Counseling Students in the Average Range
2 (2%) Number of Counseling Students in the Below Average Range
3 (3%) Number of Counseling Students in the No Understanding Range
459 Out of 464 (96%) Counseling Students in the Exceptional to Average Range

Year: 2013-2014
210 Total Number of Completers
145 (69%) Number of Counseling Students in the Exceptional Range
48 (23%) Number of Counseling Students in the Mastery Range
16 (7%) Number of Counseling Students in the Average Range
0 (0%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
209 Out of 210 (99%) Counseling Students in the Exceptional to Average Range

Year: 2012-2013

254 Total Number of Completers
125 (49%) Number of Counseling Students in the Exceptional Range
97 (38%) Number of Counseling Students in the Mastery Range
28 (11%) Number of Counseling Students in the Average Range
2 (1%) Number of Counseling Students in the Below Average Range
2 (1%) Number of Counseling Students in the No Understanding Range
250 Out of 254 (98%) Counseling Students in the Exceptional to Average Range

Year: 2011-2012

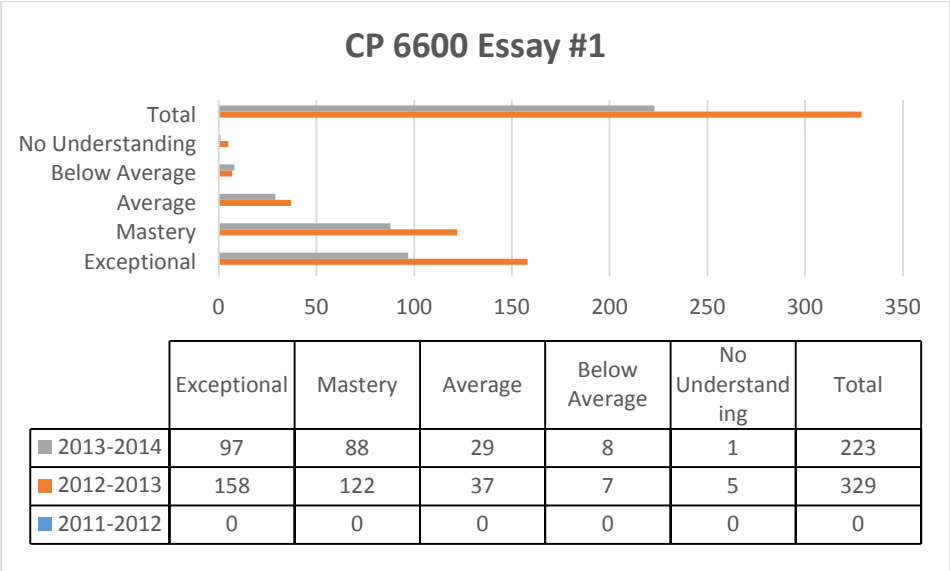
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Rehabilitation Counseling
CP 6600-ESSAY #1
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	97	88	29	8	1	223
2012-2013	158	122	37	7	5	329
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
552 Total Number of Completers
255 (49%) Number of Counseling Students in the Exceptional Range
210 (38%) Number of Counseling Students in the Mastery Range
66 (12%) Number of Counseling Students in the Average Range
15 (3%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
531 Out of 552 (96%) Counseling Students in the Exceptional to Average Range

Year: 2013-2014
223 Total Number of Completers
97 (44%) Number of Counseling Students in the Exceptional Range
88 (40%) Number of Counseling Students in the Mastery Range
29 (12%) Number of Counseling Students in the Average Range
8 (3%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
214 Out of 223 (96%) Counseling Students in the Exceptional to Average Range

Year: 2012-2013

329 Total Number of Completers
158 (48%) Number of Counseling Students in the Exceptional Range
122 (37%) Number of Counseling Students in the Mastery Range
37 (11%) Number of Counseling Students in the Average Range
7 (2%) Number of Counseling Students in the Below Average Range
5 (1%) Number of Counseling Students in the No Understanding Range
317 Out of 329 (96%) Counseling Students in the Exceptional to Average Range

Year: 2011-2012

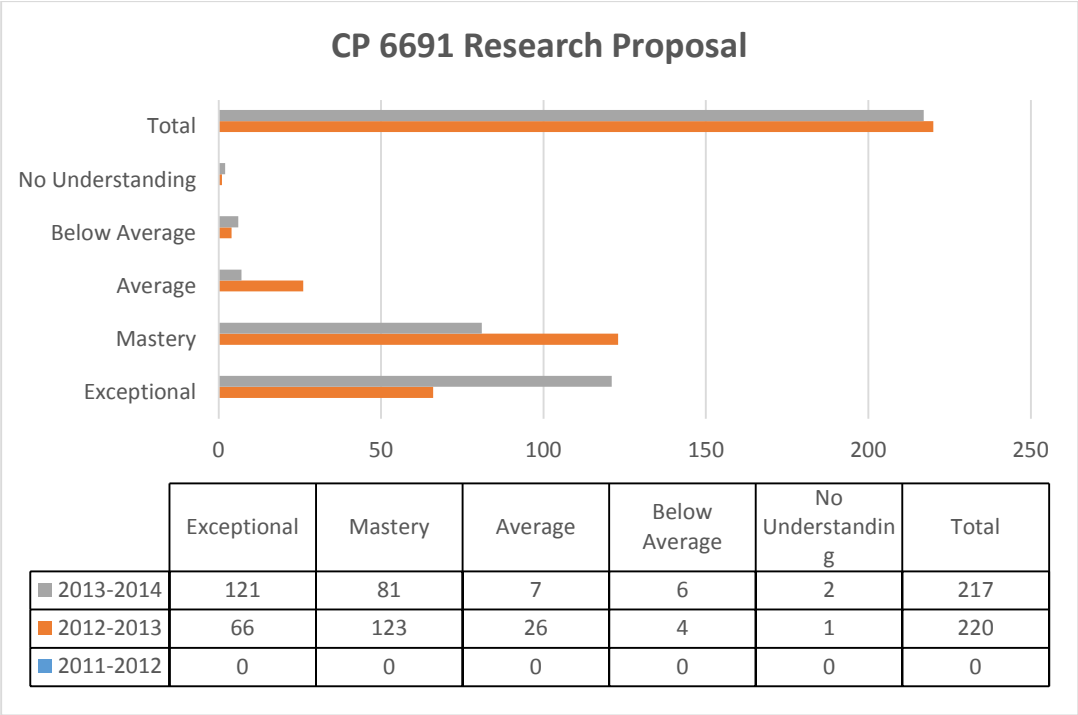
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Rehabilitation Counseling
CP 6691 RESEARCH PROPOSAL
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	121	81	7	6	2	217
2012-2013	66	123	26	4	1	220
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
437 Total Number of Completers
187 (43%) Number of Counseling Students in the Exceptional Range
203 (47%) Number of Counseling Students in the Mastery Range
33 (7%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
423 Out of 437 (97%) Counseling Students in the Exceptional to Average Range

Year: 2013-2014
217 Total Number of Completers
121 (56%) Number of Counseling Students in the Exceptional Range
81 (37%) Number of Counseling Students in the Mastery Range
7 (4%) Number of Counseling Students in the Average Range
6 (2%) Number of Counseling Students in the Below Average Range
2 (1%) Number of Counseling Students in the No Understanding Range
209 Out of 217 (96%) Counseling Students in the Exceptional to Average Range

Year: 2012-2013

220 Total Number of Completers
66 (30%) Number of Counseling Students in the Exceptional Range
123 (55%) Number of Counseling Students in the Mastery Range
26 (12%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
215 Out of 220 (97%) Counseling Students in the Exceptional to Average Range

Year: 2011-2012

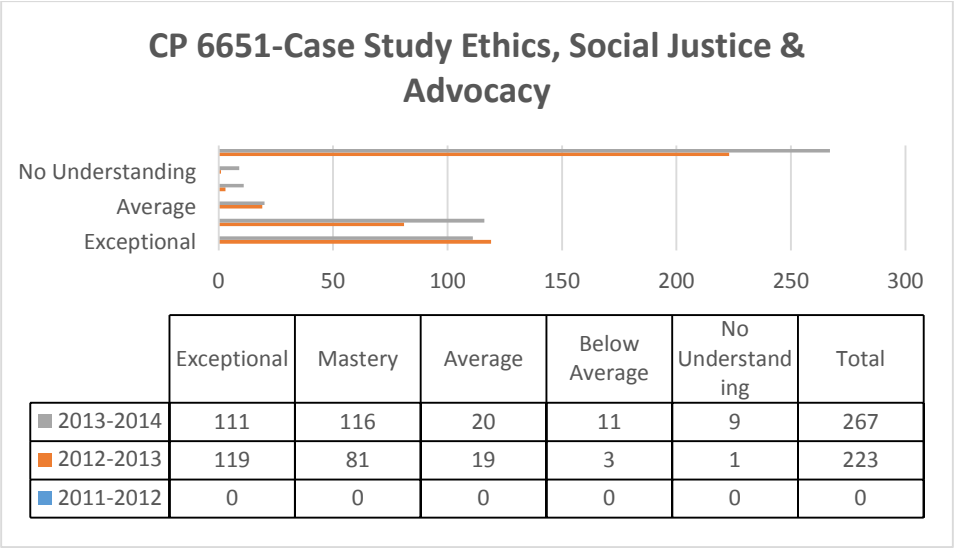
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Rehabilitation Counseling
CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
Three Year Data Cycle
SLO #4 Diversity

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	111	116	20	11	9	267
2012-2013	119	81	19	3	1	223
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
490 Total Number of Completers
230 (47%) Number of Counseling Students in the Exceptional Range
197 (40%) Number of Counseling Students in the Mastery Range
39 (8%) Number of Counseling Students in the Average Range
14 (3%) Number of Counseling Students in the Below Average Range
10 (2%) Number of Counseling Students in the No Understanding Range
466 Out of 490 (95%) Counseling Students in the Exceptional to Average Range

Year: 2013-2014
267 Total Number of Completers
111 (42%) Number of Counseling Students in the Exceptional Range
116 (44%) Number of Counseling Students in the Mastery Range
20 (7%) Number of Counseling Students in the Average Range
11 (4%) Number of Counseling Students in the Below Average Range
9 (3%) Number of Counseling Students in the No Understanding Range
247 Out of 267 (93%) Counseling Students in the Exceptional to Average Range

Year: 2012-2013

223 Total Number of Completers
119 (53%) Number of Counseling Students in the Exceptional Range
81 (36%) Number of Counseling Students in the Mastery Range
19 (9%) Number of Counseling Students in the Average Range
3 (1%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
219 Out of 223 (98%) Counseling Students in the Exceptional to Average Range

Year: 2011-2012

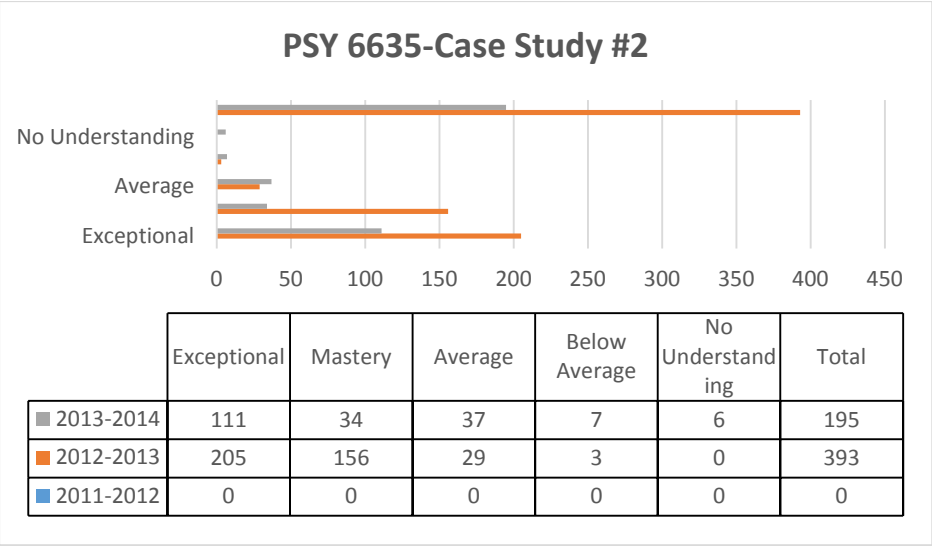
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Rehabilitation Counseling
PSY 6635 CASE STUDY #2
Three Year Data Cycle
SLO #4 Diversity

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	111	34	37	7	6	195
2012-2013	205	156	29	3	0	393
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
588 Total Number of Completers
316 (54%) Number of Counseling Students in the Exceptional Range
190 (32%) Number of Counseling Students in the Mastery Range
66 (11%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
572 Out of 588 (97%) Counseling Students in the Exceptional to Average Range

Year: 2013-2014
195 Total Number of Completers
111 (57%) Number of Counseling Students in the Exceptional Range
34 (17%) Number of Counseling Students in the Mastery Range
37 (19%) Number of Counseling Students in the Average Range
7 (4%) Number of Counseling Students in the Below Average Range
6 (3%) Number of Counseling Students in the No Understanding Range
182 Out of 195 (93%) Counseling Students in the Exceptional to Average Range

Year: 2012-2013

393 Total Number of Completers
205 (52%) Number of Counseling Students in the Exceptional Range
156 (40%) Number of Counseling Students in the Mastery Range
29 (7%) Number of Counseling Students in the Average Range
3 (1%) Number of Counseling Students in the Below Average Range
0 (0%) Number of Counseling Students in the No Understanding Range
390 Out of 393 (99%) Counseling Students in the Exceptional to Average Range

Year: 2011-2012

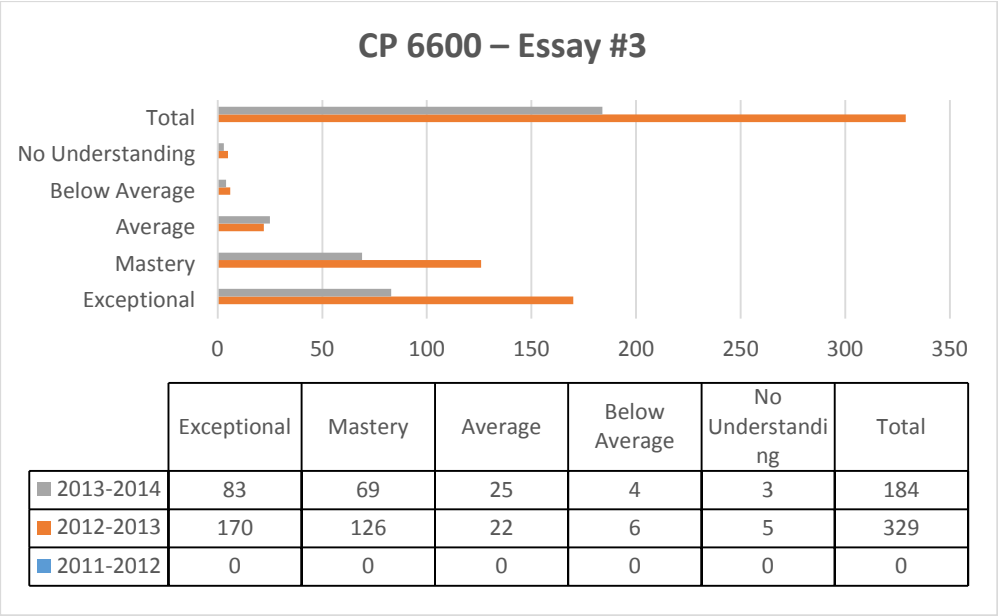
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Rehabilitation Counseling
CP 6600: ESSAY #3
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	83	69	25	4	3	184
2012-2013	170	126	22	6	5	329
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
513 Total Number of Completers
253 (49%) Number of Counseling Students in the Exceptional Range
195 (38%) Number of Counseling Students in the Mastery Range
47 (9%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
8 (1%) Number of Counseling Students in the No Understanding Range
505 Out of 513 (98%) Counseling Students in the Exceptional to Average Range

Year: 2013-2014
184 Total Number of Completers
83 (45%) Number of Counseling Students in the Exceptional Range
69 (38%) Number of Counseling Students in the Mastery Range
25 (14%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
181 Out of 184 (98%) Counseling Students in the Exceptional to Average Range

Year: 2012-2013

329 Total Number of Completers
170 (52%) Number of Counseling Students in the Exceptional Range
126 (38%) Number of Counseling Students in the Mastery Range
22 (7%) Number of Counseling Students in the Average Range
6 (2%) Number of Counseling Students in the Below Average Range
5 (1%) Number of Counseling Students in the No Understanding Range
324 Out of 329 (99%) Counseling Students in the Exceptional to Average Range

Year: 2011-2012

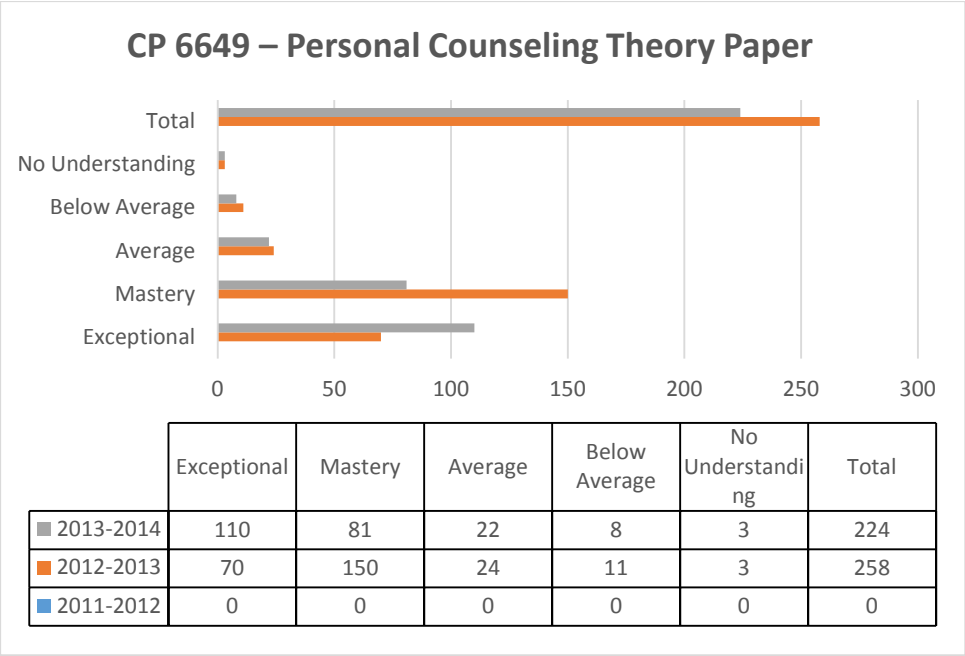
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Rehabilitation Counseling
CP 6649: PERSONAL COUNSELING THEORY PAPER
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	110	81	22	8	3	224
2012-2013	70	150	24	11	3	258
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
482 Total Number of Completers
180 (37%) Number of Counseling Students in the Exceptional Range
231 (48%) Number of Counseling Students in the Mastery Range
46 (10%) Number of Counseling Students in the Average Range
19 (4%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
457 Out of 482 (95%) Counseling Students in the Exceptional to Average Range

Year: 2013-2014
224 Total Number of Completers
110 (49%) Number of Counseling Students in the Exceptional Range
81 (36%) Number of Counseling Students in the Mastery Range
22 (10%) Number of Counseling Students in the Average Range
8 (4%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
213 Out of 224 (95%) Counseling Students in the Exceptional to Average Range

Year: 2012-2013

258 Total Number of Completers
70 (27%) Number of Counseling Students in the Exceptional Range
150 (58%) Number of Counseling Students in the Mastery Range
24 (9%) Number of Counseling Students in the Average Range
11 (4%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
244 Out of 258 (95%) Counseling Students in the Exceptional to Average Range

Year: 2011-2012

0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

School Counseling, MS

NARRATIVE SUMMARY

GUIDE

MS

SCHOOL COUNSELING

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

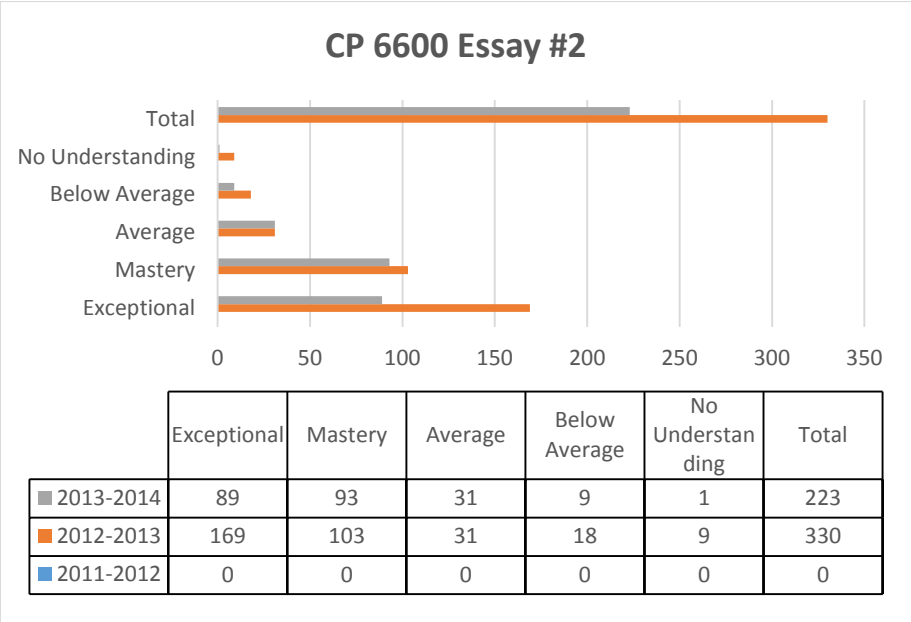
The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Graduate: MS School Counseling
CP 6600 Essay #2
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	89	93	31	9	1	223
2012-2013	169	103	31	18	9	330
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
MS School Counseling CP 6600 Essay #2
553 Total Number of Completers
258 (47%) Number of Education students in the Exceptional range
196 (35%) Number of Education students in the Mastery range
62 (11%) Number of Education students in the Average range
27 (5%) Number of Education students in the Below Average range
10 (2%) Number of Education students in the No Understanding range
516 Out of 553 (93%) Number of Education students in the Exceptional to Average range

Year: 2013-2014
MS School Counseling CP 6600 Essay #2
223 Total Number of Completers
89 (40%) Number of Education students in the Exceptional range
93 (42%) Number of Education students in the Mastery range
31 (13%) Number of Education students in the Average range
9 (4%) Number of Education students in the Below Average range
1 (1%) Number of Education students in the No Understanding range
213 Out of 223 (95%) Number of Education students in the Exceptional to Average range

Year: 2012-2013

MS School Counseling CP 6600 Essay #2

330 Total Number of Completers

169 (51%) Number of Education students in the Exceptional range

103 (31%) Number of Education students in the Mastery range

31 (9%) Number of Education students in the Average range

18 (6%) Number of Education students in the Below Average range

9 (3%) Number of Education students in the No Understanding range

303 Out of 330 (92%) Number of Education students in the Exceptional to Average range

Year: 2011-2012

MS School Counseling CP 6600 Essay #2

0 Total Number of Completers

0 Number of Education students in the Exceptional range

0 Number of Education students in the Mastery range

0 Number of Education students in the Average range

0 Number of Education students in the Below Average range

0 Number of Education students in the No Understanding range

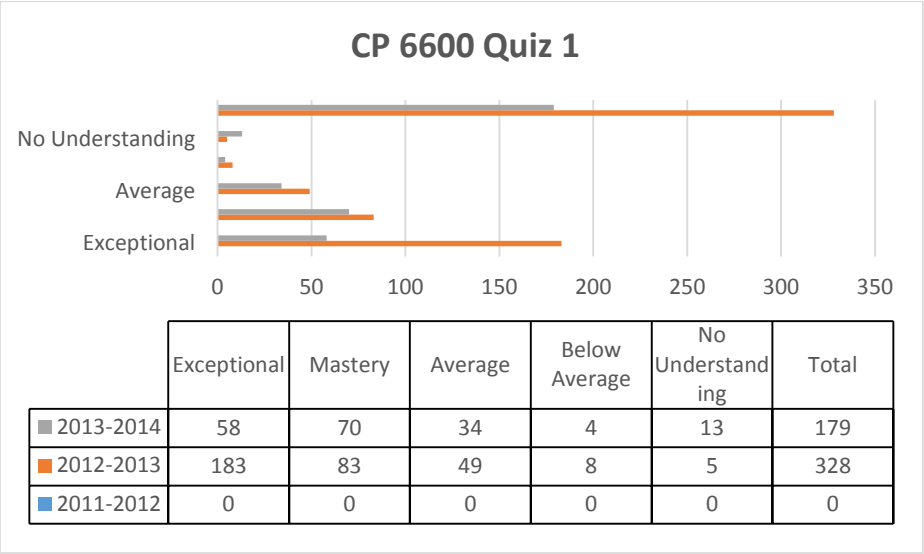
0 Number of Education students in the Exceptional to Average range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS School Counseling
CP 6600-QUIZ #1
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	58	70	34	4	13	179
2012-2013	183	83	49	8	5	328
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
MS School Counseling CP 6600-QUIZ #1
507 Total Number of Completers
241 (48%) Number of Education students in the Exceptional range
153 (30%) Number of Education students in the Mastery range
83 (16%) Number of Education students in the Average range
12 (2%) Number of Education students in the Below Average range
18 (4%) Number of Education students in the No Understanding range
477 Out of 507 (94%) Number of Education students in the Exceptional to Average range

Year: 2013-2014
MS School Counseling CP 6600-QUIZ #1
179 Total Number of Completers
58 (32%) Number of Education students in the Exceptional range
70 (39%) Number of Education students in the Mastery range
34 (19%) Number of Education students in the Average range
4 (2%) Number of Education students in the Below Average range
13 (7%) Number of Education students in the No Understanding range
162 Out of 179 (91%) Number of Education students in the Exceptional to Average range

Year: 2012-2013

MS School Counseling CP 6600-QUIZ #1
328 Total Number of Completers
183 (58%) Number of Education students in the Exceptional range
83 (25%) Number of Education students in the Mastery range
49 (15%) Number of Education students in the Average range
8 (2%) Number of Education students in the Below Average range
5 (1%) Number of Education students in the No Understanding range
315 Out of 328 (96%) Education students in the Exceptional to Average range

Year: 2011-2012

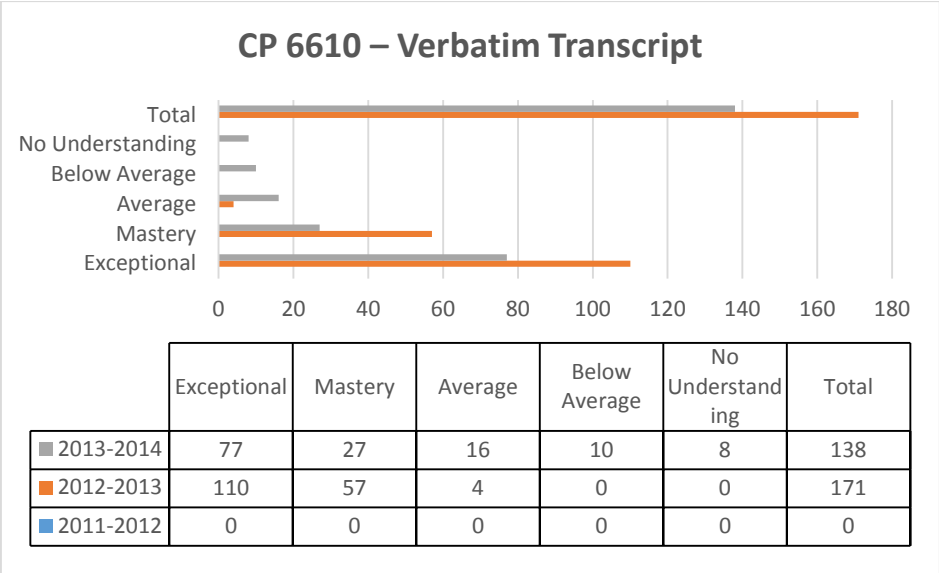
MS School Counseling CP 6600-QUIZ #1
0 Total Number of Completers
0 Number of Education students in the Exceptional range
0 Number of Education students in the Mastery range
0 Number of Education students in the Average range
0 Number of Education students in the Below Average range
0 Number of Education students in the No Understanding range
0 Number of Education students in the Exceptional to Average range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS School Counseling
CP 6610-Verbatim Transcript
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	77	27	16	10	8	138
2012-2013	110	57	4	0	0	171
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
MS School Counseling CP 6610-Verbatim Transcript
309 Total Number of Completers
187 (61%) Number of Education students in the Exceptional range
84 (27%) Number of Education students in the Mastery range
20 (7%) Number of Education students in the Average range
10 (3%) Number of Education students in the Below Average range
8 (2%) Number of Education students in the No Understanding range
291 Out of 309 (94%) Number of Education students in the Exceptional to Average range

Year: 2013-2014
MS School Counseling CP 6610-Verbatim Transcript
138 Total Number of Completers
77 (56%) Number of Education students in the Exceptional range
27 (20%) Number of Education students in the Mastery range
16 (12%) Number of Education students in the Average range
10 (7%) Number of Education students in the Below Average range
8 (6%) Number of Education students in the No Understanding range
120 Out of 138 (87%) Number of Education students in the Exceptional to Average range

Year: 2012-2013

MS School Counseling CP 6610-Verbatim Transcript
171 Total Number of Completers
110 (64%) Number of Education students in the Exceptional range
57 (33%) Number of Education students in the Mastery range
4 (2%) Number of Education students in the Average range
0 Number of Education students in the Below Average range
0 Number of Education students in the No Understanding range
171 Out of 171(100%) Number of Education students in the Exceptional to Average range

Year: 2011-2012

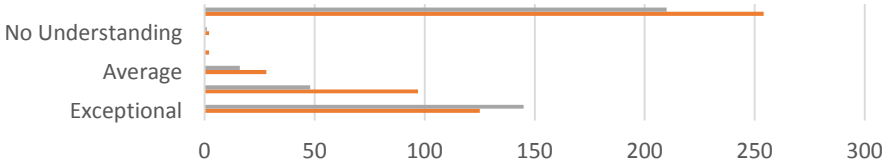
MS School Counseling CP 6610-Verbatim Transcript
0 Total Number of Completers
0 Number of Education students in the Exceptional range
0 Number of Education students in the Mastery range
0 Number of Education students in the Average range
0 Number of Education students in the Below Average range
0 Number of Education students in the No Understanding range
0 Number of Education students in the Exceptional to Average range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS School Counseling
PSY 6645-CLINICAL EVALUATION REPORT
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	145	48	16	0	1	210
2012-2013	125	97	28	2	2	254
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
MS School Counseling PSY 6645-CLINICAL EVALUATION REPORT
Total Number of Completers
464 Number of Education students in the Exceptional range
270 (57%) Number of Education students in the Mastery range
145 (31%) Number of Education students in the Average range
2 (1%) Number of Education students in the Below Average range
3 (2%) Number of Education students in the No Understanding range
420 Out of 464 (88%) Number of Education students in the Exceptional to Average range

Year: 2013-2014
MS School Counseling PSY 6645-CLINICAL EVALUATION REPORT
210 Total Number of Completers
145 (69%) Number of Education students in the Exceptional range
48 (23%) Number of Education students in the Mastery range
16 (7%) Number of Education students in the Average range
0 (0%) Number of Education students in the Below Average range
1 (1%) Number of Education students in the No Understanding range
209 Out of 210 (99%) Number of Education students in the Exceptional to Average range

Year: 2012-2013

MS School Counseling PSY 6645-CLINICAL EVALUATION REPORT

254 Total Number of Completers

125 (49%) Number of Education students in the Exceptional range

97 (38%) Number of Education students in the Mastery range

28 (11%) Number of Education students in the Average range

2 (1%) Number of Education students in the Below Average range

2 (1%) Number of Education students in the No Understanding range

250 Out of 254 (98%) Number of Education students in the Exceptional to Average range

Year: 2011-2012

MS School Counseling PSY 6645-CLINICAL EVALUATION REPORT

0 Total Number of Completers

0 Number of Education students in the Exceptional range

0 Number of Education students in the Mastery range

0 Number of Education students in the Average range

0 Number of Education students in the Below Average range

0 Number of Education students in the No Understanding range

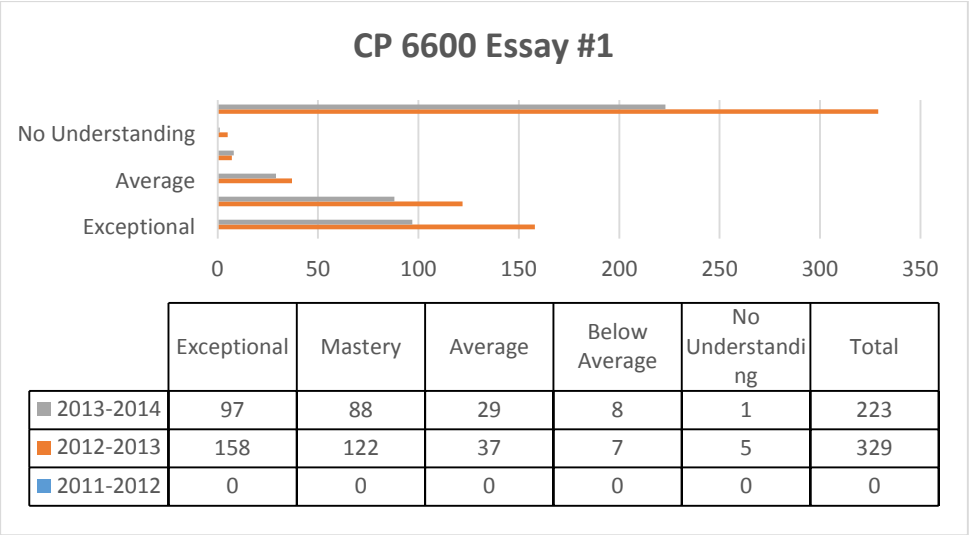
0 Number of Education students in the Exceptional to Average range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS School Counseling
CP 6600-ESSAY #1
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	97	88	29	8	1	223
2012-2013	158	122	37	7	5	329
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
MS School Counseling CP 6600-ESSAY #1
552 Total Number of Completers
255 (46%) Number of Education students in the Exceptional range
210 (38%) Number of Education students in the Mastery range
66 (12%) Number of Education students in the Average range
15 (3%) Number of Education students in the Below Average range
6 (1%) Number of Education students in the No Understanding range
531 Out of 552 (96%) Number of Education students in the Exceptional to Average range

Year: 2013-2014
MS School Counseling CP 6600-ESSAY #1
223 Total Number of Completers
97 (44%) Number of Education students in the Exceptional range
88 (39%) Number of Education students in the Mastery range
29 (13%) Number of Education students in the Average range
8 (3%) Number of Education students in the Below Average range
1 (1%) Number of Education students in the No Understanding range
214 Out of 223 (96%) Number of Education students in the Exceptional to Average range

Year: 2012-2013

MS School Counseling CP 6600-ESSAY #1

329 Total Number of Completers

158 (48%) Number of Education students in the Exceptional range

122 (37%) Number of Education students in the Mastery range

37 (11%) Number of Education students in the Average range

7 (2%) Number of Education students in the Below Average range

5 (5%) Number of Education students in the No Understanding range

317 Out of 329 (96%) Number of Education students in the Exceptional to Average range

Year: 2011-2012

MS School Counseling CP 6600-ESSAY #1

0 Total Number of Completers

0 Number of Education students in the Exceptional range

0 Number of Education students in the Mastery range

0 Number of Education students in the Average range

0 Number of Education students in the Below Average range

0 Number of Education students in the No Understanding range

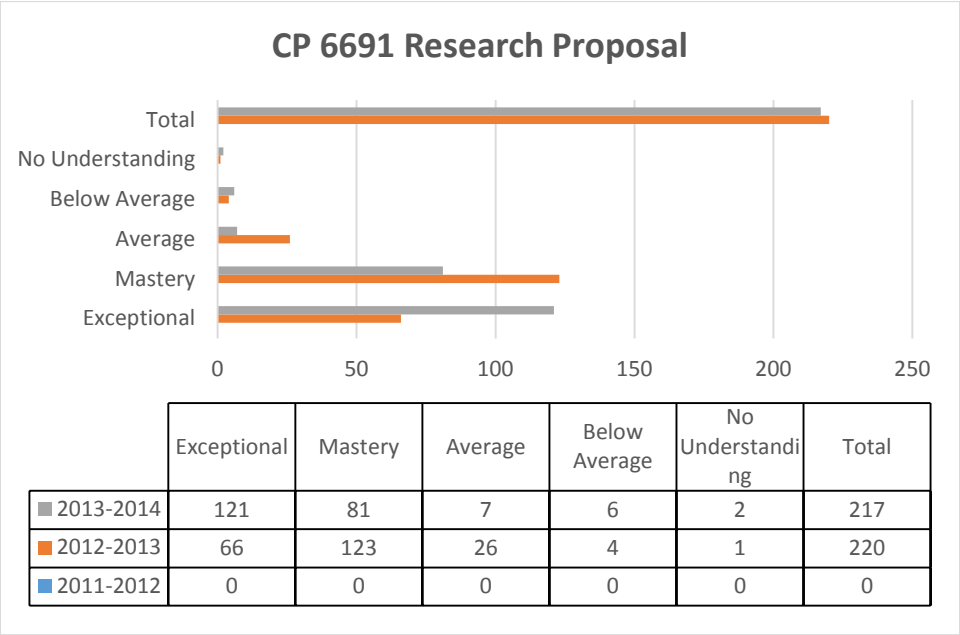
0 Number of Education students in the Exceptional to Average range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS School Counseling
CP 6691 RESEARCH PROPOSAL
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	121	81	7	6	2	217
2012-2013	66	123	26	4	1	220
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
MS School Counseling CP 6691 RESEARCH PROPOSAL
437 Total Number of Completers
187 (43%) Number of Education students in the Exceptional range
204 (46%) Number of Education students in the Mastery range
33 (7%) Number of Education students in the Average range
10 (3%) Number of Education students in the Below Average range
3 (1%) Number of Education students in the No Understanding range
424 Out of 437 (97%) Number of Education students in the Exceptional to Average range

Year: 2013-2014
MS School Counseling CP 6691 RESEARCH PROPOSAL
217 Total Number of Completers
121 (56%) Number of Education students in the Exceptional range
81 (37%) Number of Education students in the Mastery range
7 (3%) Number of Education students in the Average range
6 (2%) Number of Education students in the Below Average range
2 (1%) Number of Education students in the No Understanding range
209 Out of 217 (96%) Number of Education students in the Exceptional to Average range

Year: 2012-2013

MS School Counseling CP 6691 RESEARCH PROPOSAL
220 Total Number of Completers
66 (30%) Number of Education students in the Exceptional range
123 (55%) Number of Education students in the Mastery range
26 (12%) Number of Education students in the Average range
4 (2%) Number of Education students in the Below Average range
1 (1%) Number of Education students in the No Understanding range
215 Out of 220 (98%) Number of Education students in the Exceptional to Average range

Year: 2011-2012

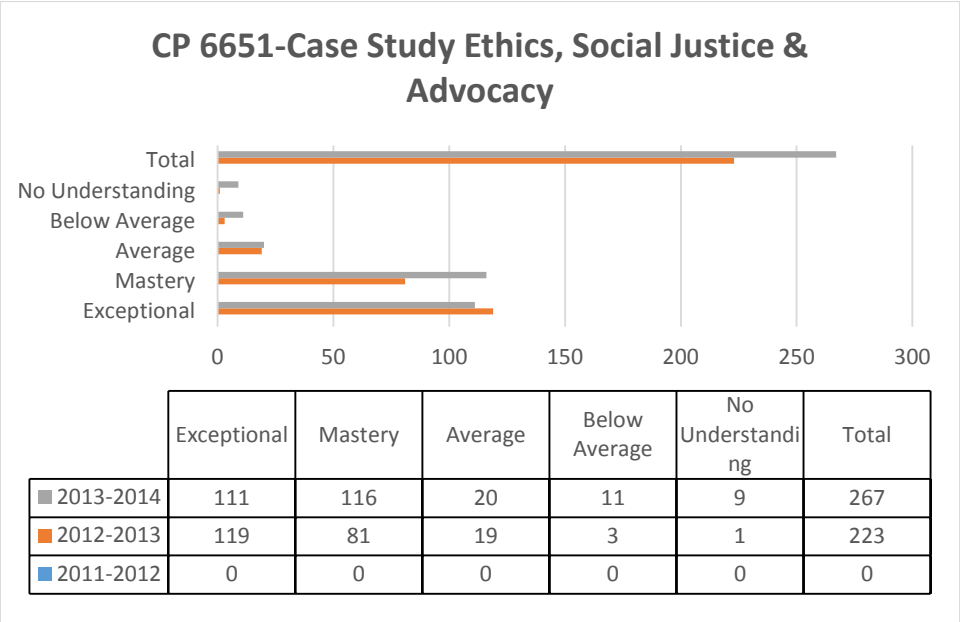
MS School Counseling CP 6691 RESEARCH PROPOSAL
0 Total Number of Completers
0 Number of Education students in the Exceptional range
0 Number of Education students in the Mastery range
0 Number of Education students in the Average range
0 Number of Education students in the Below Average range
0 Number of Education students in the No Understanding range
0 Number of Education students in the Exceptional to Average range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS School Counseling
CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
Three Year Data Cycle
SLO #4 Diversity

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	111	116	20	11	9	267
2012-2013	119	81	19	3	1	223
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
490 Total Number of Completers
230 (47%) Number of Education students in the Exceptional range
197 (40%) Number of Education students in the Mastery range
39 (8%) Number of Education students in the Average range
14 (3%) Number of Education students in the Below Average range
10 (2%) Number of Education students in the No Understanding range
466 Out of 490 (95%) Number of Education students in the Exceptional to Average range

Year: 2013-2014
CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
267 Total Number of Completers
111 (42%) Number of Education students in the Exceptional range
116 (44%) Number of Education students in the Mastery range
20 (8%) Number of Education students in the Average range
11 (4%) Number of Education students in the Below Average range
9 (3%) Number of Education students in the No Understanding range
247 Out of 267 (93%) Number of Education students in the Exceptional to Average range

Year: 2012-2013

CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
223 Total Number of Completers
119 (53%) Number of Education students in the Exceptional range
81 (36%) Number of Education students in the Mastery range
19 (8%) Number of Education students in the Average range
3 (2%) Number of Education students in the Below Average range
1 (1%) Number of Education students in the No Understanding range
219 Out of 223 (97%) Number of Education students in the Exceptional to Average range

Year: 2011-2012

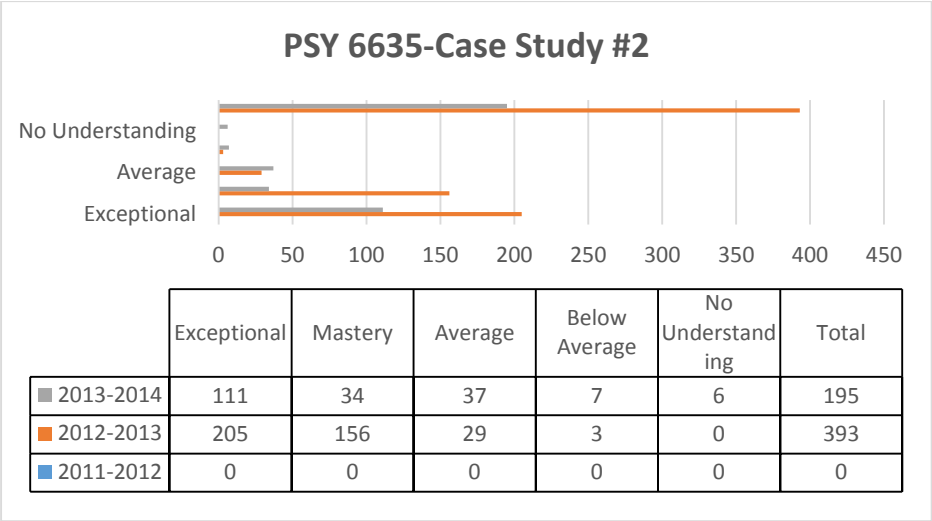
CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
0 Total Number of Completers
0 Number of Education students in the Exceptional range
0 Number of Education students in the Mastery range
0 Number of Education students in the Average range
0 Number of Education students in the Below Average range
0 Number of Education students in the No Understanding range
0 Number of Education students in the Exceptional to Average range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS School Counseling
PSY 6635 CASE STUDY #2
Three Year Data Cycle
SLO #4 Diversity

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	111	34	37	7	6	195
2012-2013	205	156	29	3	0	393
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
MS School Counseling PSY 6635 CASE STUDY #2
588 Total Number of Completers
316 (54%) Number of Education students in the Exceptional range
190 (32%) Number of Education students in the Mastery range
66 (11%) Number of Education students in the Average range
10 (2%) Number of Education students in the Below Average range
6 (1%) Number of Education students in the No Understanding range
572 Out of 588 (97%) Number of Education students in the Exceptional to Average range

Year: 2013-2014
MS School Counseling PSY 6635 CASE STUDY #2
195 Total Number of Completers
111 (57%) Number of Education students in the Exceptional range
34 (17%) Number of Education students in the Mastery range
37 (19%) Number of Education students in the Average range
7 (4%) Number of Education students in the Below Average range
6 (3%) Number of Education students in the No Understanding range
182 Out of 195 (93%) Number of Education students in the Exceptional to Average range

Year: 2012-2013

MS School Counseling PSY 6635 CASE STUDY #2

393 Total Number of Completers

205 (52%) Number of Education students in the Exceptional range

156 (40%) Number of Education students in the Mastery range

29 (7%) Number of Education students in the Average range

3 (1%) Number of Education students in the Below Average range

0 (0%) Number of Education students in the No Understanding range

390 Out of 393 (99%) Number of Education students in the Exceptional to Average range

Year: 2011-2012

MS School Counseling PSY 6635 CASE STUDY #2

0 Total Number of Completers

0 Number of Education students in the Exceptional range

0 Number of Education students in the Mastery range

0 Number of Education students in the Average range

0 Number of Education students in the Below Average range

0 Number of Education students in the No Understanding range

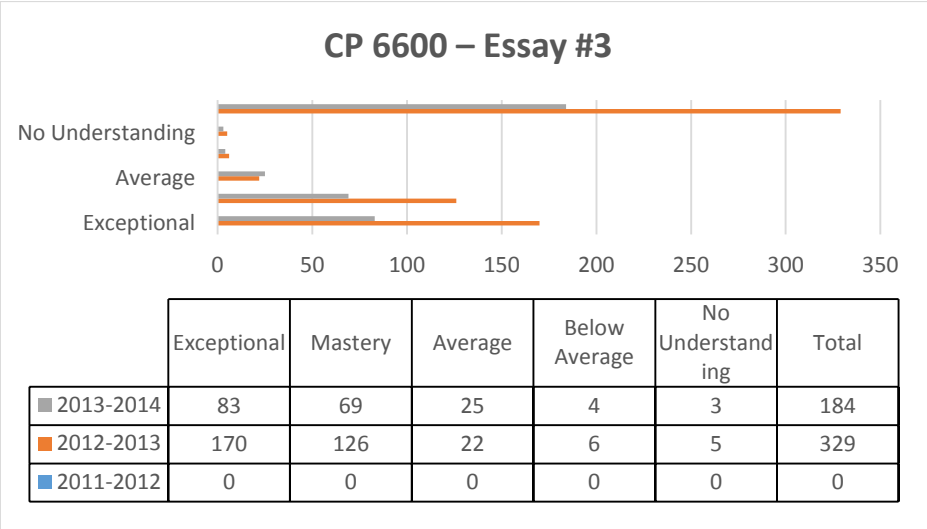
0 Number of Education students in the Exceptional to Average range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS School Counseling
CP 6600: ESSAY #3
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	83	69	25	4	3	184
2012-2013	170	126	22	6	5	329
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
MS School Counseling CP 6600: ESSAY #3
513 Total Number of Completers
253 (49%) Number of Education students in the Exceptional range
195 (38%) Number of Education students in the Mastery range
47 (9%) Number of Education students in the Average range
10 (2%) Number of Education students in the Below Average range
8 (1%) Number of Education students in the No Understanding range
495 Out of 513 (97%) Number of Education students in the Exceptional to Average range

Year: 2013-2014
MS School Counseling CP 6600: ESSAY #3
184 Total Number of Completers
83 (45%) Number of Education students in the Exceptional range
69 (38%) Number of Education students in the Mastery range
25 (14%) Number of Education students in the Average range
4 (2%) Number of Education students in the Below Average range
3 (1%) Number of Education students in the No Understanding range
177 Out of 184 (96%) Number of Education students in the Exceptional to Average range

Year: 2012-2013

MS School Counseling CP 6600: ESSAY #3

329 Total Number of Completers

170 (52%) Number of Education students in the Exceptional range

126 (38%) Number of Education students in the Mastery range

22 (8%) Number of Education students in the Average range

6 (2%) Number of Education students in the Below Average range

5 (1%) Number of Education students in the No Understanding range

318 Out of 329 (97%) Number of Education students in the Exceptional to Average range

Year: 2011-2012

MS School Counseling CP 6600: ESSAY #3

0 Total Number of Completers

0 Number of Education students in the Exceptional range

0 Number of Education students in the Mastery range

0 Number of Education students in the Average range

0 Number of Education students in the Below Average range

0 Number of Education students in the No Understanding range

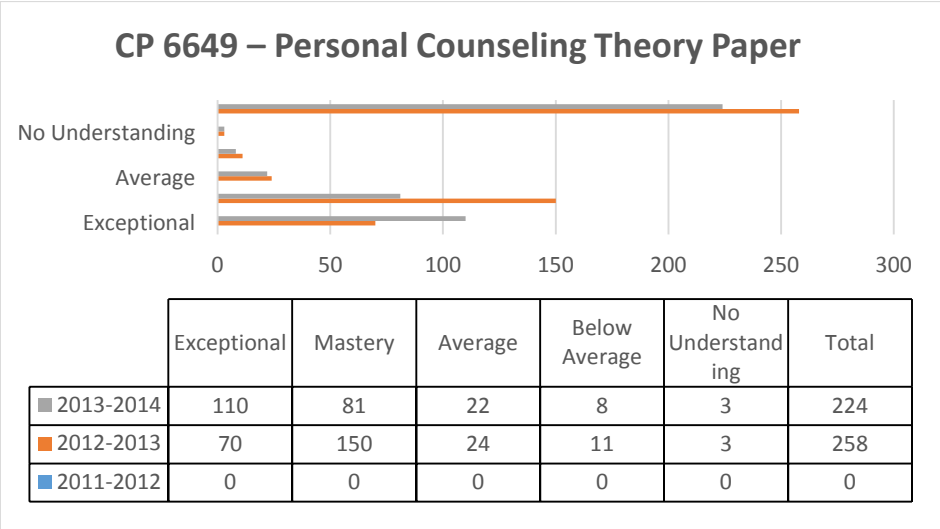
0 Number of Education students in the Exceptional to Average range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS School Counseling
CP 6649: PERSONAL COUNSELING THEORY PAPER
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	110	81	22	8	3	224
2012-2013	70	150	24	11	3	258
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
MS School Counseling CP 6649: PERSONAL COUNSELING THEORY PAPER
482 Total Number of Completers
180 (37%) Number of Education students in the Exceptional range
231 (48%) Number of Education students in the Mastery range
46 (10%) Number of Education students in the Average range
19 (4%) Number of Education students in the Below Average range
6 (1%) Number of Education students in the No Understanding range
457 Out of 482 (95%) Number of Education students in the Exceptional to Average range

Year: 2013-2014
MS School Counseling CP 6649: PERSONAL COUNSELING THEORY PAPER
224 Total Number of Completers
110 (49%) Number of Education students in the Exceptional range
81 (36%) Number of Education students in the Mastery range
22 (10%) Number of Education students in the Average range
8 (4%) Number of Education students in the Below Average range
3 (1%) Number of Education students in the No Understanding range
213 Out of 224 (95%) Number of Education students in the Exceptional to Average range

Year: 2012-2013

MS School Counseling CP 6649: PERSONAL COUNSELING THEORY PAPER
258 Total Number of Completers
70 (27%) Number of Education students in the Exceptional range
150 (58%) Number of Education students in the Mastery range
24 (9%) Number of Education students in the Average range
11 (4%) Number of Education students in the Below Average range
3 (1%) Number of Education students in the No Understanding range
244 Out of 258 (95%) Number of Education students in the Exceptional to Average range

Year: 2011-2012

MS School Counseling CP 6649: PERSONAL COUNSELING THEORY PAPER
0 Total Number of Completers
0 Number of Education students in the Exceptional range
0 Number of Education students in the Mastery range
0 Number of Education students in the Average range
0 Number of Education students in the Below Average range
0 Number of Education students in the No Understanding range
0 Number of Education students in the Exceptional to Average range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

School Counseling, EdS

No Data Available

NARRATIVE SUMMARY

GUIDE

Ed S

SCHOOL COUNSELING

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

School Psychology, EdS

No Data Available

NARRATIVE SUMMARY

GUIDE

Ed S

SCHOOL PSYCHOLOGY

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

School Psychometry, MS

No Data Available

NARRATIVE SUMMARY

GUIDE

MS

SCHOOL PSYCHOMETRY

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Social Service Counseling, MSCP

NARRATIVE SUMMARY

GUIDE

MSCP

SOCIAL SERVICE COUNSELING

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

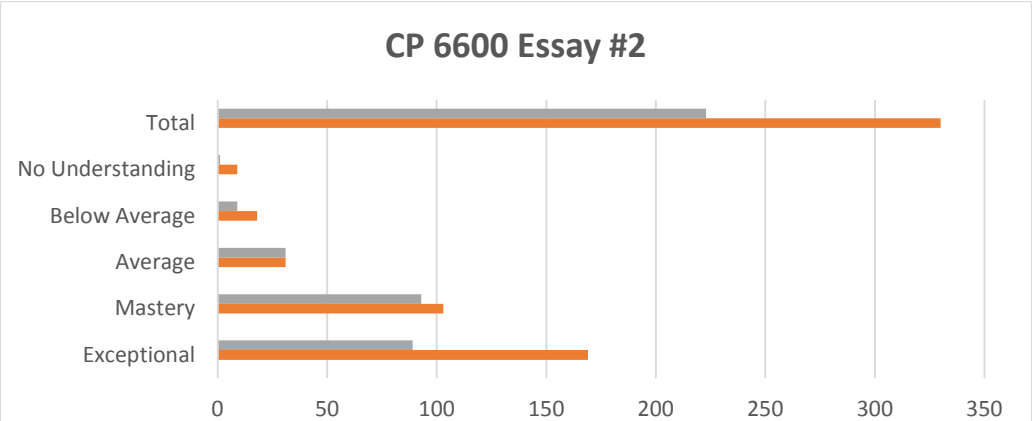
The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Graduate: MS Social Service Counseling
CP 6600 Essay #2
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	89	93	31	9	1	223
2012-2013	169	103	31	18	9	330
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
553 Total Number of Completers
258 (47%) Number of Counseling Students in the Exceptional Range
196 (35%) Number of Counseling Students in the Mastery Range
62 (11%) Number of Counseling Students in the Average Range
27 (5%) Number of Counseling Students in the Below Average Range
10 (2%) Number of Counseling Students in the No Understanding Range
516 Out of 553 (93%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
223 Total Number of Completers
89 (40%) Number of Counseling Students in the Exceptional Range
93 (42%) Number of Counseling Students in the Mastery Range
31 (14%) Number of Counseling Students in the Average Range
9 (3%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
213 Out of 223 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

330 Total Number of Completers
169 (51%) Number of Counseling Students in the Exceptional Range
103 (31%) Number of Counseling Students in the Mastery Range
31 (9%) Number of Counseling Students in the Average Range
18 (6%) Number of Counseling Students in the Below Average Range
9 (3%) Number of Counseling Students in the No Understanding Range
303 Out of 330 (92%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

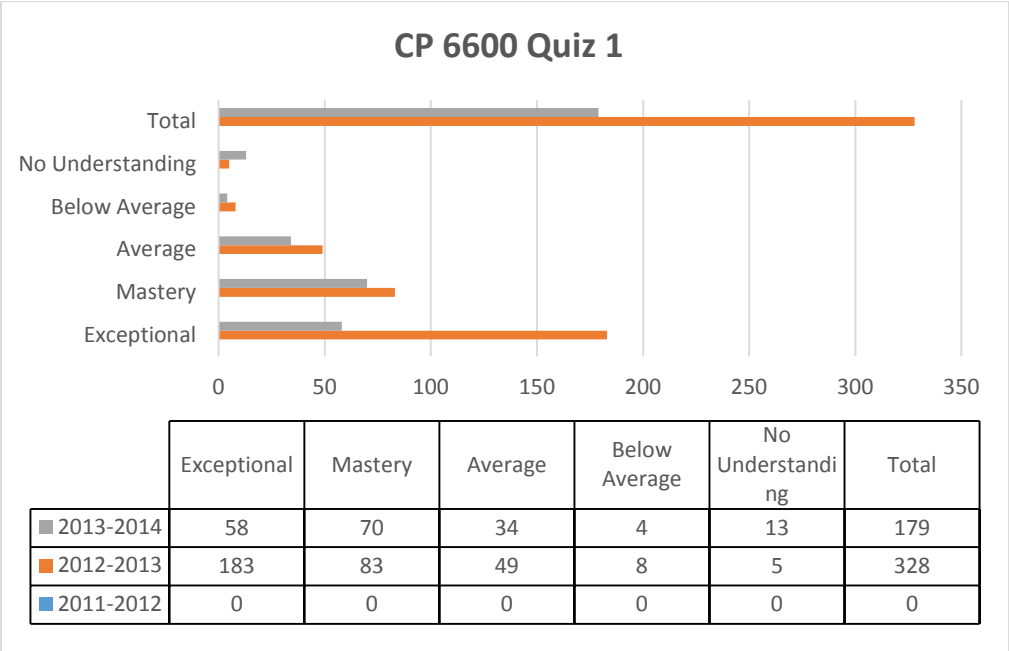
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Social Service Counseling
CP 6600-QUIZ #1
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	58	70	34	4	13	179
2012-2013	183	83	49	8	5	328
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
507 Total Number of Completers
241 (48%) Number of Counseling Students in the Exceptional Range
153 (30%) Number of Counseling Students in the Mastery Range
83 (16%) Number of Counseling Students in the Average Range
12 (2%) Number of Counseling Students in the Below Average Range
18 (4%) Number of Counseling Students in the No Understanding Range
477 Out of 507 (94%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
179 Total Number of Completers
58 (32%) Number of Counseling Students in the Exceptional Range
70 (39%) Number of Counseling Students in the Mastery Range
34 (19%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
13 (7%) Number of Counseling Students in the No Understanding Range
162 Out of 179 (91%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

328 Total Number of Completers
183 (56%) Number of Counseling Students in the Exceptional Range
83 (25%) Number of Counseling Students in the Mastery Range
49 (15%) Number of Counseling Students in the Average Range
8 (2%) Number of Counseling Students in the Below Average Range
5 (1%) Number of Counseling Students in the No Understanding Range
315 Out of 328 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

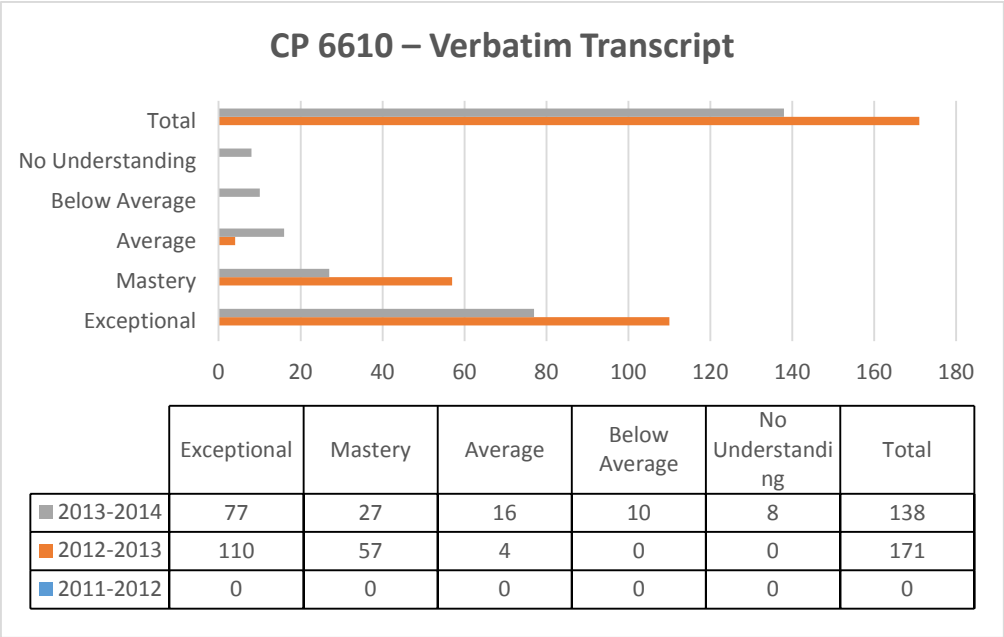
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Social Service Counseling
CP 6610-Verbatim Transcript
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	77	27	16	10	8	138
2012-2013	110	57	4	0	0	171
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
309 Total Number of Completers
187 (61%) Number of Counseling Students in the Exceptional Range
84 (27%) Number of Counseling Students in the Mastery Range
20 (7%) Number of Counseling Students in the Average Range
10 (3%) Number of Counseling Students in the Below Average Range
8 (2%) Number of Counseling Students in the No Understanding Range
291 Out of 309 (94%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
138 Total Number of Completers
77 (56%) Number of Counseling Students in the Exceptional Range
27 (20%) Number of Counseling Students in the Mastery Range
16 (12%) Number of Counseling Students in the Average Range
10 (7%) Number of Counseling Students in the Below Average Range
8 (6%) Number of Counseling Students in the No Understanding Range
120 Out of 138 (87%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

171 Total Number of Completers
110 (64%) Number of Counseling Students in the Exceptional Range
57 (33%) Number of Counseling Students in the Mastery Range
4 (2%) Number of Counseling Students in the Average Range
0 (0%) Number of Counseling Students in the Below Average Range
0 (0%) Number of Counseling Students in the No Understanding Range
171 Out of 171 (100%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

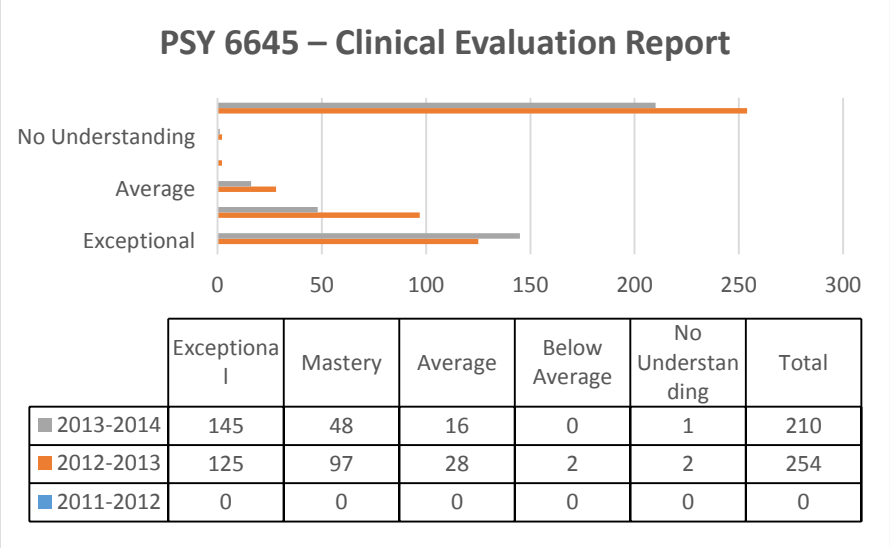
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Social Service Counseling
PSY 6645-CLINICAL EVALUATION REPORT
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	145	48	16	0	1	210
2012-2013	125	97	28	2	2	254
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
464 Total Number of Completers
270 (58%) Number of Counseling Students in the Exceptional Range
145 (30%) Number of Counseling Students in the Mastery Range
44 (9%) Number of Counseling Students in the Average Range
2 (1%) Number of Counseling Students in the Below Average Range
3 (2%) Number of Counseling Students in the No Understanding Range
459 Out of 464 Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
210 Total Number of Completers
145 (69%) Number of Counseling Students in the Exceptional Range
48 (22%) Number of Counseling Students in the Mastery Range
16 (8%) Number of Counseling Students in the Average Range
0 (0%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
209 Out of 210 (99%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

254 Total Number of Completers
125 (49%) Number of Counseling Students in the Exceptional Range
97 (38%) Number of Counseling Students in the Mastery Range
28 (10%) Number of Counseling Students in the Average Range
2 (1%) Number of Counseling Students in the Below Average Range
2 (1%) Number of Counseling Students in the No Understanding Range
250 Out of 254 (98%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

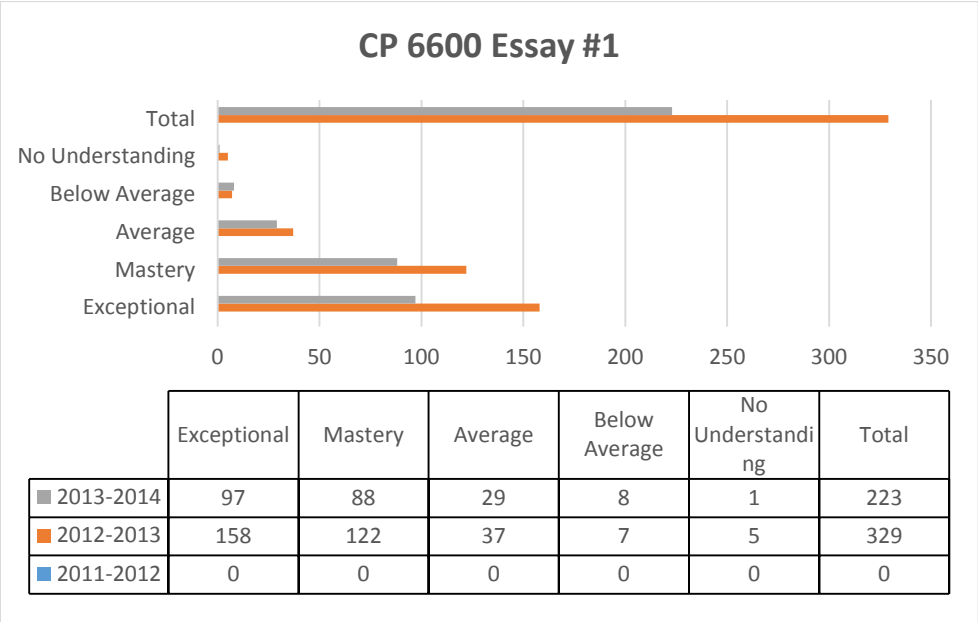
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Social Service Counseling
CP 6600-ESSAY #1
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	97	88	29	8	1	223
2012-2013	158	122	37	7	5	329
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
552 Total Number of Completers
255 (46%) Number of Counseling Students in the Exceptional Range
210 (38%) Number of Counseling Students in the Mastery Range
66 (12%) Number of Counseling Students in the Average Range
15 (3%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
531 Out of 552 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
223 Total Number of Completers
97 (44%) Number of Counseling Students in the Exceptional Range
88 (40%) Number of Counseling Students in the Mastery Range
29 (13%) Number of Counseling Students in the Average Range
8 (2%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
214 Out of 223 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

329 Total Number of Completers
158 (48%) Number of Counseling Students in the Exceptional Range
122 (37%) Number of Counseling Students in the Mastery Range
37 (11%) Number of Counseling Students in the Average Range
7 (2%) Number of Counseling Students in the Below Average Range
5 (1%) Number of Counseling Students in the No Understanding Range
317 Out of 329 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

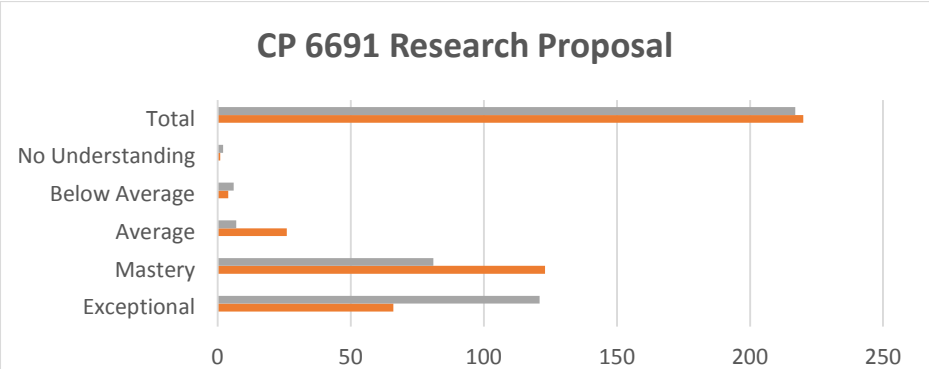
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Social Service Counseling
CP 6691 RESEARCH PROPOSAL
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	121	81	7	6	2	217
2012-2013	66	123	26	4	1	220
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:

437 Total Number of Completers
187 (43%) Number of Counseling Students in the Exceptional Range
204 (47%) Number of Counseling Students in the Mastery Range
33 (7%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
424 Out of 437 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014

217 Total Number of Completers
121 (56%) Number of Counseling Students in the Exceptional Range
81 (37%) Number of Counseling Students in the Mastery Range
7 (4%) Number of Counseling Students in the Average Range
6 (2%) Number of Counseling Students in the Below Average Range
2 (1%) Number of Counseling Students in the No Understanding Range
209 Out of 217 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

220 Total Number of Completers
66 (30%) Number of Counseling Students in the Exceptional Range
123 (56%) Number of Counseling Students in the Mastery Range
26 (11%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
215 Out of 220 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

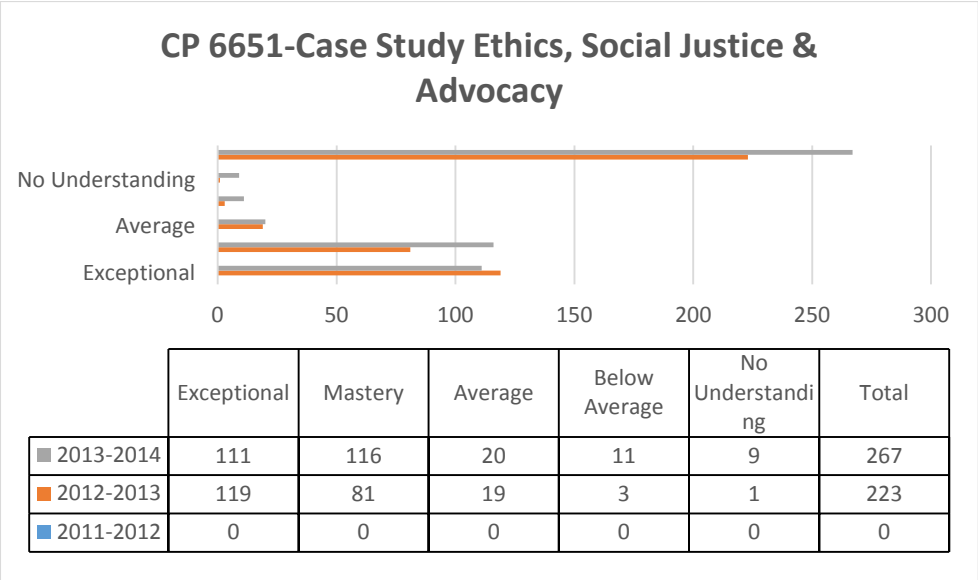
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Social Service Counseling
CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
Three Year Data Cycle
SLO #4 Diversity

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	111	116	20	11	9	267
2012-2013	119	81	19	3	1	223
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
490 Total Number of Completers
230 (47%) Number of Counseling Students in the Exceptional Range
197 (40%) Number of Counseling Students in the Mastery Range
39 (8%) Number of Counseling Students in the Average Range
14 (3%) Number of Counseling Students in the Below Average Range
10 (2%) Number of Counseling Students in the No Understanding Range
466 Out of 490 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
267 Total Number of Completers
111 (42%) Number of Counseling Students in the Exceptional Range
116 (44%) Number of Counseling Students in the Mastery Range
20 (8%) Number of Counseling Students in the Average Range
11 (4%) Number of Counseling Students in the Below Average Range
9 (3%) Number of Counseling Students in the No Understanding Range
247 Out of 267 (93%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

223 Total Number of Completers
119 (53%) Number of Counseling Students in the Exceptional Range
81 (36%) Number of Counseling Students in the Mastery Range
19 (8%) Number of Counseling Students in the Average Range
3 (2%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
219 Out of 223 (98%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

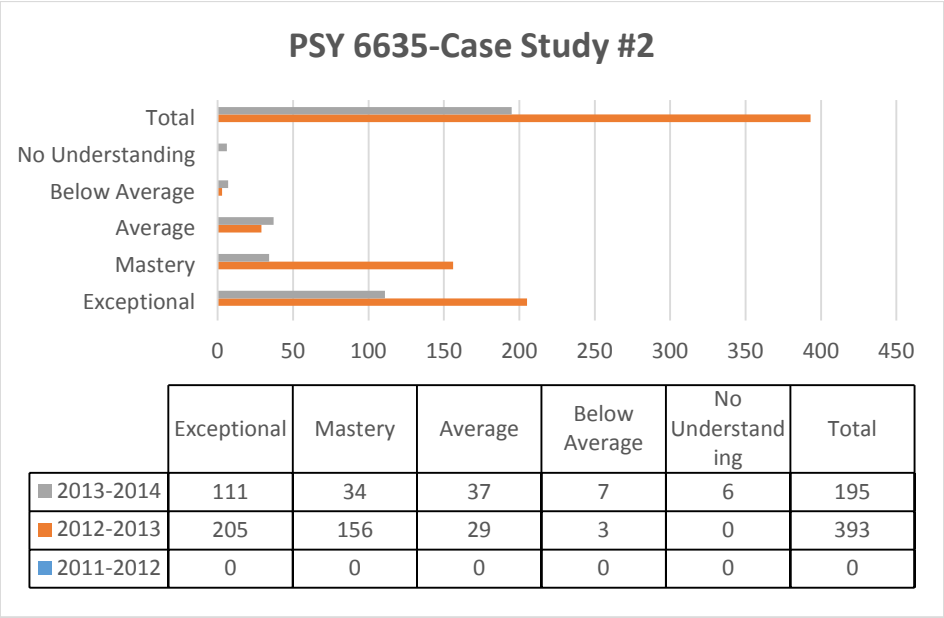
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Social Service Counseling
PSY 6635 CASE STUDY #2
Three Year Data Cycle
SLO #4 Diversity

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	111	34	37	7	6	195
2012-2013	205	156	29	3	0	393
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
588 Total Number of Completers
316 (54%) Number of Counseling Students in the Exceptional Range
19 (32%) Number of Counseling Students in the Mastery Range
66 (11%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
572 Out of 588 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
195 Total Number of Completers
111 (57%) Number of Counseling Students in the Exceptional Range
34 (17%) Number of Counseling Students in the Mastery Range
37 (19%) Number of Counseling Students in the Average Range
7 (4%) Number of Counseling Students in the Below Average Range
6 (3%) Number of Counseling Students in the No Understanding Range
182 Out of 195 (93%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

393 Total Number of Completers
205 (52%) Number of Counseling Students in the Exceptional Range
156 (40%) Number of Counseling Students in the Mastery Range
29 (7%) Number of Counseling Students in the Average Range
3 (1%) Number of Counseling Students in the Below Average Range
0 (0%) Number of Counseling Students in the No Understanding Range
390 Out of 393 (99%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

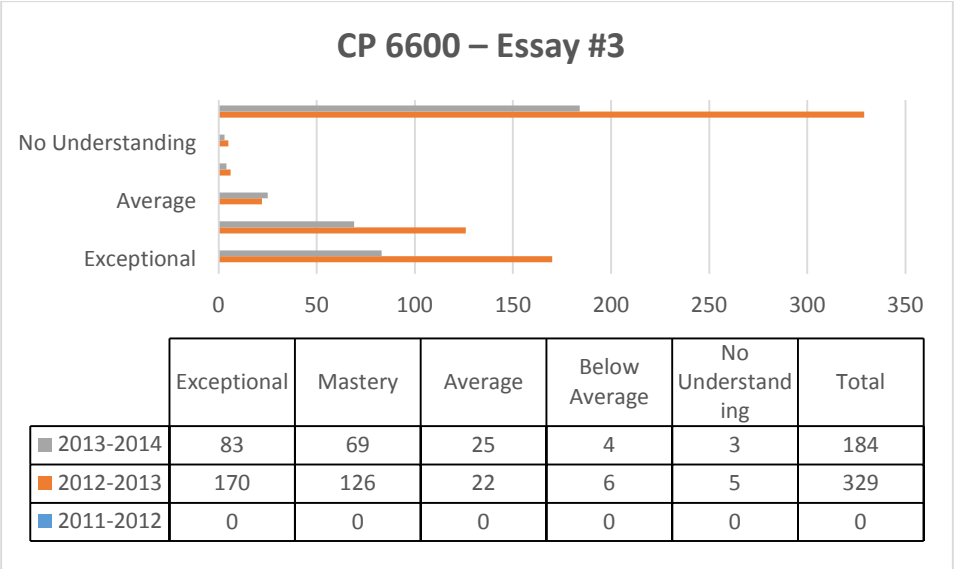
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Social Service Counseling
CP 6600: ESSAY #3
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	83	69	25	4	3	184
2012-2013	170	126	22	6	5	329
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
513 Total Number of Completers
253 (49%) Number of Counseling Students in the Exceptional Range
195 (38%) Number of Counseling Students in the Mastery Range
47 (9%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
8 (1%) Number of Counseling Students in the No Understanding Range
495 Out of 513 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
184 Total Number of Completers
83 (45%) Number of Counseling Students in the Exceptional Range
69 (38%) Number of Counseling Students in the Mastery Range
25 (14%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
177 Out of 184 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

329 Total Number of Completers
170 (52%) Number of Counseling Students in the Exceptional Range
126 (38%) Number of Counseling Students in the Mastery Range
22 (7%) Number of Counseling Students in the Average Range
6 (2%) Number of Counseling Students in the Below Average Range
5 (1%) Number of Counseling Students in the No Understanding Range
318 Out of 329 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

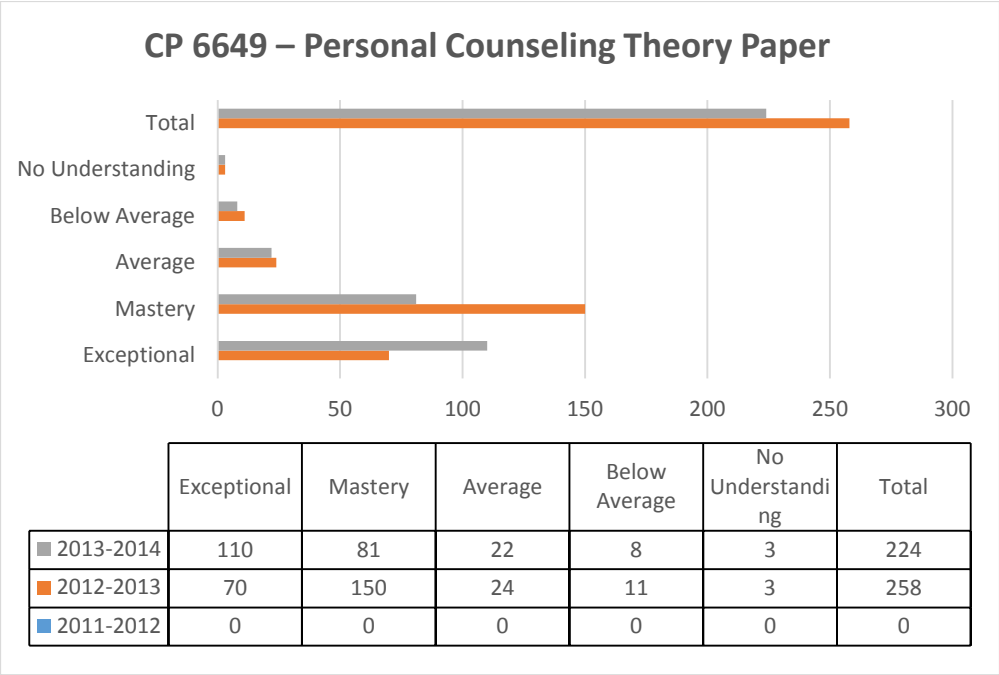
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Social Service Counseling
CP 6649: PERSONAL COUNSELING THEORY PAPER
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	110	81	22	8	3	224
2012-2013	70	150	24	11	3	258
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
482 Total Number of Completers
180 (37%) Number of Counseling Students in the Exceptional Range
231 (48%) Number of Counseling Students in the Mastery Range
46 (10%) Number of Counseling Students in the Average Range
19 (4%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
457 Out of 482 (95%) Counseling Students in the Exceptional to Average Range

Year: 2013-2014
224 Total Number of Completers
110 (49%) Number of Counseling Students in the Exceptional Range
81 (36%) Number of Counseling Students in the Mastery Range
22 (10%) Number of Counseling Students in the Average Range
8 (4%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
213 Out of 224 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

258 Total Number of Completers
70 (27%) Number of Counseling Students in the Exceptional Range
150 (58%) Number of Counseling Students in the Mastery Range
24 (9%) Number of Counseling Students in the Average Range
11 (4%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
244 Out of 258 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Student Affairs Counseling, MSCP

NARRATIVE SUMMARY

GUIDE

MSCP

STUDENT AFFAIRS COUNSELING

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

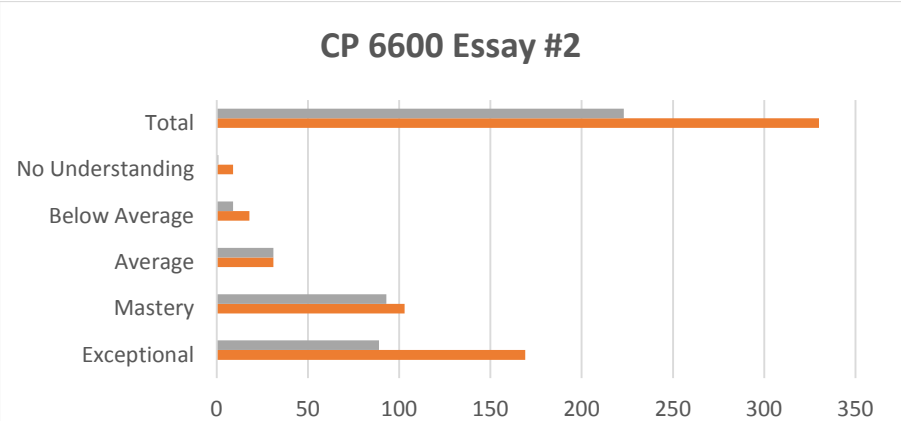
The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Graduate: MS Student Affairs Counseling
CP 6600 Essay #2
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	89	93	31	9	1	223
2012-2013	169	103	31	18	9	330
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
553 Total Number of Completers
258 (47%) Number of Counseling Students in the Exceptional Range
196 (35%) Number of Counseling Students in the Mastery Range
62 (11%) Number of Counseling Students in the Average Range
27 (5%) Number of Counseling Students in the Below Average Range
10 (2%) Number of Counseling Students in the No Understanding Range
516 Out of 553 (93%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
223 Total Number of Completers
89 (40%) Number of Counseling Students in the Exceptional Range
93 (41%) Number of Counseling Students in the Mastery Range
31 (15%) Number of Counseling Students in the Average Range
9 (3%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
213 Out of 223 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

330 Total Number of Completers
169 (51%) Number of Counseling Students in the Exceptional Range
103 (31%) Number of Counseling Students in the Mastery Range
31 (10%) Number of Counseling Students in the Average Range
18 (5%) Number of Counseling Students in the Below Average Range
9 (3%) Number of Counseling Students in the No Understanding Range
303 Out of 330 (92%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

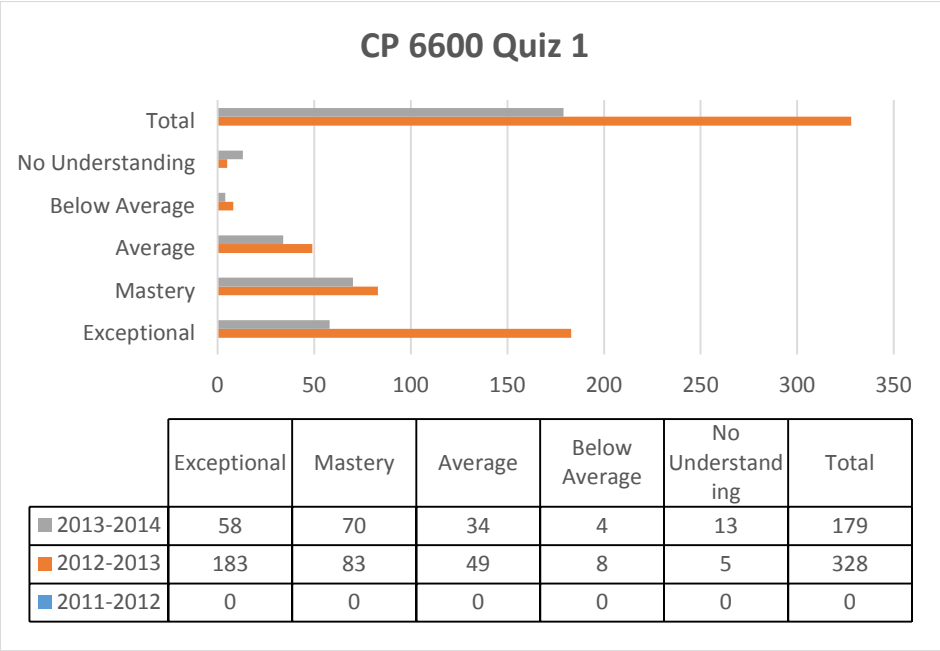
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Student Affairs Counseling
CP 6600-QUIZ #1
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	58	70	34	4	13	179
2012-2013	183	83	49	8	5	328
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
507 Total Number of Completers
241 (48%) Number of Counseling Students in the Exceptional Range
153 (30%) Number of Counseling Students in the Mastery Range
83 (16%) Number of Counseling Students in the Average Range
12 (2%) Number of Counseling Students in the Below Average Range
18 (4%) Number of Counseling Students in the No Understanding Range
477 Out of 507 (94%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
179 Total Number of Completers
58 (32%) Number of Counseling Students in the Exceptional Range
70 (39%) Number of Counseling Students in the Mastery Range
34 (19%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
13 (7%) Number of Counseling Students in the No Understanding Range
162 Out of 179 (91%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

328 Total Number of Completers
183 (56%) Number of Counseling Students in the Exceptional Range
83 (25%) Number of Counseling Students in the Mastery Range
49 (15%) Number of Counseling Students in the Average Range
8 (2%) Number of Counseling Students in the Below Average Range
5 (1%) Number of Counseling Students in the No Understanding Range
315 Out of 328 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

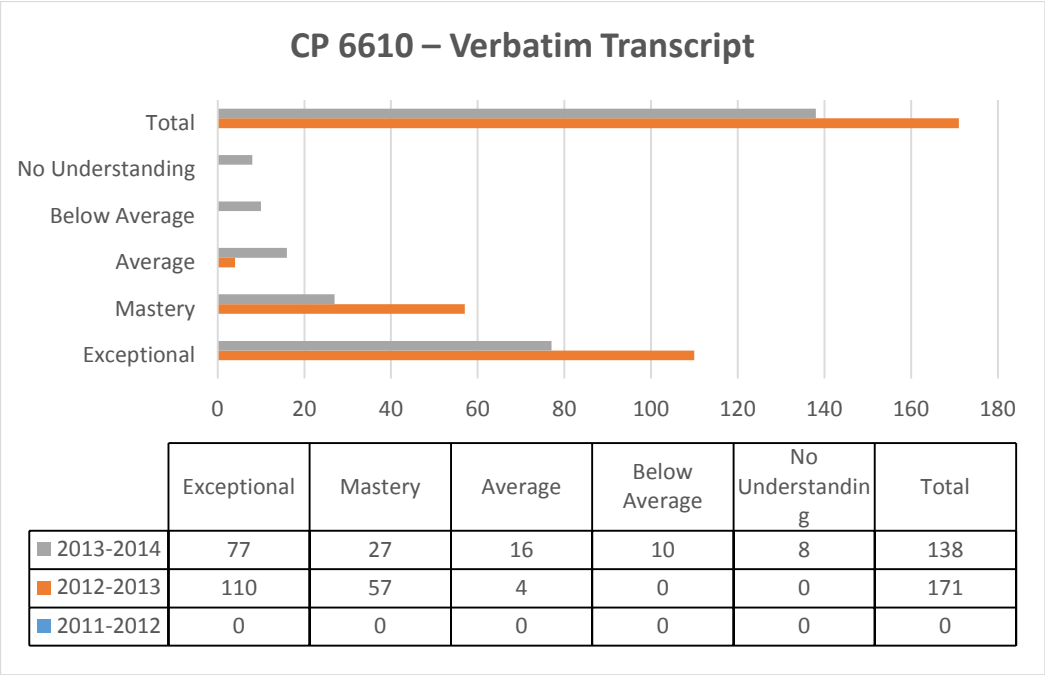
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Student Affairs Counseling
CP 6610-Verbatim Transcript
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	77	27	16	10	8	138
2012-2013	110	57	4	0	0	171
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
309 Total Number of Completers
187 (61%) Number of Counseling Students in the Exceptional Range
84 (27%) Number of Counseling Students in the Mastery Range
20 (7%) Number of Counseling Students in the Average Range
10 (3%) Number of Counseling Students in the Below Average Range
8 (2%) Number of Counseling Students in the No Understanding Range
291 Out of 309 (94%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
138 Total Number of Completers
77 (56%) Number of Counseling Students in the Exceptional Range
27 (20%) Number of Counseling Students in the Mastery Range
16 (12%) Number of Counseling Students in the Average Range
10 (7%) Number of Counseling Students in the Below Average Range
8 (6%) Number of Counseling Students in the No Understanding Range
120 Out of 138 (87%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

171 Total Number of Completers
110 (64%) Number of Counseling Students in the Exceptional Range
57 (33%) Number of Counseling Students in the Mastery Range
4 (2%) Number of Counseling Students in the Average Range
0 (0%) Number of Counseling Students in the Below Average Range
0 (0%) Number of Counseling Students in the No Understanding Range
171 Out of 171 (100%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

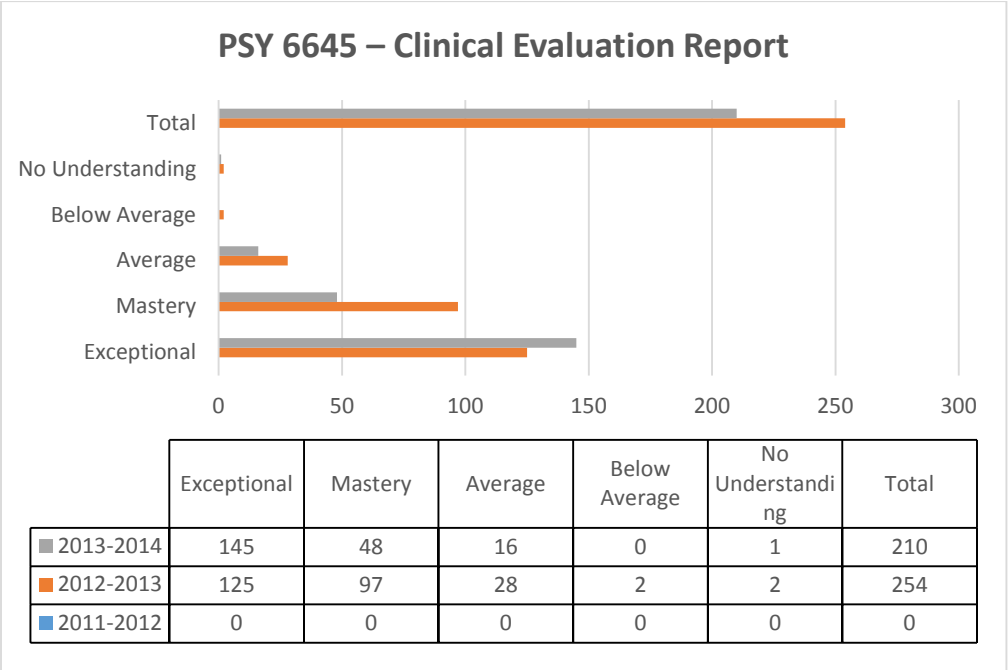
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Student Affairs Counseling
PSY 6645-CLINICAL EVALUATION REPORT
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	145	48	16	0	1	210
2012-2013	125	97	28	2	2	254
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
464 Total Number of Completers
270 (58%) Number of Counseling Students in the Exceptional Range
145 (31%) Number of Counseling Students in the Mastery Range
44 (8%) Number of Counseling Students in the Average Range
2 (1%) Number of Counseling Students in the Below Average Range
3 (2%) Number of Counseling Students in the No Understanding Range
459 Out of 464 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
210 Total Number of Completers
145 (69%) Number of Counseling Students in the Exceptional Range
48 (23%) Number of Counseling Students in the Mastery Range
16 (7%) Number of Counseling Students in the Average Range
0 (0%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
209 Out of 210 (99%) Counseling Students in the Exceptional to Average Range

Year: 2012-2013

254 Total Number of Completers
125 (49%) Number of Counseling Students in the Exceptional Range
97 (38%) Number of Counseling Students in the Mastery Range
28 (11%) Number of Counseling Students in the Average Range
2 (1%) Number of Counseling Students in the Below Average Range
2 (1%) Number of Counseling Students in the No Understanding Range
250 Out of 254 (98%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

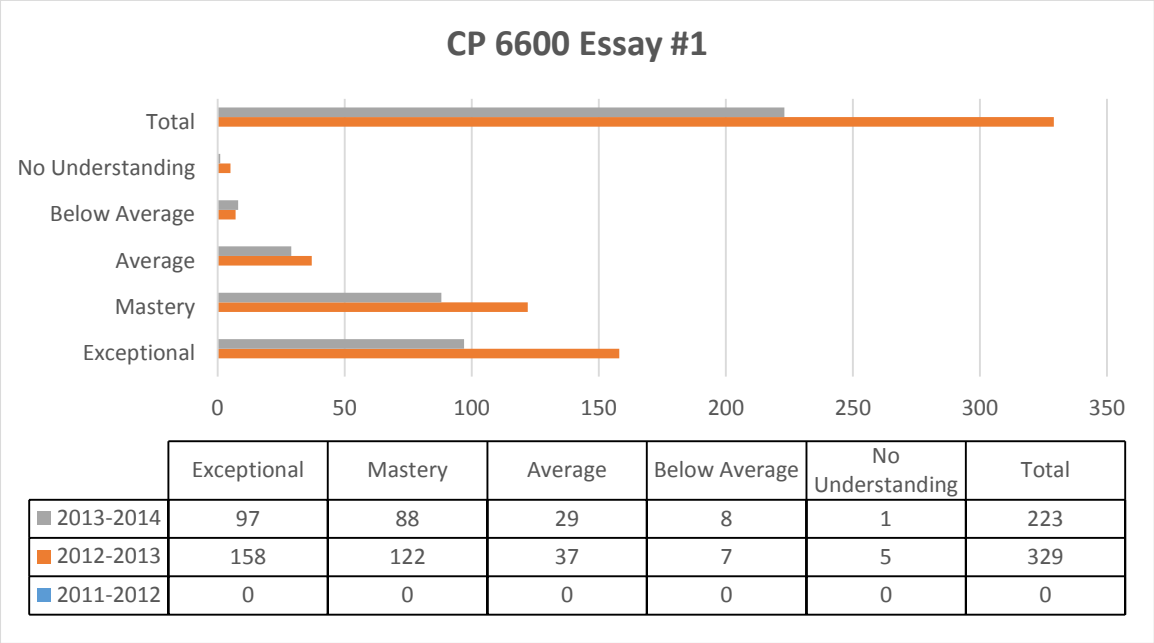
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Student Affairs Counseling
CP 6600-ESSAY #1
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	97	88	29	8	1	223
2012-2013	158	122	37	7	5	329
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
552 Total Number of Completers
255 (46%) Number of Counseling Students in the Exceptional Range
210 (38%) Number of Counseling Students in the Mastery Range
66 (12%) Number of Counseling Students in the Average Range
15 (3%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
531 Out of 552 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
223 Total Number of Completers
97 (44%) Number of Counseling Students in the Exceptional Range
88 (40%) Number of Counseling Students in the Mastery Range
29 (13%) Number of Counseling Students in the Average Range
8 (4%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
214 Out of 223 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

329 Total Number of Completers
158 (48%) Number of Counseling Students in the Exceptional Range
122 (37%) Number of Counseling Students in the Mastery Range
37 (11%) Number of Counseling Students in the Average Range
7 (2%) Number of Counseling Students in the Below Average Range
5 (1%) Number of Counseling Students in the No Understanding Range
317 Out of 329 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

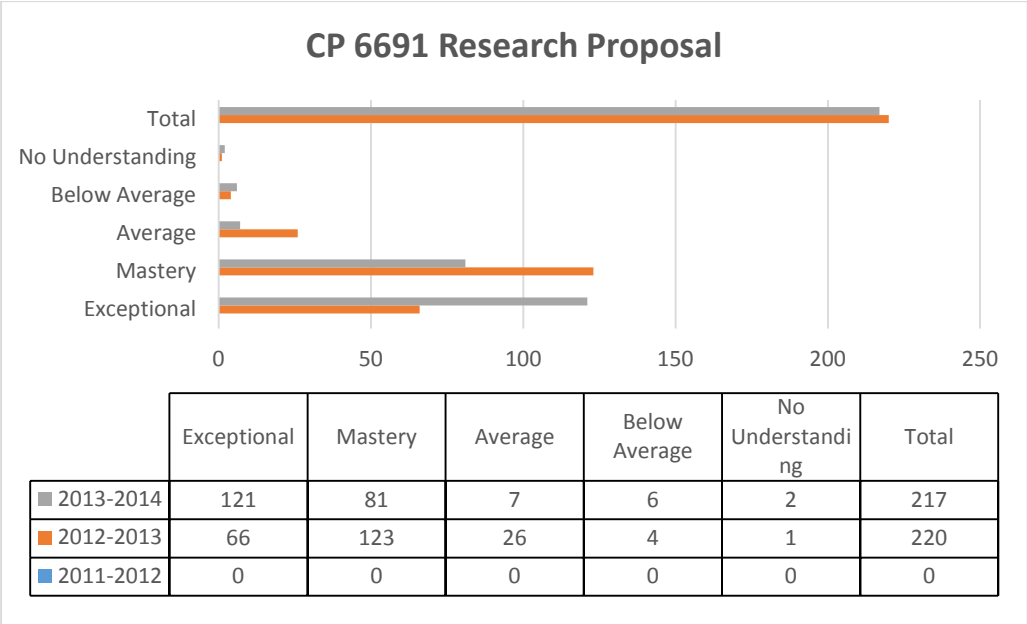
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Student Affairs Counseling
CP 6691 RESEARCH PROPOSAL
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	121	81	7	6	2	217
2012-2013	66	123	26	4	1	220
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
437 Total Number of Completers
187 (43%) Number of Counseling Students in the Exceptional Range
204 (46%) Number of Counseling Students in the Mastery Range
33 (8%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
424 Out of 437 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
217 Total Number of Completers
121 (56%) Number of Counseling Students in the Exceptional Range
81 (37%) Number of Counseling Students in the Mastery Range
7 (3%) Number of Counseling Students in the Average Range
6 (3%) Number of Counseling Students in the Below Average Range
2 (1%) Number of Counseling Students in the No Understanding Range
209 Out of 217 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

220 Total Number of Completers
66 (30%) Number of Counseling Students in the Exceptional Range
123 (56%) Number of Counseling Students in the Mastery Range
26 (11%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
215 Out of 220 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

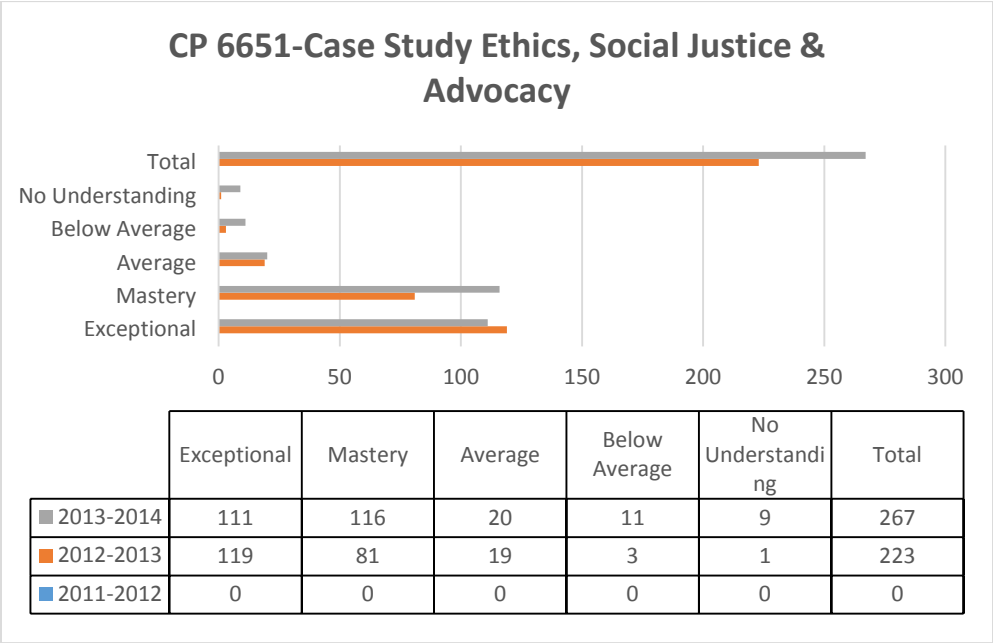
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Student Affairs Counseling
CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
Three Year Data Cycle
SLO #4 Diversity

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	111	116	20	11	9	267
2012-2013	119	81	19	3	1	223
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
490 Total Number of Completers
230 (47%) Number of Counseling Students in the Exceptional Range
197 (40%) Number of Counseling Students in the Mastery Range
39 (8%) Number of Counseling Students in the Average Range
14 (3%) Number of Counseling Students in the Below Average Range
10 (2%) Number of Counseling Students in the No Understanding Range
466 Out of 490 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
267 Total Number of Completers
111 (42%) Number of Counseling Students in the Exceptional Range
116 (43%) Number of Counseling Students in the Mastery Range
20 (8%) Number of Counseling Students in the Average Range
11 (4%) Number of Counseling Students in the Below Average Range
9 (3%) Number of Counseling Students in the No Understanding Range
247 Out of 267 (93%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

223 Total Number of Completers
119 (53%) Number of Counseling Students in the Exceptional Range
81 (36%) Number of Counseling Students in the Mastery Range
19 (8%) Number of Counseling Students in the Average Range
3 (2%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
219 Out of 223 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

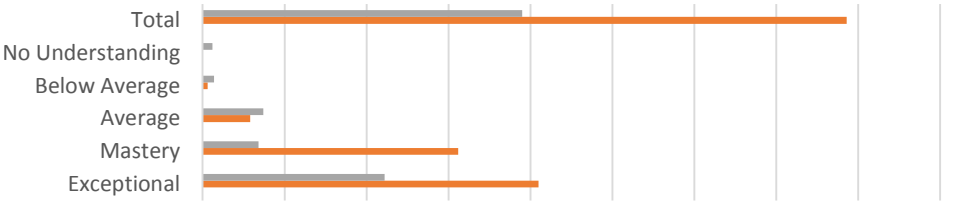
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Student Affairs Counseling
PSY 6635 CASE STUDY #2
Three Year Data Cycle
SLO #4 Diversity

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	111	34	37	7	6	195
2012-2013	205	156	29	3	0	393
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
588 Total Number of Completers
316 (54%) Number of Counseling Students in the Exceptional Range
190 (32%) Number of Counseling Students in the Mastery Range
66 (11%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
572 Out of 588 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
195 Total Number of Completers
111 (57%) Number of Counseling Students in the Exceptional Range
34 (17%) Number of Counseling Students in the Mastery Range
37 (19%) Number of Counseling Students in the Average Range
7 (4%) Number of Counseling Students in the Below Average Range
6 (3%) Number of Counseling Students in the No Understanding Range
182 Out of 195 (93%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

393 Total Number of Completers
205 (52%) Number of Counseling Students in the Exceptional Range
156 (40%) Number of Counseling Students in the Mastery Range
29 (7%) Number of Counseling Students in the Average Range
3 (1%) Number of Counseling Students in the Below Average Range
0 (0%) Number of Counseling Students in the No Understanding Range
390 Out of 393 (99%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

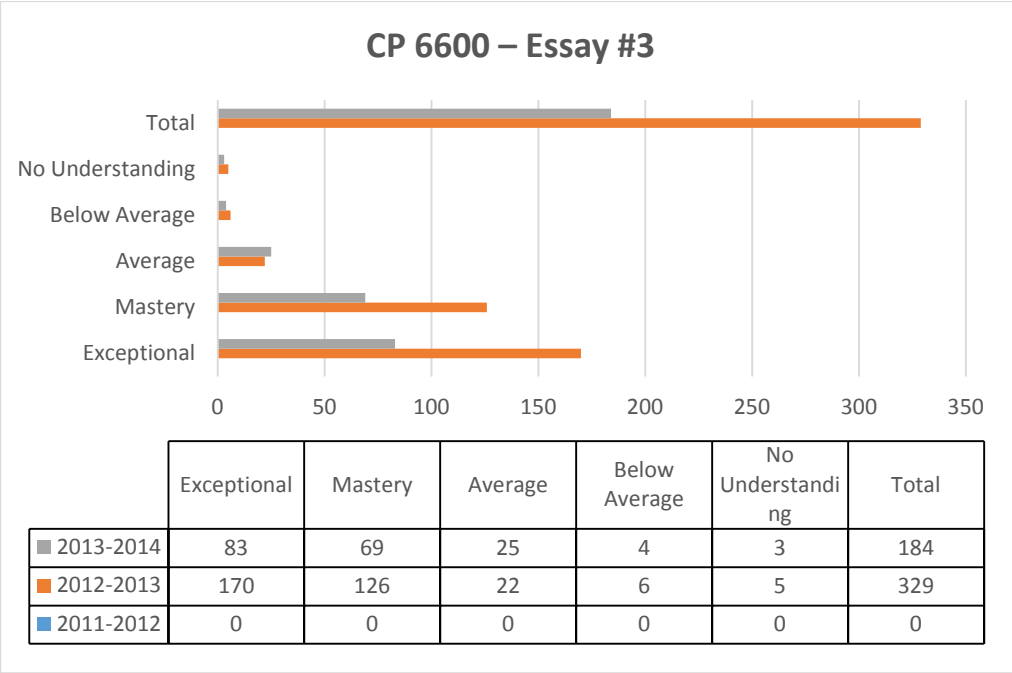
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Student Affairs Counseling
CP 6600: ESSAY #3
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	83	69	25	4	3	184
2012-2013	170	126	22	6	5	329
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
513 Total Number of Completers
253 (49%) Number of Counseling Students in the Exceptional Range
195 (39%) Number of Counseling Students in the Mastery Range
47 (9%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
8 (1%) Number of Counseling Students in the No Understanding Range
495 Out of 513 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
184 Total Number of Completers
83 (45%) Number of Counseling Students in the Exceptional Range
69 (38%) Number of Counseling Students in the Mastery Range
25 (14%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
177 Out of 184 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

