



Master of Education (M.Ed.)

Data Report | 2018-2021

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I. Program Outcomes

#	Program Outcome
1	<p>Standard 1: Mission, Vision, and Improvement Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.</p>
2	<p>Standard 2: Ethics and Professional Norms Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.</p>
3	<p>Standard 3: Equity, Inclusiveness, and Cultural Responsiveness Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.</p>
4	<p>Standard 4: Learning and Instruction Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.</p>
5	<p>Standard 5: Community and External Leadership Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.</p>
6	<p>Standard 6: Operations and Management</p>

	Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
7	Standard 7: Building Professional Capacity Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.
8	Standard 8: Internship Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.
9	
10	
11	The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
12	The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.
13	The candidate demonstrates an understanding of the legal aspects of education.
14	The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.



II. Artifact Descriptions

Admissions Evaluation

The Admissions Evaluation rubric is used by the admissions committee to score the candidate's application requirements. Once accepted into the program, the Graduate Ombudsman emails the candidate their completed Admissions Evaluation. The candidate uploads the Admissions Evaluation in the GPED 100 D2L course under the Content menu labeled: Admissions Evaluation Chalk and Wire link.

1st Disposition Evaluation: Self-Evaluation

Once an applicant is admitted into one of the ORU Graduate Education programs, they complete a Professional Disposition: Self-Evaluation. The forms can be obtained in D2L. The candidate uploads the Self-Evaluation in the GPED 100 D2L course under the Content menu labeled as the Self Evaluation Chalk and Wire link.

PROFESSIONAL CONTENT KNOWLEDGE BENCHMARK

The following is a description of each of the AQAS system artifacts that are to be placed in your AQAS system prior to completion of the second benchmark. The Professional Content Knowledge Benchmark consists of key assignments from specified courses that are aligned with COE Institutional Standards, NELP standards (Building and District), and CAEP standards. Additionally, many of these key assignments are conducted using an amended version of the Performance Assessment for School Leaders (PASL) protocol in preparation for completing the official PASL assessment as part of the final internship process.

Technology

School leaders at both the Building and District levels are expected to be able to use technology effectively, legally and ethically to promote and improve school operations and learning. Candidates use a variety of technologies in the program courses and internships as they complete assignments. Additionally, candidates must access a variety of technology tools as part of the process of completing several course assessments. A list of the **course assessments that specifically address the use of technology** is provided.

Philosophy of Education

The statement of philosophy should reflect the candidate's perspective from a Christian viewpoint. It should express the candidate's views on important issues that affect education. These should include but not be limited to your view of the P-12 student, roles and responsibilities of the teacher, and the influence of God on the educator's performance. A comparison of the candidate's philosophy with standard philosophies (Perennialism, Progressivism, etc.) is required. This artifact is completed as an assignment in the GHED 601 Philosophy of Education course and is graded by the professor of record.

A rubric is provided for use as a reference when completing the assignment. The candidate submits the completed philosophy paper into D2L to be assessed. The faculty member will provide assistance with the process if needed.

Identifying a Problem

In light of the course, MED 512 or GHED 702 Strategically Leading Organizations under your Cooperating Administrator's leadership and guidance, work with a collaborative team to help develop, or create, an existing research-based plan to improve alignment and pursuit of the site's mission, vision or core values. Your "site" is defined as: Masters – School building; Doctorate – School district or Higher Education Institution. (24 working hours). Submit the completed assignment into D2L course shell to be assessed. The faculty member will provide assistance with the process if needed.

Collaboration

In light of the course MED 501 or GHED 701 Effective Leadership, in a group of 2-3 classmates, please interview one site Cooperating Administrator and his or her collaborative team to learn how they addressed an issue that influenced professional norms, ethical behavior, responsibility and/or values. Video record your interview. Your "site" is defined as: Masters – School building; Doctorate – School district or Higher Education Institution. (24 working hours). Submit the completed assignment into D2L course shell to be assessed. The faculty member will provide assistance with the process if needed.