329 Total Number of Completers
170 (52%) Number of Counseling Students in the Exceptional Range
126 (38%) Number of Counseling Students in the Mastery Range
22 (7%) Number of Counseling Students in the Average Range
6 (2%) Number of Counseling Students in the Below Average Range
5 (1%) Number of Counseling Students in the No Understanding Range
318 Out of 329 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

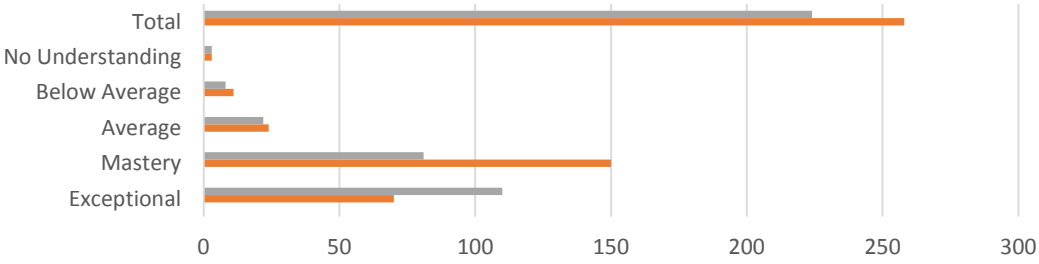
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Student Affairs Counseling
CP 6649: PERSONAL COUNSELING THEORY PAPER
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	110	81	22	8	3	224
2012-2013	70	150	24	11	3	258
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
482 Total Number of Completers
180 (37%) Number of Counseling Students in the Exceptional Range
231 (49%) Number of Counseling Students in the Mastery Range
46 (9%) Number of Counseling Students in the Average Range
19 (4%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
457 Out of 482 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
224 Total Number of Completers
110 (49%) Number of Counseling Students in the Exceptional Range
81 (36%) Number of Counseling Students in the Mastery Range
22 (10%) Number of Counseling Students in the Average Range
8 (3%) Number of Counseling Students in the Below Average Range
3 (2%) Number of Counseling Students in the No Understanding Range
213 Out of 224 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

258 Total Number of Completers
70 (27%) Number of Counseling Students in the Exceptional Range
150 (59%) Number of Counseling Students in the Mastery Range
24 (9%) Number of Counseling Students in the Average Range
11 (4%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
244 Out of 258 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Substance Abuse Counseling, MSCP

NARRATIVE SUMMARY

GUIDE

MSCP

SUBSTANCE ABUSE COUNSELING

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

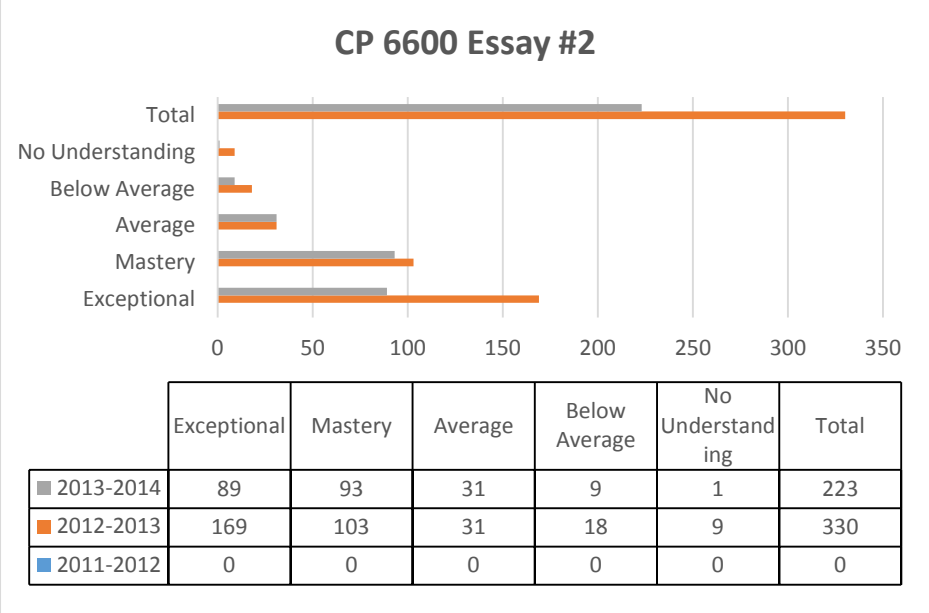
The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Graduate: MS Substance Abuse Counseling
CP 6600 Essay #2
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	89	93	31	9	1	223
2012-2013	169	103	31	18	9	330
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
526 Total Number of Completers
258 (48%) Number of Counseling Students in the Exceptional Range
196 (37%) Number of Counseling Students in the Mastery Range
62 (9%) Number of Counseling Students in the Average Range
27 (4%) Number of Counseling Students in the Below Average Range
10 (2%) Number of Counseling Students in the No Understanding Range
516 Out of 526 (94%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
223 Total Number of Completers
89 (40%) Number of Counseling Students in the Exceptional Range
93 (42%) Number of Counseling Students in the Mastery Range
31 (13%) Number of Counseling Students in the Average Range
9 (4%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
213 Out of 223 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

330 Total Number of Completers
169 (51%) Number of Counseling Students in the Exceptional Range
103 (31%) Number of Counseling Students in the Mastery Range
31 (9%) Number of Counseling Students in the Average Range
18 (6%) Number of Counseling Students in the Below Average Range
9 (3%) Number of Counseling Students in the No Understanding Range
303 Out of 330 (91%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

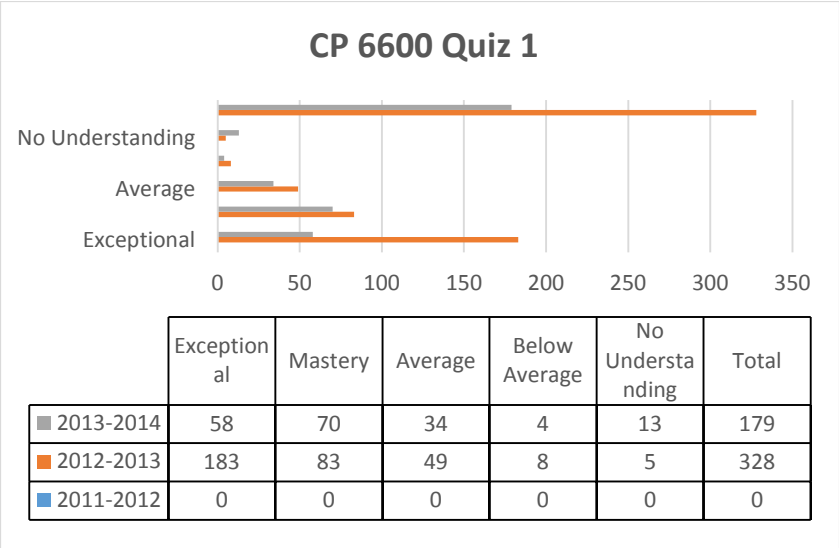
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Substance Abuse Counseling
CP 6600-QUIZ #1
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	58	70	34	4	13	179
2012-2013	183	83	49	8	5	328
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
507 Total Number of Completers
241 (47%) Number of Counseling Students in the Exceptional Range
153 (31%) Number of Counseling Students in the Mastery Range
83 (16%) Number of Counseling Students in the Average Range
12 (2%) Number of Counseling Students in the Below Average Range
18 (4%) Number of Counseling Students in the No Understanding Range
477 Out of 507 (94%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
179 Total Number of Completers
58 (32%) Number of Counseling Students in the Exceptional Range
70 (39%) Number of Counseling Students in the Mastery Range
34 (19%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
13 (8%) Number of Counseling Students in the No Understanding Range
162 Out of 179 (90%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

328 Total Number of Completers
183 (56%) Number of Counseling Students in the Exceptional Range
83 (25%) Number of Counseling Students in the Mastery Range
49 (15%) Number of Counseling Students in the Average Range
8 (2%) Number of Counseling Students in the Below Average Range
5 (1%) Number of Counseling Students in the No Understanding Range
315 Out of 328 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

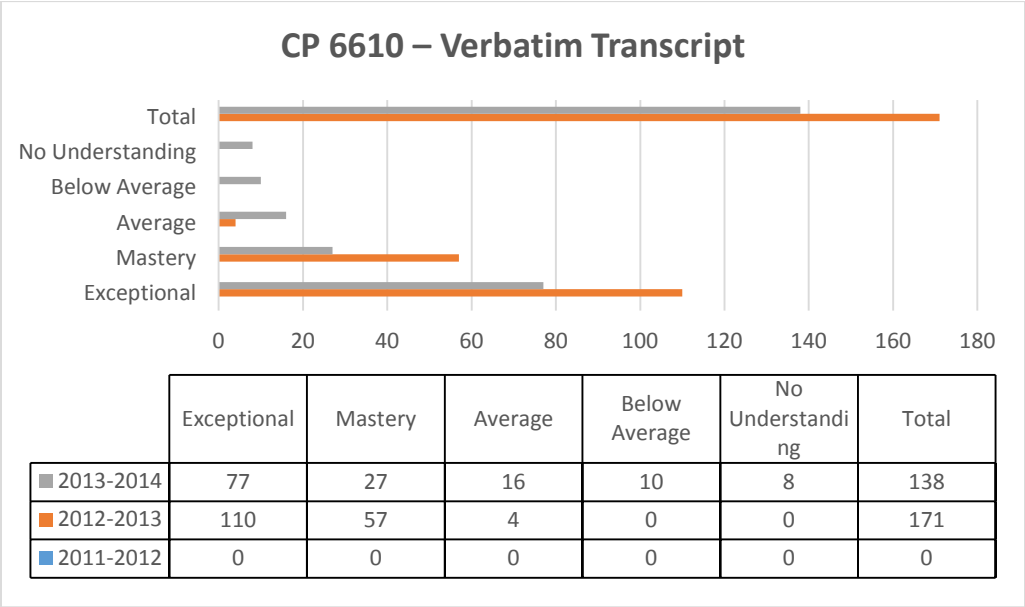
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Substance Abuse Counseling
CP 6610-Verbatim Transcript
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	77	27	16	10	8	138
2012-2013	110	57	4	0	0	171
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
309 Total Number of Completers
187 (61%) Number of Counseling Students in the Exceptional Range
84 (27%) Number of Counseling Students in the Mastery Range
20 (7%) Number of Counseling Students in the Average Range
10 (3%) Number of Counseling Students in the Below Average Range
8 (2%) Number of Counseling Students in the No Understanding Range
291 Out of 309 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
138 Total Number of Completers
77 (56%) Number of Counseling Students in the Exceptional Range
27 (20%) Number of Counseling Students in the Mastery Range
16 (12%) Number of Counseling Students in the Average Range
10 (7%) Number of Counseling Students in the Below Average Range
8 (5%) Number of Counseling Students in the No Understanding Range
120 Out of 138 (88%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

171 Total Number of Completers
110 (64%) Number of Counseling Students in the Exceptional Range
57 (33%) Number of Counseling Students in the Mastery Range
4 (35%) Number of Counseling Students in the Average Range
0 (0%) Number of Counseling Students in the Below Average Range
0 (0%) Number of Counseling Students in the No Understanding Range
171 Out of 171 (100%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

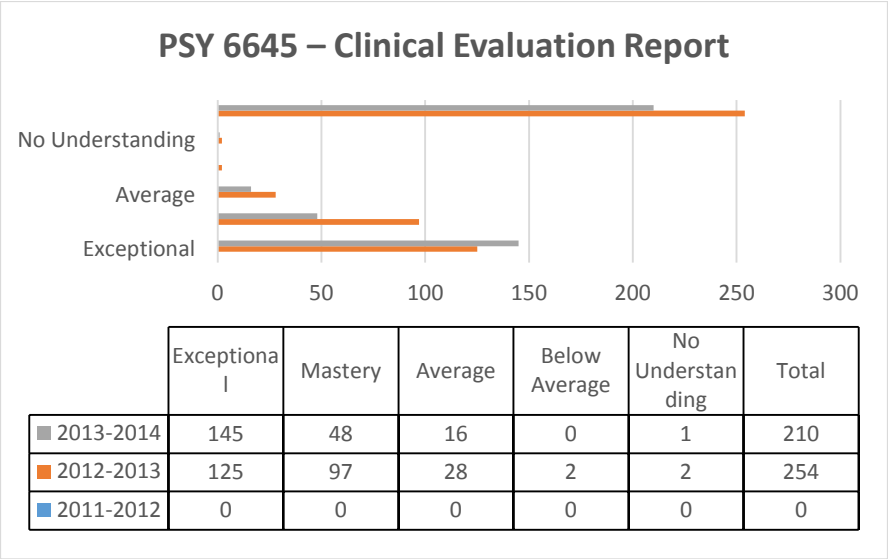
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Substance Abuse Counseling
PSY 6645-CLINICAL EVALUATION REPORT
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	145	48	16	0	1	210
2012-2013	125	97	28	2	2	254
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
464 Total Number of Completers
270 (58%) Number of Counseling Students in the Exceptional Range
145 (31%) Number of Counseling Students in the Mastery Range
44 (8%) Number of Counseling Students in the Average Range
2 (1%) Number of Counseling Students in the Below Average Range
3 (2%) Number of Counseling Students in the No Understanding Range
459 Out of 464 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
210 Total Number of Completers
145 (69%) Number of Counseling Students in the Exceptional Range
48 (22%) Number of Counseling Students in the Mastery Range
16 (8%) Number of Counseling Students in the Average Range
0 (0%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
209 Out of 210 (99%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

254 Total Number of Completers
125 (49%) Number of Counseling Students in the Exceptional Range
97 (38%) Number of Counseling Students in the Mastery Range
28 (11%) Number of Counseling Students in the Average Range
2 (1%) Number of Counseling Students in the Below Average Range
2 (1%) Number of Counseling Students in the No Understanding Range
250 Out of 254 (98%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

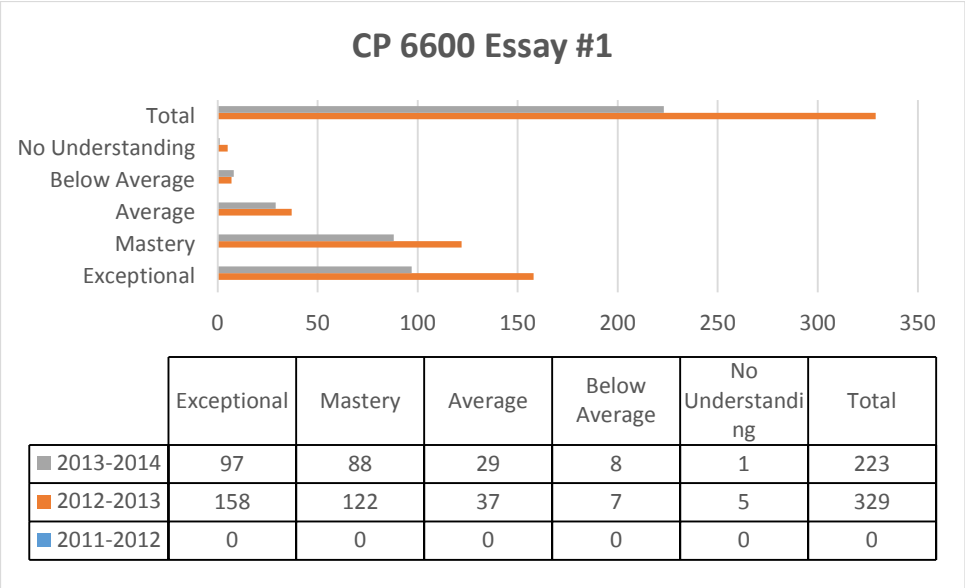
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Substance Abuse Counseling
CP 6600-ESSAY #1
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	97	88	29	8	1	223
2012-2013	158	122	37	7	5	329
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
552 Total Number of Completers
255 (46%) Number of Counseling Students in the Exceptional Range
210 (38%) Number of Counseling Students in the Mastery Range
66 (12%) Number of Counseling Students in the Average Range
15 (3%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
531 Out of 552 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
223 Total Number of Completers
97 (44%) Number of Counseling Students in the Exceptional Range
88 (40%) Number of Counseling Students in the Mastery Range
29 (12%) Number of Counseling Students in the Average Range
8 (3%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
214 Out of 223 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

329 Total Number of Completers
158 (48%) Number of Counseling Students in the Exceptional Range
122 (37%) Number of Counseling Students in the Mastery Range
37 (12%) Number of Counseling Students in the Average Range
7 (2%) Number of Counseling Students in the Below Average Range
5 (1%) Number of Counseling Students in the No Understanding Range
317 Out of 329 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

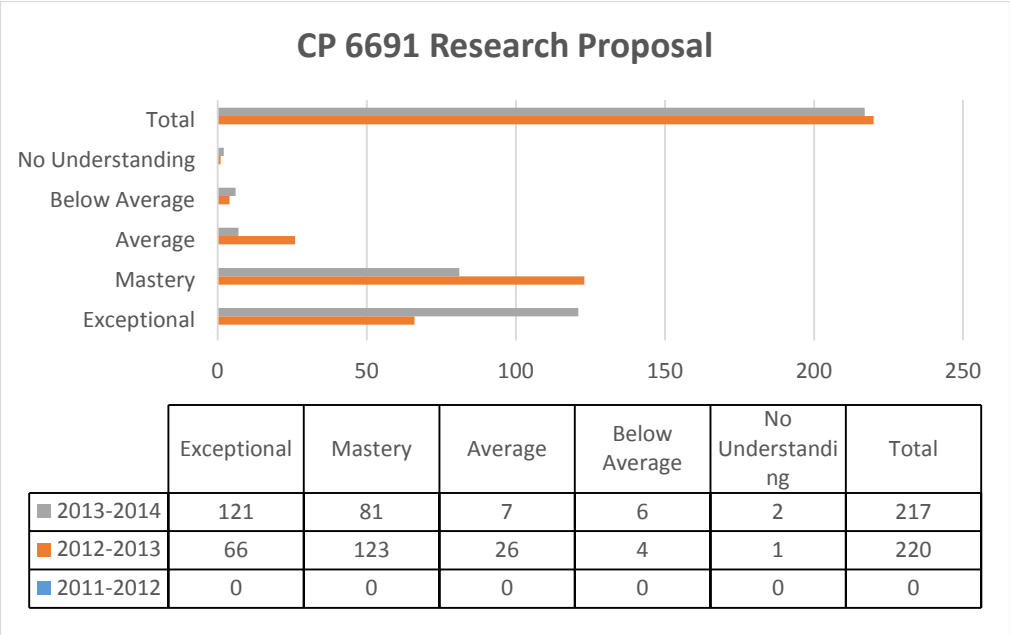
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Substance Abuse Counseling
CP 6691 RESEARCH PROPOSAL
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	121	81	7	6	2	217
2012-2013	66	123	26	4	1	220
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
437 Total Number of Completers
187 (43%) Number of Counseling Students in the Exceptional Range
204 (46%) Number of Counseling Students in the Mastery Range
33 (8%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
424 Out of 437 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
217 Total Number of Completers
121 (56%) Number of Counseling Students in the Exceptional Range
81 (37%) Number of Counseling Students in the Mastery Range
7 (4%) Number of Counseling Students in the Average Range
6 (2%) Number of Counseling Students in the Below Average Range
2 (1%) Number of Counseling Students in the No Understanding Range
209 Out of 217 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

220 Total Number of Completers
66 (30%) Number of Counseling Students in the Exceptional Range
123 (56%) Number of Counseling Students in the Mastery Range
26 (11%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
215 Out of 220 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

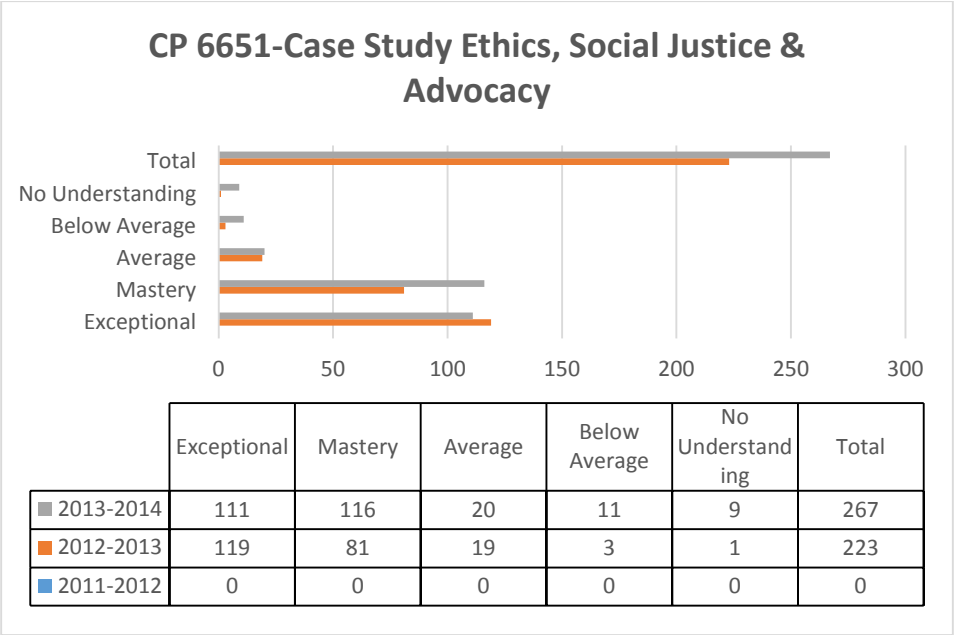
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Substance Abuse Counseling
CP 6651 CASE STUDY: ETHICS, SOCIAL JUSTICE & ADVOCACY
Three Year Data Cycle
SLO #4 Diversity

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	111	116	20	11	9	267
2012-2013	119	81	19	3	1	223
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
490 Total Number of Completers
230 (47%) Number of Counseling Students in the Exceptional Range
197 (40%) Number of Counseling Students in the Mastery Range
39 (8%) Number of Counseling Students in the Average Range
14 (3%) Number of Counseling Students in the Below Average Range
10 (2%) Number of Counseling Students in the No Understanding Range
466 Out of 490 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
267 Total Number of Completers
111 (42%) Number of Counseling Students in the Exceptional Range
116 (43%) Number of Counseling Students in the Mastery Range
20 (8%) Number of Counseling Students in the Average Range
11 (4%) Number of Counseling Students in the Below Average Range
9 (3%) Number of Counseling Students in the No Understanding Range
247 Out of 267 (93%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

223 Total Number of Completers
119 (53%) Number of Counseling Students in the Exceptional Range
81 (36%) Number of Counseling Students in the Mastery Range
19 (8%) Number of Counseling Students in the Average Range
3 (2%) Number of Counseling Students in the Below Average Range
1 (1%) Number of Counseling Students in the No Understanding Range
219 Out of 223 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

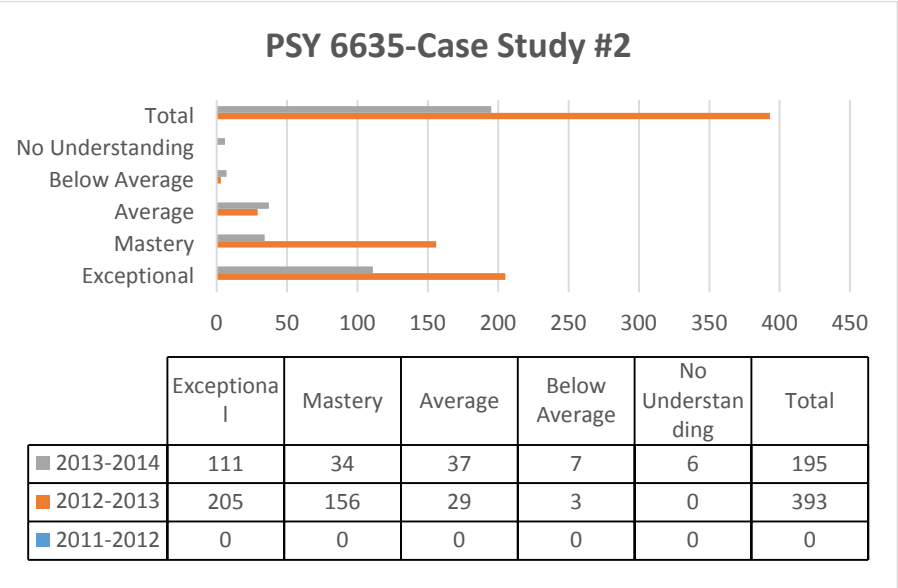
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Substance Abuse Counseling
PSY 6635 CASE STUDY #2
Three Year Data Cycle
SLO #4 Diversity

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	111	34	37	7	6	195
2012-2013	205	156	29	3	0	393
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
588 Total Number of Completers
316 (54%) Number of Counseling Students in the Exceptional Range
190 (32%) Number of Counseling Students in the Mastery Range
66 (11%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
572 Out of 588 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
195 Total Number of Completers
111 (57%) Number of Counseling Students in the Exceptional Range
34 (17%) Number of Counseling Students in the Mastery Range
37 (19%) Number of Counseling Students in the Average Range
7 (4%) Number of Counseling Students in the Below Average Range
6 (3%) Number of Counseling Students in the No Understanding Range
182 Out of 195 (93%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

393 Total Number of Completers
205 (52%) Number of Counseling Students in the Exceptional Range
156 (40%) Number of Counseling Students in the Mastery Range
29 (7%) Number of Counseling Students in the Average Range
3 (1%) Number of Counseling Students in the Below Average Range
0 (0%) Number of Counseling Students in the No Understanding Range
390 Out of 393 (99%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

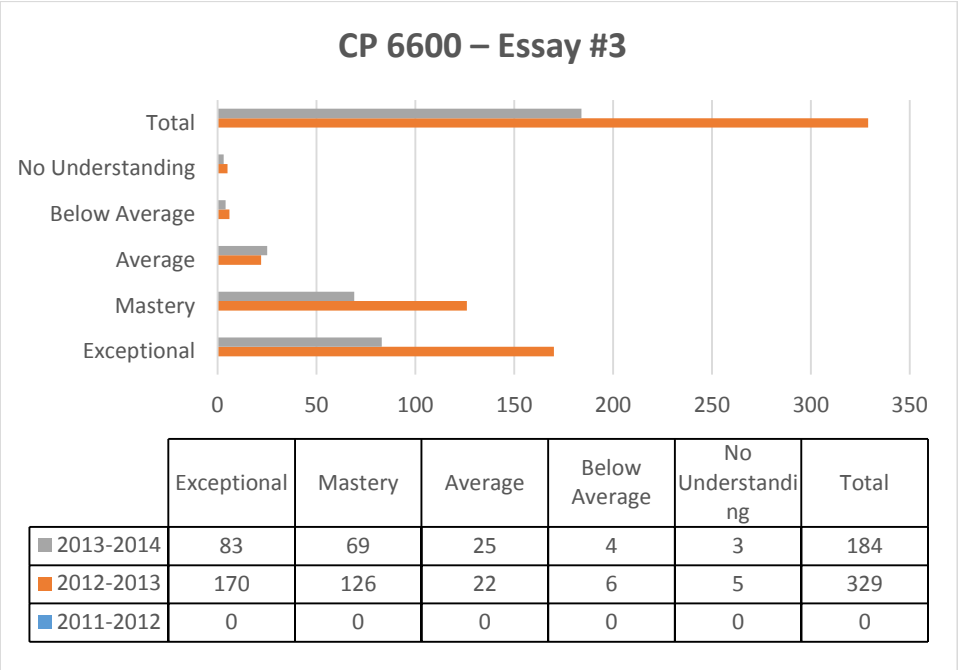
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Substance Abuse Counseling
CP 6600: ESSAY #3
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	83	69	25	4	3	184
2012-2013	170	126	22	6	5	329
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
513 Total Number of Completers
253 (42%) Number of Counseling Students in the Exceptional Range
135 (23%) Number of Counseling Students in the Mastery Range
47 (8%) Number of Counseling Students in the Average Range
10 (2%) Number of Counseling Students in the Below Average Range
8 (1%) Number of Counseling Students in the No Understanding Range
453 Out of 513 (88%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
184 Total Number of Completers
83 (45%) Number of Counseling Students in the Exceptional Range
69 (38%) Number of Counseling Students in the Mastery Range
25 (14%) Number of Counseling Students in the Average Range
4 (2%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
177 Out of 184 (96%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

329 Total Number of Completers
170 (52%) Number of Counseling Students in the Exceptional Range
126 (38%) Number of Counseling Students in the Mastery Range
22 (7%) Number of Counseling Students in the Average Range
6 (2%) Number of Counseling Students in the Below Average Range
5 (1%) Number of Counseling Students in the No Understanding Range
318 Out of 329 (97%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

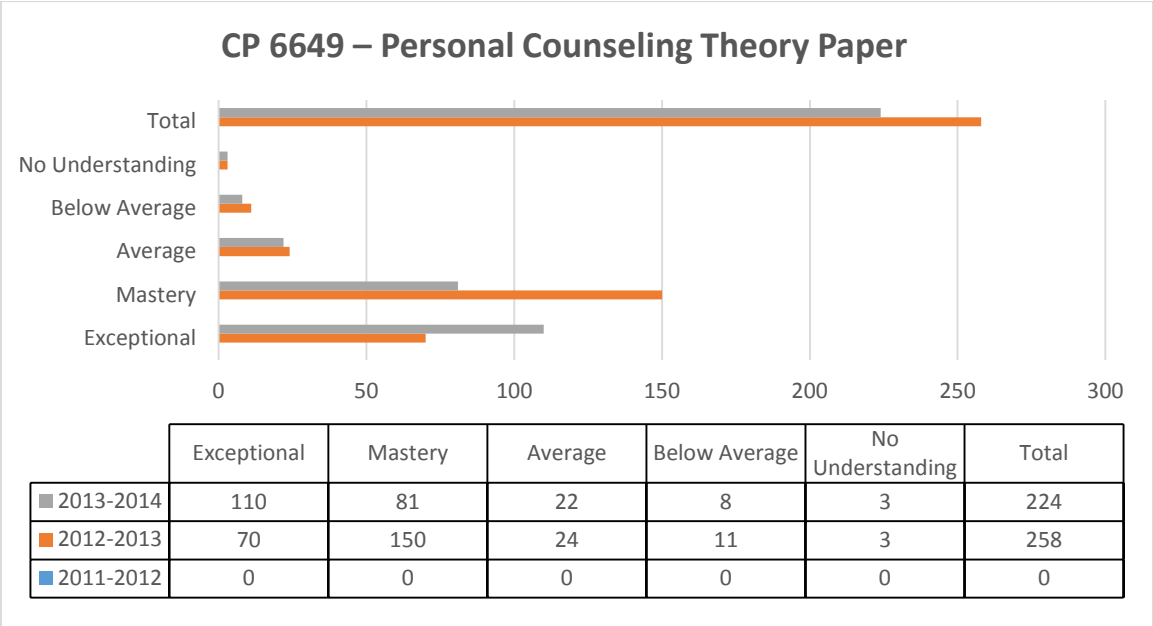
0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

Graduate: MS Substance Abuse Counseling
CP 6649: PERSONAL COUNSELING THEORY PAPER
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 the results of the assessment for TROY overall cannot be recorded, the data will be collected beginning in 2012-2013 with the activation of the program.



	Exceptional	Mastery	Average	Below Average	No Understanding	Total
2013-2014	110	81	22	8	3	224
2012-2013	70	150	24	11	3	258
2011-2012	0	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
482 Total Number of Completers
180 (37%) Number of Counseling Students in the Exceptional Range
231 (49%) Number of Counseling Students in the Mastery Range
46 (9%) Number of Counseling Students in the Average Range
19 (4%) Number of Counseling Students in the Below Average Range
6 (1%) Number of Counseling Students in the No Understanding Range
457 Out of 482 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2013-2014
224 Total Number of Completers
110 (49%) Number of Counseling Students in the Exceptional Range
81 (36%) Number of Counseling Students in the Mastery Range
22 (10%) Number of Counseling Students in the Average Range
8 (4%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
213 Out of 224 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2012-2013

258 Total Number of Completers
70 (27%) Number of Counseling Students in the Exceptional Range
150 (59%) Number of Counseling Students in the Mastery Range
24 (9%) Number of Counseling Students in the Average Range
11 (4%) Number of Counseling Students in the Below Average Range
3 (1%) Number of Counseling Students in the No Understanding Range
244 Out of 258 (95%) Number of Counseling Students in the Exceptional to Average Range

Year: 2011-2012

0 Total Number of Completers
0 Number of Counseling Students in the Exceptional Range
0 Number of Counseling Students in the Mastery Range
0 Number of Counseling Students in the Average Range
0 Number of Counseling Students in the Below Average Range
0 Number of Counseling Students in the No Understanding Range
0 Number of Counseling Students in the Exceptional to Average Range

Recommendation(s):

Keep present SLO's and supporting assessments in place until the end of 2015-2016 academic year, before the faculty reviews for major changes to the assessment criteria. This is to give the accrediting bodies their final accreditation cycle and written recommendations. From both the internal and external reviews then a systematic and holistic cycle for assessment recommendation can be made and a reasonable time-line can be set for implemented in the 2016-2017 academic year.

DIVISION OF EDUCATION

Adult Education, MS

NARRATIVE SUMMARY

GUIDE

MS

ADULT EDUCATION

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

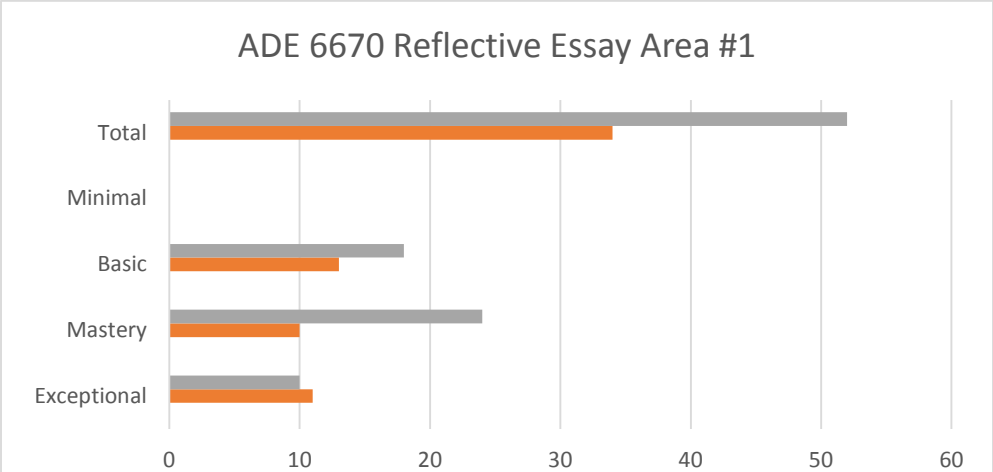
> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Graduate: ADULT EDUCATION:
ADE 6670: REFLECTIVE ESSAY RUBRIC AREA #1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Mastery	Basic	Minimal	Total
2013-2014	10	24	18	0	52
2012-2013	11	10	13	0	34
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
ADE 6670 Reflective Essay Area #1
86 Total Number of Completers
21 (24%) Number of Education Students in the Exceptional Range
34 (40%) Number of Education Students in the Mastery Range
31 (36%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Minimal Range
86% out of 86 (100%) Number of Education Students in the Exceptional to Basic Range

Year: 2013-2014
ADE 6670 Reflective Essay Area #1
52 Total Number of Completers
10 (19%) Number of Education Students in the Exceptional Range
24 (46%) Number of Education Students in the Mastery Range
18 (35%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Minimal Range
52 Out of 52 (100%) Number of Education Students in the Exceptional to Basic Range

Year: 2012-2013

ADE 6670 Reflective Essay Area #1
34 Total Number of Completers
11 (32%) Number of Education Students in the Exceptional Range
10 (29%) Number of Education Students in the Mastery Range
13 (38%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Minimal Range
34 out 34 (100%) Number of Education Students in the Exceptional to Basic Range

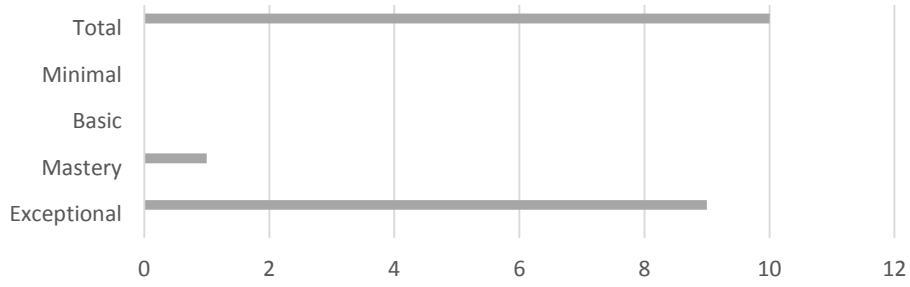
Year: 2011-2012
ADE 6670 Reflective Essay Area #1
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Minimal Range
0 out of 0 Number of Education Students in the Exceptional to Mastery Range

Recommendation(s):

Problem(s) or weakness (es) identified in your assessment:
1. After a review of our assessment protocol, it was discovered that the student's assessment of the problem has not been captured.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee
Action Plan: What are you going to do?
1. Implement an exit survey to assess the programs quality in relationship to the students' perspective.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee
Action Plan: How are you going to correct the problem (?)
1. A survey is being designed and will be added to the ADE 6699 course as a non-graded assignment. Students take ADE 6699 in their second to last term or final term in the program.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee
Action Plan: How are you going to re-assess it?
Review survey data and DIVERSITY after one AY cycle.
Action Plan: When will the action plan be completed?
Effective Term 3-2015

Graduate: ADULT EDUCATION:
ADE 6699: PORTFOLIO PROJECT RUBRIC AREA #4
Three Year Data Cycle
SLO #1 Content Knowledge

No data is available for 2011-2012 and 2012-2013.



	Exceptional	Mastery	Basic	Minimal	Total
2013-2014	9	1	0	0	10
2012-2013	0	0	0	0	0
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
ADE 6699 Portfolio Project Rubric Area #4
10 Total Number of Completers
9 (90%) Number of Education Students in the Exceptional Range
1 (10%) Number of Education Students in the Mastery Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Minimal Range
10 out of 10 (100%) Number of Education Students in the Exceptional to Basic Range

Year: 2013-2014
ADE 6699 Portfolio Project Rubric Area #4
10 Total Number of Completers
9 (90%) Number of Education Students in the Exceptional Range
1 (10%) Number of Education Students in the Mastery Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Minimal Range
10 out of 10 (100%) Number of Education Students in the Exceptional to Basic Range

Year: 2012-2013
No Data

Year: 2011-2012
No Data

Recommendation(s):

Problem(s) or weakness (es) identified in your assessment:
1. After a review of our assessment protocol, it was discovered that the student's assessment of the problem has not been captured.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

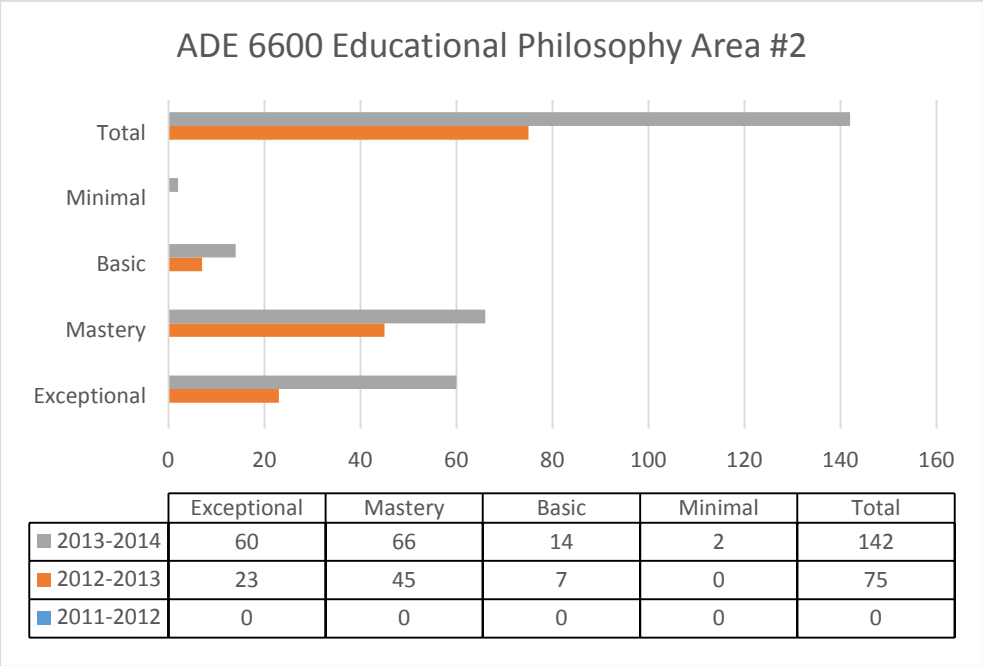
Action Plan: What are you going to do?
1. Implement an exit survey to assess the programs quality in relationship to the students' perspective.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to correct the problem (?)
1. A survey is being designed and will be added to the ADE 6699 course as a non-graded assignment. Students take ADE 6699 in their second to last term or final term in the program.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to re-assess it?
Review survey data and DIVERSITY after one AY cycle.

Action Plan: When will the action plan be completed?
Effective Term 3-2015

Graduate: ADULT EDUCATION:
ADE 6600 EDUCATIONAL PHILOSOPHY AREA #2
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Mastery	Basic	Minimal	Total
2013-2014	60	66	14	2	142
2012-2013	23	45	7	0	75
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
ADE 6600 Educational Philosophy Area #2
217 Total Number of Completers
83 (38%) Number of Education Students in the Exceptional Range
111 (51%) Number of Education Students in the Mastery Range
21 (10%) Number of Education Students in the Basic Range
2 (1%) Number of Education Students in the Minimal Range
215 Out of 217 (99%) Number of Education Students in the Exceptional to Basic Range

Year: 2013-2014
ADE 6600 Educational Philosophy Area #2
142 Total Number of Completers
60 (42%) Number of Education Students in the Exceptional Range
66 (47%) Number of Education Students in the Mastery Range
14 (10%) Number of Education Students in the Basic Range
2 (1%) Number of Education Students in the Minimal Range
140 Out of 142 (99%) Number of Education Students in the Exceptional to Basic Range

Year: 2012-2013

ADE 6600 Educational Philosophy Area #2

75 Total Number of Completers
23 (31%) Number of Education Students in the Exceptional Range
45 (60%) Number of Education Students in the Mastery Range
7 (9%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Minimal Range
75 Out of 75 (100%) Number of Education Students in the Exceptional to Basic Range

Year: 2011-2012

ADE 6600 Educational Philosophy Area #2

0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Minimal Range
0 Number of Education Students in the Exceptional to Mastery Range

Recommendation(s):

Problem(s) or weakness (es) identified in your assessment:

1. After a review of our assessment protocol, it was discovered that the student's assessment of the problem has not been captured.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: What are you going to do?

1. Implement an exit survey to assess the programs quality in relationship to the students' perspective.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to correct the problem (?)

1. A survey is being designed and will be added to the ADE 6699 course as a non-graded assignment. Students take ADE 6699 in their second to last term or final term in the program.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

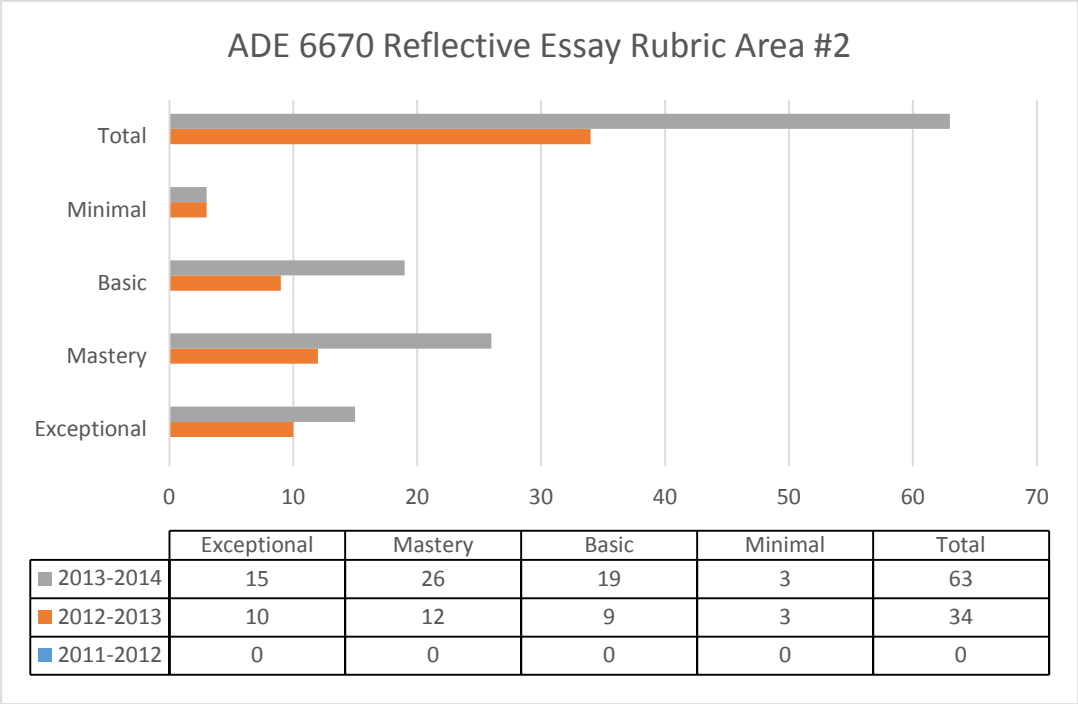
Action Plan: How are you going to re-assess it?

Review survey data and DIVERSITY after one AY cycle.

Action Plan: When will the action plan be completed?

Effective Term 3-2015

Graduate: ADULT EDUCATION:
ADE 6670 REFLECTIVE ESSAY RUBRIC AREA #2
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Mastery	Basic	Minimal	Total
2013-2014	15	26	19	3	63
2012-2013	10	12	9	3	34
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
97 Total Number of Completers
25 (26%) Number of Education Students in the Exceptional Range
38 (39%) Number of Education Students in the Mastery Range
28 (29%) Number of Education Students in the Basic Range
6 (6%) Number of Education Students in the Minimal Range
91 Out of 97 (94%) Number of Education Students in the Exceptional to Basic Range

Year: 2013-2014
ADE 6670 Reflective Essay Rubric Area #2
63 Total Number of Completers
15 (24%) Number of Education Students in the Exceptional Range
26 (41%) Number of Education Students in the Mastery Range
19 (30%) Number of Education Students in the Basic Range
3 (5%) Number of Education Students in the Minimal Range
60 Out of 63 (95%) Number of Education Students in the Exceptional to Basic Range

Year: 2012-2013

ADE 6670 Reflective Essay Rubric Area #2

34 Total Number of Completers
10 (29%) Number of Education Students in the Exceptional Range
12 (35%) Number of Education Students in the Mastery Range
9 (27%) Number of Education Students in the Basic Range
3 (9%) Number of Education Students in the Minimal Range
31 Out of 34 (91%) Number of Education Students in the Exceptional to Basic Range

Year: 2011-2012

ADE 6670 Reflective Essay Rubric Area #2

0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Minimal Range
0 Number of Education Students in the Exceptional to Mastery Range

Recommendation(s):

Problem(s) or weakness (es) identified in your assessment:

1. After a review of our assessment protocol, it was discovered that the student's assessment of the problem has not been captured.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: What are you going to do?

1. Implement an exit survey to assess the programs quality in relationship to the students' perspective.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to correct the problem (?)

1. A survey is being designed and will be added to the ADE 6699 course as a non-graded assignment. Students take ADE 6699 in their second to last term or final term in the program.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

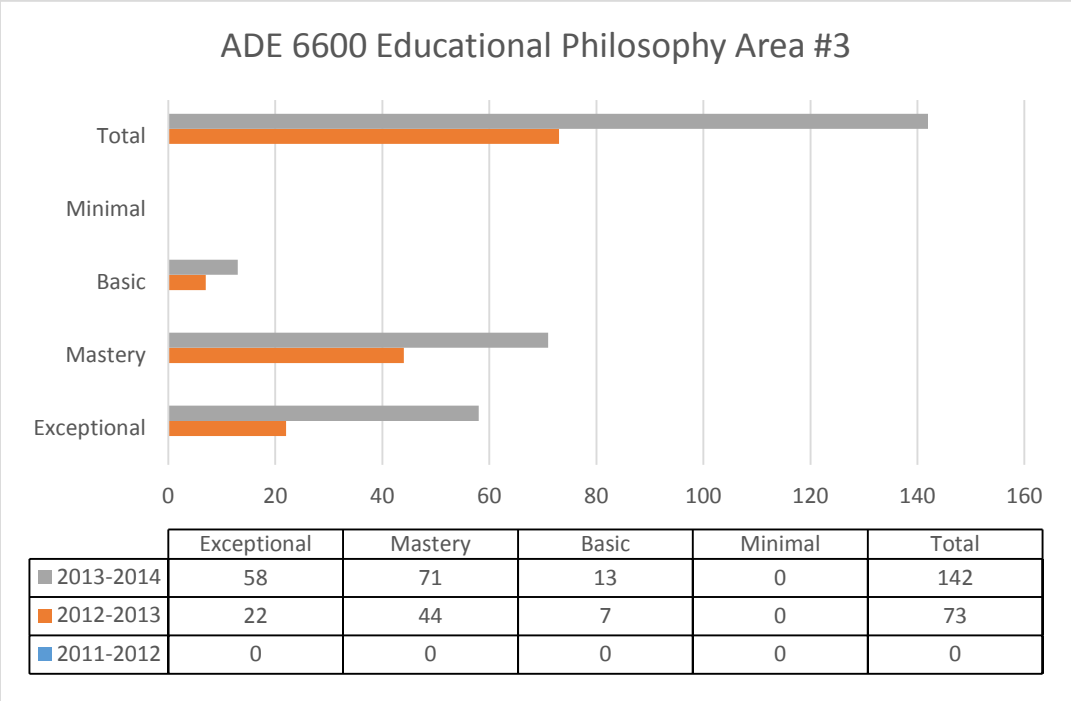
Action Plan: How are you going to re-assess it?

Review survey data and DIVERSITY after one AY cycle.

Action Plan: When will the action plan be completed?

Effective Term 3-2015

Graduate: ADULT EDUCATION:
ADE 6600 EDUCATIONAL PHILOSOPHY AREA #3
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Mastery	Basic	Minimal	Total
2013-2014	58	71	13	0	142
2012-2013	22	44	7	0	73
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
215 Total Number of Completers
80 (37%) Number of Education Students in the Exceptional Range
115 (54%) Number of Education Students in the Mastery Range
20 (9%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Minimal Range
215 Out of 215 (100%) Number of Education Students in the Exceptional to Mastery Range

Year: 2013-2014
142 Total Number of Completers
58 (41%) Number of Education Students in the Exceptional Range
71 (50%) Number of Education Students in the Mastery Range
13 (13%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Minimal Range
142 Out of 142 (100%) Number of Education Students in the Exceptional to Basic Range

Year: 2012-2013

73 Total Number of Completers
22 (30%) Number of Education Students in the Exceptional Range
44 (60%) Number of Education Students in the Mastery Range
7 (10%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Minimal Range
73 Out of 73 (100%) Number of Education Students in the Exceptional to Basic Range

Year: 2011-2012

0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Minimal Range
0 Number of Education Students in the Exceptional to Mastery Range

Recommendation(s):

Problem(s) or weakness (es) identified in your assessment:
1. After a review of our assessment protocol, it was discovered that the student's assessment of the problem has not been captured.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

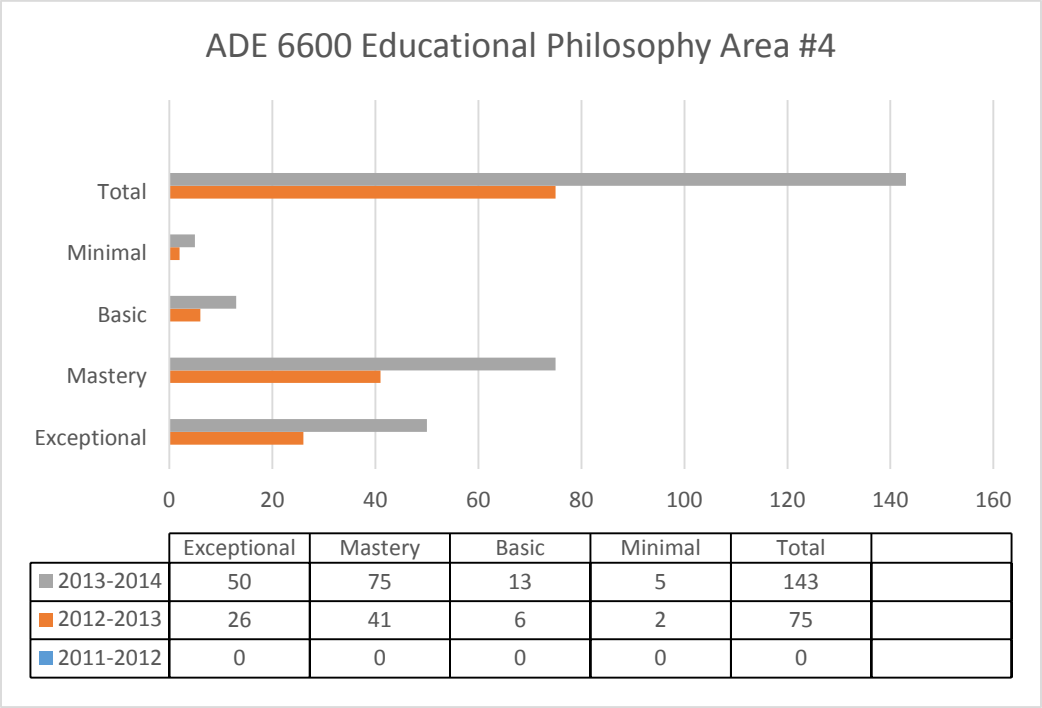
Action Plan: What are you going to do?
1. Implement an exit survey to assess the programs quality in relationship to the students' perspective.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to correct the problem (?)
1. A survey is being designed and will be added to the ADE 6699 course as a non-graded assignment. Students take ADE 6699 in their second to last term or final term in the program.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to re-assess it?
Review survey data and DIVERSITY after one AY cycle.

Action Plan: When will the action plan be completed?
Effective Term 3-2015

Graduate: ADULT EDUCATION:
ADE 6600 EDUCATIONAL PHILOSOPHY AREA #4
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Mastery	Basic	Minimal	Total	
2013-2014	50	75	13	5	143	
2012-2013	26	41	6	2	75	
2011-2012	0	0	0	0	0	

Narrative

Year-by-Year Analysis:

Overall Analysis:
ADE 6600 Educational Philosophy Area #4
218 Total Number of Completers
76 (35%) Number of Education Students in the Exceptional Range
116 (53%) Number of Education Students in the Mastery Range
19 (9%) Number of Education Students in the Basic Range
7 (3%) Number of Education Students in the Minimal Range
211 Out of 218 (97%) Number of Education Students in the Exceptional to Basic Range

Year: 2013-2014
ADE 6600 Educational Philosophy Area #4
143 Total Number of Completers
50 (35%) Number of Education Students in the Exceptional Range
75 (52%) Number of Education Students in the Mastery Range
13 (9%) Number of Education Students in the Basic Range
5 (4%) Number of Education Students in the Minimal Range
138 Out of 143 (97%) Number of Education Students in the Exceptional to Basic Range

Year: 2012-2013

ADE 6600 Educational Philosophy Area #4

75 Total Number of Completers
26 (35%) Number of Education Students in the Exceptional Range
41 (55%) Number of Education Students in the Mastery Range
6 (8%) Number of Education Students in the Basic Range
2 (3%) Number of Education Students in the Minimal Range
73 Out of 75 (97%) Number of Education Students in the Exceptional to Basic Range

Year: 2011-2012

ADE 6600 Educational Philosophy Area #4

0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Minimal Range
0 Number of Education Students in the Exceptional to Mastery Range

Recommendation(s):

Problem(s) or weakness (es) identified in your assessment:

1. After a review of our assessment protocol, it was discovered that the student's assessment of the problem has not been captured.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: What are you going to do?

1. Implement an exit survey to assess the programs quality in relationship to the students' perspective.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to correct the problem (?)

1. A survey is being designed and will be added to the ADE 6699 course as a non-graded assignment. Students take ADE 6699 in their second to last term or final term in the program.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to re-assess it?

Review survey data and DIVERSITY after one AY cycle.

Action Plan: When will the action plan be completed?

Effective Term 3-2015

Graduate: ADULT EDUCATION:
FOR FUTURE DEVELOPMENT #1
Three Year Data Cycle
SLO #4 Diversity

This SLO is currently under development in the Adult Education Program.

SLO #4 Diversity:	SLO #4's designed rubric is problematic in that its language does not relate to the levels of accomplishment of the students' performance and the rubrics language does not facilitate clear directives to the instructor or the student as how well the student demonstrate an understanding of diverse populations. This deficit will be addresses through the ADE's curriculum committees	**SLO #4:** Adult Education graduates will demonstrate competencies in designing instruction for the adult learner by making knowledge equally accessible to all adult learner using differentiated instruction and assessment.

Narrative

Year-by-Year Analysis:

Year: 2013-2014 (No Data – Under Review)

Year: 2012-2013 (No Data – Under Review)

Year: 2011-2012 (No Data – Under Review)

Overall Analysis:
(No Data – Under Review)

Recommendation(s):

Problem(s) or weakness (es) identified in your assessment:
1. After a review of our assessment protocol, it was discovered that the student's assessment of the problem has not been captured.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: What are you going to do?
1. Implement an exit survey to assess the programs quality in relationship to the students' perspective.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to correct the problem (?)
1. A survey is being designed and will be added to the ADE 6699 course as a non-graded assignment. Students take ADE 6699 in their second to last term or final term in the program.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to re-assess it?
Review survey data and DIVERSITY after one AY cycle.

Action Plan: When will the action plan be completed?
Effective Term 3-2015

Graduate: ADULT EDUCATION:
FOR FUTURE DEVELOPMENT #2
Three Year Data Cycle
SLO #4 Diversity

This SLO is currently under development in the Adult Education Program.

SLO #4 Diversity:	SLO #4's designed rubric is problematic in that its language does not relate to the levels of accomplishment of the students' performance and the rubrics language does not facilitate clear directives to the instructor or the student as how well the student demonstrate an understanding of diverse populations. This deficit will be addresses through the ADE's curriculum committees	**SLO #4:** Adult Education graduates will demonstrate competencies in designing instruction for the adult learner by making knowledge equally accessible to all adult learner using differentiated instruction and assessment.

Narrative

Year-by-Year Analysis:

Year: 2013-2014 (No Data – Under Review)

Year: 2012-2013 (No Data – Under Review)

Year: 2011-2012 (No Data – Under Review)

Overall Analysis:
(No Data – Under Review)

Recommendation(s):

Problem(s) or weakness (es) identified in your assessment:
1. After a review of our assessment protocol, it was discovered that the student's assessment of the problem has not been captured.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

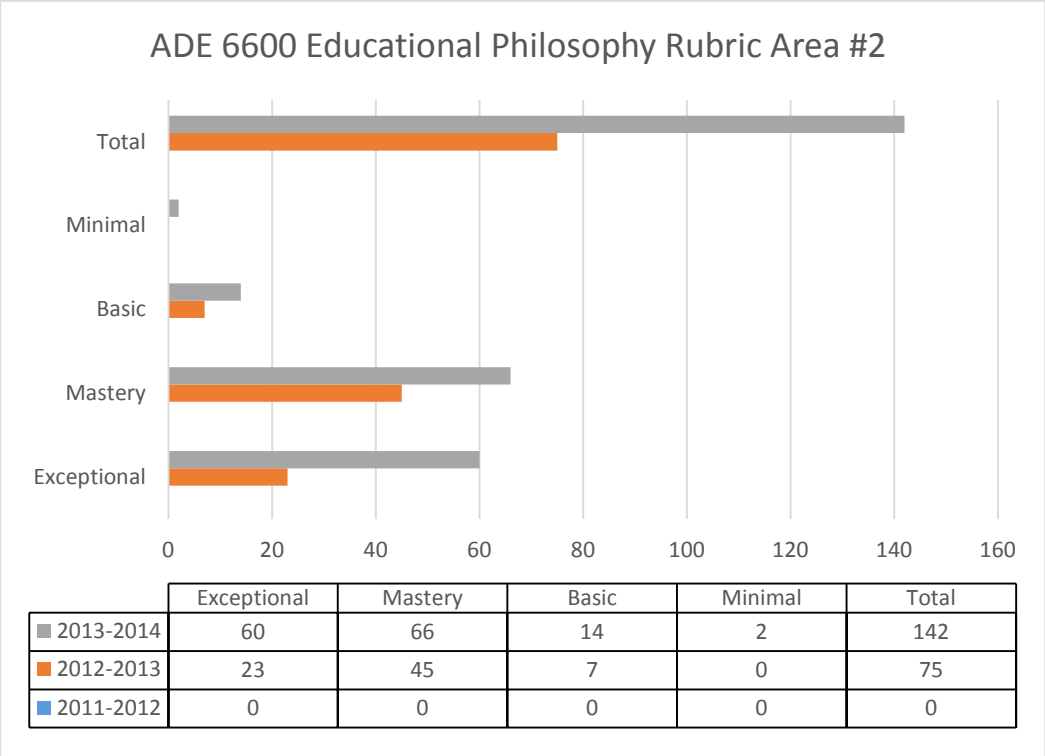
Action Plan: What are you going to do?
1. Implement an exit survey to assess the programs quality in relationship to the students' perspective.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to correct the problem (?)
1. A survey is being designed and will be added to the ADE 6699 course as a non-graded assignment. Students take ADE 6699 in their second to last term or final term in the program.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to re-assess it?
Review survey data and DIVERSITY after one AY cycle.

Action Plan: When will the action plan be completed?
Effective Term 3-2015

Graduate: ADULT EDUCATION:
ADE 6600 EDUCATIONAL PHILOSOPHY AREA #2
Three Year Data Cycle
SLO #5 Professionalism



	Exceptional	Mastery	Basic	Minimal	Total
2013-2014	60	66	14	2	142
2012-2013	23	45	7	0	75
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
ADE 6600 Educational Philosophy Rubric #2
217 Total Number of Completers
83 (38%) Number of Education Students in the Exceptional Range
111 (51%) Number of Education Students in the Mastery Range
21 (10%) Number of Education Students in the Basic Range
2 (1%) Number of Education Students in the Minimal Range
215 Out of 217 (99%) Number of Education Students in the Exceptional to Basic Range

Year: 2013-2014
ADE 6600 Educational Philosophy Rubric #2
142 Total Number of Completers
60 (42%) Number of Education Students in the Exceptional Range
66 (46%) Number of Education Students in the Mastery Range
14 (10%) Number of Education Students in the Basic Range
2 (1%) Number of Education Students in the Minimal Range
140 Out of 142 (98%) Number of Education Students in the Exceptional to Basic Range

Year: 2012-2013

ADE 6600 Educational Philosophy Rubric #2

75 Total Number of Completers
23 (31%) Number of Education Students in the Exceptional Range
45 (60%) Number of Education Students in the Mastery Range
7 (9%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Minimal Range
75 Out of 75 (100%) Number of Education Students in the Exceptional to Basic Range

Year: 2011-2012

ADE 6600 Educational Philosophy Rubric #2

0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Minimal Range
0 Number of Education Students in the Exceptional to Mastery Range

Recommendation(s):

Problem(s) or weakness (es) identified in your assessment:

1. After a review of our assessment protocol, it was discovered that the student's assessment of the problem has not been captured.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: What are you going to do?

1. Implement an exit survey to assess the programs quality in relationship to the students' perspective.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to correct the problem (?)

1. A survey is being designed and will be added to the ADE 6699 course as a non-graded assignment. Students take ADE 6699 in their second to last term or final term in the program.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

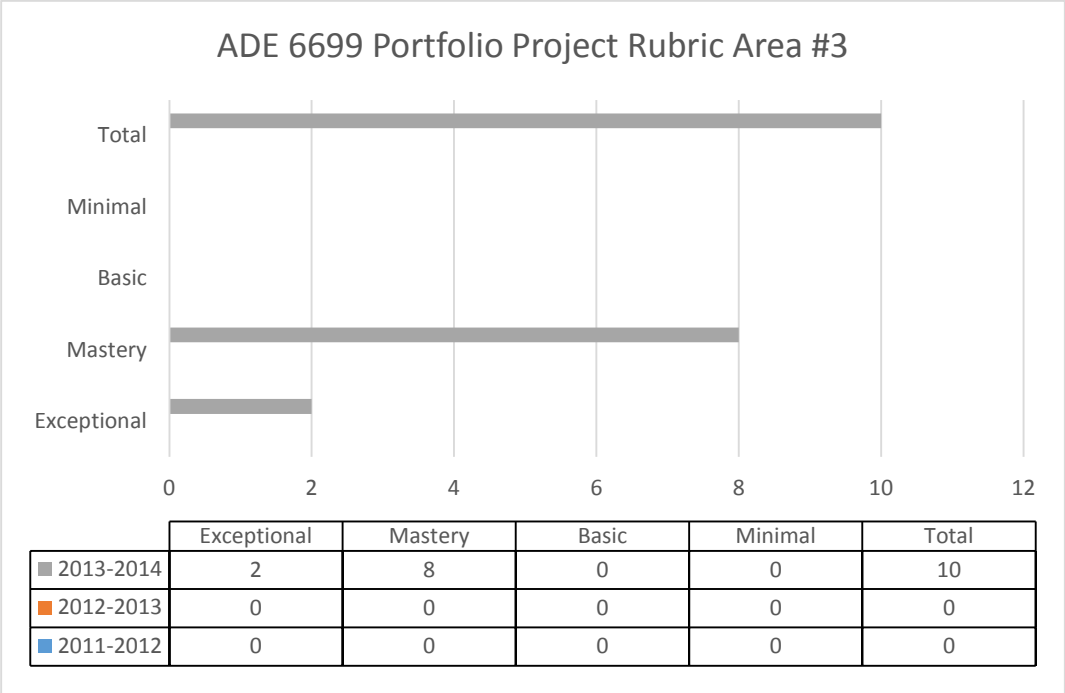
Action Plan: How are you going to re-assess it?

Review survey data and DIVERSITY after one AY cycle.

Action Plan: When will the action plan be completed?

Effective Term 3-2015

Graduate: ADULT EDUCATION:
ADE 6699 PORTFOLIO PROJECT RUBRIC AREA #3
Three Year Data Cycle
SLO #5 Professionalism



	Exceptional	Mastery	Basic	Minimal	Total
2013-2014	2	8	0	0	10
2012-2013	0	0	0	0	0
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
10 Total Number of Completers
2 (20%) Number of Education Students in the Exceptional Range
8 (80%) Number of Education Students in the Mastery Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Minimal Range
10 Out of 10 (100%) Number of Education Students in the Exceptional to Basic Range

Year: 2013-2014
10 Total Number of Completers
2 (20%) Number of Education Students in the Exceptional Range
8 (80%) Number of Education Students in the Mastery Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Minimal Range
10 Out of 10 (100%) Number of Education Students in the Exceptional to Basic Range

Year: 2012-2013

0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Minimal Range
0 Number of Education Students in the Exceptional to Basic Range

Year: 2011-2012

0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Mastery Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Minimal Range
0 Number of Education Students in the Exceptional to Basic Range

Recommendation(s):

Problem(s) or weakness (es) identified in your assessment:

1. After a review of our assessment protocol, it was discovered that the student's assessment of the problem has not been captured.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: What are you going to do?

1. Implement an exit survey to assess the programs quality in relationship to the students' perspective.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to correct the problem (?)

1. A survey is being designed and will be added to the ADE 6699 course as a non-graded assignment. Students take ADE 6699 in their second to last term or final term in the program.
2. SLO #4: DIVERSITY only has one assessment. Addressing diversity is being done in the program but the design for capturing and documenting this SLO is weak and needs to be addressed by the faculty and curriculum committee

Action Plan: How are you going to re-assess it?

Review survey data and DIVERSITY after one AY cycle.

Action Plan: When will the action plan be completed?

Effective Term 3-2015

Collaborative Teacher (6-12), B.S.

NARRATIVE SUMMARY

GUIDE

B.S., ALT-A, and Traditional MS

COLLABORATIVE TEACHER (6-12)

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

COLLABORATIVE TEACHER 6-12:
PRAXIS
Three Year Data Cycle
SLO #1 Content Knowledge

Narrative

Year-by-Year Analysis:

Year: 2013-2014
20 Total Number taking Special Education: Core Knowledge PRAXIS
20 0r 100% Number passing Special Education: Core Knowledge PRAXIS
Failing Number not reported Special Education: Core Knowledge PRAXIS

Year: 2012-2013
29 Total Number taking Special Education: Core Knowledge PRAXIS
27 or 93% Number and percent passing Special Education: Core Knowledge PRAXIS
2 or 3% Number and percent failing Special Education: Core Knowledge PRAXIS

Year: 2011-2012
8 Total Number taking Special Education: Core Knowledge PRAXIS
8 or 100% Number and percent passing Special Education: Core Knowledge PRAXIS
0 or 0% Number and percent failing Special Education: Core Knowledge PRAXIS

Overall Analysis:
54 Total Number taking Special Education: Core Knowledge PRAXIS
52 or 96% Number and percent passing Special Education: Core Knowledge PRAXIS
2 or 4% Number and percent failing Special Education: Core Knowledge PRAXIS

Recommendation(s):
At this time in the assessment cycle the recommendation is to keep PRAXIS as one of the measurements for *SLO #1: **Content Knowledge**: Student will demonstrate their knowledge, skills, and competencies in the content area of their degree program* The use of the PRAXIS scores gives a "High Stakes" testing view of our candidates' content knowledge.

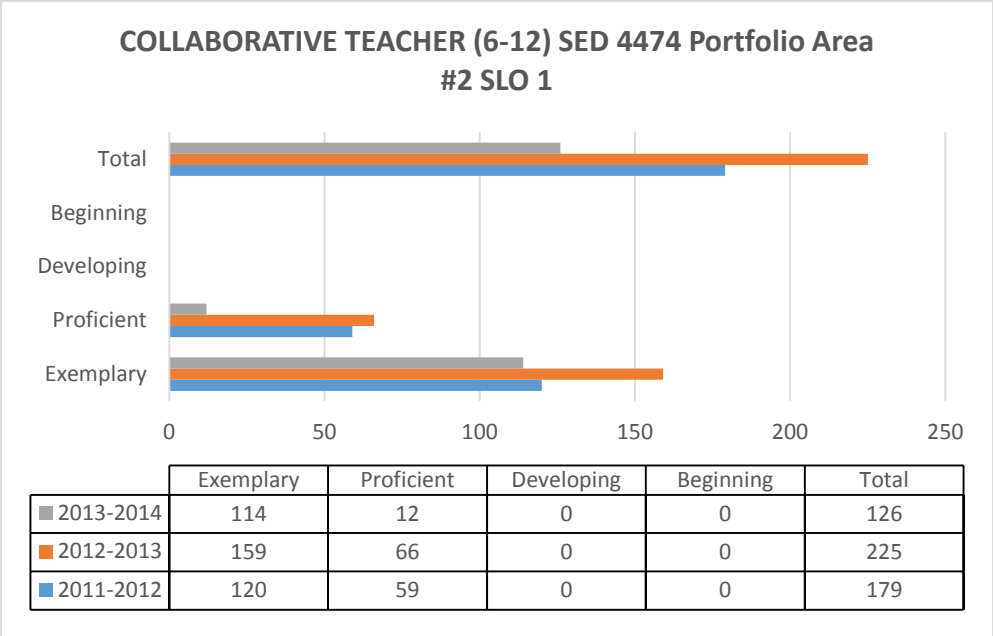
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Collaborative 6-12 PRAXIS II SCORES						
2011-2012						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Special Ed: Core Knowledge	2	2	100%	0	0%
TROY	Special Ed: Core Knowledge	6	6	100%	0	0%
	TOTAL	**8**	**8**	**100%**	**0**	**0%**
2012-2013						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Special Ed: Core Knowledge	6	6	100%	0	0%
TROY	Special Ed: Core Knowledge	23	21	91%	2	9%
	TOTAL	**29**	**27**	**93%**	**2**	**7%**
2013-2014						

Troy Overall Number Passed Praxis II	**Test Name**
3	0354 Special Ed: Core Knowledge Application (paper)
17	5354 Special Ed: Core Knowledge Application (computer)

COLLABORATIVE TEACHER (6-12):
SED 4474 Portfolio Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exemplary	Proficient	Developing	Beginning	Total
2013-2014	114	12	0	0	126
2012-2013	159	66	0	0	225
2011-2012	120	59	0	0	179

Narrative

Year-by-Year Analysis:

Overall Analysis:
SED 4474 Portfolio Area #2 SLO 1
530 Total Number of Completers
393 (74%) Number of Education Students in the Exemplary Range
137 (26%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
530 Out of 530 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Year: 2013-2014
SED 4474 Portfolio Area #2 SLO 1
126 Total Number of Completers
114 (90%) Number of Education Students in the Exemplary Range
12 (10%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
126 out of 126 Total (100%) Number of Education Students in the Exemplary to Proficient Range

Year: 2012-2013

SED 4474 Portfolio Area #2 SLO 1

225 Total Number of Completers
159 (71%) Number of Education Students in the Exemplary Range
66 (29%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
225 Out of 225 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Year: 2011-2012

SED 4474 Portfolio Area #2 SLO 1

179 Total Number of Completers
120 (67%) Number of Education Students in the Exemplary Range
59 (33%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
179 Out of 179 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Recommendation(s):

At this time in the assessment cycle the recommendation is to keep SED 4474 Portfolio Area #2 as one of the measurements for *SLO #1: **Content Knowledge**: Student will demonstrate their knowledge, skills, and competencies in the content area of their degree program.* The over-all student performance is strong in the Exemplary to Proficient Range.

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

COLLABORATIVE TEACHER 6-12
PRAXIS
Three Year Data Cycle
SLO #2 Professional Skills (Teaching & Learning)

Narrative

Year-by-Year Analysis:

Year: 2013-2014
20 Total Number taking Special Education: Core Knowledge PRAXIS
20 Number passing Special Education: Core Knowledge PRAXIS
Failing Number not reported Special Education: Core Knowledge PRAXIS

Year: 2012-2013
29 Total Number taking Special Education: Core Knowledge PRAXIS
27 or 93% Number and percent passing Special Education: Core Knowledge PRAXIS
2 or 3% Number and percent failing Special Education: Core Knowledge PRAXIS

Year: 2011-2012
8 Total Number taking Special Education: Core Knowledge PRAXIS
8 or 100% Number and percent passing Special Education: Core Knowledge PRAXIS
0 or 0% Number and percent failing Special Education: Core Knowledge PRAXIS

Overall Analysis:
54 Total Number taking Special Education: Core Knowledge PRAXIS
52 or 96% Number and percent passing Special Education: Core Knowledge PRAXIS
2 or 4% Number and percent failing Special Education: Core Knowledge PRAXIS

Recommendation(s):
At this time in the assessment cycle the recommendation is to keep PRAXIS as one of the measurements for *SLO #2: **Professional Skills (Teaching & Learning)**: Students will apply their knowledge and skills to pedagogically synthesize creative solutions and ideas based on the application of a diverse learning environment for effective best practices in teaching and learning.* The use of the PRAXIS scores gives a "High Stakes" testing view of our candidates' content knowledge.

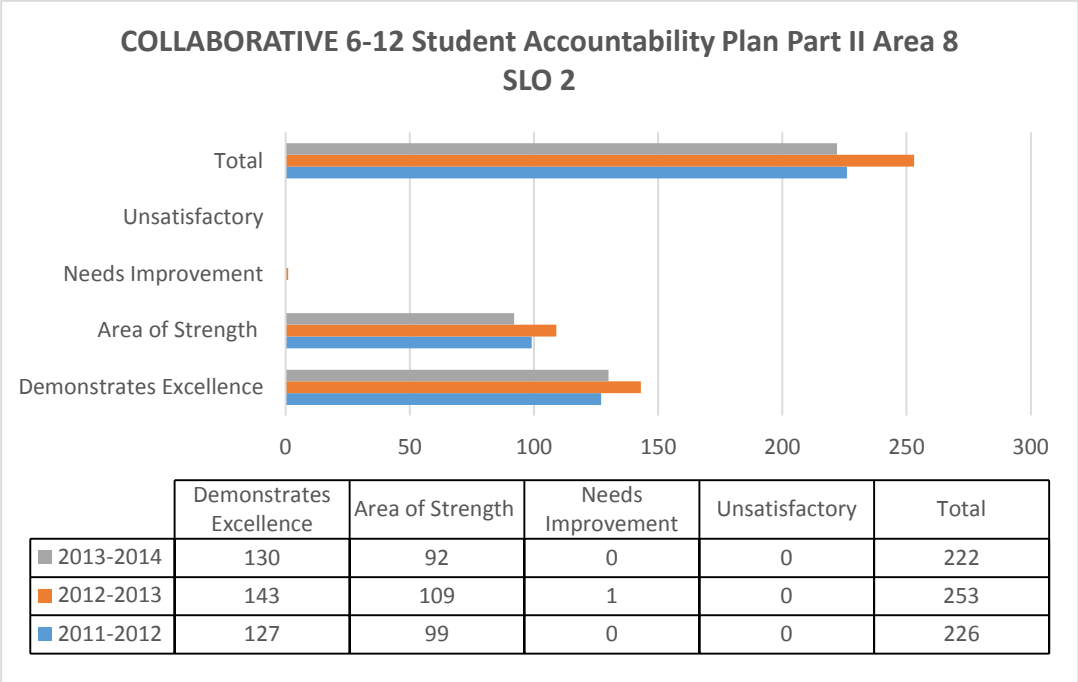
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and

approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Collaborative 6-12 PRAXIS II SCORES						
2011-2012						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Special Ed: Core Knowledge	2	2	100%	0	0%
TROY	Special Ed: Core Knowledge	6	6	100%	0	0%
	TOTAL	**8**	**8**	**100%**	**0**	**0%**
2012-2013						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Special Ed: Core Knowledge	6	6	100%	0	0%
TROY	Special Ed: Core Knowledge	23	21	91%	2	9%
	TOTAL	**29**	**27**	**93%**	**2**	**7%**
2013-2014						
Troy Overall Number Passed Praxis II	**Test Name**					
3	0354 Special Ed: Core Knowledge Application (paper)					
17	5354 Special Ed: Core Knowledge Application (computer)					

COLLABORATIVE 6-12:
Student Accountability Plan Part II Area #8
Three Year Data Cycle
SLO #2 Professional Skills (Teaching & Learning)



	Demonstrates Excellence	Area of Strength	Needs Improvement	Unsatisfactory	Total
2013-2014	130	92	0	0	222
2012-2013	143	109	1	0	253
2011-2012	127	99	0	0	226

Narrative

Year-by-Year Analysis:

Overall Analysis:
Student Accountability Plan Part II Area 8 SLO 2
701 Total Number of Completers
400 (57%) Number of Education Students in the Demonstrates Excellence range
300 (42%) Number of Education Students in the Area of Strength range
1 (1%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
700 Out of 701 (99%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2013-2014
Student Accountability Plan Part II Area 8 SLO 2
222 Total Number of Completers
130 (59%) Number of Education Students in the Demonstrates Excellence range
92 (41%) Number of Education Students in the Area of Strength range
0 (0%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
222 Out of 222 (100%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2012-2013

Student Accountability Plan Part II Area 8 SLO 2

253 Total Number of Completers
143 (57%) Number of Education Students in the Demonstrates Excellence range
109 (42%) Number of Education Students in the Area of Strength range
1 (1%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
252 Out of 253 (99%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2011-2012

Student Accountability Plan Part II Area 8 SLO 2

226 Total Number of Completers
127 (56%) Number of Education Students in the Demonstrates Excellence range
99 (44%) Number of Education Students in the Area of Strength range
0 (0%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
226 Out of 226 (100%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

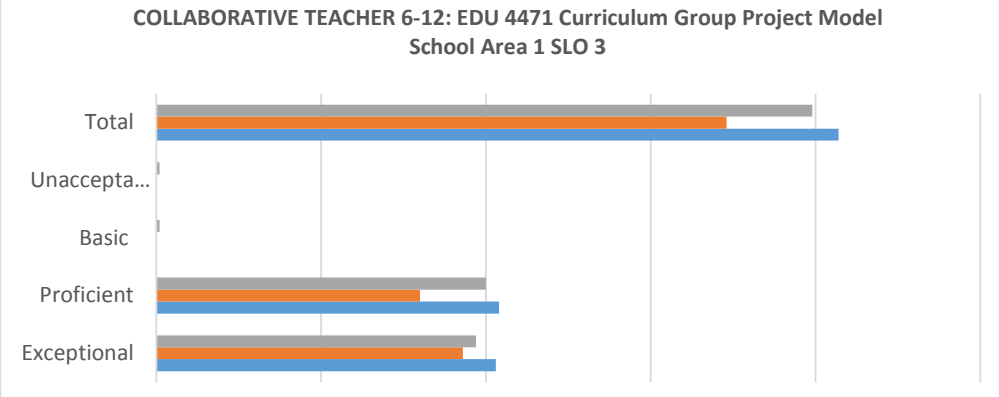
Recommendation(s):

At this time in the assessment cycle the recommendation is to keep Student Accountability Plan Part II Area #8 as one of the measurements for *SLO #2: **Professional Skills (Teaching & Learning)**: Students will apply their knowledge and skills to pedagogically synthesize creative solutions and ideas based on the application of a diverse learning environment for effective best practices in teaching and learning.* The over-all student performance is strong in the Exemplary to Proficient Range.

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

COLLABORATIVE TEACHER 6-12:
EDU 4471 Curriculum Group Project Model School Area 1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	97	100	1	1	199
2012-2013	93	80	0	0	173
2011-2012	103	104	0	0	207

Narrative

Year-by-Year Analysis:

Overall Analysis:

579 Total Number of Completers
293 (50%) Education students in the Exceptional range
284 (48%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
578 Out of 579 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014

EDU 4471 Curriculum Group Project Model School Area 1
199 Total Number of Completers
97 (48%) Education students in the Exceptional range
100 (50%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
198 Out of 199 (99%) Education students in the Exceptional to Basic range

Year: 2012-2013

EDU 4471 Curriculum Group Project Model School Area 1

173 Total Number of Completers
93 (54%) Education students in the Exceptional range
80 (46%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
173 Out of 173 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

EDU 4471 Curriculum Group Project Model School Area 1

207 Total Number of Completers
103 (50%) Education students in the Exceptional range
104 (50%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
207 Out of 207 (100%) Education students in the Exceptional to Proficient range

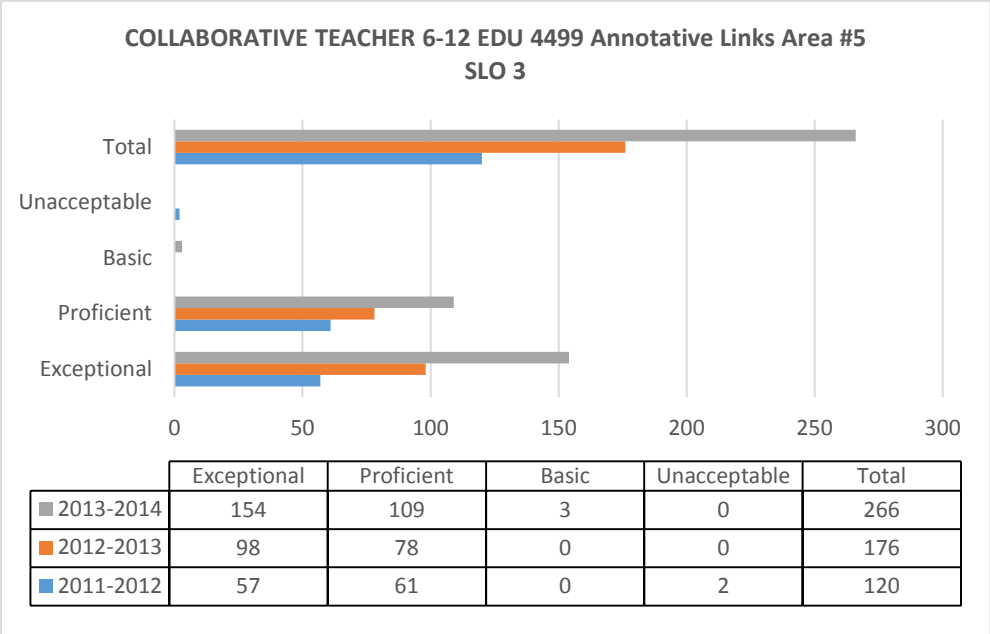
Recommendation(s):

At this time in the assessment cycle the recommendation is to keep EDU 4471 Curriculum Group Project Model School Area 1 as one of the measurements for *SLO #3: **Professional Literacy**: Students will demonstrate knowledge of effective oral and written communication, reading mathematics, and technology through the application of diverse, effective techniques in the delivery of instruction.*. The over-all student performance is strong in the Exemplary to Proficient Range.

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

COLLABORATIVE TEACHER 6-12
EDU 4499 Annotative Links Area #5
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	154	109	3	0	266
2012-2013	98	78	0	0	176
2011-2012	57	61	0	2	120

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 4499 Annotative Links Area #5 SLO 3
562 Total Number of Completers
309 (54%) Education students in the Exceptional range
248 (43%) Education students in the Proficient range
3 (2%) Education students in the Basic range
2 (1%) Education students in the Unacceptable range
560 Out of 562 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
EDU 4499 Annotative Links Area #5 SLO 3
266 Total Number of Completers
154 (68%) Education students in the Exceptional range
109 (48%) Education students in the Proficient range
3 (1%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
226 Out of 226 (100%) Education students in the Exceptional to Basic range

Year: 2012-2013

EDU 4499 Annotative Links Area #5 SLO 3

176 Total Number of Completers
98 (56%) Education students in the Exceptional range
78 (44%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
176 Out of 176 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

EDU 4499 Annotative Links Area #5 SLO 3

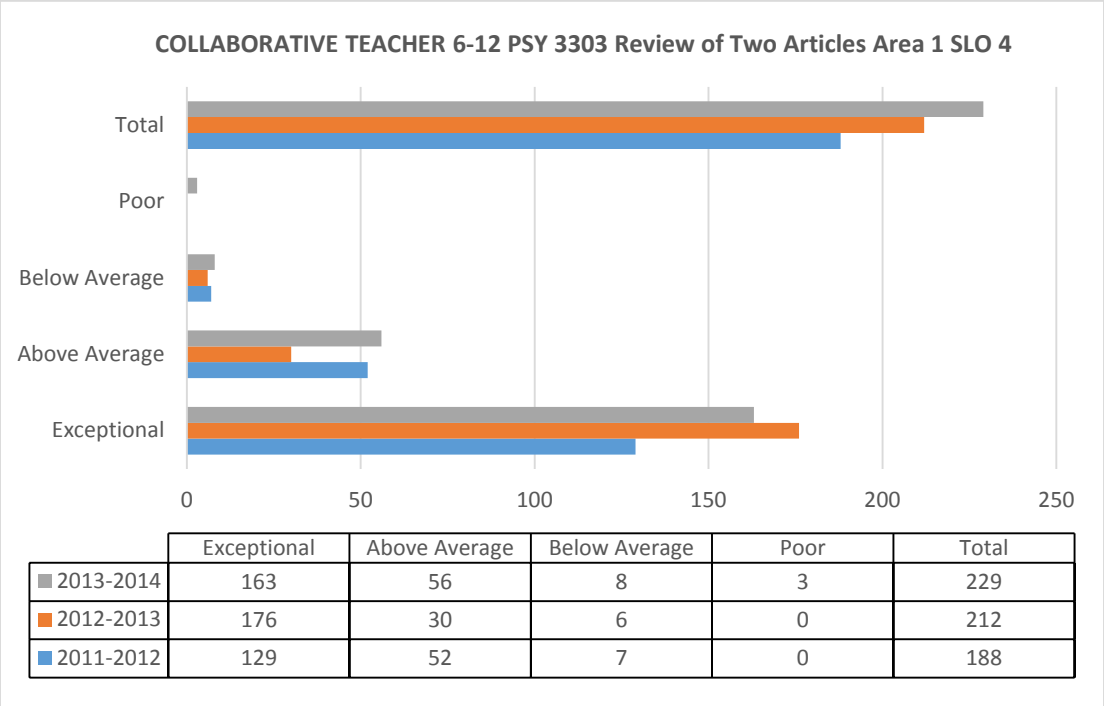
120 Total Number of Completers
57 (48%) Education students in the Exceptional range
6 (51%) Education students in the Proficient range
0 (0%) Education students in the Basic range
2 (1%) Education students in the Unacceptable range
118 Out of 120 (99%) Education students in the Exceptional to Basic range

Recommendation(s):

At this time in the assessment cycle the recommendation is to keep EDU 4499 Annotative Links Area #5 as one of the measurements for *SLO #3: **Professional Literacy**: Students will demonstrate knowledge of effective oral and written communication, reading mathematics, and technology through the application of diverse, effective techniques in the delivery of instruction.*. All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

COLLABORATIVE TEACHER 6-12
PSY 3303 Review of Two Articles Area #1
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Above Average	Below Average	Poor	Total
2013-2014	163	56	8	3	229
2012-2013	176	30	6	0	212
2011-2012	129	52	7	0	188

Narrative

Year-by-Year Analysis:

Overall Analysis:
PSY 3303 Review of Two Articles Area 1 SLO 4
629 Total Number of Completers
468 (74%) Education Students in the Exceptional range
138 (22%) Education Students in the Above Average range
21 (3%) Education Students in the Below Average range
3 (1%) Education Students in the Poor range
605 Out of 629 (96%) Education Students in the Exceptional to Above Average range

Year: 2013-2014
PSY 3303 Review of Two Articles Area 1 SLO 4
229 Total Number of Completers
163 (71%) Education Students in the Exceptional range
56 (25%) Education Students in the Above Average range
8 (3%) Education Students in the Below Average range
3 (1%) Education Students in the Poor range
218 Out of 229 (96%) Education Students in the Exceptional to Above Average range

Year: 2012-2013

PSY 3303 Review of Two Articles Area 1 SLO 4

212 Total Number of Completers
176 (83%) Education Students in the Exceptional range
30 (14%) Education Students in the Above Average range
6 (3%) Education Students in the Below Average range
0 (0%) Education Students in the Poor range
206 Out of 212 (97%) Education Students in the Exceptional to Above Average range

Year: 2011-2012

PSY 3303 Review of Two Articles Area 1 SLO 4

188 Total Number of Completers
129 (68%) Education Students in the Exceptional range
52 (28%) Education Students in the Above Average range
7 (4%) Education Students in the Below Average range
0 (0%) Education Students in the Poor range
181 Out of 188 (96%) Education Students in the Exceptional to Above Average range

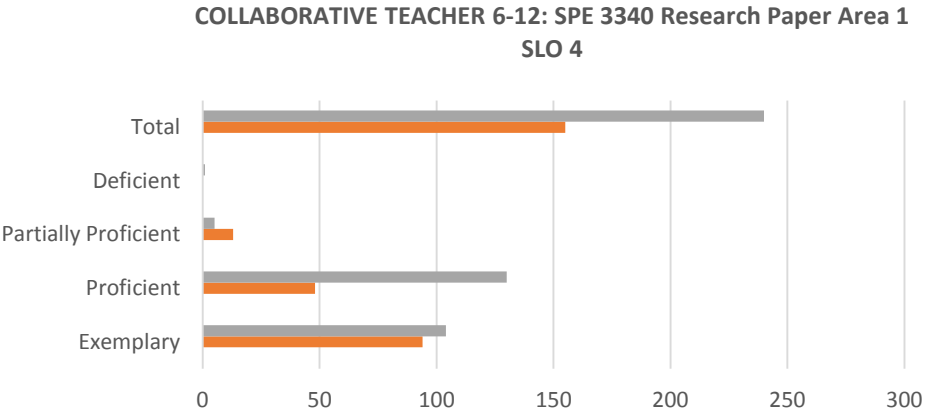
Recommendation(s):

At this time in the assessment cycle the recommendation is to keep PSY 3303 Review of Two Articles Area #1 as one of the measurements for *SLO #4: **Diversity**: Students will demonstrate professional competencies, which contribute to the building of safe, supportive, and stimulating learning environments in the least restrictive and most culturally sensitive manner for all populations.*. The over-all student performance is strong in the Exemplary to Proficient Range.

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

COLLABORATIVE TEACHER 6-12:
SPE 3340 Research Paper Area #1
Three Year Data Cycle
SLO #4 Diversity



	Exemplary	Proficient	Partially Proficient	Deficient	Total
2013-2014	104	130	5	1	240
2012-2013	94	48	13	0	155
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 3340 Research Paper Area #1
395 Total Number of Completers
198 (50%) Education students in the Exemplary range
178 (45%) Education students in the Proficient range
18 (4%) Education students in the Partially Proficient range
1 (1%) Education students in the Deficient range
376 Out of 395 (95%) Education students in the Exemplary to Proficient range

Year: 2013-2014
SPE 3340 Research Paper Area #1
240 Total Number of Completers
104 (43%) Education students in the Exemplary range
130 (54%) Education students in the Proficient range
5 (2%) Education students in the Partially Proficient range
1 (1%) Education students in the Deficient range
234 Out of 240 (97%) Education students in the Exemplary to Proficient range

Year: 2012-2013

SPE 3340 Research Paper Area #1

155 Total Number of Completers
94 (61%) Education students in the Exemplary range
4 (31%) Education students in the Proficient range
13 (8%) Education students in the Partially Proficient range
0 (0%) Education students in the Deficient range
142 Out of 155 (92%) Education students in the Exemplary to Proficient range

Year: 2011-2012

SPE 3340 Research Paper Area #1

0 Total Number of Completers
0 Education students in the Exemplary range
0 Education students in the Proficient range
0 Education students in the Partially Proficient range
0 Education students in the Deficient range
0 Education students in the Exemplary to Proficient range

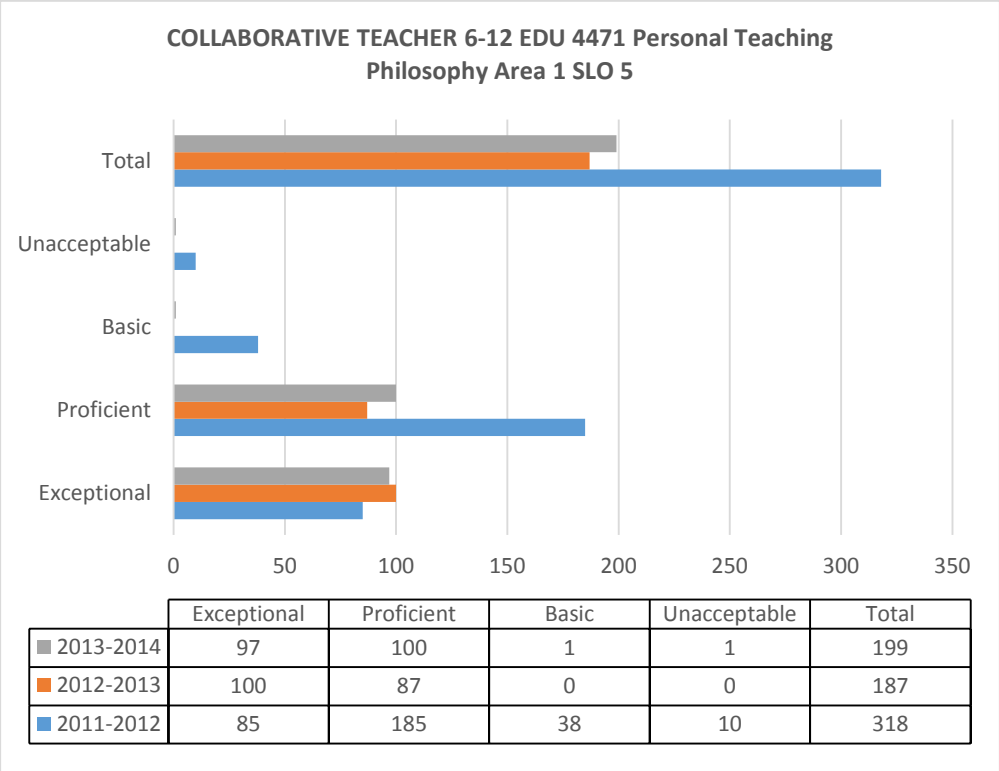
Recommendation(s):

At this time in the assessment cycle the recommendation is to keep SPE 3340 Research Paper Area #1as one of the measurements for *SLO #4: **Diversity**: Students will demonstrate professional competencies, which contribute to the building of safe, supportive, and stimulating learning environments in the least restrictive and most culturally sensitive manner for all populations.*. The over-all student performance is strong in the Exemplary to Proficient Range.

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

COLLABORATIVE TEACHER 6-12:
EDU 4471 Personal Teaching Philosophy Area #1
Three Year Data Cycle
SLO #5 Professionalism



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	97	100	1	1	199
2012-2013	100	87	0	0	187
2011-2012	85	185	38	10	318

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
704 Total Number of Completers
282 (40%) Education students in the Exceptional range
372 (53%) Education students in the Proficient range
39 (5%) Education students in the Basic range
11 (2%) Education students in the Unacceptable range
654 Out of 704 (93%) Education students in the Exceptional to Proficient range

Year: 2013-2014
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
199 Total Number of Completers
97 (48%) Education students in the Exceptional range
100 (50%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
197 Out of 199 (99%) Education students in the Exceptional to Proficient range

Year: 2012-2013

EDU 4471 Personal Teaching Philosophy Area 1 SLO 5

187 Total Number of Completers
100 (53%) Education students in the Exceptional range
87 (47%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
187 Out of 187 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

EDU 4471 Personal Teaching Philosophy Area 1 SLO 5

318 Total Number of Completers
85 (27%) Education students in the Exceptional range
185 (58%) Education students in the Proficient range
38 (12%) Education students in the Basic range
10 (3%) Education students in the Unacceptable range
308 Out of 318 (97%) Education students in the Exceptional to Basic range

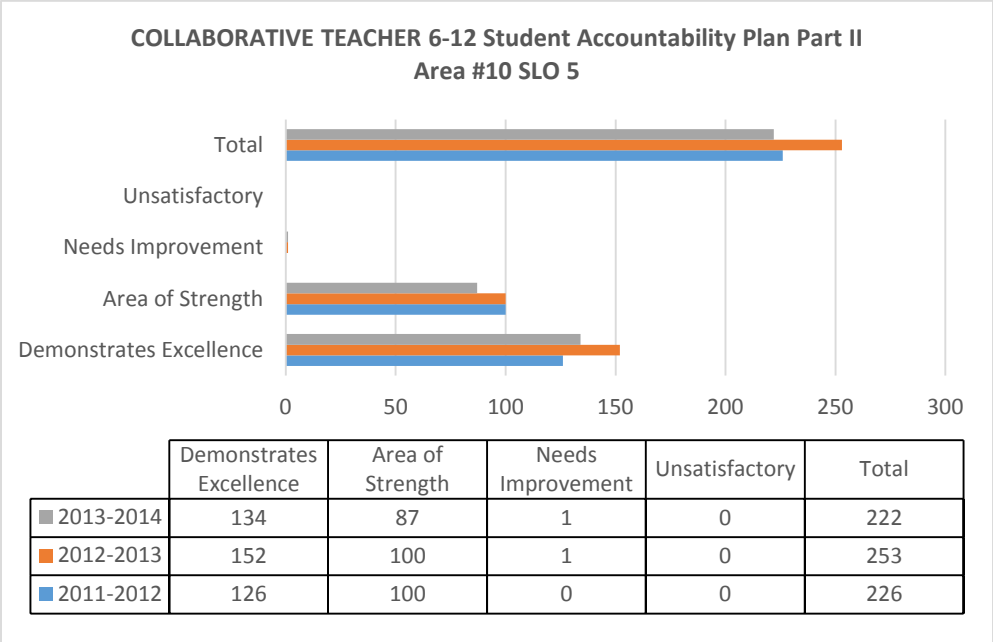
Recommendation(s):

At this time in the assessment cycle the recommendation is to keep EDU 4471 Personal Teaching Philosophy Area #1 as one of the measurements for *SLO #5: **Professionalism**: Students will demonstrate an awareness and commitment to increasing the achievement of all students, through engagement in continuous learning and self-improvement while demonstrating an understanding of collaboration with colleagues to bring about school improvement based on researched-based best practices.* The over-all student performance is strong in the Exemplary to Proficient Range.

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

COLLABORATIVE TEACHER 6-12:
Student Accountability Plan Part II Area #10
Three Year Data Cycle
SLO #5 Professionalism



	Demonstrates Excellence	Area of Strength	Needs Improvement	Unsatisfactory	Total
2013-2014	134	87	1	0	222
2012-2013	152	100	1	0	253
2011-2012	126	100	0	0	226

Narrative

Year-by-Year Analysis:

Overall Analysis:
Student Accountability Plan Part II Area #10 SLO 5
701 Total Number of Completers
412 (58%) Education students in the Demonstrates Excellence range
287 (41%) Education students in the Area of Strength range
2 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
699 Out of 701 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2013-2014
Student Accountability Plan Part II Area #10 SLO 5
222 Total Number of Completers
134 (60%) Education students in the Demonstrates Excellence range
87 (39%) Education students in the Area of Strength range
1 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
221 Out of 222 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2012-2013

Student Accountability Plan Part II Area #10 SLO 5

253 Total Number of Completers
152 (60%) Education students in the Demonstrates Excellence range
100 (39%) Education students in the Area of Strength range
1 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
252 Out of 253 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2011-2012

Student Accountability Plan Part II Area #10 SLO 5

226 Total Number of Completers
126 (56%) Education students in the Demonstrates Excellence range
100 (44%) Education students in the Area of Strength range
0 (0%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
226 Out of 226 (100%) Education students in the Demonstrates Excellence to Area of Strength range

Recommendation(s):

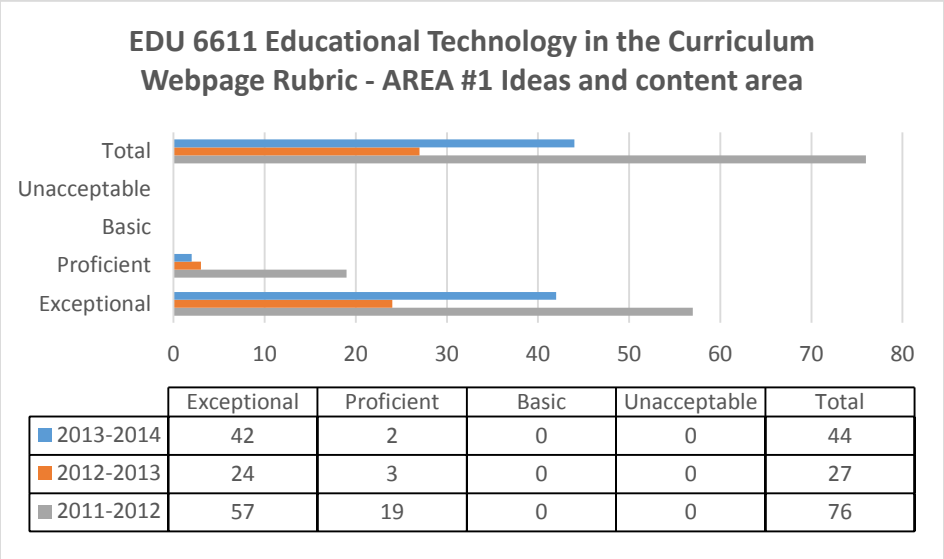
At this time in the assessment cycle the recommendation is to keep Student Accountability Plan Part II Area #10 as one of the measurements for *SLO #5: **Professionalism**: Students will demonstrate an awareness and commitment to increasing the achievement of all students, through engagement in continuous learning and self-improvement while demonstrating an understanding of collaboration with colleagues to bring about school improvement based on researched-based best practices.* The over-all student performance is strong in the Exemplary to Proficient Range.

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Collaborative Teach (6-12), Alternative, MS

Graduate Alternative - A COLLABORATIVE TEACHER (6-12):
EDU 6611 WEBPAGE AREA #1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	42	2	0	0	44
2012-2013	24	3	0	0	27
2011-2012	57	19	0	0	76

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
147 Total Number of Completers
123 (84%) Number of Education Students in the Exceptional Range
24 (16%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
147 Out of 147 (100%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
44 Total Number of Completers
42 (96%) Number of Education Students in the Exceptional Range
2 (4%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
44 Out of 44 (100%) Education Students in the Exceptional to Basic Range

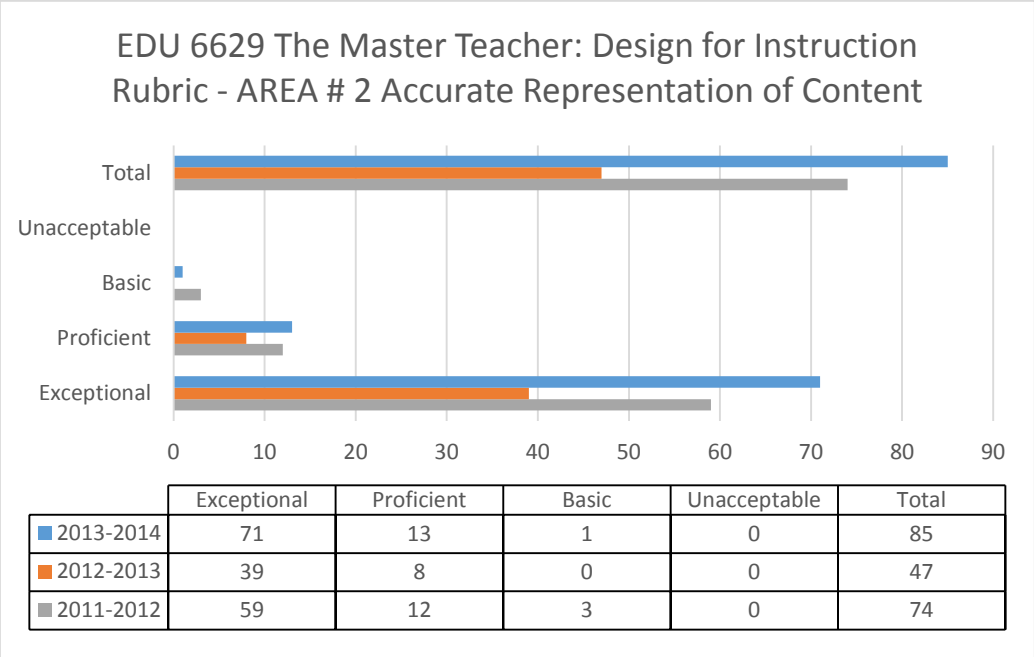
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
27 Total Number of Completers
24 (88%) Number of Education Students in the Exceptional Range
3 (12%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
76 Total Number of Completers
57 (75%) Number of Education Students in the Exceptional Range
19 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
76 Out of 76 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER (6-12):
EDU 6629 DFI Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	71	13	1	0	85
2012-2013	39	8	0	0	47
2011-2012	59	12	3	0	74

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
206 Total Number of Completers
169 (82%) Number of Education Students in the Exceptional Range
33 (16%) Number of Education Students in the Proficient Range
4 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
202 Out of 206 (100%) Number of Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
74 Total Number of Completers
59 (80%) Number of Education Students in the Exceptional Range
12 (16%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
74 Out of 74 (100%) Number of Education Students in the Exceptional to Basic Range

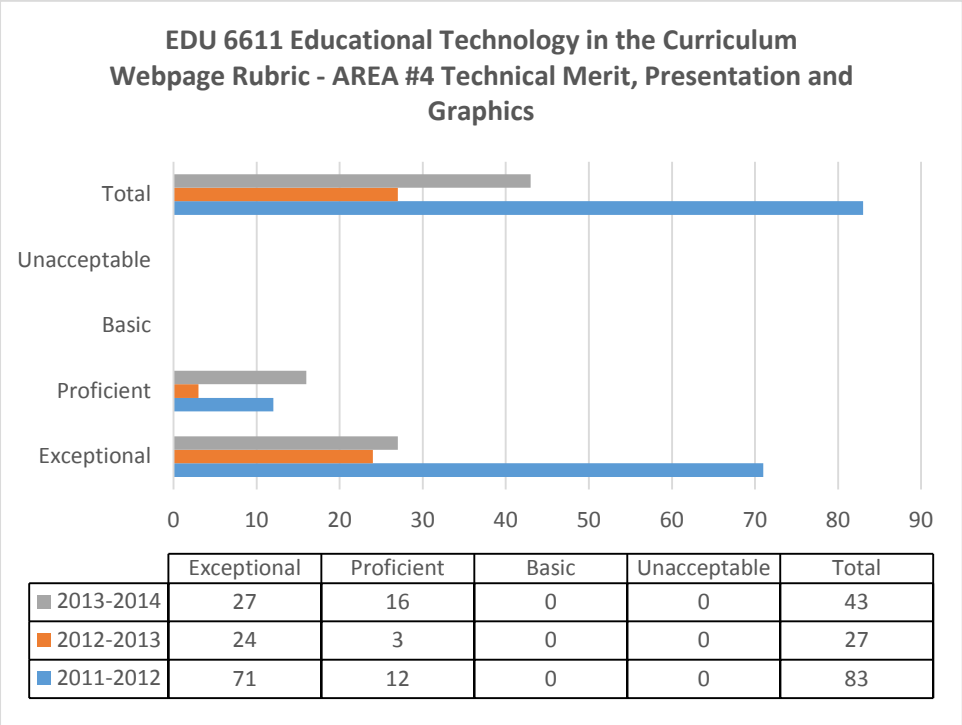
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
47 Total Number of Completers
39 (83%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Number of Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
85 Total Number of Completers
71 (84%) Number of Education Students in the Exceptional Range
13 (15%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
84 Out of 85 (99%) Number of Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER (6-12):
EDU 6611 WEBQUEST AREA #4
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	27	16	0	0	43
2012-2013	24	3	0	0	27
2011-2012	71	12	0	0	83

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
153 Total Number of Completers
122 (80%) Number of Education Students in the Exceptional Range
31 (20%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
152 Out of 153 (100%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
43 Total Number of Completers
27 (63%) Number of Education Students in the Exceptional Range
16 (37%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
43 Out of 43 (100%) Education Students in the Exceptional to Basic Range

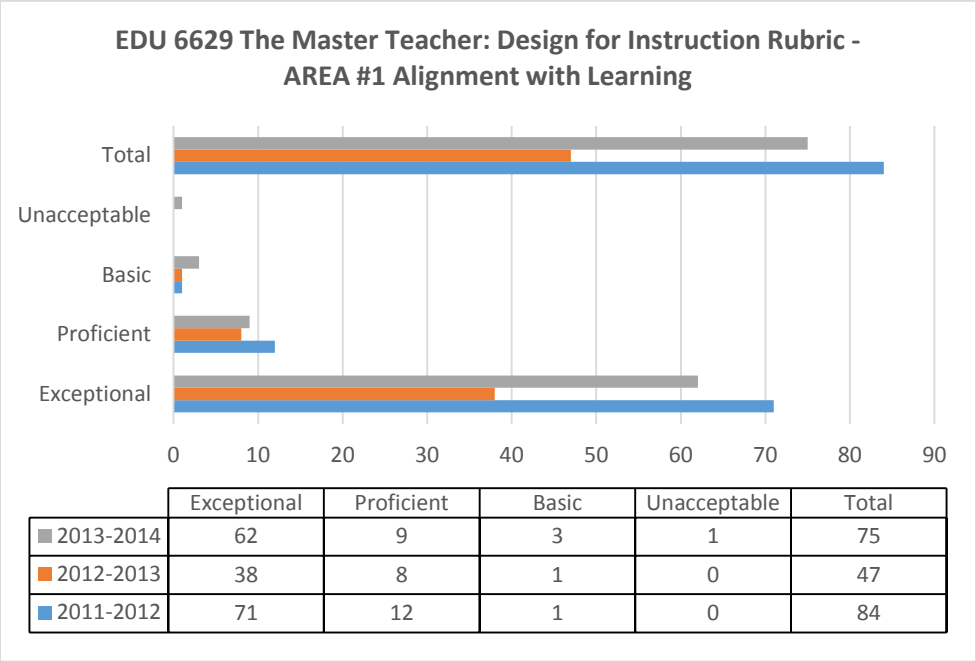
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
27 Total Number of Completers
24 (89%) Number of Education Students in the Exceptional Range
3 (11%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
83 Total Number of Completers
71 (86%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
83 Out of 83 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER (6-12):
EDU 6629 DFI AREA #1
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	62	9	3	1	75
2012-2013	38	8	1	0	47
2011-2012	71	12	1	0	84

Narrative

Year-by-Year Analysis:

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
75 Total Number of Completers
62 (83%) Number of Education Students in the Exceptional Range
9 (12%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
74 Out of 75 (99%) Education Students in the Exceptional to Basic Range

Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
47 Total Number of Completers
38 (81%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
1 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012

SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
84 Total Number of Completers
71 (85%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
84 Out of 84 (100%) Education Students in the Exceptional to Basic Range

Overall Analysis:

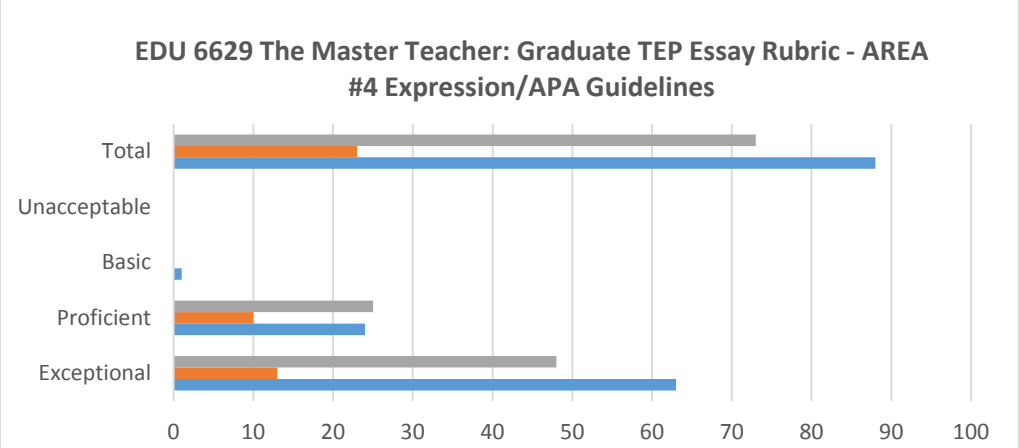
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
205 Total Number of Completers
171 (83%) Number of Education Students in the Exceptional Range
29 (14%) Number of Education Students in the Proficient Range
5 (2%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
205 Out of 206 (99%) Education Students in the Exceptional to Basic Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER (6-12):
EDU 6629 GRADUATE TEP ESSAY AREA #4
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	48	25	0	0	73
2012-2013	13	10	0	0	23
2011-2012	63	24	1	0	88

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
185 Total Number of Completers
125 (67%) Number of Education Students in the Exceptional Range
59 (32%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
185 Out of 185 (100%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
73 Total Number of Completers
48 (66%) Number of Education Students in the Exceptional Range
25 (34%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
73 Out of 73 (100%) Education Students in the Exceptional to Basic Range

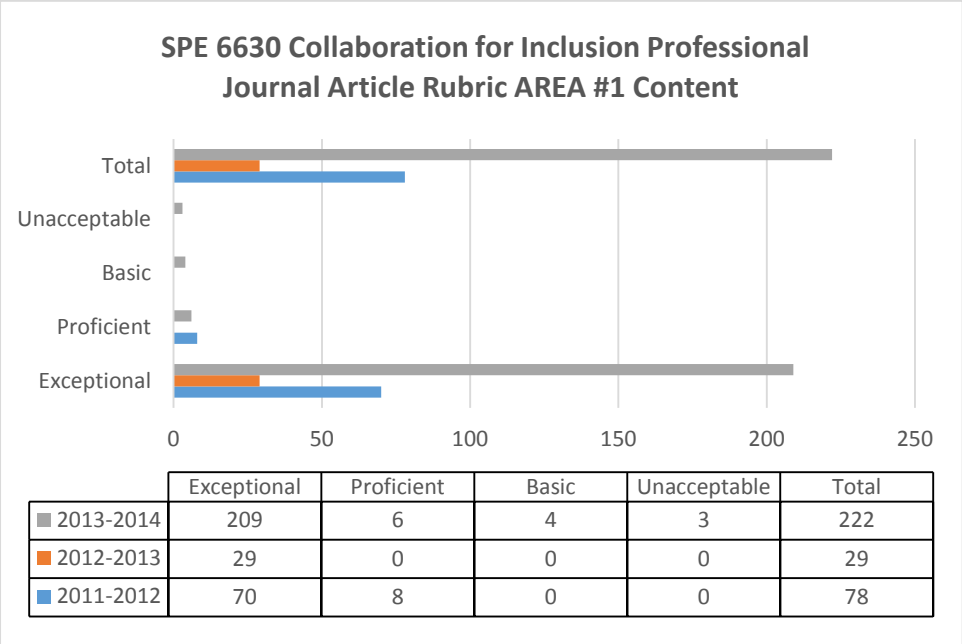
Year: 2012-2013
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
23 Total Number of Completers
13 (57%) Number of Education Students in the Exceptional Range
10 (43%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
23 Out of 23 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
88 Total Number of Completers
64 (72%) Number of Education Students in the Exceptional Range
24 (27%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
88 Out of 88 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER (6-12):
SPE 6630 Prof. Journal Article AREA #1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	209	6	4	3	222
2012-2013	29	0	0	0	29
2011-2012	70	8	0	0	78

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
329 Total Education students completing
308 (93%) Education students in the Exceptional range
14 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
3 (1%) Education students in the Unacceptable range
326 Out of 329 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
222 Total Education students completing
209 (94%) Education students in the Exceptional range
6 (3%) Education students in the Proficient range
4 (3%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
222 Out of 222 (100%) Education students in the Exceptional to Basic range

Year: 2012-2013

SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
29 Total Education students completing
29 (100%) Education students in the Exceptional range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
29 Out of 29 (100%) in the Education students in the Exceptional to Basic range

Year: 2011-2012

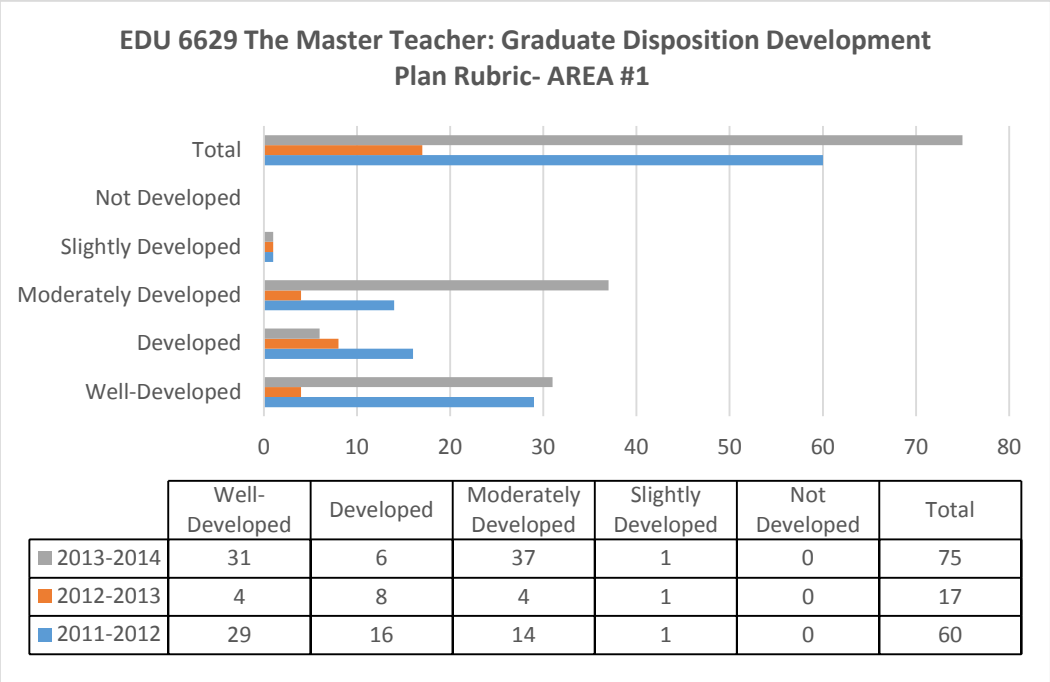
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
78 Total Education students completing
70 (90%) Education students in the Exceptional range
8 (10%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
78 Out of 78 (100%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER (6-12):
EDU 6629 DISP. AREA #1
Three Year Data Cycle
SLO #4 Diversity



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	31	6	37	1	0	75
2012-2013	4	8	4	1	0	17
2011-2012	29	16	14	1	0	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #1
152 Total Education students completing
64 (42%) Education students in the Well-Developed range
30 (20%) Education students in the Developed range
55 (36%) Education students in the Moderately Developed range
3 (2%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well-Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #1
75 Total Education students completing
31 (42%) Education students in the Well-Developed range
6 (8%) Education students in the Developed range
37 (49%) Education students in the Moderately Developed range
1 (1%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
74 Out of 75 (99%) Education students in the Well-Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #1

17 Total Education students completing

4 (24%) Education students in the Well-Developed range

8 (47%) Education students in the Developed range

4 (24%) Education students in the Moderately Developed range

1 (5%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

16 Out of 17 (95%) Education students in the Well-Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #1

60 Total Education students completing

29 (48%) Education students in the Well-Developed range

16 (27%) Education students in the Developed range

14 (23%) Education students in the Moderately Developed range

1 (2%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

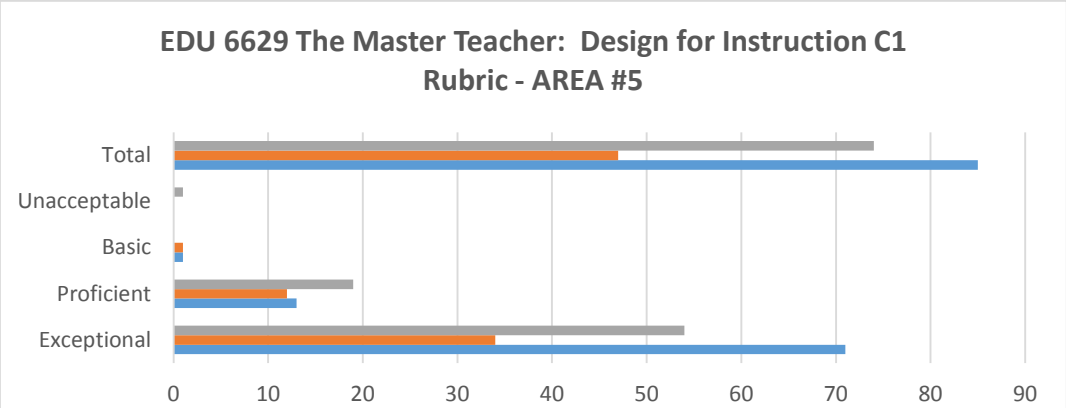
59 Out of 60 (99%) Education students in the Well-Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER (6-12):
EDU 6629 DFI. AREA #5
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	54	19	0	1	74
2012-2013	34	12	1	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
206 Total number of completers
159 (76%) Total Education students in the Exceptional range
44 (21%) Total Education students in the Proficient range
2 (2%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
205 Out of 206 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
74 Total number of completers
54 (73%) Total Education students in the Exceptional range
19 (26%) Total Education students in the Proficient range
0 (0%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
73 Out of 74 (99%) Education students in the Exceptional to Basic range

Year: 2012-2013

EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
47 Total number of completers
34 (72%) Total Education students in the Exceptional range
12 (26%) Total Education students in the Proficient range
1 (2%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
47 Out of 47 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

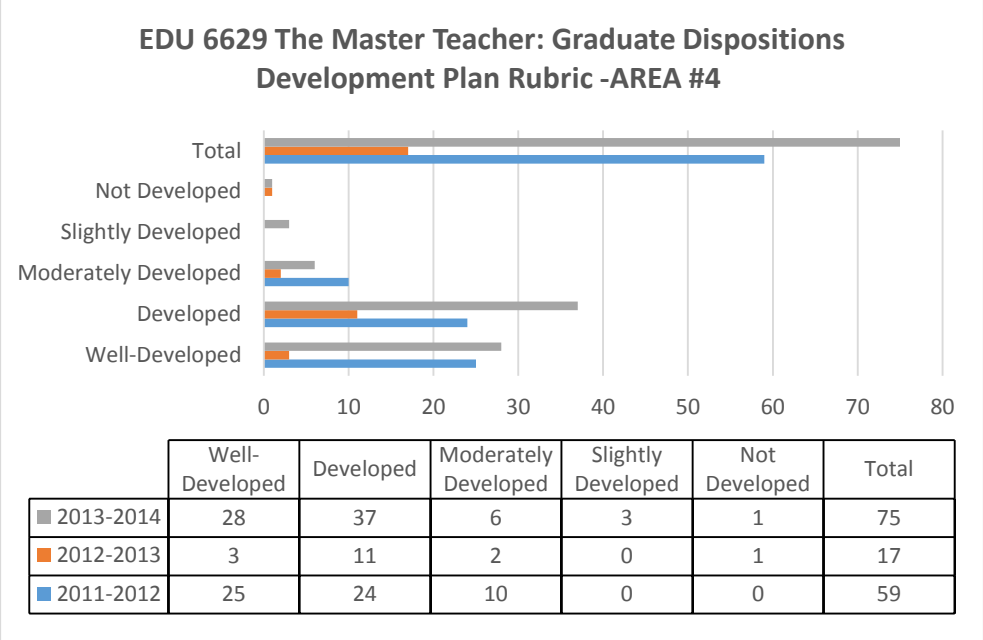
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
85 Total number of completers
71 (84%) Total Education students in the Exceptional range
13 (15%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
85 Out of 85 (100%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER (6-12):
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	28	37	6	3	1	75
2012-2013	3	11	2	0	1	17
2011-2012	25	24	10	0	0	59

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
151 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (48%) Total Education students in the Developed range
18 (12%) Total Education students in the Moderately Developed range
3 (2%) Total Education students in the Slightly Developed range
2 (1%) Total Education students in the Not Developed range
146 Out of 151 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
75 Total Number of Completers
28 (38%) Total Education students in the Well Developed range
37 (49%) Total Education students in the Developed range
6 (8%) Total Education students in the Moderately Developed range
3 (4%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
71 Out of 75 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
17 Total Number of Completers
3 (18%) Total Education students in the Well Developed range
11 (65%) Total Education students in the Developed range
2 (12%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
1 (5%) Total Education students in the Not Developed range
16 Out of 17 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

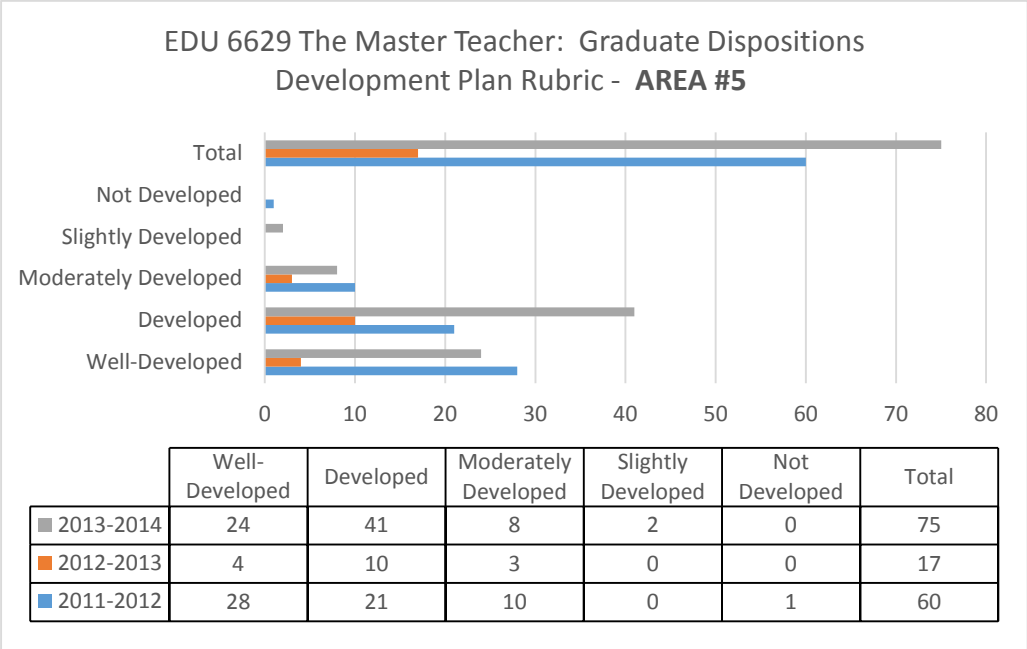
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
59 Total Number of Completers
25 (42%) Total Education students in the Well Developed range
24 (41%) Total Education students in the Developed range
10 (17%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
59 Out of 59 (100%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER (6-12):
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	24	41	8	2	0	75
2012-2013	4	10	3	0	0	17
2011-2012	28	21	10	0	1	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #5
152 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (46%) Total Education students in the Developed range
21 (14%) Total Education students in the Moderately Developed range
2 (2%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #5
75 Total Number of Completers
24 (32%) Total Education students in the Well Developed range
41 (54%) Total Education students in the Developed range
8 (11%) Total Education students in the Moderately Developed range
2 (3%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
73 Out of 75 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #5

17 Total Number of Completers

4 (24%) Total Education students in the Well Developed range

10 (58%) Total Education students in the Developed range

3 (18%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

0 (0%) Total Education students in the Not Developed range

17 Out of 17 (100%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #5

60 Total Number of Completers

28 (46%) Total Education students in the Well Developed range

21 (35%) Total Education students in the Developed range

10 (17%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

1 (2%) Total Education students in the Not Developed range

59 Out of 60 (98%) Education students in the Well Developed to Moderately Developed range

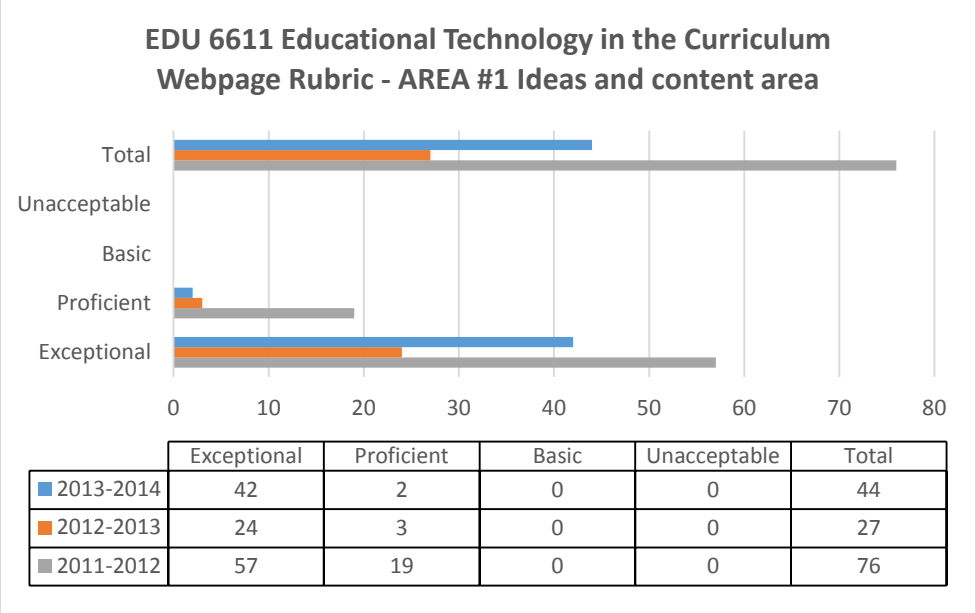
Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Collaborative Teacher (6-12), Traditional, MS

Graduate Traditional COLLABORATIVE TEACHER (6-12):
EDU 6611 WEBPAGE AREA #1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	42	2	0	0	44
2012-2013	24	3	0	0	27
2011-2012	57	19	0	0	76

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
147 Total Number of Completers
123 (84%) Number of Education Students in the Exceptional Range
24 (16%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
147 Out of 147 (100%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
44 Total Number of Completers
42 (96%) Number of Education Students in the Exceptional Range
2 (4%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
44 Out of 44 (100%) Education Students in the Exceptional to Basic Range

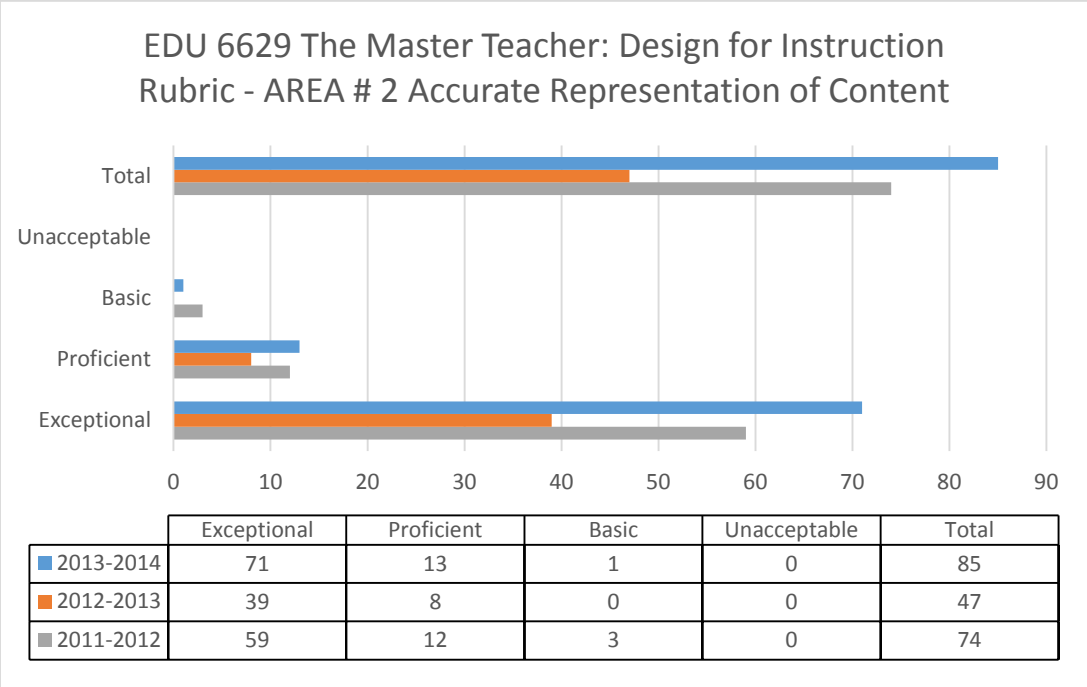
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
27 Total Number of Completers
24 (89%) Number of Education Students in the Exceptional Range
3 (11%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
76 Total Number of Completers
57 (75%) Number of Education Students in the Exceptional Range
19 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
76 Out of 76 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER (6-12):
EDU 6629 DFI Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	71	13	1	0	85
2012-2013	39	8	0	0	47
2011-2012	59	12	3	0	74

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
206 Total Number of Completers
169 (82%) Number of Education Students in the Exceptional Range
33 (16%) Number of Education Students in the Proficient Range
4 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
206 Out of 206 (100%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
74 Total Number of Completers
59 (80%) Number of Education Students in the Exceptional Range
12 (16%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
74 Out of 74 (100%) Education Students in the Exceptional to Basic Range

Year: 2012-2013

SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
47 Total Number of Completers
39 (83%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012

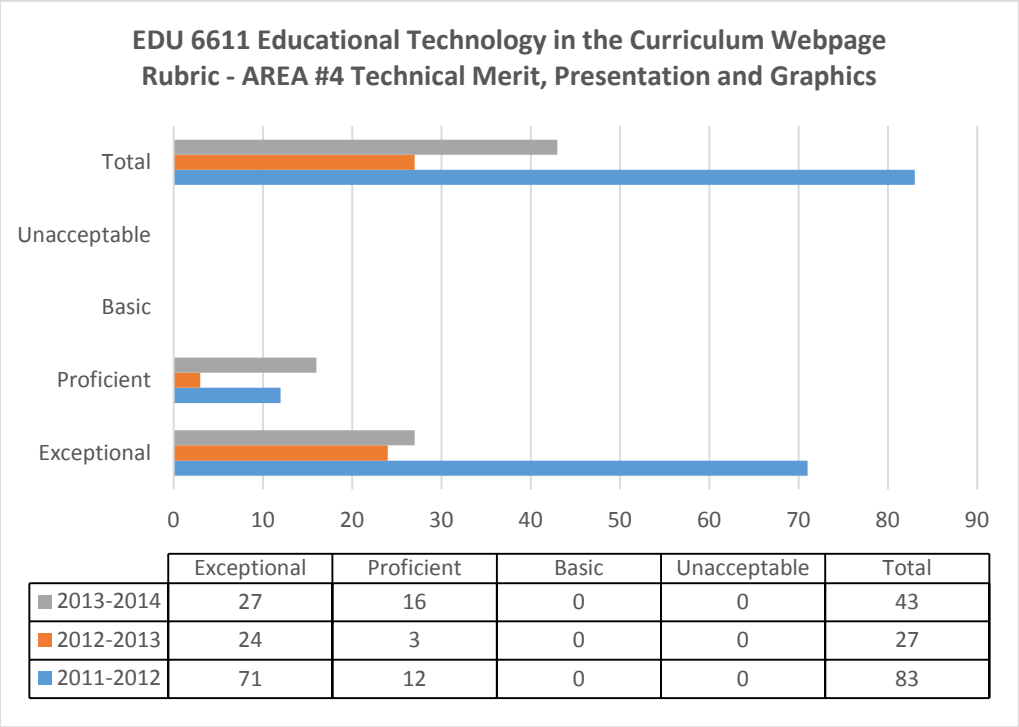
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
85 Total Number of Completers
71 (84%) Number of Education Students in the Exceptional Range
13 (15%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
85 Out of 85 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER (6-12):
EDU 6611 WEBQUEST AREA #4
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	27	16	0	0	43
2012-2013	24	3	0	0	27
2011-2012	71	12	0	0	83

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
153 Total Number of Completers
122 (80%) Number of Education Students in the Exceptional Range
31 (20%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
153 Out of 153 (100%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
43 Total Number of Completers
27 (63%) Number of Education Students in the Exceptional Range
16 (37%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
43 Out of 43 (100%) Education Students in the Exceptional to Basic Range

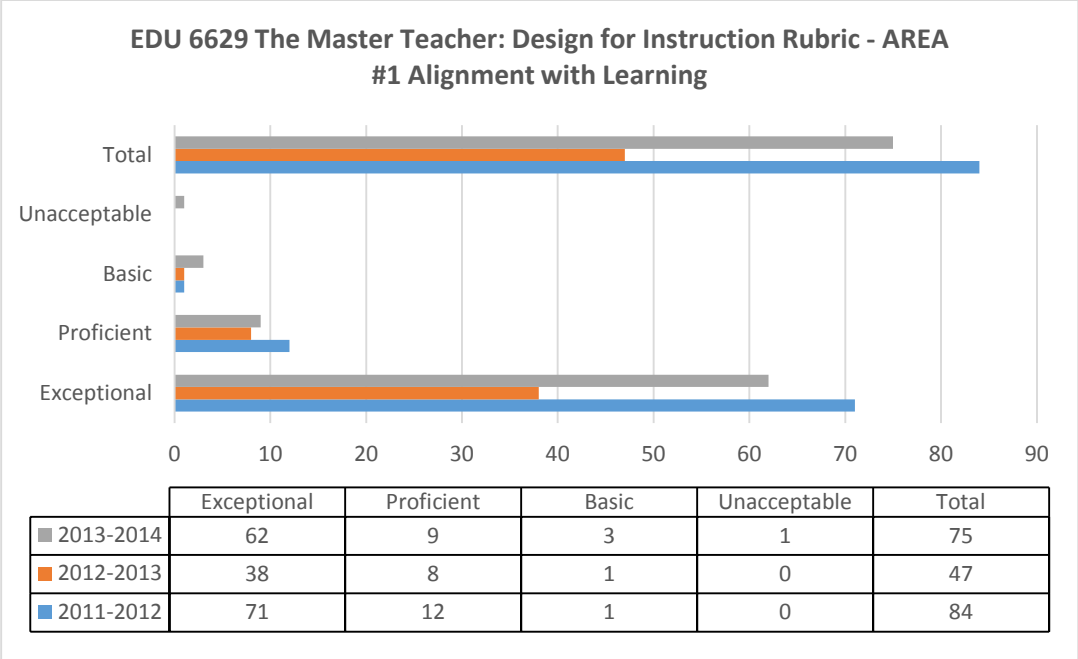
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
27 Total Number of Completers
24 (89%) Number of Education Students in the Exceptional Range
3 (11%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
83 Total Number of Completers
71 (86%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
83 Out of 83 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER (6-12):
EDU 6629 DFI AREA #1
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	62	9	3	1	75
2012-2013	38	8	1	0	47
2011-2012	71	12	1	0	84

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
205 Total Number of Completers
171 (83%) Number of Education Students in the Exceptional Range
29 (14%) Number of Education Students in the Proficient Range
5 (2%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
205 Out of 206 (99%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
75 Total Number of Completers
62 (83%) Number of Education Students in the Exceptional Range
9 (12%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
74 Out of 75 (99%) Education Students in the Exceptional to Basic Range

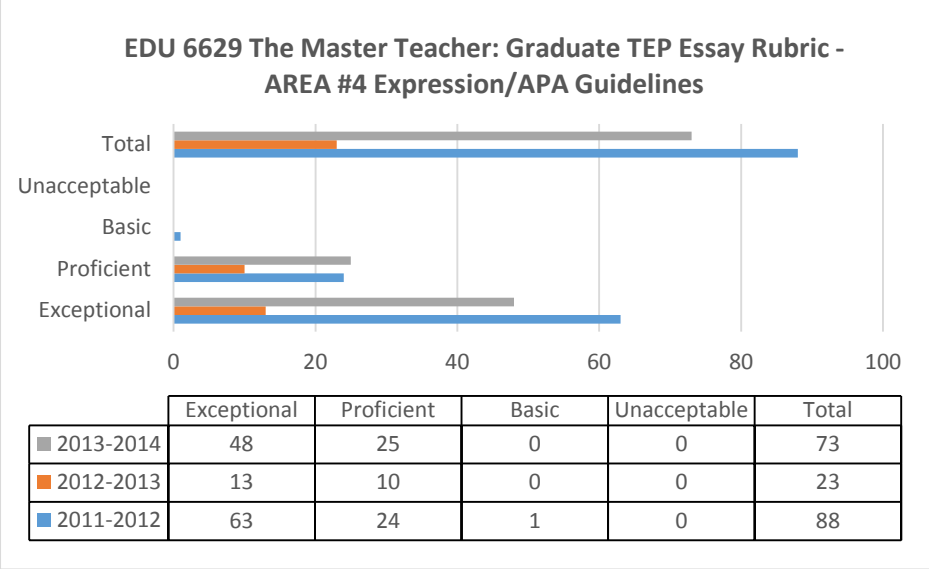
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
47 Total Number of Completers
38 (81%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
1 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
84 Total Number of Completers
71 (85%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
84 Out of 84 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER (6-12):
EDU 6629 GRADUATE TEP ESSAY AREA #4
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	48	25	0	0	73
2012-2013	13	10	0	0	23
2011-2012	63	24	1	0	88

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
185 Total Number of Completers
125 (68%) Number of Education Students in the Exceptional Range
59 (31%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
185 Out of 185 (100%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
73 Total Number of Completers
48 (66%) Number of Education Students in the Exceptional Range
25 (34%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
73 Out of 73 (100%) Education Students in the Exceptional to Basic Range

Year: 2012-2013

SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
23 Total Number of Completers
13 (57%) Number of Education Students in the Exceptional Range
10 (43%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
23 Out of 23 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012

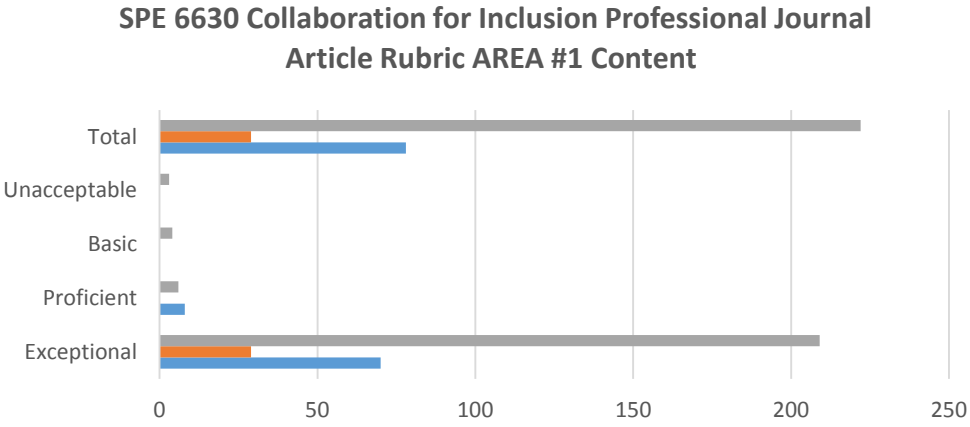
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
88 Total Number of Completers
64 (72%) Number of Education Students in the Exceptional Range
24 (27%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
88 Out of 88 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER (6-12):
SPE 6630 Prof. Journal Article AREA #1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	209	6	4	3	222
2012-2013	29	0	0	0	29
2011-2012	70	8	0	0	78

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
329 Total Education students completing
308 (93%) Education students in the Exceptional range
14 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
3 (1%) Education students in the Unacceptable range
328 Out of 329 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
222 Total Education students completing
209 (95%) Education students in the Exceptional range
6 (3%) Education students in the Proficient range
4 (2%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
222 Out of 222 (100%) Education students in the Exceptional to Basic range

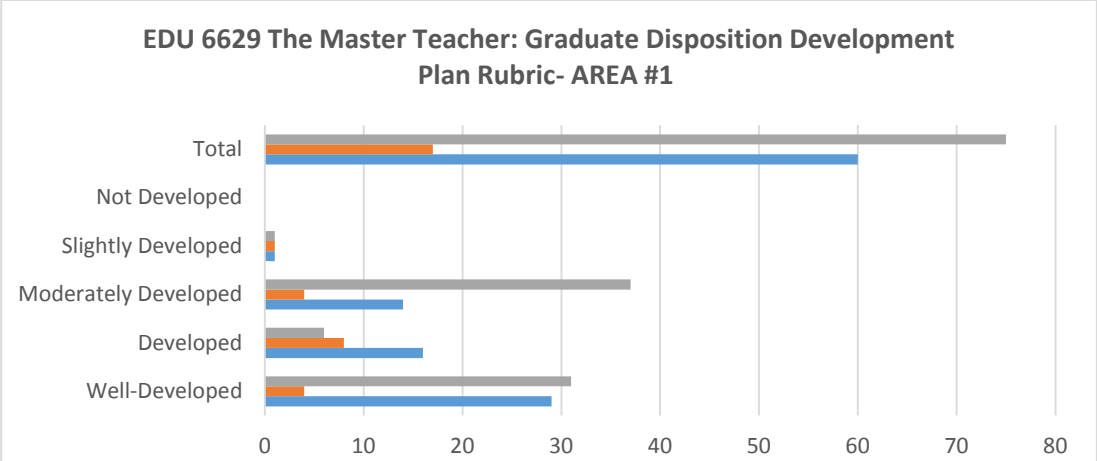
Year: 2012-2013
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
29 Total Education students completing
29 (100%) Education students in the Exceptional range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
29 Out of 29 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
78 Total Education students completing
70 (90%) Education students in the Exceptional range
8 (10%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
78 Out of 78 (100%) Education students in the Exceptional to Basic range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER (6-12):
EDU 6629 DISP. AREA #1
Three Year Data Cycle
SLO #4 Diversity



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	31	6	37	1	0	75
2012-2013	4	8	4	1	0	17
2011-2012	29	16	14	1	0	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #1
152 Total Education students completing
64 (42%) Education students in the Well-Developed range
30 (20%) Education students in the Developed range
55 (36%) Education students in the Moderately Developed range
3 (2%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well-Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #1
75 Total Education students completing
31 (42%) Education students in the Well-Developed range
6 (8%) Education students in the Developed range
37 (49%) Education students in the Moderately Developed range
1 (1%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
74 Out of 75 (99%) Education students in the Well-Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #1

17 Total Education students completing

4 (24%) Education students in the Well-Developed range

8 (47%) Education students in the Developed range

4 (24%) Education students in the Moderately Developed range

1 (5%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

16 Out of 17 (95%) Education students in the Well-Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #1

60 Total Education students completing

29 (48%) Education students in the Well-Developed range

16 (27%) Education students in the Developed range

14 (23%) Education students in the Moderately Developed range

1 (2%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

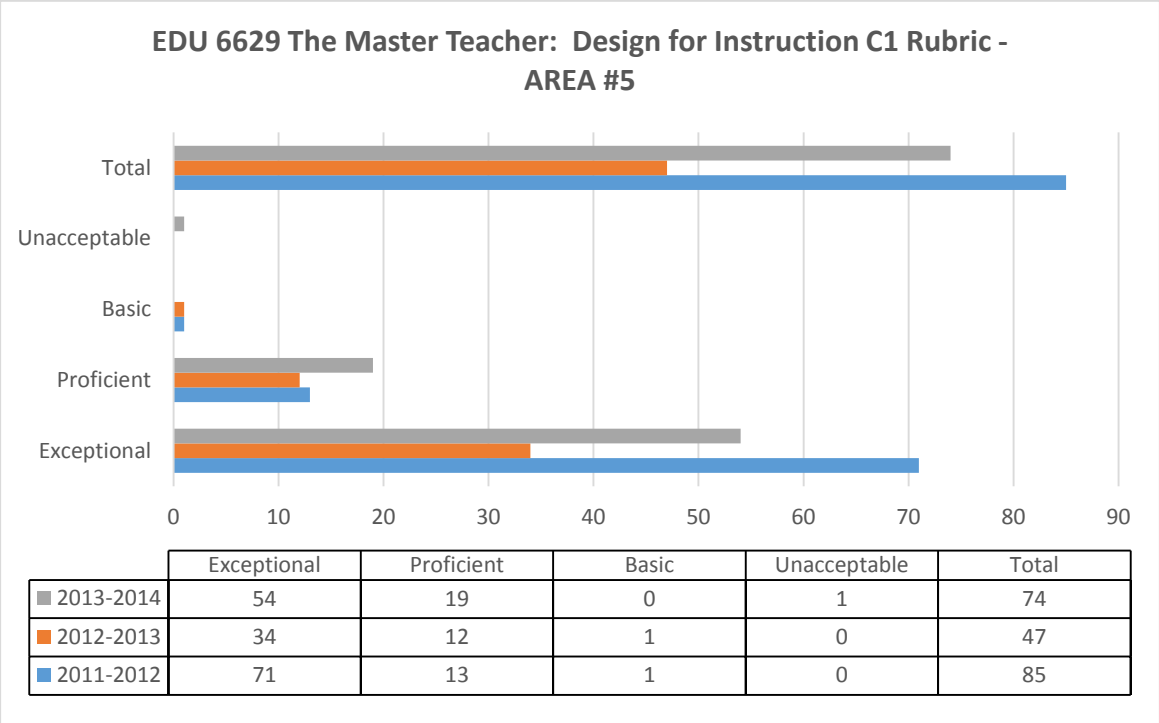
59 Out of 60 (98%) Education students in the Well-Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER (6-12):
EDU 6629 DFI. AREA #5
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	54	19	0	1	74
2012-2013	34	12	1	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
206 Total number of completers
159 (76%) Total Education students in the Exceptional range
44 (21%) Total Education students in the Proficient range
2 (2%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
205 Out of 206 (99%) Education students in the Exceptional to Basic

Year: 2013-2014
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
74 Total number of completers
54 (74%) Total Education students in the Exceptional range
19 (25%) Total Education students in the Proficient range
0 (0%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
73 Out of 74 (99%) Education students in the Exceptional to Basic

Year: 2012-2013

EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
47 Total number of completers
34 (72%) Total Education students in the Exceptional range
12 (26%) Total Education students in the Proficient range
1 (2%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
47 Out of 47 (100%) Education students in the Exceptional to Basic

Year: 2011-2012

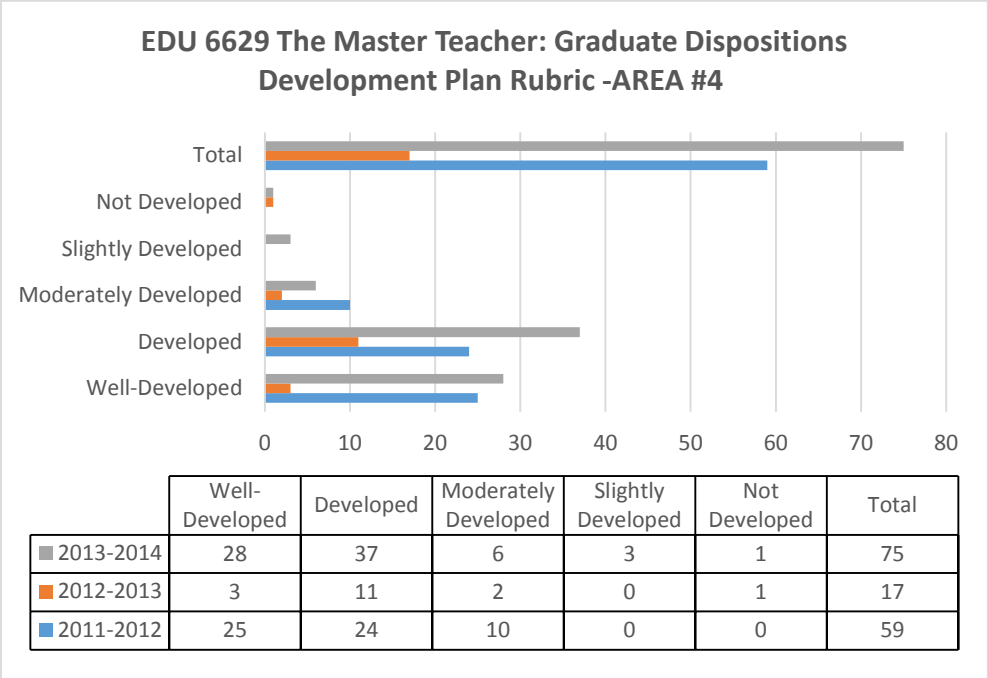
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
85 Total number of completers
71 (84%) Total Education students in the Exceptional range
13 (15%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
85 Out of 85 (100%) Education students in the Exceptional to Proficient

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER (6-12):
EDU 6629 DISP. AREA #4
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	28	37	6	3	1	75
2012-2013	3	11	2	0	1	17
2011-2012	25	24	10	0	0	59

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
151 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (48%) Total Education students in the Developed range
18 (12%) Total Education students in the Moderately Developed range
3 (2%) Total Education students in the Slightly Developed range
2 (1%) Total Education students in the Not Developed range
146 Out of 151 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
75 Total Number of Completers
28 (38%) Total Education students in the Well Developed range
37 (49%) Total Education students in the Developed range
6 (8%) Total Education students in the Moderately Developed range
3 (4%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
71 Out of 75 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
17 Total Number of Completers
3 (18%) Total Education students in the Well Developed range
11 (65%) Total Education students in the Developed range
2 (12%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
1 (5%) Total Education students in the Not Developed range
16 Out of 17 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

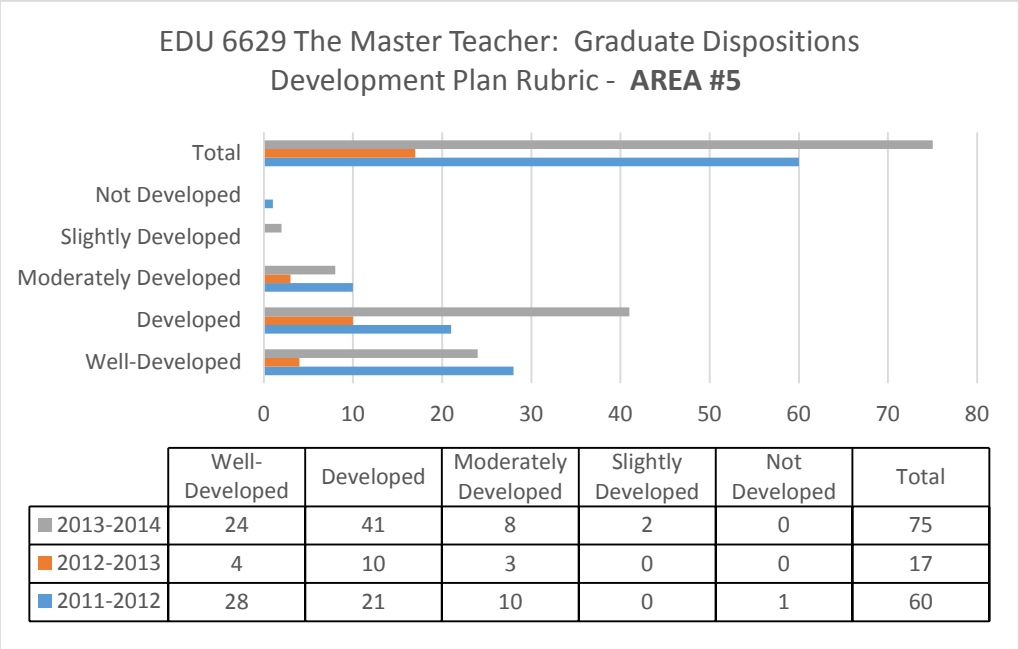
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
59 Total Number of Completers
25 (43%) Total Education students in the Well Developed range
24 (41%) Total Education students in the Developed range
10 (16%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
59 Out of 59 (100%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER (6-12):
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	24	41	8	2	0	75
2012-2013	4	10	3	0	0	17
2011-2012	28	21	10	0	1	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #5
152 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (47%) Total Education students in the Developed range
21 (13%) Total Education students in the Moderately Developed range
2 (2%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #5
75 Total Number of Completers
24 (32%) Total Education students in the Well Developed range
41 (55%) Total Education students in the Developed range
8 (10%) Total Education students in the Moderately Developed range
2 (3%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
73 Out of 75 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #5

17 Total Number of Completers

4 (24%) Total Education students in the Well Developed range

10 (58%) Total Education students in the Developed range

3 (18%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

0 (0%) Total Education students in the Not Developed range

17 Out of 17 (100%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #5

60 Total Number of Completers

28 (47%) Total Education students in the Well Developed range

21 (35%) Total Education students in the Developed range

10 (16%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

1 (2%) Total Education students in the Not Developed range

59 Out of 60 (98%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Collaborative Teacher (K-6), B.S.

NARRATIVE SUMMARY

GUIDE

B.S., ALT-A, and Traditional MS

COLLABORATIVE TEACHER (K-6)

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

COLLABORATIVE TEACHER K-6:
PRAXIS
Three Year Data Cycle
SLO #1 Content Knowledge

Narrative

Year-by-Year Analysis:

Year: 2013-2014
20 Total Number taking Special Education: Core Knowledge PRAXIS
20 Number passing Special Education: Core Knowledge PRAXIS
Failing Number not reported Special Education: Core Knowledge PRAXIS

Year: 2012-2013
29 Total Number taking Special Education: Core Knowledge PRAXIS
27 or 93% Number and percent passing Special Education: Core Knowledge PRAXIS
2 or 3% Number and percent failing Special Education: Core Knowledge PRAXIS

Year: 2011-2012
8 Total Number taking Special Education: Core Knowledge PRAXIS
8 or 100% Number and percent passing Special Education: Core Knowledge PRAXIS
0 or 0% Number and percent failing Special Education: Core Knowledge PRAXIS

Overall Analysis:
54 Total Number taking Special Education: Core Knowledge PRAXIS
52 or 96% Number and percent passing Special Education: Core Knowledge PRAXIS
2 or 4% Number and percent failing Special Education: Core Knowledge PRAXIS

Recommendation(s):
At this time in the assessment cycle the recommendation is to keep PRAXIS as one of the measurements for *SLO #1: **Content Knowledge**: Student will demonstrate their knowledge, skills, and competencies in the content area of their degree program* The use of the PRAXIS scores gives a "High Stakes" testing view of our candidates' content knowledge.

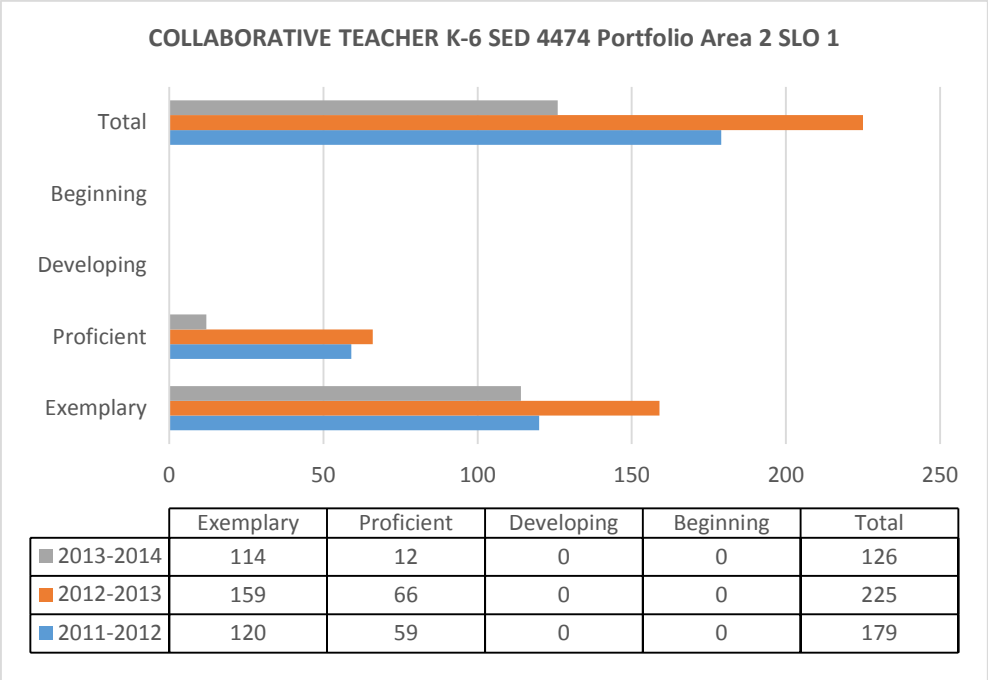
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Collaborative 6-12 PRAXIS II SCORES						
2011-2012						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Special Ed: Core Knowledge	2	2	100%	0	0%
TROY	Special Ed: Core Knowledge	6	6	100%	0	0%
	TOTAL	**8**	**8**	**100%**	**0**	**0%**
2012-2013						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Special Ed: Core Knowledge	6	6	100%	0	0%
TROY	Special Ed: Core Knowledge	23	21	91%	2	9%
	TOTAL	**29**	**27**	**93%**	**2**	**7%**
2013-2014						

Troy Overall Number Passed Praxis II	**Test Name**
3	0354 Special Ed: Core Knowledge Application (paper)
17	5354 Special Ed: Core Knowledge Application (computer)

COLLABORATIVE TEACHER K-6:
SED 4474 Portfolio Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exemplary	Proficient	Developing	Beginning	Total
2013-2014	114	12	0	0	126
2012-2013	159	66	0	0	225
2011-2012	120	59	0	0	179

Narrative

Year-by-Year Analysis:

Overall Analysis:
SED 4474 Portfolio Area #2 SLO 1
530 Total Number of Completers
393 (75%) Number of Education Students in the Exemplary Range
137 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
530 Out of 530 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Year: 2013-2014
SED 4474 Portfolio Area #2 SLO 1
126 Total Number of Completers
114 (90%) Number of Education Students in the Exemplary Range
12 (10%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
126 out of 126 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Year: 2012-2013

SED 4474 Portfolio Area #2 SLO 1
225 Total Number of Completers
159 (71%) Number of Education Students in the Exemplary Range
66 (29%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
225 Out of 225 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Year: 2011-2012

SED 4474 Portfolio Area #2 SLO 1
179 Total Number of Completers
120 (67%) Number of Education Students in the Exemplary Range
59 (33%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
179 Out of 179 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Recommendation(s):

At this time in the assessment cycle the recommendation is to keep SED 4474 Portfolio Area #2 as one of the measurements for *SLO #1: **Content Knowledge**: Student will demonstrate their knowledge, skills, and competencies in the content area of their degree program.* The over-all student performance is strong in the Exemplary to Proficient Range.

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

COLLABORATIVE TEACHER K-6: PRAXIS
Three Year Data Cycle
SLO #2 Professional Skills (Teaching & Learning)

Narrative

Year-by-Year Analysis:

Year: 2013-2014
20 Total Number taking Special Education: Core Knowledge PRAXIS
20 Number passing Special Education: Core Knowledge PRAXIS
Failing Number not reported Special Education: Core Knowledge PRAXIS

Year: 2012-2013
29 Total Number taking Special Education: Core Knowledge PRAXIS
27 or 93% Number and percent passing Special Education: Core Knowledge PRAXIS
2 or 3% Number and percent failing Special Education: Core Knowledge PRAXIS

Year: 2011-2012
8 Total Number taking Special Education: Core Knowledge PRAXIS
8 or 100% Number and percent passing Special Education: Core Knowledge PRAXIS
0 or 0% Number and percent failing Special Education: Core Knowledge PRAXIS

Overall Analysis:
54 Total Number taking Special Education: Core Knowledge PRAXIS
52 or 96% Number and percent passing Special Education: Core Knowledge PRAXIS
2 or 4% Number and percent failing Special Education: Core Knowledge PRAXIS

Recommendation(s):
At this time in the assessment cycle the recommendation is to keep PRAXIS as one of the measurements for *SLO #1: **Content Knowledge**: Student will demonstrate their knowledge, skills, and competencies in the content area of their degree program* The use of the PRAXIS scores gives a "High Stakes" testing view of our candidates' content knowledge.

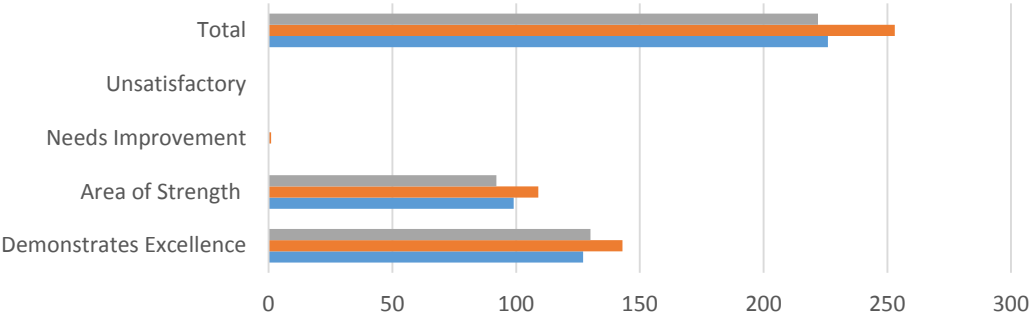
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Collaborative 6-12 PRAXIS II SCORES						
2011-2012						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Special Ed: Core Knowledge	2	2	100%	0	0%
TROY	Special Ed: Core Knowledge	6	6	100%	0	0%
	TOTAL	**8**	**8**	**100%**	**0**	**0%**
2012-2013						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Special Ed: Core Knowledge	6	6	100%	0	0%
TROY	Special Ed: Core Knowledge	23	21	91%	2	9%
	TOTAL	**29**	**27**	**93%**	**2**	**7%**
2013-2014						

Troy Overall Number Passed Praxis II	**Test Name**
3	0354 Special Ed: Core Knowledge Application (paper)
17	5354 Special Ed: Core Knowledge Application (computer)

COLLABORATIVE TEACHER K-6:
Student Accountability Plan Part II Area #8
Three Year Data Cycle
SLO #2 Professional Skills (Teaching & Learning)



	Demonstrates Excellence	Area of Strength	Needs Improvement	Unsatisfactory	Total
2013-2014	130	92	0	0	222
2012-2013	143	109	1	0	253
2011-2012	127	99	0	0	226

Narrative

Year-by-Year Analysis:

Overall Analysis:
Student Accountability Plan Part II Area 8 SLO 2
701 Total Number of Completers
400 (57%) Number of Education Students in the Demonstrates Excellence range
300 (42%) Number of Education Students in the Area of Strength range
1 (1%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
700 Out of 701 (99%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2013-2014
Student Accountability Plan Part II Area 8 SLO 2
222 Total Number of Completers
130 (59%) Number of Education Students in the Demonstrates Excellence range
92 (41%) Number of Education Students in the Area of Strength range
0 (0%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
222 Out of 222 (100%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2012-2013

Student Accountability Plan Part II Area 8 SLO 2
253 Total Number of Completers
143 (57%) Number of Education Students in the Demonstrates Excellence range
109 (42%) Number of Education Students in the Area of Strength range
1 (1%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
252 Out of 253 (99%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2011-2012

Student Accountability Plan Part II Area 8 SLO 2
226 Total Number of Completers
127 (56%) Number of Education Students in the Demonstrates Excellence range
99 (44%) Number of Education Students in the Area of Strength range
0 (0%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
226 Out of 226 (100%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

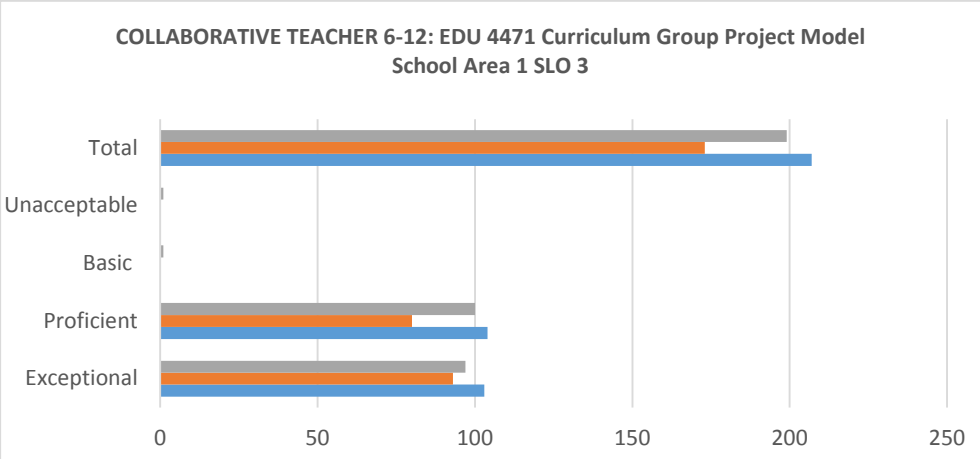
Recommendation(s):

At this time in the assessment cycle the recommendation is to keep Student Accountability Plan Part II Area #8 as one of the measurements for *SLO #2:* ***Professional Skills (Teaching & Learning)****: Students will apply their knowledge and skills to pedagogically synthesize creative solutions and ideas based on the application of a diverse learning environment for effective best practices in teaching and learning.* The over-all student performance is strong in the Exemplary to Proficient Range.

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

COLLABORATIVE TEACHER K-6:
EDU 4471 Curriculum Group Project Model School Area 1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	97	100	1	1	199
2012-2013	93	80	0	0	173
2011-2012	103	104	0	0	207

Narrative

Year-by-Year Analysis:

Overall Analysis:
579 Total Number of Completers
293 (50%) Education students in the Exceptional range
284 (48%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
578 Out of 579 (99%) Education students in the Exceptional to Proficient range

Year: 2013-2014
EDU 4471 Curriculum Group Project Model School Area 1
199 Total Number of Completers
97 (49%) Education students in the Exceptional range
100 (49%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
199 Out of 199 (99%) Education students in the Exceptional to Basic range

Year: 2012-2013
EDU 4471 Curriculum Group Project Model School Area 1
173 Total Number of Completers
93 (54%) Education students in the Exceptional range
80 (46%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
173 Out of 173 (100%) Education students in the Exceptional to Proficient range

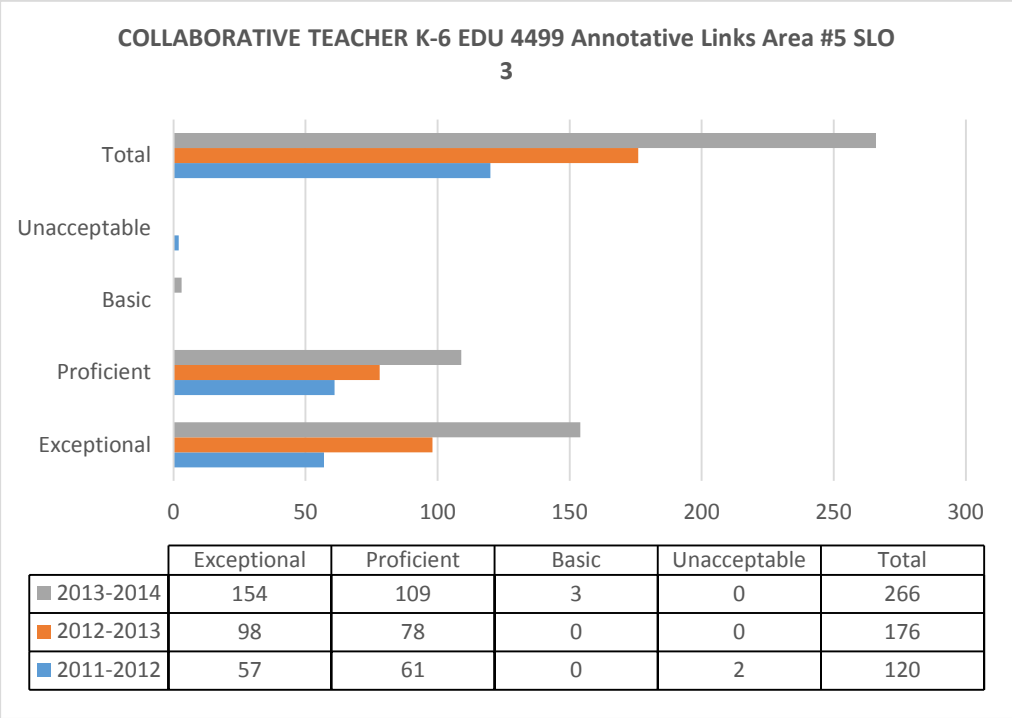
Year: 2011-2012
EDU 4471 Curriculum Group Project Model School Area 1
207 Total Number of Completers
103 (49%) Education students in the Exceptional range
104 (51%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
207 Out of 207 (100%) Education students in the Exceptional to Proficient range

Recommendation(s):
At this time in the assessment cycle the recommendation is to keep EDU 4471 Curriculum Group Project Model School Area 1 as one of the measurements for *SLO #3: **Professional Literacy**: Students will demonstrate knowledge of effective oral and written communication, reading mathematics, and technology through the application of diverse, effective techniques in the delivery of instruction.*. The over-all student performance is strong in the Exemplary to Proficient Range.

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

COLLABORATIVE TEACHER K-6:
EDU 4499 Annotative Links Area #5
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	154	109	3	0	266
2012-2013	98	78	0	0	176
2011-2012	57	61	0	2	120

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 4499 Annotative Links Area #5 SLO 3
562 Total Number of Completers
309 (54%) Education students in the Exceptional range
248 (43%) Education students in the Proficient range
3 (2%) Education students in the Basic range
2 (1%) Education students in the Unacceptable range
560 Out of 562 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
EDU 4499 Annotative Links Area #5 SLO 3
266 Total Number of Completers
154 (58%) Education students in the Exceptional range
109 (41%) Education students in the Proficient range
3 (1%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
266 Out of 266 (100%) Education students in the Exceptional to Basic range

Year: 2012-2013
EDU 4499 Annotative Links Area #5 SLO 3
176 Total Number of Completers
98 (56%) Education students in the Exceptional range
78 (44%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
176 Out of 176 (100%) Education students in the Exceptional to Proficient range

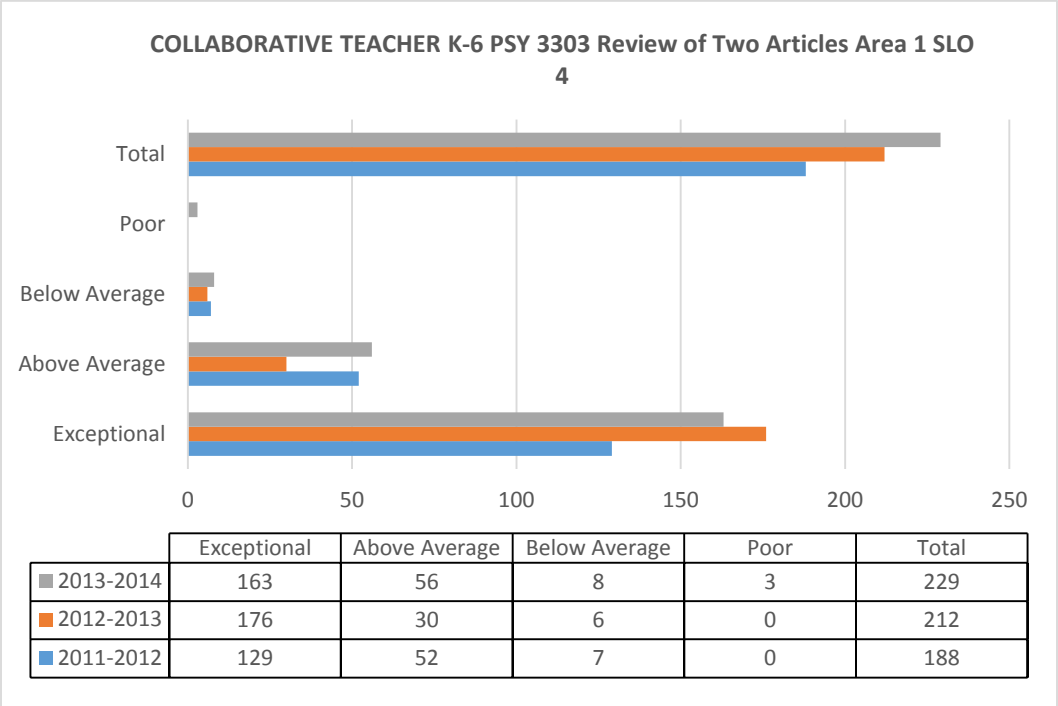
Year: 2011-2012
EDU 4499 Annotative Links Area #5 SLO 3
120 Total Number of Completers
57 (47%) Education students in the Exceptional range
61 (51%) Education students in the Proficient range
0 (0%) Education students in the Basic range
2 (2%) Education students in the Unacceptable range
118 Out of 120 (98%) Education students in the Exceptional to Proficient range

Recommendation(s):
At this time in the assessment cycle the recommendation is to keep EDU 4499 Annotative Links Area #5 as one of the measurements for *SLO #3: **Professional Literacy**: Students will demonstrate knowledge of effective oral and written communication, reading mathematics, and technology through the application of diverse, effective techniques in the delivery of instruction.*. The over-all student performance is strong in the Exemplary to Proficient Range.

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

COLLABORATIVE TEACHER K-6
PSY 3303 Review of Two Articles Area #1
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Above Average	Below Average	Poor	Total
2013-2014	163	56	8	3	229
2012-2013	176	30	6	0	212
2011-2012	129	52	7	0	188

Narrative

Year-by-Year Analysis:

Overall Analysis:
PSY 3303 Review of Two Articles Area 1 SLO 4
629 Total Number of Completers
468 (74%) Education Students in the Exceptional range
138 (22%) Education Students in the Above Average range
21 (3%) Education Students in the Below Average range
3 (1%) Education Students in the Poor range
605 Out of 629 (96%) Education Students in the Exceptional to Above Average range

Year: 2013-2014
PSY 3303 Review of Two Articles Area 1 SLO 4
229 Total Number of Completers
163 (71%) Education Students in the Exceptional range
56 (24%) Education Students in the Above Average range
8 (4%) Education Students in the Below Average range
3 (1%) Education Students in the Poor range
218 Out of 229 (95%) Education Students in the Exceptional to Above Average range

Year: 2012-2013

PSY 3303 Review of Two Articles Area 1 SLO 4
212 Total Number of Completers
176 (83%) Education Students in the Exceptional range
30 (14%) Education Students in the Above Average range
6 (3%) Education Students in the Below Average range
0 (0%) Education Students in the Poor range
206 Out of 212 (97%) Education Students in the Exceptional to Above Average range

Year: 2011-2012

PSY 3303 Review of Two Articles Area 1 SLO 4
188 Total Number of Completers
129 (69%) Education Students in the Exceptional range
52 (28%) Education Students in the Above Average range
7 (3%) Education Students in the Below Average range
0 (0%) Education Students in the Poor range
181 Out of 188 (96%) Education Students in the Exceptional to Above Average range

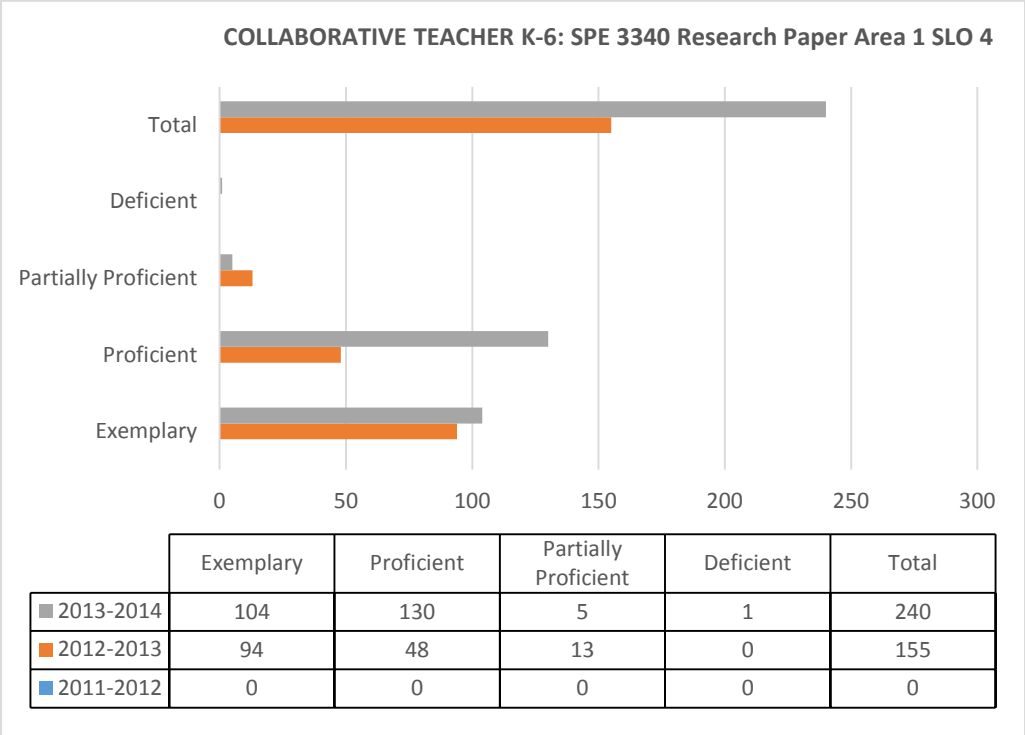
Recommendation(s):

At this time in the assessment cycle the recommendation is to keep PSY 3303 Review of Two Articles Area #1 as one of the measurements for *SLO #4: **Diversity**: Students will demonstrate professional competencies, which contribute to the building of safe, supportive, and stimulating learning environments in the least restrictive and most culturally sensitive manner for all populations.*. The over-all student performance is strong in the Exemplary to Proficient Range.

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

COLLABORATIVE TEACHER K-6:
SPE 3340 Research Paper Area #1
Three Year Data Cycle
SLO #4 Diversity



	Exemplary	Proficient	Partially Proficient	Deficient	Total
2013-2014	104	130	5	1	240
2012-2013	94	48	13	0	155
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 3340 Research Paper Area #1
395 Total Number of Completers
198 (50%) Education students in the Exemplary range
178 (45%) Education students in the Proficient range
18 (4%) Education students in the Partially Proficient range
1 (1%) Education students in the Deficient range
376 Out of 395 (95%) Education students in the Exemplary to Basic range

Year: 2013-2014
SPE 3340 Research Paper Area #1
240 Total Number of Completers
104 (43%) Education students in the Exemplary range
130 (54%) Education students in the Proficient range
5 (2%) Education students in the Partially Proficient range
1 (1%) Education students in the Deficient range
234 Out of 240 (97%) Education students in the Exemplary to Basic range

Year: 2012-2013
SPE 3340 Research Paper Area #1
155 Total Number of Completers
94 (61%) Education students in the Exemplary range
48 (31%) Education students in the Proficient range
13 (8%) Education students in the Partially Proficient range
0 (0%) Education students in the Deficient range
142 Out of 155 (92%) Education students in the Exemplary to Basic range

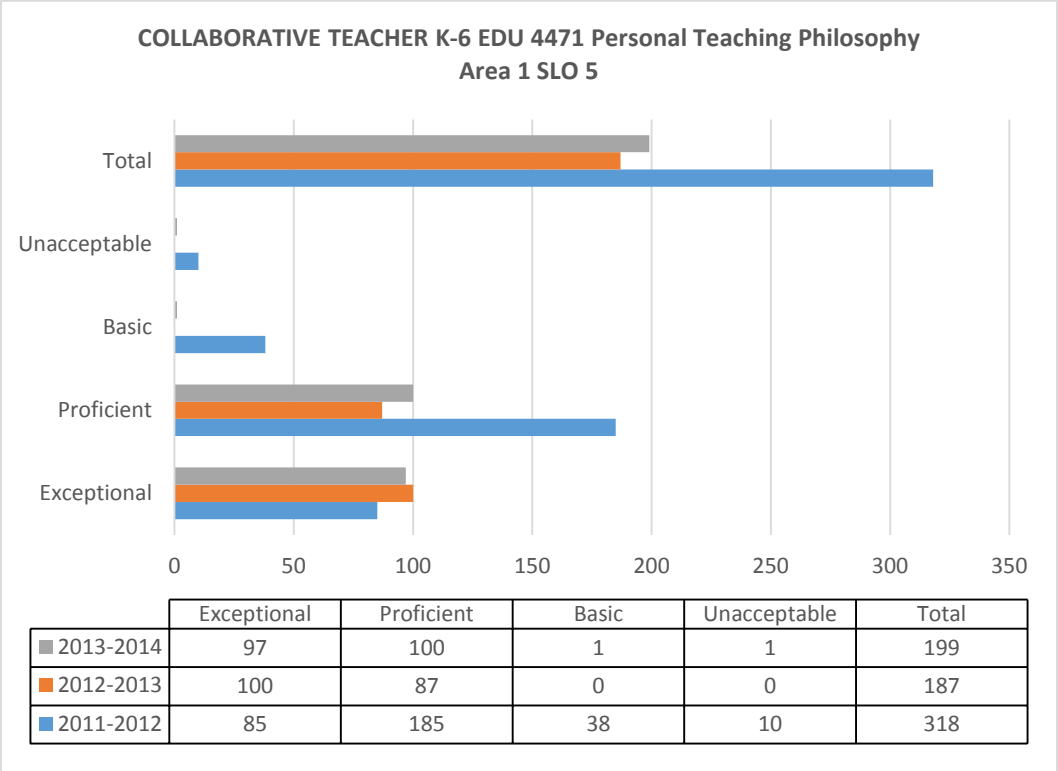
Year: 2011-2012
SPE 3340 Research Paper Area #1
0 Total Number of Completers
0 (0%) Education students in the Exemplary range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Partially Proficient range
0 (0%) Education students in the Deficient range
0 (0%) Education students in the Exemplary to Basic range

Recommendation(s):
At this time in the assessment cycle the recommendation is to keep SPE 3340 Research Paper Area #1as one of the measurements for *SLO #4: **Diversity**: Students will demonstrate professional competencies, which contribute to the building of safe, supportive, and stimulating learning environments in the least restrictive and most culturally sensitive manner for all populations.*

The over-all student performance is strong in the Exemplary to Proficient Range.
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

COLLABORATIVE TEACHER K-6:
EDU 4471 Personal Teaching Philosophy Area #1
Three Year Data Cycle
SLO #5 Professionalism



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	97	100	1	1	199
2012-2013	100	87	0	0	187
2011-2012	85	185	38	10	318

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
704 Total Number of Completers
282 (40%) Education students in the Exceptional range
372 (53%) Education students in the Proficient range
39 (6%) Education students in the Basic range
11 (1%) Education students in the Unacceptable range
693 Out of 704 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
199 Total Number of Completers
97 (49%) Education students in the Exceptional range
100 (50%) Education students in the Proficient range
1 (0.50%) Education students in the Basic range
1 (0.50%) Education students in the Unacceptable range
198 Out of 199 (99%) Education students in the Exceptional to Basic range

Year: 2012-2013
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
187 Total Number of Completers
100 (54%) Education students in the Exceptional range
87 (46%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
187 Out of 187 (100%) Education students in the Exceptional to Basic range

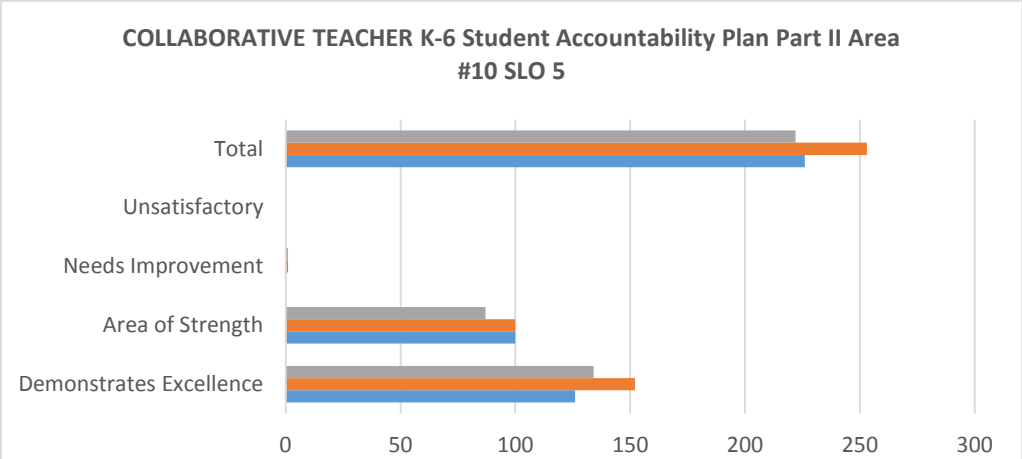
Year: 2011-2012
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
318 Total Number of Completers
85 (28%) Education students in the Exceptional range
185 (58%) Education students in the Proficient range
38 (12%) Education students in the Basic range
10 (2%) Education students in the Unacceptable range
270 Out of 318 (85%) Education students in the Exceptional to Basic range

Recommendation(s):
At this time in the assessment cycle the recommendation is to keep EDU 4471 Personal Teaching Philosophy Area #1 as one of the measurements for *SLO #5: **Professionalism**: Students will demonstrate an awareness and commitment to increasing the achievement of all students, through engagement in continuous learning and self-improvement while demonstrating an understanding of collaboration with colleagues to bring about school improvement based on researched-based best practices.* The over-all student performance is strong in the Exemplary to Proficient Range.

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

COLLABORATIVE TEACHER K-6:
Student Accountability Plan Part II Area #10
Three Year Data Cycle
SLO #5 Professionalism



	Demonstrates Excellence	Area of Strength	Needs Improvement	Unsatisfactory	Total
2013-2014	134	87	1	0	222
2012-2013	152	100	1	0	253
2011-2012	126	100	0	0	226

Narrative

Year-by-Year Analysis:

Overall Analysis:
Student Accountability Plan Part II Area #10 SLO 5
701 Total Number of Completers
412 (58%) Education students in the Demonstrates Excellence range
287 (40%) Education students in the Area of Strength range
2 (2%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
699 Out of 701 (98%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2013-2014
Student Accountability Plan Part II Area #10 SLO 5
222 Total Number of Completers
134 (60%) Education students in the Demonstrates Excellence range
87 (39%) Education students in the Area of Strength range
1 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
221 Out of 222 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2012-2013

Student Accountability Plan Part II Area #10 SLO 5
253 Total Number of Completers
152 (60%) Education students in the Demonstrates Excellence range
100 (39%) Education students in the Area of Strength range
1 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
252 Out of 253 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2011-2012

Student Accountability Plan Part II Area #10 SLO 5
226 Total Number of Completers
126 (56%) Education students in the Demonstrates Excellence range
100 (44%) Education students in the Area of Strength range
0 (0%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
226 Out of 226 (100%) Education students in the Demonstrates Excellence to Area of Strength range

Recommendation(s):

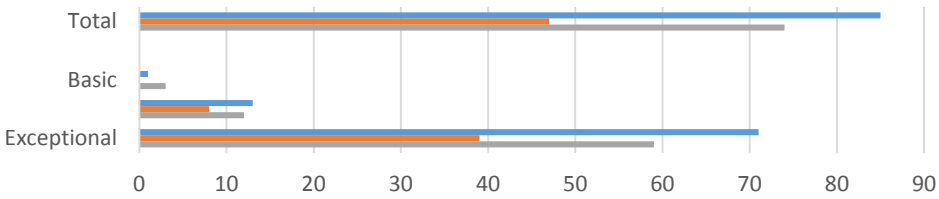
At this time in the assessment cycle the recommendation is to keep Student Accountability Plan Part II Area #10 as one of the measurements for *SLO #5: **Professionalism**: Students will demonstrate an awareness and commitment to increasing the achievement of all students, through engagement in continuous learning and self-improvement while demonstrating an understanding of collaboration with colleagues to bring about school improvement based on researched-based best practices.* The over-all student performance is strong in the Exemplary to Proficient Range.

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Collaborative Teacher (K-6), Alternative, MS

Graduate Alternative-A COLLABORATIVE TEACHER K-6
EDU 6629 DFI Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	71	13	1	0	85
2012-2013	39	8	0	0	47
2011-2012	59	12	3	0	74

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
206 Total Number of Completers
169 (82%) Number of Education Students in the Exceptional Range
33 (16%) Number of Education Students in the Proficient Range
4 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
206 Out of 206 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
74 Total Number of Completers
59 (80%) Number of Education Students in the Exceptional Range
12 (16%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
74 Out of 74 (100%) Exceptional to Basic Range

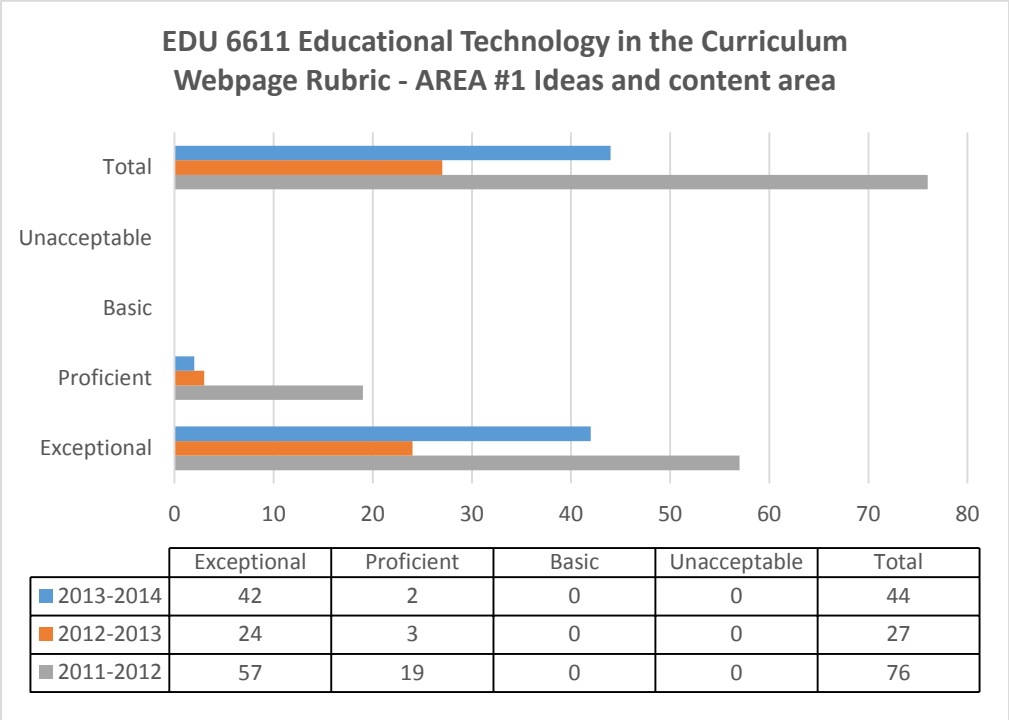
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
47 Total Number of Completers
39 (83%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
85 Total Number of Completers
71 (84%) Number of Education Students in the Exceptional Range
13 (15%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
85 Out of 85 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative - A COLLABORATIVE TEACHER K-6:
EDU 6611 WEBPAGE AREA #1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	42	2	0	0	44
2012-2013	24	3	0	0	27
2011-2012	57	19	0	0	76

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
147 Total Number of Completers
123 (84%) Number of Education Students in the Exceptional Range
24 (16%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
147 Out of 147 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
44 Total Number of Completers
42 (96%) Number of Education Students in the Exceptional Range
2 (4%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
44 Out of 44 (100%) Exceptional to Basic Range

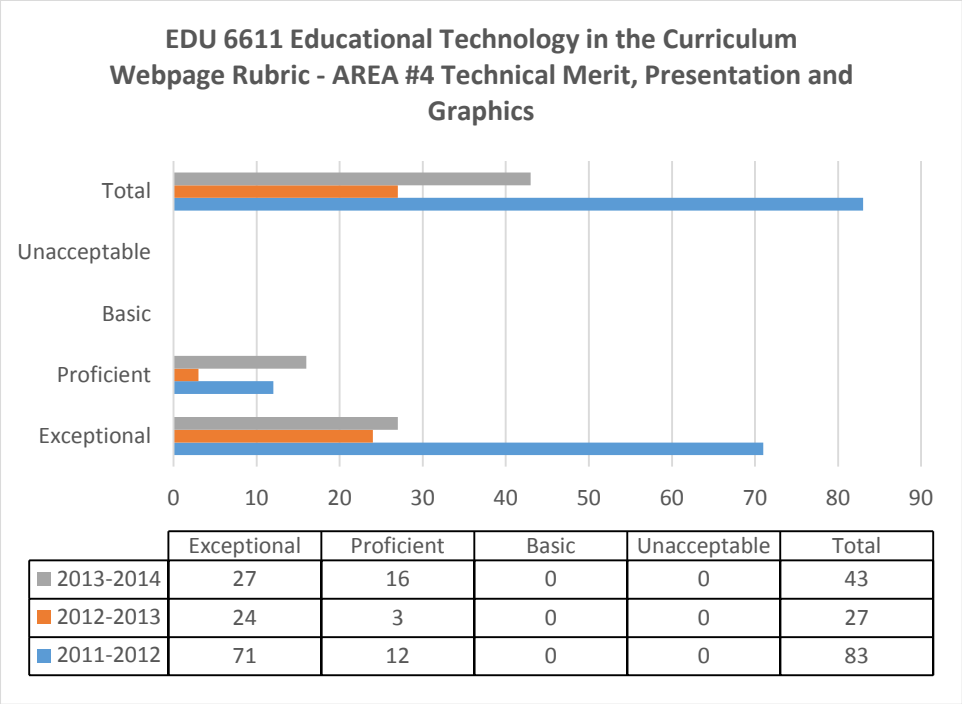
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
27 Total Number of Completers
24 (89%) Number of Education Students in the Exceptional Range
3 (11%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
76 Total Number of Completers
57 (75%) Number of Education Students in the Exceptional Range
19 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
76 Out of 76 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER K-6
EDU 6611 WEBQUEST AREA #4
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	27	16	0	0	43
2012-2013	24	3	0	0	27
2011-2012	71	12	0	0	83

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
153 Total Number of Completers
122 (80%) Number of Education Students in the Exceptional Range
31 (20%) Number of Education Students in the Proficient Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Unacceptable Range
153 Out of 153 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
43 Total Number of Completers
27 (63%) Number of Education Students in the Exceptional Range
16 (37%) Number of Education Students in the Proficient Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Unacceptable Range
43 Out of 43 (100%) Exceptional to Basic Range

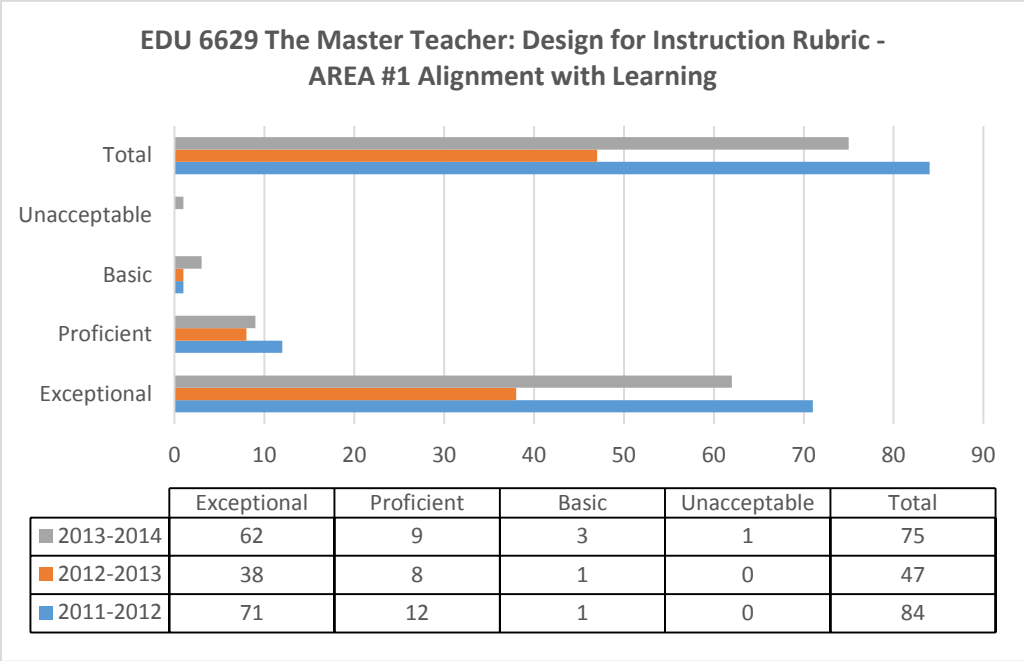
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
27 Total Number of Completers
24 (89%) Number of Education Students in the Exceptional Range
3 (11%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
83 Total Number of Completers
71 (86%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
83 Out of 83 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER K-6
EDU 6629 DFI AREA #1
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	62	9	3	1	75
2012-2013	38	8	1	0	47
2011-2012	71	12	1	0	84

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
205 Total Number of Completers
171 (83%) Number of Education Students in the Exceptional Range
29 (14%) Number of Education Students in the Proficient Range
5 (2%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
205 Out of 206 (99%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
75 Total Number of Completers
62 (83%) Number of Education Students in the Exceptional Range
9 (12%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
74 Out of 75 (99%) Exceptional to Basic Range

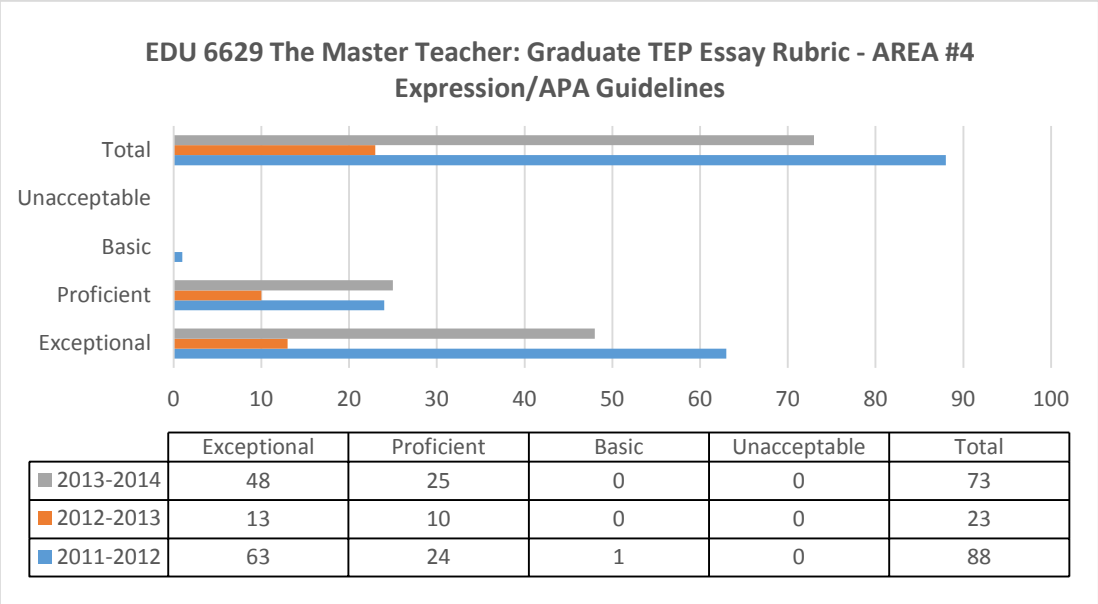
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
47 Total Number of Completers
38 (82%) Number of Education Students in the Exceptional Range
8 (16%) Number of Education Students in the Proficient Range
1 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
84 Total Number of Completers
71 (85%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
84 Out of 84 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER K-6
EDU 6629 GRADUATE TEP ESSAY AREA #4
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	48	25	0	0	73
2012-2013	13	10	0	0	23
2011-2012	63	24	1	0	88

Narrative

Year-by-Year Analysis:

Overall Analysis:

SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
185 Total Number of Completers
125 (68%) Number of Education Students in the Exceptional Range
59 (31%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
185 Out of 185 (100%) Exceptional to Basic Range

Year: 2013-2014

SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
73 Total Number of Completers
48 (66%) Number of Education Students in the Exceptional Range
25 (34%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
73 Out of 73 (100%) Exceptional to Basic Range

Year: 2012-2013
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
23 Total Number of Completers
13 (57%) Number of Education Students in the Exceptional Range
10 (43%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
23 Out of 23 (100%) Exceptional to Basic Range

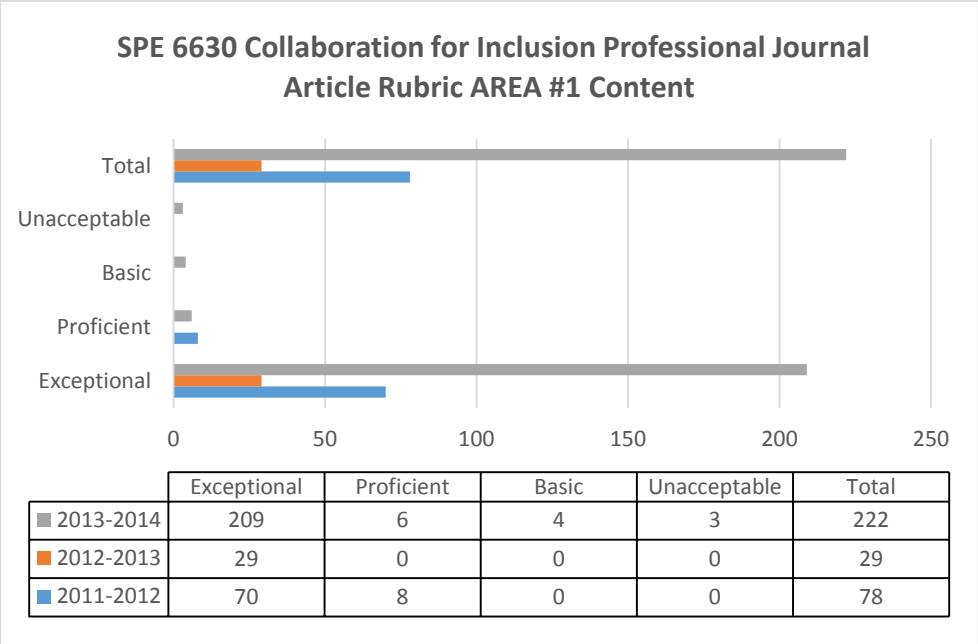
Year: 2011-2012
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
88 Total Number of Completers
64 (72%) Number of Education Students in the Exceptional Range
24 (27%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
88 Out of 88 (100%) Exceptional to Basic Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER K-6
SPE 6630 Prof. Journal Article AREA #1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	209	6	4	3	222
2012-2013	29	0	0	0	29
2011-2012	70	8	0	0	78

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
329 Total Education students completing
308 (93%) Education students in the Exceptional range
14 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
3 (1%) Education students in the Unacceptable range
326 Out of 329 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
222 Total Education students completing
209 (94%) Education students in the Exceptional range
6 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
222 Out of 222 (100%) Education students in the Exceptional to Proficient range

Year: 2012-2013

SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
29 Total Education students completing
29 (100%) Education students in the Exceptional range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
29 Out of 29 (100%) in the Exceptional to Basic range

Year: 2011-2012

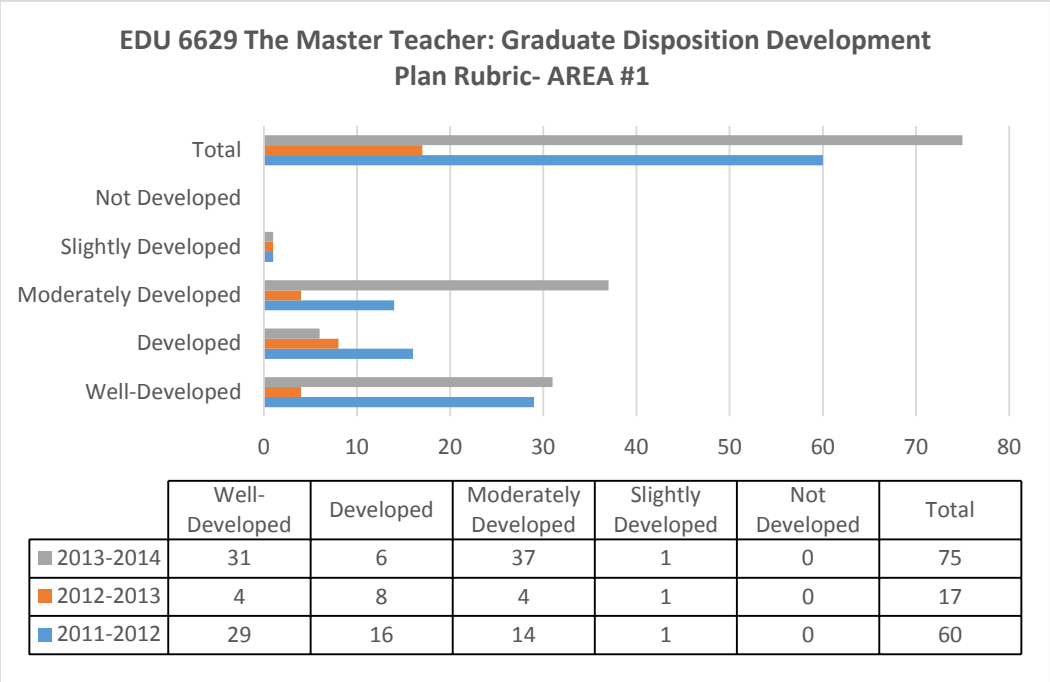
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
78 Total Education students completing
70 (90%) Education students in the Exceptional range
8 (10%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
78 Out of 78 (100%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER K-6
EDU 6629 DISP. AREA #1
Three Year Data Cycle
SLO #4 Diversity



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	31	6	37	1	0	75
2012-2013	4	8	4	1	0	17
2011-2012	29	16	14	1	0	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #1
152 Total Education students completing
64 (40%) Education students in the Well-Developed range
30 (22%) Education students in the Developed range
55 (36%) Education students in the Moderately Developed range
3 (2%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well-Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #1
75 Total Education students completing
31 (41%) Education students in the Well-Developed range
6 (9%) Education students in the Developed range
37 (49%) Education students in the Moderately Developed range
1 (1%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
74 Out of 75 (99%) Education students in the Well-Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #1

17 Total Education students completing

4 (24%) Education students in the Well-Developed range

8 (47%) Education students in the Developed range

4 (24%) Education students in the Moderately Developed range

1 (5%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

16 Out of 17 (95%) Education students in the Well-Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #1

60 Total Education students completing

29 (48%) Education students in the Well-Developed range

16 (26%) Education students in the Developed range

14 (24%) Education students in the Moderately Developed range

1 (2%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

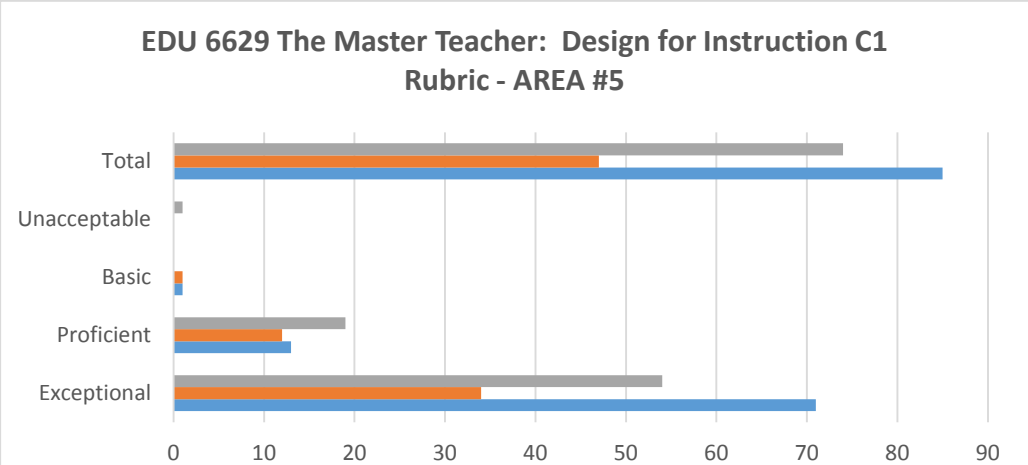
59 Out of 60 (98%) Education students in the Well-Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER K-6
EDU 6629 DFI. AREA #5
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	54	19	0	1	74
2012-2013	34	12	1	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
206 Total number of completers
159 (77%) Total Education students in the Exceptional range
44 (20%) Total Education students in the Proficient range
2 (2%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
205 Out of 206 (99%) Education students in the Exceptional to Proficient