Creating a Professional Development Plan

In light of this course MED 502/GHED 602 Culturally Responsive Education, under your Cooperating Administrator's leadership and guidance, identify an area that can be improved upon by offering professional development at your site. The professional development should improve cultural responsiveness to the site's values, while at the same time directly impacting instructional practice and student learning. Complete as a group or individually. Your "site" is defined as: Masters – School building; Doctorate – School district or Higher Education Institution. (24 working hours). Submit the completed assignment into D2L course shell to be assessed. The faculty member will provide assistance with the process if needed.

Evaluation of the Implementation of a Professional Development Plan



In light of the course MED 525/GADM 825 Leadership of Curricular and Instructional Practices, under your Cooperating Administrator's leadership and guidance, assess and reflect on the site's professional development to improve curriculum and instruction. Your "site" is defined as: Masters – School building; Doctorate – School district or Higher Education Institution. (24 working hours). Submit the completed assignment into D2L course shell to be assessed. The faculty member will provide assistance with the process if needed.

Facilitation of an Improvement Plan

Note: Candidates address this criteria through courses with specific emphasis; Public School MED 544 Building Level, GADM 821 District Level or private Christian School MED 543 Building Level, GADM 822 District Level. Both the Public School and the private Christian School specific courses have identical post-assignments addressing the same NELP standards.

In light of the course MED 543/544, under your Cooperating Administrator's leadership and guidance, work with an existing building level leadership team (General leadership, Language, Math, SPED, EL, etc.) to identify an area of research-based instructional practice that needs improvement and help facilitate the development of a plan to address the need. (24 working hours). Submit the completed assignment into D2L course shell to be assessed. The faculty member will provide assistance with the process if needed.

In light of the course GADM 821/822, under your Cooperating Administrator's leadership and guidance, work with an existing leadership team to identify an area of research-based instructional practice that needs to be addressed and help with the development of a plan to address the need. Your "site" is defined as the school district. (24 working hours). Submit the completed assignment into D2L course shell to be assessed. The faculty member will provide assistance with the process if needed.

Management of People, Data, and Processes

In light of the course MED 523/GADM 823, work with a Cooperating Administrator to complete this assignment. Your "site" is defined as: Masters – School building; Doctorate – School district or Higher Education Institution. Submit the completed assignment into D2L course shell to be assessed. The faculty member will provide assistance with the process if needed.

Policy, Governance and Politics Post-Assignment Simulation

In light of the course GADM 824 or MED 524 Policy, Governance, and Politics, complete the Post- Assignment Simulation. Submit the completed assignment into D2L course shell to be assessed. The faculty member will provide assistance with the process if needed.

Research I: Systematic Inquiry GHED 603

The faculty member will provide assistance with the process if needed.

Research II: Educational Research GHED 703

The faculty member will provide assistance. Lower scores are expected on this developmental task.

2nd Professional Disposition Evaluation

When the candidate applies for the MAT/M.ED Comprehensive Examinations, Ed.D. Defense of Proposal, or Ed.S. Capstone Project, their Advisor completes a second Professional Disposition evaluation on the candidate. The Advisor uses the same evaluation tool that the candidate uses for the Self-Evaluation. The Advisor emails the Second Professional Disposition evaluation to the candidate.

The candidate uploads the evaluation in the GPED 100 D2L course under the Content menu labeled Second Professional Disposition Chalk and Wire link.

PROGRAM EXIT REQUIREMENTS BENCHMARK

The following is a description of each of the artifacts that are included in the AQAS system prior to completion of the third benchmark. The Program Exit Requirements Benchmark consists of key assignments from specified courses that are aligned with COE Institutional Standards, NELP standards (Building and District), and CAEP standards that must be completed during the internship, and before the candidate graduates. Additionally, many of these key assignments are conducted using the Performance Assessment for School Leaders (PASL) protocol, and are included as part of the 120-hour internship process. All of the internship requirements are detailed in the **Executive Internship Handbook**.