Year: 2013-2014
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
74 Total number of completers
54 (73%) Total Education students in the Exceptional range
19 (26%) Total Education students in the Proficient range
0 (0%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
73 Out of 74 (99%) Education students in the Exceptional to Proficient

Year: 2012-2013

EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
47 Total number of completers
34 (73%) Total Education students in the Exceptional range
12 (26%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
47 Out of 47 (100%) Education students in the Exceptional to Proficient

Year: 2011-2012

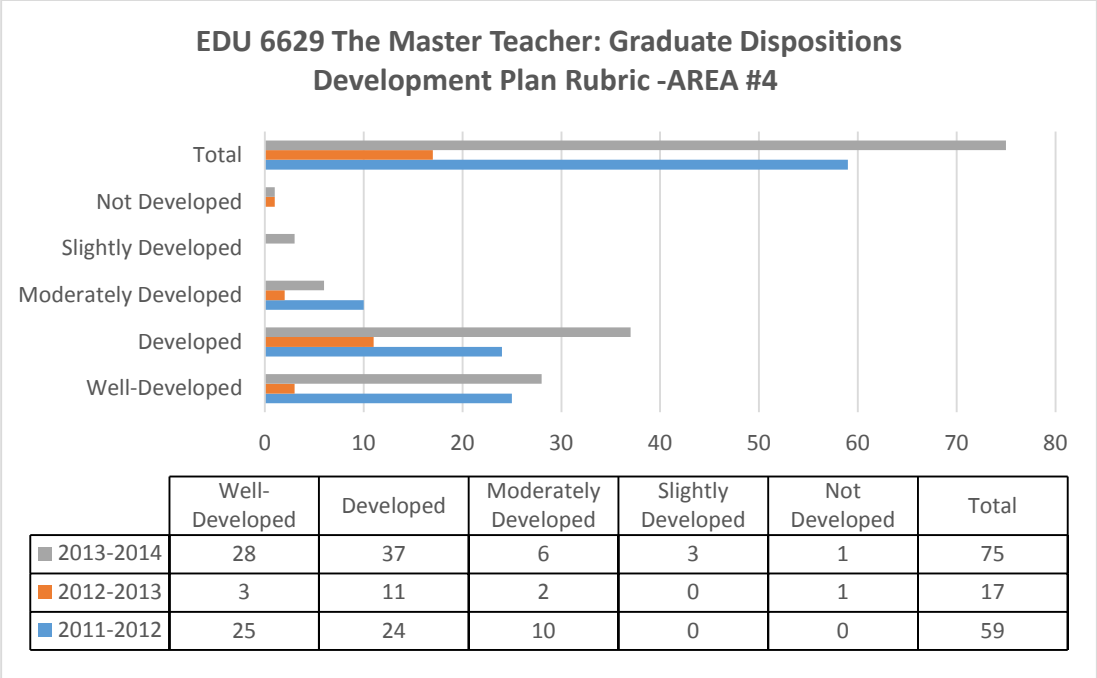
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
85 Total number of completers
71 (84%) Total Education students in the Exceptional range
13 (15%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
85 Out of 85 (100%) Education students in the Exceptional to Proficient

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER K-6
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	28	37	6	3	1	75
2012-2013	3	11	2	0	1	17
2011-2012	25	24	10	0	0	59

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
151 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (48%) Total Education students in the Developed range
18 (12%) Total Education students in the Moderately Developed range
3 (2%) Total Education students in the Slightly Developed range
2 (1%) Total Education students in the Not Developed range
146 Out of 151 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
75 Total Number of Completers
28 (37%) Total Education students in the Well Developed range
37 (49%) Total Education students in the Developed range
6 (8%) Total Education students in the Moderately Developed range
3 (4%) Total Education students in the Slightly Developed range
1 (2%) Total Education students in the Not Developed range
71 Out of 75 (94%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
17 Total Number of Completers
3 (18%) Total Education students in the Well Developed range
11 (65%) Total Education students in the Developed range
2 (12%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
1 (5%) Total Education students in the Not Developed range
16 Out of 17 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

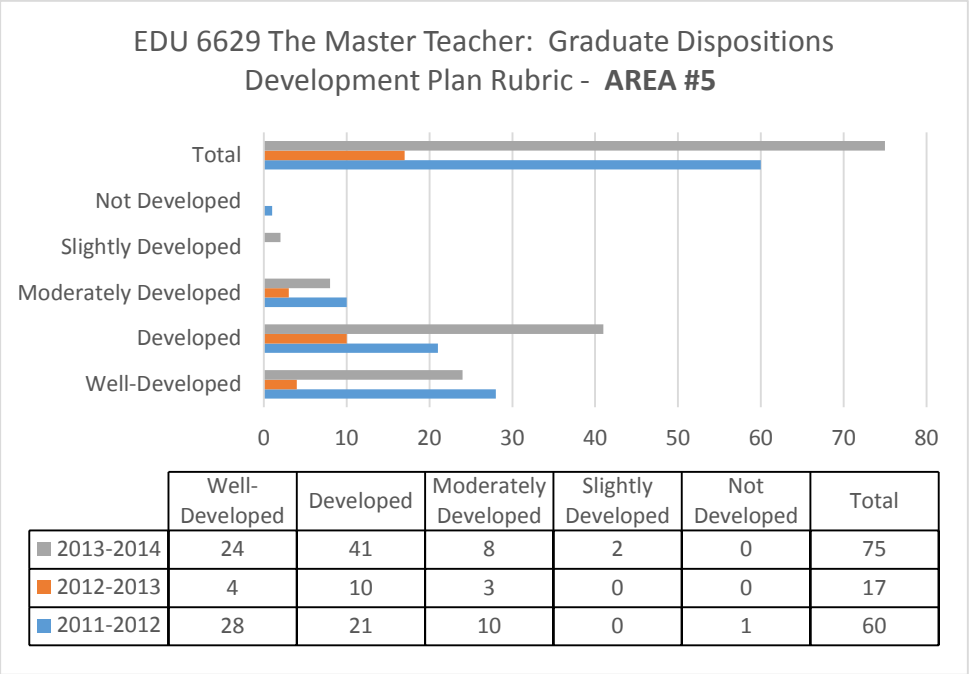
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
59 Total Number of Completers
25 (42%) Total Education students in the Well Developed range
24 (41%) Total Education students in the Developed range
10 (17%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
59 Out of 59 (100%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A COLLABORATIVE TEACHER K-6
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	24	41	8	2	0	75
2012-2013	4	10	3	0	0	17
2011-2012	28	21	10	0	1	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #5
152 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (47%) Total Education students in the Developed range
21 (13%) Total Education students in the Moderately Developed range
2 (2%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
149 Out of 152 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #5
75 Total Number of Completers
24 (32%) Total Education students in the Well Developed range
41 (54%) Total Education students in the Developed range
8 (11%) Total Education students in the Moderately Developed range
2 (3%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
73 Out of 75 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #5

17 Total Number of Completers

4 (24%) Total Education students in the Well Developed range

10 (59%) Total Education students in the Developed range

3 (17%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

0 (0%) Total Education students in the Not Developed range

17 Out of 17 (100%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #5

60 Total Number of Completers

28 (47%) Total Education students in the Well Developed range

21 (35%) Total Education students in the Developed range

10 (16%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

1 (2%) Total Education students in the Not Developed range

59 Out of 60 (99%) Education students in the Well Developed to Moderately Developed range

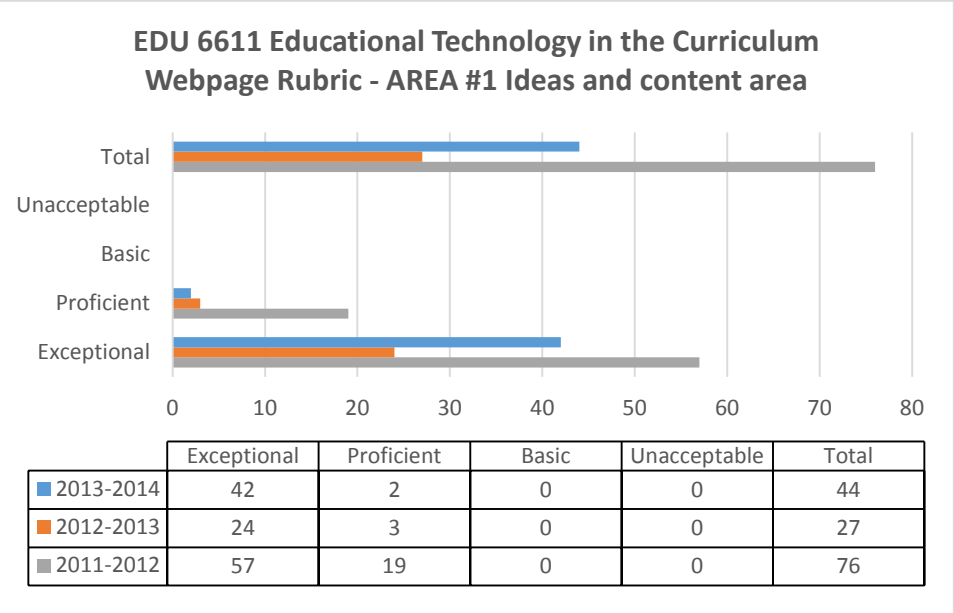
Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Collaborative Teacher (K-6), Traditional, MS

Graduate Traditional COLLABORATIVE TEACHER K-6:
EDU 6611 WEBPAGE AREA #1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	42	2	0	0	44
2012-2013	24	3	0	0	27
2011-2012	57	19	0	0	76

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
147 Total Number of Completers
123 (84%) Number of Education Students in the Exceptional Range
24 (16%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
147 Out of 147 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
44 Total Number of Completers
42 (95%) Number of Education Students in the Exceptional Range
2 (5%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
44 Out of 44 (100%) Exceptional to Basic Range

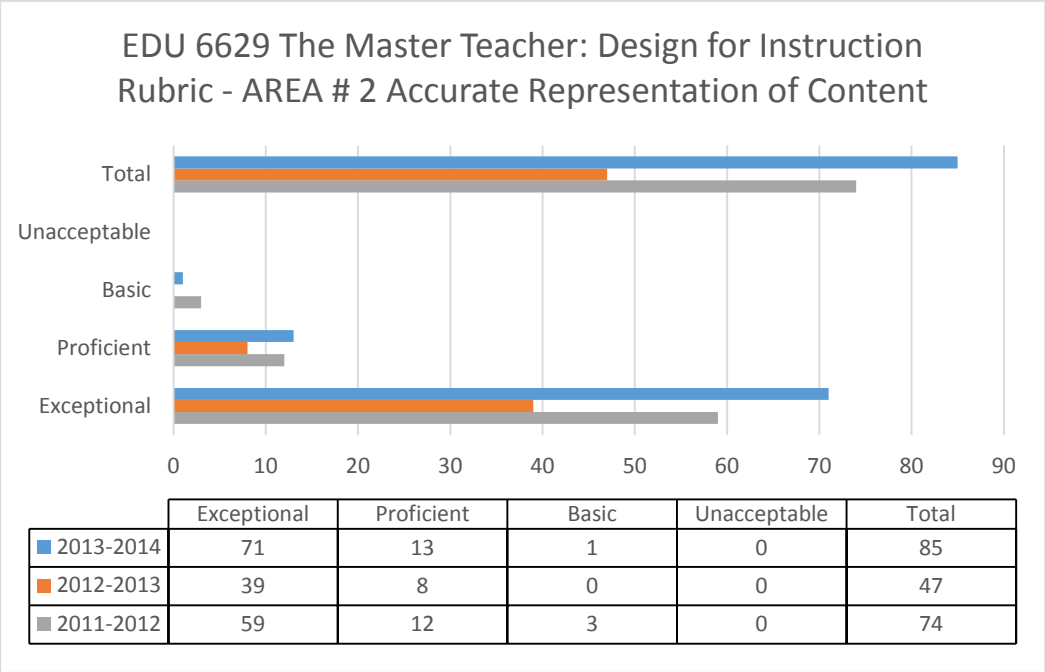
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
27 Total Number of Completers
24 (89%) Number of Education Students in the Exceptional Range
3 (12%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
76 Total Number of Completers
57 (75%) Number of Education Students in the Exceptional Range
19 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
76 Out of 76 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER K-6:
EDU 6629 DFI Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	71	13	1	0	85
2012-2013	39	8	0	0	47
2011-2012	59	12	3	0	74

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
206 Total Number of Completers
169 (82%) Number of Education Students in the Exceptional Range
33 (16%) Number of Education Students in the Proficient Range
4 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
206 Out of 206 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
74 Total Number of Completers
59 (80%) Number of Education Students in the Exceptional Range
12 (16%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
74 Out of 74 (100%) Exceptional to Basic Range

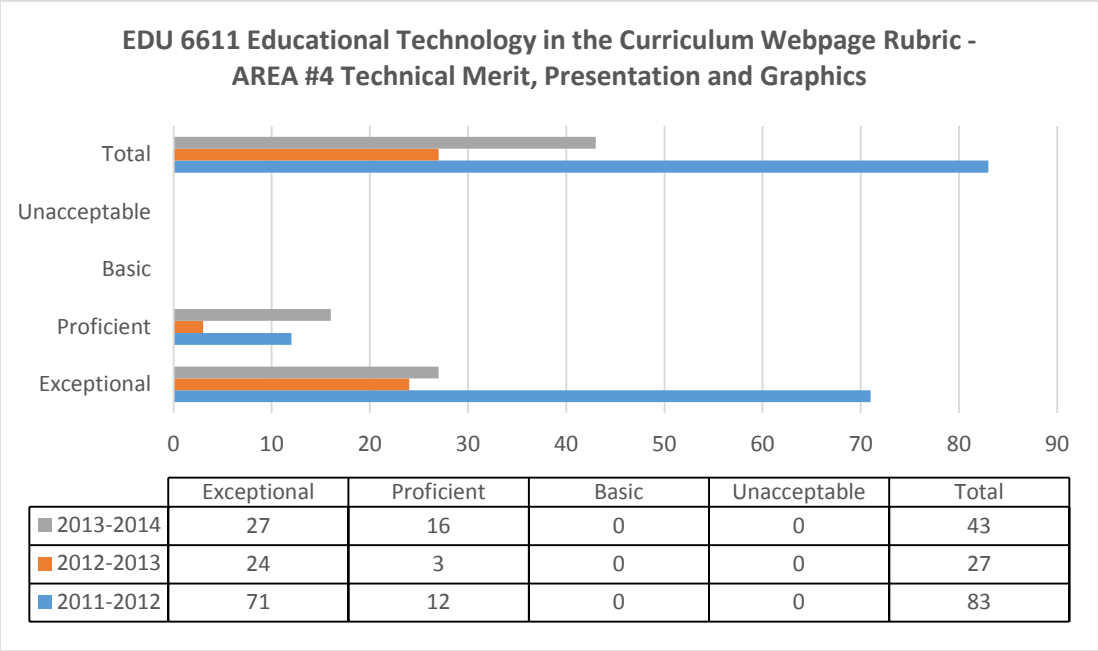
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
47 Total Number of Completers
39 (83%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
85 Total Number of Completers
71 (84%) Number of Education Students in the Exceptional Range
13 (15%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
85 Out of 85 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER K-6:
EDU 6611 WEBQUEST AREA #4
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	27	16	0	0	43
2012-2013	24	3	0	0	27
2011-2012	71	12	0	0	83

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
153 Total Number of Completers
122 (80%) Number of Education Students in the Exceptional Range
31 (20%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
153 Out of 153 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
43 Total Number of Completers
27 (63%) Number of Education Students in the Exceptional Range
16 (37%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
43 Out of 43 (100%) Exceptional to Basic Range

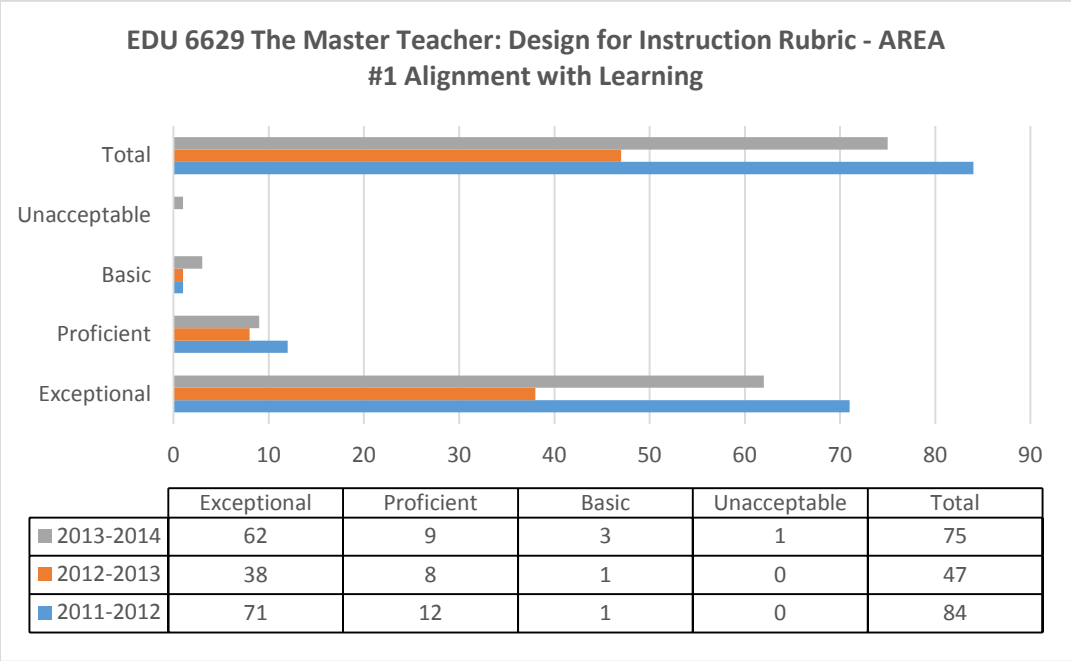
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
27 Total Number of Completers
24 (88%) Number of Education Students in the Exceptional Range
3 (12%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
83 Total Number of Completers
71 (86%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
83 Out of 83 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER K-6:
EDU 6629 DFI AREA #1
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	62	9	3	1	75
2012-2013	38	8	1	0	47
2011-2012	71	12	1	0	84

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
205 Total Number of Completers
171 (83%) Number of Education Students in the Exceptional Range
29 (14%) Number of Education Students in the Proficient Range
5 (2%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
204 Out of 205 (99%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
75 Total Number of Completers
62 (83%) Number of Education Students in the Exceptional Range
9 (12%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
74 Out of 75 (99%) Exceptional to Basic Range

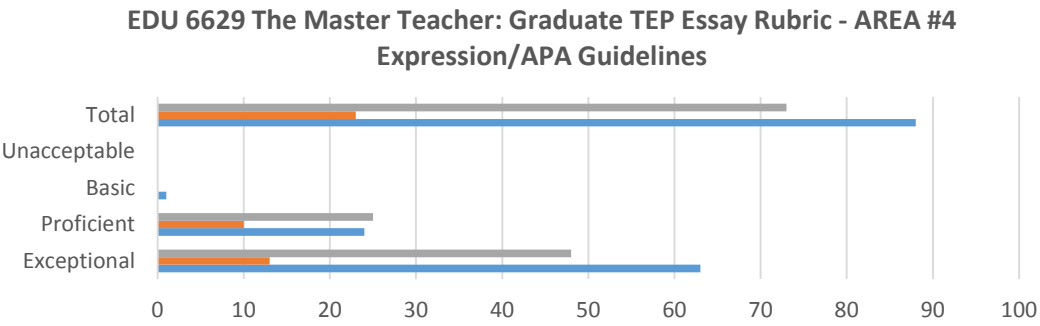
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
47 Total Number of Completers
38 (81%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
1 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
84 Total Number of Completers
71 (85%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
84 Out of 84 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER K-6:
EDU 6629 GRADUATE TEP ESSAY AREA #4
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	48	25	0	0	73
2012-2013	13	10	0	0	23
2011-2012	63	24	1	0	88

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
185 Total Number of Completers
125 (68%) Number of Education Students in the Exceptional Range
59 (31%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
185 Out of 185 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
73 Total Number of Completers
48 (66%) Number of Education Students in the Exceptional Range
25 (34%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
73 Out of 73 (100%) Exceptional to Basic Range

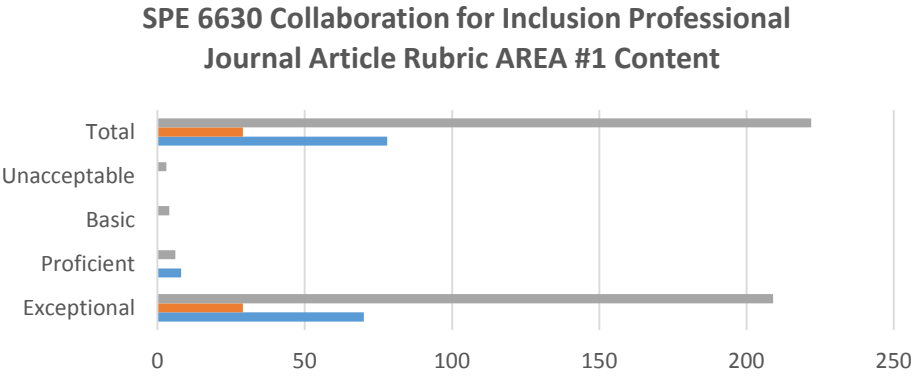
Year: 2012-2013
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
23 Total Number of Completers
13 (57%) Number of Education Students in the Exceptional Range
10 (43%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
23 Out of 23 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
88 Total Number of Completers
64 (73%) Number of Education Students in the Exceptional Range
24 (26%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
88 Out of 88 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER K-6:
SPE 6630 Prof. Journal Article AREA #1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	209	6	4	3	222
2012-2013	29	0	0	0	29
2011-2012	70	8	0	0	78

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
329 Total Education students completing
308 (93%) Education students in the Exceptional range
14 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
3 (1%) Education students in the Unacceptable range
326 Out of 329 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
222 Total Education students completing
209 (95%) Education students in the Exceptional range
6 (3%) Education students in the Proficient range
4 (2%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
222 Out of 222 (100%) Education students in the Exceptional to Basic range

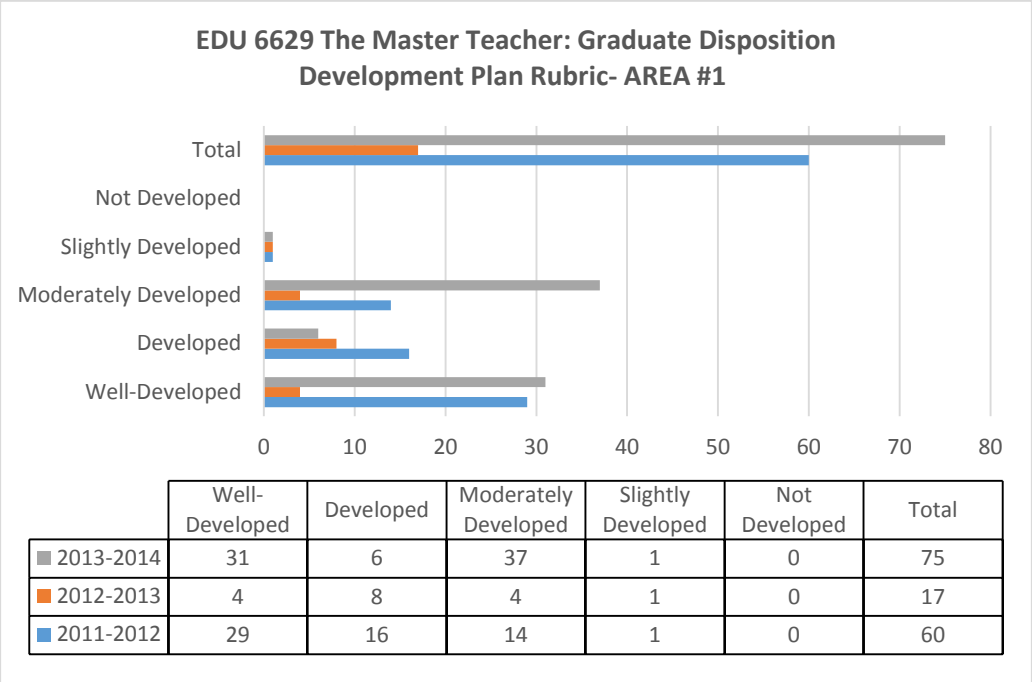
Year: 2012-2013
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
29 Total Education students completing
29 (100%) Education students in the Exceptional range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
29 Out of 29 (100%) in the Exceptional to Basic range

Year: 2011-2012
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
78 Total Education students completing
70 (90%) Education students in the Exceptional range
8 (10%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
78 Out of 78 (100%) Education students in the Exceptional to Basic range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER K-6:
EDU 6629 DISP. AREA #1
Three Year Data Cycle
SLO #4 Diversity



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	31	6	37	1	0	75
2012-2013	4	8	4	1	0	17
2011-2012	29	16	14	1	0	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #1
152 Total Education students completing
64 (42%) Education students in the Well-Developed range
30 (20%) Education students in the Developed range
55 (36%) Education students in the Moderately Developed range
3 (2%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well-Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #1
75 Total Education students completing
31 (41%) Education students in the Well-Developed range
6 (8%) Education students in the Developed range
37 (49%) Education students in the Moderately Developed range
1 (2%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
74 Out of 75 (98%) Education students in the Well-Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #1

17 Total Education students completing

4 (24%) Education students in the Well-Developed range

8 (47%) Education students in the Developed range

4 (24%) Education students in the Moderately Developed range

1 (5%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

16 Out of 17 (95%) Education students in the Well-Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #1

60 Total Education students completing

29 (48%) Education students in the Well-Developed range

16 (27%) Education students in the Developed range

14 (23%) Education students in the Moderately Developed range

1 (2%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

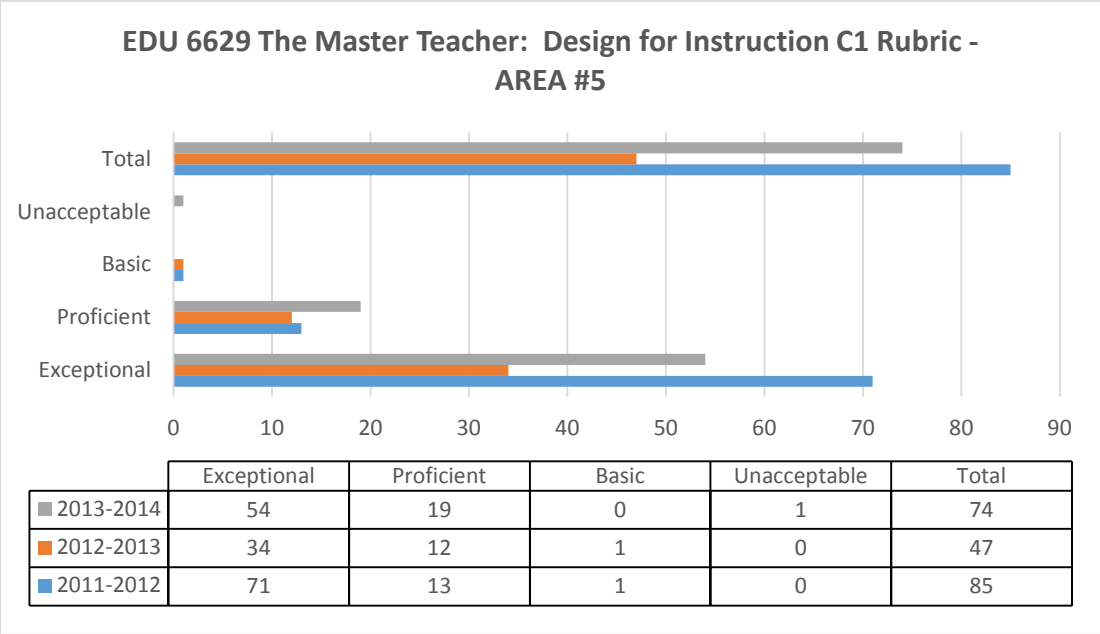
59 Out of 60 (98%) Education students in the Well-Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER K-6:
EDU 6629 DFI. AREA #5
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	54	19	0	1	74
2012-2013	34	12	1	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
206 Total number of completers
159 (77%) Total Education students in the Exceptional range
44 (20%) Total Education students in the Proficient range
2 (2%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
205 Out of 206 (99%) Education students in the Exceptional to Basic

Year: 2013-2014
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
74 Total number of completers
54 (73%) Total Education students in the Exceptional range
19 (26%) Total Education students in the Proficient range
0 (0%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
73 Out of 74 (99%) Education students in the Exceptional to Basic

Year: 2012-2013

EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
47 Total number of completers
34 (72%) Total Education students in the Exceptional range
12 (26%) Total Education students in the Proficient range
1 (2%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
47 Out of 47 (100%) Education students in the Exceptional to Basic

Year: 2011-2012

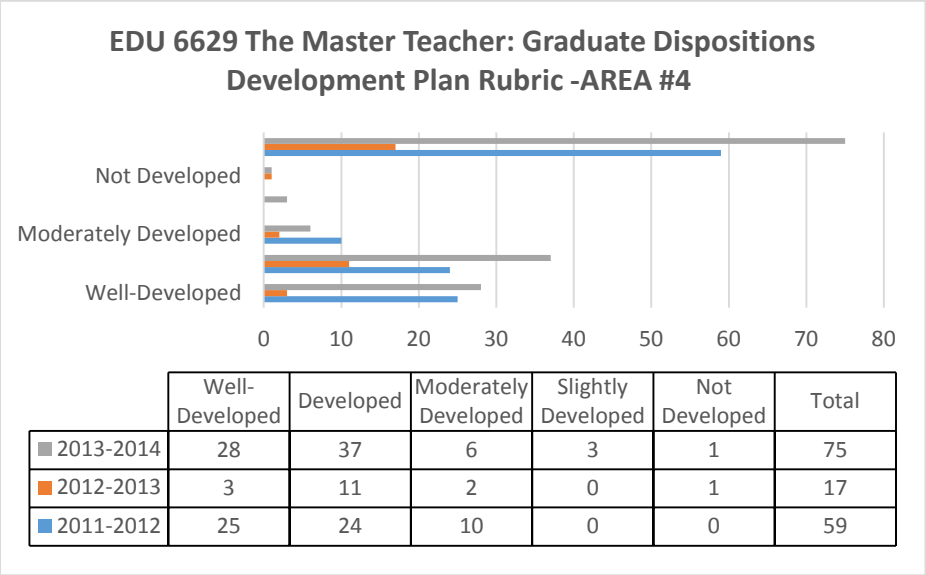
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
85 Total number of completers
71 (84%) Total Education students in the Exceptional range
13 (15%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
85 Out of 85 (100%) Education students in the Exceptional to Basic

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER K-6:
EDU 6629 DISP. AREA #4
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	28	37	6	3	1	75
2012-2013	3	11	2	0	1	17
2011-2012	25	24	10	0	0	59

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
151 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (48%) Total Education students in the Developed range
18 (12%) Total Education students in the Moderately Developed range
3 (2%) Total Education students in the Slightly Developed range
2 (1%) Total Education students in the Not Developed range
146 Out of 151 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
75 Total Number of Completers
28 (37%) Total Education students in the Well Developed range
37 (50%) Total Education students in the Developed range
6 (8%) Total Education students in the Moderately Developed range
3 (4%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
71 Out of 75 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
17 Total Number of Completers
3 (18%) Total Education students in the Well Developed range
11 (65%) Total Education students in the Developed range
2 (12%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
1 (5%) Total Education students in the Not Developed range
16 Out of 17 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

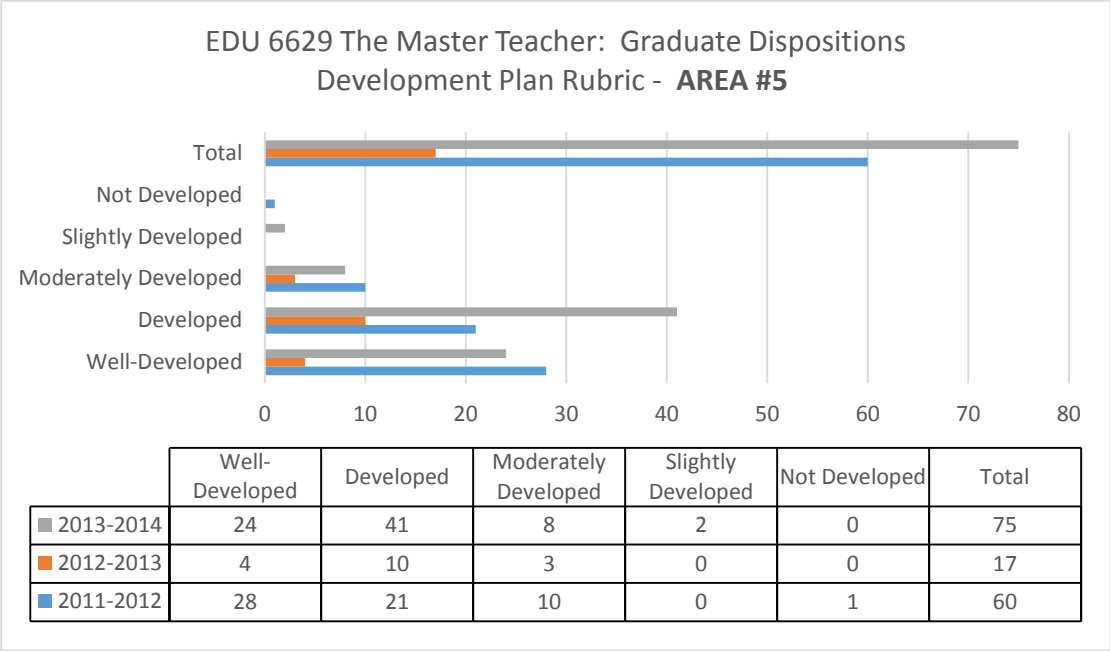
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
59 Total Number of Completers
25 (42%) Total Education students in the Well Developed range
24 (41%) Total Education students in the Developed range
10 (17%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
59 Out of 59 (100%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional COLLABORATIVE TEACHER K-6:
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	24	41	8	2	0	75
2012-2013	4	10	3	0	0	17
2011-2012	28	21	10	0	1	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #5
152 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (46%) Total Education students in the Developed range
21 (14%) Total Education students in the Moderately Developed range
2 (2%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
149 Out of 152 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #5
75 Total Number of Completers
24 (32%) Total Education students in the Well Developed range
41 (55%) Total Education students in the Developed range
8 (11%) Total Education students in the Moderately Developed range
2 (2%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
73 Out of 75 (98%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #5

17 Total Number of Completers

4 (24%) Total Education students in the Well Developed range

10 (58%) Total Education students in the Developed range

3 (18%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

0 (0%) Total Education students in the Not Developed range

17 Out of 17 (100%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #5

60 Total Number of Completers

28 (47%) Total Education students in the Well Developed range

21 (35%) Total Education students in the Developed range

10 (17%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

1 (1%) Total Education students in the Not Developed range

59 Out of 60 (99%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Early Childhood Education (P-3), B.S.

NARRATIVE SUMMARY

GUIDE

B.S., ALT-A, Traditional MS, and EdS

EARLY CHILDHOOD EDUCATION (P-3)

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Undergraduate EARLY CHILDHOOD P-3:
PRAXIS
Three Year Data Cycle
SLO #1 Content Knowledge

Narrative

Year-by-Year Analysis:

Year: 2013-2014
11 Total Number taking Early Childhood: Core Knowledge PRAXIS
11 Number passing Early Childhood: Core Knowledge PRAXIS
Failing Number not reported Early Childhood: Core Knowledge PRAXIS

Year: 2012-2013
7 Total Number taking Early Childhood: Core Knowledge PRAXIS
6 or 86% Number and percent passing Early Childhood: Core Knowledge PRAXIS
1 or 14% Number and percent failing Early Childhood: Core Knowledge PRAXIS

Year: 2011-2012
0 Total Number taking Early Childhood: Core Knowledge PRAXIS
0 or 0% Number and percent passing Early Childhood: Core Knowledge PRAXIS
0 or 0% Number and percent failing Early Childhood: Core Knowledge PRAXIS

Overall Analysis:
18 Total Number taking Early Childhood: Core Knowledge PRAXIS
17 or 94% Number and percent passing Early Childhood: Core Knowledge PRAXIS
1 or 6% Number and percent failing Early Childhood: Core Knowledge PRAXIS

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

2013-2014

Troy Overall Number Passed Praxis II	Test Name
11	5022 Early Childhood: Content Knowledge (computer)

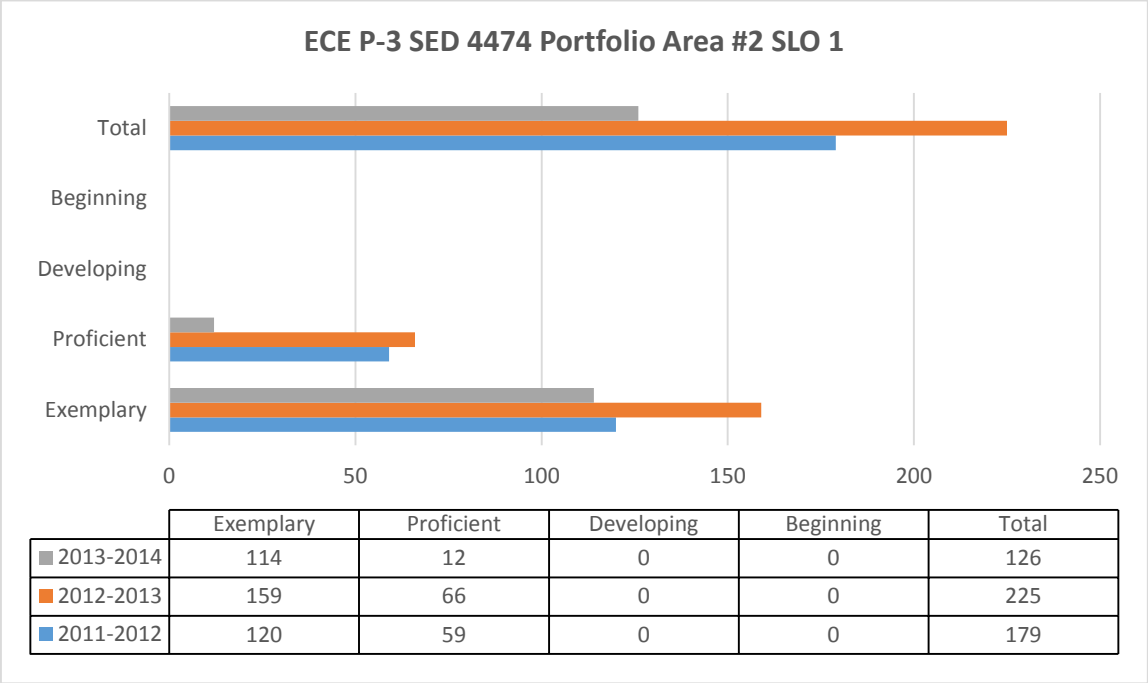
2012-2013

ELEMENTARY						
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
DOTHAN	Early Childhood: Content Knowledge	7	6	86%	1	14%

2011-2012

No Early Childhood: Core Knowledge PRAXIS reported.

EARLY CHILDHOOD P-3:
SED 4474 Portfolio Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exemplary	Proficient	Developing	Beginning	Total
2013-2014	114	12	0	0	126
2012-2013	159	66	0	0	225
2011-2012	120	59	0	0	179

Narrative

Year-by-Year Analysis:

Overall Analysis:
SED 4474 Portfolio Area #2 SLO 1
530 Total Number of Completers
393 (74%) Number of Education Students in the Exemplary Range
137 (26%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
530 Out of 530 (100%) Total Number of Education Students in the Exemplary to Developing Range

Year: 2013-2014
SED 4474 Portfolio Area #2 SLO 1
126 Total Number of Completers
114 (90%) Number of Education Students in the Exemplary Range
12 (10%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
126 out of 126 (100%) Total Number of Education Students in the Exemplary to Developing Range

Year: 2012-2013

SED 4474 Portfolio Area #2 SLO 1
225 Total Number of Completers
159 (71%) Number of Education Students in the Exemplary Range
66 (29%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
225 Out of 225 (100%) Total Number of Education Students in the Exemplary to Developing Range

Year: 2011-2012

SED 4474 Portfolio Area #2 SLO 1
179 Total Number of Completers
120 (67%) Number of Education Students in the Exemplary Range
59 (33%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
179 Out of 179 (100%) Total Number of Education Students in the Exemplary to Developing Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EARLY CHILDHOOD P-3:
PRAXIS
Three Year Data Cycle
SLO #2 Professional Skills (Teaching & Learning)

Narrative

Year-by-Year Analysis:

Year: 2013-2014
11 Total Number taking Early Childhood: Core Knowledge PRAXIS
11 Number passing Early Childhood: Core Knowledge PRAXIS
Failing Number not reported Early Childhood: Core Knowledge PRAXIS

Year: 2012-2013
7 Total Number taking Early Childhood: Core Knowledge PRAXIS
6 or 86% Number and percent passing Early Childhood: Core Knowledge PRAXIS
1 or 14% Number and percent failing Early Childhood: Core Knowledge PRAXIS

Year: 2011-2012
0 Total Number taking Early Childhood: Core Knowledge PRAXIS
0 or 0% Number and percent passing Early Childhood: Core Knowledge PRAXIS
0 or 0% Number and percent failing Early Childhood: Core Knowledge PRAXIS

Overall Analysis:
18 Total Number taking Early Childhood: Core Knowledge PRAXIS
17 or 94% Number and percent passing Early Childhood: Core Knowledge PRAXIS
1 or 6% Number and percent failing Early Childhood: Core Knowledge PRAXIS

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

2013-2014

Troy Overall Number Passed Praxis II	Test Name
11	5022 Early Childhood: Content Knowledge (computer)

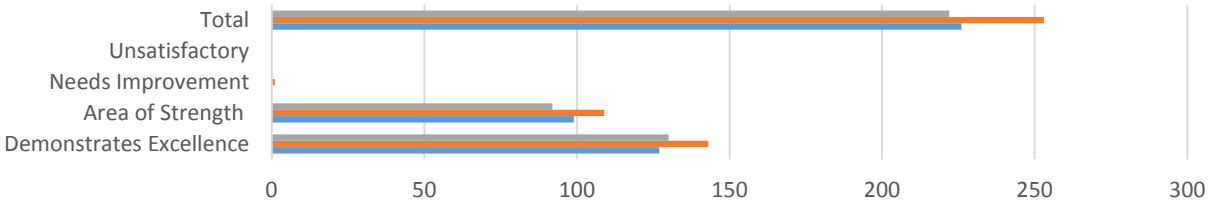
2012-2013

ELEMENTARY						
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
DOTHAN	Early Childhood: Content Knowledge	7	6	86%	1	14%

2011-2012

No Early Childhood: Core Knowledge PRAXIS reported.

EARLY CHILDHOOD P-3:
Student Accountability Plan Part II Area #8
Three Year Data Cycle
SLO #2 Professional Skills (Teaching & Learning)



	Demonstrates Excellence	Area of Strength	Needs Improvement	Unsatisfactory	Total
2013-2014	130	92	0	0	222
2012-2013	143	109	1	0	253
2011-2012	127	99	0	0	226

Narrative

Year-by-Year Analysis:

Overall Analysis:
Student Accountability Plan Part II Area 8 SLO 2
701 Total Number of Completers
400 (57%) Number of Education Students in the Demonstrates Excellence range
300 (42%) Number of Education Students in the Area of Strength range
1 (1%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
700 Out of 701 (99%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2013-2014
Student Accountability Plan Part II Area 8 SLO 2
222 Total Number of Completers
130 (59%) Number of Education Students in the Demonstrates Excellence range
92 (41%) Number of Education Students in the Area of Strength range
0 (0%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
222 Out of 222 (100%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2012-2013

Student Accountability Plan Part II Area 8 SLO 2
253 Total Number of Completers
143 (57%) Number of Education Students in the Demonstrates Excellence range
109 (42%) Number of Education Students in the Area of Strength range
1 (1%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
252 Out of 253 (99%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2011-2012

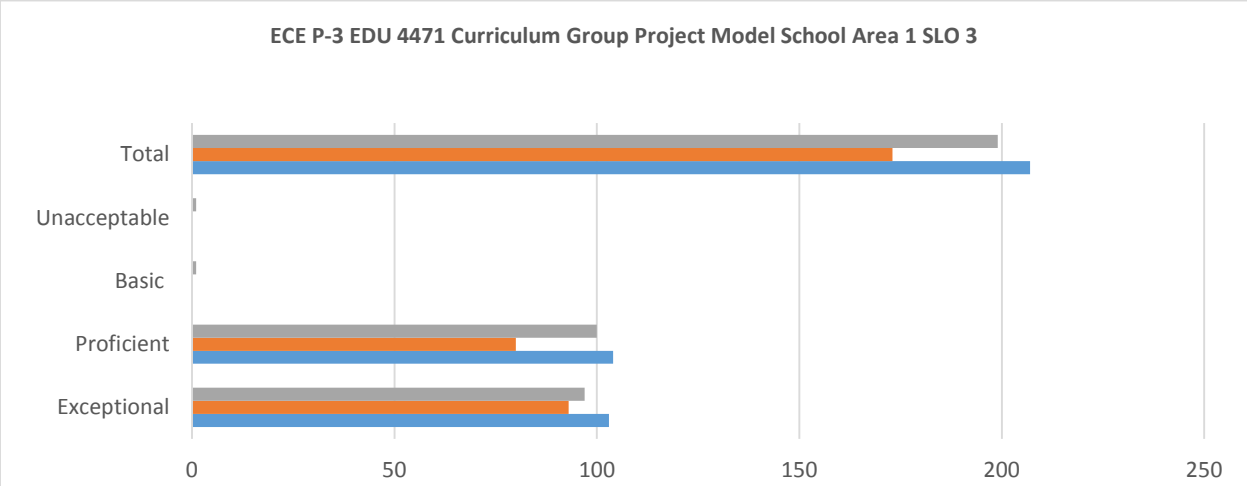
Student Accountability Plan Part II Area 8 SLO 2
226 Total Number of Completers
127 (56%) Number of Education Students in the Demonstrates Excellence range
99 (44%) Number of Education Students in the Area of Strength range
0 (0%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
226 Out of 226 (100%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EARLY CHILDHOOD P-3:
EDU 4471 Curriculum Group Project Model School Area 1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	97	100	1	1	199
2012-2013	93	80	0	0	173
2011-2012	103	104	0	0	207

Narrative

Year-by-Year Analysis:

Overall Analysis:
579 Total Number of Completers
293 (50%) Education students in the Exceptional range
284 (48%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
578 Out of 579 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
EDU 4471 Curriculum Group Project Model School Area 1
199 Total Number of Completers
97 (48%) Education students in the Exceptional range
100 (50%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
198 Out of 199 (99%) Education students in the Exceptional to Basic range

Year: 2012-2013

EDU 4471 Curriculum Group Project Model School Area 1
173 Total Number of Completers
93 (54%) Education students in the Exceptional range
80 (46%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
173 Out of 173 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

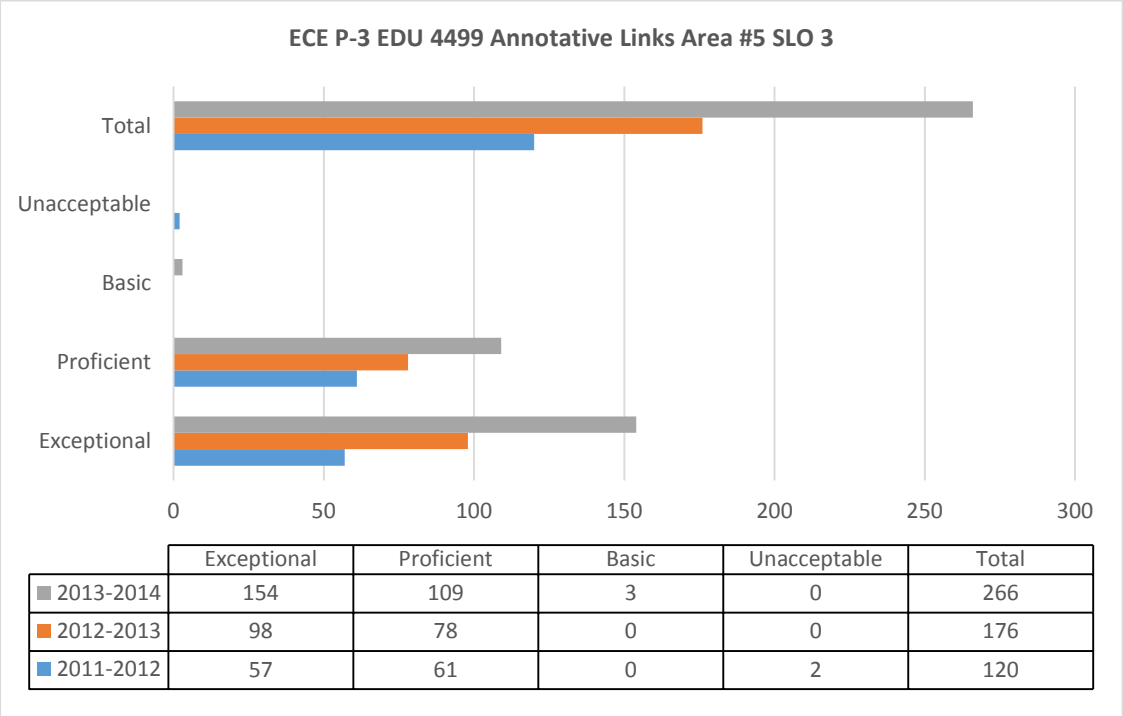
EDU 4471 Curriculum Group Project Model School Area 1
207 Total Number of Completers
103 (50%) Education students in the Exceptional range
104 (50%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
207 Out of 207 (100%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EARLY CHILDHOOD P-3:
EDU 4499 Annotative Links Area #5
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	154	109	3	0	266
2012-2013	98	78	0	0	176
2011-2012	57	61	0	2	120

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 4499 Annotative Links Area #5 SLO 3
562 Total Number of Completers
309 (54%) Education students in the Exceptional range
248 (43%) Education students in the Proficient range
3 (2%) Education students in the Basic range
2 (1%) Education students in the Unacceptable range
561 Out of 562 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
EDU 4499 Annotative Links Area #5 SLO 3
266 Total Number of Completers
154 (58%) Education students in the Exceptional range
109 (41%) Education students in the Proficient range
3 (1%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
266 Out of 266 (100%) Education students in the Exceptional to Basic range

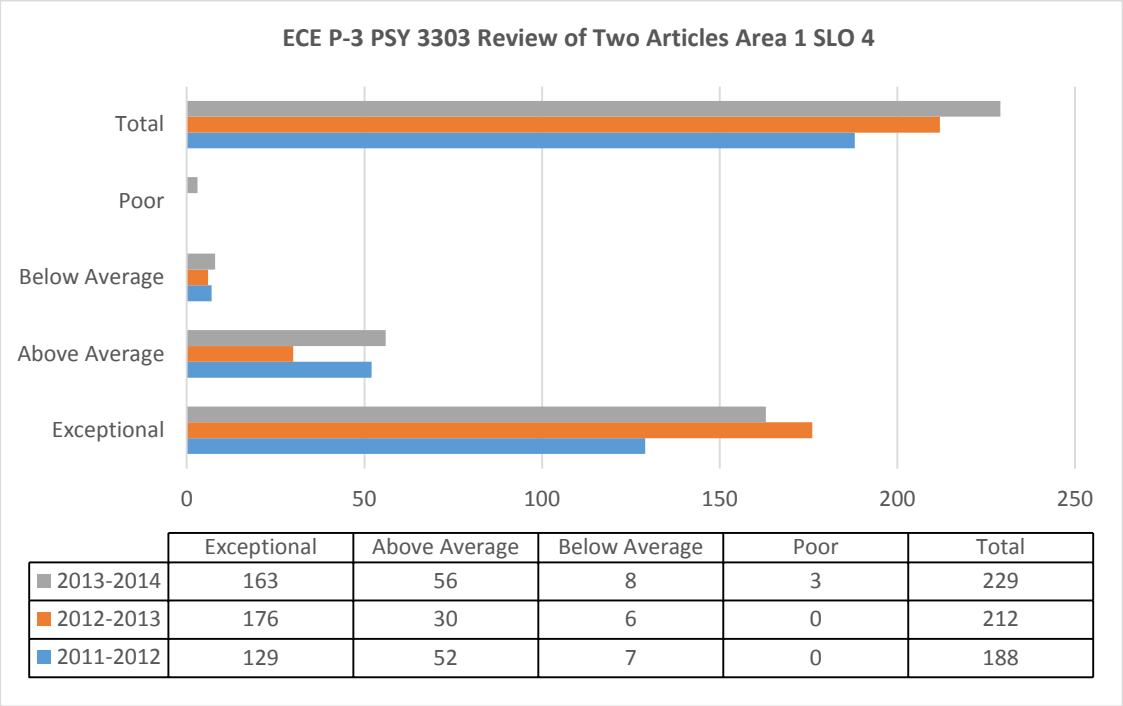
Year: 2012-2013
EDU 4499 Annotative Links Area #5 SLO 3
176 Total Number of Completers
98 (56%) Education students in the Exceptional range
78 (44%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
176 Out of 176 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012
EDU 4499 Annotative Links Area #5 SLO 3
120 Total Number of Completers
57 (48%) Education students in the Exceptional range
61 (50%) Education students in the Proficient range
0 (0%) Education students in the Basic range
2 (2%) Education students in the Unacceptable range
118 Out of 120 (98%) Education students in the Exceptional to Basic range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EARLY CHILDHOOD P-3:
PSY 3303 Review of Two Articles Area #1
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Above Average	Below Average	Poor	Total
2013-2014	163	56	8	3	229
2012-2013	176	30	6	0	212
2011-2012	129	52	7	0	188

Narrative

Year-by-Year Analysis:

Overall Analysis:
PSY 3303 Review of Two Articles Area 1 SLO 4
629 Total Number of Completers
468 (74%) Education Students in the Exceptional range
138 (22%) Education Students in the Above Average range
21 (3%) Education Students in the Below Average range
3 (1%) Education Students in the Poor range
605 Out of 629 (96%) Education Students in the Exceptional to Above Average range

Year: 2013-2014
PSY 3303 Review of Two Articles Area 1 SLO 4
229 Total Number of Completers
163 (71%) Education Students in the Exceptional range
56 (24%) Education Students in the Above Average range
8 (4%) Education Students in the Below Average range
3 (1%) Education Students in the Poor range
218 Out of 229 (95%) Education Students in the Exceptional to Above Average range

Year: 2012-2013

PSY 3303 Review of Two Articles Area 1 SLO 4
212 Total Number of Completers
176 (83%) Education Students in the Exceptional range
30 (14%) Education Students in the Above Average range
6 (3%) Education Students in the Below Average range
0 (0%) Education Students in the Poor range
206 Out of 212 (97%) Education Students in the Exceptional to Above Average range

Year: 2011-2012

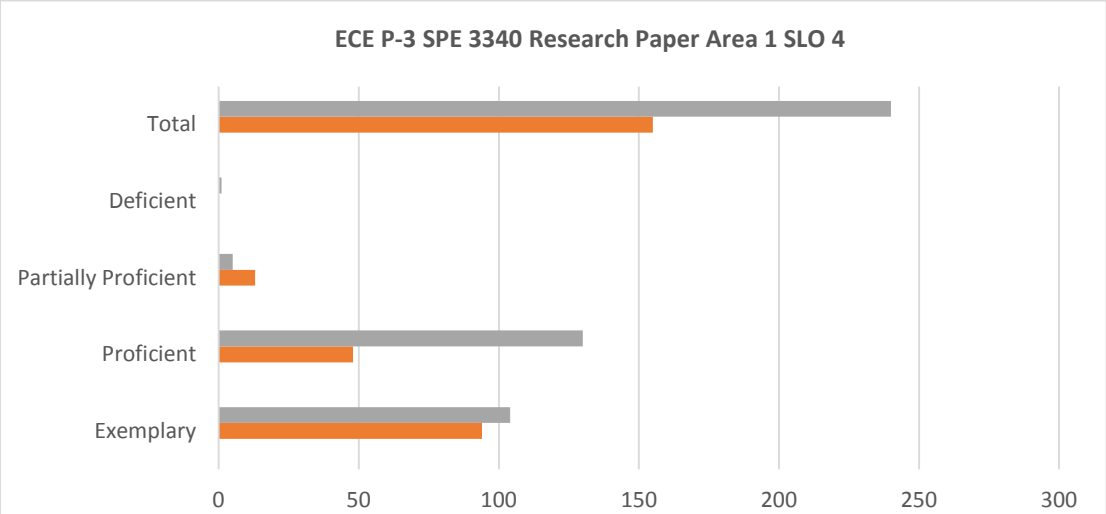
PSY 3303 Review of Two Articles Area 1 SLO 4
188 Total Number of Completers
129 (69%) Education Students in the Exceptional range
52 (28%) Education Students in the Above Average range
7 (3%) Education Students in the Below Average range
0 (0%) Education Students in the Poor range
181 Out of 188 (97%) Education Students in the Exceptional to Above Average range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EARLY CHILDHOOD P-3:
SPE 3340 Research Paper Area #1
Three Year Data Cycle
SLO #4 Diversity



	Exemplary	Proficient	Partially Proficient	Deficient	Total
2013-2014	104	130	5	1	240
2012-2013	94	48	13	0	155
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 3340 Research Paper Area #1
395 Total Number of Completers
198 (50%) Education students in the Exemplary range
178 (45%) Education students in the Proficient range
18 (4%) Education students in the Partially Proficient range
1 (1%) Education students in the Deficient range
376 Out of 395 (95%) Education students in the Exemplary to Proficient range

Year: 2013-2014
SPE 3340 Research Paper Area #1
240 Total Number of Completers
104 (43%) Education students in the Exemplary range
130 (54%) Education students in the Proficient range
5 (2%) Education students in the Partially Proficient range
1 (1%) Education students in the Deficient range
234 Out of 240 (97%) Education students in the Exemplary to Proficient range

Year: 2012-013

SPE 3340 Research Paper Area #1
155 Total Number of Completers
94 (61%) Education students in the Exemplary range
48 (31%) Education students in the Proficient range
13 (8%) Education students in the Partially Proficient range
0 (0%) Education students in the Deficient range
142 Out of 155 (92%) Education students in the Exemplary to Proficient range

Year: 2011-2012

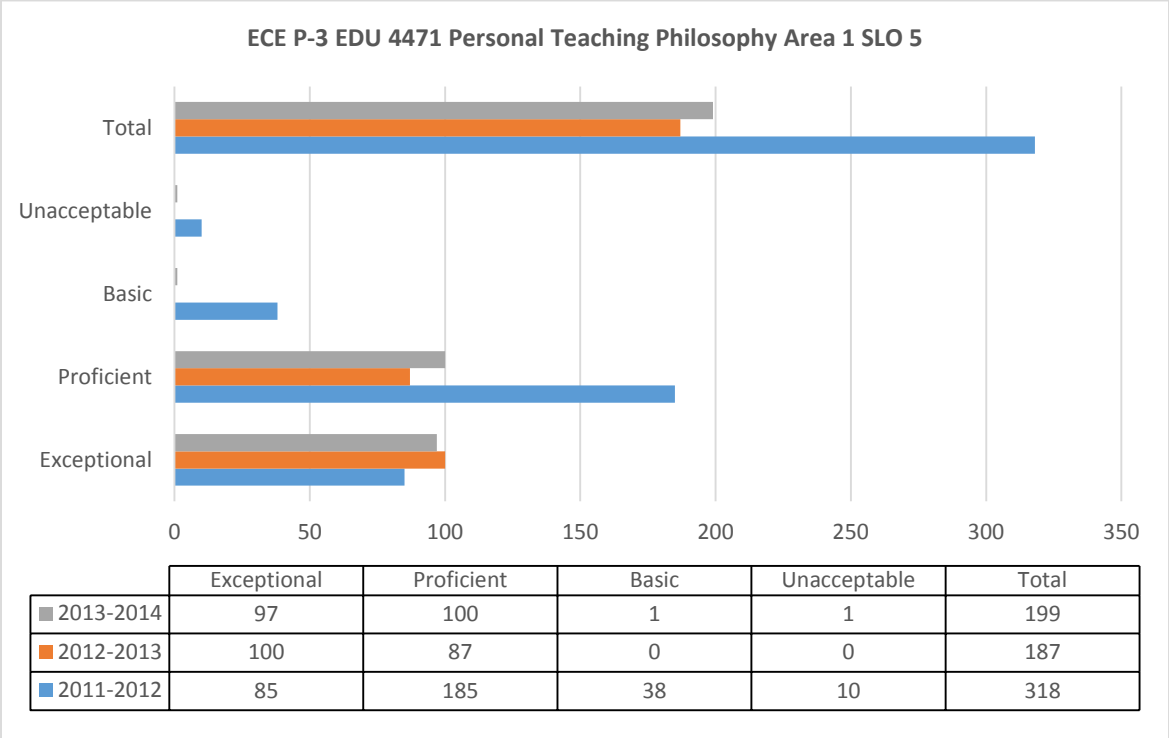
SPE 3340 Research Paper Area #1
0 Total Number of Completers
0 Education students in the Exemplary range
0 Education students in the Proficient range
0 Education students in the Partially Proficient range
0 Education students in the Deficient range
0 Education students in the Exemplary to Proficient range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EARLY CHILDHOOD P-3:
EDU 4471 Personal Teaching Philosophy Area #1
Three Year Data Cycle
SLO #5 Professionalism



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	97	100	1	1	199
2012-2013	100	87	0	0	187
2011-2012	85	185	38	10	318

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
704 Total Number of Completers
282 (40%) Education students in the Exceptional range
372 (53%) Education students in the Proficient range
39 (5%) Education students in the Basic range
11 (2%) Education students in the Unacceptable range
693 Out of 704 (98%) Education students in the Exceptional to Basic range

Year: 2013-2014
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
199 Total Number of Completers
97 (48.5%) Education students in the Exceptional range
100 (49.5%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
198 Out of 199 (99%) Education students in the Exceptional to Basic range

Year: 2012-2013

EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
187 Total Number of Completers
100 (53%) Education students in the Exceptional range
87 (47%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
187 Out of 187 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

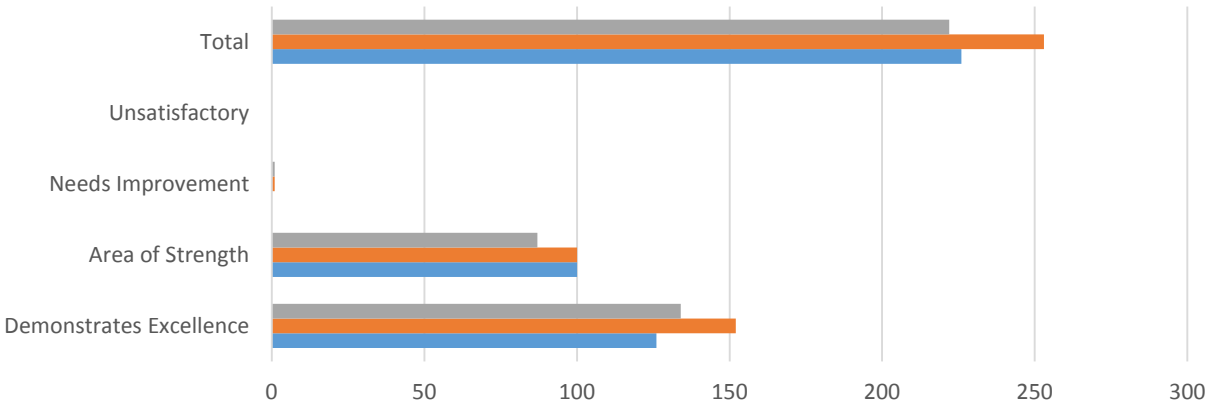
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
318 Total Number of Completers
85 (26%) Education students in the Exceptional range
185 (58%) Education students in the Proficient range
38 (12%) Education students in the Basic range
10 (4%) Education students in the Unacceptable range
308 Out of 318 (96%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EARLY CHILDHOOD P-3:
Student Accountability Plan Part II Area #10
Three Year Data Cycle
SLO #5 Professionalism



	Demonstrates Excellence	Area of Strength	Needs Improvement	Unsatisfactory	Total
2013-2014	134	87	1	0	222
2012-2013	152	100	1	0	253
2011-2012	126	100	0	0	226

Narrative

Year-by-Year Analysis:

Overall Analysis:

Student Accountability Plan Part II Area #10 SLO 5
701 Total Number of Completers
412 (57%) Education students in the Demonstrates Excellence range
287 (42%) Education students in the Area of Strength range
2 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
699 Out of 701 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2013-2014

Student Accountability Plan Part II Area #10 SLO 5
222 Total Number of Completers
134 (60%) Education students in the Demonstrates Excellence range
87 (39%) Education students in the Area of Strength range
1 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
221 Out of 222 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2012-2013

Student Accountability Plan Part II Area #10 SLO 5
253 Total Number of Completers
152 (60%) Education students in the Demonstrates Excellence range
100 (39%) Education students in the Area of Strength range
1 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
252 Out of 253 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2011-2012

Student Accountability Plan Part II Area #10 SLO 5
226 Total Number of Completers
126 (56%) Education students in the Demonstrates Excellence range
100 (44%) Education students in the Area of Strength range
0 (0%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
226 Out of 226 (100%) Education students in the Demonstrates Excellence to Area of Strength range

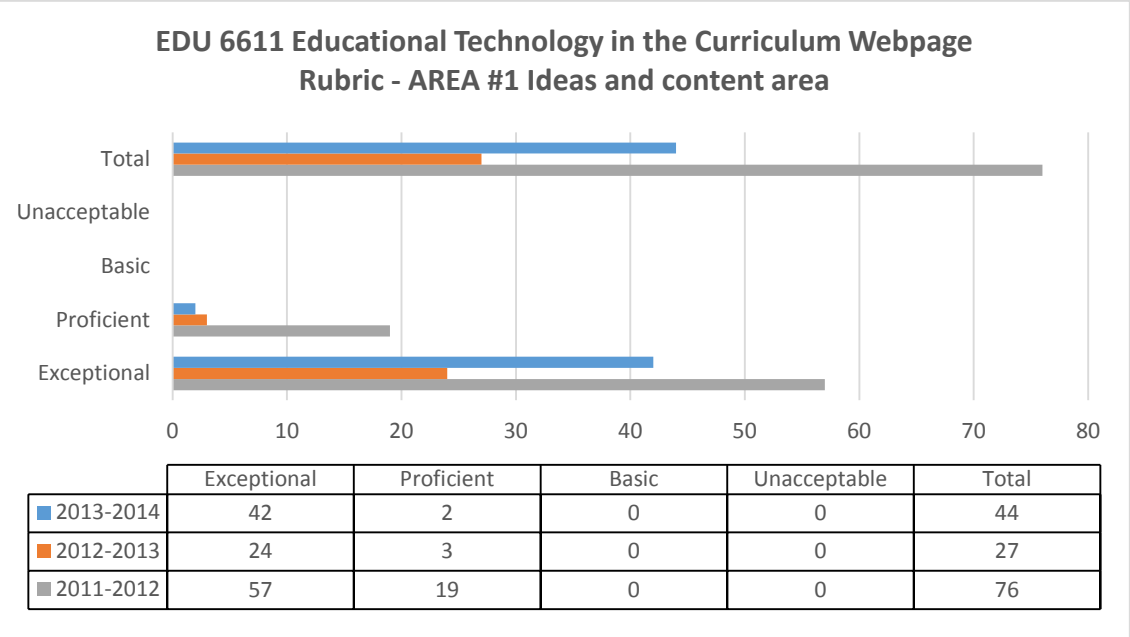
Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Early Childhood Education (P-3), Alternative, MS

Graduate Alternative - A Early Childhood Education P-3:
EDU 6611 WEBPAGE AREA #1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	42	2	0	0	44
2012-2013	24	3	0	0	27
2011-2012	57	19	0	0	76

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
147 Total Number of Completers
123 (84%) Number of Education Students in the Exceptional Range
24 (16%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
147 Out of 147 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
44 Total Number of Completers
42 (96%) Number of Education Students in the Exceptional Range
2 (4%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
44 Out of 44 (100%) Exceptional to Basic Range

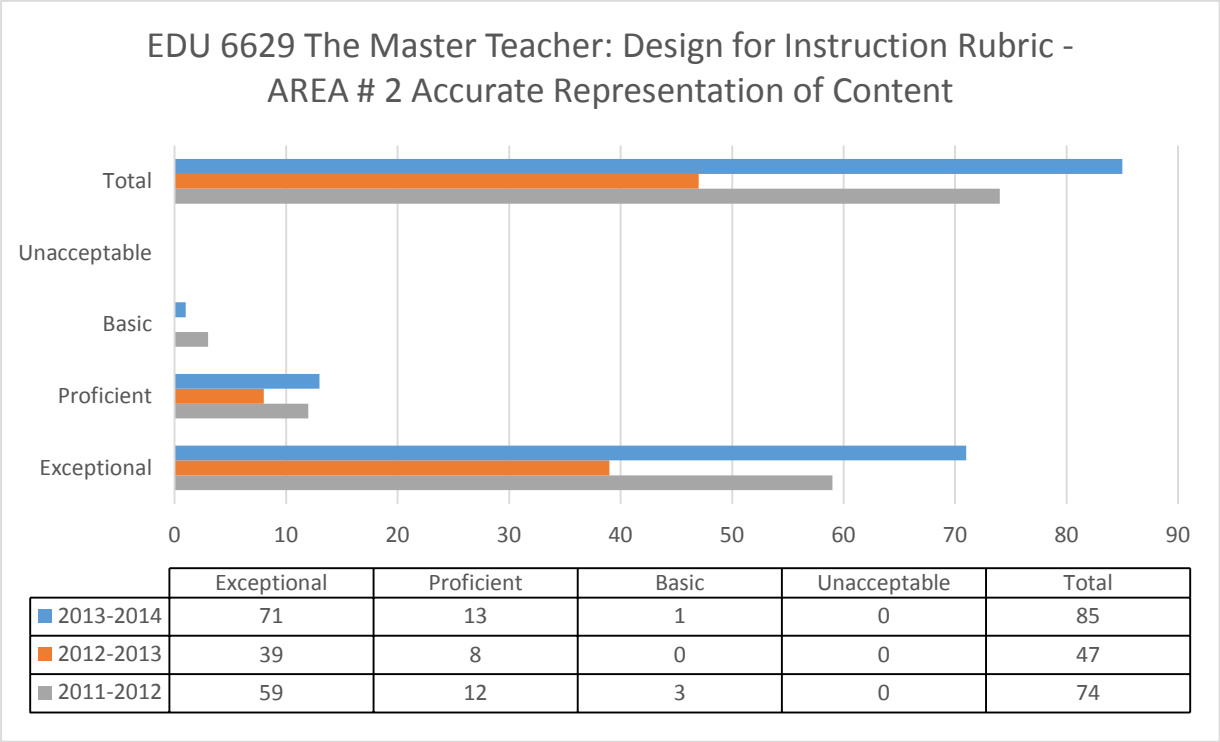
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
27 Total Number of Completers
24 (88%) Number of Education Students in the Exceptional Range
3 (12%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
76 Total Number of Completers
57 (75%) Number of Education Students in the Exceptional Range
19 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
76 Out of 76 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Early Childhood Education P-3:
EDU 6629 DFI Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	71	13	1	0	85
2012-2013	39	8	0	0	47
2011-2012	59	12	3	0	74

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
206 Total Number of Completers
169 (82%) Number of Education Students in the Exceptional Range
33 (16%) Number of Education Students in the Proficient Range
4 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
206 Out of 206 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
74 Total Number of Completers
59 (80%) Number of Education Students in the Exceptional Range
12 (16%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
74 Out of 74 (100%) Exceptional to Basic Range

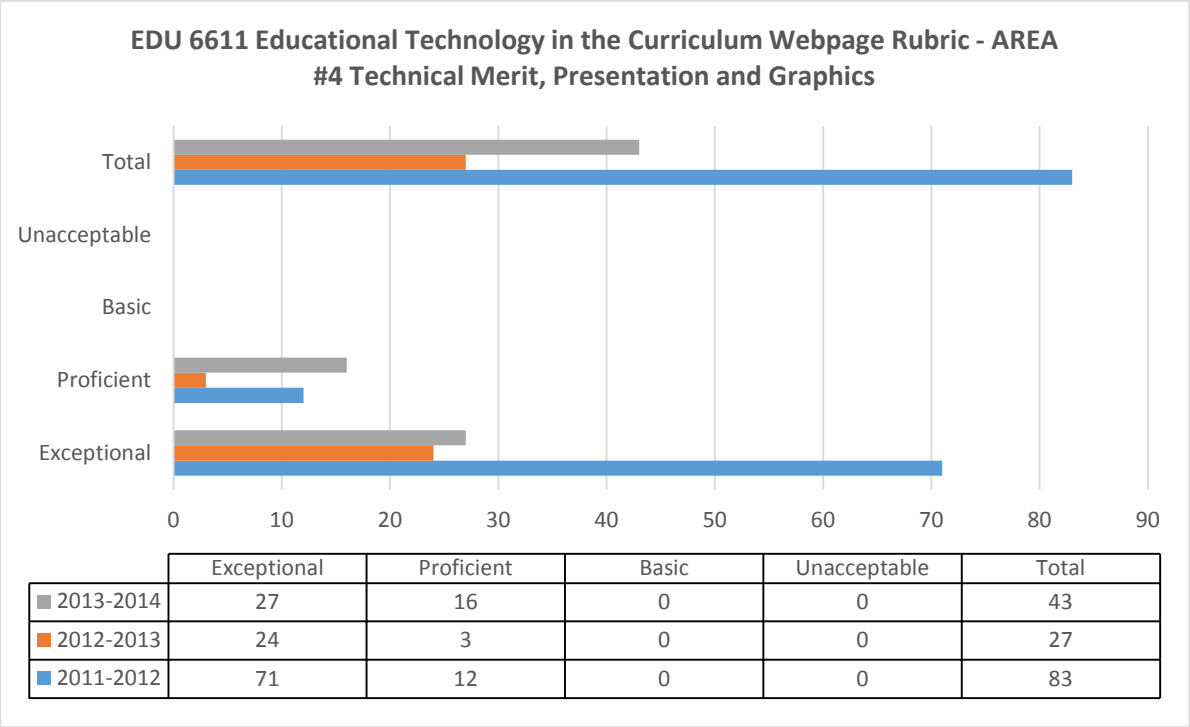
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
47 Total Number of Completers
39 (83%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
85 Total Number of Completers
71 (84%) Number of Education Students in the Exceptional Range
13 (15%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
85 Out of 85 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Early Childhood Education P-3:
EDU 6611 WEBQUEST AREA #4
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	27	16	0	0	43
2012-2013	24	3	0	0	27
2011-2012	71	12	0	0	83

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
153 Total Number of Completers
122 (80%) Number of Education Students in the Exceptional Range
31 (20%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
153 Out of 153 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
43 Total Number of Completers
27 (63%) Number of Education Students in the Exceptional Range
16 (37%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
43 Out of 43 (100%) Exceptional to Basic Range

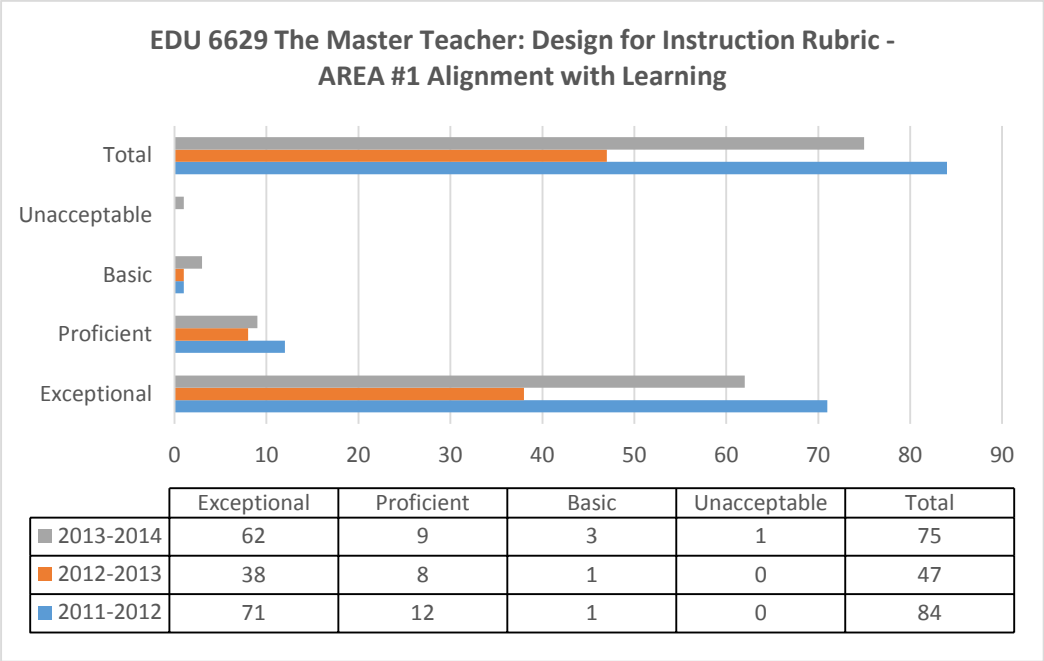
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
27 Total Number of Completers
24 (88%) Number of Education Students in the Exceptional Range
3 (12%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
83 Total Number of Completers
71 (86%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
83 Out of 83 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Early Childhood Education P-3:
EDU 6629 DFI AREA #1
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	62	9	3	1	75
2012-2013	38	8	1	0	47
2011-2012	71	12	1	0	84

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
205 Total Number of Completers
171 (83%) Number of Education Students in the Exceptional Range
29 (14%) Number of Education Students in the Proficient Range
5 (2%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
204 Out of 205 (99%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
75 Total Number of Completers
62 (83%) Number of Education Students in the Exceptional Range
9 (12%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
74 Out of 75 (95%) Exceptional to Basic Range

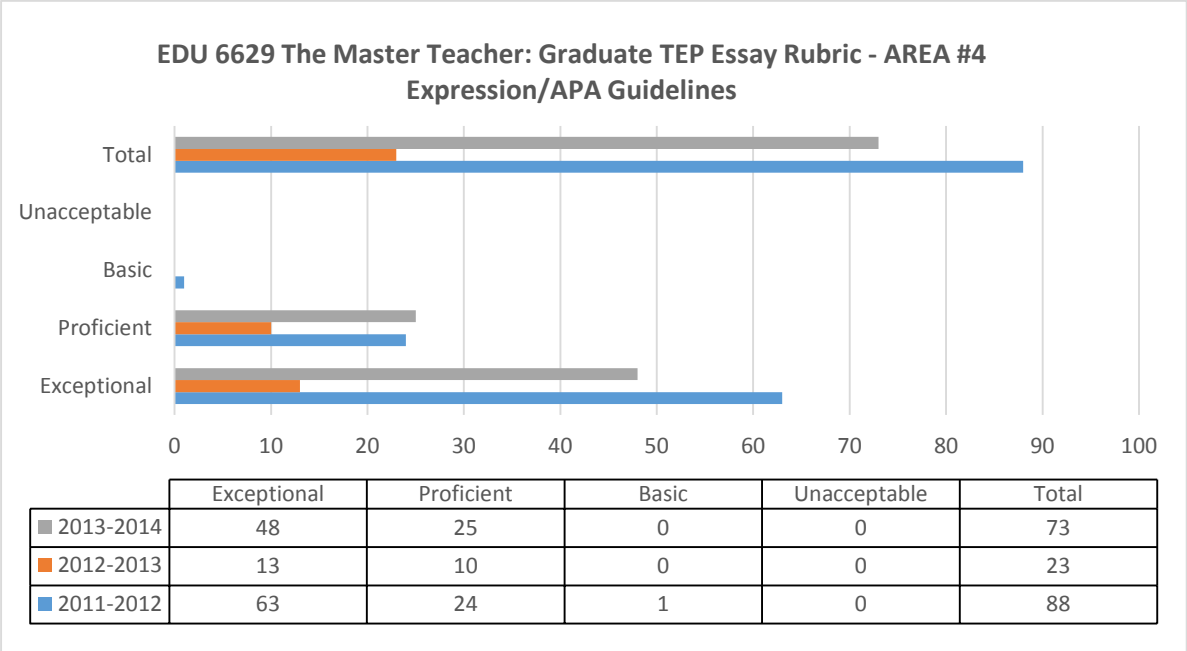
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
47 Total Number of Completers
38 (81%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
1 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
84 Total Number of Completers
71 (85%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
84 Out of 84 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Early Childhood Education P-3:
EDU 6629 GRADUATE TEP ESSAY AREA #4
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	48	25	0	0	73
2012-2013	13	10	0	0	23
2011-2012	63	24	1	0	88

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
185 Total Number of Completers
125 (68%) Number of Education Students in the Exceptional Range
59 (31%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
185 Out of 185 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
73 Total Number of Completers
48 (66%) Number of Education Students in the Exceptional Range
25 (34%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
73 Out of 73 (100%) Exceptional to Basic Range

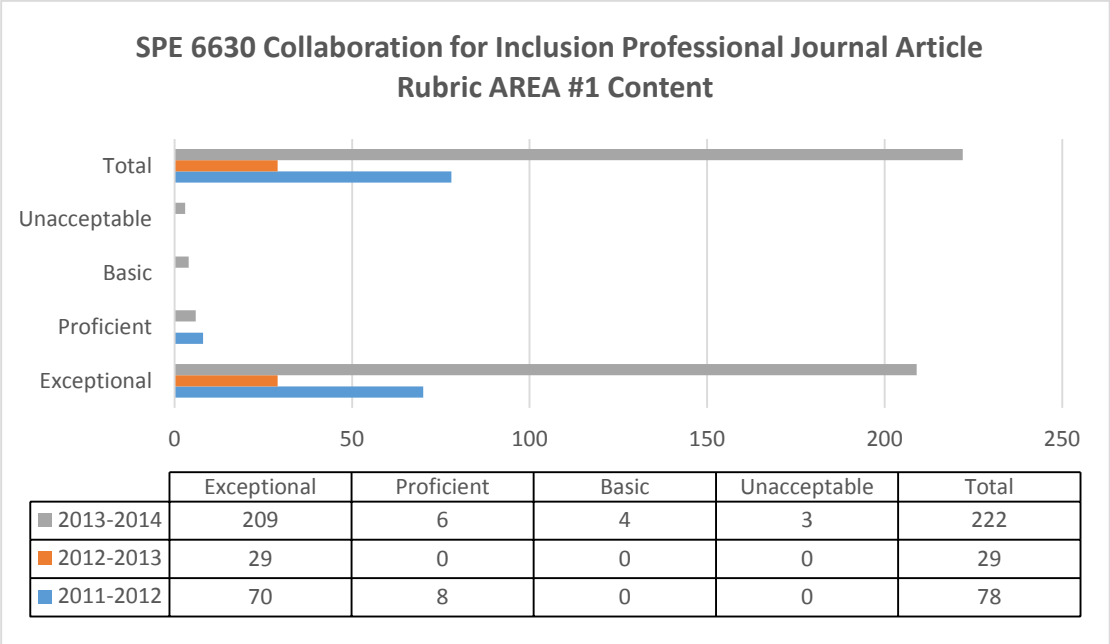
Year: 2012-2013
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
23 Total Number of Completers
13 (57%) Number of Education Students in the Exceptional Range
10 (43%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
23 Out of 23 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
88 Total Number of Completers
64 (73%) Number of Education Students in the Exceptional Range
24 (26%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
88 Out of 88 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Early Childhood Education P-3:
SPE 6630 Prof. Journal Article AREA #1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	209	6	4	3	222
2012-2013	29	0	0	0	29
2011-2012	70	8	0	0	78

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
329 Total Education students completing
308 (93%) Education students in the Exceptional range
14 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
3 (1%) Education students in the Unacceptable range
326 Out of 329 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
222 Total Education students completing
209 (95%) Education students in the Exceptional range
6 (3%) Education students in the Proficient range
4 (2%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
222 Out of 222 (100%) Education students in the Exceptional to Basic range

Year: 2012-2013

SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
29 Total Education students completing
29 (100%) Education students in the Exceptional range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
29 Out of 29 (100%) in the Exceptional to Basic range

Year: 2011-2012

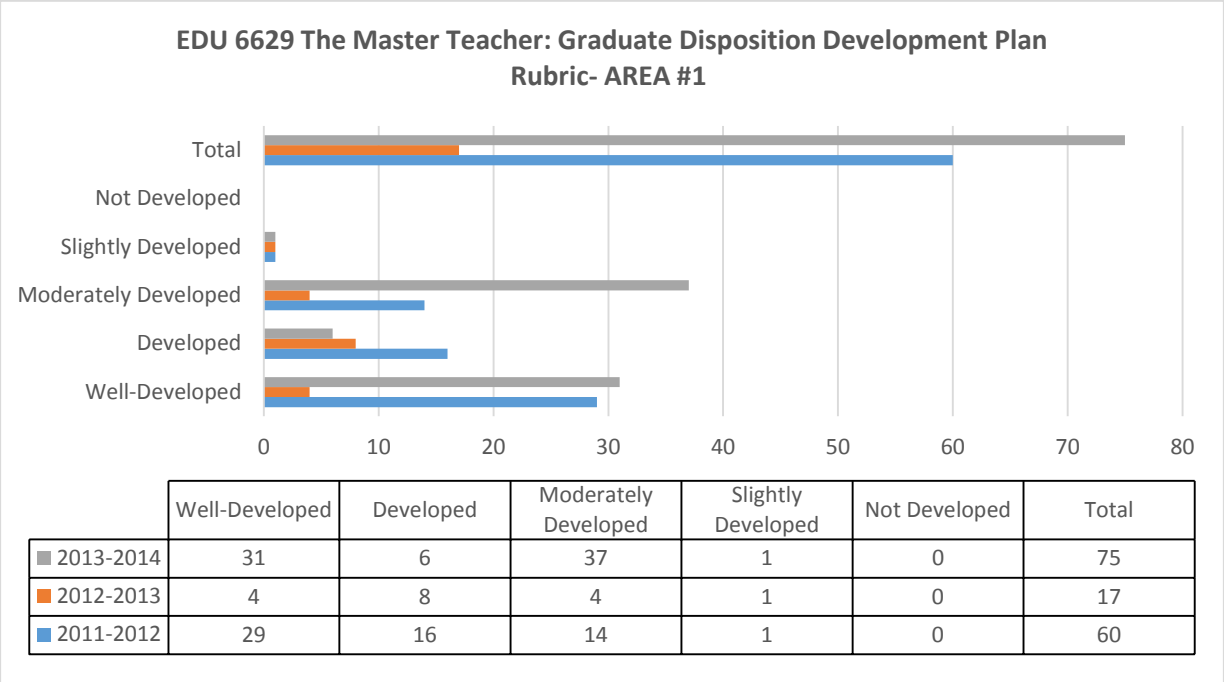
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
78 Total Education students completing
70 (90%) Education students in the Exceptional range
8 (10%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
78 Out of 78 (100%) Education students in the Exceptional to Proficient range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Early Childhood Education P-3:
EDU 6629 DISP. AREA #1
Three Year Data Cycle
SLO #4 Diversity



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	31	6	37	1	0	75
2012-2013	4	8	4	1	0	17
2011-2012	29	16	14	1	0	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #1
152 Total Education students completing
64 (42%) Education students in the Well-Developed range
30 (20%) Education students in the Developed range
55 (36%) Education students in the Moderately Developed range
3 (2%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well-Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #1
75 Total Education students completing
31 (42%) Education students in the Well-Developed range
6 (8%) Education students in the Developed range
37 (49%) Education students in the Moderately Developed range
1 (1%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
74 Out of 75 (99%) Education students in the Well-Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #1

17 Total Education students completing

4 (24%) Education students in the Well-Developed range

8 (47%) Education students in the Developed range

4 (24%) Education students in the Moderately Developed range

1 (5%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

16 Out of 17 (95%) Education students in the Well-Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #1

60 Total Education students completing

29 (49%) Education students in the Well-Developed range

16 (27%) Education students in the Developed range

14 (23%) Education students in the Moderately Developed range

1 (1%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

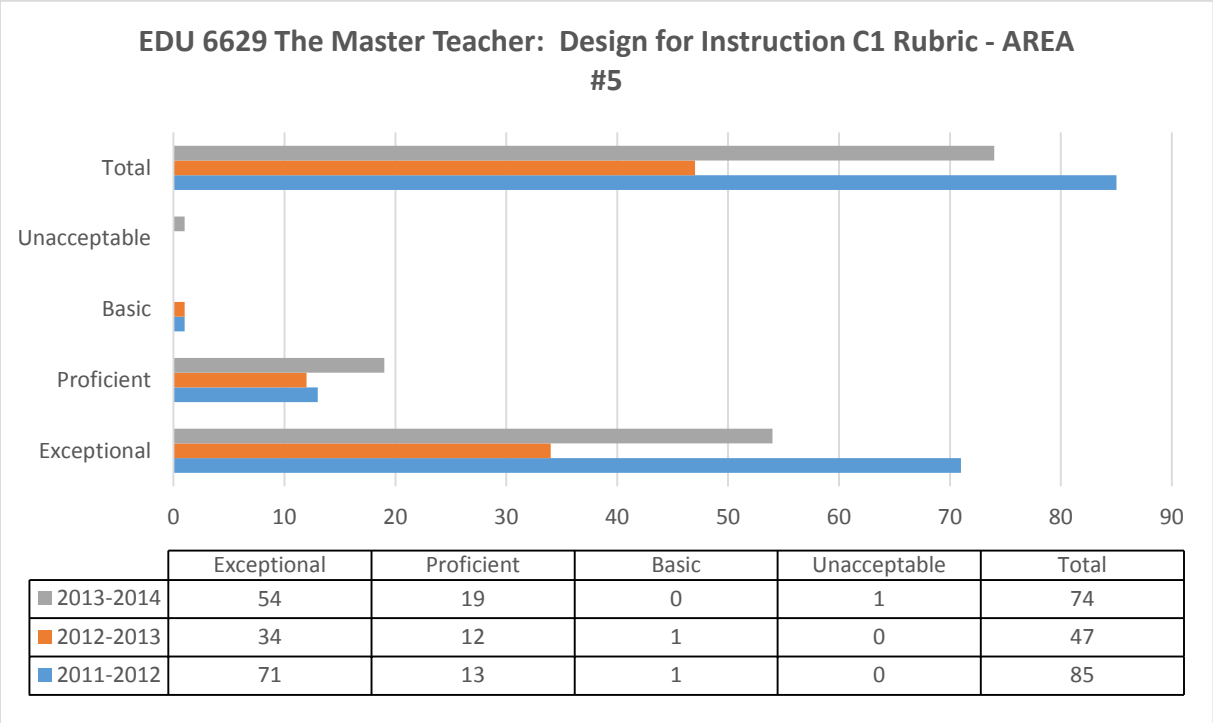
59 Out of 60 (99%) Education students in the Well-Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Early Childhood Education P-3:
EDU 6629 DFI. AREA #5
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	54	19	0	1	74
2012-2013	34	12	1	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
206 Total number of completers
159 (77%) Total Education students in the Exceptional range
44 (20%) Total Education students in the Proficient range
2 (2%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
205 Out of 206 (99%) Education students in the Exceptional to Basic

Year: 2013-2014
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
74 Total number of completers
54 (73%) Total Education students in the Exceptional range
19 (26%) Total Education students in the Proficient range
0 (0%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
73 Out of 74 (99%) Education students in the Exceptional to Basic

Year: 2012-2013

EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
47 Total number of completers
34 (72%) Total Education students in the Exceptional range
12 (26%) Total Education students in the Proficient range
1 (2%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
47 Out of 47 (100%) Education students in the Exceptional to Basic

Year: 2011-2012

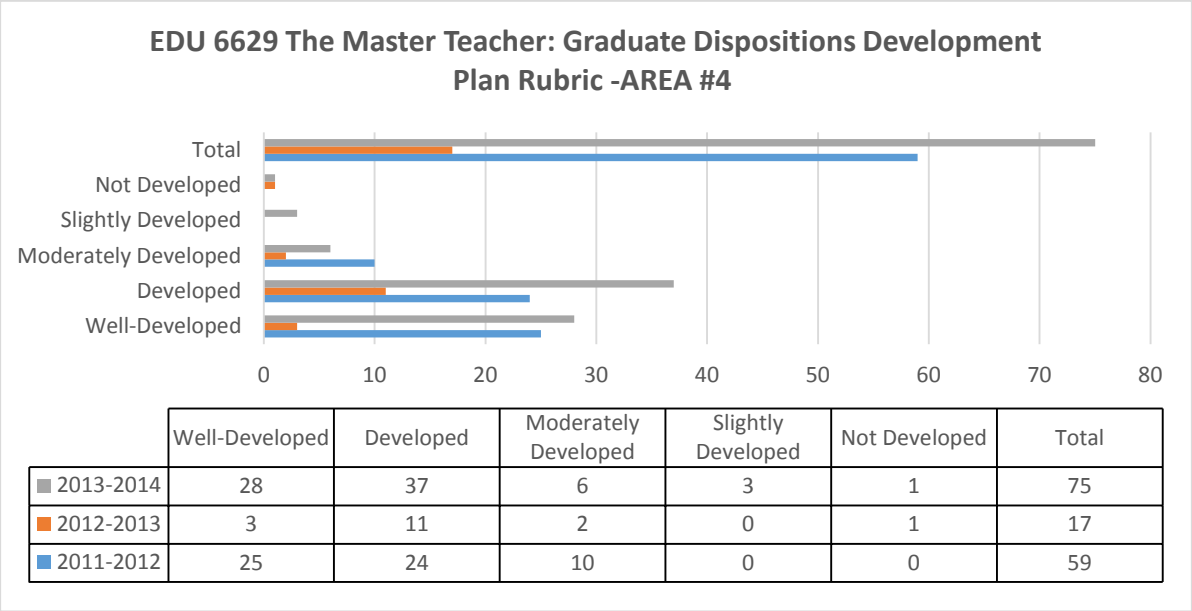
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5(
85 Total number of completers
71 (84%) Total Education students in the Exceptional range
13 (15%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
85 Out of 85 (100%) Education students in the Exceptional to Basic

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Early Childhood Education P-3:
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	28	37	6	3	1	75
2012-2013	3	11	2	0	1	17
2011-2012	25	24	10	0	0	59

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
151 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (48%) Total Education students in the Developed range
18 (12%) Total Education students in the Moderately Developed range
3 (2%) Total Education students in the Slightly Developed range
2 (1%) Total Education students in the Not Developed range
146 Out of 151 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
75 Total Number of Completers
28 (38%) Total Education students in the Well Developed range
37 (49%) Total Education students in the Developed range
6 (8%) Total Education students in the Moderately Developed range
3 (4%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
71 Out of 75 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
17 Total Number of Completers
3 (18%) Total Education students in the Well Developed range
11 (65%) Total Education students in the Developed range
2 (12%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
1 (5%) Total Education students in the Not Developed range
16 Out of 17 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

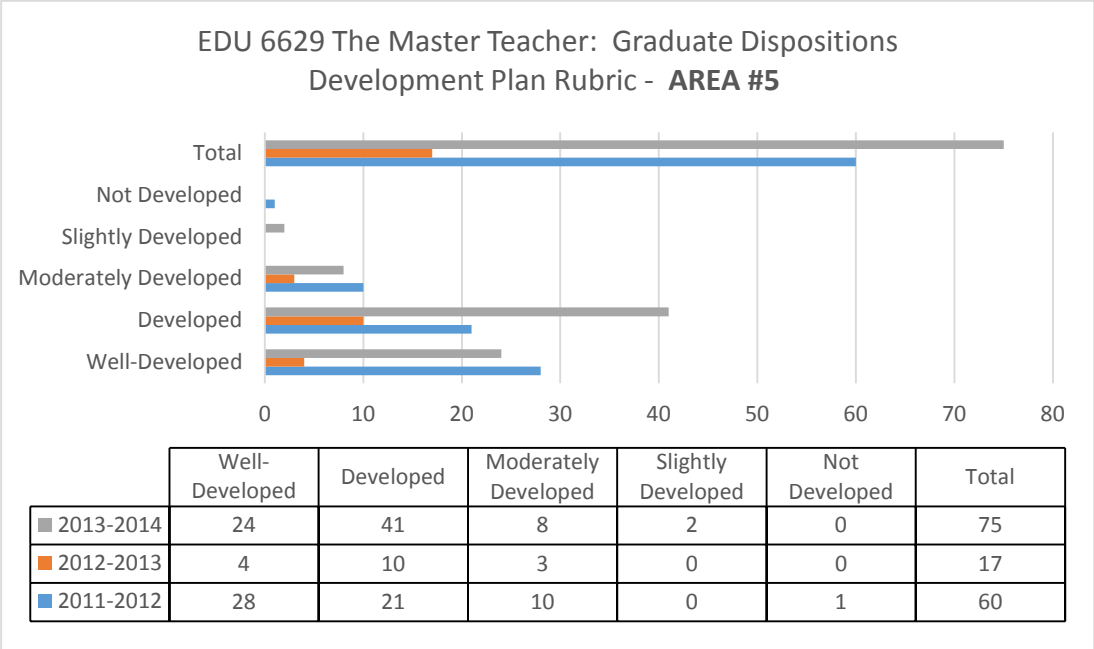
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
59 Total Number of Completers
25 (42%) Total Education students in the Well Developed range
24 (41%) Total Education students in the Developed range
10 (17%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
59 Out of 59 (100%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Early Childhood Education P-3:
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	24	41	8	2	0	75
2012-2013	4	10	3	0	0	17
2011-2012	28	21	10	0	1	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #5
152 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (46%) Total Education students in the Developed range
21 (14%) Total Education students in the Moderately Developed range
2 (2%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
149 Out of 152 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #5
75 Total Number of Completers
24 (32%) Total Education students in the Well Developed range
41 (54%) Total Education students in the Developed range
8 (11%) Total Education students in the Moderately Developed range
2 (3%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
73 Out of 75 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #5

17 Total Number of Completers

4 (24%) Total Education students in the Well Developed range

10 (58%) Total Education students in the Developed range

3 (18%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

0 (0%) Total Education students in the Not Developed range

17 Out of 17 (100%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #5

60 Total Number of Completers

28 (47%) Total Education students in the Well Developed range

21 (35%) Total Education students in the Developed range

10 (17%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

1 (1%) Total Education students in the Not Developed range

59 Out of 60 (99%) Education students in the Well Developed to Moderately Developed range

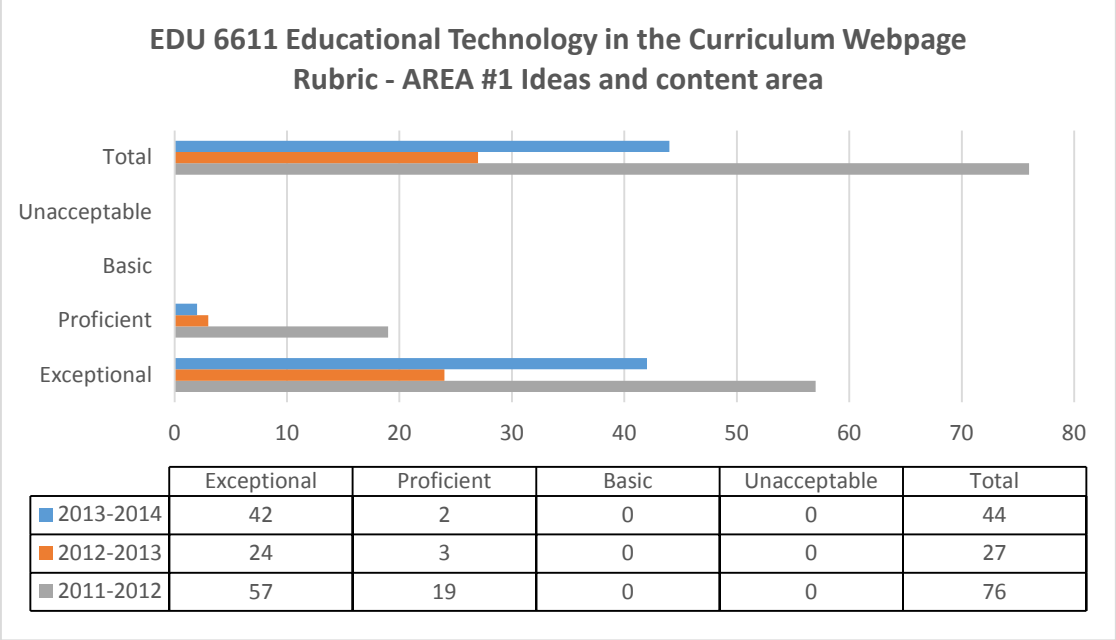
Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Early Childhood Education (P-3), Traditional, MS

Graduate Traditional Early Childhood Education P-3
EDU 6611 WEBPAGE AREA #1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	42	2	0	0	44
2012-2013	24	3	0	0	27
2011-2012	57	19	0	0	76

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
147 Total Number of Completers
123 (84%) Number of Education Students in the Exceptional Range
24 (16%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
147 Out of 147 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
44 Total Number of Completers
42 (95%) Number of Education Students in the Exceptional Range
2 (5%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
44 Out of 44 (100%) Exceptional to Basic Range

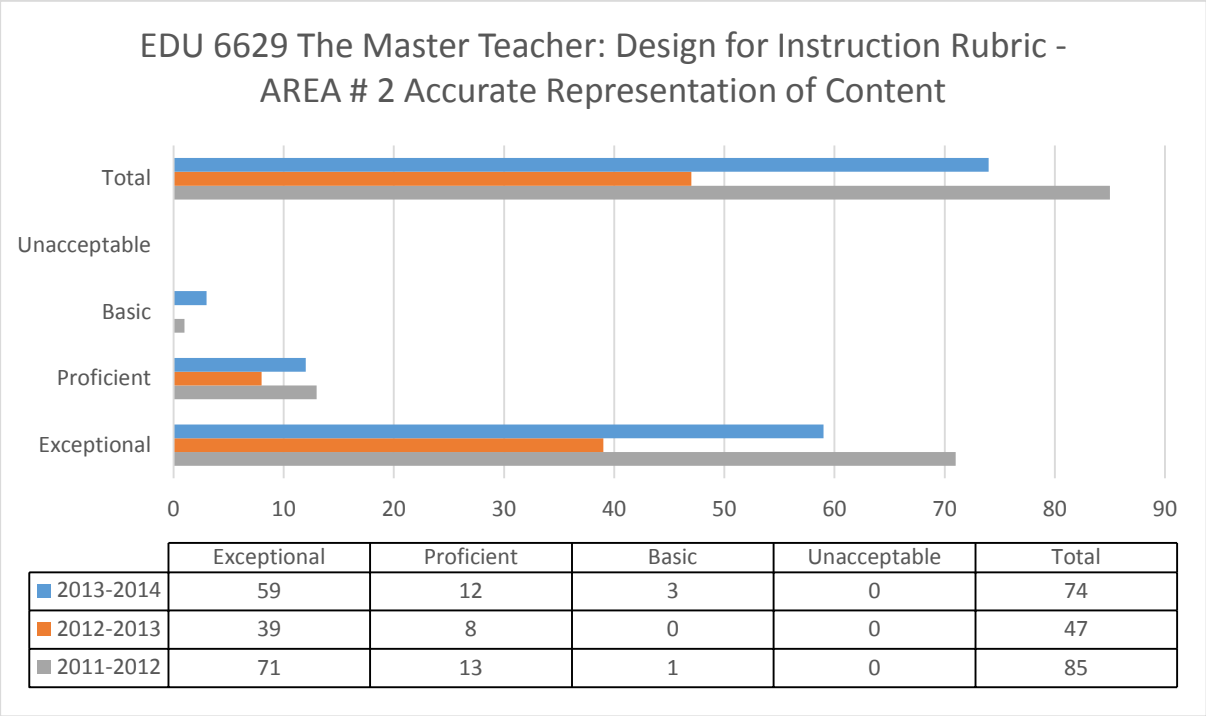
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
27 Total Number of Completers
24 (88%) Number of Education Students in the Exceptional Range
3 (12%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
76 Total Number of Completers
57 (75%) Number of Education Students in the Exceptional Range
19 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
76 Out of 76 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Early Childhood Education P-3
EDU 6629 DFI Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	59	12	3	0	74
2012-2013	39	8	0	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
206 Total Number of Completers
169 (82%) Number of Education Students in the Exceptional Range
33 (16%) Number of Education Students in the Proficient Range
4 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
206 Out of 206 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
74 Total Number of Completers
59 (80%) Number of Education Students in the Exceptional Range
12 (16%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
74 Out of 74 (100%) Exceptional to Basic Range

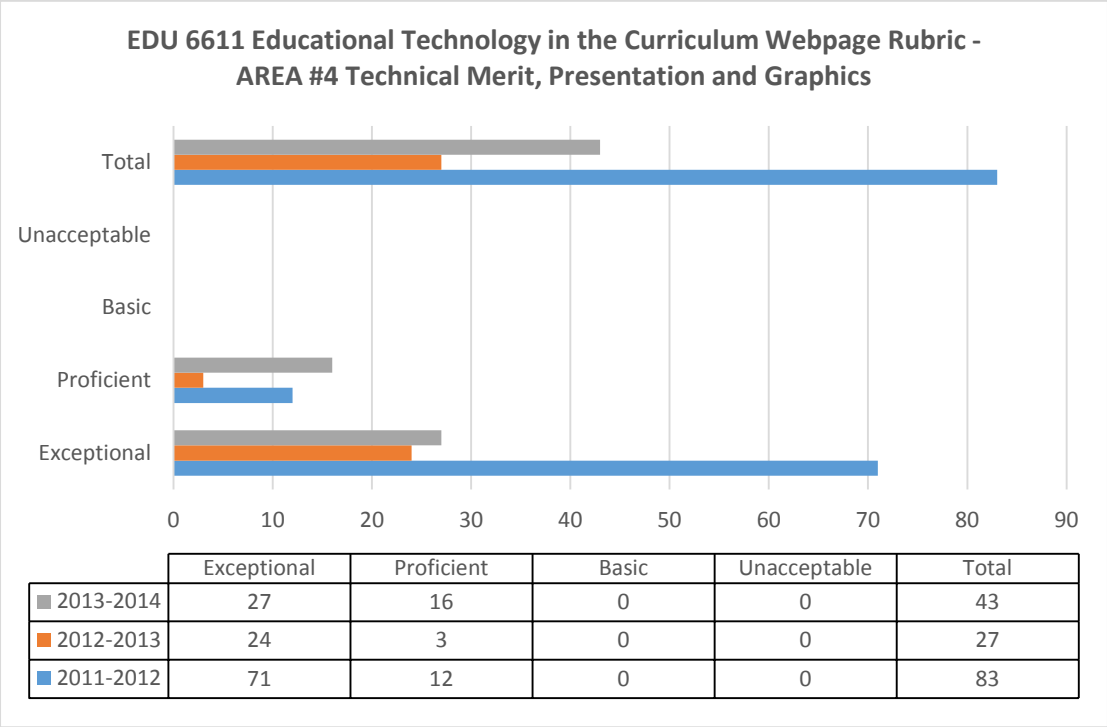
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
47 Total Number of Completers
39 (83%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
85 Total Number of Completers
71 (84%) Number of Education Students in the Exceptional Range
13 (15%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
85 Out of 85 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Early Childhood Education P-3
EDU 6611 WEBQUEST AREA #4
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	27	16	0	0	43
2012-2013	24	3	0	0	27
2011-2012	71	12	0	0	83

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
153 Total Number of Completers
122 (80%) Number of Education Students in the Exceptional Range
31 (20%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
153 Out of 153 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
43 Total Number of Completers
27 (63%) Number of Education Students in the Exceptional Range
16 (37%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
43 Out of 43 (100%) Exceptional to Basic Range

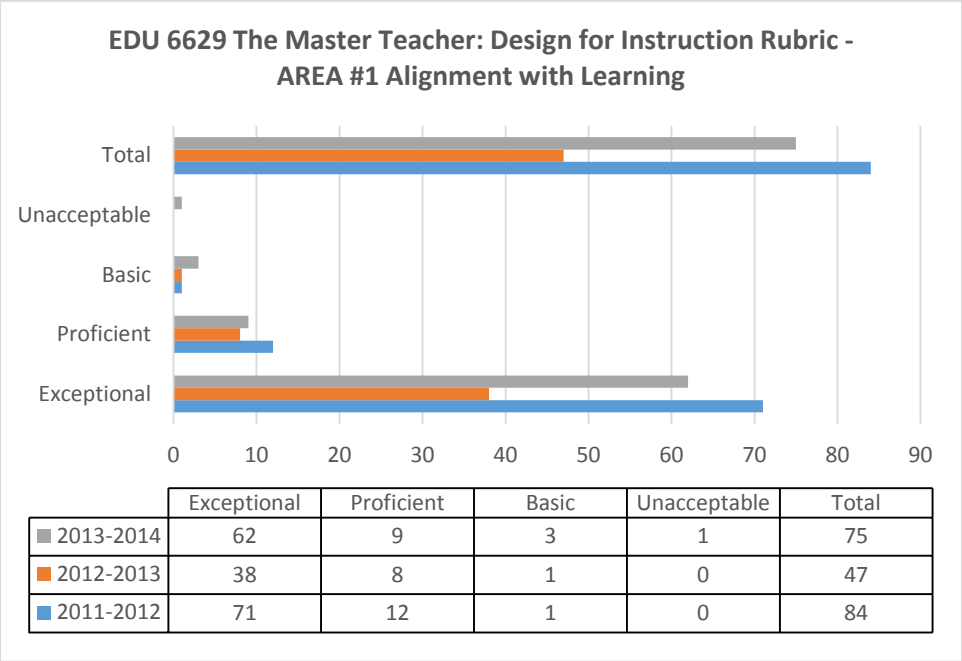
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
27 Total Number of Completers
24 (88%) Number of Education Students in the Exceptional Range
3 (12%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
83 Total Number of Completers
71 (86%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
83 Out of 83 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Early Childhood Education P-3
EDU 6629 DFI AREA #1
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	62	9	3	1	75
2012-2013	38	8	1	0	47
2011-2012	71	12	1	0	84

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
205 Total Number of Completers
171 (83%) Number of Education Students in the Exceptional Range
29 (14%) Number of Education Students in the Proficient Range
5 (2%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
204 Out of 205 (99%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
75 Total Number of Completers
62 (83%) Number of Education Students in the Exceptional Range
9 (12%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
74 Out of 75 (99%) Exceptional to Basic Range

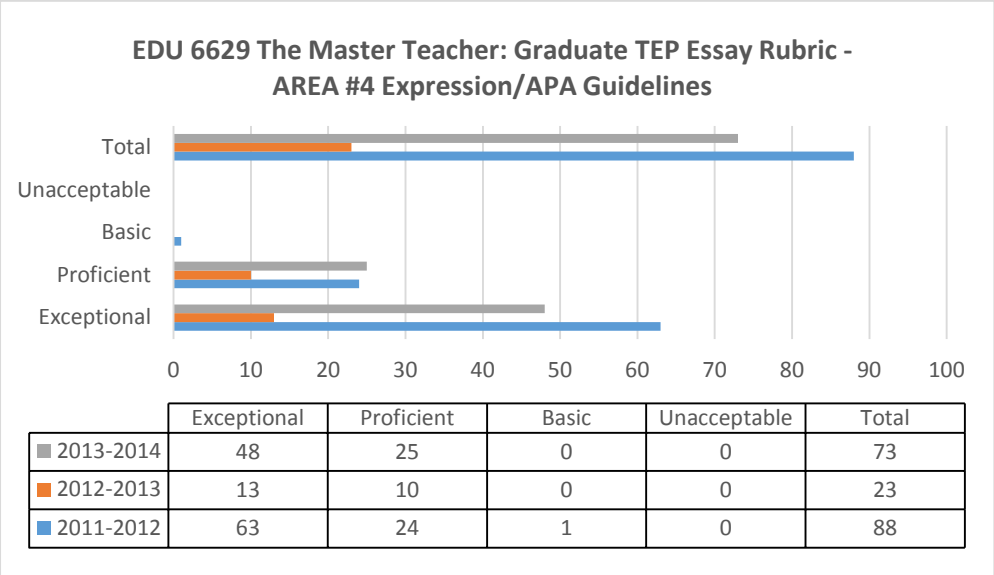
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
47 Total Number of Completers
38 (81%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
1 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
84 Total Number of Completers
71 (85%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
84 Out of 84 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Early Childhood Education P-3
EDU 6629 GRADUATE TEP ESSAY AREA #4
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	48	25	0	0	73
2012-2013	13	10	0	0	23
2011-2012	63	24	1	0	88

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
185 Total Number of Completers
125 (68%) Number of Education Students in the Exceptional Range
59 (31%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
185 Out of 185 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
73 Total Number of Completers
48 (66%) Number of Education Students in the Exceptional Range
25 (34%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
73 Out of 73 (100%) Exceptional to Basic Range

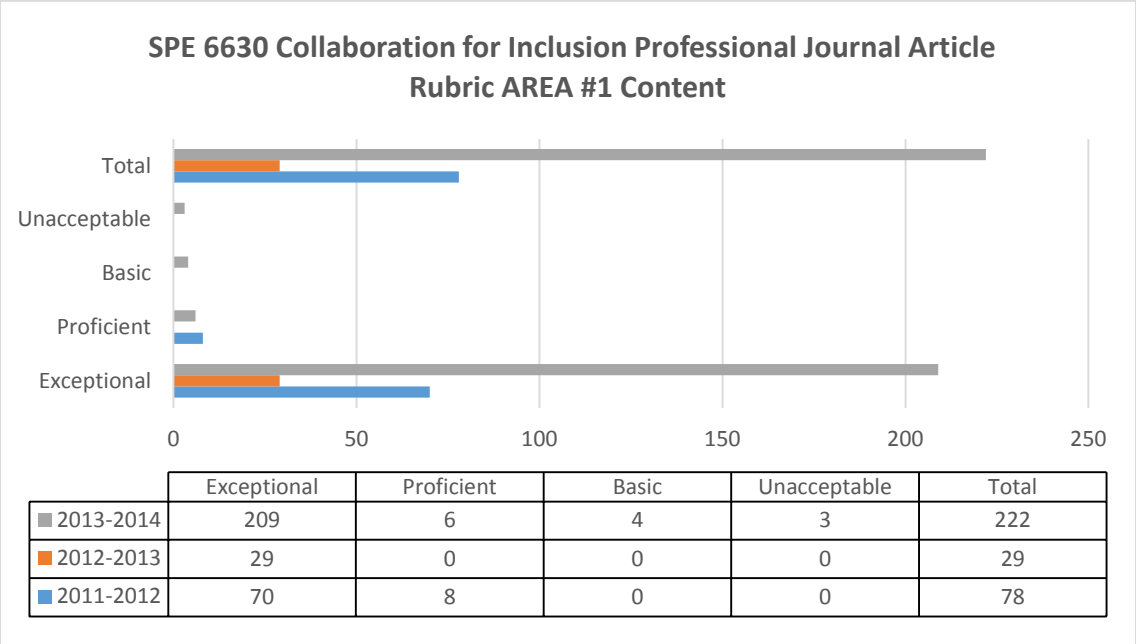
Year: 2012-2013
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
23 Total Number of Completers
13 (57%) Number of Education Students in the Exceptional Range
10 (43%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
23 Out of 23 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
88 Total Number of Completers
64 (73%) Number of Education Students in the Exceptional Range
24 (26%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
88 Out of 88 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Early Childhood Education P-3
SPE 6630 Prof. Journal Article AREA #1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	209	6	4	3	222
2012-2013	29	0	0	0	29
2011-2012	70	8	0	0	78

Narrative

Year-by-Year Analysis:

Year: 2013-2014
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
222 Total Education students completing
209 (95%) Education students in the Exceptional range
6 (3%) Education students in the Proficient range
4 (2%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
222 Out of 222 (100%) Education students in the Exceptional to Basic range

Year: 2012-2013
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
29 Total Education students completing
29 (100%) Education students in the Exceptional range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
29 Out of 29 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

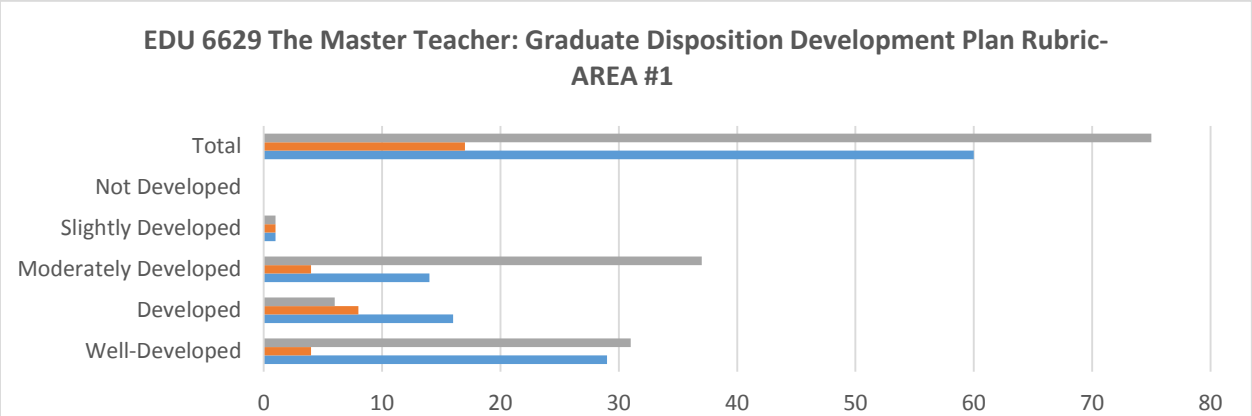
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
78 Total Education students completing
70 (90%) Education students in the Exceptional range
8 (10%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
78 Out of 78 (100%) Education students in the Exceptional to Proficient range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Early Childhood Education P-3
EDU 6629 DISP. AREA #1
Three Year Data Cycle
SLO #4 Diversity



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	31	6	37	1	0	75
2012-2013	4	8	4	1	0	17
2011-2012	29	16	14	1	0	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #1
152 Total Education students completing
64 (42%) Education students in the Well-Developed range
30 (20%) Education students in the Developed range
55 (36%) Education students in the Moderately Developed range
3 (2%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well-Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #1
75 Total Education students completing
31 (41%) Education students in the Well-Developed range
6 (9%) Education students in the Developed range
37 (49%) Education students in the Moderately Developed range
1 (1%) Education students in the Slightly Developed range
0 (0%) Education Students in the Not Developed range
74 Out of 75 (99%) Education students in the Well-Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #1

17 Total Education students completing

4 (24%) Education students in the Well-Developed range

8 (47%) Education students in the Developed range

4 (24%) Education students in the Moderately Developed range

1 (5%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

16 Out of 17 (95%) Education students in the Well-Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #1

60 Total Education students completing

29 (48%) Education students in the Well-Developed range

16 (27%) Education students in the Developed range

14 (23%) Education students in the Moderately Developed range

1 (2%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

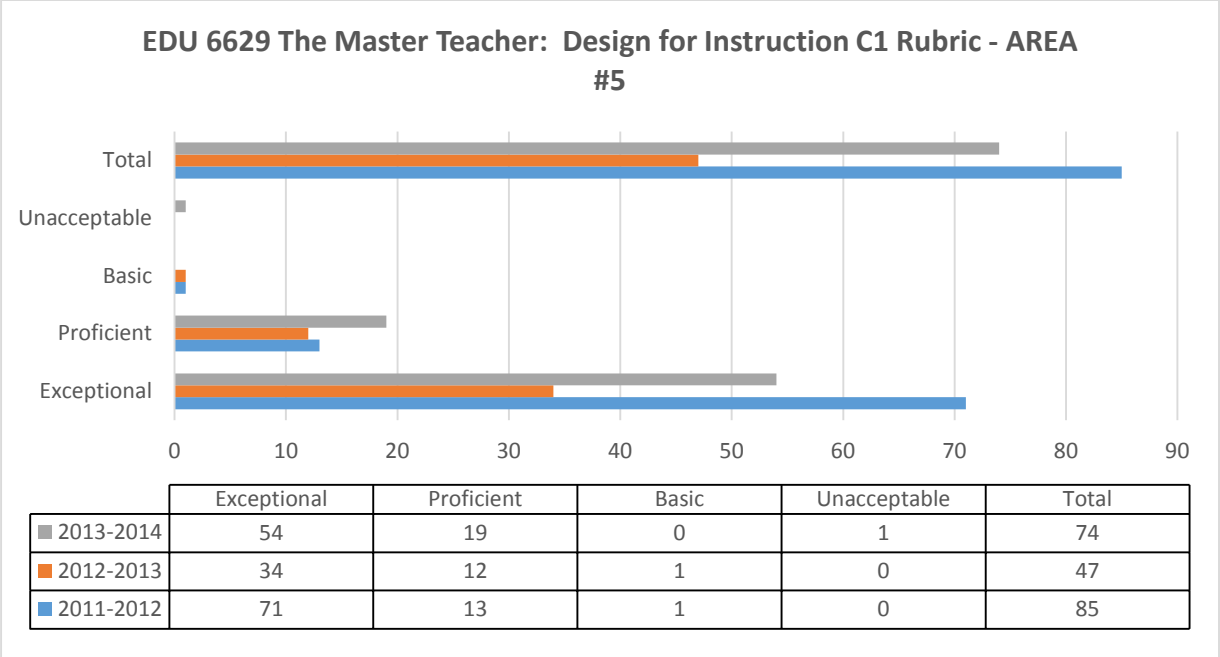
59 Out of 60 (98%) Education students in the Well-Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EDU 6629 DFI. AREA #5
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	54	19	0	1	74
2012-2013	34	12	1	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
206 Total number of completers
159 (76%) Total Education students in the Exceptional range
44 (21%) Total Education students in the Proficient range
2 (2%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
205 Out of 206 (99%) Education students in the Exceptional to Basic

Year: 2013-2014
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
74 Total number of completers
54 (73%) Total Education students in the Exceptional range
19 (26%) Total Education students in the Proficient range
0 (0%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
73 Out of 74 (99%) Education students in the Exceptional to Basic

Year: 2012-2013

EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
47 Total number of completers
34 (72%) Total Education students in the Exceptional range
12 (26%) Total Education students in the Proficient range
1 (2%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
47 Out of 47 (100%) Education students in the Exceptional to Basic

Year: 2011-2012

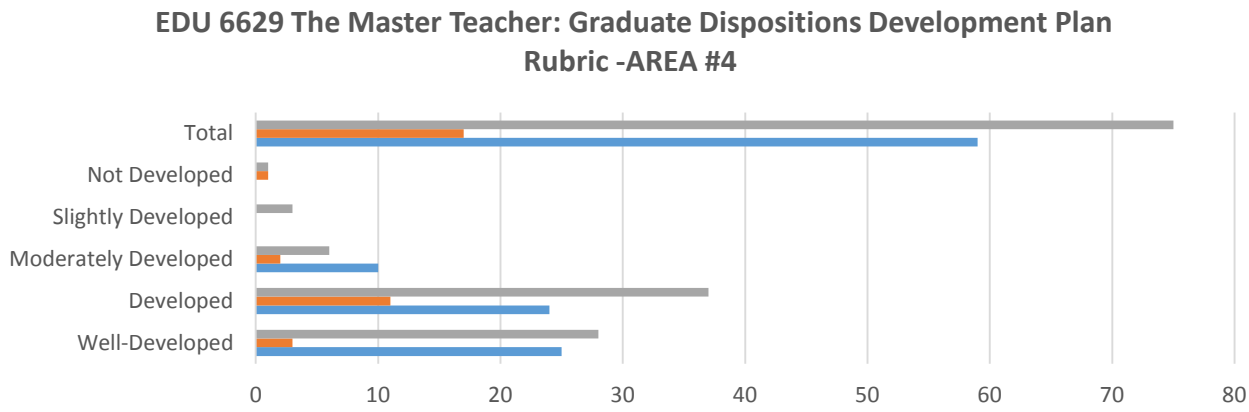
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
85 Total number of completers
71 (84%) Total Education students in the Exceptional range
13 (15%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
85 Out of 85 (100%) Education students in the Exceptional to Basic

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Early Childhood Education P-3
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	28	37	6	3	1	75
2012-2013	3	11	2	0	1	17
2011-2012	25	24	10	0	0	59

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
151 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (48%) Total Education students in the Developed range
18 (12%) Total Education students in the Moderately Developed range
3 (2%) Total Education students in the Slightly Developed range
2 (1%) Total Education students in the Not Developed range
146 Out of 151 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
75 Total Number of Completers
28 (38%) Total Education students in the Well Developed range
37 (49%) Total Education students in the Developed range
6 (8%) Total Education students in the Moderately Developed range
3 (4%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
71 Out of 75 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
17 Total Number of Completers
3 (18%) Total Education students in the Well Developed range
11 (65%) Total Education students in the Developed range
2 (12%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
1 (5%) Total Education students in the Not Developed range
16 Out of 17 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

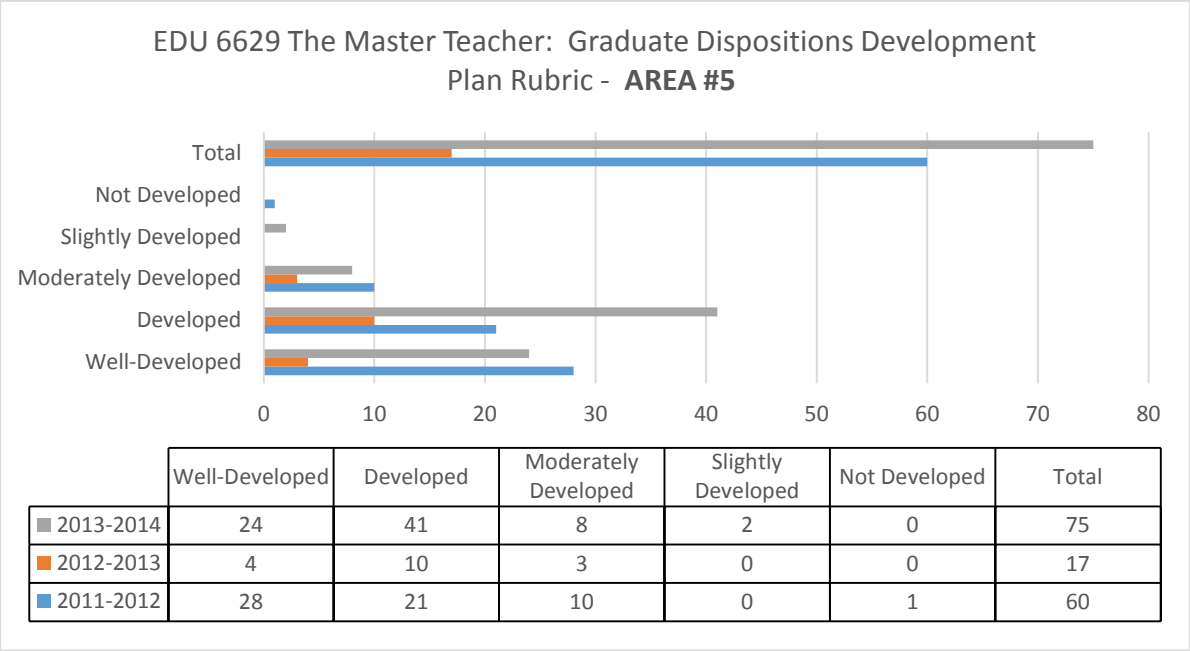
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
59 Total Number of Completers
25 (42%) Total Education students in the Well Developed range
24 (41%) Total Education students in the Developed range
10 (17%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
59 Out of 59 (100%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Early Childhood Education P-3
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	24	41	8	2	0	75
2012-2013	4	10	3	0	0	17
2011-2012	28	21	10	0	1	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #5
152 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (47%) Total Education students in the Developed range
21 (17%) Total Education students in the Moderately Developed range
2 (2%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
149 Out of 152 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #5
75 Total Number of Completers
24 (30%) Total Education students in the Well Developed range
41 (56%) Total Education students in the Developed range
8 (11%) Total Education students in the Moderately Developed range
2 (3%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
73 Out of 75 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #5

17 Total Number of Completers

4 (24%) Total Education students in the Well Developed range

10 (58%) Total Education students in the Developed range

3 (18%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

0 (0%) Total Education students in the Not Developed range

17 Out of 17 (100%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #5

60 Total Number of Completers

28 (47%) Total Education students in the Well Developed range

21 (35%) Total Education students in the Developed range

10 (17%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

1 (1%) Total Education students in the Not Developed range

59 Out of 60 (99%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Early Childhood Education (P-3), EdS

NO DATA AVAILABLE

Educational Administration and Leadership, MS

No Data Available

NARRATIVE SUMMARY

GUIDE

MS

EDUCATIONAL ADMINISTRATION AND LEADERSHIP

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Elementary Education (K-6), B.S.

NARRATIVE SUMMARY

GUIDE

B.S., ALT-A, Traditional MS, and EdS

ELEMENTARY EDUCATION (K-6)

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

PRAXIS
Three Year Data Cycle
SLO #1 Content Knowledge

Narrative

Year-by-Year Analysis:

Year: 2013-2014

Elementary Education: Core Knowledge PRAXIS
8 Total Number taking Elementary Education: Core Knowledge PRAXIS
8 Number passing Elementary Education: Core Knowledge PRAXIS
Not reported as to the number failing Elementary Education: Core Knowledge PRAXIS

Teaching Reading PRAXIS
199 Total Number taking Teaching Reading PRAXIS
199 Number passing Teaching Reading PRAXIS
Not reported as to the number failing Teaching Reading PRAXIS

PLT (K-6) PRAXIS
151 Total Number taking PLT (K-6) PRAXIS
151 Number passing PLT (K-6) PRAXIS
Not reported as to the number failing PLT (K-6) PRAXIS

Elementary Reading/Language Arts Sub-Test PRAXIS
140 Total Number taking Elementary Reading/Language Arts Sub-Test PRAXIS
140 Number passing Elementary Reading/Language Arts Sub-Test PRAXIS
Not reported as to the number failing Elementary Reading/Language Arts Sub-Test PRAXIS

Elementary Mathematics Sub-Test PRAXIS
199 Total Number taking Elementary Mathematics Sub-Test PRAXIS
199 Number passing Elementary Mathematics Sub-Test PRAXIS
Not reported as to the number failing Elementary Mathematics Sub-Test PRAXIS

Elementary Social Science Sub-Test PRAXIS
127 Total Number taking Elementary Social Science Sub-Test PRAXIS
127 Number passing Elementary Social Science Sub-Test PRAXIS
Not reported as to the number failing Elementary Social Science Sub-Test PRAXIS

Elementary Science Sub-Test PRAXIS
145 Total Number taking Elementary Science Sub-Test PRAXIS
145 Number and percent passing Elementary Science Sub-Test PRAXIS
Not reported as to the number failing Elementary Science Sub-Test PRAXIS

Year: 2012-2013

Elementary Education: Core Knowledge PRAXIS
178 Total Number taking Elementary Education: Core Knowledge PRAXIS
136 or 76% Number and percent passing Elementary Education: Core Knowledge PRAXIS
42 or 24% Number and percent failing Elementary Education: Core Knowledge PRAXIS

Teaching Reading PRAXIS
316 Total Number taking Teaching Reading PRAXIS
209 or 66% Number and percent passing Teaching Reading PRAXIS
107 or 34% Number and percent failing Teaching Reading PRAXIS

Principles of Learning and Teaching (PLT) (K-6) PRAXIS
150 Total Number taking PLT (K-6) PRAXIS
139 or 93% Number and percent passing PLT (K-6) PRAXIS
11 or 7% Number and percent failing PLT (K-6) PRAXIS

Elementary Reading/Language Arts Sub-Test PRAXIS
54 Total Number taking Elementary Reading/Language Arts Sub-Test PRAXIS
32 or 59% Number and percent passing Elementary Reading/Language Arts Sub-Test PRAXIS
22 or 41% Number and percent failing Elementary Reading/Language Arts Sub-Test PRAXIS

Elementary Mathematics Sub-Test PRAXIS
64 Total Number taking Elementary Mathematics Sub-Test PRAXIS
24 or 38% Number and percent passing Elementary Mathematics Sub-Test PRAXIS
40 or 63% Number and percent failing Elementary Mathematics Sub-Test PRAXIS

Elementary Social Science Sub-Test PRAXIS
52 Total Number taking Elementary Social Science Sub-Test PRAXIS
36 or 69% Number and percent passing Elementary Social Science Sub-Test PRAXIS
16 or 31% Number and percent failing Elementary Social Science Sub-Test PRAXIS

Elementary Science Sub-Test PRAXIS
53 Total Number taking Elementary Science Sub-Test PRAXIS
30 or 57% Number and percent passing Elementary Science Sub-Test PRAXIS
23 or 43% Number and percent failing Elementary Science Sub-Test PRAXIS

Year: 2011-2012

Elementary Education: Core Knowledge PRAXIS
221 Total Number taking Elementary Education: Core Knowledge PRAXIS
166 or 75% Number and percent passing Elementary Education: Core Knowledge PRAXIS
55 or 25% Number and percent failing Elementary Education: Core Knowledge PRAXIS

Teaching Reading PRAXIS
48 Total Number taking Teaching Reading PRAXIS
36 or 75% Number and percent passing Teaching Reading PRAXIS

12 or 25% Number and percent failing Teaching Reading PRAXIS

Overall Analysis:

Elementary Education: Core Knowledge PRAXIS
407 Total Number taking Elementary Education: Core Knowledge PRAXIS
310 or 76% Number and percent passing Elementary Education: Core Knowledge PRAXIS
97 or 24% Number and percent failing Elementary Education: Core Knowledge PRAXIS

Teaching Reading PRAXIS
563 Total Number taking Teaching Reading PRAXIS
444 or 78% Number and percent passing Teaching Reading PRAXIS
119 or 21% Number and percent failing Teaching Reading PRAXIS

Principles of Learning and Teaching (PLT) (K-6) PRAXIS
301 Total Number taking PLT (K-6) PRAXIS
290 or 96% Number and percent passing PLT (K-6) PRAXIS
11 or 4% Number and percent failing PLT (K-6) PRAXIS

Elementary Reading/Language Arts Sub-Test PRAXIS
194 Total Number taking Elementary Reading/Language Arts Sub-Test PRAXIS
172 or 89% Number and percent passing Elementary Reading/Language Arts Sub-Test PRAXIS
22 or 11% Number and percent failing Elementary Reading/Language Arts Sub-Test PRAXIS

Elementary Mathematics Sub-Test PRAXIS
263 Total Number taking Elementary Mathematics Sub-Test PRAXIS
223 or 85% Number and percent passing Elementary Mathematics Sub-Test PRAXIS
40 or 15% Number and percent failing Elementary Mathematics Sub-Test PRAXIS

Elementary Social Science Sub-Test PRAXIS
179 Total Number taking Elementary Social Science Sub-Test PRAXIS
163 or 91% Number and percent passing Elementary Social Science Sub-Test PRAXIS
16 or 9% Number and percent failing Elementary Social Science Sub-Test PRAXIS

Elementary Science Sub-Test PRAXIS
198 Total Number taking Elementary Science Sub-Test PRAXIS
175 or 88% Number and percent passing Elementary Science Sub-Test PRAXIS
23 or 12% Number and percent failing Elementary Science Sub-Test PRAXIS

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

2013-2014

Troy Overall Number Passed Praxis II	Test Name
2	0014 Elem Ed: Content Knowledge (paper)
63	0204 Teaching Reading (paper)
21	0622 Princ of Learn Teach: Grades K-6 (paper)
6	5014 Elem Ed: Content Knowledge (computer)
140	5032 Elem Ed: MS Reading Lang Arts Subtest
199	5033 Elem Ed: MS Mathematics Subtest
127	5034 Elem Ed: MS Social Studies Subtest
145	5035 Elem Ed: MS Science Subtest
136	5204 Teaching Reading (computer)
130	5622 Princ of Learn Teach: Grades K-6 (computer)

2012-2013

ELEMENTARY						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Elementary Education: Content Knowledge	55	50	91%	5	9%
PHENIX CITY	Elementary Education: Content Knowledge	58	37	64%	21	36%
TROY	Elementary Education: Content Knowledge	65	49	75%	16	25%
	TOTAL	**178**	**136**	**76%**	**42**	**24%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Teaching Reading	96	75	78%	21	22%
PHENIX CITY	Teaching Reading	95	48	51%	47	49%
TROY	Teaching Reading	125	86	69%	39	31%
	TOTAL	**316**	**209**	**66%**	**107**	**34%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	PLT (K-6)	47	44	94%	3	6%
PHENIX CITY	PLT (K-6)	28	23	82%	5	18%
TROY	PLT (K-6)	75	72	96%	3	4%
	TOTAL	**150**	**139**	**93%**	**11**	**7%**
	TEST NAME	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	PLT (6-12)	9	9	100%	0	0%
TROY	PLT (6-12)	60	51	85%	9	15%

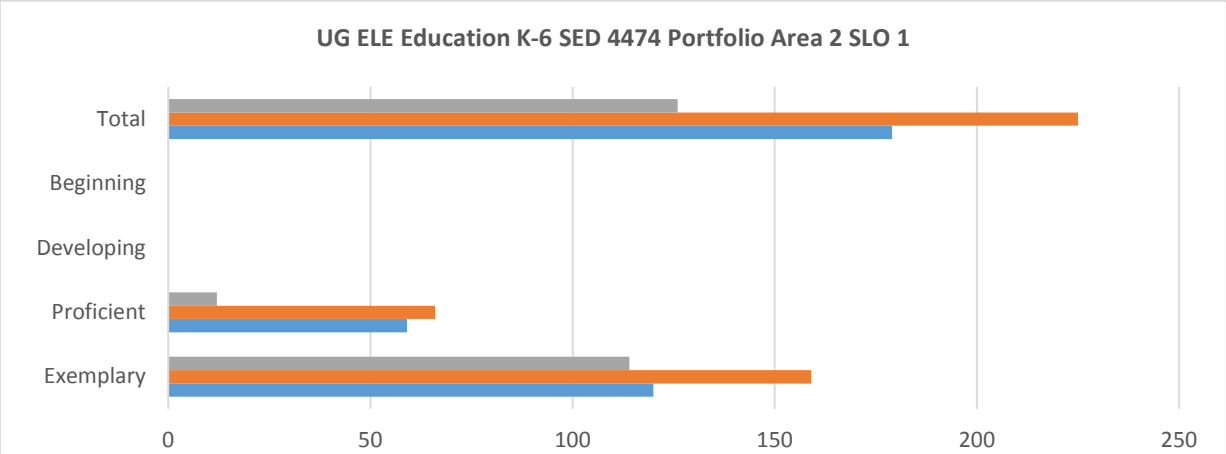
	TOTAL	**69**	**60**	**87%**	**9**	**13%**
	TEST NAME	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	ELE Reading Language Arts Subtest	9	5	56%	4	44%
PHENIX CITY	ELE Reading Language Arts Subtest	4	2	50%	2	50%
TROY	ELE Reading Language Arts Subtest	41	25	61%	16	39%
	TOTAL	**54**	**32**	**59%**	**22**	**41%**
	TEST NAME	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	ELE Mathematics Subtest	9	3	33%	6	67%
PHENIX CITY	ELE Mathematics Subtest	4	2	50%	2	50%
TROY	ELE Mathematics Subtest	51	19	37%	32	63%
	TOTAL	**64**	**24**	**38%**	**40**	**63%**
	TEST NAME	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	ELE Social Studies Subtest	8	6	75%	2	25%
PHENIX CITY	ELE Social Studies Subtest	3	2	67%	1	33%
TROY	ELE Social Studies Subtest	41	28	68%	13	32%
	TOTAL	**52**	**36**	**69%**	**16**	**31%**
	TEST NAME	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	ELE Sciences Subtest	8	5	63%	3	38%
PHENIX CITY	ELE Sciences Subtest	3	2	67%	1	33%
TROY	ELE Sciences Subtest	42	23	55%	19	45%
	TOTAL	**53**	**30**	**57%**	**23**	**43%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Special Ed: Core Knowledge	6	6	100%	0	0%
TROY	Special Ed: Core Knowledge	23	21	91%	2	9%
	TOTAL	**29**	**27**	**93%**	**2**	**7%**

2011-2012

ELEMENTARY						
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
DOTHAN	Elementary Education: Content Knowledge	64	55	86%	9	14%
PHENIX CITY	Elementary Education: Content Knowledge	75	44	59%	31	41%
TROY	Elementary Education: Content Knowledge	82	67	82%	15	18%
	TOTAL	**221**	**166**	**75%**	**55**	**25%**
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
DOTHAN	Teaching Reading	3	3	100%	0	0%
PHENIX CITY	Teaching Reading	24	18	75%	6	25%
TROY	Teaching Reading	21	15	71%	6	29%

	TOTAL	**48**	**36**	**75%**	**12**	**25%**
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
DOTHAN	Special Ed: Core Knowledge	2	2	100%	0	0%
TROY	Special Ed: Core Knowledge	6	6	100%	0	0%
	TOTAL	**8**	**8**	**100%**	**0**	**0%**

ELEMENTARY EDUCATION K-6:
SED 4474 Portfolio Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exemplary	Proficient	Developing	Beginning	Total
2013-2014	114	12	0	0	126
2012-2013	159	66	0	0	225
2011-2012	120	59	0	0	179

Narrative

Year-by-Year Analysis:

Overall Analysis:
SED 4474 Portfolio Area #2 SLO 1
530 Total Number of Completers
393 (74%) Number of Education Students in the Exemplary Range
137 (26%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
530 Out of 530 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Year: 2013-2014
SED 4474 Portfolio Area #2 SLO 1
126 Total Number of Completers
114 (90%) Number of Education Students in the Exemplary Range
12 (10%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
126 out of 126 (100%) Education Students in the Exemplary to Proficient Range

Year: 2012-2013

SED 4474 Portfolio Area #2 SLO 1
225 Total Number of Completers
159 (71%) Number of Education Students in the Exemplary Range
66 (29%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
225 Out of 225 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Year: 2011-2012

SED 4474 Portfolio Area #2 SLO 1
179 Total Number of Completers
120 (67%) Number of Education Students in the Exemplary Range
59 (33%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
179 Out of 179 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ELEMENTARY EDUCATION K-6:
PRAXIS
Three Year Data Cycle
SLO #2 Professional Skills (Teaching & Learning)

Narrative

Year-by-Year Analysis:

Year: 2013-2014

Elementary Education: Core Knowledge PRAXIS
8 Total Number taking Elementary Education: Core Knowledge PRAXIS
8 Number passing Elementary Education: Core Knowledge PRAXIS
Not reported as to the number failing Elementary Education: Core Knowledge PRAXIS

Teaching Reading PRAXIS
199 Total Number taking Teaching Reading PRAXIS
199 Number passing Teaching Reading PRAXIS
Not reported as to the number failing Teaching Reading PRAXIS

PLT (K-6) PRAXIS
151 Total Number taking PLT (K-6) PRAXIS
151 Number passing PLT (K-6) PRAXIS
Not reported as to the number failing PLT (K-6) PRAXIS

Elementary Reading/Language Arts Sub-Test PRAXIS
140 Total Number taking Elementary Reading/Language Arts Sub-Test PRAXIS
140 Number passing Elementary Reading/Language Arts Sub-Test PRAXIS
Not reported as to the number failing Elementary Reading/Language Arts Sub-Test PRAXIS

Elementary Mathematics Sub-Test PRAXIS
199 Total Number taking Elementary Mathematics Sub-Test PRAXIS
199 Number passing Elementary Mathematics Sub-Test PRAXIS
Not reported as to the number failing Elementary Mathematics Sub-Test PRAXIS

Elementary Social Science Sub-Test PRAXIS
127 Total Number taking Elementary Social Science Sub-Test PRAXIS
127 Number passing Elementary Social Science Sub-Test PRAXIS
Not reported as to the number failing Elementary Social Science Sub-Test PRAXIS

Elementary Science Sub-Test PRAXIS
145 Total Number taking Elementary Science Sub-Test PRAXIS
145 Number and percent passing Elementary Science Sub-Test PRAXIS
Not reported as to the number failing Elementary Science Sub-Test PRAXIS

Year: 2012-2013

Elementary Education: Core Knowledge PRAXIS
178 Total Number taking Elementary Education: Core Knowledge PRAXIS
136 or 76% Number and percent passing Elementary Education: Core Knowledge PRAXIS
42 or 24% Number and percent failing Elementary Education: Core Knowledge PRAXIS

Teaching Reading PRAXIS
316 Total Number taking Teaching Reading PRAXIS
209 or 66% Number and percent passing Teaching Reading PRAXIS
107 or 34% Number and percent failing Teaching Reading PRAXIS

Principles of Learning and Teaching (PLT) (K-6) PRAXIS
150 Total Number taking PLT (K-6) PRAXIS
139 or 93% Number and percent passing PLT (K-6) PRAXIS
11 or 7% Number and percent failing PLT (K-6) PRAXIS

Elementary Reading/Language Arts Sub-Test PRAXIS
54 Total Number taking Elementary Reading/Language Arts Sub-Test PRAXIS
32 or 59% Number and percent passing Elementary Reading/Language Arts Sub-Test PRAXIS
22 or 41% Number and percent failing Elementary Reading/Language Arts Sub-Test PRAXIS

Elementary Mathematics Sub-Test PRAXIS
64 Total Number taking Elementary Mathematics Sub-Test PRAXIS
24 or 38% Number and percent passing Elementary Mathematics Sub-Test PRAXIS
40 or 63% Number and percent failing Elementary Mathematics Sub-Test PRAXIS

Elementary Social Science Sub-Test PRAXIS
52 Total Number taking Elementary Social Science Sub-Test PRAXIS
36 or 69% Number and percent passing Elementary Social Science Sub-Test PRAXIS
16 or 31% Number and percent failing Elementary Social Science Sub-Test PRAXIS

Elementary Science Sub-Test PRAXIS
53 Total Number taking Elementary Science Sub-Test PRAXIS
30 or 57% Number and percent passing Elementary Science Sub-Test PRAXIS
23 or 43% Number and percent failing Elementary Science Sub-Test PRAXIS

Year: 2011-2012

Elementary Education: Core Knowledge PRAXIS
221 Total Number taking Elementary Education: Core Knowledge PRAXIS
166 or 75% Number and percent passing Elementary Education: Core Knowledge PRAXIS
55 or 25% Number and percent failing Elementary Education: Core Knowledge PRAXIS

Teaching Reading PRAXIS
48 Total Number taking Teaching Reading PRAXIS
36 or 75% Number and percent passing Teaching Reading PRAXIS

12 or 25% Number and percent failing Teaching Reading PRAXIS

Overall Analysis:

Elementary Education: Core Knowledge PRAXIS
407 Total Number taking Elementary Education: Core Knowledge PRAXIS
310 or 76% Number and percent passing Elementary Education: Core Knowledge PRAXIS
97 or 24% Number and percent failing Elementary Education: Core Knowledge PRAXIS

Teaching Reading PRAXIS
563 Total Number taking Teaching Reading PRAXIS
444 or 78% Number and percent passing Teaching Reading PRAXIS
119 or 21% Number and percent failing Teaching Reading PRAXIS

Principles of Learning and Teaching (PLT) (K-6) PRAXIS
301 Total Number taking PLT (K-6) PRAXIS
290 or 96% Number and percent passing PLT (K-6) PRAXIS
11 or 4% Number and percent failing PLT (K-6) PRAXIS

Elementary Reading/Language Arts Sub-Test PRAXIS
194 Total Number taking Elementary Reading/Language Arts Sub-Test PRAXIS
172 or 89% Number and percent passing Elementary Reading/Language Arts Sub-Test PRAXIS
22 or 11% Number and percent failing Elementary Reading/Language Arts Sub-Test PRAXIS

Elementary Mathematics Sub-Test PRAXIS
263 Total Number taking Elementary Mathematics Sub-Test PRAXIS
223 or 85% Number and percent passing Elementary Mathematics Sub-Test PRAXIS
40 or 15% Number and percent failing Elementary Mathematics Sub-Test PRAXIS

Elementary Social Science Sub-Test PRAXIS
179 Total Number taking Elementary Social Science Sub-Test PRAXIS
163 or 91% Number and percent passing Elementary Social Science Sub-Test PRAXIS
16 or 9% Number and percent failing Elementary Social Science Sub-Test PRAXIS

Elementary Science Sub-Test PRAXIS
198 Total Number taking Elementary Science Sub-Test PRAXIS
175 or 88% Number and percent passing Elementary Science Sub-Test PRAXIS
23 or 12% Number and percent failing Elementary Science Sub-Test PRAXIS

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

2013-2014

Troy Overall Number Passed Praxis II	Test Name
2	0014 Elem Ed: Content Knowledge (paper)
63	0204 Teaching Reading (paper)
21	0622 Princ of Learn Teach: Grades K-6 (paper)
6	5014 Elem Ed: Content Knowledge (computer)
140	5032 Elem Ed: MS Reading Lang Arts Subtest
199	5033 Elem Ed: MS Mathematics Subtest
127	5034 Elem Ed: MS Social Studies Subtest
145	5035 Elem Ed: MS Science Subtest
136	5204 Teaching Reading (computer)
130	5622 Princ of Learn Teach: Grades K-6 (computer)

2012-2013

ELEMENTARY						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Elementary Education: Content Knowledge	55	50	91%	5	9%
PHENIX CITY	Elementary Education: Content Knowledge	58	37	64%	21	36%
TROY	Elementary Education: Content Knowledge	65	49	75%	16	25%
	TOTAL	**178**	**136**	**76%**	**42**	**24%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Teaching Reading	96	75	78%	21	22%
PHENIX CITY	Teaching Reading	95	48	51%	47	49%
TROY	Teaching Reading	125	86	69%	39	31%
	TOTAL	**316**	**209**	**66%**	**107**	**34%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	PLT (K-6)	47	44	94%	3	6%
PHENIX CITY	PLT (K-6)	28	23	82%	5	18%
TROY	PLT (K-6)	75	72	96%	3	4%
	TOTAL	**150**	**139**	**93%**	**11**	**7%**
	TEST NAME	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	PLT (6-12)	9	9	100%	0	0%
TROY	PLT (6-12)	60	51	85%	9	15%

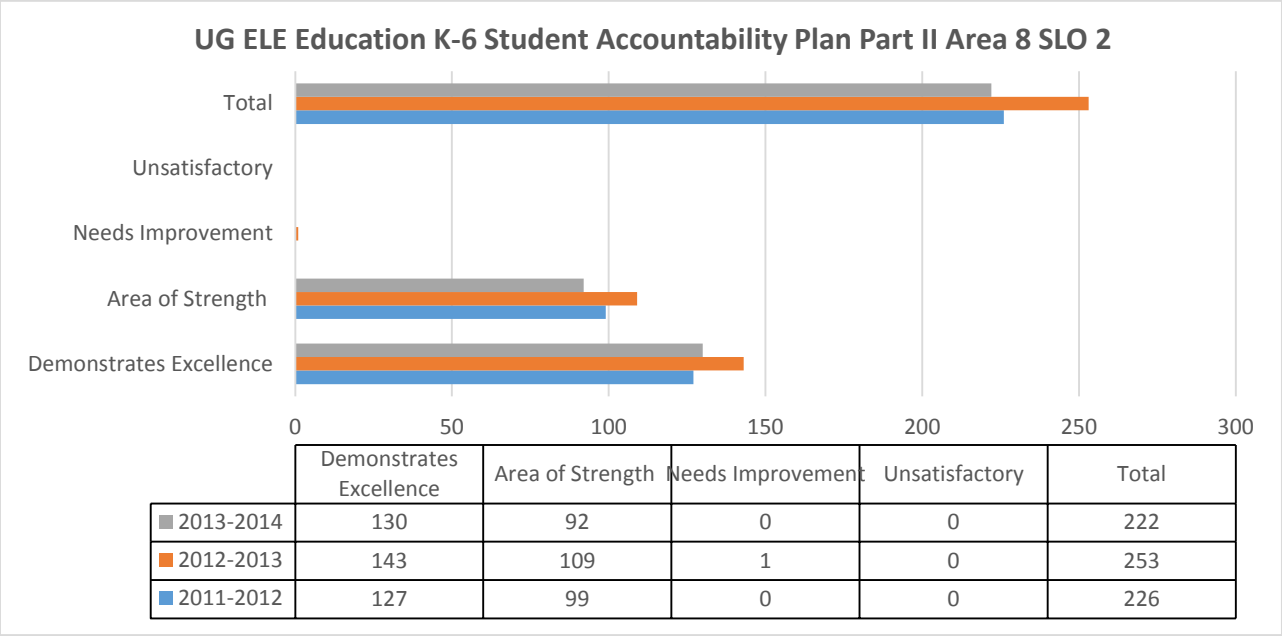
	TOTAL	**69**	**60**	**87%**	**9**	**13%**
	TEST NAME	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	ELE Reading Language Arts Subtest	9	5	56%	4	44%
PHENIX CITY	ELE Reading Language Arts Subtest	4	2	50%	2	50%
TROY	ELE Reading Language Arts Subtest	41	25	61%	16	39%
	TOTAL	**54**	**32**	**59%**	**22**	**41%**
	TEST NAME	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	ELE Mathematics Subtest	9	3	33%	6	67%
PHENIX CITY	ELE Mathematics Subtest	4	2	50%	2	50%
TROY	ELE Mathematics Subtest	51	19	37%	32	63%
	TOTAL	**64**	**24**	**38%**	**40**	**63%**
	TEST NAME	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	ELE Social Studies Subtest	8	6	75%	2	25%
PHENIX CITY	ELE Social Studies Subtest	3	2	67%	1	33%
TROY	ELE Social Studies Subtest	41	28	68%	13	32%
	TOTAL	**52**	**36**	**69%**	**16**	**31%**
	TEST NAME	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	ELE Sciences Subtest	8	5	63%	3	38%
PHENIX CITY	ELE Sciences Subtest	3	2	67%	1	33%
TROY	ELE Sciences Subtest	42	23	55%	19	45%
	TOTAL	**53**	**30**	**57%**	**23**	**43%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Special Ed: Core Knowledge	6	6	100%	0	0%
TROY	Special Ed: Core Knowledge	23	21	91%	2	9%
	TOTAL	**29**	**27**	**93%**	**2**	**7%**

2011-2012

ELEMENTARY						
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
DOTHAN	Elementary Education: Content Knowledge	64	55	86%	9	14%
PHENIX CITY	Elementary Education: Content Knowledge	75	44	59%	31	41%
TROY	Elementary Education: Content Knowledge	82	67	82%	15	18%
	TOTAL	**221**	**166**	**75%**	**55**	**25%**
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
DOTHAN	Teaching Reading	3	3	100%	0	0%
PHENIX CITY	Teaching Reading	24	18	75%	6	25%
TROY	Teaching Reading	21	15	71%	6	29%

	TOTAL	**48**	**36**	**75%**	**12**	**25%**
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
DOTHAN	Special Ed: Core Knowledge	2	2	100%	0	0%
TROY	Special Ed: Core Knowledge	6	6	100%	0	0%
	TOTAL	**8**	**8**	**100%**	**0**	**0%**

ELEMENTARY EDUCATION K-6:
Student Accountability Plan Part II Area #8
Three Year Data Cycle
SLO #2 Professional Skills (Teaching & Learning)



	Demonstrates Excellence	Area of Strength	Needs Improvement	Unsatisfactory	Total
2013-2014	130	92	0	0	222
2012-2013	143	109	1	0	253
2011-2012	127	99	0	0	226

Narrative

Year-by-Year Analysis:

Overall Analysis:
Student Accountability Plan Part II Area 8 SLO 2
701 Total Number of Completers
400 (56%) Number of Education Students in the Demonstrates Excellence range
300 (43%) Number of Education Students in the Area of Strength range
1 (1%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
700 Out of 701 (99%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2013-2014
Student Accountability Plan Part II Area 8 SLO 2
222 Total Number of Completers
130 (59%) Number of Education Students in the Demonstrates Excellence range
92 (41%) Number of Education Students in the Area of Strength range
0 (0%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
222 Out of 222 (100%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2012-2013

Student Accountability Plan Part II Area 8 SLO 2
253 Total Number of Completers
143 (56%) Number of Education Students in the Demonstrates Excellence range
109 (43%) Number of Education Students in the Area of Strength range
1 (1%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
252 Out of 253 (99%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2011-2012

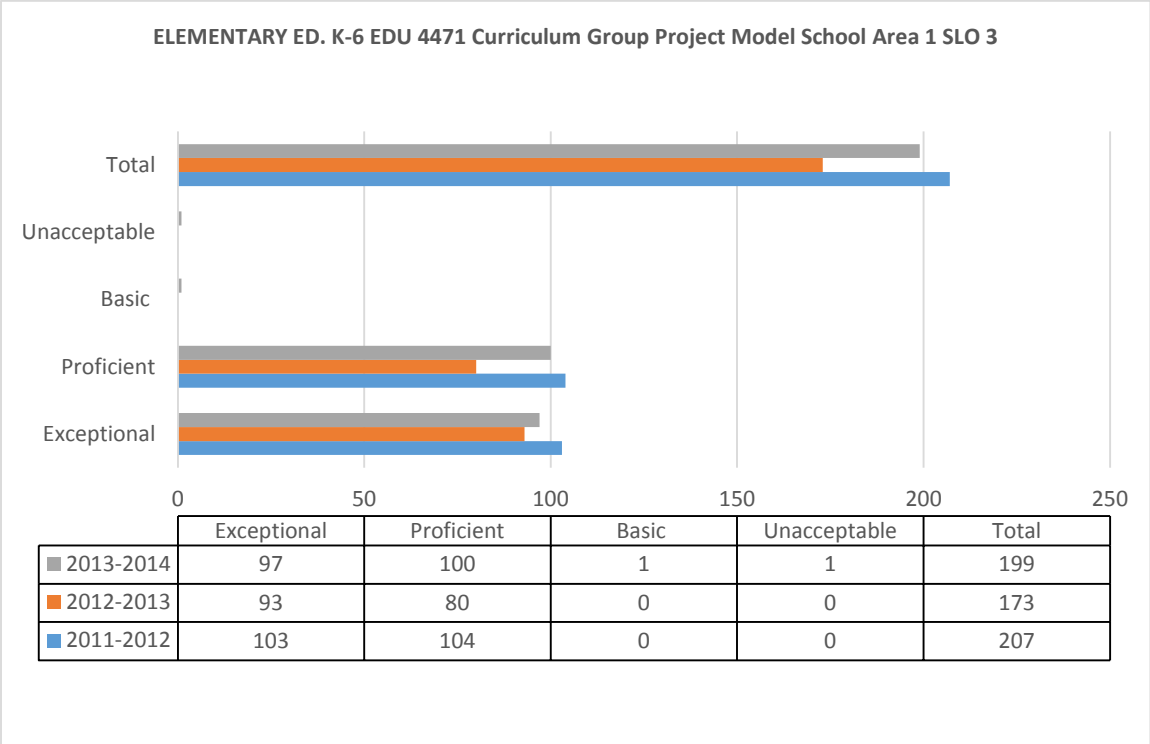
Student Accountability Plan Part II Area 8 SLO 2
226 Total Number of Completers
127 (56%) Number of Education Students in the Demonstrates Excellence range
99 (44%) Number of Education Students in the Area of Strength range
0 (0%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
226 Out of 226 (100%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ELEMENTARY EDUCATION K-6:
EDU 4471 Curriculum Group Project: Model School Area #1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	97	100	1	1	199
2012-2013	93	80	0	0	173
2011-2012	103	104	0	0	207

Narrative

Year-by-Year Analysis:

Overall Analysis:

579 Total Number of Completers
293 (51%) Education students in the Exceptional range
284 (47%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
578 Out of 579 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014

EDU 4471 Curriculum Group Project Model School Area 1
199 Total Number of Completers
97 (48%) Education students in the Exceptional range
100 (50%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
198 Out of 199 (99%) Education students in the Exceptional to Basic range

Year: 2012-2013

EDU 4471 Curriculum Group Project Model School Area 1
173 Total Number of Completers
93 (54%) Education students in the Exceptional range
80 (46%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
173 Out of 173 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

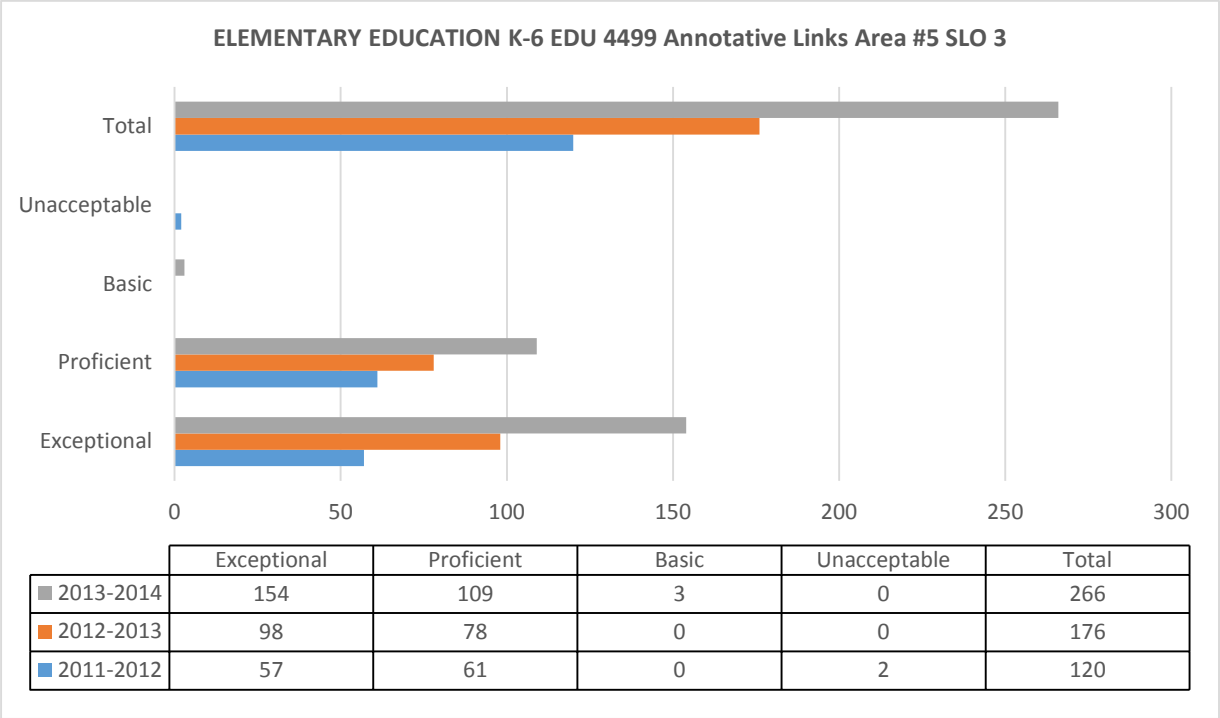
EDU 4471 Curriculum Group Project Model School Area 1
207 Total Number of Completers
103 (50%) Education students in the Exceptional range
104 (50%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
207 Out of 207 (100%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ELEMENTARY EDUCATION K-6:
EDU 4499 Annotative Links Area #5
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	154	109	3	0	266
2012-2013	98	78	0	0	176
2011-2012	57	61	0	2	120

Narrative

Year-by-Year Analysis:

Overall Analysis:

EDU 4499 Annotative Links Area #5 SLO 3
562 Total Number of Completers
309 (53%) Education students in the Exceptional range
248 (44%) Education students in the Proficient range
3 (2%) Education students in the Basic range
2 (1%) Education students in the Unacceptable range
560 Out of 562 (97%) Education students in the Exceptional to Basic range

Year: 2013-2014

EDU 4499 Annotative Links Area #5 SLO 3
266 Total Number of Completers
154 (58%) Education students in the Exceptional range
109 (41%) Education students in the Proficient range
3 (1%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
266 Out of 266 (100%) Education students in the Exceptional to Basic range

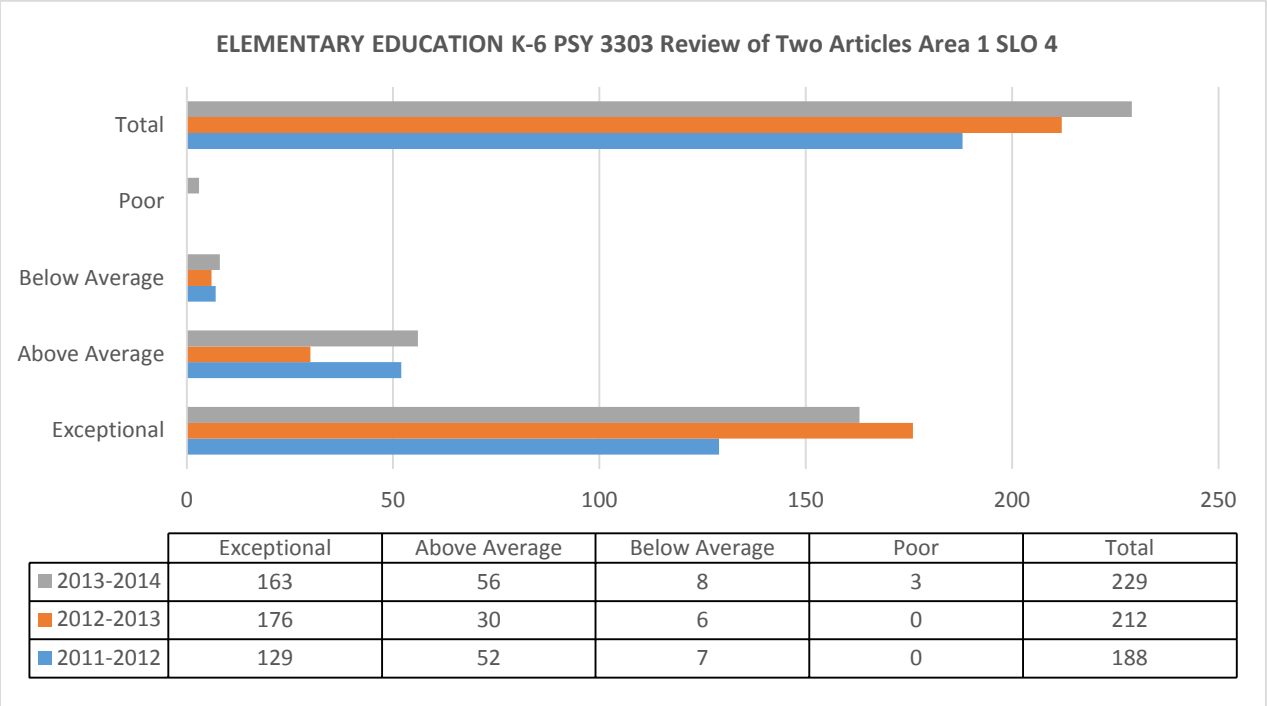
Year: 2012-2013
EDU 4499 Annotative Links Area #5 SLO 3
176 Total Number of Completers
98 (56%) Education students in the Exceptional range
78 (44%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
176 Out of 176 (100%) Education students in the Exceptional to Proficient range

Year: 2011-2012
EDU 4499 Annotative Links Area #5 SLO 3
120 Total Number of Completers
57 (48%) Education students in the Exceptional range
61 (50%) Education students in the Proficient range
0 (0%) Education students in the Basic range
2 (2%) Education students in the Unacceptable range
118 Out of 120 (98%) Education students in the Exceptional to Proficient range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ELEMENTARY EDUCATION K-6:
PSY 3303 Review of Two Articles Area #1
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Above Average	Below Average	Poor	Total
2013-2014	163	56	8	3	229
2012-2013	176	30	6	0	212
2011-2012	129	52	7	0	188

Narrative

Year-by-Year Analysis:

Overall Analysis:
PSY 3303 Review of Two Articles Area 1 SLO 4
629 Total Number of Completers
468 (74%) Education Students in the Exceptional range
138 (22%) Education Students in the Above Average range
21 (3%) Education Students in the Below Average range
3 (1%) Education Students in the Poor range
605 Out of 629 (96%) Education Students in the Exceptional to Above Average range

Year: 2013-2014
PSY 3303 Review of Two Articles Area 1 SLO 4
229 Total Number of Completers
163 (71%) Education Students in the Exceptional range
56 (24%) Education Students in the Above Average range
8 (4%) Education Students in the Below Average range
3 (1%) Education Students in the Poor range
218 Out of 229 (95%) Education Students in the Exceptional to Above Average range

Year: 2012-2013

PSY 3303 Review of Two Articles Area 1 SLO 4
212 Total Number of Completers
176 (83%) Education Students in the Exceptional range
30 (14%) Education Students in the Above Average range
6 (3%) Education Students in the Below Average range
0 (0%) Education Students in the Poor range
206 Out of 212 (97%) Education Students in the Exceptional to Above Average range

Year: 2011-2012

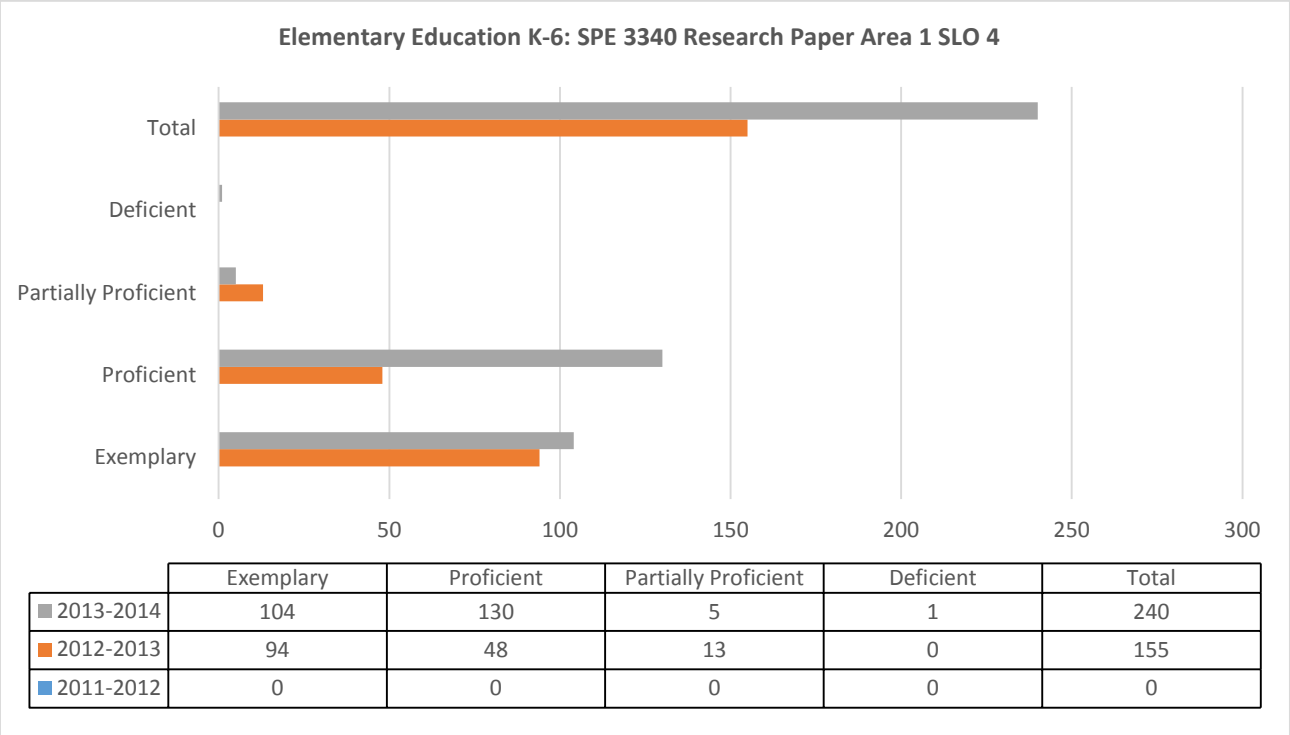
PSY 3303 Review of Two Articles Area 1 SLO 4
188 Total Number of Completers
129 (69%) Education Students in the Exceptional range
52 (27%) Education Students in the Above Average range
7 (4%) Education Students in the Below Average range
0 (0%) Education Students in the Poor range
181 Out of 188 (96%) Education Students in the Exceptional to Above Average range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ELEMENTARY EDUCATION K-6:
SPE 3340 Research Paper Area #1
Three Year Data Cycle
SLO #4 Diversity



	Exemplary	Proficient	Partially Proficient	Deficient	Total
2013-2014	104	130	5	1	240
2012-2013	94	48	13	0	155
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 3340 Research Paper Area #1
395 Total Number of Completers
198 (50%) Education students in the Exemplary range
178 (45%) Education students in the Proficient range
18 (4%) Education students in the Partially Proficient range
1 (1%) Education students in the Deficient range
376 Out of 395 (95%) Education students in the Exemplary to Proficient range

Year: 2013-2014
SPE 3340 Research Paper Area #1
240 Total Number of Completers
104 (43%) Education students in the Exemplary range
130 (54%) Education students in the Proficient range
5 (2%) Education students in the Partially Proficient range
1 (1%) Education students in the Deficient range
234 Out of 240 (97%) Education students in the Exemplary to Proficient range

Year: 2012-2013

SPE 3340 Research Paper Area #1
155 Total Number of Completers
94 (61%) Education students in the Exemplary range
48 (31%) Education students in the Proficient range
13 (8%) Education students in the Partially Proficient range
0 (0%) Education students in the Deficient range
142 Out of 155 (92%) Education students in the Exemplary to Proficient range

Year: 2011-2012

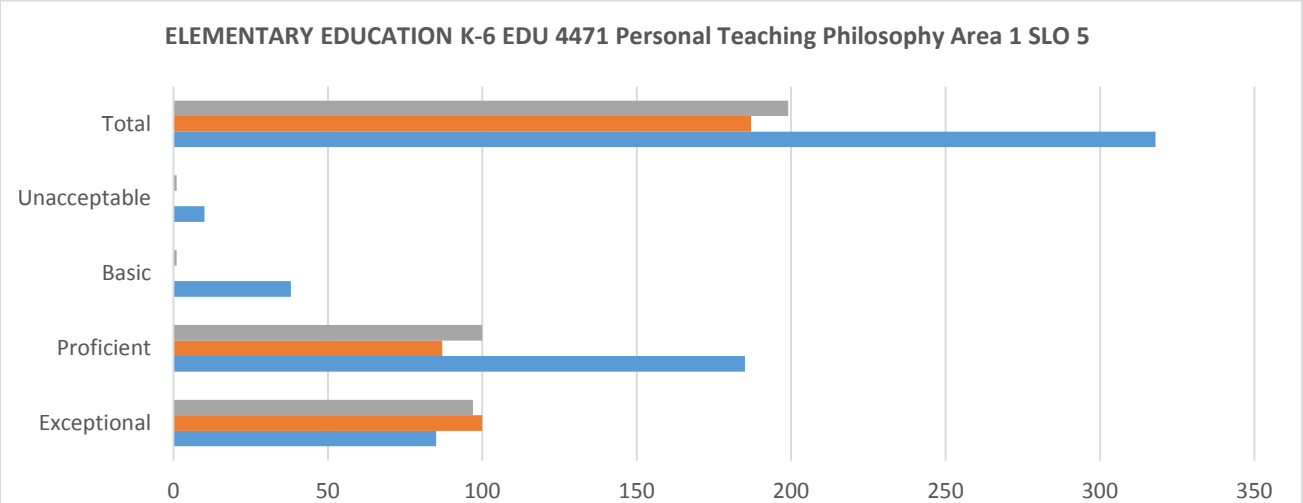
SPE 3340 Research Paper Area #1
0 Total Number of Completers
0 Education students in the Exemplary range
0 Education students in the Proficient range
0 Education students in the Partially Proficient range
0 Education students in the Deficient range
0 Education students in the Exemplary to Proficient range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ELEMENTARY EDUCATION K-6:
EDU 4471 Personal Teaching Philosophy Area #1
Three Year Data Cycle
SLO #5 Professionalism



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	97	100	1	1	199
2012-2013	100	87	0	0	187
2011-2012	85	185	38	10	318

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
704 Total Number of Completers
282 (40%) Education students in the Exceptional range
372 (52%) Education students in the Proficient range
39 (6%) Education students in the Basic range
11 (2%) Education students in the Unacceptable range
693 Out of 704 (98%) Education students in the Exceptional to Basic range

Year: 2013-2014
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
199 Total Number of Completers
97 (49%) Education students in the Exceptional range
100 (50%) Education students in the Proficient range
1 (0.5%) Education students in the Basic range
1 (0.5%) Education students in the Unacceptable range
197 Out of 199 (99%) Education students in the Exceptional to Basic range

Year: 2012-2013

EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
187 Total Number of Completers
100 (53%) Education students in the Exceptional range
87 (47%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
187 Out of 187 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

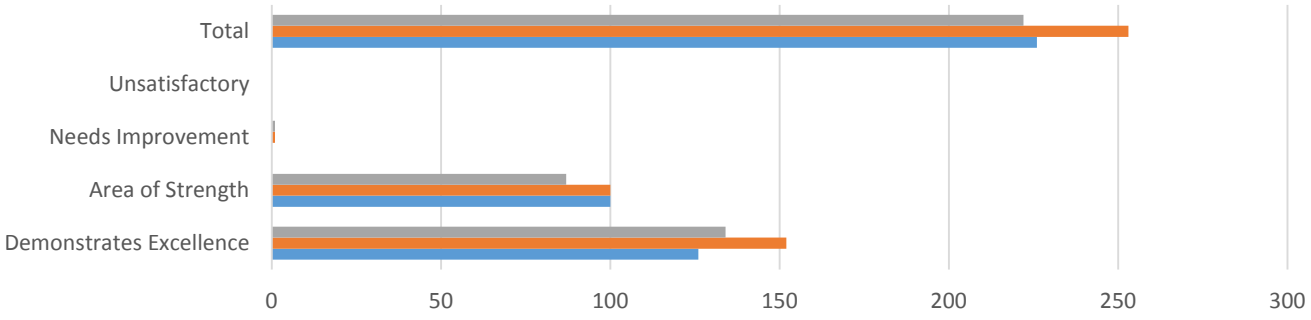
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
318 Total Number of Completers
85 (27%) Education students in the Exceptional range
185 (58%) Education students in the Proficient range
38 (12%) Education students in the Basic range
10 (3%) Education students in the Unacceptable range
308 Out of 318 (97%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ELEMENTARY EDUCATION K-6:
Student Accountability Plan Part II Area #10
Three Year Data Cycle
SLO #5 Professionalism



	Demonstrates Excellence	Area of Strength	Needs Improvement	Unsatisfactory	Total
2013-2014	134	87	1	0	222
2012-2013	152	100	1	0	253
2011-2012	126	100	0	0	226

Narrative

Year-by-Year Analysis:

Overall Analysis:
Student Accountability Plan Part II Area #10 SLO 5
701 Total Number of Completers
412 (58%) Education students in the Demonstrates Excellence range
287 (41%) Education students in the Area of Strength range
2 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
699 Out of 701 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2013-2014
Student Accountability Plan Part II Area #10 SLO 5
222 Total Number of Completers
134 (60%) Education students in the Demonstrates Excellence range
87 (39%) Education students in the Area of Strength range
1 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
221 Out of 222 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2012-2013

Student Accountability Plan Part II Area #10 SLO 5
253 Total Number of Completers
152 (60%) Education students in the Demonstrates Excellence range
100 (39%) Education students in the Area of Strength range
1 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
252 Out of 253 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2011-2012

Student Accountability Plan Part II Area #10 SLO 5
226 Total Number of Completers
126 (56%) Education students in the Demonstrates Excellence range
100 (44%) Education students in the Area of Strength range
0 (0%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
226 Out of 226 (100%) Education students in the Demonstrates Excellence to Area of Strength range

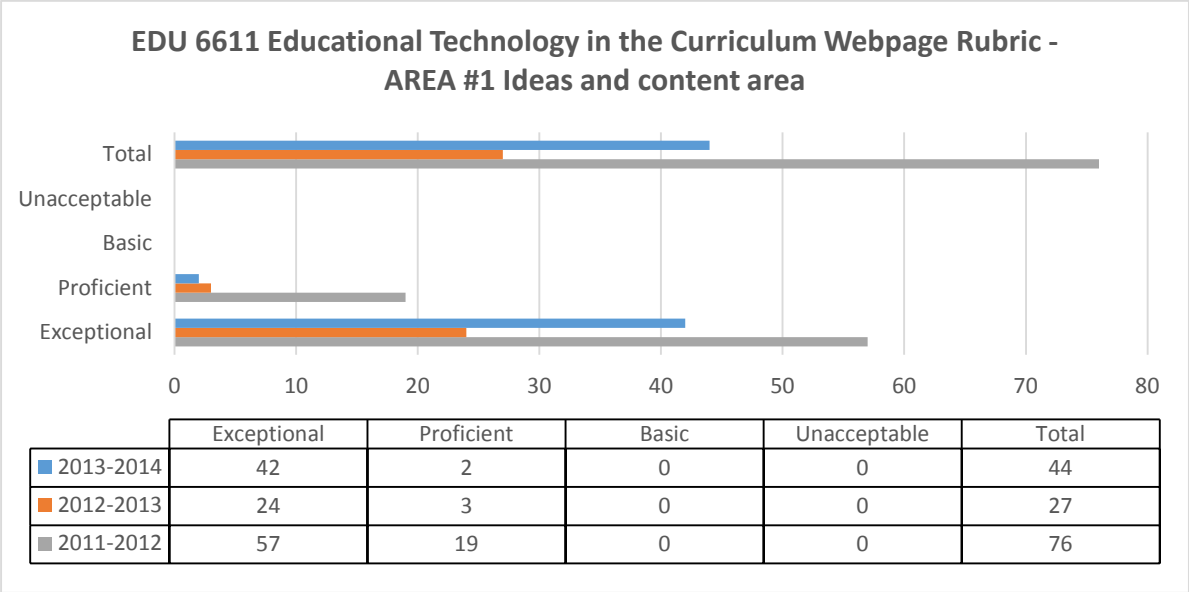
Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Elementary Education (K-6), Alternative, MS

Graduate Alternative - A Elementary Education
EDU 6611 WEBPAGE AREA #1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	42	2	0	0	44
2012-2013	24	3	0	0	27
2011-2012	57	19	0	0	76

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
147 Total Number of Completers
123 (84%) Number of Education Students in the Exceptional Range
24 (16%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
147 Out of 147 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
44 Total Number of Completers
42 (96%) Number of Education Students in the Exceptional Range
2 (4%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
44 Out of 44 (100%) Exceptional to Basic Range

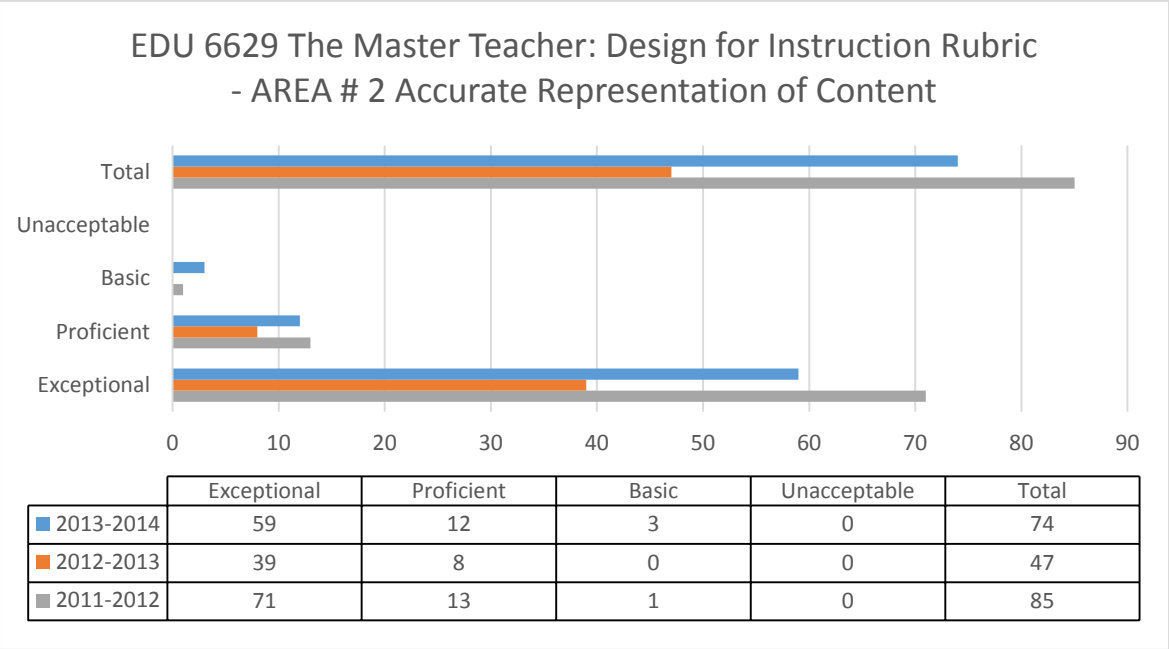
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
27 Total Number of Completers
24 (88%) Number of Education Students in the Exceptional Range
3 (12%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
76 Total Number of Completers
57 (75%) Number of Education Students in the Exceptional Range
19 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
76 Out of 76 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Elementary Education
EDU 6629 DFI Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	59	12	3	0	74
2012-2013	39	8	0	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
206 Total Number of Completers
169 (82%) Number of Education Students in the Exceptional Range
33 (16%) Number of Education Students in the Proficient Range
4 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
206 Out of 206 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
74 Total Number of Completers
59 (80%) Number of Education Students in the Exceptional Range
12 (16%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
74 Out of 74 (100%) Exceptional to Basic Range

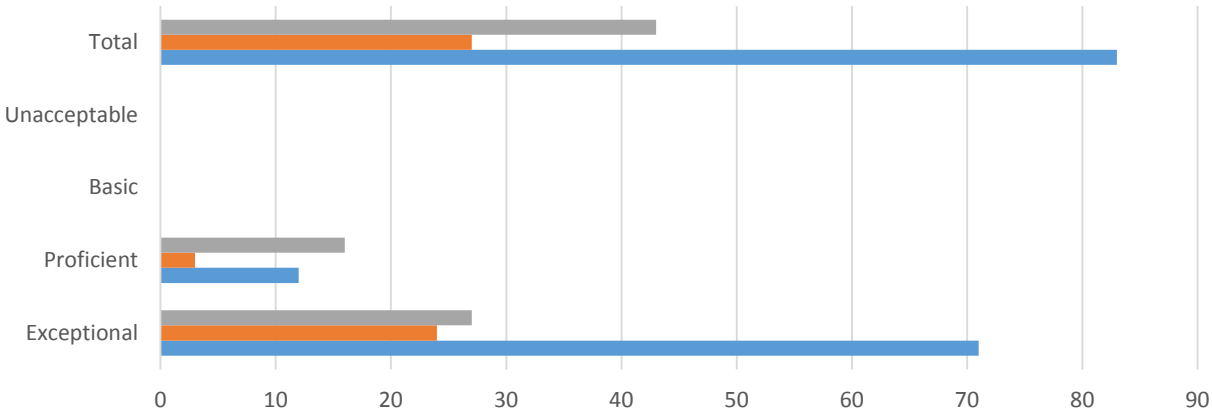
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
47 Total Number of Completers
39 (83%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
85 Total Number of Completers
71 (83%) Number of Education Students in the Exceptional Range
13 (16%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
85 Out of 85 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Elementary Education
EDU 6611 WEBQUEST AREA #4
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	27	16	0	0	43
2012-2013	24	3	0	0	27
2011-2012	71	12	0	0	83

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
153 Total Number of Completers
122 (80%) Number of Education Students in the Exceptional Range
31 (20%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
153 Out of 153 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
43 Total Number of Completers
27 (63%) Number of Education Students in the Exceptional Range
16 (37%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
43 Out of 43 (100%) Exceptional to Basic Range

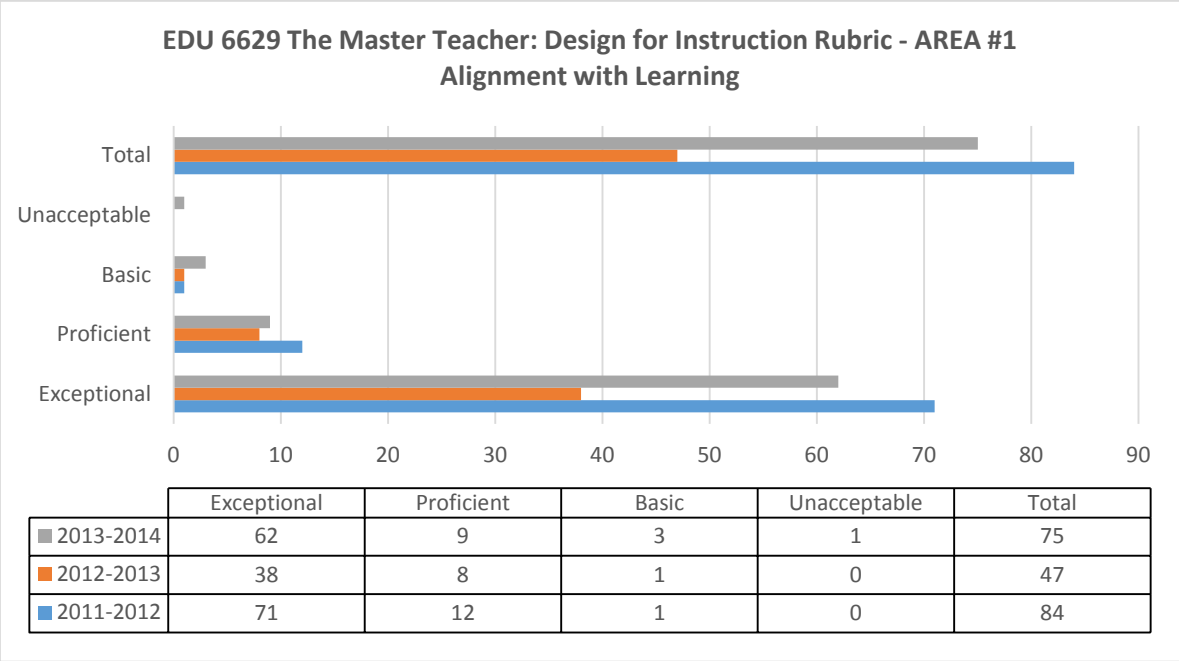
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
27 Total Number of Completers
24 (90%) Number of Education Students in the Exceptional Range
3 (10%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
83 Total Number of Completers
71 (90%) Number of Education Students in the Exceptional Range
12 (10%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
83 Out of 83 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Elementary Education
EDU 6629 DFI AREA #1
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	62	9	3	1	75
2012-2013	38	8	1	0	47
2011-2012	71	12	1	0	84

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
205 Total Number of Completers
171 (83%) Number of Education Students in the Exceptional Range
29 (14%) Number of Education Students in the Proficient Range
5 (2%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
204 Out of 205 (99%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
75 Total Number of Completers
62 (83%) Number of Education Students in the Exceptional Range
9 (12%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
74 Out of 75 (99%) Exceptional to Basic Range

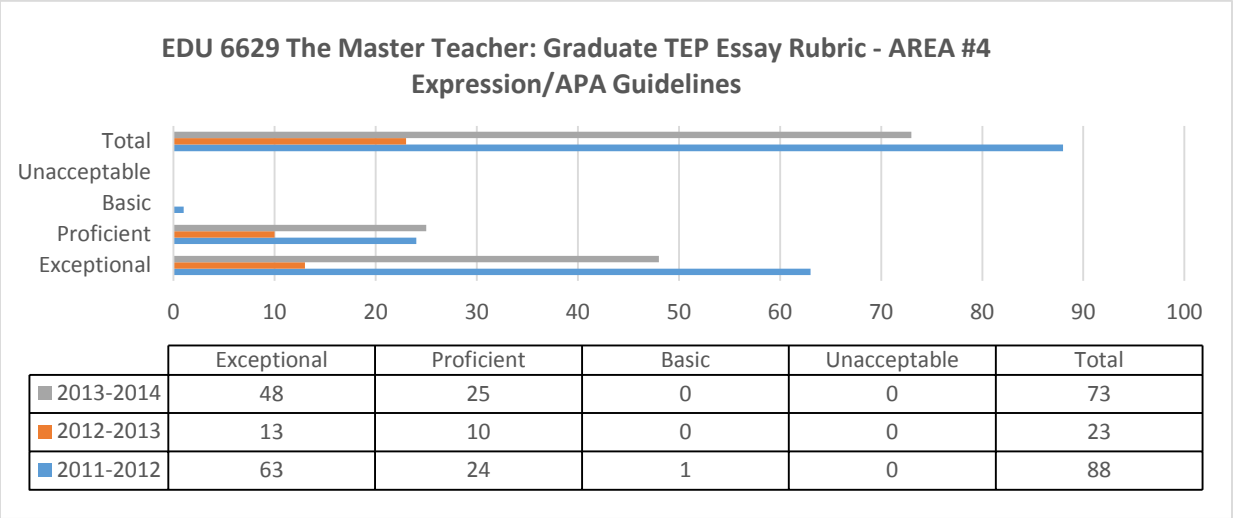
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
47 Total Number of Completers
38 (81%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
1 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
84 Total Number of Completers
71 (85%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
84 Out of 84 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Elementary Education
EDU 6629 GRADUATE TEP ESSAY AREA #4
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	48	25	0	0	73
2012-2013	13	10	0	0	23
2011-2012	63	24	1	0	88

Narrative

Year-by-Year Analysis:

Overall Analysis:

SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
185 Total Number of Completers
125 (68%) Number of Education Students in the Exceptional Range
59 (31%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
185 Out of 185 (100%) Exceptional to Basic Range

Year: 2013-2014

SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
73 Total Number of Completers
48 (66%) Number of Education Students in the Exceptional Range
25 (34%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
73 Out of 73 (100%) Exceptional to Basic Range

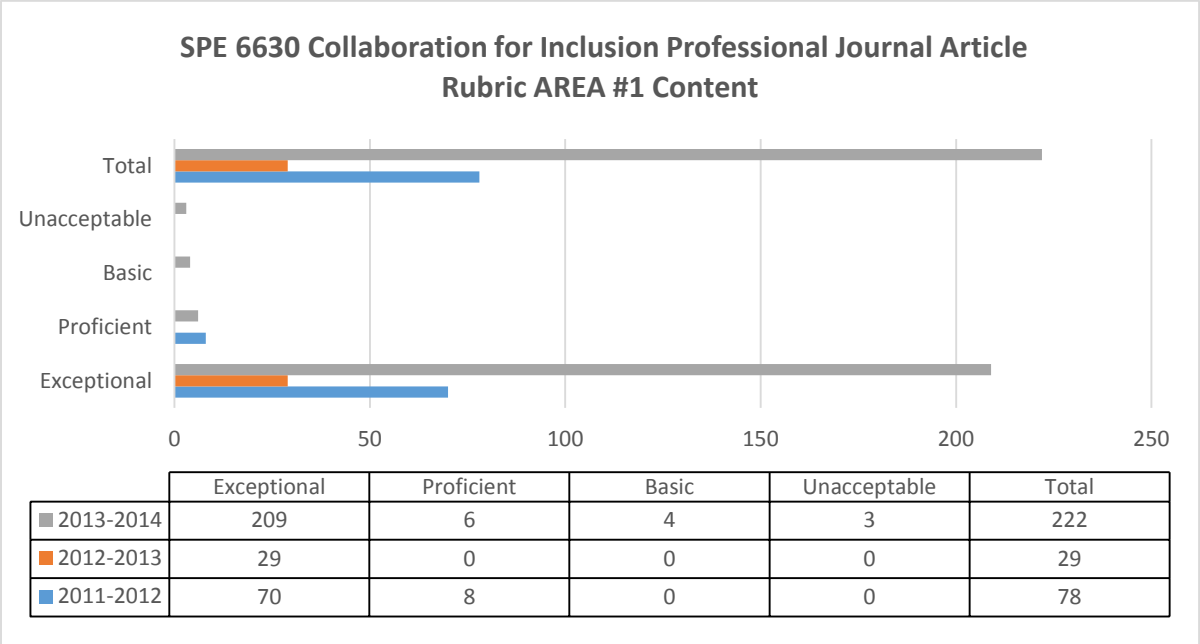
Year: 2012-2013
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
23 Total Number of Completers
13 (57%) Number of Education Students in the Exceptional Range
10 (43%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
23 Out of 23 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
88 Total Number of Completers
64 (73%) Number of Education Students in the Exceptional Range
24 (26%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
88 Out of 88 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Elementary Education
SPE 6630 Prof. Journal Article AREA #1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	209	6	4	3	222
2012-2013	29	0	0	0	29
2011-2012	70	8	0	0	78

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
329 Total Education students completing
308 (93%) Education students in the Exceptional range
14 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
3 (1%) Education students in the Unacceptable range
326 Out of 329 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
222 Total Education students completing
209 (94%) Education students in the Exceptional range
6 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
222 Out of 222 (100%) Education students in the Exceptional to Basic range

Year: 2012-2013

SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
29 Total Education students completing
29 (100%) Education students in the Exceptional range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
29 Out of 29 (100%) in the Exceptional to Basic range

Year: 2011-2012

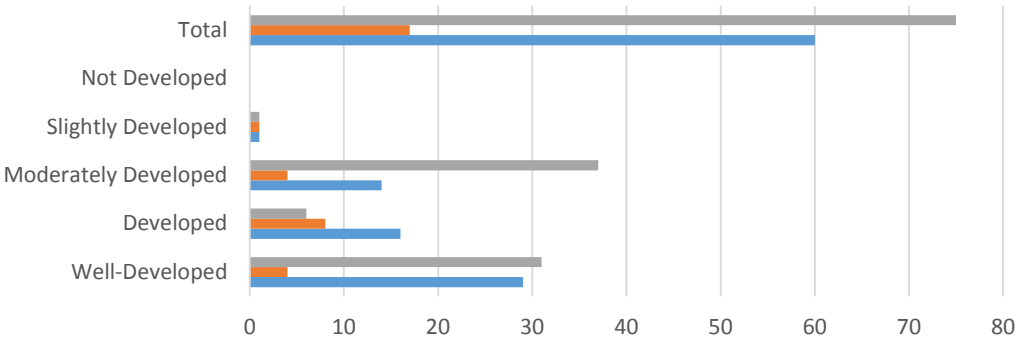
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
78 Total Education students completing
70 (90%) Education students in the Exceptional range
8 (10%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
78 Out of 78 (100%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Elementary Education
EDU 6629 DISP. AREA #1
Three Year Data Cycle
SLO #4 Diversity



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	31	6	37	1	0	75
2012-2013	4	8	4	1	0	17
2011-2012	29	16	14	1	0	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #1
152 Total Education students completing
64 (42%) Education students in the Well-Developed range
30 (20%) Education students in the Developed range
55 (36%) Education students in the Moderately Developed range
3 (2%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well-Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #1
75 Total Education students completing
31 (41%) Education students in the Well-Developed range
6 (8%) Education students in the Developed range
37 (49%) Education students in the Moderately Developed range
1 (1%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
74 Out of 75 (99%) Education students in the Well-Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #1

17 Total Education students completing

4 (24%) Education students in the Well-Developed range

8 (47%) Education students in the Developed range

4 (24%) Education students in the Moderately Developed range

1 (5%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

16 Out of 17 (95%) Education students in the Well-Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #1

60 Total Education students completing

29 (48%) Education students in the Well-Developed range

16 (28%) Education students in the Developed range

14 (23%) Education students in the Moderately Developed range

1 (1%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

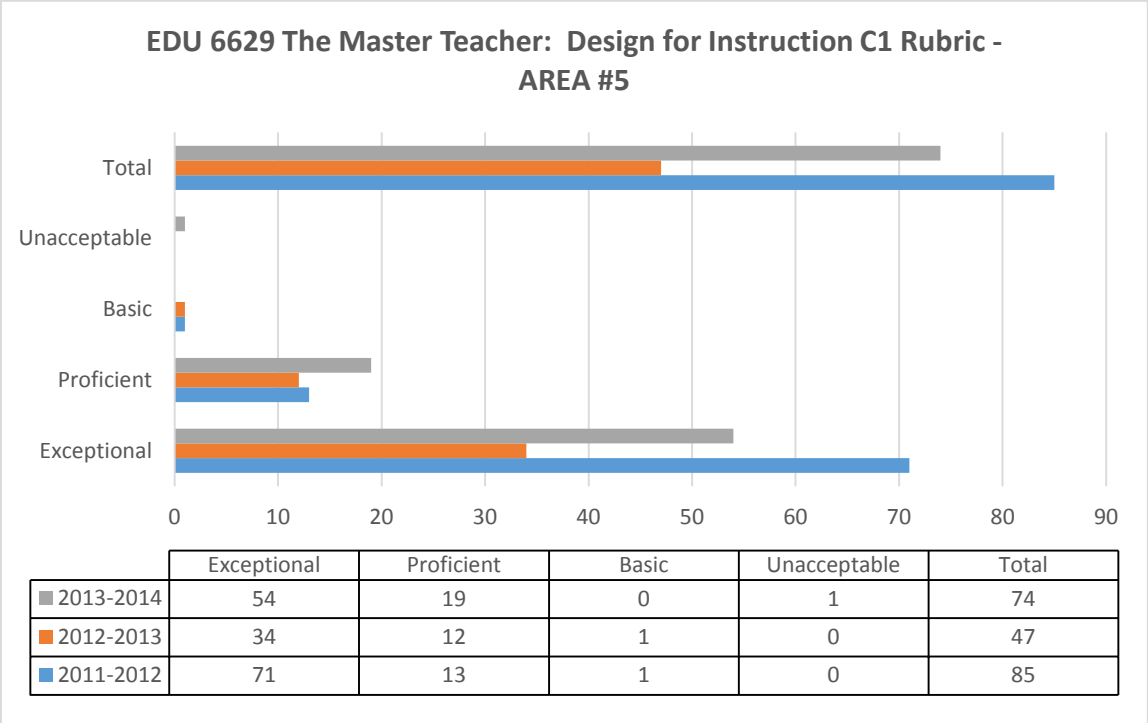
59 Out of 60 (99%) Education students in the Well-Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Elementary Education
EDU 6629 DFI. AREA #5
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	54	19	0	1	74
2012-2013	34	12	1	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
206 Total number of completers
159 (77%) Total Education students in the Exceptional range
44 (20%) Total Education students in the Proficient range
2 (2%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
203 Out of 206 (97%) Education students in the Exceptional to Proficient

Year: 2013-2014
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
74 Total number of completers
54 (73%) Total Education students in the Exceptional range
19 (26%) Total Education students in the Proficient range
0 (0%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
73 Out of 74 (99%) Education students in the Exceptional to Proficient

Year: 2012-2013

EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
47 Total number of completers
34 (73%) Total Education students in the Exceptional range
12 (26%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
46 Out of 47 (99%) Education students in the Exceptional to Proficient

Year: 2011-2012

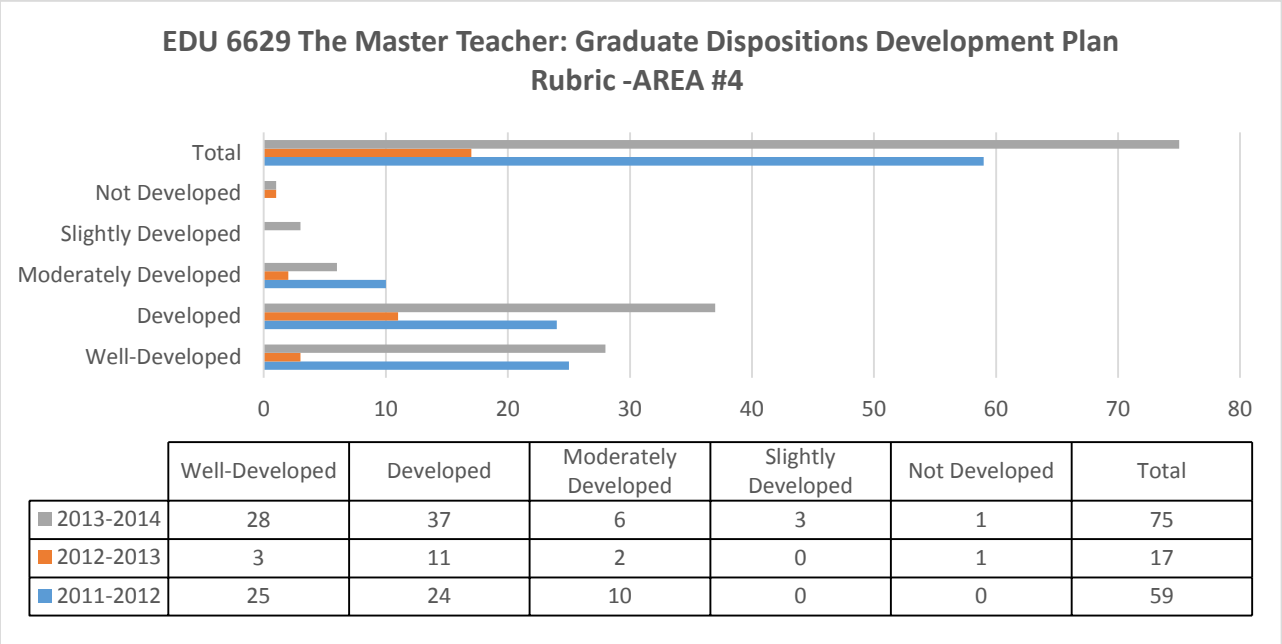
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
85 Total number of completers
71 (84%) Total Education students in the Exceptional range
13 (15%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
84 Out of 85 (99%) Education students in the Exceptional to Proficient

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Elementary Education
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	28	37	6	3	1	75
2012-2013	3	11	2	0	1	17
2011-2012	25	24	10	0	0	59

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
151 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (47%) Total Education students in the Developed range
18 (13%) Total Education students in the Moderately Developed range
3 (2%) Total Education students in the Slightly Developed range
2 (1%) Total Education students in the Not Developed range
146 Out of 151 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
75 Total Number of Completers
28 (37%) Total Education students in the Well Developed range
37 (49%) Total Education students in the Developed range
6 (9%) Total Education students in the Moderately Developed range
3 (4%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
71 Out of 75 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
17 Total Number of Completers
3 (18%) Total Education students in the Well Developed range
11 (64%) Total Education students in the Developed range
2 (13%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
1 (5%) Total Education students in the Not Developed range
16 Out of 17 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

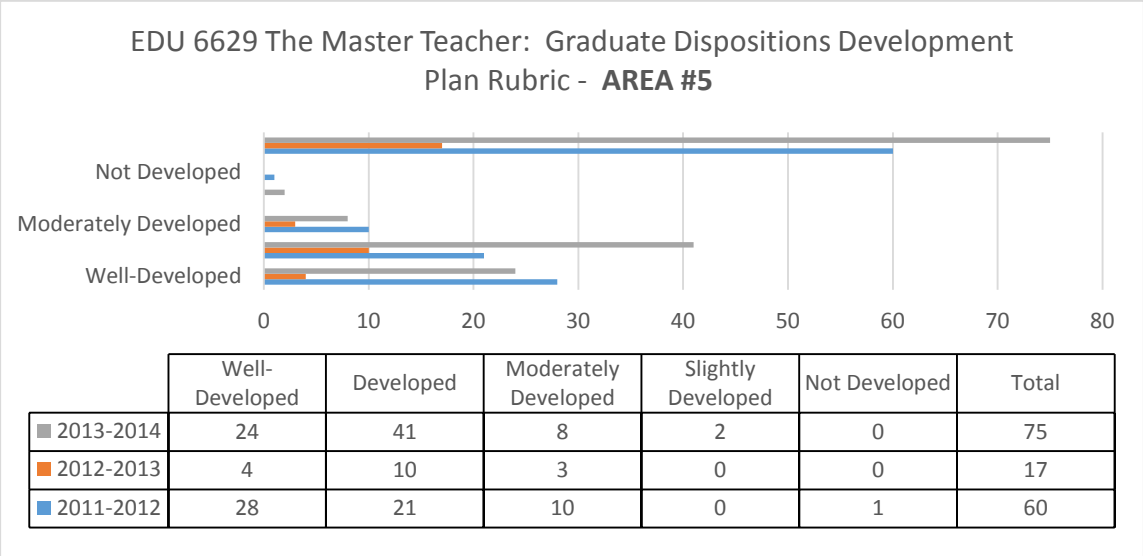
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
59 Total Number of Completers
25 (42%) Total Education students in the Well Developed range
24 (41%) Total Education students in the Developed range
10 (17%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
59 Out of 59 (100%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Elementary Education
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	24	41	8	2	0	75
2012-2013	4	10	3	0	0	17
2011-2012	28	21	10	0	1	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #5
152 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (47%) Total Education students in the Developed range
21 (13%) Total Education students in the Moderately Developed range
2 (2%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
149 Out of 152 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #5
75 Total Number of Completers
24 (32%) Total Education students in the Well Developed range
41 (55%) Total Education students in the Developed range
8 (11%) Total Education students in the Moderately Developed range
2 (2%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
73 Out of 75 (98%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #5

17 Total Number of Completers

4 (24%) Total Education students in the Well Developed range

10 (59%) Total Education students in the Developed range

3 (18%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

0 (0%) Total Education students in the Not Developed range

17 Out of 17 (100%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #5

60 Total Number of Completers

28 (47%) Total Education students in the Well Developed range

21 (35%) Total Education students in the Developed range

10 (17%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

1 (1%) Total Education students in the Not Developed range

59 Out of 60 (99%) Education students in the Well Developed to Moderately Developed range

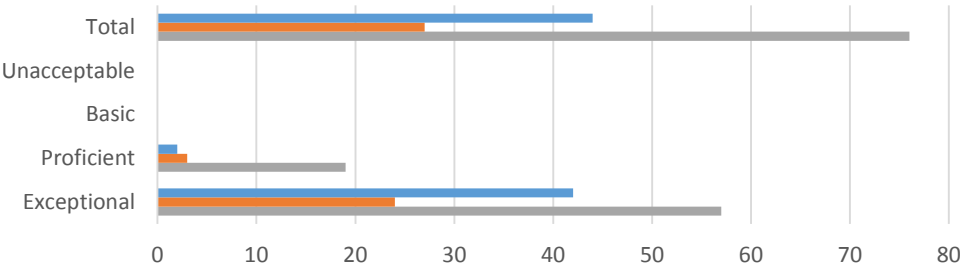
Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Elementary Education (K-6), Traditional, MS

Graduate Traditional Elementary Education
EDU 6611 WEBPAGE AREA #1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	42	2	0	0	44
2012-2013	24	3	0	0	27
2011-2012	57	19	0	0	76

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
147 Total Number of Completers
123 (84%) Number of Education Students in the Exceptional Range
24 (16%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
147 Out of 147 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
44 Total Number of Completers
42 (95%) Number of Education Students in the Exceptional Range
2 (5%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
44 Out of 44 (100%) Exceptional to Basic Range

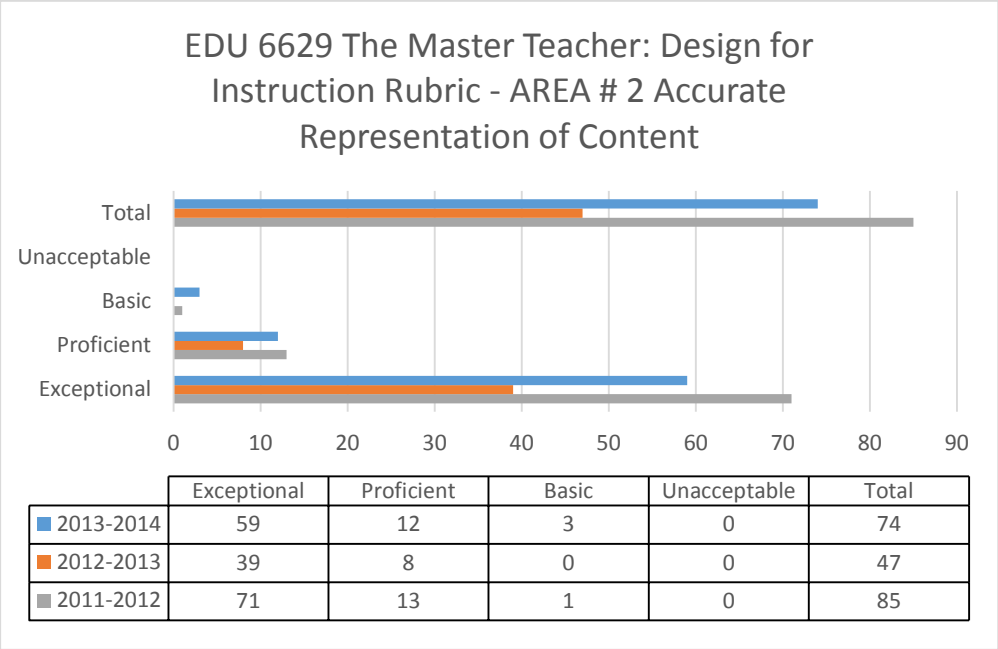
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
27 Total Number of Completers
24 (88%) Number of Education Students in the Exceptional Range
3 (12%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
76 Total Number of Completers
57 (75%) Number of Education Students in the Exceptional Range
19 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
76 Out of 76 Exceptional to Basic(100%) Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Elementary Education
EDU 6629 DFI Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	59	12	3	0	74
2012-2013	39	8	0	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
206 Total Number of Completers
169 (82%) Number of Education Students in the Exceptional Range
33 (16%) Number of Education Students in the Proficient Range
4 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
202 Out of 206 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
74 Total Number of Completers
59 (80%) Number of Education Students in the Exceptional Range
12 (16%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
71 Out of 74 (96%) Exceptional to Basic Range

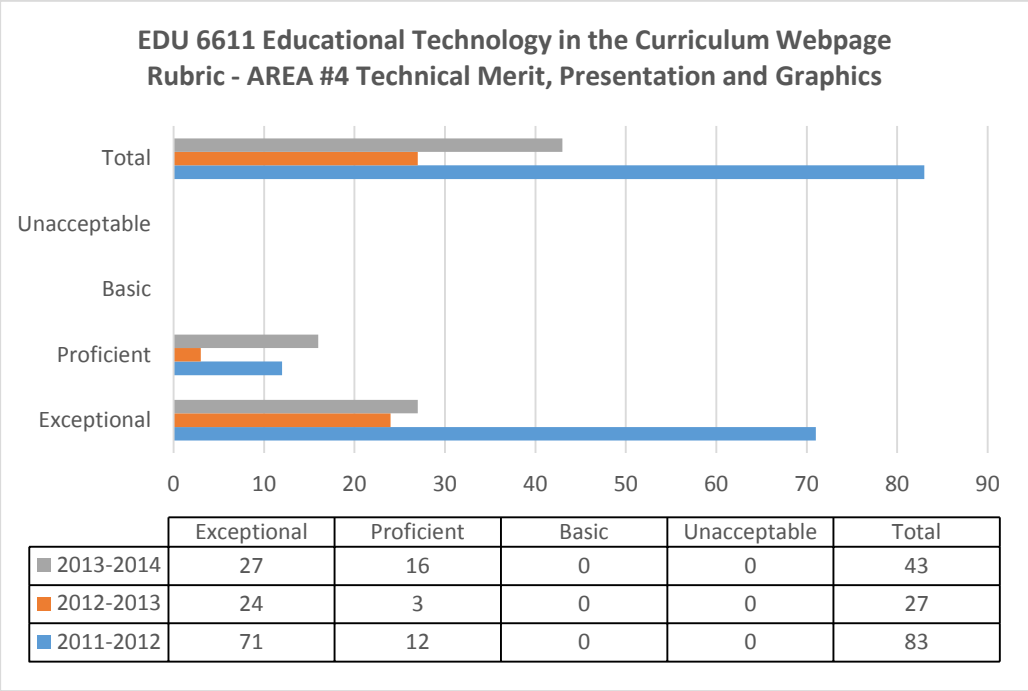
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
47 Total Number of Completers
39 (83%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
85 Total Number of Completers
71 (84%) Number of Education Students in the Exceptional Range
13 (15%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
85 Out of 85 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Elementary Education
EDU 6611 WEBQUEST AREA #4
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	27	16	0	0	43
2012-2013	24	3	0	0	27
2011-2012	71	12	0	0	83

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
153 Total Number of Completers
122 (80%) Number of Education Students in the Exceptional Range
31 (20%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
153 Out of 153 (100%) Exceptional to Basic Range

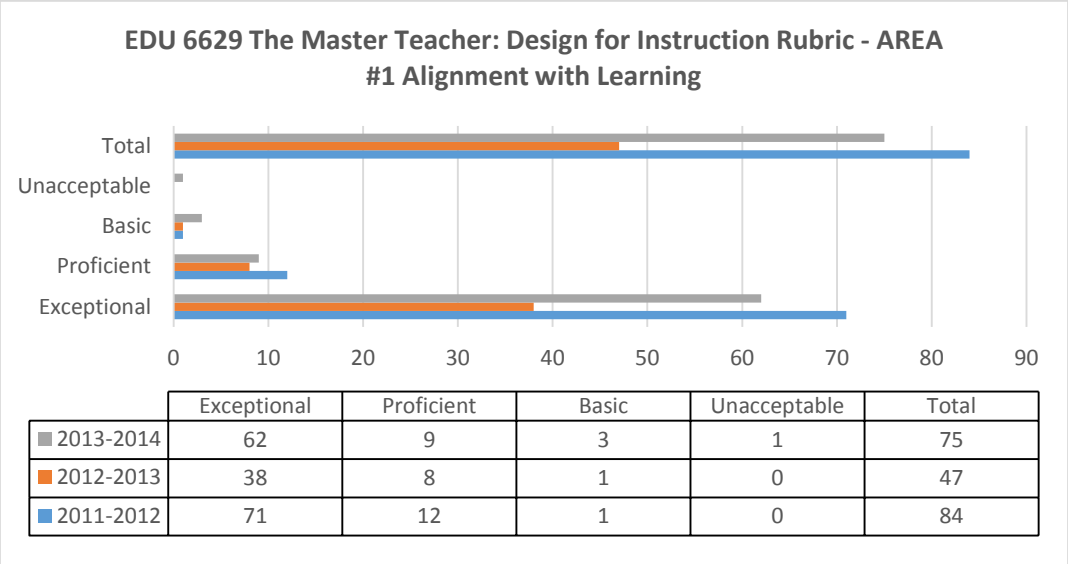
Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
43 Total Number of Completers
27 (63%) Number of Education Students in the Exceptional Range
16 (37%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
43 Out of 43 (100%) Exceptional to Basic Range

Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
27 Total Number of Completers
24 (88%) Number of Education Students in the Exceptional Range
3 (12%) Number of Education Students in the Proficient Range
0 (0% Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
83 Total Number of Completers
71 (87%) Number of Education Students in the Exceptional Range
12 (13%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
83 Out of 83 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.
The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Elementary Education
EDU 6629 DFI AREA #1
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	62	9	3	1	75
2012-2013	38	8	1	0	47
2011-2012	71	12	1	0	84

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
205 Total Number of Completers
171 (83%) Number of Education Students in the Exceptional Range
29 (14%) Number of Education Students in the Proficient Range
5 (2%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
205 Out of 206 (99%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
75 Total Number of Completers
62 (83%) Number of Education Students in the Exceptional Range
9 (12%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
74 Out of 75 (99%) Exceptional to Basic Range

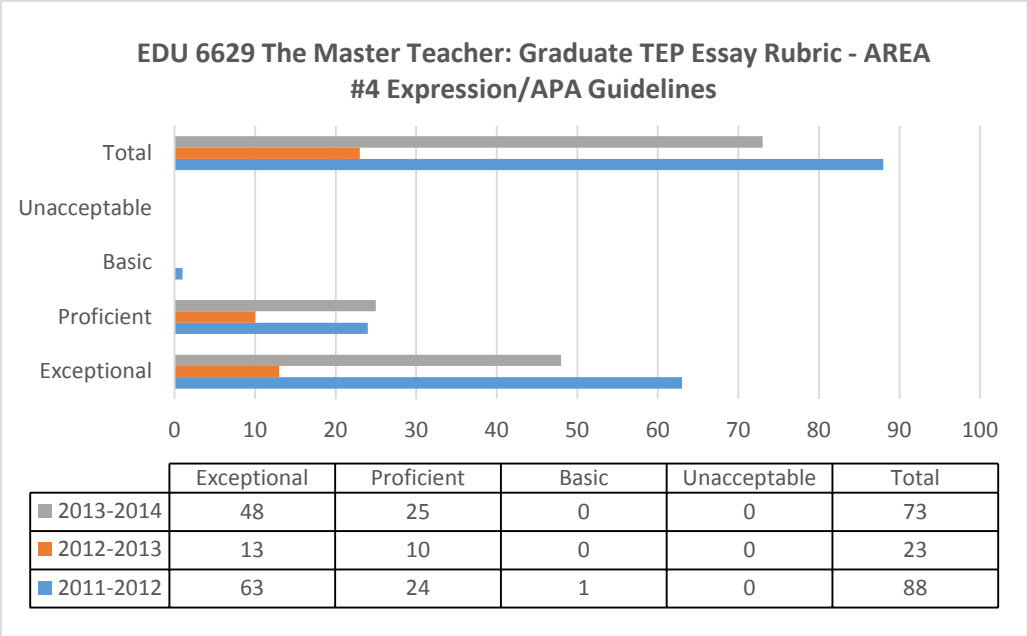
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
47 Total Number of Completers
38 (81%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
1 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
84 Total Number of Completers
71 (85%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
84 Out of 84 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Elementary Education
EDU 6629 GRADUATE TEP ESSAY AREA #4
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	48	25	0	0	73
2012-2013	13	10	0	0	23
2011-2012	63	24	1	0	88

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
185 Total Number of Completers
125 (68%) Number of Education Students in the Exceptional Range
59 (31%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%0 Number of Education Students in the Unacceptable Range
185 Out of 185 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
73 Total Number of Completers
48 (66%) Number of Education Students in the Exceptional Range
25 (34%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
73 Out of 73 (100%) Exceptional to Basic Range

Year: 2012-2013

SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
23 Total Number of Completers
13 (56%) Number of Education Students in the Exceptional Range
10 (44%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
23 Out of 23 (100%) Exceptional to Basic Range

Year: 2011-2012

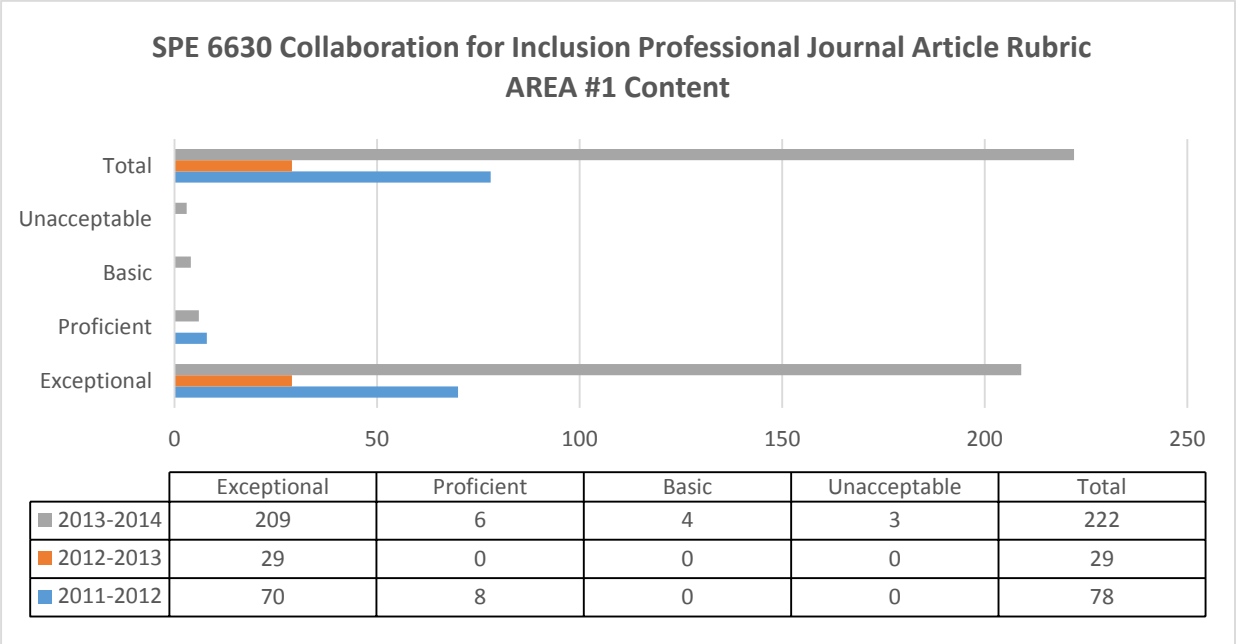
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
88 Total Number of Completers
64 (73%) Number of Education Students in the Exceptional Range
24 (26%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
88 Out of 88 (100%) Exceptional to Basic Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Elementary Education
SPE 6630 Prof. Journal Article AREA #1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	209	6	4	3	222
2012-2013	29	0	0	0	29
2011-2012	70	8	0	0	78

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
329 Total Education students completing
308 (93%) Education students in the Exceptional range
14 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
3 (1%) Education students in the Unacceptable range
326 Out of 329 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
222 Total Education students completing
209 (95%) Education students in the Exceptional range
6 (3%) Education students in the Proficient range
4 (2%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
222 Out of 222 (100%) Education students in the Exceptional to Basic range

Year: 2012-2013

SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
29 Total Education students completing
29 (100%) Education students in the Exceptional range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
29 Out of 29 (100%) in the Exceptional to Basic range

Year: 2011-2012

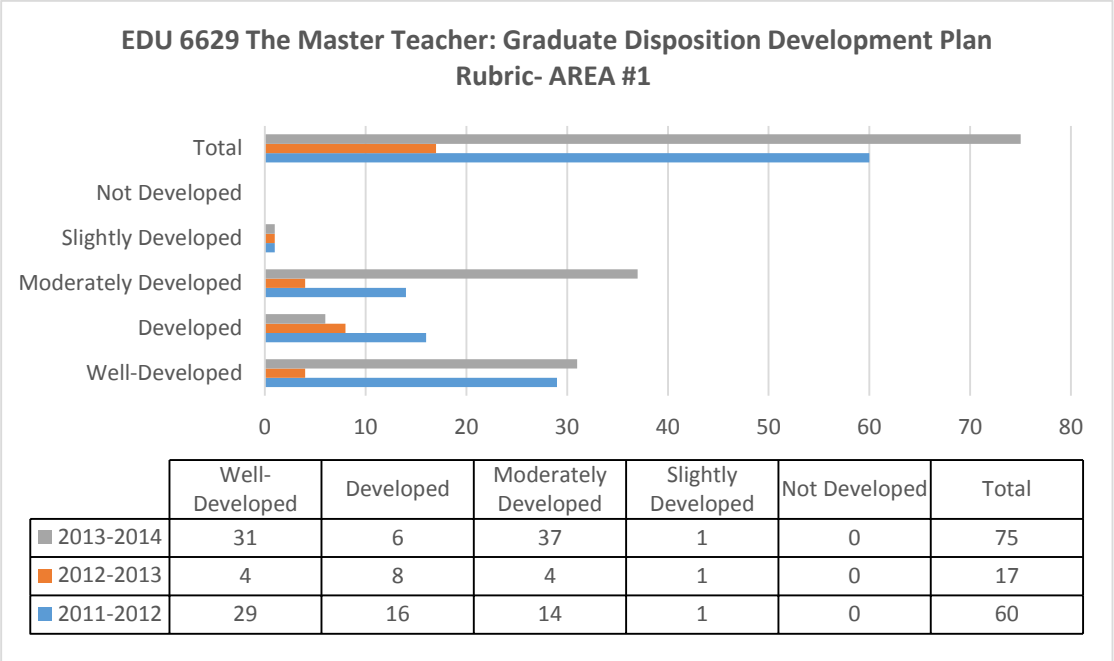
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
78 Total Education students completing
70 (90%) Education students in the Exceptional range
8 (10%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
78 Out of 78 (100%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Elementary Education
EDU 6629 DISP. AREA #1
Three Year Data Cycle
SLO #4 Diversity



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	31	6	37	1	0	75
2012-2013	4	8	4	1	0	17
2011-2012	29	16	14	1	0	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #1
152 Total Education students completing
64 (42%) Education students in the Well-Developed range
30 (20%) Education students in the Developed range
55 (36%) Education students in the Moderately Developed range
3 (2%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well-Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #1
75 Total Education students completing
31 (41%) Education students in the Well-Developed range
6 (9%) Education students in the Developed range
37 (49%) Education students in the Moderately Developed range
1 (1%) Education students in the Slightly Developed range
0 Education students in the Not Developed range
74 Out of 75 (99%) Education students in the Well-Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #1

17 Total Education students completing

4 (24%) Education students in the Well-Developed range

8 (47%) Education students in the Developed range

4 (24%) Education students in the Moderately Developed range

1 (5%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

16 Out of 17 (95%) Education students in the Well-Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #1

60 Total Education students completing

29 (49%) Education students in the Well-Developed range

16 (27%) Education students in the Developed range

14 (23%) Education students in the Moderately Developed range

1 (1%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

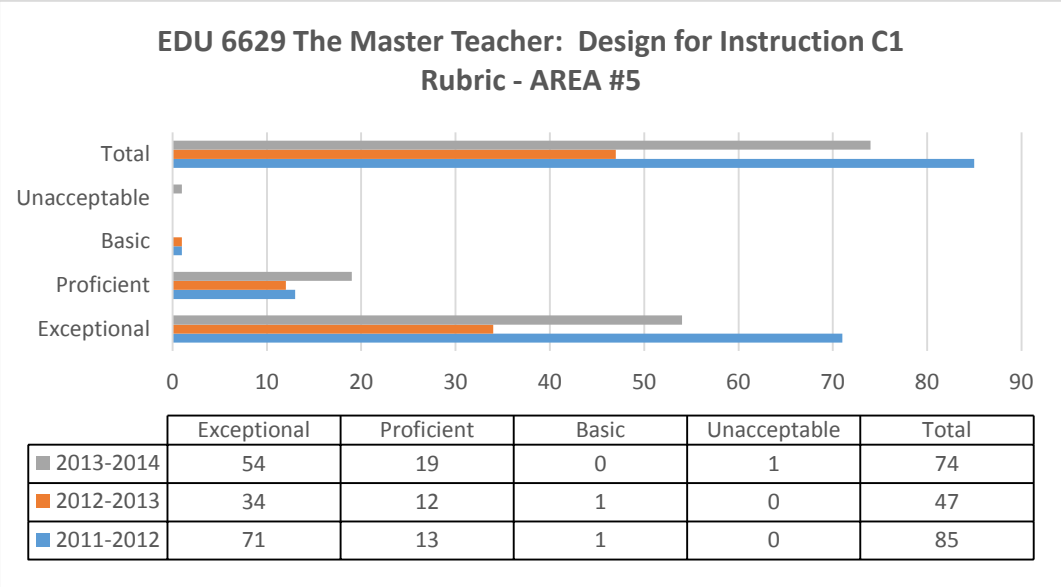
59 Out of 60 (99%) Education students in the Well-Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Elementary Education
EDU 6629 DFI. AREA #5
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	54	19	0	1	74
2012-2013	34	12	1	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
206 Total number of completers
159 (76%) Total Education students in the Exceptional range
44 (21%) Total Education students in the Proficient range
2 (2%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
205 Out of 206 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
74 Total number of completers
54 (73%) Total Education students in the Exceptional range
19 (26%) Total Education students in the Proficient range
0 (0%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
73 Out of 74 (99%) Education students in the Exceptional to Basic range

Year: 2012-2013

EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
47 Total number of completers
34 (72%) Total Education students in the Exceptional range
12 (26%) Total Education students in the Proficient range
1 (2%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
47 Out of 47 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

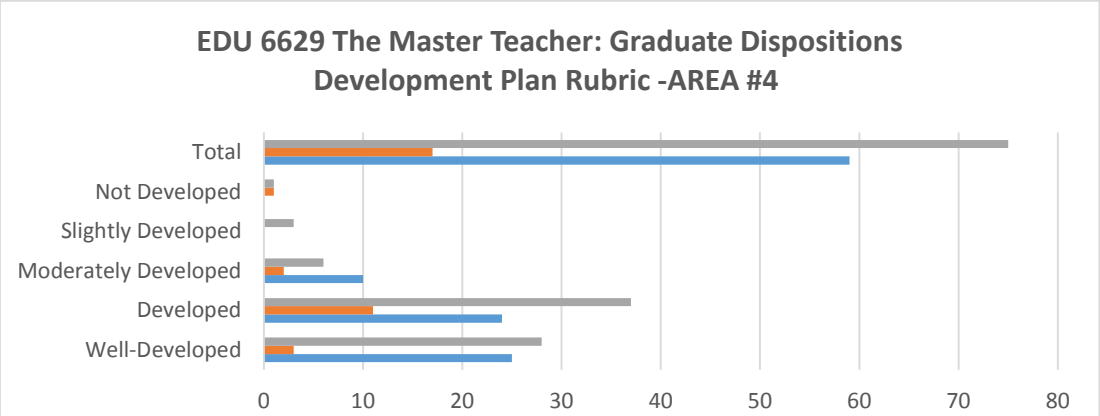
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
85 Total number of completers
71 (84%) Total Education students in the Exceptional range
13 (15%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
85 Out of 85 (100%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Elementary Education
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	28	37	6	3	1	75
2012-2013	3	11	2	0	1	17
2011-2012	25	24	10	0	0	59

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
151 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (48%) Total Education students in the Developed range
18 (12%) Total Education students in the Moderately Developed range
3 (2%) Total Education students in the Slightly Developed range
2 (1%) Total Education students in the Not Developed range
146 Out of 151 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
75 Total Number of Completers
28 (38%) Total Education students in the Well Developed range
37 (49%) Total Education students in the Developed range
6 (8%) Total Education students in the Moderately Developed range
3 (4%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
71 Out of 75 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
17 Total Number of Completers
3 (18%) Total Education students in the Well Developed range
11 (65%) Total Education students in the Developed range
2 (12%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
1 (5%) Total Education students in the Not Developed range
16 Out of 17 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

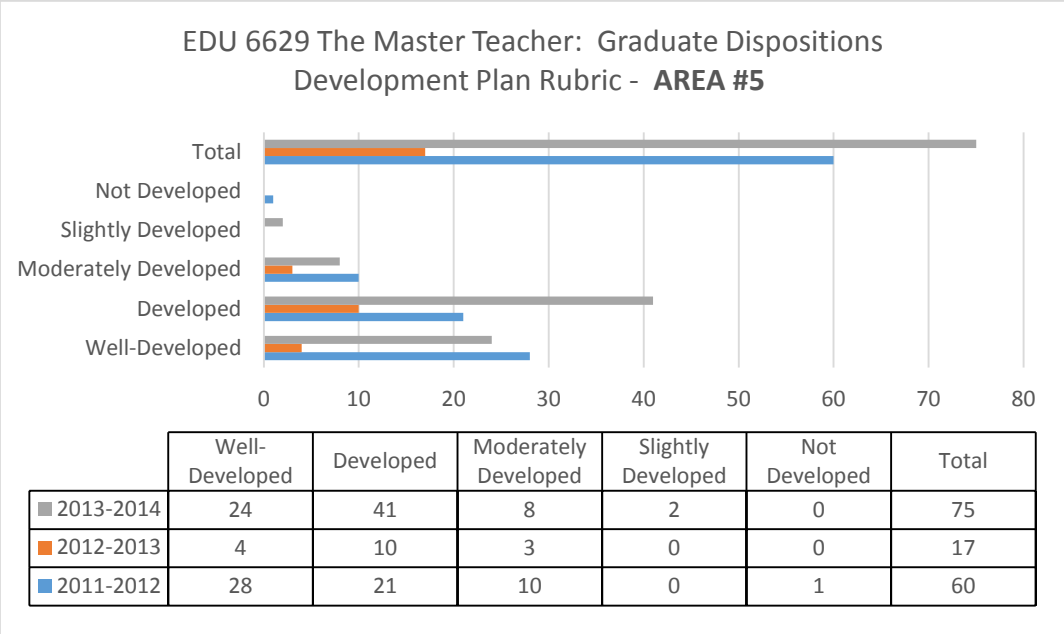
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
59 Total Number of Completers
25 (42%) Total Education students in the Well Developed range
24 (41%) Total Education students in the Developed range
10 (17%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
59 Out of 59 (100%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Elementary Education
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	24	41	8	2	0	75
2012-2013	4	10	3	0	0	17
2011-2012	28	21	10	0	1	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #5
152 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (46%) Total Education students in the Developed range
21 (14%) Total Education students in the Moderately Developed range
2 (2%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #5
75 Total Number of Completers
24 (32%) Total Education students in the Well Developed range
41 (54%) Total Education students in the Developed range
8 (11%) Total Education students in the Moderately Developed range
2 (3%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
73 Out of 75 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #5

17 Total Number of Completers

4 (24%) Total Education students in the Well Developed range

10 (58%) Total Education students in the Developed range

3 (18%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

0 (0%) Total Education students in the Not Developed range

17 Out of 17 (100%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #5

60 Total Number of Completers

28 (46%) Total Education students in the Well Developed range

21 (35%) Total Education students in the Developed range

10 (17%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

1 (2%) Total Education students in the Not Developed range

59 Out of 60 (98%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Elementary Education (K-6), EdS

Awaiting Data

Instructional Leadership and Administration, MS

NARRATIVE SUMMARY

GUIDE

MS

INSTRUCTIONAL LEADERSHIP AND ADMINISTRATION

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

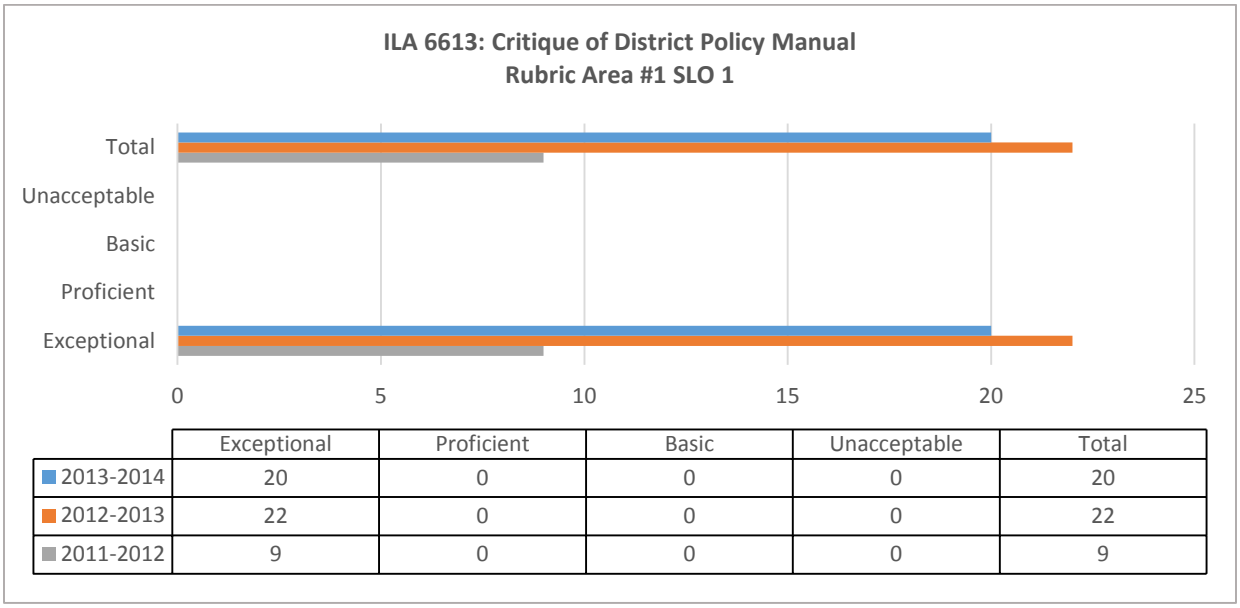
> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

ILA 6613: Critique of District Policy Manual
Rubric Area #1
Three Year Data
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	20	0	0	0	20
2012-2013	22	0	0	0	22
2011-2012	9	0	0	0	9

Narrative

Year-by-Year Analysis:

Overall Analysis:
ILA 6613: Critique of District Policy Manual Rubric Area #1
51 Total Number of Completers
51 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
51 Out of 51 (100%) Number of Education students in the Exceptional to Basic range

Year 2013-2014
ILA 6613: Critique of District Policy Manual Rubric Area #1
20 Total Number of Completers
20 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
20 Out of 20 (100%) Number of Education students in the Exceptional to Basic range

Year 2012-2013

ILA 6613: Critique of District Policy Manual Rubric Area #1
22 Total Number of Completers
22 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
22 Out of 22 (100%) Number of Education students in the Exceptional to Basic range

Year 2011-2012

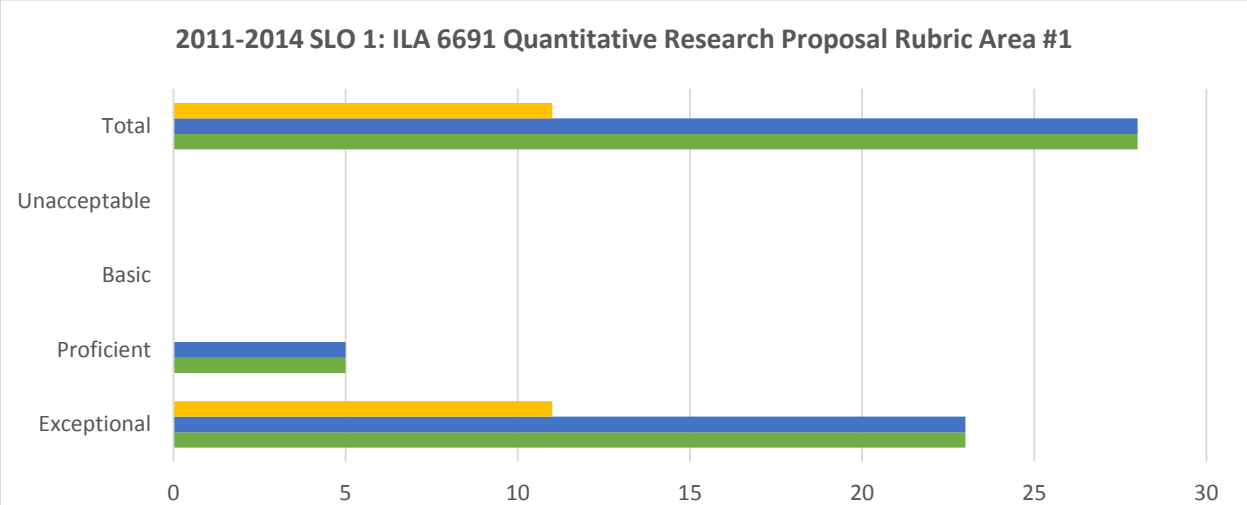
ILA 6613: Critique of District Policy Manual Rubric Area #1
9 Total Number of Completers
9 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
9 Out of 9 (100%) Number of Education students in the Exceptional to Proficient range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ILA 6691: Quantitative Research Proposal
Rubric Area #1
Three Year Data
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	11	0	0	0	11
2012-2013	23	5	0	0	28
2011-2012	23	5	0	0	28

Narrative

Year-by-Year Analysis:

Overall Analysis:
ILA 6691: Quantitative Research Proposal Rubric Area #1
67 Total Number of Completers
57 (85%) Number of Education students in the Exceptional range
10 (15%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
67 Out of 67 (100%) Number of Education students in the Exceptional to Basic range

Year 2013-2014
ILA 6691: Quantitative Research Proposal Rubric Area #1
11 Total Number of Completers
11 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
11 Out of 11 (100%) Number of Education students in the Exceptional to Basic range

Year 2012-2013

ILA 6691: Quantitative Research Proposal Rubric Area #1
28 Total Number of Completers
23 (82%) Number of Education students in the Exceptional range
5 (18%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
28 Out of 28 (100%) Number of Education students in the Exceptional to Basic range

Year 2011-2012

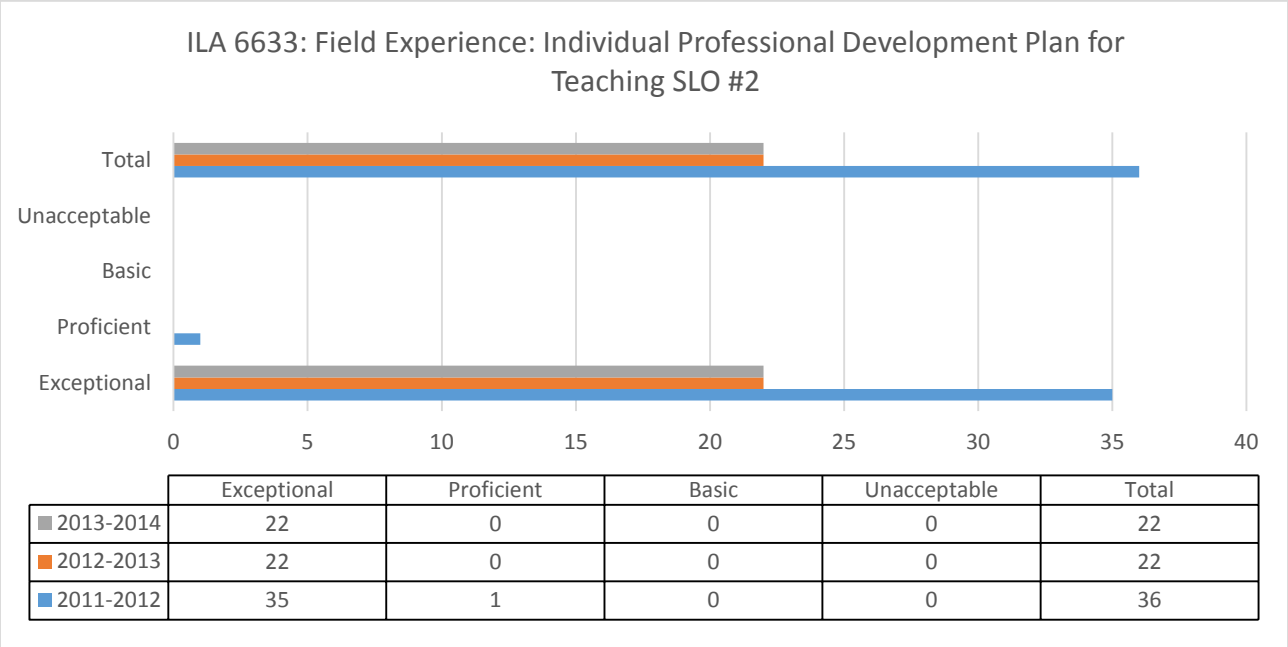
ILA 6691: Quantitative Research Proposal Rubric Area #1
28 Total Number of Completers
23 (82%) Number of Education students in the Exceptional range
5 (18%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
28 Out of 28 (100%) Number of Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ILA 6633: Field Experience: Individual Professional Development Plan for Teaching
Rubric Area #9
Three Year Data
SLO #2: Professional Skills (Teaching & Learning)



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	22	0	0	0	22
2012-2013	22	0	0	0	22
2011-2012	35	1	0	0	36

Narrative

Year-by-Year Analysis:

Overall Analysis:
ILA 6633: Field Experience: Individual Professional Development Plan for Teaching
Rubric Area #9
80 Total Number of Completers
79 (99%) Number of Education students in the Exceptional range
1 (1%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
80 Out of 80 (100%) Number of Education students in the Exceptional to Basic range

Year 2013-2014
ILA 6633: Field Experience: Individual Professional Development Plan for Teaching
Rubric Area #9
22 Total Number of Completers
22 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
22 Out of 22 (100%) Number of Education students in the Exceptional to Basic range

Year 2012-2013

ILA 6633: Field Experience: Individual Professional Development Plan for Teaching Rubric Area #9

22 Total Number of Completers
22 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
22 Out of 22 (100%) Number of Education students in the Exceptional to Basic range

Year 2011-2012

ILA 6633: Field Experience: Individual Professional Development Plan for Teaching Rubric Area #9

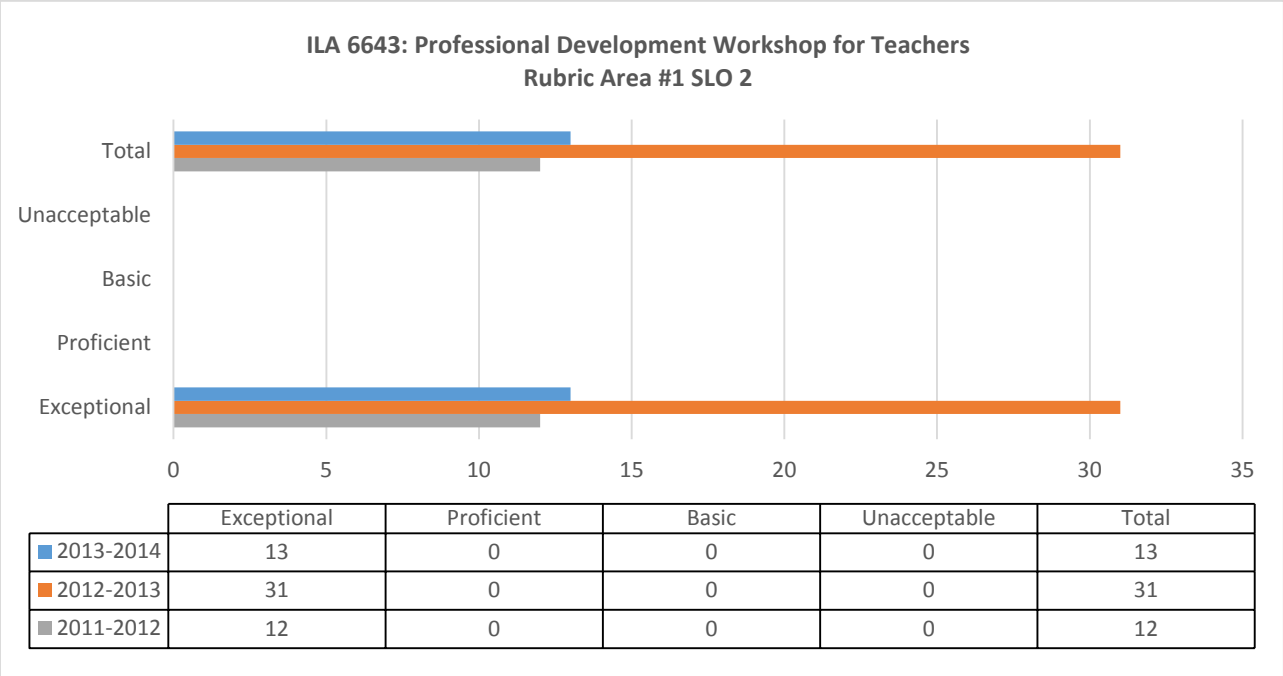
36 Total Number of Completers
35 (97%) Number of Education students in the Exceptional range
1 (3%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
36 Out of 36 (100%) Number of Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ILA 6643: Professional Development Workshop for Teachers
Rubric Area #1
Three Year Data
SLO #2: Professional Skills (Teaching & Learning)



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	13	0	0	0	13
2012-2013	31	0	0	0	31
2011-2012	12	0	0	0	12

Narrative

Year-by-Year Analysis:

Overall Analysis:

ILA 6643: Professional Development Workshop for Teachers Rubric Area #1
56 Total Number of Completers
56 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
56 Out of 56 (100%) Number of Education students in the Exceptional to Basic range

Year 2013-2014

ILA 6643: Professional Development Workshop for Teachers Rubric Area #1
13 Total Number of Completers
13 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
13 Out of 13 (100%) Number of Education students in the Exceptional to Basic range

Year 2012-2013

ILA 6643: Professional Development Workshop for Teachers Rubric Area #1
31 Total Number of Completers
31 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
31 Out of 31 (100%) Number of Education students in the Exceptional to Basic range

Year 2011-2012

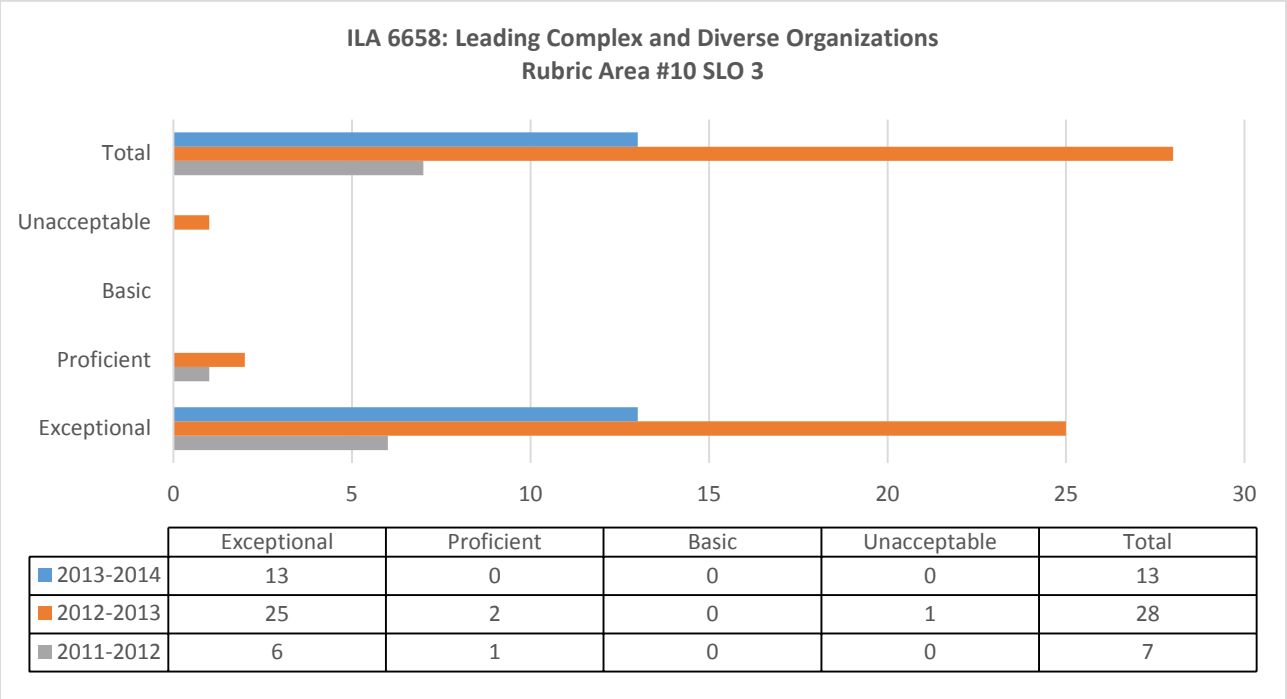
ILA 6643: Professional Development Workshop for Teachers Rubric Area #1
12 Total Number of Completers
12 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
12 Out of 12 (100%) Number of Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ILA 6658: Leading Complex and Diverse Organizations
Rubric Area #10
Three Year Data
SLO #3: Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	13	0	0	0	13
2012-2013	25	2	0	1	28
2011-2012	6	1	0	0	7

Narrative

Year-by-Year Analysis:

Overall Analysis:
ILA 6658: Leading Complex and Diverse Organizations Rubric Area #10
48 Total Number of Completers
44 (92%) Number of Education students in the Exceptional range
3 (6%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
1 (2%) Number of Education students in the Unacceptable range
47 Out of 48 (98%) Number of Education students in the Exceptional to Basic range

Year 2013-2014
ILA 6658: Leading Complex and Diverse Organizations Rubric Area #10
13 Total Number of Completers
13 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
13 Out of 13 (100%) Number of Education students in the Exceptional to Basic range

Year 2012-2013

ILA 6658: Leading Complex and Diverse Organizations Rubric Area #10
28 Total Number of Completers
25 (89%) Number of Education students in the Exceptional range
2 (7%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
1 (4%) Number of Education students in the Unacceptable range
27 Out of 28 (96%) Number of Education students in the Exceptional to Basic range

Year 2011-2012

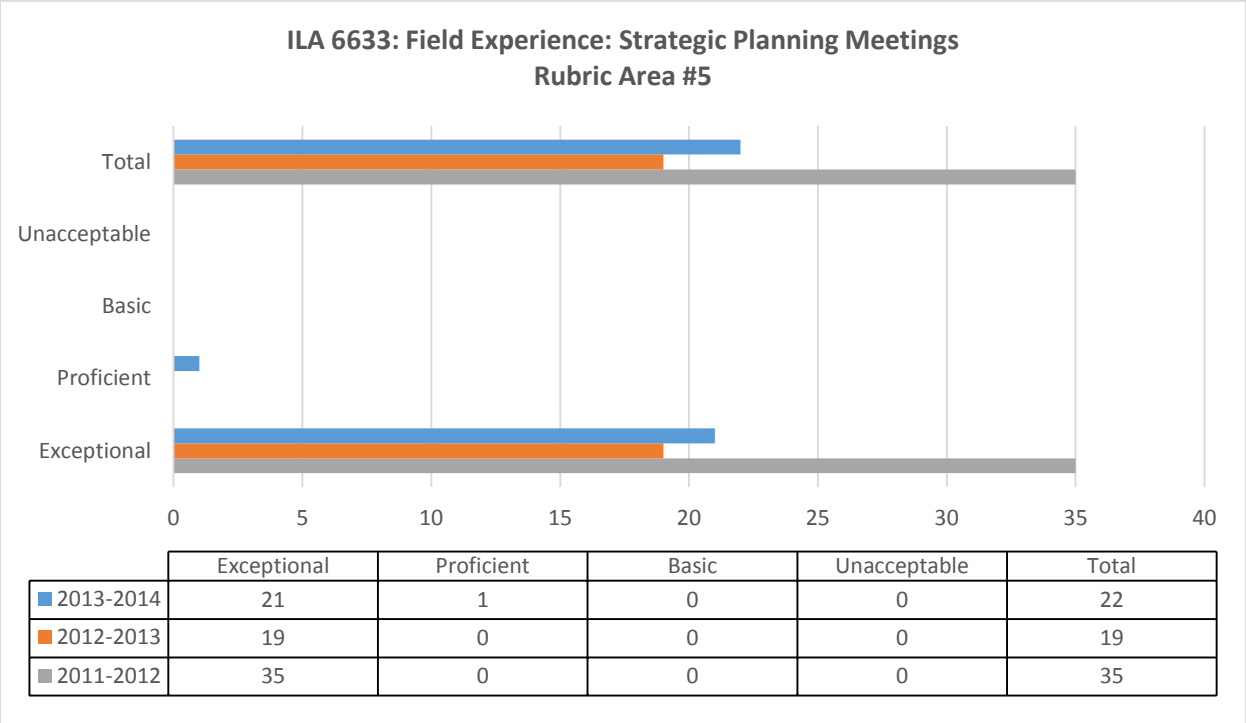
ILA 6658: Leading Complex and Diverse Organizations Rubric Area #10
7 Total Number of Completers
6 (86%) Number of Education students in the Exceptional range
1 (14%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
7 Out of 7 (100%) Number of Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ILA 6611: Community Resource File
Rubric Area #1
Three Year Data
SLO #4: Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	21	1	0	0	22
2012-2013	19	0	0	0	19
2011-2012	35	0	0	0	35

Narrative

Year-by-Year Analysis:

Overall Analysis:
ILA 6611: Community Resource File Rubric Area #1
76 Total Number of Completers
75 (98%) Number of Education Students in the Exceptional Range
1 (2%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
76 Out of 76 (100%) Number of Education Students in the Exceptional to Basic Range

Year 2013-2014
ILA 6611: Community Resource File Rubric Area #1
22 Total Number of Completers
21 (95%) Number of Education Students in the Exceptional Range
1 (5%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
22 Out of 22 (100%) Number of Education Students in the Exceptional to Basic Range

Year 2012-2013

ILA 6611: Community Resource File Rubric Area #1
19 Total Number of Completers
19 (100%) Number of Education Students in the Exceptional Range
0 (0%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
19 Out of 19 (100%) Number of Education Students in the Exceptional to Basic Range

Year 2011-2012

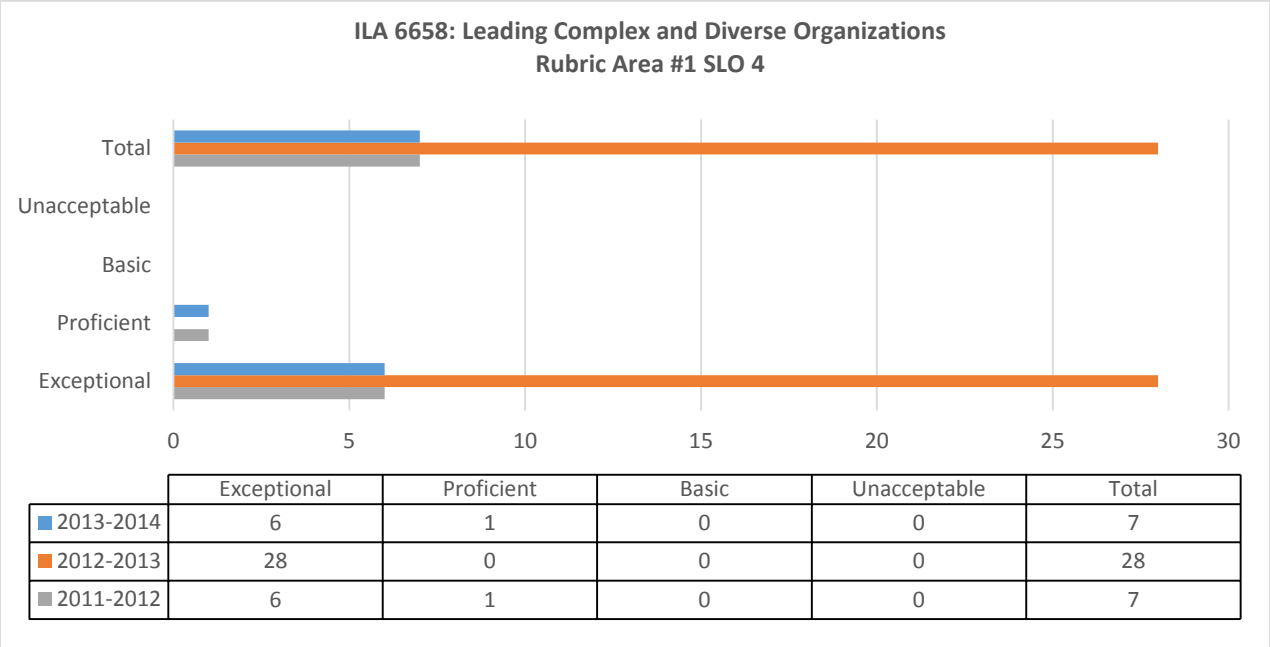
ILA 6611: Community Resource File Rubric Area #1
35 Total Number of Completers
35 (100%) Number of Education Students in the Exceptional Range
0 (0%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
35 Out of 35 (100%) Number of Education Students in the Exceptional to Basic Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ILA 6658: Leading Complex and Diverse Organizations
Rubric Area #1
Three Year Data
SLO #4: Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	6	1	0	0	7
2012-2013	28	0	0	0	28
2011-2012	6	1	0	0	7

Narrative

Year-by-Year Analysis:

Overall Analysis:
ILA 6658: Leading Complex and Diverse Organizations Rubric Area #1
42 Total Number of Completers
40 (95%) Number of Education students in the Exceptional range
2 (5%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
42 Out of 42 (100%) Number of Education students in the Exceptional to Basic range

Year 2013-2014
ILA 6658: Leading Complex and Diverse Organizations Rubric Area #1
7 Total Number of Completers
6 (86%) Number of Education students in the Exceptional range
1 (14%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
7 Out of 7 (100%) Number of Education students in the Exceptional to Basic range

Year 2012-2013

ILA 6658: Leading Complex and Diverse Organizations Rubric Area #1
28 Total Number of Completers
28 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
28 Out of 28 (100%) Number of Education students in the Exceptional to Basic range

Year 2011-2012

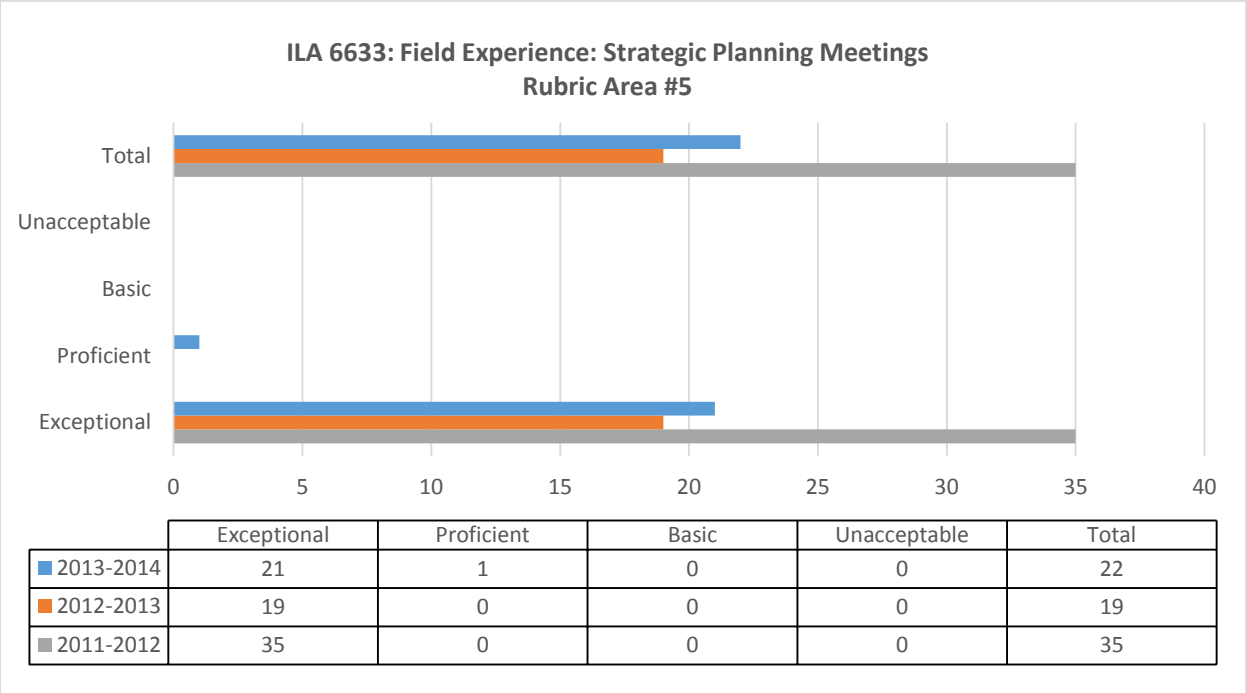
ILA 6658: Leading Complex and Diverse Organizations Rubric Area #1
7 Total Number of Completers
6 (86%) Number of Education students in the Exceptional range
1 (14%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
7 Out of 7 (100%) Number of Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ILA 6633: Field Experience: Strategic Planning Meetings
Rubric Area #2
Three Year Data
SLO #5: Professionalism



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	21	1	0	0	22
2012-2013	19	0	0	0	19
2011-2012	35	0	0	0	35

Narrative

Year-by-Year Analysis:

Overall Analysis:
ILA 6633: Field Experience: Strategic Planning Meetings Rubric Area #2
76 Total Number of Completers
75 (98%) Number of Education students in the Exceptional range
1 (2%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
76 Out of 76 (100%) Number of Education students in the Exceptional to Basic range

Year 2013-2014
ILA 6633: Field Experience: Strategic Planning Meetings Rubric Area #2
22 Total Number of Completers
21 (95%) Number of Education students in the Exceptional range
1 (5%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
22 Out of 22 (100%) Number of Education students in the Exceptional to Basic range

Year 2012-2013

ILA 6633: Field Experience: Strategic Planning Meetings Rubric Area #2
19 Total Number of Completers
19 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
19 Out of 19 (100%) Number of Education students in the Exceptional to Basic range

Year 2011-2012

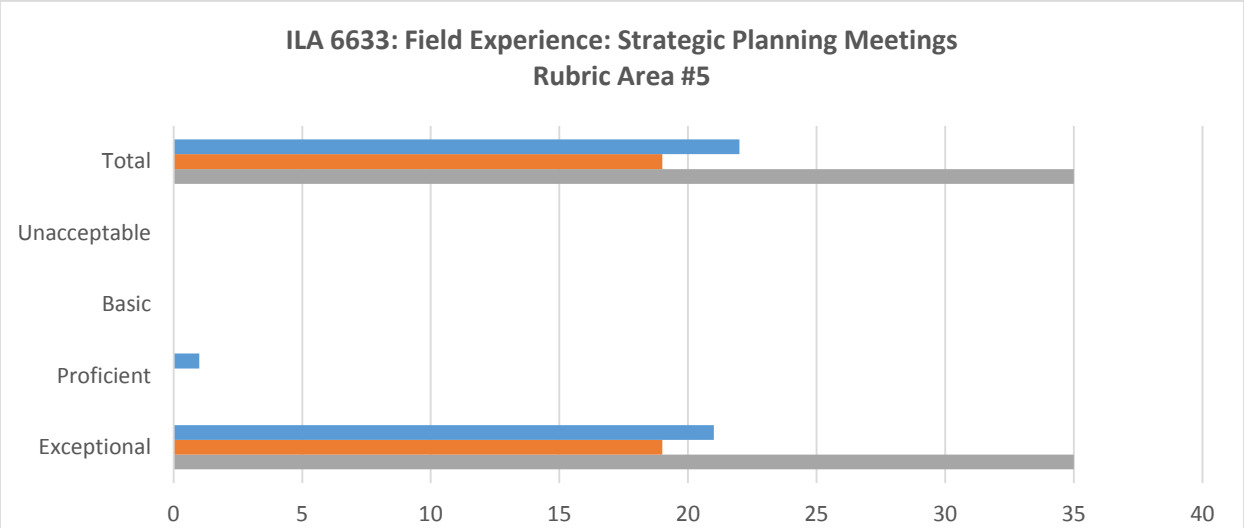
ILA 6633: Field Experience: Strategic Planning Meetings Rubric Area #2
35 Total Number of Completers
35 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
35 Out of 35 (100%) Number of Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

ILA 6633: Field Experience: Strategic Planning Meetings
Rubric Area #5
Three Year Data
SLO #5: Professionalism



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	21	1	0	0	22
2012-2013	19	0	0	0	19
2011-2012	35	0	0	0	35

Narrative

Year-by-Year Analysis:

Overall Analysis:
ILA 6633: Field Experience: Strategic Planning Meetings Rubric Area #5
76 Total Number of Completers
76 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
76 Out of 76 (100%) Number of Education students in the Exceptional to Basic range

Year 2013-2014
ILA 6633: Field Experience: Strategic Planning Meetings Rubric Area #5
22 Total Number of Completers
21 (95%) Number of Education students in the Exceptional range
1 (5%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%) Number of Education students in the Unacceptable range
22 Out of 22 (100%) Number of Education students in the Exceptional to Basic range

Year 2012-2013

ILA 6633: Field Experience: Strategic Planning Meetings Rubric Area #5
19 Total Number of Completers
19 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%0 Number of Education students in the Unacceptable range
19 Out of 19 (100%) Number of Education students in the Exceptional to Basic range

Year 2011-2012

ILA 6633: Field Experience: Strategic Planning Meetings Rubric Area #5
35 Total Number of Completers
35 (100%) Number of Education students in the Exceptional range
0 (0%) Number of Education students in the Proficient range
0 (0%) Number of Education students in the Basic range
0 (0%0 Number of Education students in the Unacceptable range
35 Out of 35 Number of Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Instructional Leadership and Administration, EdS

No Data Available

NARRATIVE SUMMARY

GUIDE

ED S

INSTRUCTIONAL LEADERSHIP AND ADMINISTRATION

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Interdisciplinary Education (P-12), B.S.

NARRATIVE SUMMARY

GUIDE

B.S., ALT-A, and Traditional MS,

INTERDISCIPLINARY EDUCATION (P-12)

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

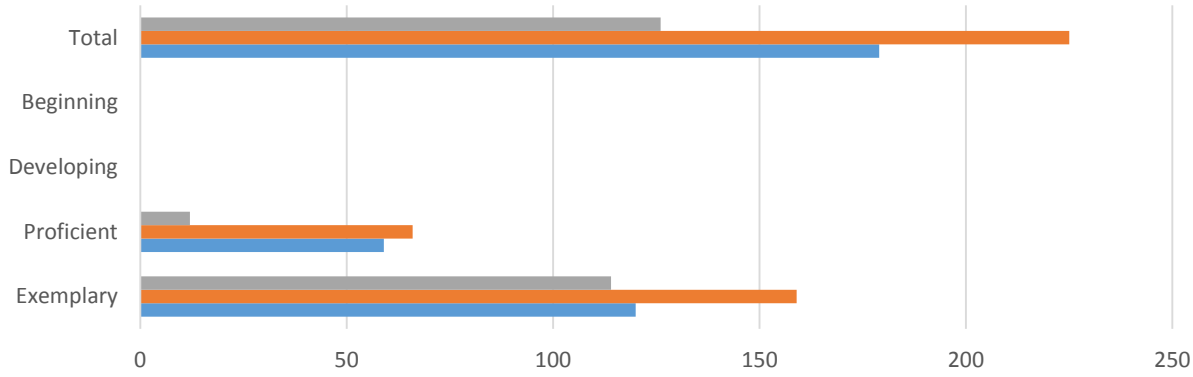
> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

INTERDISCIPLINARY EDUCATION (P-12):
(ART, DRA, KHP, MUS) 4474 Portfolio Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exemplary	Proficient	Developing	Beginning	Total
2013-2014	114	12	0	0	126
2012-2013	159	66	0	0	225
2011-2012	120	59	0	0	179

Narrative

Year-by-Year Analysis:

Overall Analysis:
SED 4474 Portfolio Area #2 SLO 1
530 Total Number of Completers
393 (75%) Number of Education Students in the Exemplary Range
137 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
530 Out of 530 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Year: 2013-2014
SED 4474 Portfolio Area #2 SLO 1
126 Total Number of Completers
114 (90%) Number of Education Students in the Exemplary Range
12 (10%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
126 out of 126 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Year: 2012-2013

SED 4474 Portfolio Area #2 SLO 1
225 Total Number of Completers
159 (71%) Number of Education Students in the Exemplary Range
66 (29%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
225 Out of 225 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Year: 2011-2012

SED 4474 Portfolio Area #2 SLO 1
179 Total Number of Completers
120 (67%) Number of Education Students in the Exemplary Range
59 (33%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
179 Out of 179 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

INTERDISCIPLINARY EDUCATION (P-12)
PRAXIS
Three Year Data Cycle
SLO #1 Content Knowledge

Narrative

Year-by-Year Analysis:

Year: 2013-2014

Art: Content Knowledge PRAXIS
3 Total Number taking **Art: Content Knowledge PRAXIS**
3 Number passing **Art: Content Knowledge PRAXIS**
Not reported as to the number failing **Art: Content Knowledge PRAXIS**

Music: Content Knowledge PRAXIS
18 Total Number taking **Music: Content Knowledge PRAXIS**
18 Number passing **Music: Content Knowledge PRAXIS**
Not reported as to the number failing **Music: Content Knowledge PRAXIS**

Physical Education: Content Knowledge PRAXIS
6 Total Number taking **Physical Education: Content Knowledge PRAXIS**
6 Number passing **Physical Education: Content Knowledge PRAXIS**
Not reported as to the number failing **Physical Education: Content Knowledge PRAXIS**

Theatre: PRAXIS
10 Total Number taking **Theatre: PRAXIS**
10 Number passing **Theatre: PRAXIS**
Not reported as to the number failing **Theatre: PRAXIS**

Year: 2012-2013

Art: Content Knowledge PRAXIS
3 Total Number taking **Art: Content Knowledge PRAXIS**
3 or 100% Number and percent passing **Art: Content Knowledge PRAXIS**
0 or 0% Number and percent failing **Art: Content Knowledge PRAXIS**

Music: Content Knowledge PRAXIS
21 Total Number taking **Music: Content Knowledge PRAXIS**
14 or 66% Number and percent passing **Music: Content Knowledge PRAXIS**
7 or 34% Number and percent failing **Music: Content Knowledge PRAXIS**

Physical Education: Content Knowledge PRAXIS
17 Total Number taking **Physical Education: Content Knowledge PRAXIS**
15 or 88% Number and percent passing **Physical Education: Content Knowledge PRAXIS**
2 or 12% Number and percent failing **Physical Education: Content Knowledge PRAXIS**

Theatre: PRAXIS
8 Total Number taking **Theatre: PRAXIS**
8 or 100% Number and percent passing **Theatre: PRAXIS**
0 or 0% Number and percent failing **Theatre: PRAXIS**

Year: 2011-2012

Art: Content Knowledge PRAXIS
1 Total Number taking **Art: Content Knowledge PRAXIS**
1 or 100% Number and percent passing **Art: Content Knowledge PRAXIS**
0 or 0% Number and percent failing **Art: Content Knowledge PRAXIS**

Music: Content Knowledge PRAXIS
18 Total Number taking **Music: Content Knowledge PRAXIS**
16 or 89% Number and percent passing **Music: Content Knowledge PRAXIS**
2 or 11% Number and percent failing **Music: Content Knowledge PRAXIS**

Physical Education: Content Knowledge PRAXIS
17 Total Number taking **Physical Education: Content Knowledge PRAXIS**
15 or 88% Number and percent passing **Physical Education: Content Knowledge PRAXIS**
2 or 12% Number and percent failing **Physical Education: Content Knowledge PRAXIS**

Theatre: PRAXIS
7 Total Number taking **Theatre: PRAXIS**
7 or 100% Number and percent passing **Theatre: PRAXIS**
0 or 0% Number and percent failing **Theatre: PRAXIS**

Overall Analysis:

Art: Content Knowledge PRAXIS
7 Total Number taking **Art: Content Knowledge PRAXIS**
7 or 100% Number and percent passing **Art: Content Knowledge PRAXIS**
0 or 0% Number and percent failing **Art: Content Knowledge PRAXIS**

Music: Content Knowledge PRAXIS
57 Total Number taking **Music: Content Knowledge PRAXIS**
48 or 84% Number and percent passing **Music: Content Knowledge PRAXIS**
9 or 16% Number and percent failing **Music: Content Knowledge PRAXIS**

Physical Education: Content Knowledge PRAXIS
40 Total Number taking **Physical Education: Content Knowledge PRAXIS**
36 or 90% Number and percent passing **Physical Education: Content Knowledge PRAXIS**
4 or 10% Number and percent failing **Physical Education: Content Knowledge PRAXIS**

Theatre: PRAXIS
25 Total Number taking **Theatre: PRAXIS**
25 or 100% Number and percent passing **Theatre: PRAXIS**

0 or 0% Number and percent failing **Theatre: PRAXIS**

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

2013-2014

Troy Overall Number Passed Praxis II	Test Name
1	0091 Phys Ed: Content Knowledge (paper)
1	0134 Art: Content Knowledge (paper)
10	0641 Theatre (paper)
6	5091 Phys Ed: Content Knowledge (computer)
18	5113 Music: Content Knowledge (computer)
2	5134 Art: Content Knowledge (computer)

2012-2013

INTERDISCIPLINARY						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
TROY	Art: Content Knowledge	3	3	100%	0	0%
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
TROY	Music: Content knowledge	21	14	67%	7	33%
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
TROY	Physical Education: Content Knowledge	17	15	88%	2	12%
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
TROY	Theatre	8	8	100%	0	0%

2011-2012

INTERDISCIPLINARY						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
TROY	Art: Content Knowledge	1	1	100%	0	0%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
TROY	Music: Content knowledge	18	16	89%	2	11%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
TROY	Physical Education: Content Knowledge	17	15	88%	2	12%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
TROY	Theatre	7	7	100%	0	0%

INTERDISCIPLINARY EDUCATION (P-12):
PRAXIS
Three Year Data Cycle
SLO #2 Professional Skills (Teaching & Learning)

Narrative

Year-by-Year Analysis:

Year: 2013-2014

Art: Content Knowledge PRAXIS
3 Total Number taking **Art: Content Knowledge PRAXIS**
3 Number passing **Art: Content Knowledge PRAXIS**
Not reported as to the number failing **Art: Content Knowledge PRAXIS**

Music: Content Knowledge PRAXIS
18 Total Number taking **Music: Content Knowledge PRAXIS**
18 Number passing **Music: Content Knowledge PRAXIS**
Not reported as to the number failing **Music: Content Knowledge PRAXIS**

Physical Education: Content Knowledge PRAXIS
6 Total Number taking **Physical Education: Content Knowledge PRAXIS**
6 Number passing **Physical Education: Content Knowledge PRAXIS**
Not reported as to the number failing **Physical Education: Content Knowledge PRAXIS**

Theatre: PRAXIS
10 Total Number taking **Theatre: PRAXIS**
10 Number passing **Theatre: PRAXIS**
Not reported as to the number failing **Theatre: PRAXIS**

Year: 2012-2013

Art: Content Knowledge PRAXIS
3 Total Number taking **Art: Content Knowledge PRAXIS**
3 or 100% Number and percent passing **Art: Content Knowledge PRAXIS**
0 or 0% Number and percent failing **Art: Content Knowledge PRAXIS**

Music: Content Knowledge PRAXIS
21 Total Number taking **Music: Content Knowledge PRAXIS**
14 or 66% Number and percent passing **Music: Content Knowledge PRAXIS**
7 or 34% Number and percent failing **Music: Content Knowledge PRAXIS**

Physical Education: Content Knowledge PRAXIS
17 Total Number taking **Physical Education: Content Knowledge PRAXIS**
15 or 88% Number and percent passing **Physical Education: Content Knowledge PRAXIS**
2 or 12% Number and percent failing **Physical Education: Content Knowledge PRAXIS**

Theatre: PRAXIS
8 Total Number taking **Theatre: PRAXIS**
8 or 100% Number and percent passing **Theatre: PRAXIS**
0 or 0% Number and percent failing **Theatre: PRAXIS**

Year: 2011-2012

Art: Content Knowledge PRAXIS
1 Total Number taking **Art: Content Knowledge PRAXIS**
1 or 100% Number and percent passing **Art: Content Knowledge PRAXIS**
0 or 0% Number and percent failing **Art: Content Knowledge PRAXIS**

Music: Content Knowledge PRAXIS
18 Total Number taking **Music: Content Knowledge PRAXIS**
16 or 89% Number and percent passing **Music: Content Knowledge PRAXIS**
2 or 11% Number and percent failing **Music: Content Knowledge PRAXIS**

Physical Education: Content Knowledge PRAXIS
17 Total Number taking **Physical Education: Content Knowledge PRAXIS**
15 or 88% Number and percent passing **Physical Education: Content Knowledge PRAXIS**
2 or 12% Number and percent failing **Physical Education: Content Knowledge PRAXIS**

Theatre: PRAXIS
7 Total Number taking **Theatre: PRAXIS**
7 or 100% Number and percent passing **Theatre: PRAXIS**
0 or 0% Number and percent failing **Theatre: PRAXIS**

Overall Analysis:

Art: Content Knowledge PRAXIS
7 Total Number taking **Art: Content Knowledge PRAXIS**
7 or 100% Number and percent passing **Art: Content Knowledge PRAXIS**
0 or 0% Number and percent failing **Art: Content Knowledge PRAXIS**

Music: Content Knowledge PRAXIS
57 Total Number taking **Music: Content Knowledge PRAXIS**
48 or 84% Number and percent passing **Music: Content Knowledge PRAXIS**
9 or 16% Number and percent failing **Music: Content Knowledge PRAXIS**

Physical Education: Content Knowledge PRAXIS
40 Total Number taking **Physical Education: Content Knowledge PRAXIS**
36 or 90% Number and percent passing **Physical Education: Content Knowledge PRAXIS**
4 or 10% Number and percent failing **Physical Education: Content Knowledge PRAXIS**

Theatre: PRAXIS
25 Total Number taking **Theatre: PRAXIS**
25 or 100% Number and percent passing **Theatre: PRAXIS**

0 or 0% Number and percent failing **Theatre: PRAXIS**

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

2013-2014

Troy Overall Number Passed Praxis II	Test Name
1	0091 Phys Ed: Content Knowledge (paper)
1	0134 Art: Content Knowledge (paper)
10	0641 Theatre (paper)
6	5091 Phys Ed: Content Knowledge (computer)
18	5113 Music: Content Knowledge (computer)
2	5134 Art: Content Knowledge (computer)

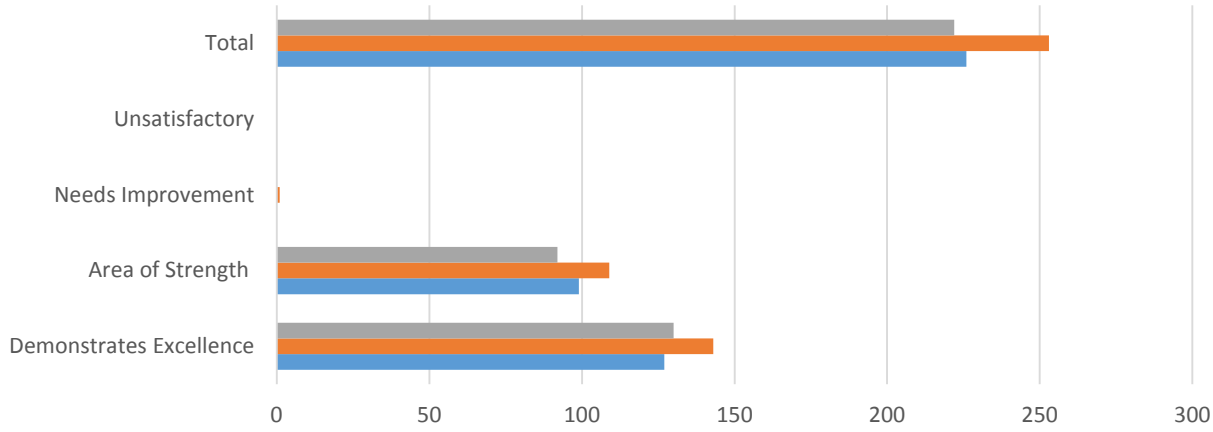
2012-2013

INTERDISCIPLINARY						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
TROY	Art: Content Knowledge	3	3	100%	0	0%
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
TROY	Music: Content knowledge	21	14	67%	7	33%
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
TROY	Physical Education: Content Knowledge	17	15	88%	2	12%
CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
TROY	Theatre	8	8	100%	0	0%

2011-2012

INTERDISCIPLINARY						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
TROY	Art: Content Knowledge	1	1	100%	0	0%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
TROY	Music: Content knowledge	18	16	89%	2	11%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
TROY	Physical Education: Content Knowledge	17	15	88%	2	12%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
TROY	Theatre	7	7	100%	0	0%

INTERDISCIPLINARY EDUCATION (P-12):
Student Accountability Plan Part II Area #8
Three Year Data Cycle
SLO #2 Professional Skills (Teaching & Learning)



	Demonstrates Excellence	Area of Strength	Needs Improvement	Unsatisfactory	Total
2013-2014	130	92	0	0	222
2012-2013	143	109	1	0	253
2011-2012	127	99	0	0	226

Narrative

Year-by-Year Analysis:

Overall Analysis:
Student Accountability Plan Part II Area 8 SLO 2
701 Total Number of Completers
400 (57%) Number of Education Students in the Demonstrates Excellence range
300 (42%) Number of Education Students in the Area of Strength range
1 (1%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
700 Out of 701 (99%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2013-2014
Student Accountability Plan Part II Area 8 SLO 2
222 Total Number of Completers
130 (59%) Number of Education Students in the Demonstrates Excellence range
92 (41%) Number of Education Students in the Area of Strength range
0 (0%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range

Year: 2012-2013

Student Accountability Plan Part II Area 8 SLO 2

253 Total Number of Completers
143 (57%) Number of Education Students in the Demonstrates Excellence range
109 (42%) Number of Education Students in the Area of Strength range
1 (1%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
252 Out of 253 (99%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2011-2012

Student Accountability Plan Part II Area 8 SLO 2

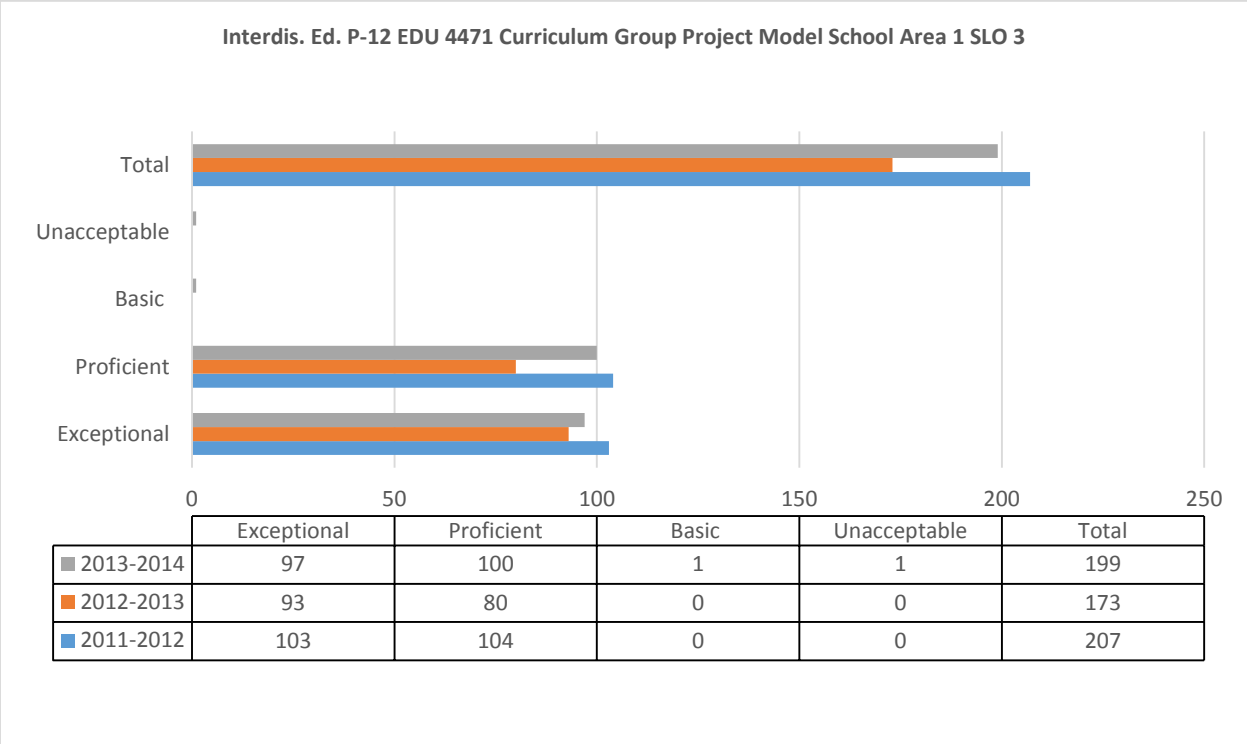
226 Total Number of Completers
127 (56%) Number of Education Students in the Demonstrates Excellence range
99 (44%) Number of Education Students in the Area of Strength range
0 (0%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
226 Out of 226 (100%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

INTERDISCIPLINARY EDUCATION (P-12):
EDU 4471 Curriculum Group Project Model School Area 1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	97	100	1	1	199
2012-2013	93	80	0	0	173
2011-2012	103	104	0	0	207

Narrative

Overall Analysis:

579 Total Number of Completers
293 (50%) Education students in the Exceptional range
284 (48%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
578 Out of 579 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014

EDU 4471 Curriculum Group Project Model School Area 1

199 Total Number of Completers
97 (48%) Education students in the Exceptional range
100 (50%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
198 Out of 199 (99%) Education students in the Exceptional to Basic range

Year: 2012-2013

EDU 4471 Curriculum Group Project Model School Area 1

173 Total Number of Completers
93 (54%) Education students in the Exceptional range
80 (46%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
173 Out of 173 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

EDU 4471 Curriculum Group Project Model School Area 1

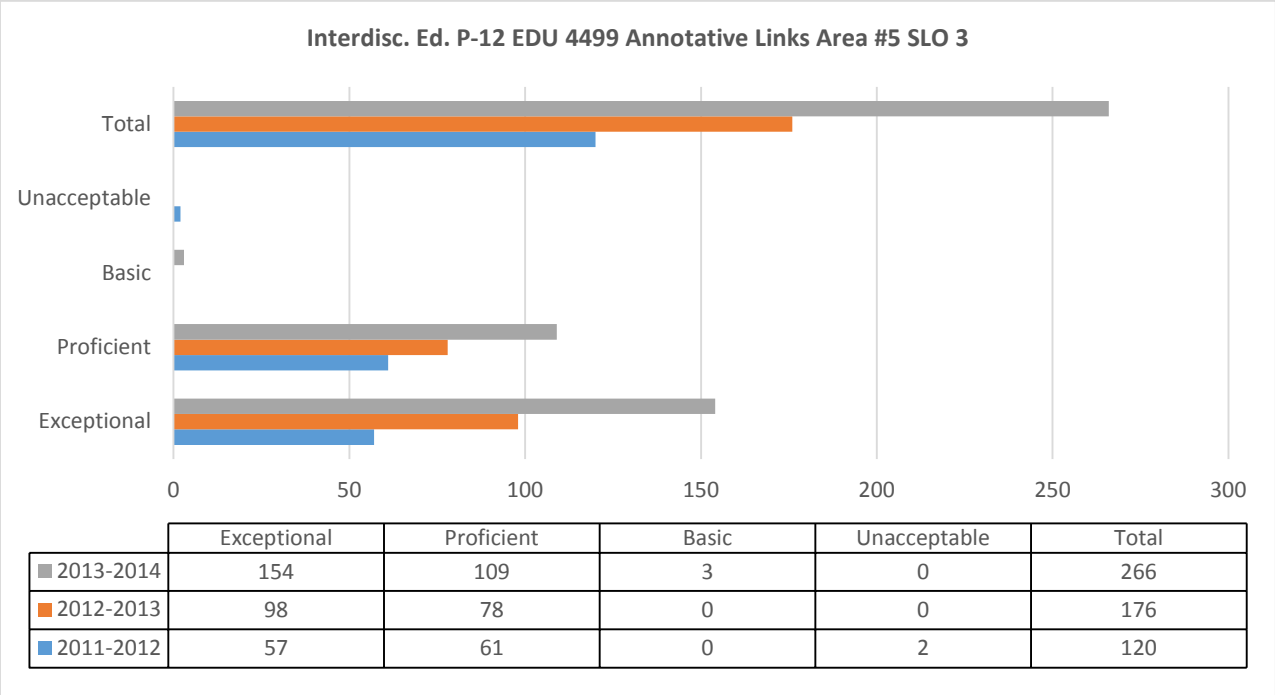
207 Total Number of Completers
103 (50%) Education students in the Exceptional range
104 (50%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
207 Out of 207 (100%) Education students in the Exceptional to Proficient range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

INTERDISCIPLINARY EDUCATION (P-12):
EDU 4499 Annotative Links Area #5
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	154	109	3	0	266
2012-2013	98	78	0	0	176
2011-2012	57	61	0	2	120

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 4499 Annotative Links Area #5 SLO 3
562 Total Number of Completers
309 (54%) Education students in the Exceptional range
248 (43%) Education students in the Proficient range
3 (2%) Education students in the Basic range
2 (1%) Education students in the Unacceptable range
560 Out of 562 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
EDU 4499 Annotative Links Area #5 SLO 3
266 Total Number of Completers
154 (68%) Education students in the Exceptional range
109 (48%) Education students in the Proficient range
3 (1%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
226 Out of 226 (100%) Education students in the Exceptional to Basic range

Year: 2012-2013

EDU 4499 Annotative Links Area #5 SLO 3

176 Total Number of Completers
98 (56%) Education students in the Exceptional range
78 (44%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
176 Out of 176 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

EDU 4499 Annotative Links Area #5 SLO 3

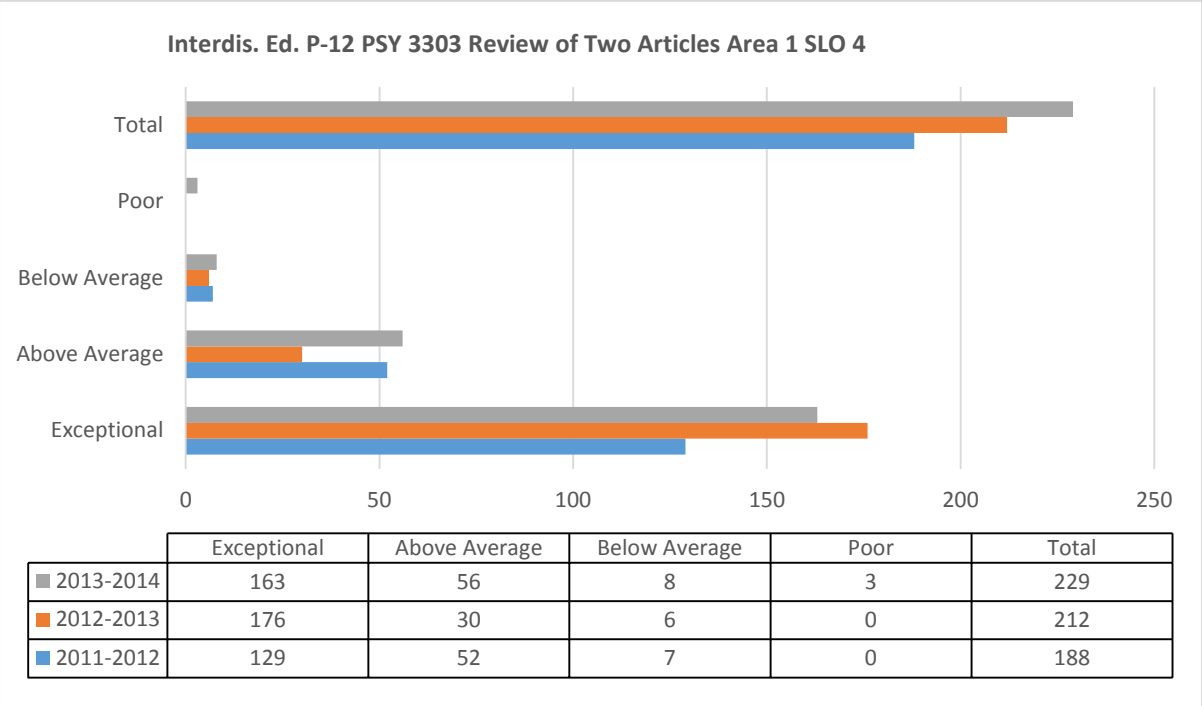
120 Total Number of Completers
57 (48%) Education students in the Exceptional range
6 (51%) Education students in the Proficient range
0 (0%) Education students in the Basic range
2 (1%) Education students in the Unacceptable range
118 Out of 120 (99%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

INTERDISCIPLINARY EDUCATION (P-12):
PSY 3303 Review of Two Articles Area #1
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Above Average	Below Average	Poor	Total
2013-2014	163	56	8	3	229
2012-2013	176	30	6	0	212
2011-2012	129	52	7	0	188

Narrative

Year-by-Year Analysis:

Overall Analysis:
PSY 3303 Review of Two Articles Area 1 SLO 4
629 Total Number of Completers
468 (74%) Education Students in the Exceptional range
138 (22%) Education Students in the Above Average range
21 (3%) Education Students in the Below Average range
3 (1%) Education Students in the Poor range
605 Out of 629 (96%) Education Students in the Exceptional to Above Average range

Year: 2013-2014
PSY 3303 Review of Two Articles Area 1 SLO 4
229 Total Number of Completers
163 (71%) Education Students in the Exceptional range
56 (25%) Education Students in the Above Average range
8 (3%) Education Students in the Below Average range
3 (1%) Education Students in the Poor range
218 Out of 229 (96%) Education Students in the Exceptional to Above Average range

Year: 2012-2013

PSY 3303 Review of Two Articles Area 1 SLO 4

212 Total Number of Completers
176 (83%) Education Students in the Exceptional range
30 (14%) Education Students in the Above Average range
6 (3%) Education Students in the Below Average range
0 (0%) Education Students in the Poor range
206 Out of 212 (97%) Education Students in the Exceptional to Above Average range

Year: 2011-2012

PSY 3303 Review of Two Articles Area 1 SLO 4

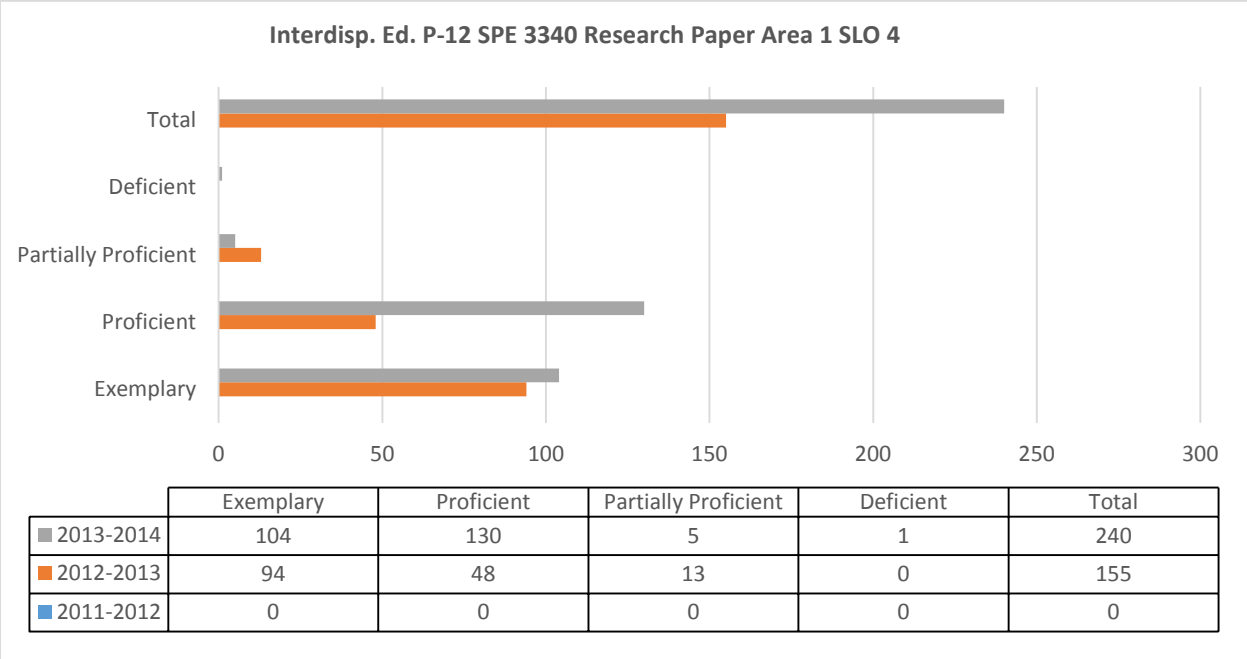
188 Total Number of Completers
129 (68%) Education Students in the Exceptional range
52 (28%) Education Students in the Above Average range
7 (4%) Education Students in the Below Average range
0 (0%) Education Students in the Poor range
181 Out of 188 (96%) Education Students in the Exceptional to Above Average range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

INTERDISCIPLINARY EDUCATION (P-12):
SPE 3340 Research Paper Area #1
Three Year Data Cycle
SLO #4 Diversity



	Exemplary	Proficient	Partially Proficient	Deficient	Total
2013-2014	104	130	5	1	240
2012-2013	94	48	13	0	155
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:

SPE 3340 Research Paper Area #1
395 Total Number of Completers
198 (50%) Education students in the Exemplary range
178 (45%) Education students in the Proficient range
18 (4%) Education students in the Partially Proficient range
1 (1%) Education students in the Deficient range
376 Out of 395 (95%) Education students in the Exemplary to Proficient range

Year: 2013-2014

SPE 3340 Research Paper Area #1
240 Total Number of Completers
104 (43%) Education students in the Exemplary range
130 (54%) Education students in the Proficient range
5 (2%) Education students in the Partially Proficient range
1 (1%) Education students in the Deficient range
234 Out of 240 (97%) Education students in the Exemplary to Proficient range

Year: 2012-2013

SPE 3340 Research Paper Area #1

155 Total Number of Completers
94 (61%) Education students in the Exemplary range
4 (31%) Education students in the Proficient range
13 (8%) Education students in the Partially Proficient range
0 (0%) Education students in the Deficient range
142 Out of 155 (92%) Education students in the Exemplary to Proficient range

Year: 2011-2012

SPE 3340 Research Paper Area #1

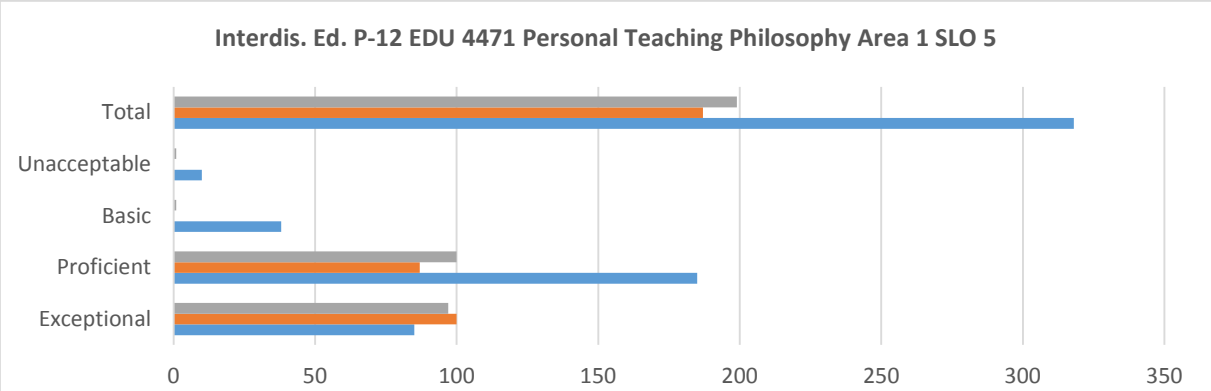
0 Total Number of Completers
0 Education students in the Exemplary range
0 Education students in the Proficient range
0 Education students in the Partially Proficient range
0 Education students in the Deficient range
0 Education students in the Exemplary to Proficient range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

INTERDISCIPLINARY EDUCATION (P-12):
EDU 4471 Personal Teaching Philosophy Area #1
Three Year Data Cycle
SLO #5 Professionalism



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	97	100	1	1	199
2012-2013	100	87	0	0	187
2011-2012	85	185	38	10	318

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
704 Total Number of Completers
282 (40%) Education students in the Exceptional range
372 (53%) Education students in the Proficient range
39 (5%) Education students in the Basic range
11 (2%) Education students in the Unacceptable range
654 Out of 704 (93%) Education students in the Exceptional to Proficient range

Year: 2013-2014
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
199 Total Number of Completers
97 (48%) Education students in the Exceptional range
100 (50%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
197 Out of 199 (99%) Education students in the Exceptional to Proficient range

Year: 2012-2013

EDU 4471 Personal Teaching Philosophy Area 1 SLO 5

187 Total Number of Completers
100 (53%) Education students in the Exceptional range
87 (47%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
187 Out of 187 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

EDU 4471 Personal Teaching Philosophy Area 1 SLO 5

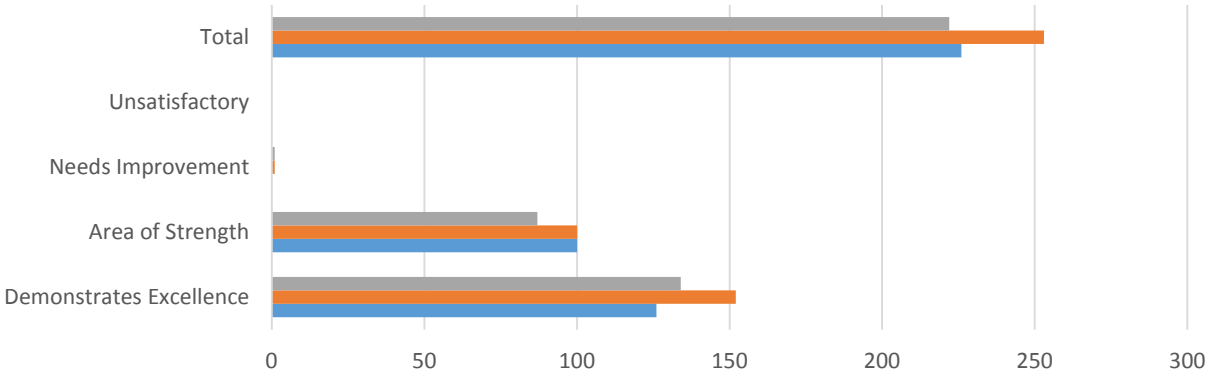
318 Total Number of Completers
85 (27%) Education students in the Exceptional range
185 (58%) Education students in the Proficient range
38 (12%) Education students in the Basic range
10 (3%) Education students in the Unacceptable range
308 Out of 318 (97%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

INTERDISCIPLINARY EDUCATION (P-12):
Student Accountability Plan Part II Area #10
Three Year Data Cycle
SLO #5 Professionalism



	Demonstrates Excellence	Area of Strength	Needs Improvement	Unsatisfactory	Total
2013-2014	134	87	1	0	222
2012-2013	152	100	1	0	253
2011-2012	126	100	0	0	226

Narrative

Year-by-Year Analysis:

Overall Analysis:

Student Accountability Plan Part II Area #10 SLO 5

701 Total Number of Completers
412 (58%) Education students in the Demonstrates Excellence range
287 (41%) Education students in the Area of Strength range
2 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
699 Out of 701 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2013-2014

Student Accountability Plan Part II Area #10 SLO 5

222 Total Number of Completers
134 (60%) Education students in the Demonstrates Excellence range
87 (39%) Education students in the Area of Strength range
1 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
221 Out of 222 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2012-2013

Student Accountability Plan Part II Area #10 SLO 5

253 Total Number of Completers
152 (60%) Education students in the Demonstrates Excellence range
100 (39%) Education students in the Area of Strength range
1 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
252 Out of 253 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2011-2012

Student Accountability Plan Part II Area #10 SLO 5

226 Total Number of Completers
126 (56%) Education students in the Demonstrates Excellence range
100 (44%) Education students in the Area of Strength range
0 (0%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
226 Out of 226 (100%) Education students in the Demonstrates Excellence to Area of Strength range

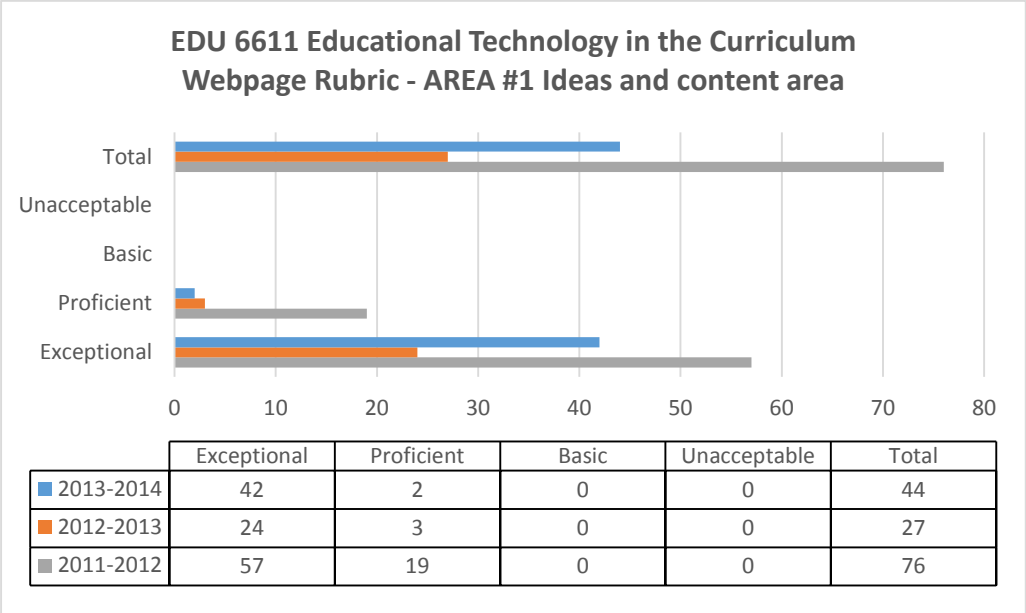
Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Interdisciplinary Education (P-12), Alternative, MS

Graduate Alternative - A Interdisciplinary P-12
EDU 6611 WEBPAGE AREA #1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	42	2	0	0	44
2012-2013	24	3	0	0	27
2011-2012	57	19	0	0	76

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
147 Total Number of Completers
123 (84%) Number of Education Students in the Exceptional Range
24 (16%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
147 Out of 147 (100%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
44 Total Number of Completers
42 (96%) Number of Education Students in the Exceptional Range
2 (4%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
44 Out of 44 (100%) Education Students in the Exceptional to Basic Range

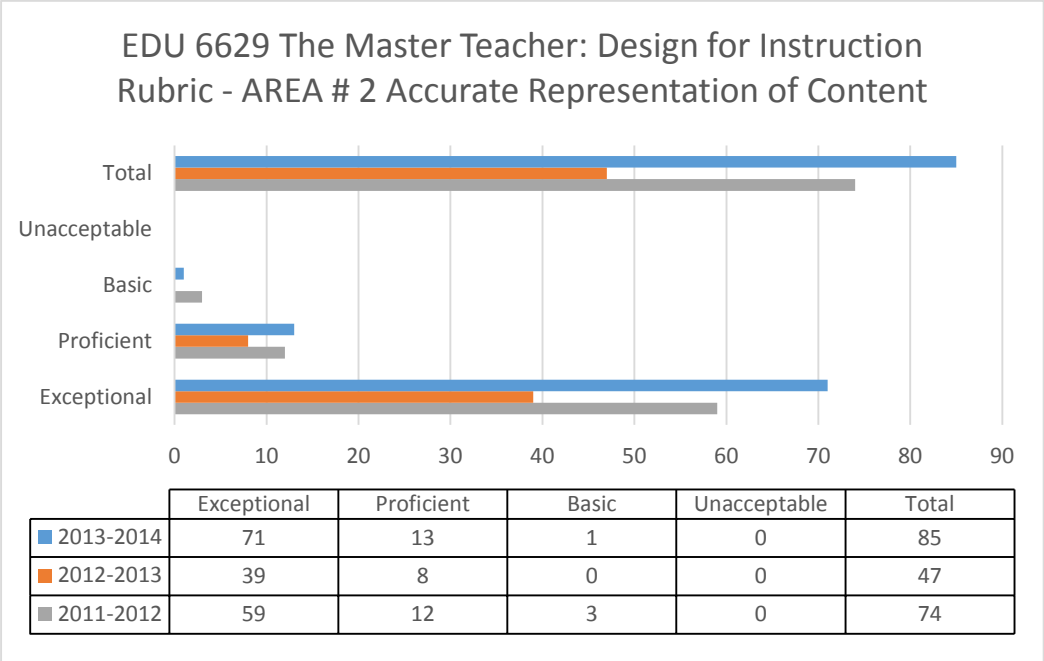
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
27 Total Number of Completers
24 (88%) Number of Education Students in the Exceptional Range
3 (12%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
76 Total Number of Completers
57 (75%) Number of Education Students in the Exceptional Range
19 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
76 Out of 76 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Interdisciplinary P-12
EDU 6629 DFI Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	71	13	1	0	85
2012-2013	39	8	0	0	47
2011-2012	59	12	3	0	74

Narrative

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
206 Total Number of Completers
169 (82%) Number of Education Students in the Exceptional Range
33 (16%) Number of Education Students in the Proficient Range
4 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
202 Out of 206 (100%) Number of Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
74 Total Number of Completers
59 (80%) Number of Education Students in the Exceptional Range
12 (16%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
74 Out of 74 (100%) Number of Education Students in the Exceptional to Basic Range

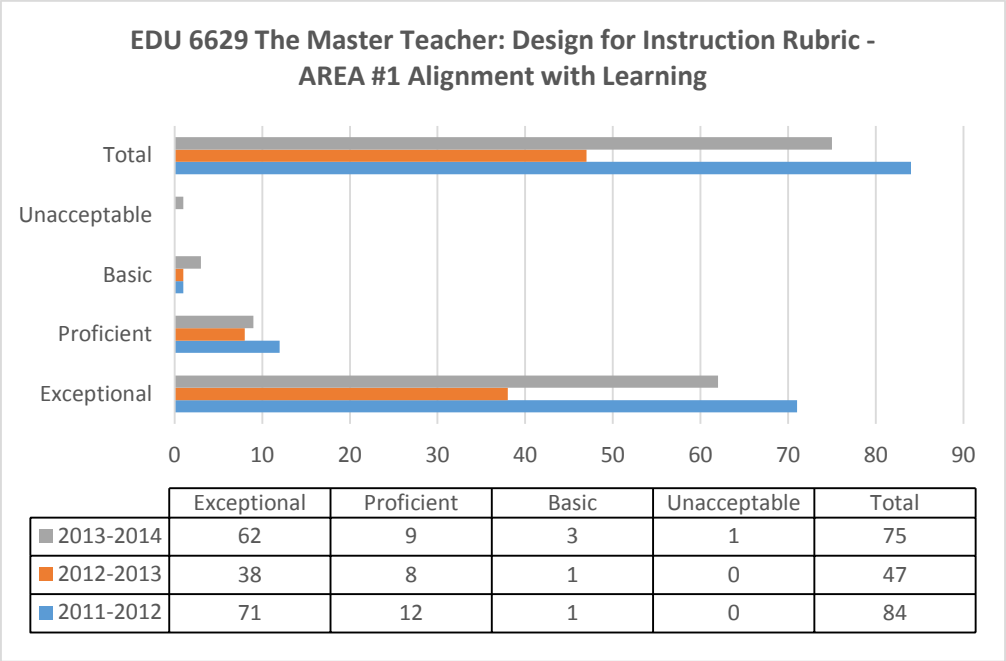
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
47 Total Number of Completers
39 (83%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Number of Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
85 Total Number of Completers
71 (84%) Number of Education Students in the Exceptional Range
13 (15%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
84 Out of 85 (99%) Number of Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Interdisciplinary P-12
EDU 6629 DFI AREA #1
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	62	9	3	1	75
2012-2013	38	8	1	0	47
2011-2012	71	12	1	0	84

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
205 Total Number of Completers
171 (83%) Number of Education Students in the Exceptional Range
29 (14%) Number of Education Students in the Proficient Range
5 (2%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
205 Out of 206 (99%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
75 Total Number of Completers
62 (83%) Number of Education Students in the Exceptional Range
9 (12%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
74 Out of 75 (99%) Education Students in the Exceptional to Basic Range

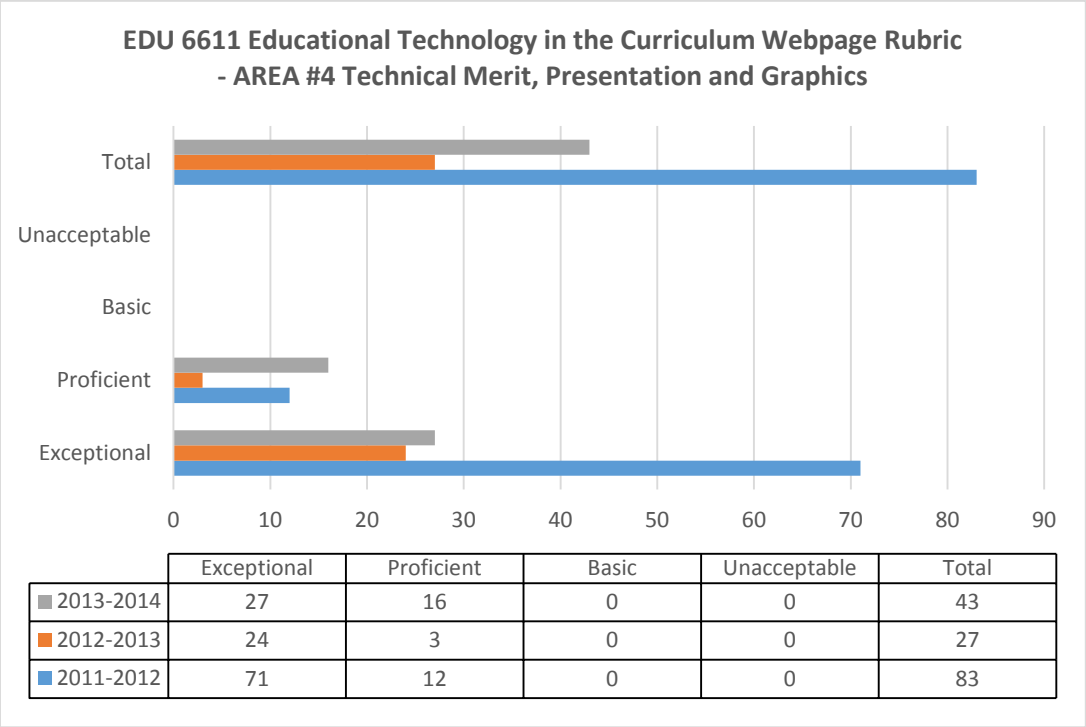
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
47 Total Number of Completers
38 (81%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
1 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
84 Total Number of Completers
71 (85%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
84 Out of 84 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Interdisciplinary P-12
EDU 6611 WEBQUEST AREA #4
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	27	16	0	0	43
2012-2013	24	3	0	0	27
2011-2012	71	12	0	0	83

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
153 Total Number of Completers
122 (80%) Number of Education Students in the Exceptional Range
31 (20%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
152 Out of 153 (100%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
43 Total Number of Completers
27 (63%) Number of Education Students in the Exceptional Range
16 (37%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
43 Out of 43 (100%) Education Students in the Exceptional to Basic Range

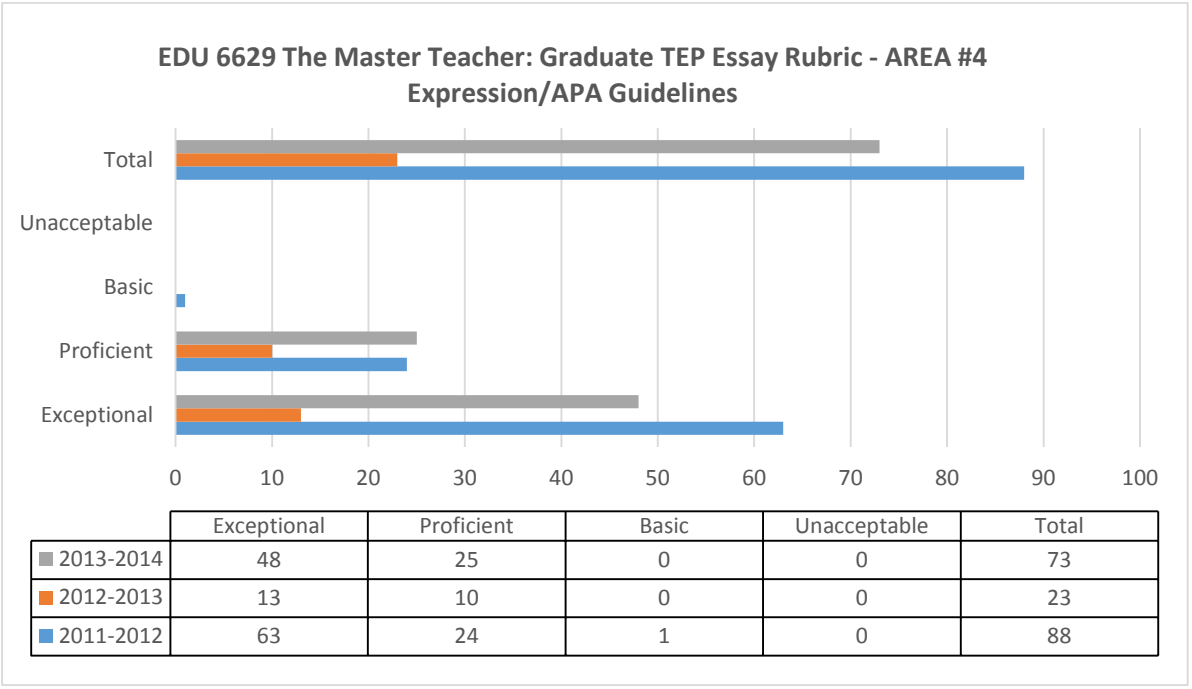
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
27 Total Number of Completers
24 (89%) Number of Education Students in the Exceptional Range
3 (11%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
83 Total Number of Completers
71 (86%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
83 Out of 83 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Interdisciplinary P-12
EDU 6629 GRADUATE TEP ESSAY AREA #4
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	48	25	0	0	73
2012-2013	13	10	0	0	23
2011-2012	63	24	1	0	88

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
185 Total Number of Completers
125 (67%) Number of Education Students in the Exceptional Range
59 (32%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
185 Out of 185 (100%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
73 Total Number of Completers
48 (66%) Number of Education Students in the Exceptional Range
25 (34%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
73 Out of 73 (100%) Education Students in the Exceptional to Basic Range

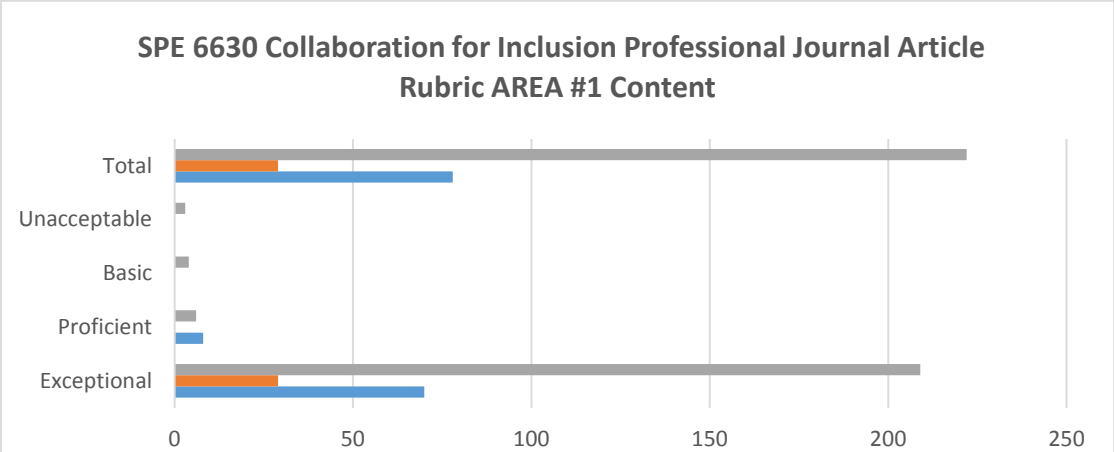
Year: 2012-2013
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
23 Total Number of Completers
13 (57%) Number of Education Students in the Exceptional Range
10 (43%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
23 Out of 23 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
88 Total Number of Completers
64 (72%) Number of Education Students in the Exceptional Range
24 (27%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
88 Out of 88 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Interdisciplinary P-12
SPE 6630 Prof. Journal Article AREA #1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	209	6	4	3	222
2012-2013	29	0	0	0	29
2011-2012	70	8	0	0	78

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
329 Total Education students completing
308 (93%) Education students in the Exceptional range
14 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
3 (1%) Education students in the Unacceptable range
326 Out of 329 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
222 Total Education students completing
209 (94%) Education students in the Exceptional range
6 (3%) Education students in the Proficient range
4 (3%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
222 Out of 222 (100%) Education students in the Exceptional to Basic range

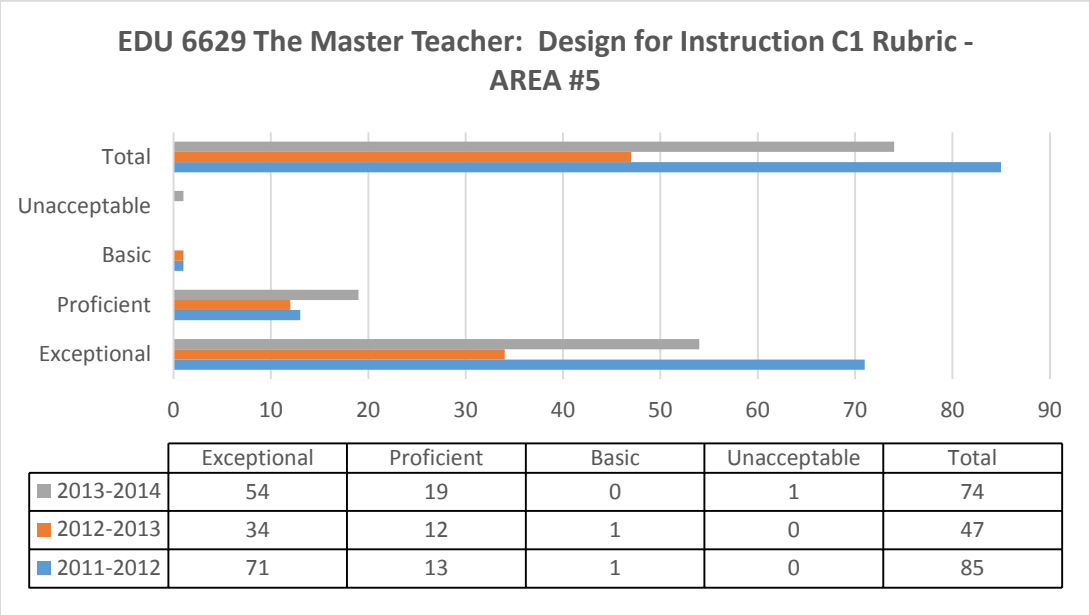
Year: 2012-2013
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
29 Total Education students completing
29 (100%) Education students in the Exceptional range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
29 Out of 29 (100%) in the Education students in the Exceptional to Basic range

Year: 2011-2012
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
78 Total Education students completing
70 (90%) Education students in the Exceptional range
8 (10%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
78 Out of 78 (100%) Education students in the Exceptional to Basic range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Interdisciplinary P-12
EDU 6629 DFI. AREA #5
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	54	19	0	1	74
2012-2013	34	12	1	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
206 Total number of completers
159 (76%) Total Education students in the Exceptional range
44 (21%) Total Education students in the Proficient range
2 (2%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
205 Out of 206 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
74 Total number of completers
54 (73%) Total Education students in the Exceptional range
19 (26%) Total Education students in the Proficient range
0 (0%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
73 Out of 74 (99%) Education students in the Exceptional to Basic range

Year: 2012-2013

EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
47 Total number of completers
34 (72%) Total Education students in the Exceptional range
12 (26%) Total Education students in the Proficient range
1 (2%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
47 Out of 47 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

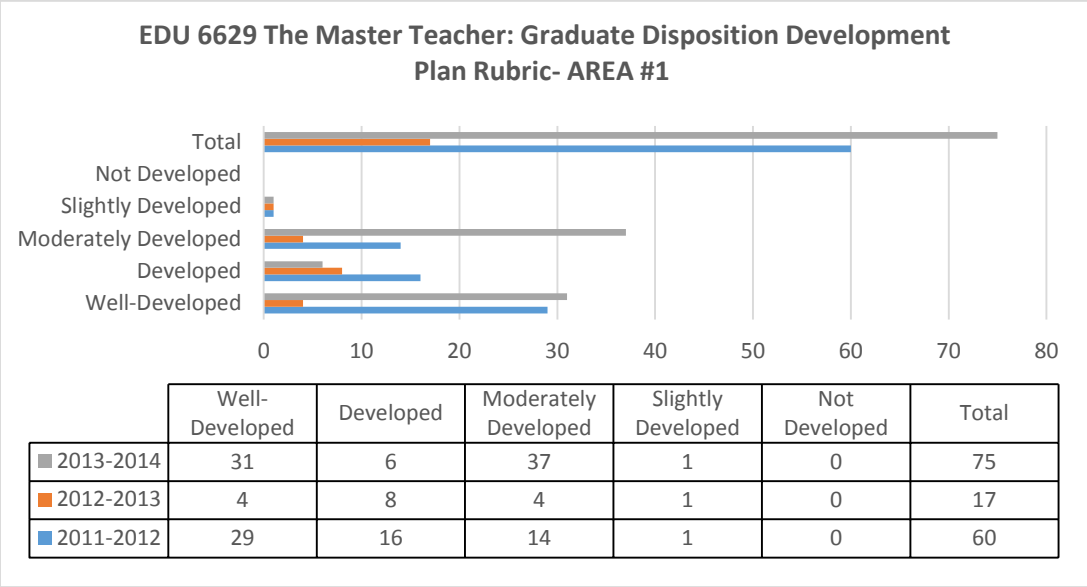
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
85 Total number of completers
71 (84%) Total Education students in the Exceptional range
13 (15%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
85 Out of 85 (100%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Interdisciplinary P-12
EDU 6629 DISP. AREA #1
Three Year Data Cycle
SLO #4 Diversity



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	31	6	37	1	0	75
2012-2013	4	8	4	1	0	17
2011-2012	29	16	14	1	0	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #1
152 Total Education students completing
64 (42%) Education students in the Well-Developed range
30 (20%) Education students in the Developed range
55 (36%) Education students in the Moderately Developed range
3 (2%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well-Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #1
75 Total Education students completing
31 (42%) Education students in the Well-Developed range
6 (8%) Education students in the Developed range
37 (49%) Education students in the Moderately Developed range
1 (1%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
74 Out of 75 (99%) Education students in the Well-Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #1

17 Total Education students completing

4 (24%) Education students in the Well-Developed range

8 (47%) Education students in the Developed range

4 (24%) Education students in the Moderately Developed range

1 (5%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

16 Out of 17 (95%) Education students in the Well-Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #1

60 Total Education students completing

29 (48%) Education students in the Well-Developed range

16 (27%) Education students in the Developed range

14 (23%) Education students in the Moderately Developed range

1 (2%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

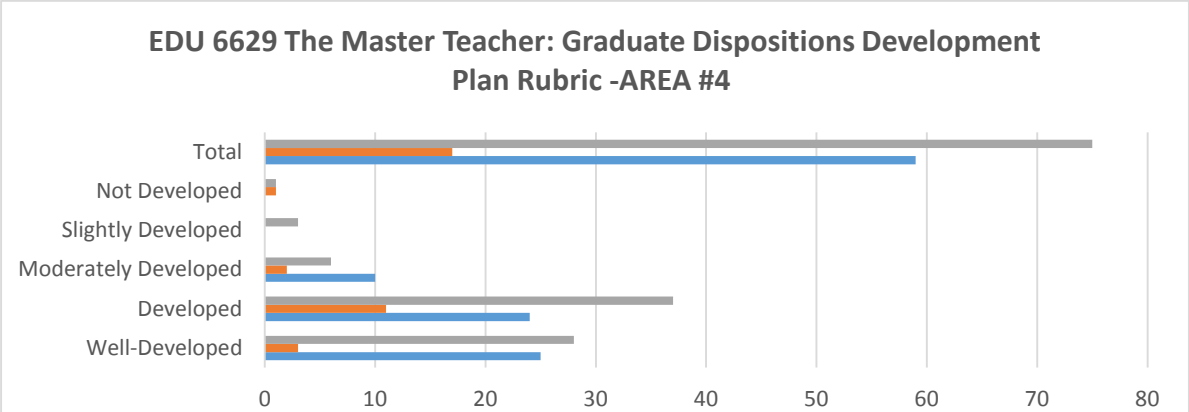
59 Out of 60 (99%) Education students in the Well-Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Interdisciplinary P-12
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	28	37	6	3	1	75
2012-2013	3	11	2	0	1	17
2011-2012	25	24	10	0	0	59

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
151 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (48%) Total Education students in the Developed range
18 (12%) Total Education students in the Moderately Developed range
3 (2%) Total Education students in the Slightly Developed range
2 (1%) Total Education students in the Not Developed range
146 Out of 151 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
75 Total Number of Completers
28 (38%) Total Education students in the Well Developed range
37 (49%) Total Education students in the Developed range
6 (8%) Total Education students in the Moderately Developed range
3 (4%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
71 Out of 75 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
17 Total Number of Completers
3 (18%) Total Education students in the Well Developed range
11 (65%) Total Education students in the Developed range
2 (12%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
1 (5%) Total Education students in the Not Developed range
16 Out of 17 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

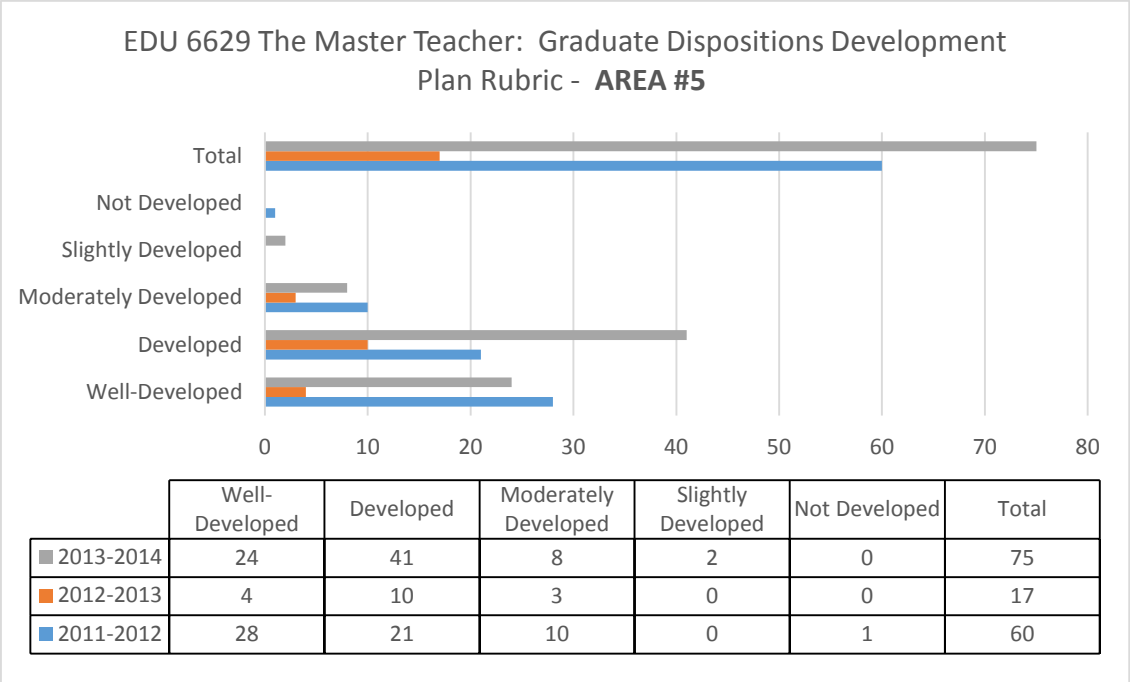
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
59 Total Number of Completers
25 (42%) Total Education students in the Well Developed range
24 (41%) Total Education students in the Developed range
10 (17%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
59 Out of 59 (100%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Interdisciplinary P-12
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	24	41	8	2	0	75
2012-2013	4	10	3	0	0	17
2011-2012	28	21	10	0	1	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #5
152 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (46%) Total Education students in the Developed range
21 (14%) Total Education students in the Moderately Developed range
2 (2%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #5
75 Total Number of Completers
24 (32%) Total Education students in the Well Developed range
41 (54%) Total Education students in the Developed range
8 (11%) Total Education students in the Moderately Developed range
2 (3%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
73 Out of 75 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #5

17 Total Number of Completers

4 (24%) Total Education students in the Well Developed range

10 (58%) Total Education students in the Developed range

3 (18%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

0 (0%) Total Education students in the Not Developed range

17 Out of 17 (100%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #5

60 Total Number of Completers

28 (46%) Total Education students in the Well Developed range

21 (35%) Total Education students in the Developed range

10 (17%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

1 (2%) Total Education students in the Not Developed range

59 Out of 60 (98%) Education students in the Well Developed to Moderately Developed range

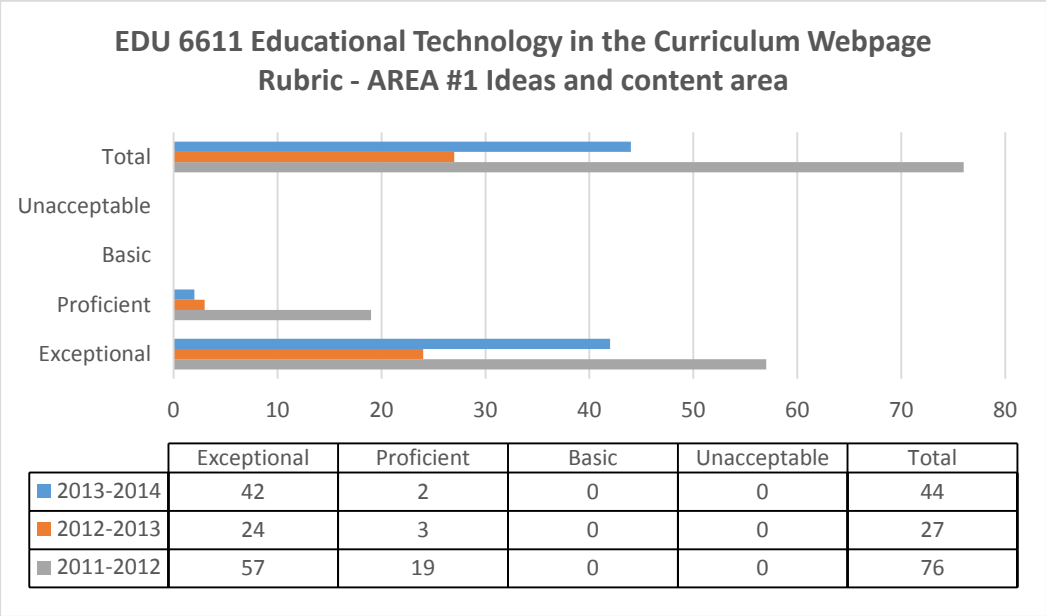
Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Interdisciplinary Education (P-12), Traditional, MS

Graduate Traditional Interdisciplinary P-12
EDU 6611 WEBPAGE AREA #1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	42	2	0	0	44
2012-2013	24	3	0	0	27
2011-2012	57	19	0	0	76

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
147 Total Number of Completers
123 (84%) Number of Education Students in the Exceptional Range
24 (16%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
147 Out of 147 (100%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
44 Total Number of Completers
42 (96%) Number of Education Students in the Exceptional Range
2 (4%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
44 Out of 44 (100%) Education Students in the Exceptional to Basic Range

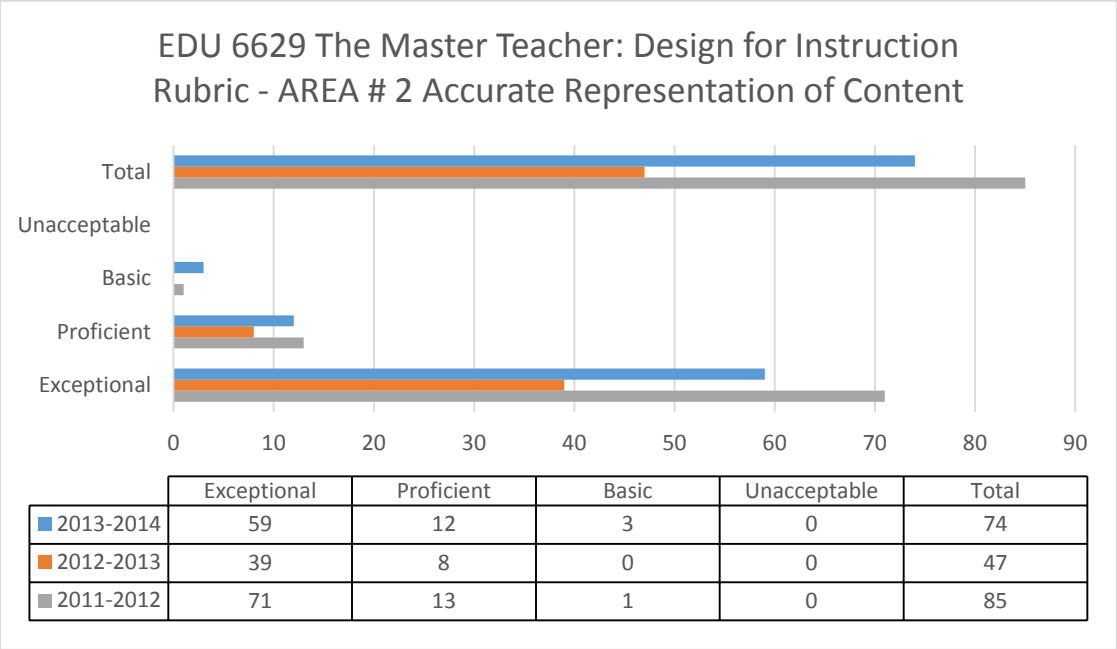
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
27 Total Number of Completers
24 (89%) Number of Education Students in the Exceptional Range
3 (11%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
76 Total Number of Completers
57 (75%) Number of Education Students in the Exceptional Range
19 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
76 Out of 76 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Interdisciplinary P-12
EDU 6629 DFI Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	59	12	3	0	74
2012-2013	39	8	0	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
206 Total Number of Completers
169 (82%) Number of Education Students in the Exceptional Range
33 (16%) Number of Education Students in the Proficient Range
4 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
206 Out of 206 (100%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
74 Total Number of Completers
59 (80%) Number of Education Students in the Exceptional Range
12 (16%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
74 Out of 74 (100%) Education Students in the Exceptional to Basic Range

Year: 2012-2013

SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
47 Total Number of Completers
39 (83%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012

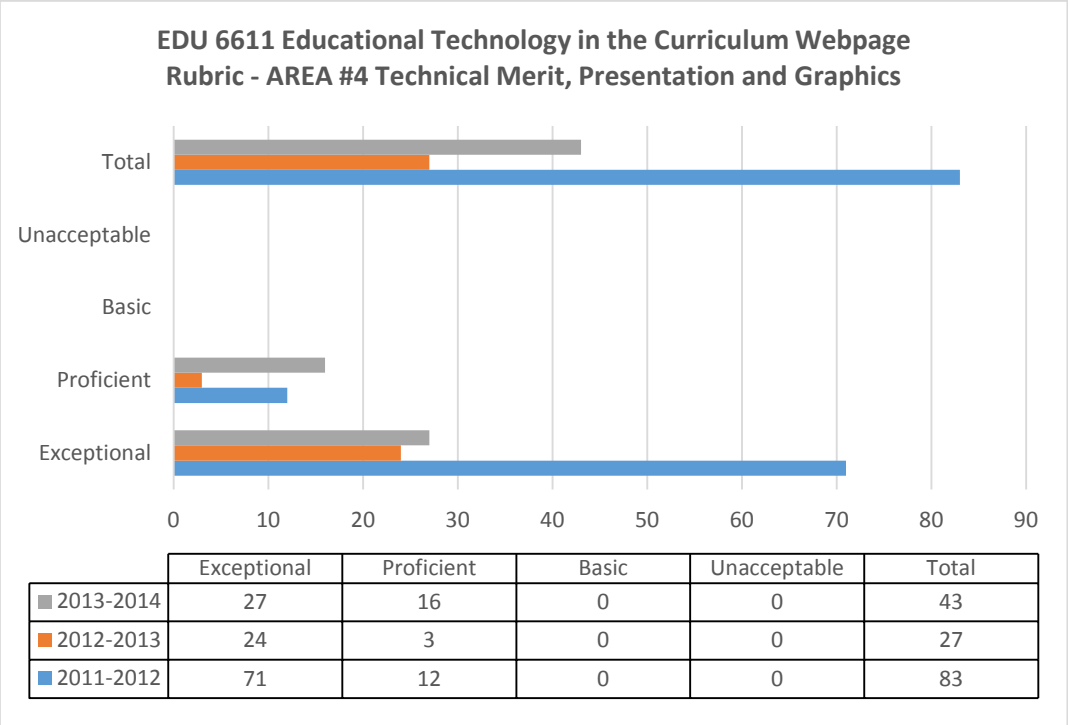
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
85 Total Number of Completers
71 (84%) Number of Education Students in the Exceptional Range
13 (15%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
85 Out of 85 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Interdisciplinary P-12
EDU 6611 WEBQUEST AREA #4
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	27	16	0	0	43
2012-2013	24	3	0	0	27
2011-2012	71	12	0	0	83

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
153 Total Number of Completers
122 (80%) Number of Education Students in the Exceptional Range
31 (20%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
153 Out of 153 (100%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
43 Total Number of Completers
27 (63%) Number of Education Students in the Exceptional Range
16 (37%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
43 Out of 43 (100%) Education Students in the Exceptional to Basic Range

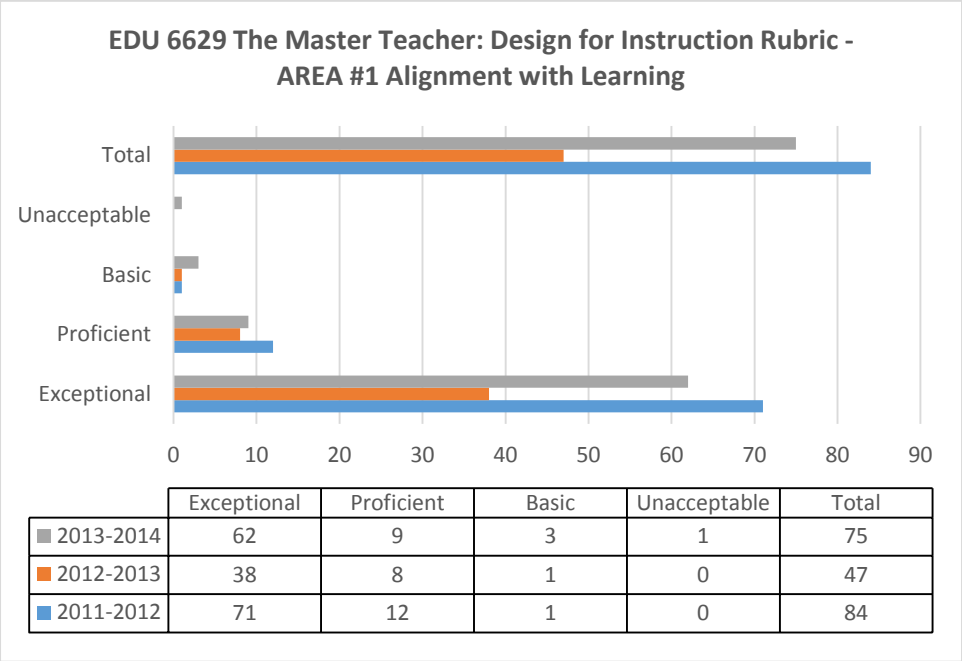
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
27 Total Number of Completers
24 (89%) Number of Education Students in the Exceptional Range
3 (11%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
83 Total Number of Completers
71 (86%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
83 Out of 83 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Interdisciplinary P-12
EDU 6629 DFI AREA #1
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	62	9	3	1	75
2012-2013	38	8	1	0	47
2011-2012	71	12	1	0	84

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
205 Total Number of Completers
171 (83%) Number of Education Students in the Exceptional Range
29 (14%) Number of Education Students in the Proficient Range
5 (2%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
205 Out of 206 (99%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
75 Total Number of Completers
62 (83%) Number of Education Students in the Exceptional Range
9 (12%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
74 Out of 75 (99%) Education Students in the Exceptional to Basic Range

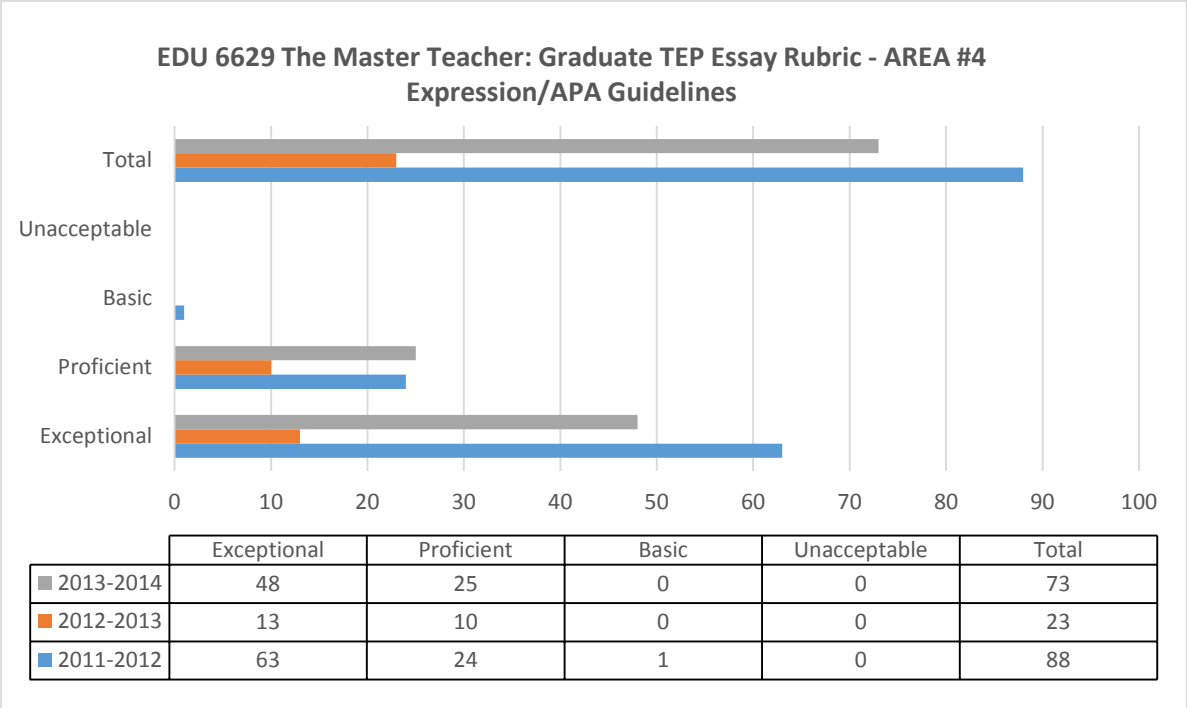
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
47 Total Number of Completers
38 (81%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
1 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
84 Total Number of Completers
71 (85%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
84 Out of 84 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Interdisciplinary P-12
EDU 6629 GRADUATE TEP ESSAY AREA #4
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	48	25	0	0	73
2012-2013	13	10	0	0	23
2011-2012	63	24	1	0	88

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
185 Total Number of Completers
125 (67%) Number of Education Students in the Exceptional Range
59 (32%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
185 Out of 185 (100%) Education Students in the Exceptional to Basic Range

Year: 2013-2014
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
73 Total Number of Completers
48 (66%) Number of Education Students in the Exceptional Range
25 (34%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
73 Out of 73 (100%) Education Students in the Exceptional to Basic Range

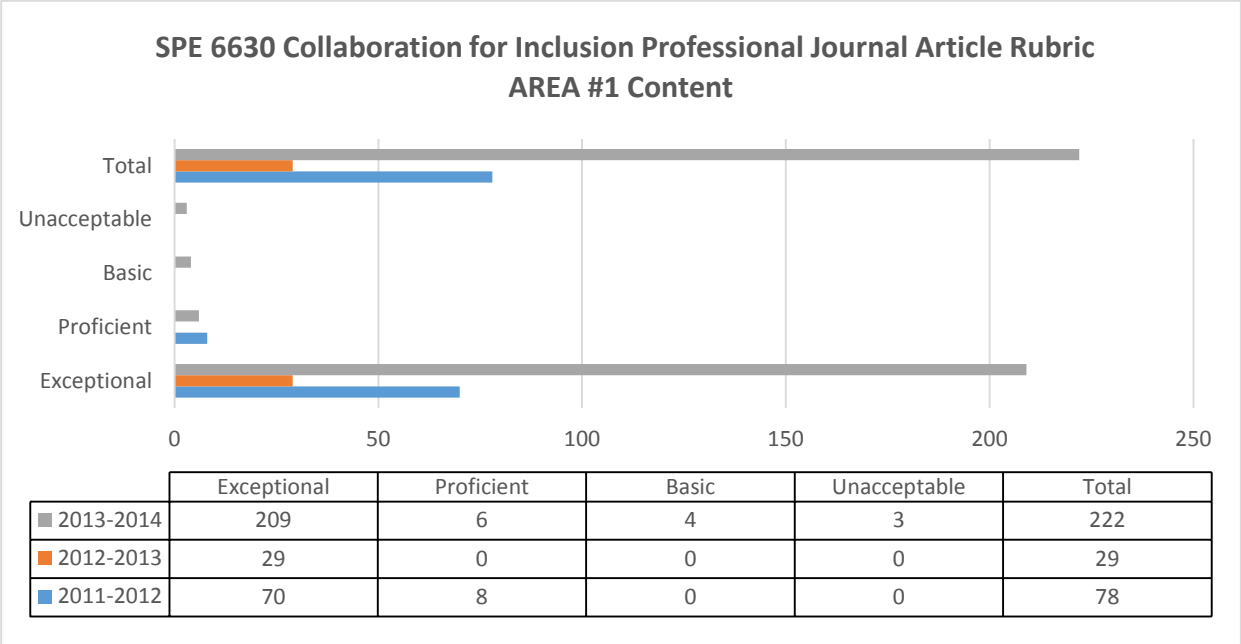
Year: 2012-2013
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
23 Total Number of Completers
13 (57%) Number of Education Students in the Exceptional Range
10 (43%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
23 Out of 23 (100%) Education Students in the Exceptional to Basic Range

Year: 2011-2012
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
88 Total Number of Completers
64 (72%) Number of Education Students in the Exceptional Range
24 (27%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
88 Out of 88 (100%) Education Students in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Interdisciplinary P-12
SPE 6630 Prof. Journal Article AREA #1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	209	6	4	3	222
2012-2013	29	0	0	0	29
2011-2012	70	8	0	0	78

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
329 Total Education students completing
308 (93%) Education students in the Exceptional range
14 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
3 (1%) Education students in the Unacceptable range
326 Out of 329 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
222 Total Education students completing
209 (94%) Education students in the Exceptional range
6 (3%) Education students in the Proficient range
4 (3%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
222 Out of 222 (100%) Education students in the Exceptional to Basic range

Year: 2012-2013
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
29 Total Education students completing
29 (100%) Education students in the Exceptional range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
29 Out of 29 (100%) in the Education students in the Exceptional to Basic range

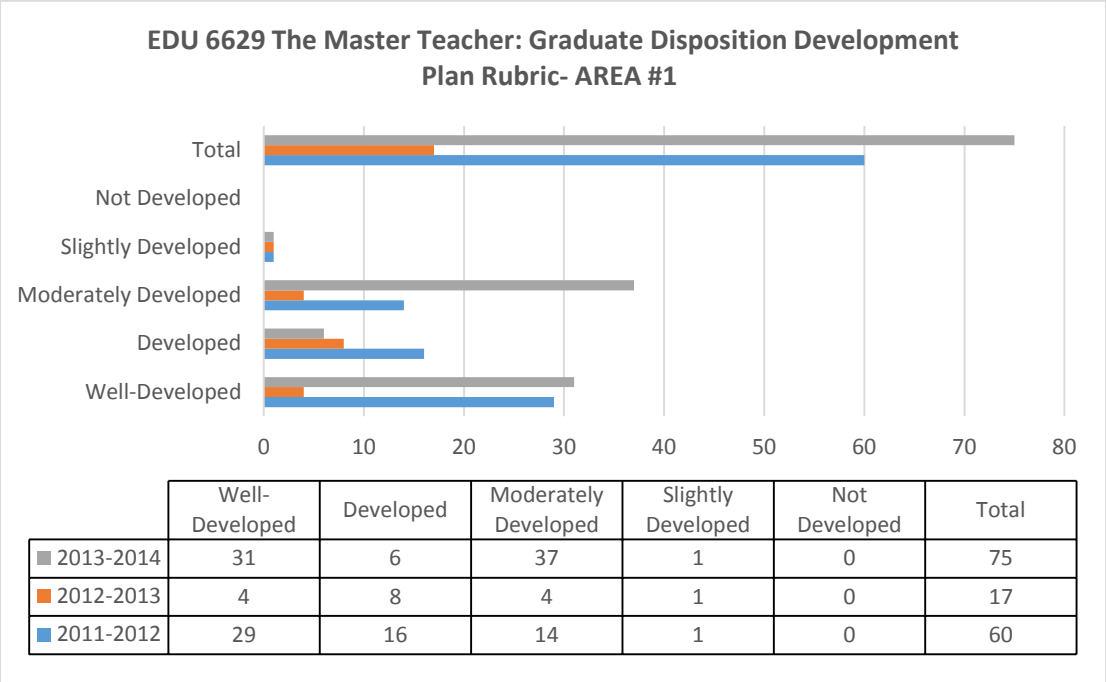
Year: 2011-2012
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
78 Total Education students completing
70 (90%) Education students in the Exceptional range
8 (10%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
78 Out of 78 (100%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Interdisciplinary P-12
EDU 6629 DISP. AREA #1
Three Year Data Cycle
SLO #4 Diversity



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	31	6	37	1	0	75
2012-2013	4	8	4	1	0	17
2011-2012	29	16	14	1	0	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #1
152 Total Education students completing
64 (42%) Education students in the Well-Developed range
30 (20%) Education students in the Developed range
55 (36%) Education students in the Moderately Developed range
3 (2%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well-Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #1
75 Total Education students completing
31 (42%) Education students in the Well-Developed range
6 (8%) Education students in the Developed range
37 (49%) Education students in the Moderately Developed range
1 (1%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
74 Out of 75 (99%) Education students in the Well-Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #1

17 Total Education students completing

4 (24%) Education students in the Well-Developed range

8 (47%) Education students in the Developed range

4 (24%) Education students in the Moderately Developed range

1 (5%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

16 Out of 17 (95%) Education students in the Well-Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #1

60 Total Education students completing

29 (48%) Education students in the Well-Developed range

16 (27%) Education students in the Developed range

14 (23%) Education students in the Moderately Developed range

1 (2%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

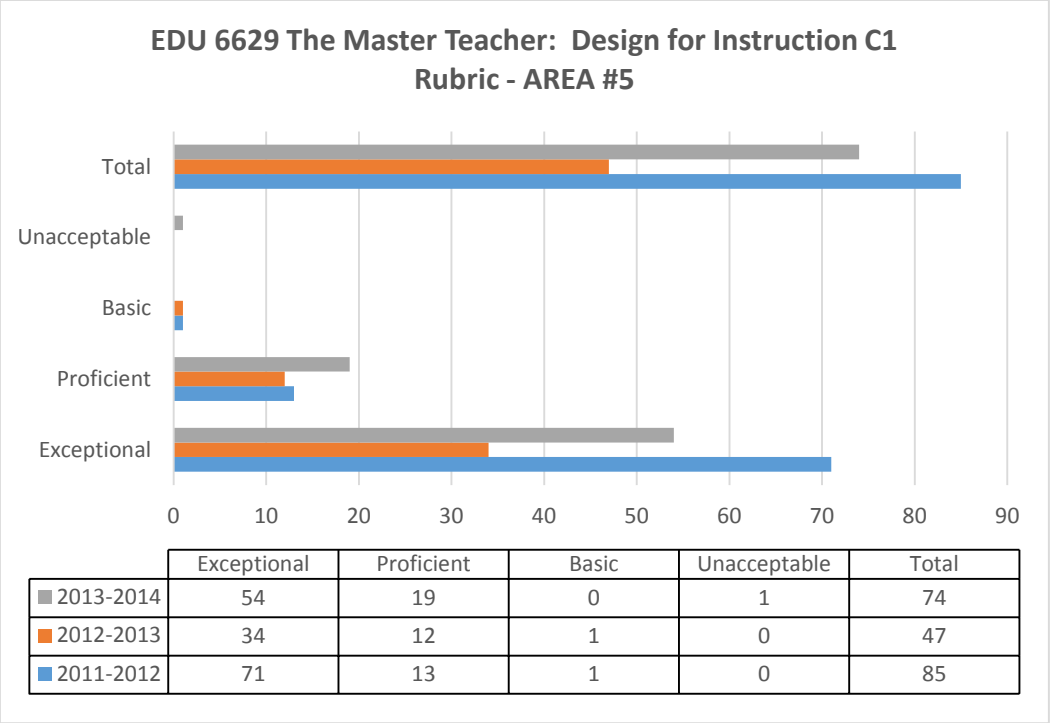
59 Out of 60 (99%) Education students in the Well-Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Interdisciplinary P-12
EDU 6629 DFI. AREA #5
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	54	19	0	1	74
2012-2013	34	12	1	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
206 Total number of completers
159 (76%) Total Education students in the Exceptional range
44 (21%) Total Education students in the Proficient range
2 (2%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
205 Out of 206 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
74 Total number of completers
54 (73%) Total Education students in the Exceptional range
19 (26%) Total Education students in the Proficient range
0 (0%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
73 Out of 74 (99%) Education students in the Exceptional to Basic range

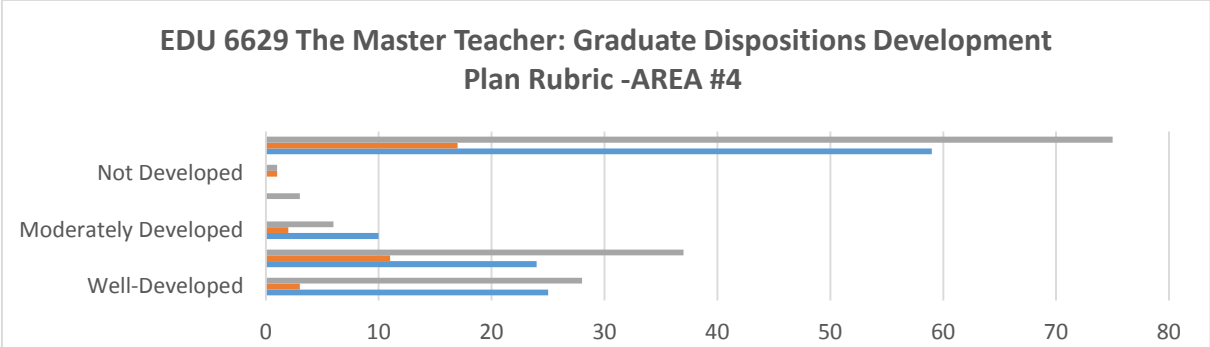
Year: 2012-2013
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
47 Total number of completers
34 (72%) Total Education students in the Exceptional range
12 (26%) Total Education students in the Proficient range
1 (2%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
47 Out of 47 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
85 Total number of completers
71 (84%) Total Education students in the Exceptional range
13 (15%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
85 Out of 85 (100%) Education students in the Exceptional to Basic range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Interdisciplinary P-12
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	28	37	6	3	1	75
2012-2013	3	11	2	0	1	17
2011-2012	25	24	10	0	0	59

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
151 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (48%) Total Education students in the Developed range
18 (12%) Total Education students in the Moderately Developed range
3 (2%) Total Education students in the Slightly Developed range
2 (1%) Total Education students in the Not Developed range
146 Out of 151 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
75 Total Number of Completers
28 (38%) Total Education students in the Well Developed range
37 (49%) Total Education students in the Developed range
6 (8%) Total Education students in the Moderately Developed range
3 (4%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
71 Out of 75 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
17 Total Number of Completers
3 (18%) Total Education students in the Well Developed range
11 (65%) Total Education students in the Developed range
2 (12%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
1 (5%) Total Education students in the Not Developed range
16 Out of 17 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

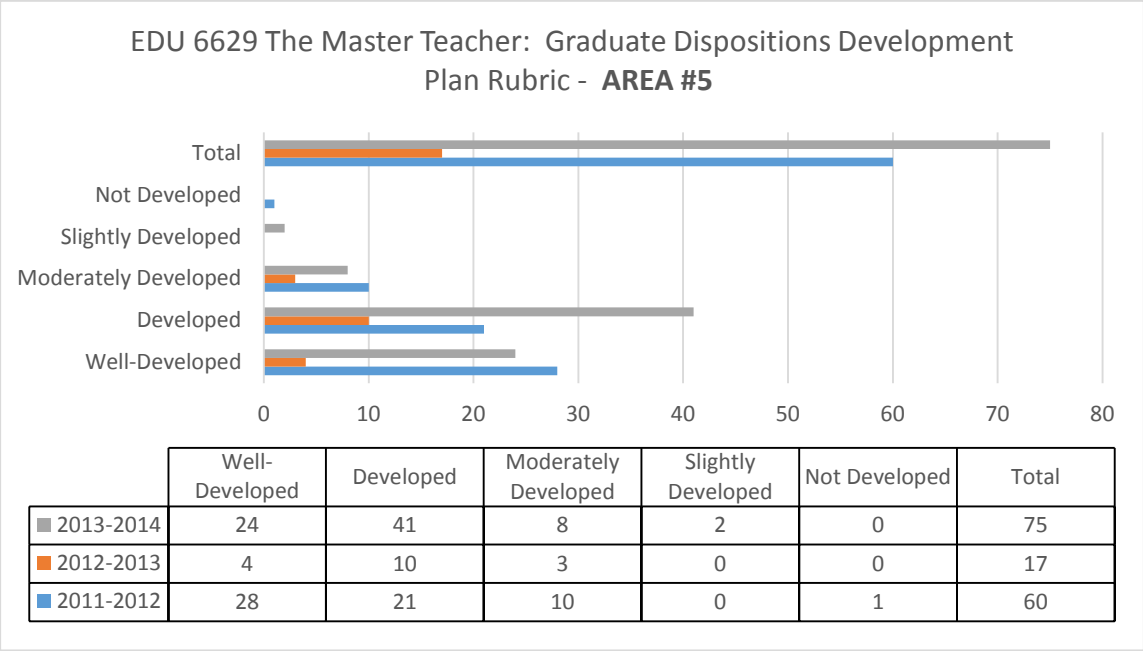
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
59 Total Number of Completers
25 (42%) Total Education students in the Well Developed range
24 (41%) Total Education students in the Developed range
10 (17%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
59 Out of 59 (100%) Education students in the Well Developed to Moderately Developed

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Interdisciplinary P-12
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	24	41	8	2	0	75
2012-2013	4	10	3	0	0	17
2011-2012	28	21	10	0	1	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #5
152 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (46%) Total Education students in the Developed range
21 (14%) Total Education students in the Moderately Developed range
2 (2%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #5
75 Total Number of Completers
24 (32%) Total Education students in the Well Developed range
41 (54%) Total Education students in the Developed range
8 (11%) Total Education students in the Moderately Developed range
2 (3%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
73 Out of 75 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #5

17 Total Number of Completers

4 (24%) Total Education students in the Well Developed range

10 (58%) Total Education students in the Developed range

3 (18%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

0 (0%) Total Education students in the Not Developed range

17 Out of 17 (100%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #5

60 Total Number of Completers

28 (46%) Total Education students in the Well Developed range

21 (35%) Total Education students in the Developed range

10 (17%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

1 (2%) Total Education students in the Not Developed range

59 Out of 60 (98%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Post-Secondary Education, MS

No Data Available

NARRATIVE SUMMARY

GUIDE

MS

POST-SECONDARY EDUCATION

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Secondary Education (6-12), B.S.

NARRATIVE SUMMARY

GUIDE

B.S., ALT-A, and Traditional MS,

SECONDARY EDUCATION (6-12)

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

SECONDARY EDUCATION:
PRAXIS
Three Year Data Cycle
SLO #1 Content Knowledge

Narrative

Year-by-Year Analysis:

Year: 2013-2014

Biology: Content Knowledge PRAXIS
4 Total Number taking **Biology: Content Knowledge PRAXIS**
4 Number passing **Biology: Content Knowledge PRAXIS**
Not reported as to the number failing **Biology: Content Knowledge PRAXIS**

Health Education: PRAXIS
3 Total Number taking **Health Education: PRAXIS**
3 Number passing **Health Education: PRAXIS**
Not reported as to the number failing **Health Education: PRAXIS**

World and US History: Content Knowledge PRAXIS
6 Total Number taking **World and US History: Content Knowledge PRAXIS**
6 Number passing **World and US History: Content Knowledge PRAXIS**
Not reported as to the number failing **World and US History: Content Knowledge PRAXIS**

English: Content Knowledge PRAXIS
11 Total Number taking **English: Content Knowledge PRAXIS**
11 Number passing **English: Content Knowledge PRAXIS**
Not reported as to the number failing **English: Content Knowledge PRAXIS**

General Science: Content Knowledge PRAXIS
13 Total Number taking **General Science: Content Knowledge PRAXIS**
13 Number passing **General Science: Content Knowledge PRAXIS**
Not reported as to the number failing **General Science: Content Knowledge PRAXIS**

Mathematics: Content Knowledge PRAXIS
48 Total Number taking **Mathematics: Content Knowledge PRAXIS**
48 Number passing **Mathematics: Content Knowledge PRAXIS**
Not reported as to the number failing **Mathematics: Content Knowledge PRAXIS**

Social Studies: Content Knowledge PRAXIS
33 Total Number taking **Social Studies: Content Knowledge PRAXIS**
33 Number passing **Social Studies: Content Knowledge PRAXIS**
Not reported as to the number failing **Social Studies: Content Knowledge PRAXIS**

Year: 2012-2013

Biology: Content Knowledge PRAXIS
3 Total Number taking **Biology: Content Knowledge PRAXIS**
3 or 100% Number and percent passing **Biology: Content Knowledge PRAXIS**
0 or 0% Number and percent failing **Biology: Content Knowledge PRAXIS**

Health Education: PRAXIS
5 Total Number taking **Health Education: PRAXIS**
5 or 100% Number and percent passing **Health Education: PRAXIS**
0 or 0% Number and percent failing **Health Education: PRAXIS**

World and US History: Content Knowledge PRAXIS
3 Total Number taking **World and US History: Content Knowledge PRAXIS**
3 or 100% Number and percent passing **World and US History: Content Knowledge PRAXIS**
0 or 0% Number and percent failing **World and US History: Content Knowledge PRAXIS**

English: Content Knowledge PRAXIS
17 Total Number taking **English: Content Knowledge PRAXIS**
16 or 94% Number and percent passing **English: Content Knowledge PRAXIS**
1 or 6% Number and percent failing **English: Content Knowledge PRAXIS**

General Science: Content Knowledge PRAXIS
5 Total Number taking **General Science: Content Knowledge PRAXIS**
5 or 100% Number and percent passing **General Science: Content Knowledge PRAXIS**
0 or 0% Number and percent failing **General Science: Content Knowledge PRAXIS**

Mathematics: Content Knowledge PRAXIS
19 Total Number taking **Mathematics: Content Knowledge PRAXIS**
9 or 47% Number and percent passing **Mathematics: Content Knowledge PRAXIS**
10 or 53% Number and percent failing **Mathematics: Content Knowledge PRAXIS**

Social Studies: Content Knowledge PRAXIS
22 Total Number taking **Social Studies: Content Knowledge PRAXIS**
12 or 55% Number and percent passing **Social Studies s: Content Knowledge PRAXIS**
10 or 45% Number and percent failing **Social Studies: Content Knowledge PRAXIS**

Year: 2011-2012

Biology: Content Knowledge PRAXIS
3 Total Number taking **Biology: Content Knowledge PRAXIS**
1 or 33% Number and percent passing **Biology: Content Knowledge PRAXIS**
2 or 67% Number and percent failing **Biology: Content Knowledge PRAXIS**

Health Education: PRAXIS
11 Total Number taking **Health Education: PRAXIS**

7 or 64% Number and percent passing **Health Education: PRAXIS**
4 or 36% Number and percent failing **Health Education: PRAXIS**

World and US History: Content Knowledge PRAXIS
5 Total Number taking **World and US History: Content Knowledge PRAXIS**
2 or 40% Number and percent passing **World and US History: Content Knowledge PRAXIS**
3 or 60% Number and percent failing **World and US History: Content Knowledge PRAXIS**

English: Content Knowledge PRAXIS
18 Total Number taking **English: Content Knowledge PRAXIS**
16 or 89% Number and percent passing **English: Content Knowledge PRAXIS**
2 or 11% Number and percent failing **English: Content Knowledge PRAXIS**

General Science: Content Knowledge PRAXIS
13 Total Number taking **General Science: Content Knowledge PRAXIS**
8 or 62% Number and percent passing **General Science: Content Knowledge PRAXIS**
5 or 38% Number and percent failing **General Science: Content Knowledge PRAXIS**

Mathematics: Content Knowledge PRAXIS
28 Total Number taking **Mathematics: Content Knowledge PRAXIS**
12 or 43% Number and percent passing **Mathematics: Content Knowledge PRAXIS**
16 or 57% Number and percent failing **Mathematics: Content Knowledge PRAXIS**

Social Studies: Content Knowledge PRAXIS
38 Total Number taking **Social Studies: Content Knowledge PRAXIS**
20 or 53% Number and percent passing **Social Studies s: Content Knowledge PRAXIS**
18 or 47% Number and percent failing **Social Studies: Content Knowledge PRAXIS**

Overall Analysis:

Biology: Content Knowledge PRAXIS
10 Total Number taking **Biology: Content Knowledge PRAXIS**
8 or 80% Number and percent passing **Biology: Content Knowledge PRAXIS**
2 or 20% Number and percent failing **Biology: Content Knowledge PRAXIS**

Health Education: PRAXIS
19 Total Number taking **Health Education: PRAXIS**
15 or 79% Number and percent passing **Health Education: PRAXIS**
4 or 21% Number and percent failing **Health Education: PRAXIS**

World and US History: Content Knowledge PRAXIS
14 Total Number taking **World and US History: Content Knowledge PRAXIS**
11 or 79% Number and percent passing **World and US History: Content Knowledge PRAXIS**
3 or 21% Number and percent failing **World and US History: Content Knowledge PRAXIS**

English: Content Knowledge PRAXIS
46 Total Number taking **English: Content Knowledge PRAXIS**
43 or 93% Number and percent passing **English: Content Knowledge PRAXIS**
3 or 7% Number and percent failing **English: Content Knowledge PRAXIS**

General Science: Content Knowledge PRAXIS
31 Total Number taking **General Science: Content Knowledge PRAXIS**
26 or 84% Number and percent passing **General Science: Content Knowledge PRAXIS**
5 or 16% Number and percent failing **General Science: Content Knowledge PRAXIS**

Mathematics: Content Knowledge PRAXIS
95 Total Number taking **Mathematics: Content Knowledge PRAXIS**
69 or 73% Number and percent passing **Mathematics: Content Knowledge PRAXIS**
26 or 27% Number and percent failing **Mathematics: Content Knowledge PRAXIS**

Social Studies: Content Knowledge PRAXIS
93 Total Number taking **Social Studies: Content Knowledge PRAXIS**
65 or 70% Number and percent passing **Social Studies s: Content Knowledge PRAXIS**
28 or 30% Number and percent failing **Social Studies: Content Knowledge PRAXIS**

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

2013-2014

Troy Overall Number Passed Praxis II	Test Name
11	0081 Social Studies: Content Knowledge (paper)
1	0941 World and US History: Cont Know (paper)
11	5038 English Language Arts: Content Knowledge
3	5061 Mathematics: Content Knowledge (computer)
22	5081 Social Studies: Content Knowledge (computer)
45	5161 Mathematics: Content Knowledge
4	5235 Biology: Content Knowledge (computer)
13	5435 General Science: Content Knowledge (computer)

3	5551 Health Education
5	5941 World and US History: Cont Know (computer)

2012-2013

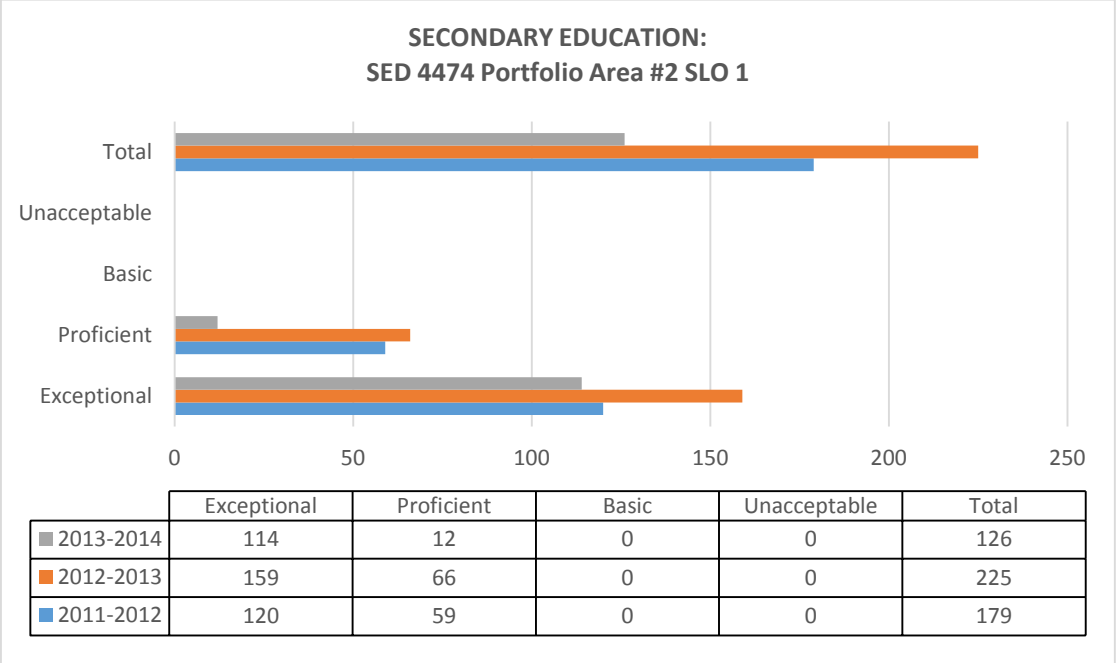
SECONDARY EDUCATION						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Biology: Content Knowledge	1	1	100%	0	0%
TROY	Biology: Content Knowledge	2	2	100%	0	0%
	TOTAL	3	3	100%	0	0%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
TROY	Health Education	5	5	100%	0	0%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	World and US History: Content Knowledge	3	3	100%	0	0%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	English: Content Knowledge	9	8	89%	1	11%
TROY	English: Content Knowledge	8	8	100%	0	0%
	TOTAL	**17**	**16**	**94%**	**1**	**6%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	General Science: Content Knowledge	2	2	100%	0	0%
TROY	General Science: Content Knowledge	3	3	100%	0	0%
	TOTAL	5	5	100%	0	0%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Mathematics: Content Knowledge	7	2	39%	5	21%
TROY	Mathematics: Content Knowledge	12	7	58%	5	42%
	TOTAL	**19**	**9**	**47%**	**10**	**53%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Social Studies: Content Knowledge	6	4	67%	2	33%
TROY	Social Studies: Content Knowledge	16	8	50%	8	50%
	TOTAL	22	12	55%	10	45%

2011-2012

SECONDARY EDUCATION						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Biology: Content Knowledge	3	1	33%	2	67%

CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
TROY	Health Education	11	7	64%	4	36%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	World and US History: Content Knowledge	3	1	33%	2	67%
TROY	World and US History: Content Knowledge	2	1	50%	1	50%
	TOTAL	**5**	**2**	**40%**	**3**	**60%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	English: Content Knowledge	9	7	78%	2	22%
TROY	English: Content Knowledge	9	9	100%	0	0%
	TOTAL	18	16	89%	2	11%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	General Science: Content Knowledge	9	5	56%	4	44%
TROY	General Science: Content Knowledge	4	3	75%	1	25%
	TOTAL	**13**	**8**	**62%**	**5**	**38%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Mathematics: Content Knowledge	16	6	38%	10	63%
TROY	Mathematics: Content Knowledge	12	6	50%	6	50%
	TOTAL	**28**	**12**	**43%**	**16**	**57%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Social Studies: Content Knowledge	8	4	50%	4	50%
TROY	Social Studies: Content Knowledge	30	16	53%	14	47%
	TOTAL	**38**	**20**	**53%**	**18**	**47%**

SECONDARY EDUCATION:
SED 4474 Portfolio Area #2
Three Year Data Cycle
SLO #1: Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	114	12	0	0	126
2012-2013	159	66	0	0	225
2011-2012	120	59	0	0	179

Narrative

Year-by-Year Analysis:

Overall Analysis:
SED 4474 Portfolio Area #2 SLO 1
530 Total Number of Completers
393 (75%) Number of Education Students in the Exemplary Range
137 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
530 Out of 530 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Year: 2013-2014
SED 4474 Portfolio Area #2 SLO 1
126 Total Number of Completers
114 (90%) Number of Education Students in the Exemplary Range
12 (10%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
126 out of 126 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Year: 2012-2013

SED 4474 Portfolio Area #2 SLO 1
225 Total Number of Completers
159 (71%) Number of Education Students in the Exemplary Range
66 (29%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
225 Out of 225 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Year: 2011-2012

SED 4474 Portfolio Area #2 SLO 1
179 Total Number of Completers
120 (67%) Number of Education Students in the Exemplary Range
59 (33%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Developing Range
0 (0%) Number of Education Students in the Beginning Range
179 Out of 179 (100%) Total Number of Education Students in the Exemplary to Proficient Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

SECONDARY EDUCATION
PRAXIS
Three Year Data Cycle
SLO #2 Professional Skills (Teaching & Learning)

Narrative

Year-by-Year Analysis:

Year: 2013-2014

Biology: Content Knowledge PRAXIS
4 Total Number taking **Biology: Content Knowledge PRAXIS**
4 Number passing **Biology: Content Knowledge PRAXIS**
Not reported as to the number failing **Biology: Content Knowledge PRAXIS**

Health Education: PRAXIS
3 Total Number taking **Health Education: PRAXIS**
3 Number passing **Health Education: PRAXIS**
Not reported as to the number failing **Health Education: PRAXIS**

World and US History: Content Knowledge PRAXIS
6 Total Number taking **World and US History: Content Knowledge PRAXIS**
6 Number passing **World and US History: Content Knowledge PRAXIS**
Not reported as to the number failing **World and US History: Content Knowledge PRAXIS**

English: Content Knowledge PRAXIS
11 Total Number taking **English: Content Knowledge PRAXIS**
11 Number passing **English: Content Knowledge PRAXIS**
Not reported as to the number failing **English: Content Knowledge PRAXIS**

General Science: Content Knowledge PRAXIS
13 Total Number taking **General Science: Content Knowledge PRAXIS**
13 Number passing **General Science: Content Knowledge PRAXIS**
Not reported as to the number failing **General Science: Content Knowledge PRAXIS**

Mathematics: Content Knowledge PRAXIS
48 Total Number taking **Mathematics: Content Knowledge PRAXIS**
48 Number passing **Mathematics: Content Knowledge PRAXIS**
Not reported as to the number failing **Mathematics: Content Knowledge PRAXIS**

Social Studies: Content Knowledge PRAXIS
33 Total Number taking **Social Studies: Content Knowledge PRAXIS**
33 Number passing **Social Studies: Content Knowledge PRAXIS**
Not reported as to the number failing **Social Studies: Content Knowledge PRAXIS**

Year: 2012-2013

Biology: Content Knowledge PRAXIS
3 Total Number taking **Biology: Content Knowledge PRAXIS**
3 or 100% Number and percent passing **Biology: Content Knowledge PRAXIS**
0 or 0% Number and percent failing **Biology: Content Knowledge PRAXIS**

Health Education: PRAXIS
5 Total Number taking **Health Education: PRAXIS**
5 or 100% Number and percent passing **Health Education: PRAXIS**
0 or 0% Number and percent failing **Health Education: PRAXIS**

World and US History: Content Knowledge PRAXIS
3 Total Number taking **World and US History: Content Knowledge PRAXIS**
3 or 100% Number and percent passing **World and US History: Content Knowledge PRAXIS**
0 or 0% Number and percent failing **World and US History: Content Knowledge PRAXIS**

English: Content Knowledge PRAXIS
17 Total Number taking **English: Content Knowledge PRAXIS**
16 or 94% Number and percent passing **English: Content Knowledge PRAXIS**
1 or 6% Number and percent failing **English: Content Knowledge PRAXIS**

General Science: Content Knowledge PRAXIS
5 Total Number taking **General Science: Content Knowledge PRAXIS**
5 or 100% Number and percent passing **General Science: Content Knowledge PRAXIS**
0 or 0% Number and percent failing **General Science: Content Knowledge PRAXIS**

Mathematics: Content Knowledge PRAXIS
19 Total Number taking **Mathematics: Content Knowledge PRAXIS**
9 or 47% Number and percent passing **Mathematics: Content Knowledge PRAXIS**
10 or 53% Number and percent failing **Mathematics: Content Knowledge PRAXIS**

Social Studies: Content Knowledge PRAXIS
22 Total Number taking **Social Studies: Content Knowledge PRAXIS**
12 or 55% Number and percent passing **Social Studies s: Content Knowledge PRAXIS**
10 or 45% Number and percent failing **Social Studies: Content Knowledge PRAXIS**

Year: 2011-2012

Biology: Content Knowledge PRAXIS
3 Total Number taking **Biology: Content Knowledge PRAXIS**
1 or 33% Number and percent passing **Biology: Content Knowledge PRAXIS**
2 or 67% Number and percent failing **Biology: Content Knowledge PRAXIS**

Health Education: PRAXIS
11 Total Number taking **Health Education: PRAXIS**

7 or 64% Number and percent passing **Health Education: PRAXIS**
4 or 36% Number and percent failing **Health Education: PRAXIS**

World and US History: Content Knowledge PRAXIS
5 Total Number taking **World and US History: Content Knowledge PRAXIS**
2 or 40% Number and percent passing **World and US History: Content Knowledge PRAXIS**
3 or 60% Number and percent failing **World and US History: Content Knowledge PRAXIS**

English: Content Knowledge PRAXIS
18 Total Number taking **English: Content Knowledge PRAXIS**
16 or 89% Number and percent passing **English: Content Knowledge PRAXIS**
2 or 11% Number and percent failing **English: Content Knowledge PRAXIS**

General Science: Content Knowledge PRAXIS
13 Total Number taking **General Science: Content Knowledge PRAXIS**
8 or 62% Number and percent passing **General Science: Content Knowledge PRAXIS**
5 or 38% Number and percent failing **General Science: Content Knowledge PRAXIS**

Mathematics: Content Knowledge PRAXIS
28 Total Number taking **Mathematics: Content Knowledge PRAXIS**
12 or 43% Number and percent passing **Mathematics: Content Knowledge PRAXIS**
16 or 57% Number and percent failing **Mathematics: Content Knowledge PRAXIS**

Social Studies: Content Knowledge PRAXIS
38 Total Number taking **Social Studies: Content Knowledge PRAXIS**
20 or 53% Number and percent passing **Social Studies s: Content Knowledge PRAXIS**
18 or 47% Number and percent failing **Social Studies: Content Knowledge PRAXIS**

Overall Analysis:

Biology: Content Knowledge PRAXIS
10 Total Number taking **Biology: Content Knowledge PRAXIS**
8 or 80% Number and percent passing **Biology: Content Knowledge PRAXIS**
2 or 20% Number and percent failing **Biology: Content Knowledge PRAXIS**

Health Education: PRAXIS
19 Total Number taking **Health Education: PRAXIS**
15 or 79% Number and percent passing **Health Education: PRAXIS**
4 or 21% Number and percent failing **Health Education: PRAXIS**

World and US History: Content Knowledge PRAXIS
14 Total Number taking **World and US History: Content Knowledge PRAXIS**
11 or 79% Number and percent passing **World and US History: Content Knowledge PRAXIS**
3 or 21% Number and percent failing **World and US History: Content Knowledge PRAXIS**

English: Content Knowledge PRAXIS
46 Total Number taking **English: Content Knowledge PRAXIS**

43 or 93% Number and percent passing **English: Content Knowledge PRAXIS**
3 or 7% Number and percent failing **English: Content Knowledge PRAXIS**

General Science: Content Knowledge PRAXIS
31 Total Number taking **General Science: Content Knowledge PRAXIS**
26 or 84% Number and percent passing **General Science: Content Knowledge PRAXIS**
5 or 16% Number and percent failing **General Science: Content Knowledge PRAXIS**

Mathematics: Content Knowledge PRAXIS
95 Total Number taking **Mathematics: Content Knowledge PRAXIS**
69 or 73% Number and percent passing **Mathematics: Content Knowledge PRAXIS**
26 or 27% Number and percent failing **Mathematics: Content Knowledge PRAXIS**

Social Studies: Content Knowledge PRAXIS
93 Total Number taking **Social Studies: Content Knowledge PRAXIS**
65 or 70% Number and percent passing **Social Studies s: Content Knowledge PRAXIS**
28 or 30% Number and percent failing **Social Studies: Content Knowledge PRAXIS**

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

2013-2014

Troy Overall Number Passed Praxis II	Test Name
11	0081 Social Studies: Content Knowledge (paper)
1	0941 World and US History: Cont Know (paper)
11	5038 English Language Arts: Content Knowledge
3	5061 Mathematics: Content Knowledge (computer)
22	5081 Social Studies: Content Knowledge (computer)
45	5161 Mathematics: Content Knowledge
4	5235 Biology: Content Knowledge (computer)
13	5435 General Science: Content Knowledge (computer)
3	5551 Health Education
5	5941 World and US History: Cont Know (computer)

2012-2013

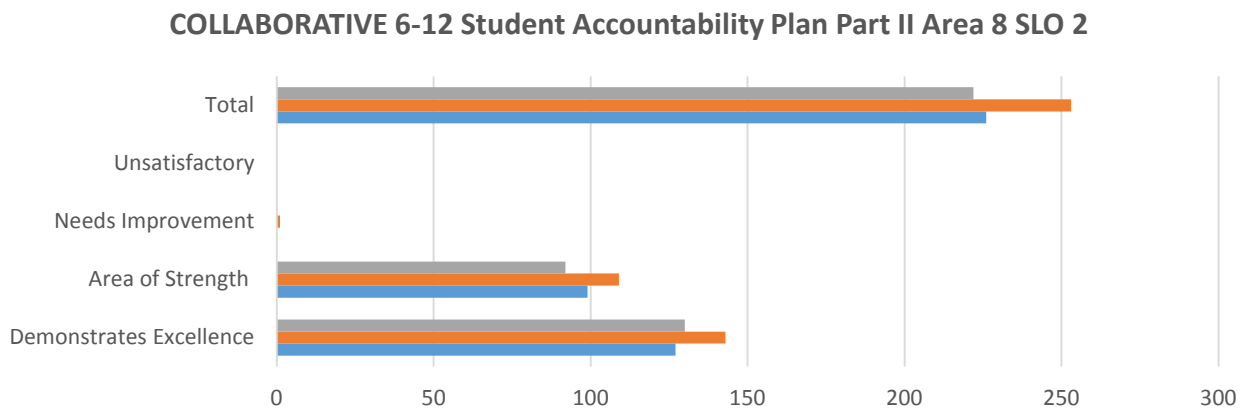
SECONDARY EDUCATION						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Biology: Content Knowledge	1	1	100%	0	0%
TROY	Biology: Content Knowledge	2	2	100%	0	0%
	TOTAL	3	3	100%	0	0%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
TROY	Health Education	5	5	100%	0	0%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	World and US History: Content Knowledge	3	3	100%	0	0%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	English: Content Knowledge	9	8	89%	1	11%
TROY	English: Content Knowledge	8	8	100%	0	0%
	TOTAL	**17**	**16**	**94%**	**1**	**6%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	General Science: Content Knowledge	2	2	100%	0	0%
TROY	General Science: Content Knowledge	3	3	100%	0	0%
	TOTAL	5	5	100%	0	0%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Mathematics: Content Knowledge	7	2	39%	5	21%
TROY	Mathematics: Content Knowledge	12	7	58%	5	42%
	TOTAL	**19**	**9**	**47%**	**10**	**53%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Social Studies: Content Knowledge	6	4	67%	2	33%
TROY	Social Studies: Content Knowledge	16	8	50%	8	50%
	TOTAL	22	12	55%	10	45%

2011-2012

SECONDARY EDUCATION						
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Biology: Content Knowledge	3	1	33%	2	67%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
TROY	Health Education	11	7	64%	4	36%

CAMPUS LOCATION	TEST NAME	NUMBER TAKEN	PASS	%	FAIL	%
DOTHAN	World and US History: Content Knowledge	3	1	33%	2	67%
TROY	World and US History: Content Knowledge	2	1	50%	1	50%
	TOTAL	**5**	**2**	**40%**	**3**	**60%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	English: Content Knowledge	9	7	78%	2	22%
TROY	English: Content Knowledge	9	9	100%	0	0%
	TOTAL	18	16	89%	2	11%
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	General Science: Content Knowledge	9	5	56%	4	44%
TROY	General Science: Content Knowledge	4	3	75%	1	25%
	TOTAL	**13**	**8**	**62%**	**5**	**38%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Mathematics: Content Knowledge	16	6	38%	10	63%
TROY	Mathematics: Content Knowledge	12	6	50%	6	50%
	TOTAL	**28**	**12**	**43%**	**16**	**57%**
CAMPUS LOCATION	**TEST NAME**	**NUMBER TAKEN**	**PASS**	**%**	**FAIL**	**%**
DOTHAN	Social Studies: Content Knowledge	8	4	50%	4	50%
TROY	Social Studies: Content Knowledge	30	16	53%	14	47%
	TOTAL	**38**	**20**	**53%**	**18**	**47%**

SECONDARY EDUCATION
Student Accountability Plan Part II Area #8
Three Year Data Cycle
SLO #2 Professional Skills (Teaching & Learning)



	Demonstrates Excellence	Area of Strength	Needs Improvement	Unsatisfactory	Total
2013-2014	130	92	0	0	222
2012-2013	143	109	1	0	253
2011-2012	127	99	0	0	226

Narrative

Year-by-Year Analysis:

Overall Analysis:
Student Accountability Plan Part II Area 8 SLO 2
701 Total Number of Completers
400 (57%) Number of Education Students in the Demonstrates Excellence range
300 (42%) Number of Education Students in the Area of Strength range
1 (1%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
700 Out of 701 (99%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2013-2014
Student Accountability Plan Part II Area 8 SLO 2
222 Total Number of Completers
130 (59%) Number of Education Students in the Demonstrates Excellence range
92 (41%) Number of Education Students in the Area of Strength range
0 (0%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
222 Out of 222 (100%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2012-2013

Student Accountability Plan Part II Area 8 SLO 2
253 Total Number of Completers
143 (57%) Number of Education Students in the Demonstrates Excellence range
109 (42%) Number of Education Students in the Area of Strength range
1 (1%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
252 Out of 253 (99%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Year: 2011-2012

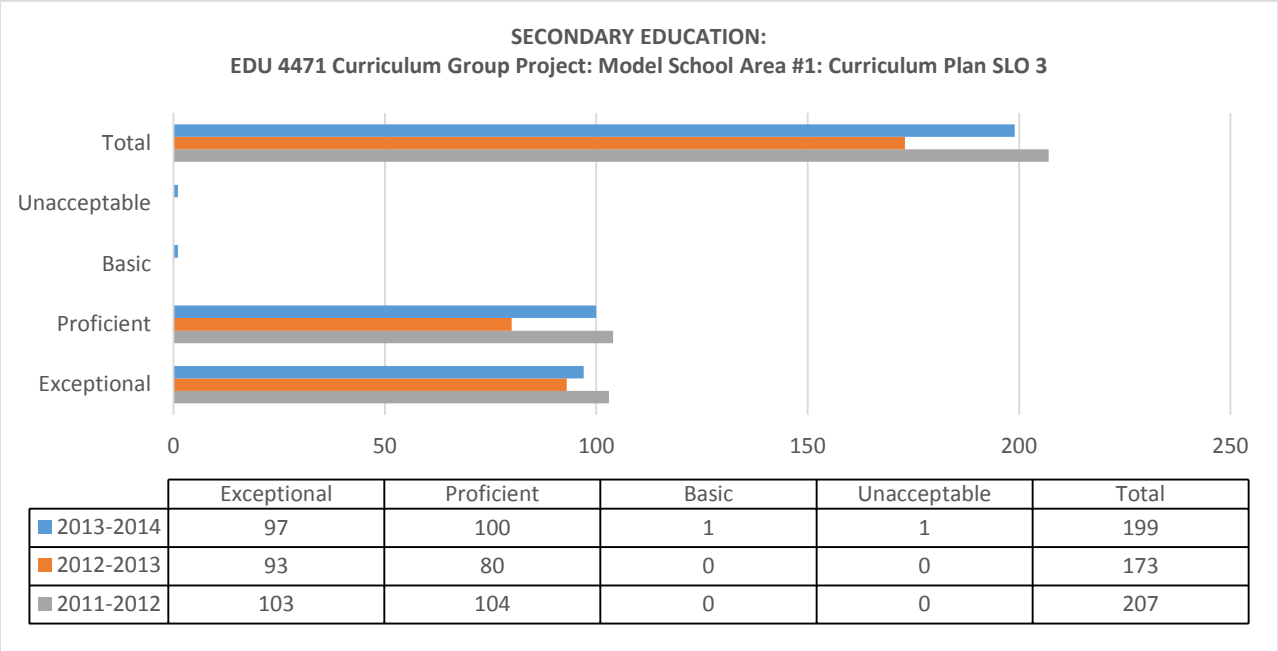
Student Accountability Plan Part II Area 8 SLO 2
226 Total Number of Completers
127 (56%) Number of Education Students in the Demonstrates Excellence range
99 (44%) Number of Education Students in the Area of Strength range
0 (0%) Number of Education Students in the Needs Improvement range
0 (0%) Number of Education Students in the Unsatisfactory range
226 Out of 226 (100%) Number of Education Students in the Demonstrates Excellence to Area of Strength range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

SECONDARY EDUCATION:
EDU 4471 Curriculum Group Project: Model School Area #1: Curriculum Plan
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	97	100	1	1	199
2012-2013	93	80	0	0	173
2011-2012	103	104	0	0	207

Narrative

Year-by-Year Analysis:

Overall Analysis:

579 Total Number of Completers
293 (50%) Education students in the Exceptional range
284 (48%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
578 Out of 579 (99%) Education students in the Exceptional to Proficient range

Year: 2013-2014

EDU 4471 Curriculum Group Project Model School Area 1
199 Total Number of Completers
97 (49%) Education students in the Exceptional range
100 (49%) Education students in the Proficient range
1 (1%) Education students in the Basic range
1 (1%) Education students in the Unacceptable range
199 Out of 199 (99%) Education students in the Exceptional to Basic range

Year: 2012-2013

EDU 4471 Curriculum Group Project Model School Area 1
173 Total Number of Completers
93 (54%) Education students in the Exceptional range
80 (46%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
173 Out of 173 (100%) Education students in the Exceptional to Proficient range

Year: 2011-2012

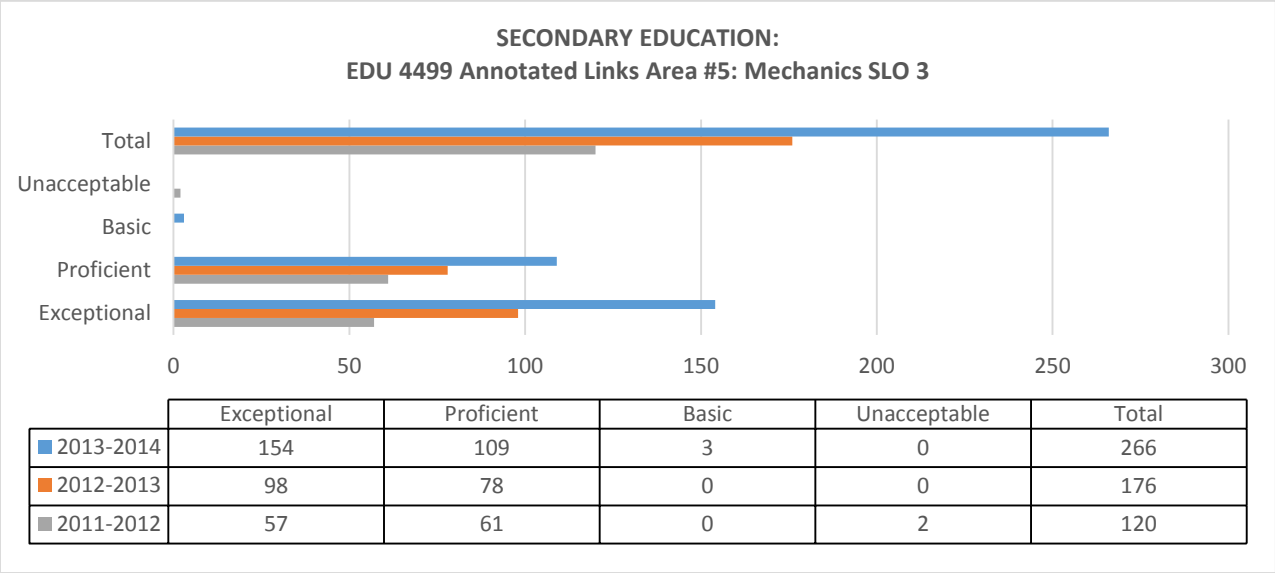
EDU 4471 Curriculum Group Project Model School Area 1
207 Total Number of Completers
103 (49%) Education students in the Exceptional range
104 (51%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
207 Out of 207 (100%) Education students in the Exceptional to Proficient range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

SECONDARY EDUCATION:
EDU 4499 Annotated Links Area #5: Mechanics
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	154	109	3	0	266
2012-2013	98	78	0	0	176
2011-2012	57	61	0	2	120

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 4499 Annotative Links Area #5 SLO 3
562 Total Number of Completers
309 (54%) Education students in the Exceptional range
248 (43%) Education students in the Proficient range
3 (2%) Education students in the Basic range
2 (1%) Education students in the Unacceptable range
560 Out of 562 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
EDU 4499 Annotative Links Area #5 SLO 3
266 Total Number of Completers
154 (58%) Education students in the Exceptional range
109 (41%) Education students in the Proficient range
3 (1%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
266 Out of 266 (100%) Education students in the Exceptional to Basic range

Year: 2012-2013

EDU 4499 Annotative Links Area #5 SLO 3
176 Total Number of Completers
98 (56%) Education students in the Exceptional range
78 (44%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
176 Out of 176 (100%) Education students in the Exceptional to Proficient range

Year: 2011-2012

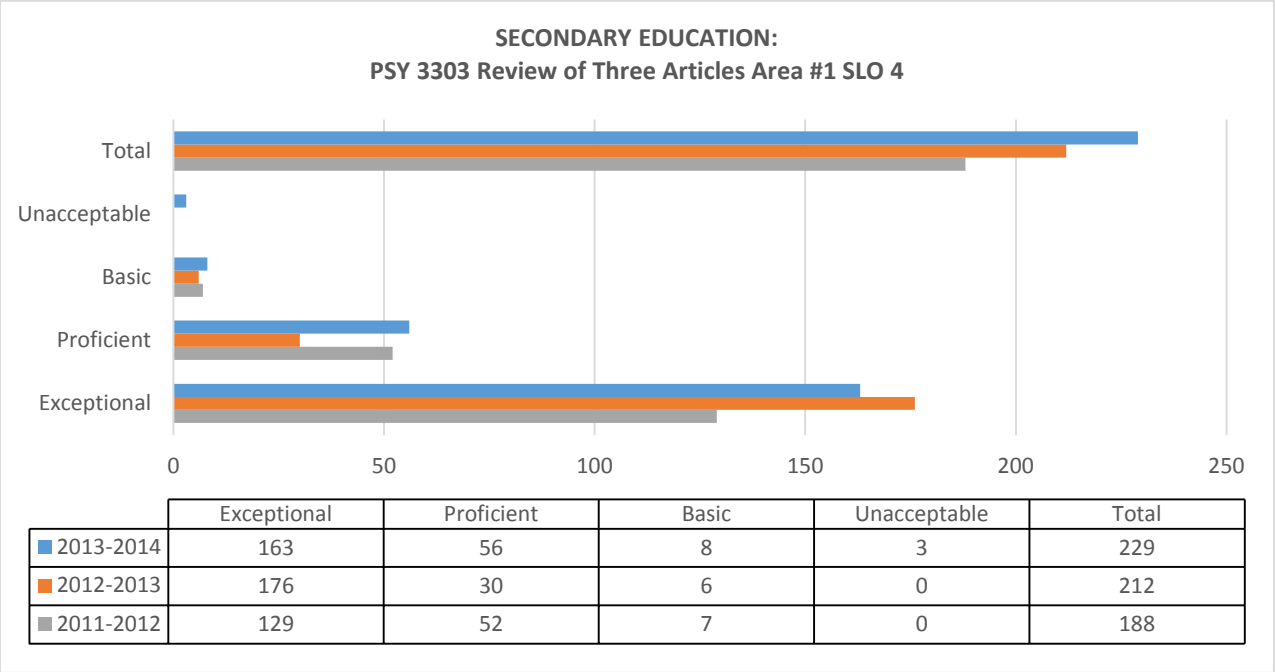
EDU 4499 Annotative Links Area #5 SLO 3
120 Total Number of Completers
57 (47%) Education students in the Exceptional range
61 (51%) Education students in the Proficient range
0 (0%) Education students in the Basic range
2 (2%) Education students in the Unacceptable range
118 Out of 120 (98%) Education students in the Exceptional to Proficient range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

SECONDARY EDUCATION:
PSY 3303 Review of Three Articles Area #1
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	163	56	8	3	229
2012-2013	176	30	6	0	212
2011-2012	129	52	7	0	188

Narrative

Year-by-Year Analysis:

Overall Analysis:
PSY 3303 Review of Two Articles Area 1 SLO 4
629 Total Number of Completers
468 (74%) Education Students in the Exceptional range
138 (22%) Education Students in the Above Average range
21 (3%) Education Students in the Below Average range
3 (1%) Education Students in the Poor range
605 Out of 629 (96%) Education Students in the Exceptional to Above Average range

Year: 2013-2014
PSY 3303 Review of Two Articles Area 1 SLO 4
229 Total Number of Completers
163 (71%) Education Students in the Exceptional range
56 (24%) Education Students in the Above Average range
8 (4%) Education Students in the Below Average range
3 (1%) Education Students in the Poor range
218 Out of 229 (95%) Education Students in the Exceptional to Above Average range

Year: 2012-2013

PSY 3303 Review of Two Articles Area 1 SLO 4
212 Total Number of Completers
176 (83%) Education Students in the Exceptional range
30 (14%) Education Students in the Above Average range
6 (3%) Education Students in the Below Average range
0 (0%) Education Students in the Poor range
206 Out of 212 (97%) Education Students in the Exceptional to Above Average range

Year: 2011-2012

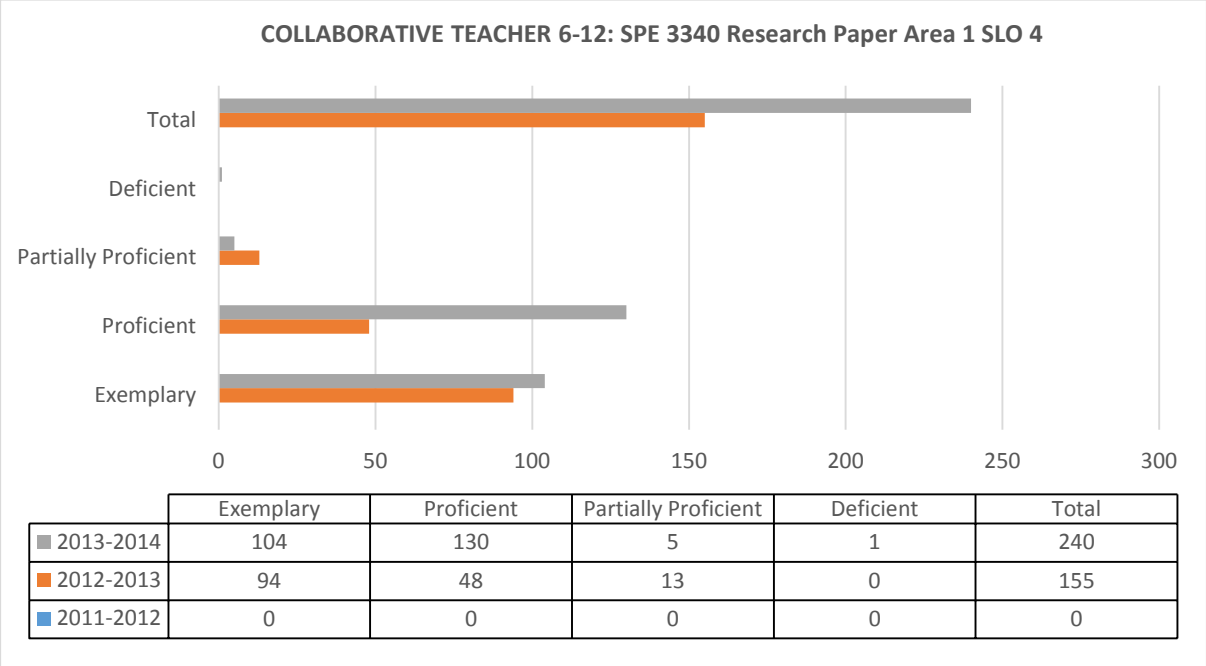
PSY 3303 Review of Two Articles Area 1 SLO 4
188 Total Number of Completers
129 (69%) Education Students in the Exceptional range
52 (28%) Education Students in the Above Average range
7 (3%) Education Students in the Below Average range
0 (0%) Education Students in the Poor range
181 Out of 188 (96%) Education Students in the Exceptional to Above Average range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

SECONDARY EDUCATION:
SPE 3340 Research Paper: Area #1 Content
Three Year Data Cycle
SLO #4 Diversity



	Exemplary	Proficient	Partially Proficient	Deficient	Total
2013-2014	104	130	5	1	240
2012-2013	94	48	13	0	155
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 3340 Research Paper Area #1
395 Total Number of Completers
198 (50%) Education students in the Exemplary range
178 (45%) Education students in the Proficient range
18 (4%) Education students in the Partially Proficient range
1 (1%) Education students in the Deficient range
376 Out of 395 (95%) Education students in the Exemplary to Basic range

Year: 2013-2014
SPE 3340 Research Paper Area #1
240 Total Number of Completers
104 (43%) Education students in the Exemplary range
130 (54%) Education students in the Proficient range
5 (2%) Education students in the Partially Proficient range
1 (1%) Education students in the Deficient range
234 Out of 240 (97%) Education students in the Exemplary to Basic range

Year: 2012-2013

SPE 3340 Research Paper Area #1
155 Total Number of Completers
94 (61%) Education students in the Exemplary range
48 (31%) Education students in the Proficient range
13 (8%) Education students in the Partially Proficient range
0 (0%) Education students in the Deficient range
142 Out of 155 (92%) Education students in the Exemplary to Basic range

Year: 2011-2012

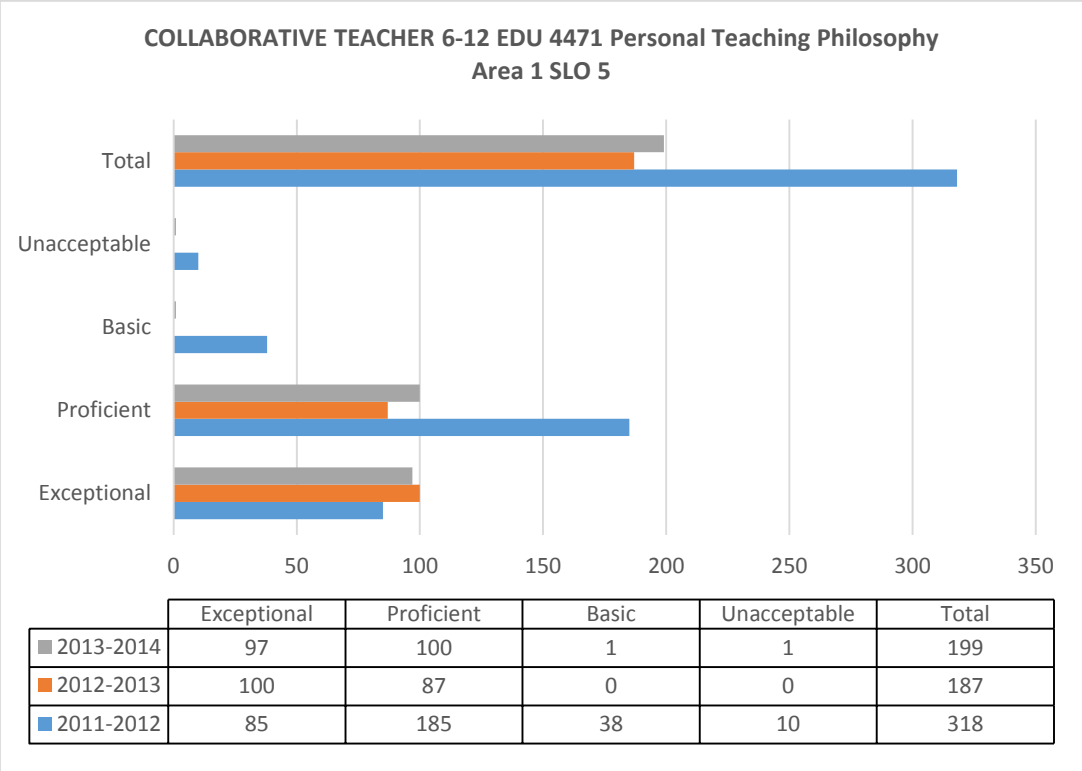
SPE 3340 Research Paper Area #1
0 Total Number of Completers
0 (0%) Education students in the Exemplary range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Partially Proficient range
0 (0%) Education students in the Deficient range
0 (0%) Education students in the Exemplary to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

SECONDARY EDUCATION:
EDU 4471 Personal Teaching Philosophy
Three Year Data Cycle
SLO #5 Professionalism



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	97	100	1	1	199
2012-2013	100	87	0	0	187
2011-2012	85	185	38	10	318

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
704 Total Number of Completers
282 (40%) Education students in the Exceptional range
372 (53%) Education students in the Proficient range
39 (6%) Education students in the Basic range
11 (1%) Education students in the Unacceptable range
693 Out of 704 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
199 Total Number of Completers
97 (49%) Education students in the Exceptional range
100 (50%) Education students in the Proficient range
1 (0.50%) Education students in the Basic range
1 (0.50%) Education students in the Unacceptable range
198 Out of 199 (99%) Education students in the Exceptional to Basic range

Year: 2012-2013

EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
187 Total Number of Completers
100 (54%) Education students in the Exceptional range
87 (46%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
187 Out of 187 (100%) Education students in the Exceptional to Basic range

Year: 2011-2012

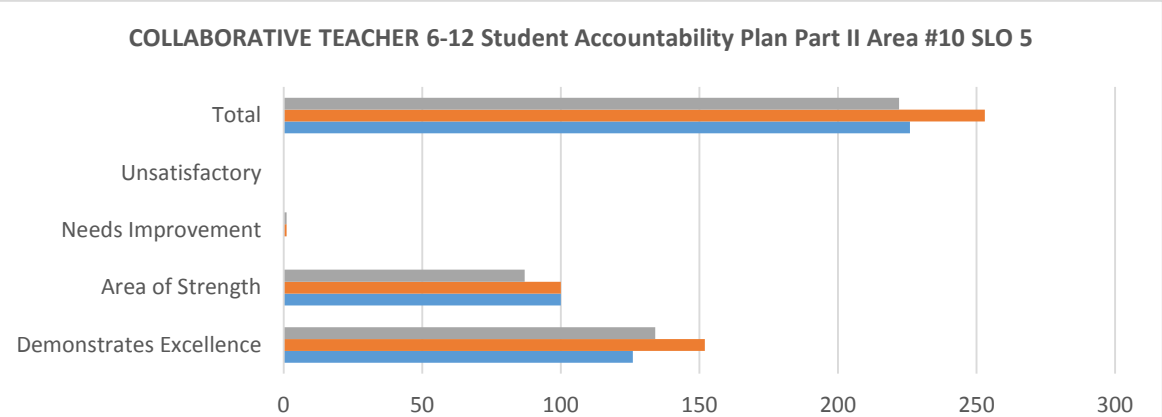
EDU 4471 Personal Teaching Philosophy Area 1 SLO 5
318 Total Number of Completers
85 (28%) Education students in the Exceptional range
185 (58%) Education students in the Proficient range
38 (12%) Education students in the Basic range
10 (2%) Education students in the Unacceptable range
270 Out of 318 (85%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

SECONDARY EDUCATION:
Student Accountability Plan Part II Area #10
Three Year Data Cycle
SLO #5 Professionalism



	Demonstrates Excellence	Area of Strength	Needs Improvement	Unsatisfactory	Total
2013-2014	134	87	1	0	222
2012-2013	152	100	1	0	253
2011-2012	126	100	0	0	226

Narrative

Year-by-Year Analysis:

Overall Analysis:
Student Accountability Plan Part II Area #10 SLO 5
701 Total Number of Completers
412 (58%) Education students in the Demonstrates Excellence range
287 (40%) Education students in the Area of Strength range
2 (2%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
699 Out of 701 (98%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2013-2014
Student Accountability Plan Part II Area #10 SLO 5
222 Total Number of Completers
134 (60%) Education students in the Demonstrates Excellence range
87 (39%) Education students in the Area of Strength range
1 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
221 Out of 222 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2012-2013

Student Accountability Plan Part II Area #10 SLO 5
253 Total Number of Completers
152 (60%) Education students in the Demonstrates Excellence range
100 (39%) Education students in the Area of Strength range
1 (1%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
252 Out of 253 (99%) Education students in the Demonstrates Excellence to Area of Strength range

Year: 2011-2012

Student Accountability Plan Part II Area #10 SLO 5
226 Total Number of Completers
126 (56%) Education students in the Demonstrates Excellence range
100 (44%) Education students in the Area of Strength range
0 (0%) Education students in the Needs Improvement range
0 (0%) Education students in the Unsatisfactory Excellence range
226 Out of 226 (100%) Education students in the Demonstrates Excellence to Area of Strength range

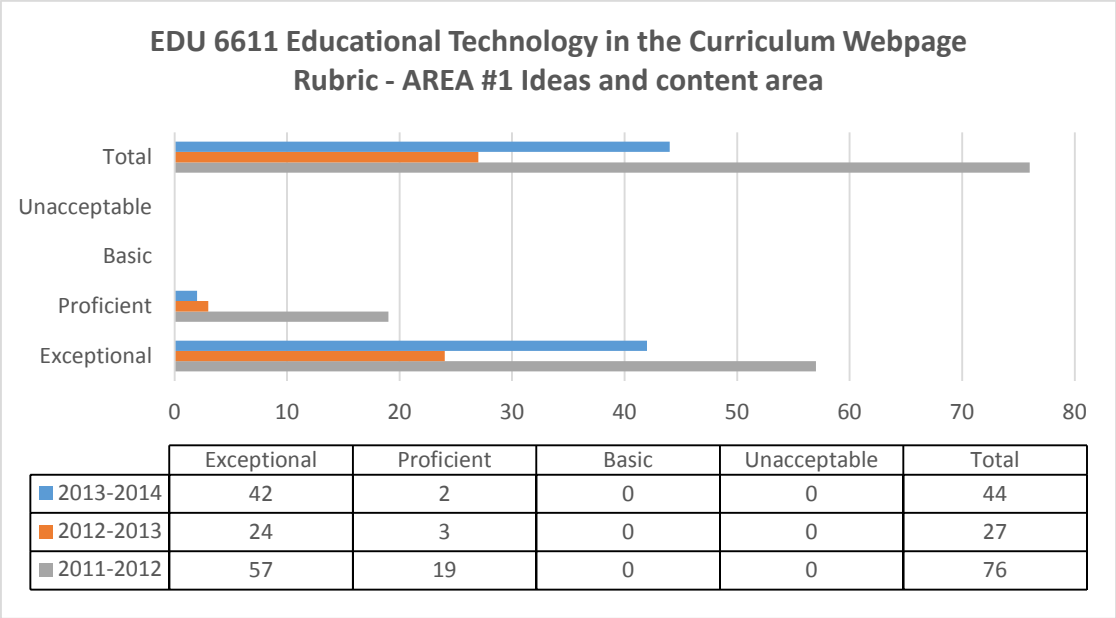
Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Secondary Education (6-12), Alternative, MS

Graduate Alternative – A Secondary Education 6-12
EDU 6611 WEBPAGE AREA #1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	42	2	0	0	44
2012-2013	24	3	0	0	27
2011-2012	57	19	0	0	76

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
147 Total Number of Completers
123 (84%) Number of Education Students in the Exceptional Range
24 (16%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
147 Out of 147 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
44 Total Number of Completers
42 (96%) Number of Education Students in the Exceptional Range
2 (4%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
44 Out of 44 (100%) Exceptional to Basic Range

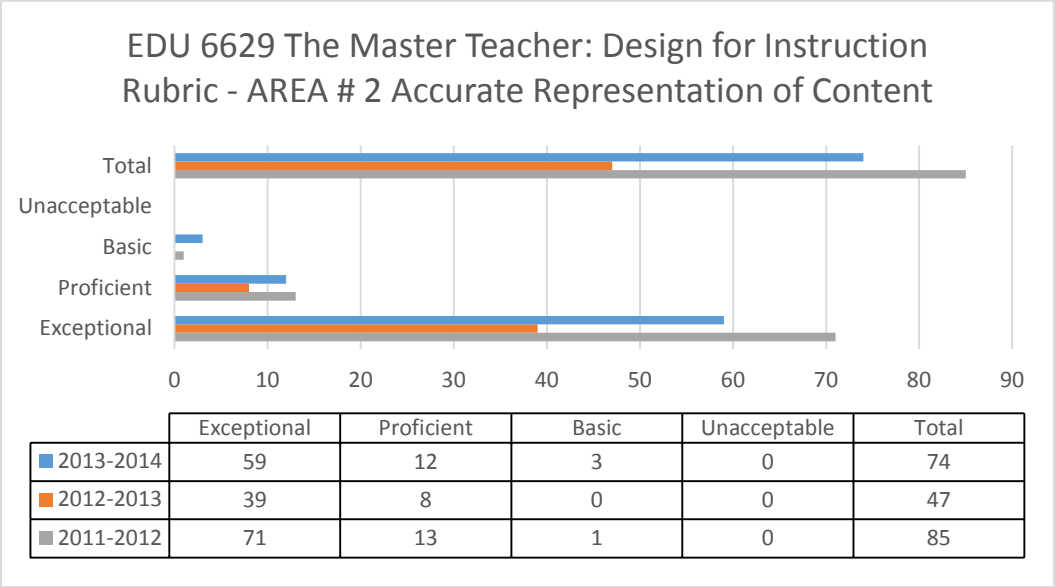
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
27 Total Number of Completers
24 (89%) Number of Education Students in the Exceptional Range
3 (11%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
76 Total Number of Completers
57 (75%) Number of Education Students in the Exceptional Range
19 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
76 Out of 76 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Secondary Education 6-12:
EDU 6629 DFI Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	59	12	3	0	74
2012-2013	39	8	0	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
206 Total Number of Completers
169 (82%) Number of Education Students in the Exceptional Range
33 (16%) Number of Education Students in the Proficient Range
4 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
206 Out of 206 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
74 Total Number of Completers
59 (80%) Number of Education Students in the Exceptional Range
12 (16%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
74 Out of 74 (100%) Exceptional to Basic Range

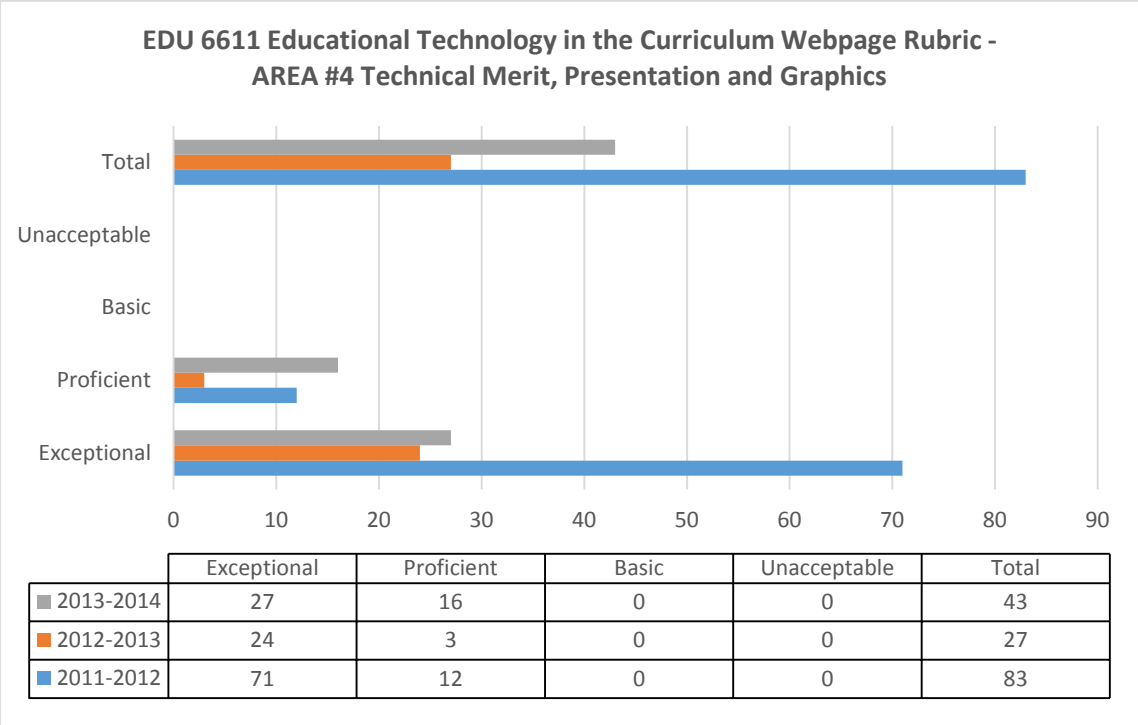
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
47 Total Number of Completers
39 (83%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
85 Total Number of Completers
71 (84%) Number of Education Students in the Exceptional Range
13 (15%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
85 Out of 85 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Secondary Education 6-12
EDU 6611 WEBQUEST AREA #4
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	27	16	0	0	43
2012-2013	24	3	0	0	27
2011-2012	71	12	0	0	83

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
153 Total Number of Completers
122 (80%) Number of Education Students in the Exceptional Range
31 (20%) Number of Education Students in the Proficient Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Unacceptable Range
153 Out of 153 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
43 Total Number of Completers
27 (63%) Number of Education Students in the Exceptional Range
16 (37%) Number of Education Students in the Proficient Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Unacceptable Range
43 Out of 43 (100%) Exceptional to Basic Range

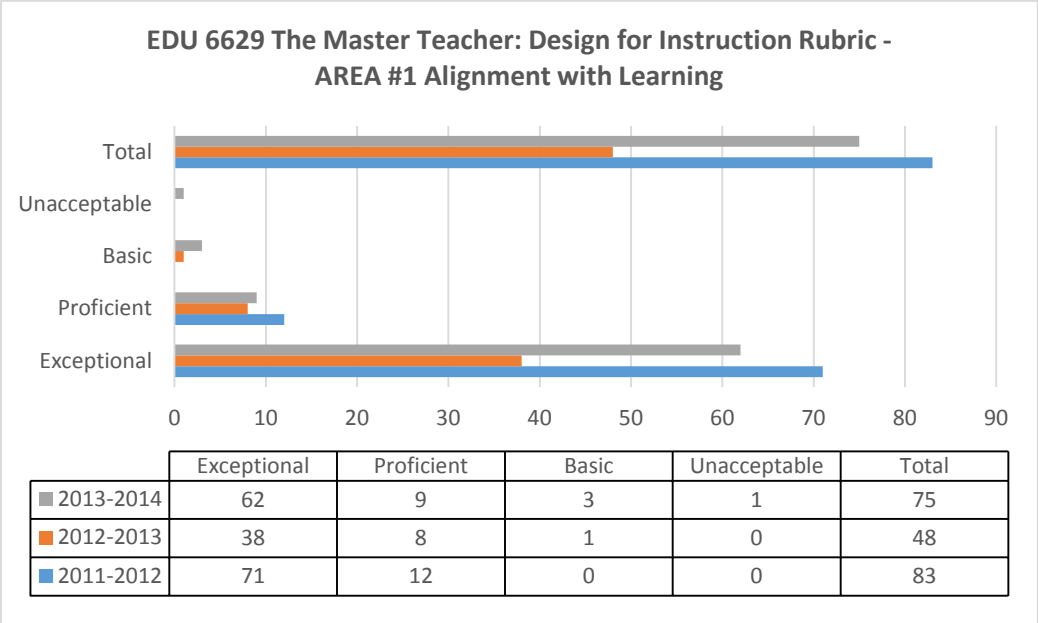
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
27 Total Number of Completers
24 (89%) Number of Education Students in the Exceptional Range
3 (11%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
83 Total Number of Completers
71 (86%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
83 Out of 83 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Secondary Education 6-12
EDU 6629 DFI AREA #1
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	62	9	3	1	75
2012-2013	38	8	1	0	48
2011-2012	71	12	0	0	83

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
205 Total Number of Completers
171 (83%) Number of Education Students in the Exceptional Range
29 (14%) Number of Education Students in the Proficient Range
5 (2%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
205 Out of 206 (99%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
75 Total Number of Completers
62 (83%) Number of Education Students in the Exceptional Range
9 (12%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
74 Out of 75 (99%) Exceptional to Basic Range

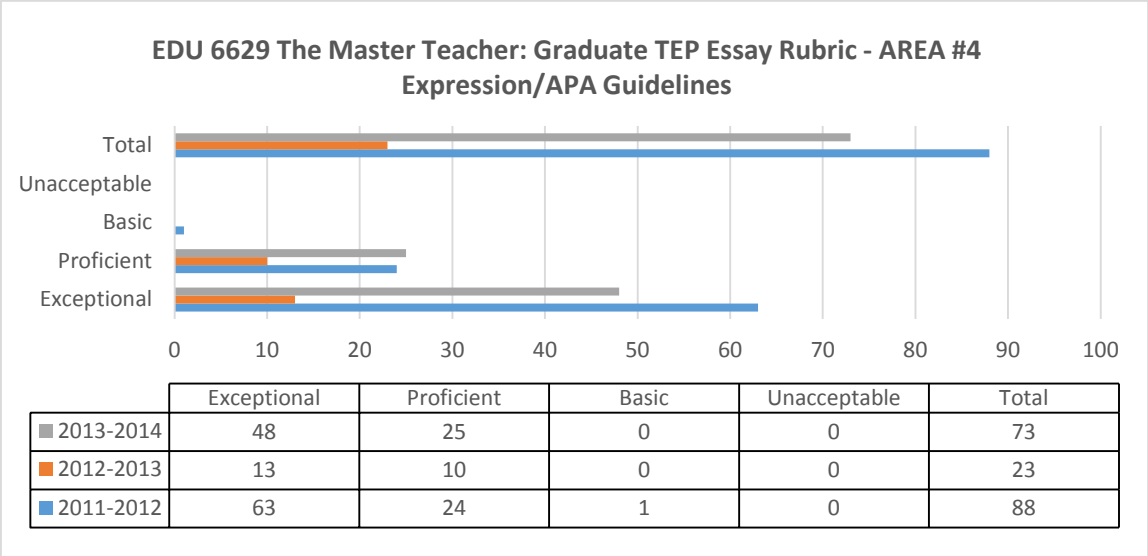
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
47 Total Number of Completers
38 (82%) Number of Education Students in the Exceptional Range
8 (16%) Number of Education Students in the Proficient Range
1 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
84 Total Number of Completers
71 (85%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
84 Out of 84 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Secondary Education 6-12
EDU 6629 GRADUATE TEP ESSAY AREA #4
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	48	25	0	0	73
2012-2013	13	10	0	0	23
2011-2012	63	24	1	0	88

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
185 Total Number of Completers
125 (68%) Number of Education Students in the Exceptional Range
59 (31%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
185 Out of 185 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
73 Total Number of Completers
48 (66%) Number of Education Students in the Exceptional Range
25 (34%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
73 Out of 73 (100%) Exceptional to Basic Range

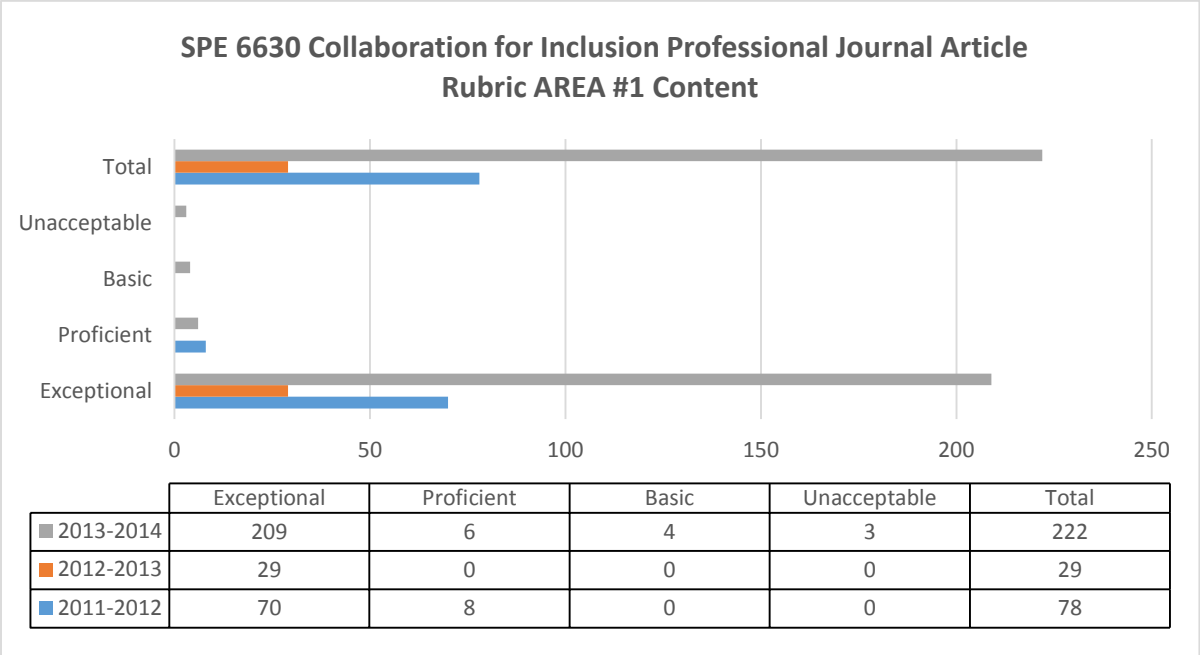
Year: 2012-2013
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
23 Total Number of Completers
13 (57%) Number of Education Students in the Exceptional Range
10 (43%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
23 Out of 23 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
88 Total Number of Completers
64 (72%) Number of Education Students in the Exceptional Range
24 (27%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
88 Out of 88 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Secondary Education 6-12
SPE 6630 Prof. Journal Article AREA #1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	209	6	4	3	222
2012-2013	29	0	0	0	29
2011-2012	70	8	0	0	78

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
329 Total Education students completing
308 (93%) Education students in the Exceptional range
14 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
3 (1%) Education students in the Unacceptable range
326 Out of 329 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
222 Total Education students completing
209 (94%) Education students in the Exceptional range
6 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
222 Out of 222 (100%) Education students in the Exceptional to Proficient range

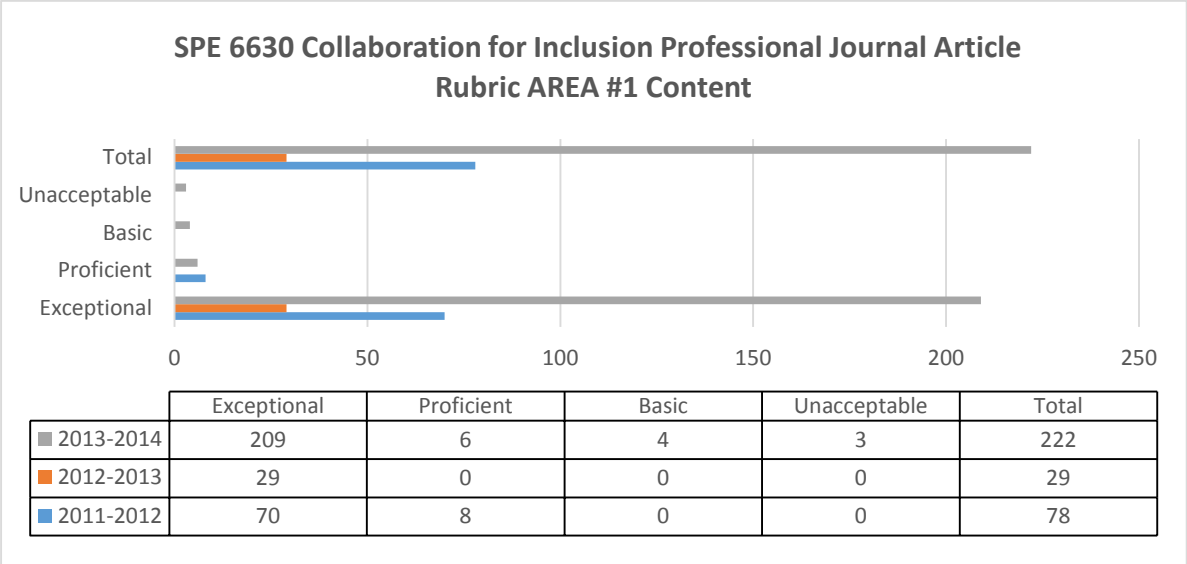
Year: 2012-2013
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
29 Total Education students completing
29 (100%) Education students in the Exceptional range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
29 Out of 29 (100%) in the Exceptional to Basic range

Year: 2011-2012
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
78 Total Education students completing
70 (90%) Education students in the Exceptional range
8 (10%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
78 Out of 78 (100%) Education students in the Exceptional to Basic range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Secondary Education 6-12
SPE 6630 Prof. Journal Article AREA #1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	209	6	4	3	222
2012-2013	29	0	0	0	29
2011-2012	70	8	0	0	78

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
329 Total Education students completing
308 (93%) Education students in the Exceptional range
14 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
3 (1%) Education students in the Unacceptable range
326 Out of 329 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
222 Total Education students completing
209 (94%) Education students in the Exceptional range
6 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
222 Out of 222 (100%) Education students in the Exceptional to Proficient range

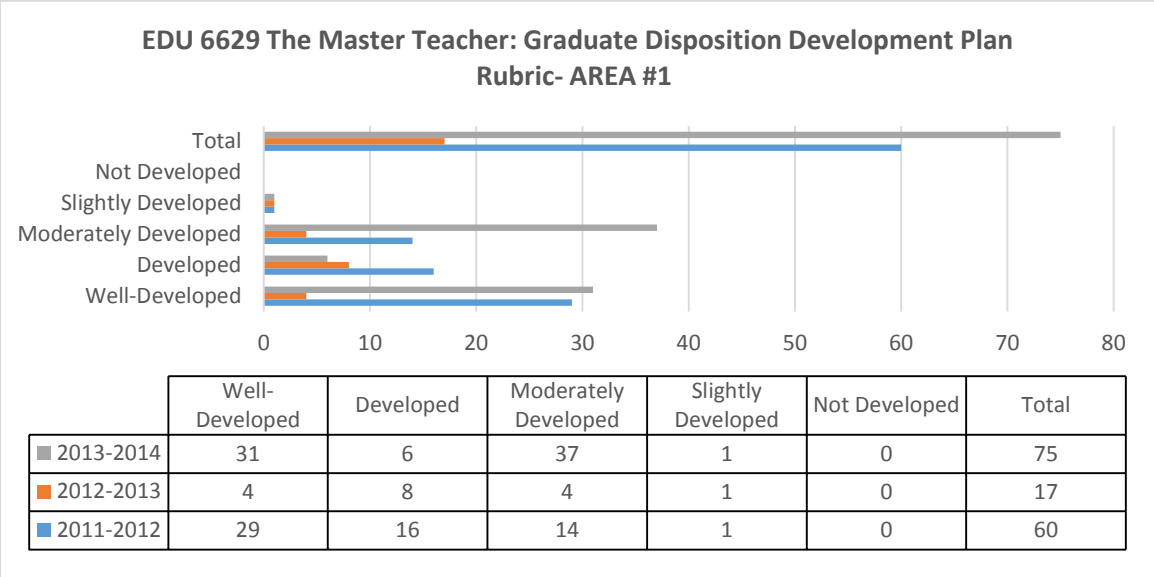
Year: 2012-2013
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
29 Total Education students completing
29 (100%) Education students in the Exceptional range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
29 Out of 29 (100%) in the Exceptional to Basic range

Year: 2011-2012
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
78 Total Education students completing
70 (90%) Education students in the Exceptional range
8 (10%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
78 Out of 78 (100%) Education students in the Exceptional to Basic range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Secondary Education 6-12
EDU 6629 DISP. AREA #1
Three Year Data Cycle
SLO #4 Diversity



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	31	6	37	1	0	75
2012-2013	4	8	4	1	0	17
2011-2012	29	16	14	1	0	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #1
152 Total Education students completing
64 (40%) Education students in the Well-Developed range
30 (22%) Education students in the Developed range
55 (36%) Education students in the Moderately Developed range
3 (2%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well-Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #1
75 Total Education students completing
31 (41%) Education students in the Well-Developed range
6 (9%) Education students in the Developed range
37 (49%) Education students in the Moderately Developed range
1 (1%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
74 Out of 75 (99%) Education students in the Well-Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #1

17 Total Education students completing

4 (24%) Education students in the Well-Developed range

8 (47%) Education students in the Developed range

4 (24%) Education students in the Moderately Developed range

1 (5%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

16 Out of 17 (95%) Education students in the Well-Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #1

60 Total Education students completing

29 (48%) Education students in the Well-Developed range

16 (26%) Education students in the Developed range

14 (24%) Education students in the Moderately Developed range

1 (2%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

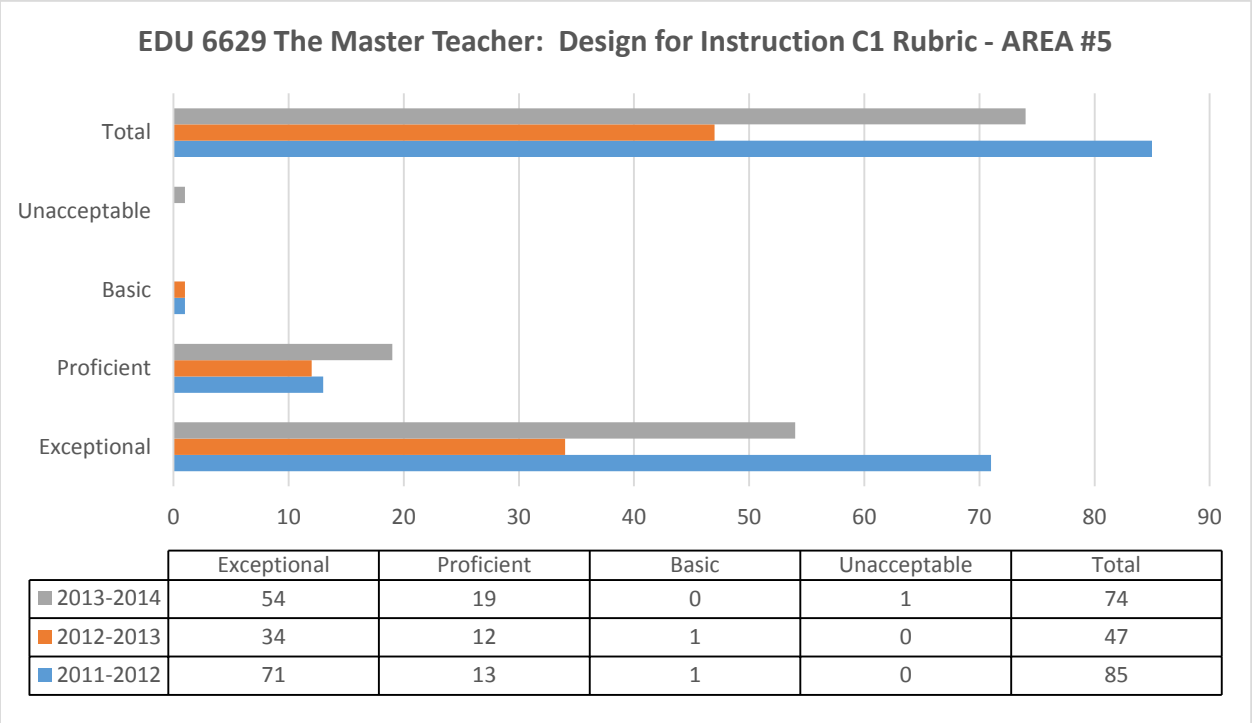
59 Out of 60 (98%) Education students in the Well-Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Secondary Education 6-12
EDU 6629 DFI. AREA #5
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	54	19	0	1	74
2012-2013	34	12	1	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:

EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
206 Total number of completers
159 (77%) Total Education students in the Exceptional range
44 (20%) Total Education students in the Proficient range
2 (2%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
205 Out of 206 (99%) Education students in the Exceptional to Proficient

Year: 2013-2014

EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
74 Total number of completers
54 (73%) Total Education students in the Exceptional range
19 (26%) Total Education students in the Proficient range
0 (0%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
73 Out of 74 (99%) Education students in the Exceptional to Proficient

Year: 2012-2013

EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
47 Total number of completers
34 (73%) Total Education students in the Exceptional range
12 (26%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
47 Out of 47 (100%) Education students in the Exceptional to Proficient

Year: 2011-2012

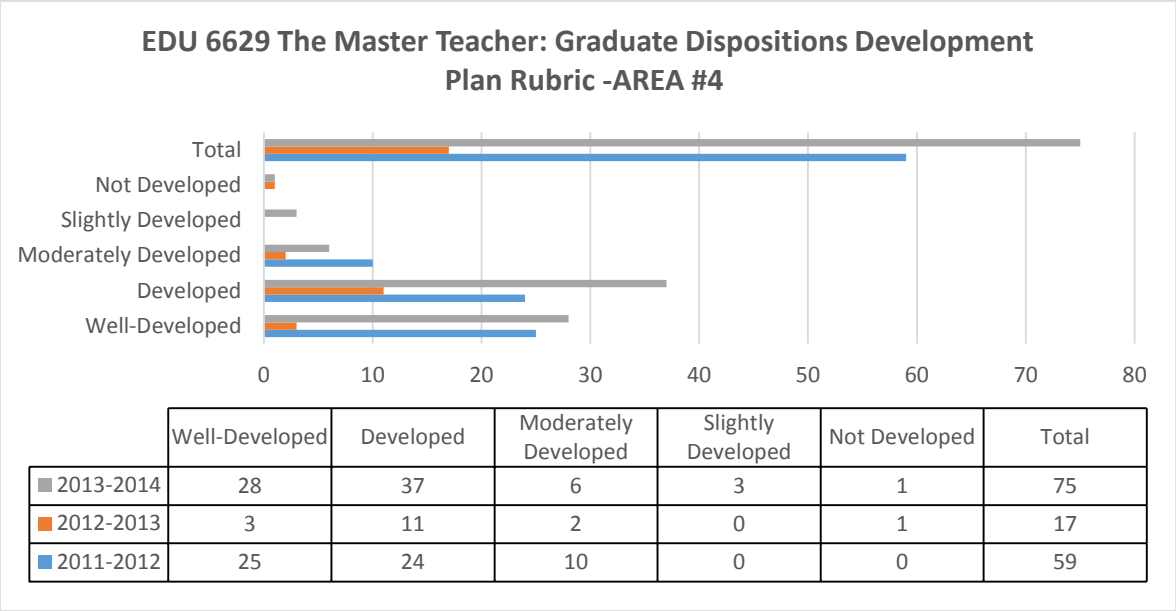
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
85 Total number of completers
71 (84%) Total Education students in the Exceptional range
13 (15%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
85 Out of 85 (100%) Education students in the Exceptional to Proficient

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Secondary Education 6-12
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	28	37	6	3	1	75
2012-2013	3	11	2	0	1	17
2011-2012	25	24	10	0	0	59

Narrative

Year-by-Year Analysis:

Overall Analysis:

EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
151 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (48%) Total Education students in the Developed range
18 (12%) Total Education students in the Moderately Developed range
3 (2%) Total Education students in the Slightly Developed range
2 (1%) Total Education students in the Not Developed range
146 Out of 151 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014

EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
75 Total Number of Completers
28 (37%) Total Education students in the Well Developed range
37 (49%) Total Education students in the Developed range
6 (8%) Total Education students in the Moderately Developed range
3 (4%) Total Education students in the Slightly Developed range
1 (2%) Total Education students in the Not Developed range
71 Out of 75 (94%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
17 Total Number of Completers
3 (18%) Total Education students in the Well Developed range
11 (65%) Total Education students in the Developed range
2 (12%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
1 (5%) Total Education students in the Not Developed range
16 Out of 17 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

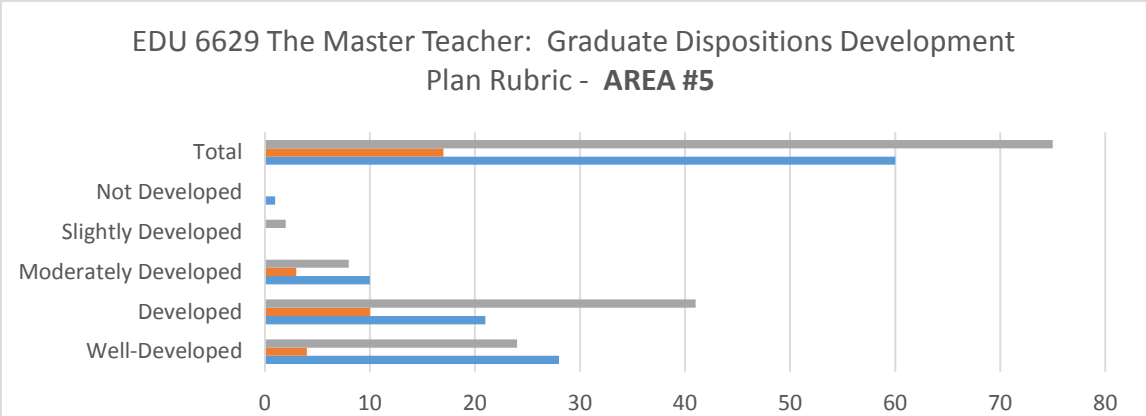
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
59 Total Number of Completers
25 (42%) Total Education students in the Well Developed range
24 (41%) Total Education students in the Developed range
10 (17%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
59 Out of 59 (100%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Alternative-A Secondary Education 6-12
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	24	41	8	2	0	75
2012-2013	4	10	3	0	0	17
2011-2012	28	21	10	0	1	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #5
152 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (47%) Total Education students in the Developed range
21 (13%) Total Education students in the Moderately Developed range
2 (2%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
149 Out of 152 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #5
75 Total Number of Completers
24 (32%) Total Education students in the Well Developed range
41 (54%) Total Education students in the Developed range
8 (11%) Total Education students in the Moderately Developed range
2 (3%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
73 Out of 75 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #5

17 Total Number of Completers

4 (24%) Total Education students in the Well Developed range

10 (59%) Total Education students in the Developed range

3 (17%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

0 (0%) Total Education students in the Not Developed range

17 Out of 17 (100%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #5

60 Total Number of Completers

28 (47%) Total Education students in the Well Developed range

21 (35%) Total Education students in the Developed range

10 (16%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

1 (2%) Total Education students in the Not Developed range

59 Out of 60 (99%) Education students in the Well Developed to Moderately Developed range

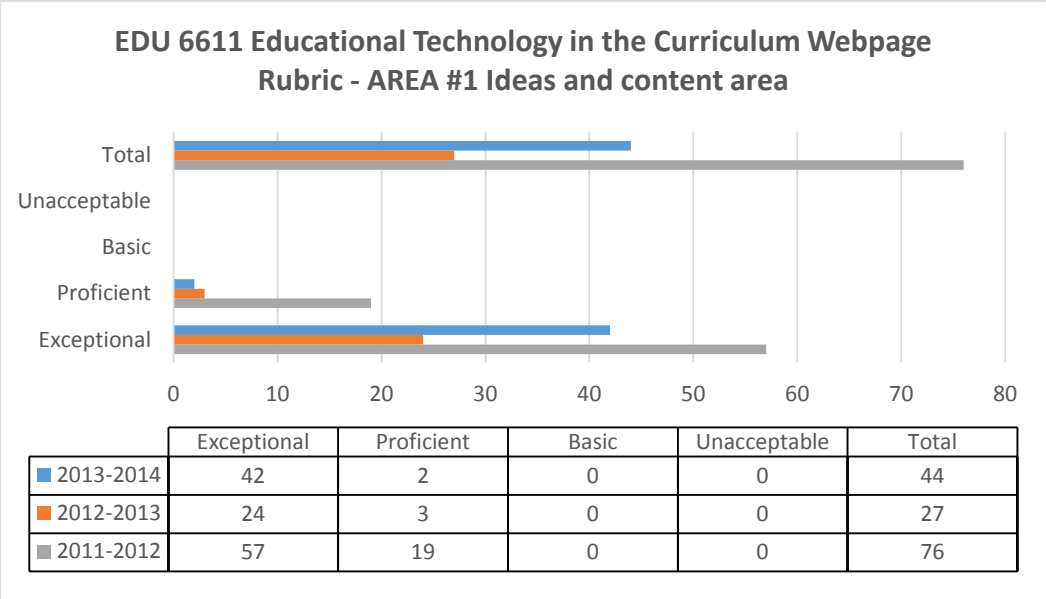
Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Secondary Education (6-12), Traditional, MS

Graduate Traditional Secondary Education 6-12
EDU 6611 WEBPAGE AREA #1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	42	2	0	0	44
2012-2013	24	3	0	0	27
2011-2012	57	19	0	0	76

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
147 Total Number of Completers
123 (84%) Number of Education Students in the Exceptional Range
24 (16%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
147 Out of 147 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
44 Total Number of Completers
42 (95%) Number of Education Students in the Exceptional Range
2 (5%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
44 Out of 44 (100%) Exceptional to Basic Range

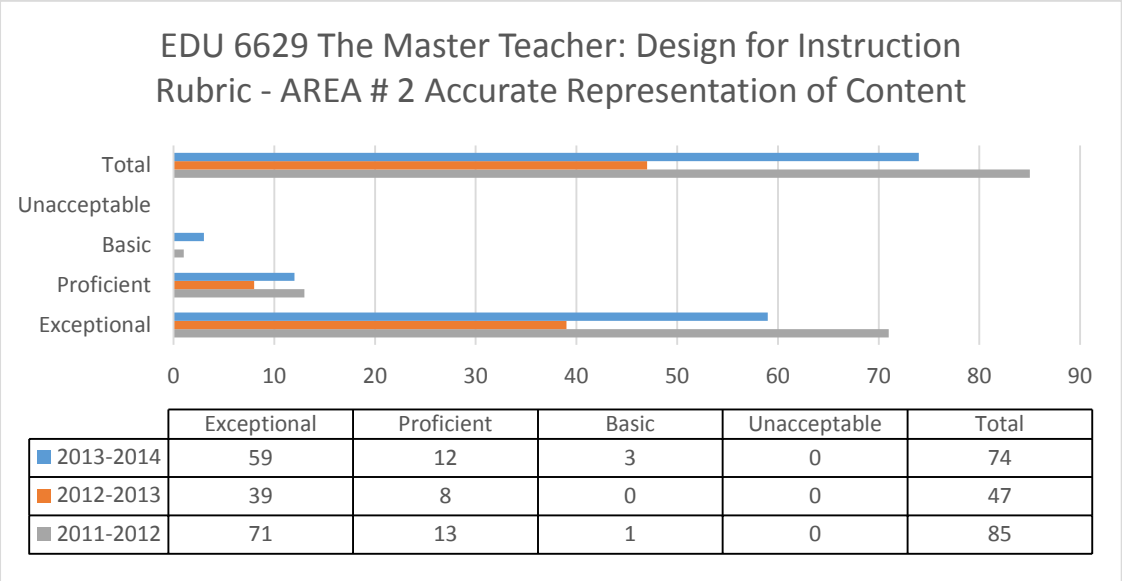
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
27 Total Number of Completers
24 (89%) Number of Education Students in the Exceptional Range
3 (12%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6611 WEBPAGE AREA #1
76 Total Number of Completers
57 (75%) Number of Education Students in the Exceptional Range
19 (25%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
76 Out of 76 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Secondary Education 6-12
EDU 6629 DFI Area #2
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	59	12	3	0	74
2012-2013	39	8	0	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
206 Total Number of Completers
169 (82%) Number of Education Students in the Exceptional Range
33 (16%) Number of Education Students in the Proficient Range
4 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
206 Out of 206 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
74 Total Number of Completers
59 (80%) Number of Education Students in the Exceptional Range
12 (16%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
74 Out of 74 (100%) Exceptional to Basic Range

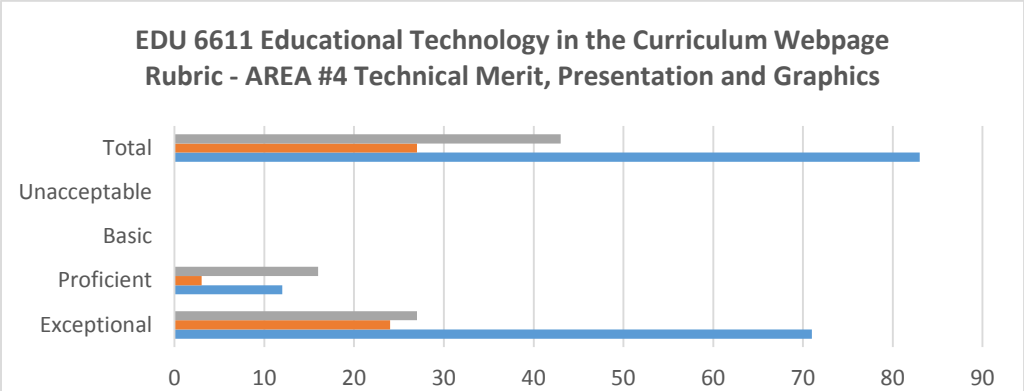
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
47 Total Number of Completers
39 (83%) Number of Education Students in the Exceptional Range
8 (17%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: EDU 6629 DFI Area #2
85 Total Number of Completers
71 (84%) Number of Education Students in the Exceptional Range
13 (15%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
85 Out of 85 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Secondary Education 6-12
EDU 6611 WEBQUEST AREA #4
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	27	16	0	0	43
2012-2013	24	3	0	0	27
2011-2012	71	12	0	0	83

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
153 Total Number of Completers
122 (80%) Number of Education Students in the Exceptional Range
31 (20%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
153 Out of 153 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
43 Total Number of Completers
27 (63%) Number of Education Students in the Exceptional Range
16 (37%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
43 Out of 43 (100%) Exceptional to Basic Range

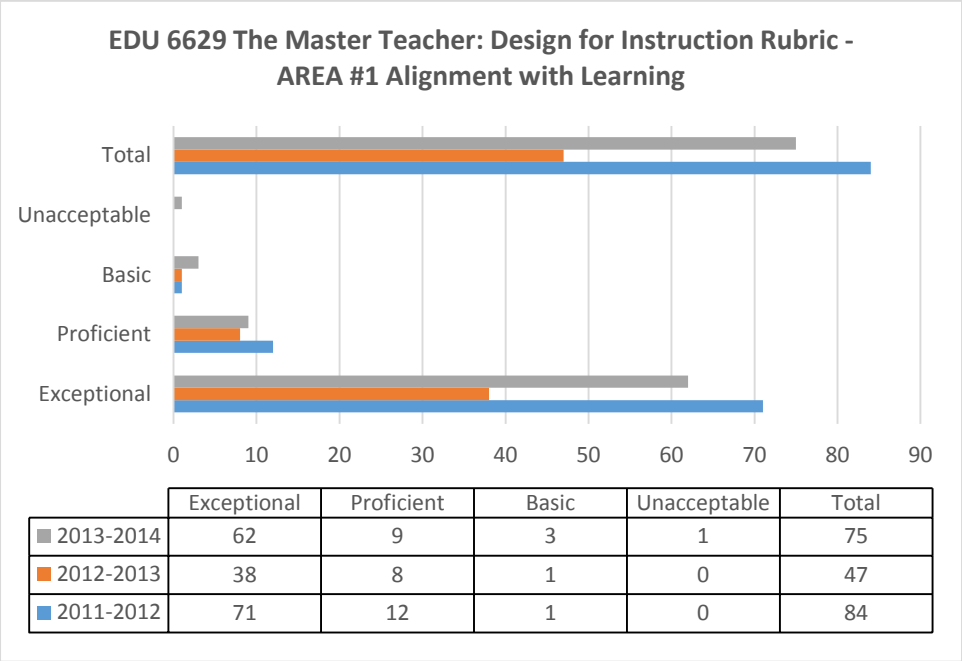
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
27 Total Number of Completers
24 (88%) Number of Education Students in the Exceptional Range
3 (12%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
27 Out of 27 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6611 WEBQUEST AREA #4
83 Total Number of Completers
71 (86%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
83 Out of 83 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Secondary Education 6-12
EDU 6629 DFI AREA #1
Three Year Data Cycle
SLO #2 Professional Skills



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	62	9	3	1	75
2012-2013	38	8	1	0	47
2011-2012	71	12	1	0	84

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
205 Total Number of Completers
171 (83%) Number of Education Students in the Exceptional Range
29 (14%) Number of Education Students in the Proficient Range
5 (2%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
205 Out of 206 (99%) Exceptional to Basic Range

Year: 2013-2014
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
75 Total Number of Completers
62 (83%) Number of Education Students in the Exceptional Range
9 (12%) Number of Education Students in the Proficient Range
3 (4%) Number of Education Students in the Basic Range
1 (1%) Number of Education Students in the Unacceptable Range
74 Out of 75 (99%) Exceptional to Basic Range

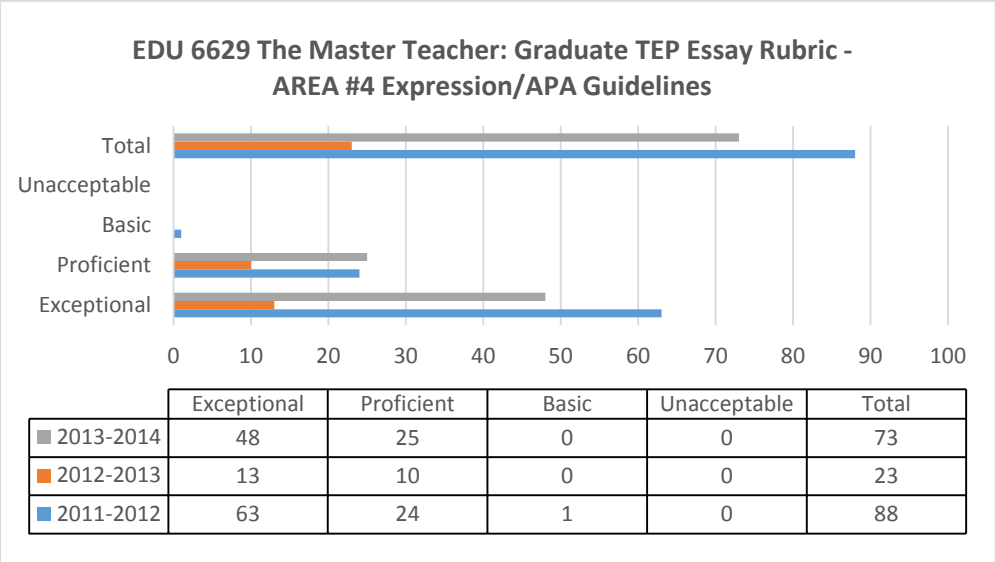
Year: 2012-2013
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
47 Total Number of Completers
38 (82%) Number of Education Students in the Exceptional Range
8 (16%) Number of Education Students in the Proficient Range
1 (2%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
47 Out of 47 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #2 Professional Skills:
Measurement: EDU 6629 DFI AREA #1
84 Total Number of Completers
71 (85%) Number of Education Students in the Exceptional Range
12 (14%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
84 Out of 84 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Secondary Education 6-12
EDU 6629 GRADUATE TEP ESSAY AREA #4
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	48	25	0	0	73
2012-2013	13	10	0	0	23
2011-2012	63	24	1	0	88

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
185 Total Number of Completers
125 (68%) Number of Education Students in the Exceptional Range
59 (31%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
185 Out of 185 (100%) Exceptional to Basic Range

Year: 2013-2014
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
73 Total Number of Completers
48 (66%) Number of Education Students in the Exceptional Range
25 (34%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
73 Out of 73 (100%) Exceptional to Basic Range

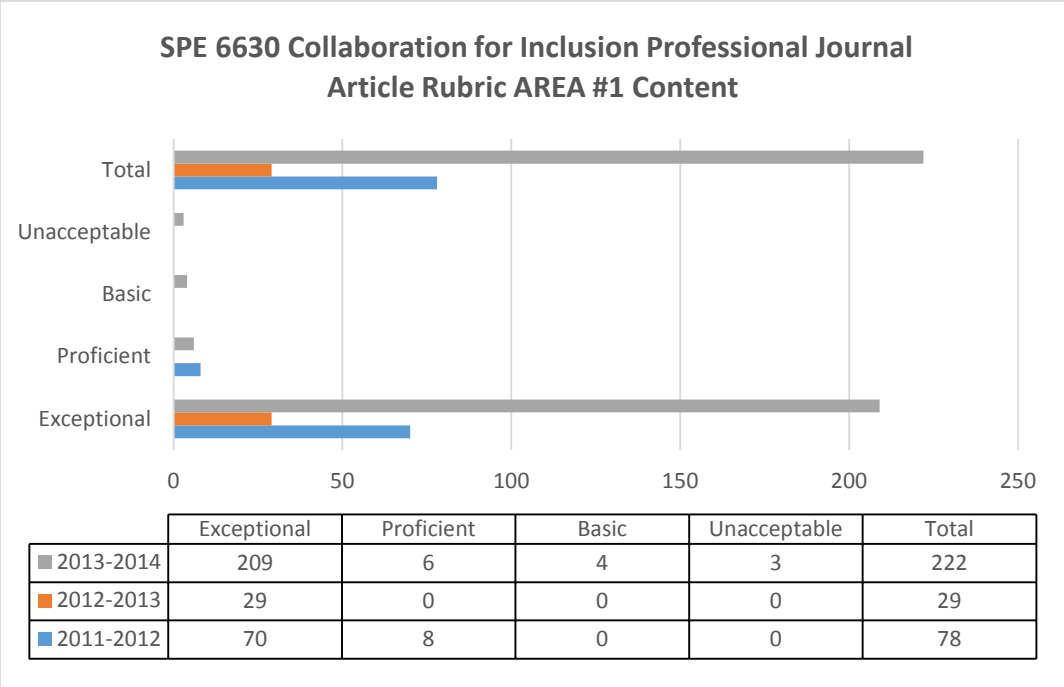
Year: 2012-2013
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
23 Total Number of Completers
13 (57%) Number of Education Students in the Exceptional Range
10 (43%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
23 Out of 23 (100%) Exceptional to Basic Range

Year: 2011-2012
SLO #3 Professional Literacy:
Measurement: EDU 6629 GRADUATE TEP ESSAY AREA #4
88 Total Number of Completers
64 (72%) Number of Education Students in the Exceptional Range
24 (27%) Number of Education Students in the Proficient Range
1 (1%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
88 Out of 88 (100%) Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Secondary Education 6-12
SPE 6630 Prof. Journal Article AREA #1
Three Year Data Cycle
SLO #3 Professional Literacy



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	209	6	4	3	222
2012-2013	29	0	0	0	29
2011-2012	70	8	0	0	78

Narrative

Year-by-Year Analysis:

Overall Analysis:
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
329 Total Education students completing
308 (93%) Education students in the Exceptional range
14 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
3 (1%) Education students in the Unacceptable range
326 Out of 329 (99%) Education students in the Exceptional to Basic range

Year: 2013-2014
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
222 Total Education students completing
209 (94%) Education students in the Exceptional range
6 (4%) Education students in the Proficient range
4 (2%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
222 Out of 222 (100%) Education students in the Exceptional to Proficient range

Year: 2012-2013

SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
29 Total Education students completing
29 (100%) Education students in the Exceptional range
0 (0%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
29 Out of 29 (100%) in the Exceptional to Basic range

Year: 2011-2012

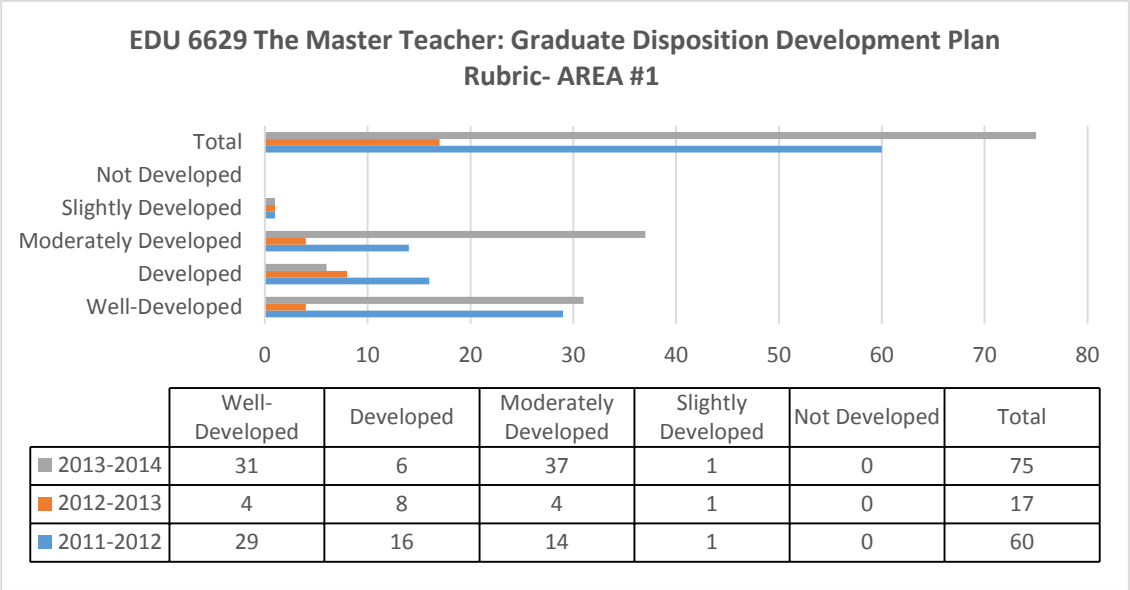
SPE 6630 Collaboration for Inclusion
Professional Journal Article Rubric Area #1 Content
78 Total Education students completing
70 (90%) Education students in the Exceptional range
8 (10%) Education students in the Proficient range
0 (0%) Education students in the Basic range
0 (0%) Education students in the Unacceptable range
78 Out of 78 (100%) Education students in the Exceptional to Basic range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Secondary Education 6-12
EDU 6629 DISP. AREA #1
Three Year Data Cycle
SLO #4 Diversity



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	31	6	37	1	0	75
2012-2013	4	8	4	1	0	17
2011-2012	29	16	14	1	0	60

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 DISP. AREA #1
152 Total Education students completing
64 (40%) Education students in the Well-Developed range
30 (22%) Education students in the Developed range
55 (36%) Education students in the Moderately Developed range
3 (2%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
149 Out of 152 (98%) Education students in the Well-Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #1
75 Total Education students completing
31 (41%) Education students in the Well-Developed range
6 (9%) Education students in the Developed range
37 (49%) Education students in the Moderately Developed range
1 (1%) Education students in the Slightly Developed range
0 (0%) Education students in the Not Developed range
74 Out of 75 (99%) Education students in the Well-Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #1

17 Total Education students completing

4 (24%) Education students in the Well-Developed range

8 (47%) Education students in the Developed range

4 (24%) Education students in the Moderately Developed range

1 (5%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

16 Out of 17 (95%) Education students in the Well-Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #1

60 Total Education students completing

29 (48%) Education students in the Well-Developed range

16 (26%) Education students in the Developed range

14 (24%) Education students in the Moderately Developed range

1 (2%) Education students in the Slightly Developed range

0 (0%) Education students in the Not Developed range

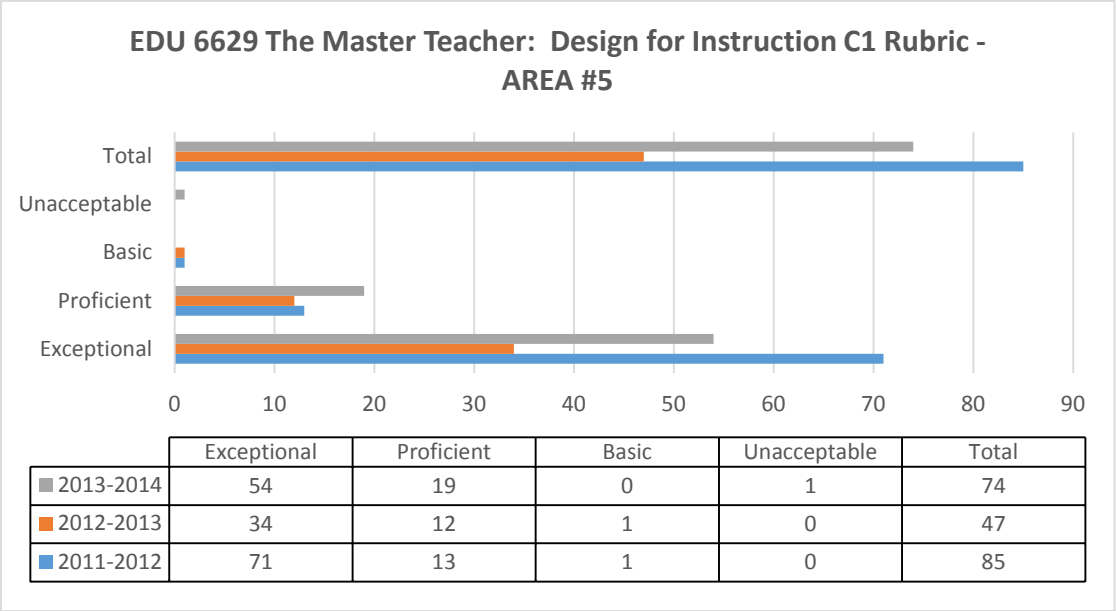
59 Out of 60 (98%) Education students in the Well-Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Secondary Education 6-12
EDU 6629 DFI. AREA #5
Three Year Data Cycle
SLO #4 Diversity



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	54	19	0	1	74
2012-2013	34	12	1	0	47
2011-2012	71	13	1	0	85

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
206 Total number of completers
159 (77%) Total Education students in the Exceptional range
44 (20%) Total Education students in the Proficient range
2 (2%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
205 Out of 206 (99%) Education students in the Exceptional to Proficient

Year: 2013-2014
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
74 Total number of completers
54 (73%) Total Education students in the Exceptional range
19 (26%) Total Education students in the Proficient range
0 (0%) Total Education students in the Basic range
1 (1%) Total Education students in the Unacceptable range
73 Out of 74 (99%) Education students in the Exceptional to Proficient

Year: 2012-2013

EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
47 Total number of completers
34 (73%) Total Education students in the Exceptional range
12 (26%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
47 Out of 47 (100%) Education students in the Exceptional to Proficient

Year: 2011-2012

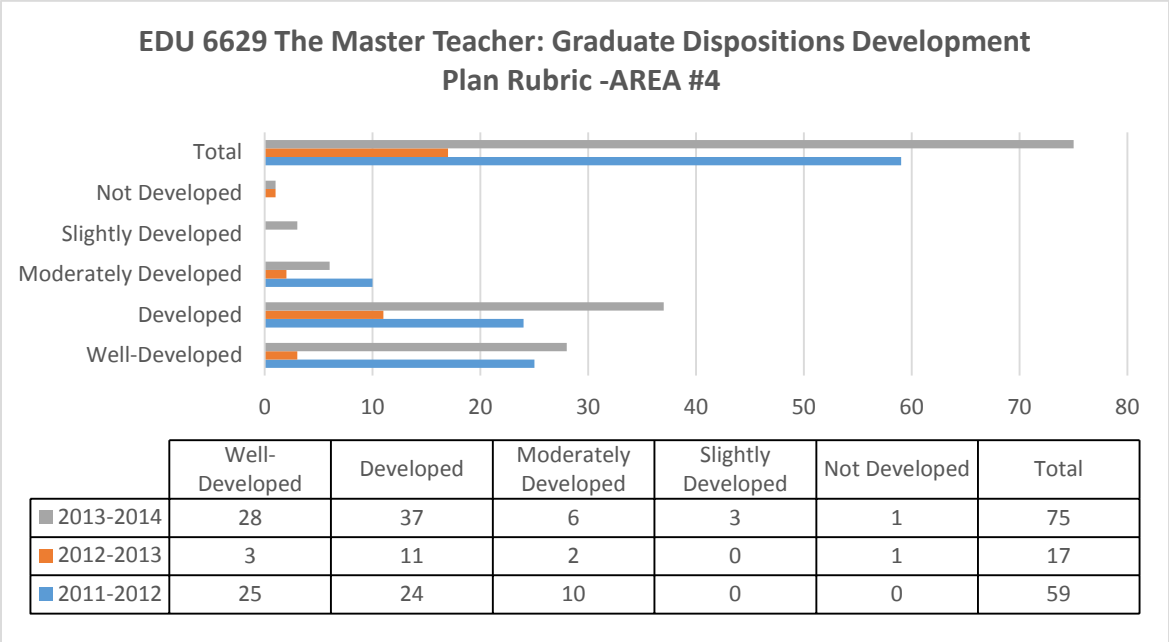
EDU 6629 The Master Teacher: Design for Instruction C1 Rubric - AREA #5
85 Total number of completers
71 (84%) Total Education students in the Exceptional range
13 (15%) Total Education students in the Proficient range
1 (1%) Total Education students in the Basic range
0 (0%) Total Education students in the Unacceptable range
85 Out of 85 (100%) Education students in the Exceptional to Proficient

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Secondary Education 6-12
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	28	37	6	3	1	75
2012-2013	3	11	2	0	1	17
2011-2012	25	24	10	0	0	59

Narrative

Year-by-Year Analysis:

Overall Analysis:
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
151 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (48%) Total Education students in the Developed range
18 (12%) Total Education students in the Moderately Developed range
3 (2%) Total Education students in the Slightly Developed range
2 (1%) Total Education students in the Not Developed range
146 Out of 151 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
75 Total Number of Completers
28 (37%) Total Education students in the Well Developed range
37 (49%) Total Education students in the Developed range
6 (8%) Total Education students in the Moderately Developed range
3 (4%) Total Education students in the Slightly Developed range
1 (2%) Total Education students in the Not Developed range
71 Out of 75 (94%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
17 Total Number of Completers
3 (18%) Total Education students in the Well Developed range
11 (65%) Total Education students in the Developed range
2 (12%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
1 (5%) Total Education students in the Not Developed range
16 Out of 17 (95%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

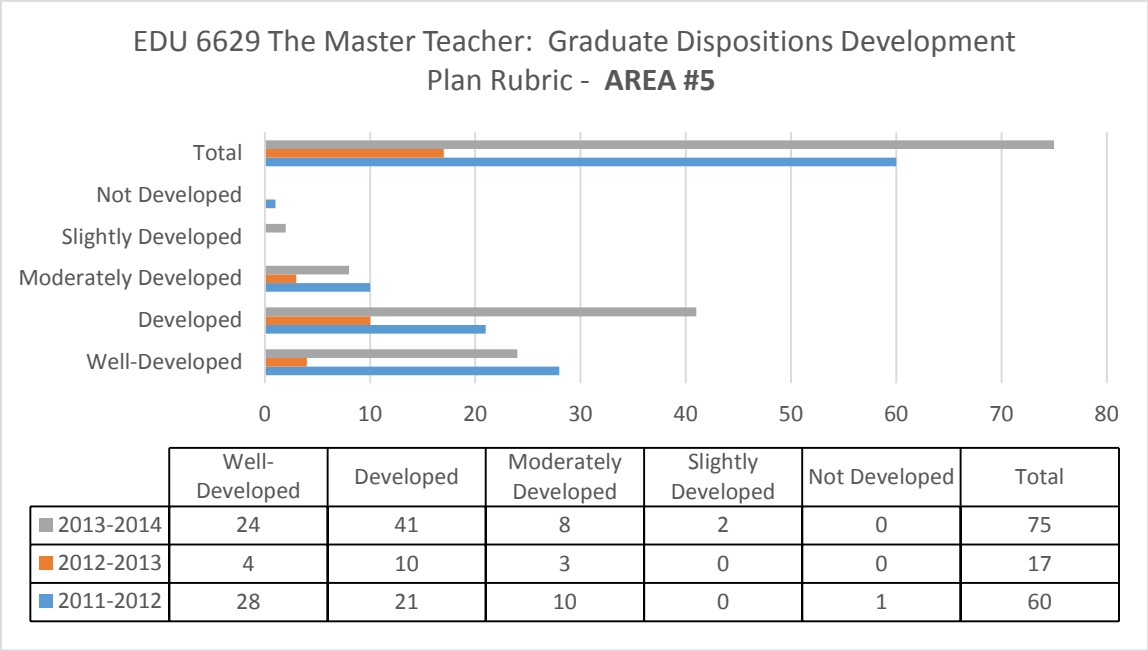
EDU 6629 The Master Teacher:
Graduate Dispositions Development Plan Rubric -AREA #4
59 Total Number of Completers
25 (42%) Total Education students in the Well Developed range
24 (41%) Total Education students in the Developed range
10 (17%) Total Education students in the Moderately Developed range
0 (0%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
59 Out of 59 (100%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Graduate Traditional Secondary Education 6-12
EDU 6629 DISP. AREA #5
Three Year Data Cycle
SLO #5 Professionalism



	Well-Developed	Developed	Moderately Developed	Slightly Developed	Not Developed	Total
2013-2014	24	41	8	2	0	75
2012-2013	4	10	3	0	0	17
2011-2012	28	21	10	0	1	60

Narrative

Overall Analysis:
EDU 6629 DISP. AREA #5
152 Total Number of Completers
56 (37%) Total Education students in the Well Developed range
72 (47%) Total Education students in the Developed range
21 (13%) Total Education students in the Moderately Developed range
2 (2%) Total Education students in the Slightly Developed range
1 (1%) Total Education students in the Not Developed range
149 Out of 152 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2013-2014
EDU 6629 DISP. AREA #5
75 Total Number of Completers
24 (32%) Total Education students in the Well Developed range
41 (54%) Total Education students in the Developed range
8 (11%) Total Education students in the Moderately Developed range
2 (3%) Total Education students in the Slightly Developed range
0 (0%) Total Education students in the Not Developed range
73 Out of 75 (97%) Education students in the Well Developed to Moderately Developed range

Year: 2012-2013

EDU 6629 DISP. AREA #5

17 Total Number of Completers

4 (24%) Total Education students in the Well Developed range

10 (59%) Total Education students in the Developed range

3 (17%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

0 (0%) Total Education students in the Not Developed range

17 Out of 17 (100%) Education students in the Well Developed to Moderately Developed range

Year: 2011-2012

EDU 6629 DISP. AREA #5

60 Total Number of Completers

28 (47%) Total Education students in the Well Developed range

21 (35%) Total Education students in the Developed range

10 (16%) Total Education students in the Moderately Developed range

0 (0%) Total Education students in the Slightly Developed range

1 (2%) Total Education students in the Not Developed range

59 Out of 60 (99%) Education students in the Well Developed to Moderately Developed range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

Teacher Leader, EdS

NARRATIVE SUMMARY

GUIDE

ED S

TEACHER LEADER

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

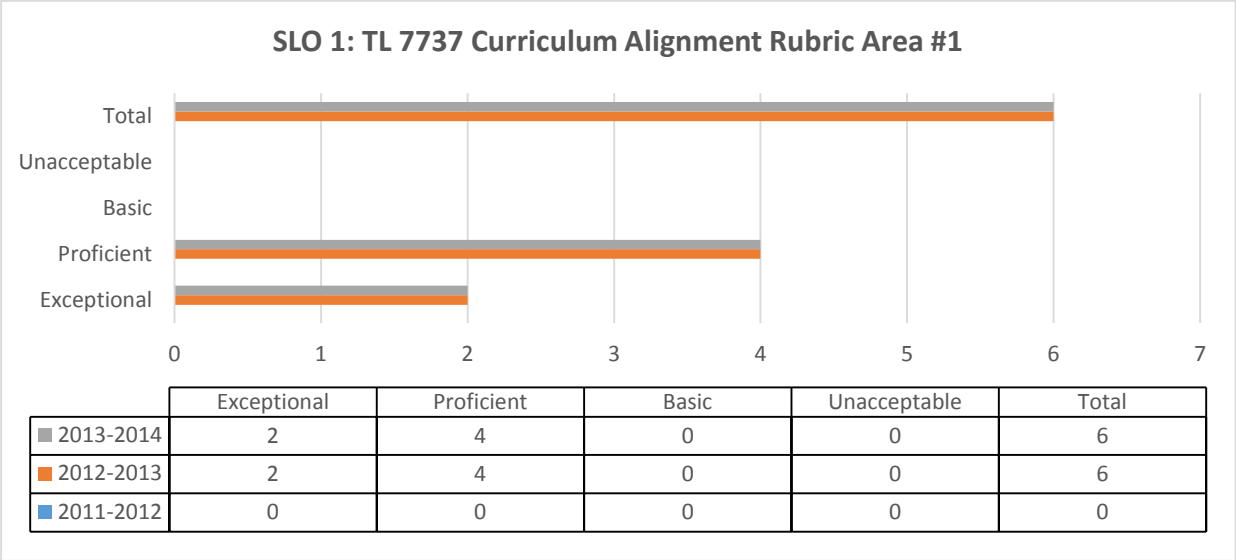
> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

EDS: TEACHER LEADER:
TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	2	4	0	0	6
2012-2013	2	4	0	0	6
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
12 Total Number of Completers
4 (33%) Number of Education Students in the Exceptional Range
8 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
12 Out of 12 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2012-2013

SLO #1: Content Knowledge:

Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1

6 Total Number of Completers

2 (33%) Number of Education Students in the Exceptional Range

4 (67%) Number of Education Students in the Proficient Range

0 (0%) Number of Education Students in the Basic Range

0 (0%) Number of Education Students in the Unacceptable Range

6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2011-2012

SLO #1: Content Knowledge:

Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1

0 Total Number of Completers

0 Number of Education Students in the Exceptional Range

0 Number of Education Students in the Proficient Range

0 Number of Education Students in the Basic Range

0 Number of Education Students in the Unacceptable Range

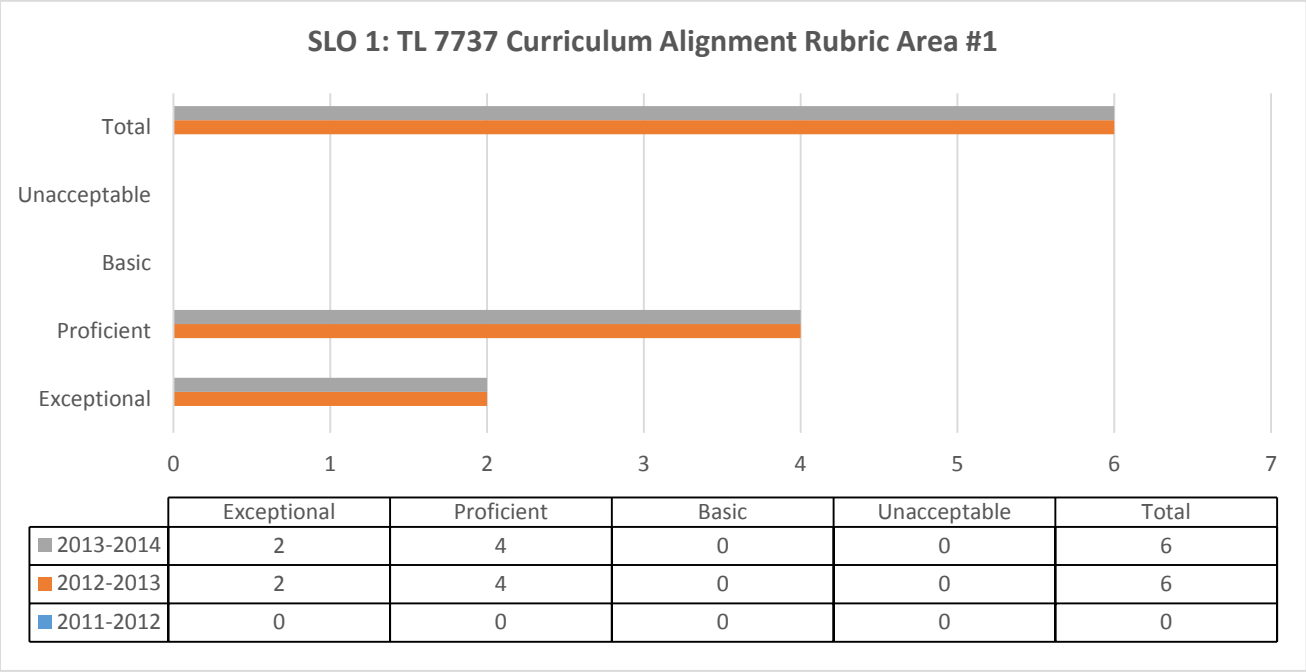
0 Out of 0 Teacher Leader Ed S in the Exceptional to Basic Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EDS: TEACHER LEADER:
TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	2	4	0	0	6
2012-2013	2	4	0	0	6
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
12 Total Number of Completers
4 (33%) Number of Education Students in the Exceptional Range
8 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
12 Out of 12 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2012-2013

SLO #1: Content Knowledge:

Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2011-2012

SLO #1: Content Knowledge:

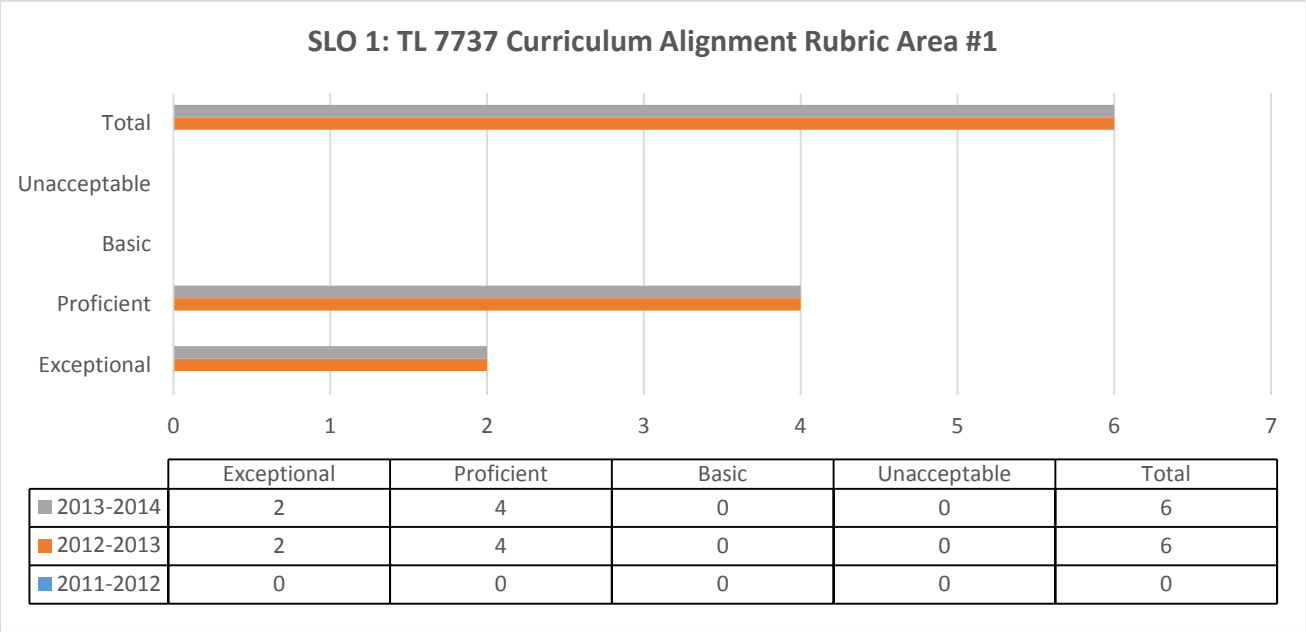
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
0 Total Number of Completers
0 (0%) Number of Education Students in the Exceptional Range
0 (0%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
0 Out of 0 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EDS: TEACHER LEADER:
TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	2	4	0	0	6
2012-2013	2	4	0	0	6
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
12 Total Number of Completers
4 (33%) Number of Education Students in the Exceptional Range
8 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
12 Out of 12 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2012-2013

SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2011-2012

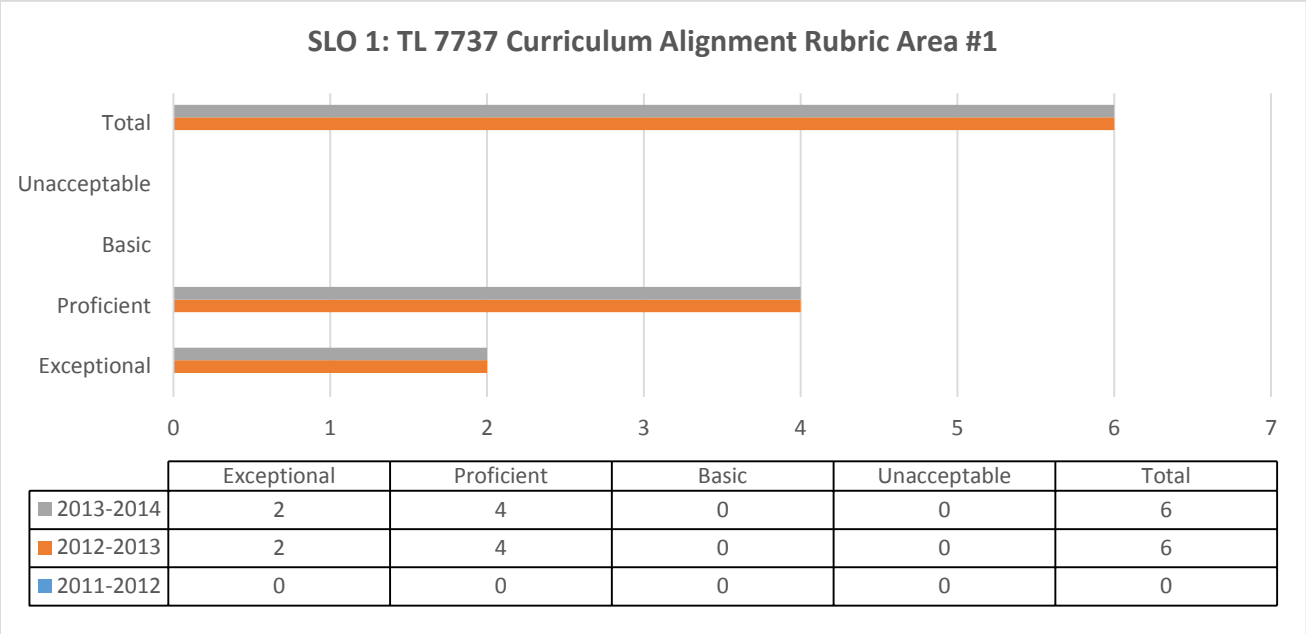
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Proficient Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Unacceptable Range
0 Out of 0 Teacher Leader Ed S in the Exceptional to Proficient Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EDS: TEACHER LEADER:
TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	2	4	0	0	6
2012-2013	2	4	0	0	6
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
12 Total Number of Completers
4 (33%) Number of Education Students in the Exceptional Range
8 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
12 Out of 12 Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

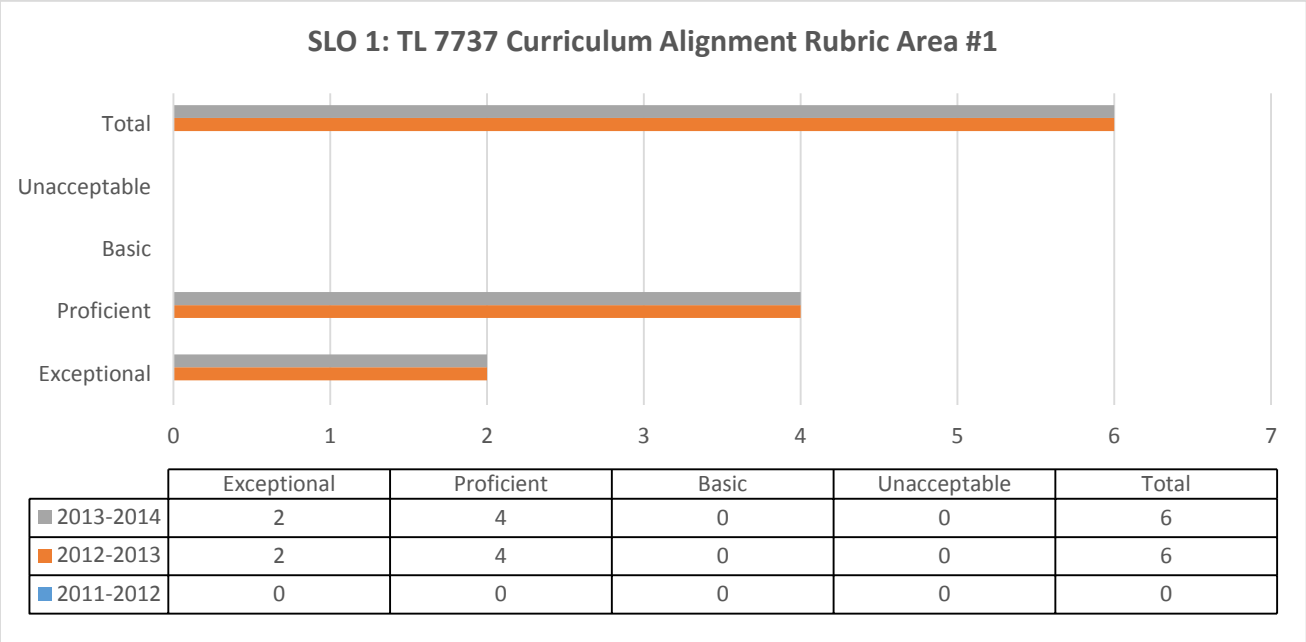
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Proficient Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Unacceptable Range
0 Out of 0 Teacher Leader Ed S in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EDS: TEACHER LEADER:
TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	2	4	0	0	6
2012-2013	2	4	0	0	6
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
12 Total Number of Completers
4 (33%) Number of Education Students in the Exceptional Range
8 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
12 Out of 12 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

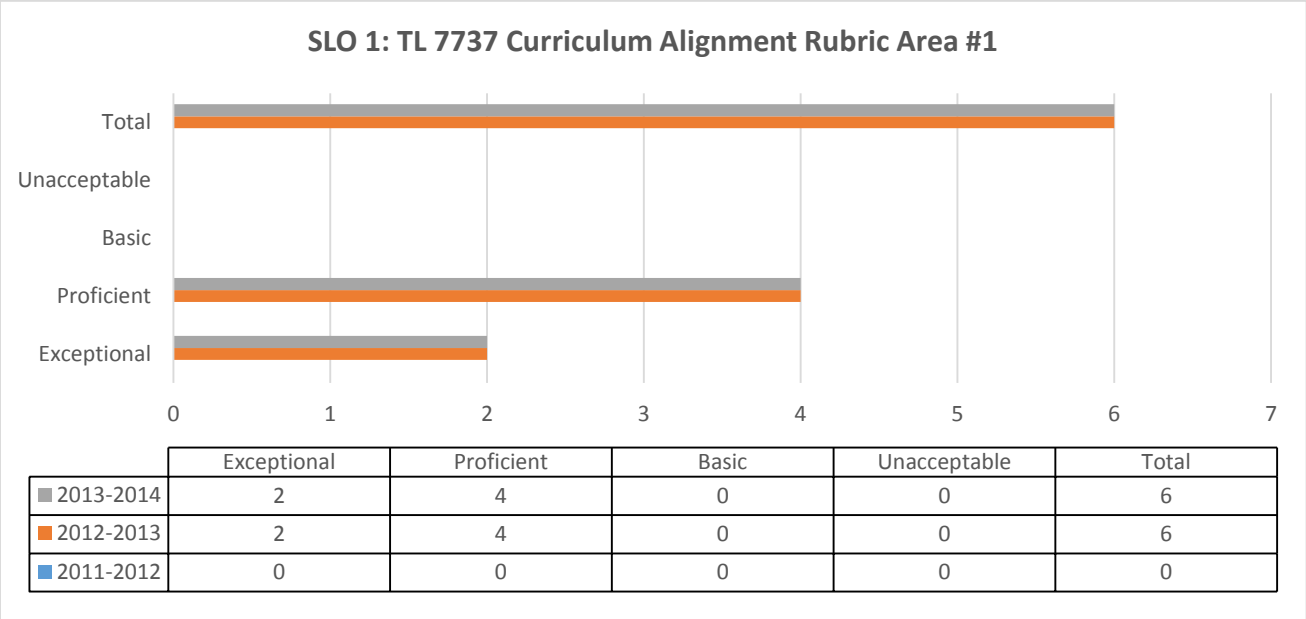
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Proficient Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Unacceptable Range
0 Out of 0 Teacher Leader Ed S in the Exceptional to Basic Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EDS: TEACHER LEADER:
TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	2	4	0	0	6
2012-2013	2	4	0	0	6
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
12 Total Number of Completers
4 (33%) Number of Education Students in the Exceptional Range
8 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
12 Out of 12 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

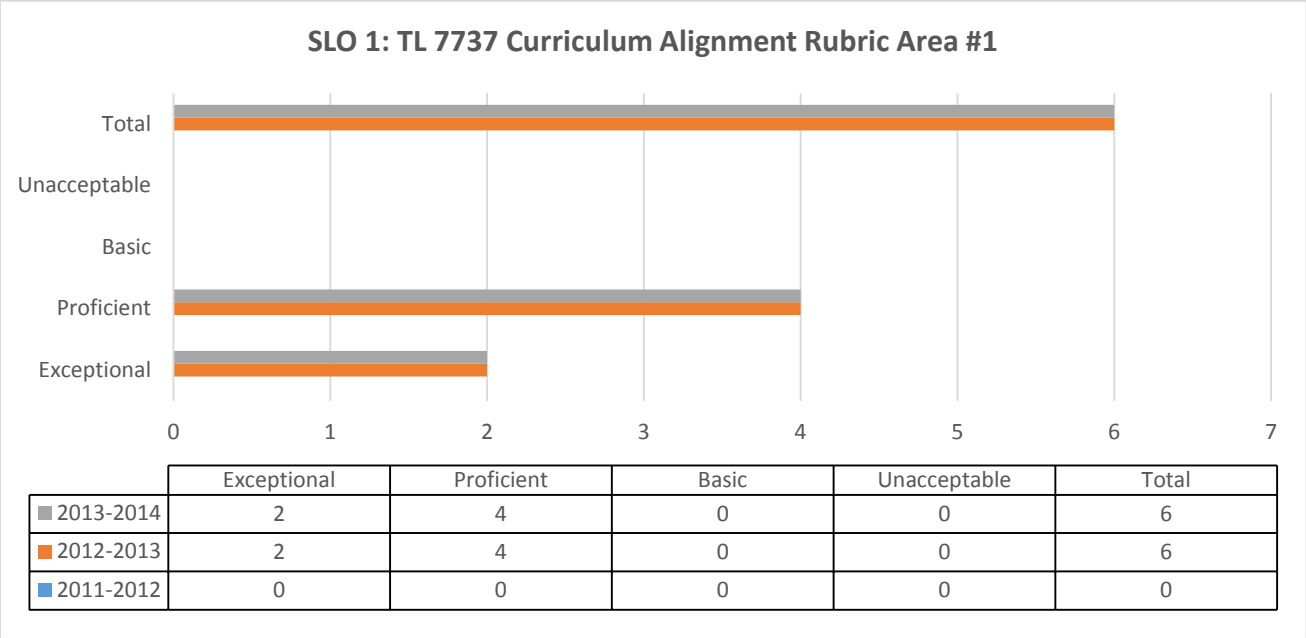
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Proficient Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Unacceptable Range
0 Out of 0 Teacher Leader Ed S in the Exceptional to Proficient Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EDS: TEACHER LEADER:
TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	2	4	0	0	6
2012-2013	2	4	0	0	6
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
12 Total Number of Completers
4 (33%) Number of Education Students in the Exceptional Range
8 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
12 Out of 12 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2012-2013

SLO #1: Content Knowledge:

Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1

6 Total Number of Completers

2 (33%) Number of Education Students in the Exceptional Range

4 (67%) Number of Education Students in the Proficient Range

0 (0%) Number of Education Students in the Basic Range

0 (0%) Number of Education Students in the Unacceptable Range

6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2011-2012

SLO #1: Content Knowledge:

Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1

0 Total Number of Completers

0 Number of Education Students in the Exceptional Range

0 Number of Education Students in the Proficient Range

0 Number of Education Students in the Basic Range

0 Number of Education Students in the Unacceptable Range

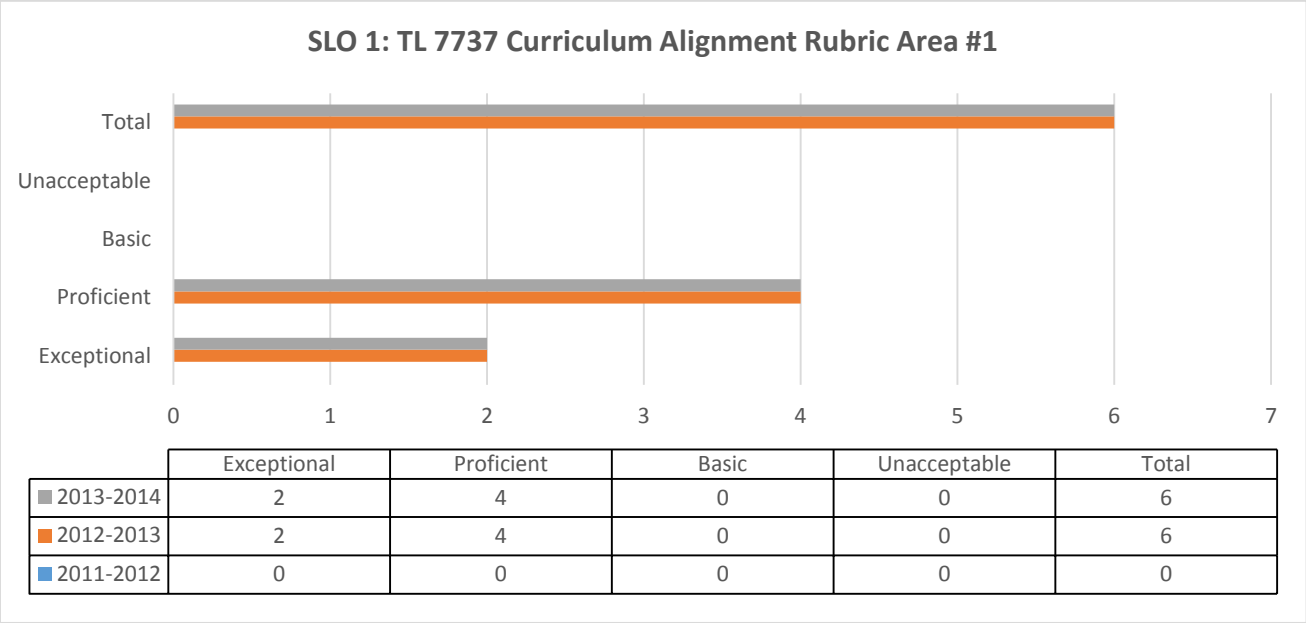
0 Out of 0 Teacher Leader Ed S in the Exceptional to Proficient Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EDS: TEACHER LEADER:
TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	2	4	0	0	6
2012-2013	2	4	0	0	6
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
12 Total Number of Completers
4 (33%) Number of Education Students in the Exceptional Range
8 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
12 Out of 12 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2013-2014
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

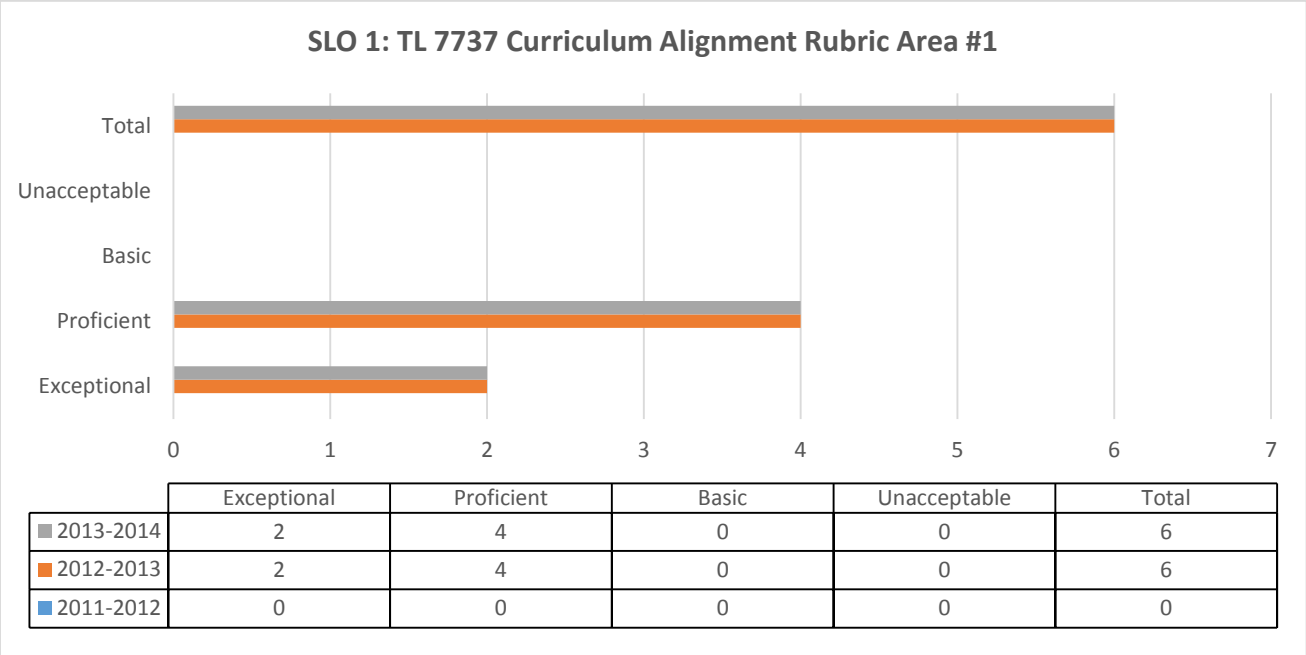
Year: 2012-2013
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2011-2012
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Proficient Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Unacceptable Range
0 Out of 0 Teacher Leader Ed S in the Exceptional to Proficient Range

Recommendation(s):
All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

EDS: TEACHER LEADER:
TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
Three Year Data Cycle
SLO #1 Content Knowledge



	Exceptional	Proficient	Basic	Unacceptable	Total
2013-2014	2	4	0	0	6
2012-2013	2	4	0	0	6
2011-2012	0	0	0	0	0

Narrative

Year-by-Year Analysis:

Overall Analysis:
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
12 Total Number of Completers
4 (33%) Number of Education Students in the Exceptional Range
8 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
12 Out of 12 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2013-2014
SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2012-2013

SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
6 Total Number of Completers
2 (33%) Number of Education Students in the Exceptional Range
4 (67%) Number of Education Students in the Proficient Range
0 (0%) Number of Education Students in the Basic Range
0 (0%) Number of Education Students in the Unacceptable Range
6 Out of 6 (100%) Teacher Leader Ed S in the Exceptional to Basic Range

Year: 2011-2012

SLO #1: Content Knowledge:
Measurement: TL 7737 CURRICULUM ALIGNMENT RUBRIC AREA#1
0 Total Number of Completers
0 Number of Education Students in the Exceptional Range
0 Number of Education Students in the Proficient Range
0 Number of Education Students in the Basic Range
0 Number of Education Students in the Unacceptable Range
0 Out of 0 Teacher Leader Ed S in the Exceptional to Basic Range

Recommendation(s):

All degree programs in the Division of Education are beginning an intense curriculum review and revision with major changes in structure and key assessments to meet the new Alabama State Department of Education and CAEP standards. These changes will be reflected in the future SLO's and Key Assignments all designed to strengthen candidates' ability to improve P-12 student learning.

The recommendation at this time is to maintain the current assessments until the new guidelines and standards are in place. This will facilitate the transition to the new format in one cycle instead of small piece meal steps which have the possibility of being incorrect. Work is under way to have new course designs, new key assessments, and new state check list in place and approved by the Alabama Department of Education in the summer of 2015. The projected new cycle will be in the academic year of 2015-2016.

DIVISION OF PSYCHOLOGY

Psychology, B.S.

NARRATIVE SUMMARY

GUIDE

B.S.

PSYCHOLOGY

The following summary is designed to give a brief over-view of the in-depth Compliance Assist report (The full COE report is posted in LiveText) submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) for the academic cycle of 2011-2012/ 2012-2013/ 2013-2014. This reported data relates to (SACS/COC) area of 3.3.1 and 3.3.1.1 as stated below:

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
> 3.3.1.1 educational programs, to include student learning outcomes (p.27)

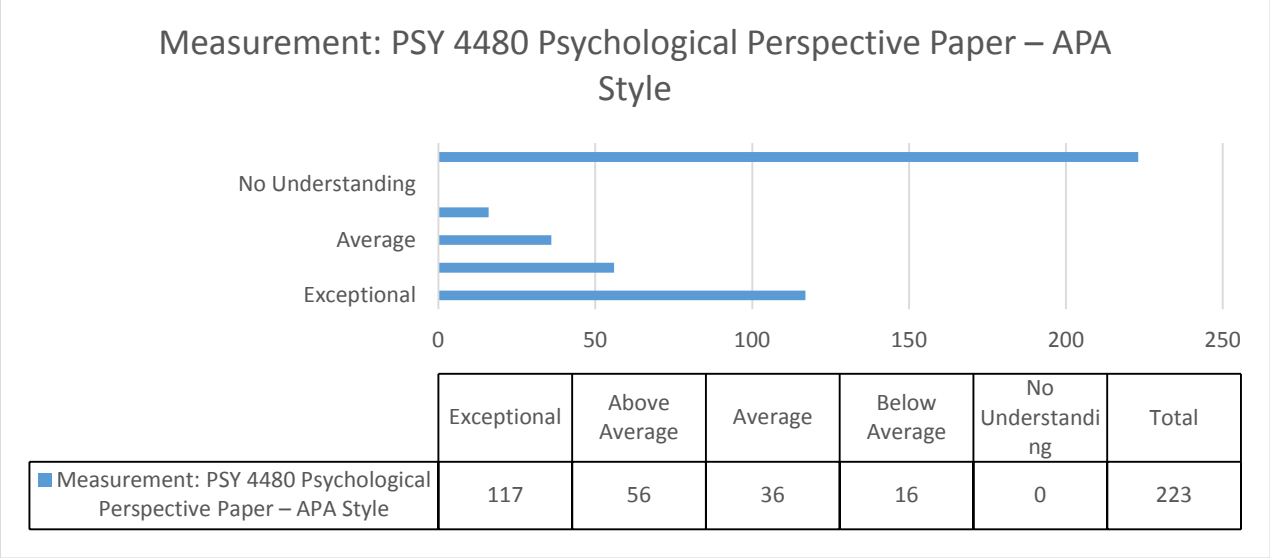
The following summary is divided into an overall analysis and a yearly analysis for each of the five SLO's, two measurements per SLO. The format for presentation is that of first the BS degree area, then the ALT-A degree area, traditional MS degree area, and finally the ED S degree area if applicable. There are charts and graphs accompanying each set of data.

Reference

Southern Association of Colleges and Schools Commission on Colleges (2012). The principles of accreditation: Foundations for quality enhancement. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

PSY 4480 Psychological Perspective Paper
Three Year Data Cycle
SLO #1 Content Knowledge

2011-2012 and 2012-2013 have no data since the program was in the process of defining and implementing SLOs measurements during these time periods.



	Exceptional	Above Average	Average	Below Average	No Understanding	Total
Measurement: PSY 4480 Psychological Perspective Paper – APA Style	117	56	36	16	0	223

Narrative

Year-by-Year Analysis:

Overall Analysis:
PSY 4480 Psychological Perspective Paper
223 Total Number of Completers
117 (53%) PSY students in the Exceptional range
56 (25%) PSY students in the Above Average range
36 (16%) PSY students in the Average range
16 (7%) PSY students in the Below Average range
0 (0%) PSY students in the Exceptional range
207 Out of 223 (93%) PSY students in the Exceptional to Average range

Year: 2013-2014
PSY 4480 Psychological Perspective Paper
223 Total Number of Completers
117 (53%) PSY students in the Exceptional range
56 (25%) PSY students in the Above Average range
36 (16%) PSY students in the Average range
16 (7%) PSY students in the Below Average range
0 (0%) PSY students in the Exceptional range
207 Out of 223 (93%) PSY students in the Exceptional to Average range

Year: 2012-2013

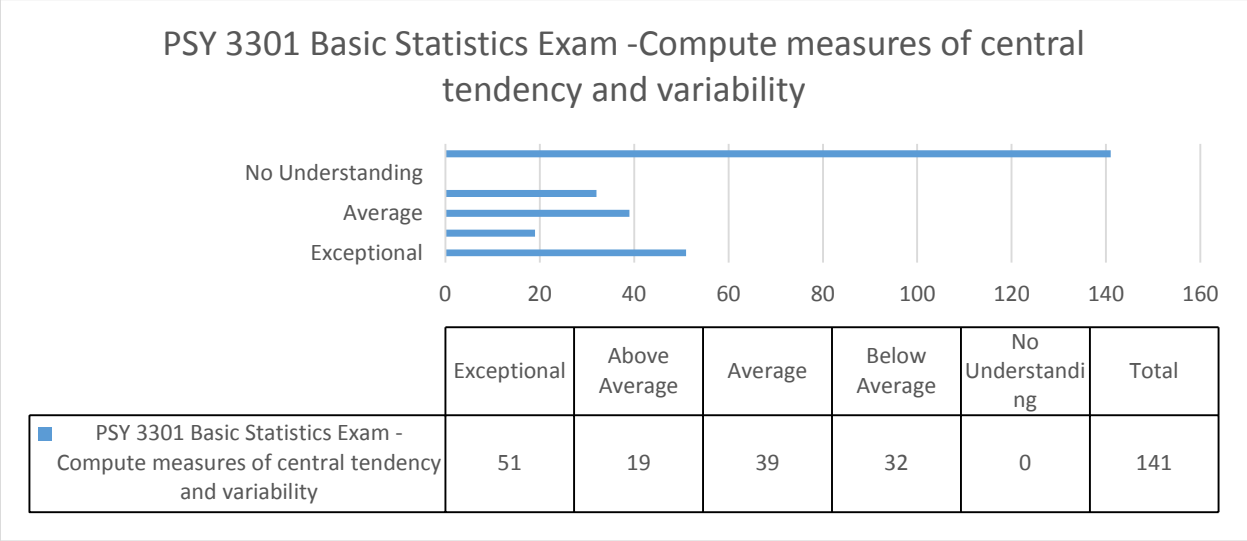
(No data)

Year: 2011-2012
(No Data)

Recommendation(s):
The Division of Psychology with-in the College of Education is in the process of revising their SLO's and selecting targeted assessments to measure their SLO's. At this time, they are working with one measurement for each SLO. In the 2015-2016 Academic Year Cycle, they will be reviewing and revising the number of measurements to give a more robust view of their students' learning and achievements.

Undergraduate PSYCHOLOGY:
PSY 3301 Basic Statistics Exam
Three Year Data Cycle
SLO #2 Professional Skills

2011-2012 and 2012-2013 have no data since the program was in the process of defining and implementing SLOs measurements during these time periods.



	Exceptional	Above Average	Average	Below Average	No Understanding	Total
PSY 3301 Basic Statistics Exam - Compute measures of central tendency and variability	51	19	39	32	0	141

Narrative

Year-by-Year Analysis:

Overall Analysis:
141 Total PSY 3301 Basic Stats Exam – Computing Central Tendency and Variability
51 (36%) PSY students in the Exceptional range
19 (13%) PSY students in the Above Average range
39 (28%) PSY students in the Average range
32 (23%) PSY students in the Below Average range
0 (0%) PSY students in the No Understanding range
109 Out of 141 PSY (77%) students in the Exceptional to Average range

Year: 2013-2014
141 Total PSY 3301 Basic Stats Exam – Computing Central Tendency and Variability
51 (36%) PSY students in the Exceptional range
19 (13%) PSY students in the Above Average range
39 (28%) PSY students in the Average range
32 (23%) PSY students in the Below Average range
0 (0%) PSY students in the No Understanding range
109 Out of 141 PSY (77%) students in the Exceptional to Average range

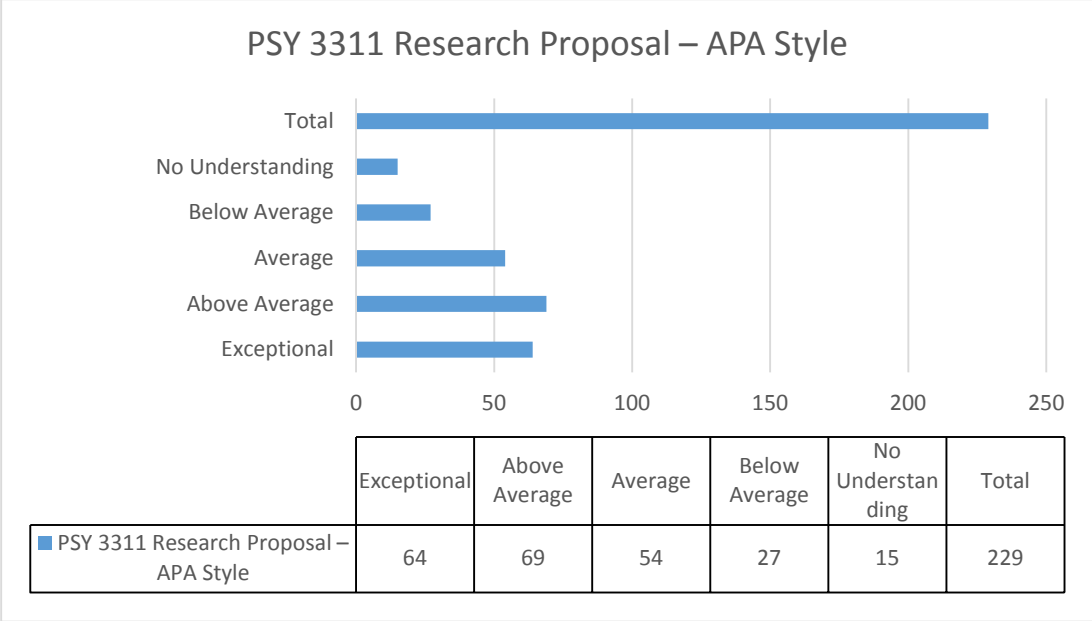
Year: 2012-2013
(No data)

Year: 2011-2012
(No Data)

Recommendation(s):
The Division of Psychology with-in the College of Education is in the process of revising their SLO's and selecting targeted assessments to measure their SLO's. At this time, they are working with one measurement for each SLO. In the 2015-2016 Academic Year Cycle, they will be reviewing and revising the number of measurements to give a more robust view of their students' learning and achievements.

Undergraduate PSYCHOLOGY:
PSY 3311 Research Proposal
Three Year Data Cycle
SLO #3 Professional Literacy

2011-2012 and 2012-2013 have no data since the program was in the process of defining and implementing SLOs measurements during these time periods.



	Exceptional	Above Average	Average	Below Average	No Understanding	Total
PSY 3311 Research Proposal – APA Style	64	69	54	27	15	229

Narrative

Year-by-Year Analysis:

Overall Analysis:
229 Total PSY 3301 Basic Stats Exam – Computing Central Tendency and Variability
64 (28%) PSY students in the Exceptional range
69 (30%) PSY students in the Above Average range
54 (24%) PSY students in the Average range
27 (12%) PSY students in the Below Average range
15 (7%) PSY students in the No Understanding range
187 Out of 229 (82%) PSY students in the Exceptional to Average range

Year: 2013-2014
229 Total PSY 3301 Basic Stats Exam – Computing Central Tendency and Variability
64 (28%) PSY students in the Exceptional range
69 (30%) PSY students in the Above Average range
54 (24%) PSY students in the Average range
27 (12%) PSY students in the Below Average range
15 (7%) PSY students in the No Understanding range
187 Out of 229 (82%) PSY students in the Exceptional to Average range

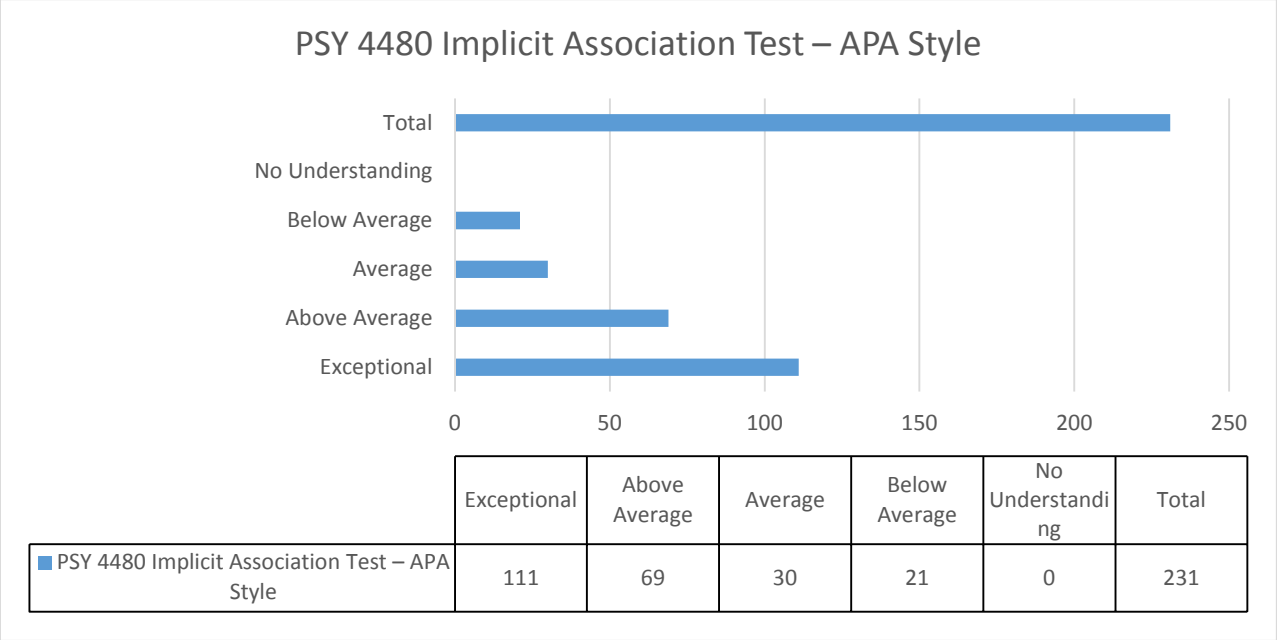
Year: 2012-2013
No Data

Year: 2011-2012
No Data

Recommendation(s):
The Division of Psychology with-in the College of Education is in the process of revising their SLO's and selecting targeted assessments to measure their SLO's. At this time, they are working with one measurement for each SLO. In the 2015-2016 Academic Year Cycle, they will be reviewing and revising the number of measurements to give a more robust view of their students' learning and achievements.

Undergraduate PSYCHOLOGY:
PSY 4480 Implicit Association Test
Three Year Data Cycle
SLO #4 Diversity

2011-2012 and 2012-2013 have no data since the program was in the process of defining and implementing SLOs measurements during these time periods.



	Exceptional	Above Average	Average	Below Average	No Understanding	Total
PSY 4480 Implicit Association Test – APA Style	111	69	30	21	0	231

Narrative

Year-by-Year Analysis:

Overall Analysis:
231 Total PSY 3301 Basic Stats Exam – Computing Central Tendency and Variability
111 (48%) PSY students in the Exceptional range
69 (30%) PSY students in the Above Average range
30 (13%) PSY students in the Average range
21 (9%) PSY students in the Below Average range
0 (0%) PSY students in the No Understanding range
210 Out of 231 (91%) PSY students in the Exceptional to Average range

Year: 2013-2014
231 Total PSY 3301 Basic Stats Exam – Computing Central Tendency and Variability
111 (48%) PSY students in the Exceptional range
69 (30%) PSY students in the Above Average range
30 (13%) PSY students in the Average range
21 (9%) PSY students in the Below Average range
0 (0%) PSY students in the No Understanding range
210 Out of 231 (91%) PSY students in the Exceptional to Average range

Year: 2012-2013
No Data

Year: 2011-2012
No Data

Recommendation(s):
The Division of Psychology with-in the College of Education is in the process of revising their SLO's and selecting targeted assessments to measure their SLO's. At this time, they are working with one measurement for each SLO. In the 2015-2016 Academic Year Cycle, they will be reviewing and revising the number of measurements to give a more robust view of their students' learning and achievements.

Undergraduate PSYCHOLOGY:
IRB Exam
Three Year Data Cycle
SLO #5 Professionalism

2011-2012 and 2012-2013 have no data since the program was in the process of defining and implementing SLOs measurements during these time periods.

2013-2014

SLO #5 **Professionalism**	At this time the IRB application testing procedure is used as measuring the Professionalism SLO. This process evaluates the students understanding of working with diverse populations and protecting their rights. The need for more diversity understanding and training for the students are under review by the academic committees.	**SLO #5 Professionalism:** The student will demonstrate an understanding of professional ethics through the successful completion (score of 80% or greater) of the Institutional Review Board exam.

Narrative

Year-by-Year Analysis:

Year: 2013-2014
Under review

Year: 2012-2013
No Data

Year: 2011-2012
No Data

Overall Analysis:
At this time the IRB application testing procedure is used as measuring the Professionalism SLO. This process evaluates the students understanding of working with diverse populations and protecting their rights.
The need for more diversity understanding and training for the students are under review by the academic committees.

Recommendation(s):
The Division of Psychology with-in the College of Education is in the process of revising their SLO's and selecting targeted assessments to measure their SLO's. At this time, they are working with one measurement for each SLO. In the 2015-2016 Academic Year Cycle, they will be reviewing and revising the number of measurements to give a more robust view of their students' learning and achievements.