Internship

The Internship is divided into two portions, each aligned with NELP standards. The first part, totaling 120 hours, is completed as part of several course-based post-assignments during the Professional Content Knowledge Benchmark. The second 120-hour internship is completed during the Building level Internship course (MED 593), or during the District level Internship course (GADM 826). The Internship requirements consists of the completion of the PASL tasks and onsite observations. Direction for completing the assignments are included as part of the internship courses by the Director of Internships and are specified in the Internship handbook. Upon completion of the Internship, the candidate submits the PASL tasks as part of an external assessment. The PASL results and the McREL Observation form, completed by the Cooperating Administrator are uploaded in the Internship course D2L website under the Content menu labeled PASL results and the McREL based Observation form Chalk and Wire link.



M.Ed. & MAT Comprehensive Exams

Near the end of the Master degree level candidate's program of study, the candidate completes the Comprehensive Exams. This activity is explained in detail in the M.Ed. / M.A.T. Program handbook. The candidate uploads the Comprehensive Exams results in the GPED 100 D2L course under the Content menu labeled Comprehensive Exams Chalk and Wire link.

Principal Certification Exam Score

The candidate uploads the Principal's Certification Examination results in the GPED 100 D2L course under the Content menu labeled Principal's Certification Examination results Chalk and Wire link. **Principal's Certification Examination Rubric**

Exit Interview

Candidates participate in an Exit Interview during the Graduation Breakfast. Candidates receive a list of the interview questions prior to the event. An independent interviewer and recorder conducts the interview. The results are reviewed by the EPP Leadership Team and the faculty.

III. Artifact and Program Outcome Alignment

Standards Alignment Matrix: Course, NELP, PASL, Institutional Standards

Course	Course Title	NELP Standards	Artifact	COE Institutional Standards
MED 543	Leading from the Middle: Christian School Building Level Leadership	Building: 5.1 – 5.4	Facilitation of an Improvement Plan	12
MED 544	Leading from the Middle: Public School Building Level Leadership	Building: 5.1 – 5.4	Task 1 Step 2	12
GHED 602/MED 502	Culturally Responsive Education	Building: 3.1 – 3.4 District: 3.1 – 3.4	Creating a Professional Development Plan	12, 13
GHED 701/MED 501	Effective Leadership	Building: 2.1 – 2.4 District: 2.1 – 2.4	Collaboration	11
GHED 702/MED 512	Strategically Leading Organizations	Building: 1.1 – 1.4 District: 1.1 – 1.3	Identifying a Problem	12
GADM 823/MED 523	Operational Leadership: Human, Physical, and Capital Resources	Building: 6.1 – 6.4 District: 6.1 – 6.4	Management of People, Data, and Processes	
GADM 824/MED 524	Policy, Governance, and Politics	Building: 7.1 – 7.4 District: 7.1 – 7.5	Policy, Governance and Politics Post-Assignment Simulation	
GADM 825/MED 525	Leadership of Curricular and Instructional Practices	Building: 4.1 – 4.4 District: 4.1 – 4.4	Evaluation of the Implementation of a Professional Development Plan	
GADM 826/MED 593	Internship in Executive School Leadership	Building: 8.1 – 8.3 District: 8.1 – 8.3	Task 1-3	

IV. Primary Evidence

A. Program Outcomes

B. Artifact Data

Table x: August 1, 2018 – July 30, 2021 Benchmark – Pre-Admission (Advanced)								
Assessment Instrument Name	Aggregate Score		Disaggregated scores					
	2018-2020		2018-2019		2019-2020		2020-2021	
	n	mean	n	mean	n	mean	n	mean
Masters - Building								
Goals Paper	14	3.07	6	3.17	5	3	3	3.33
Ed.D Writing Sample (Previous work)	14	N/A	6	N/A	5	N/A	3	N/A
Ed.D Writing Sample (Response to Article)	14	N/A	6	N/A	5	N/A	3	N/A
Transcript Review	14	3.21	6	3	5	3.4	3	3.33
Previous GPA	14	3.21	6	3	5	3.2	3	3.67
Recommendation Summary	14	3.64	6	3.67	5	3.4	3	4
GRE/MAT scores (MA only)	11	2.91	6	3	5	2.8	3	N/A
Admission into the Graduate Program	14	3.0	6	3.17	5	3.2	3	3.33
Masters - Teaching Licensure (TC/TA)								
Goals Paper	5	3.20	3	3.67	1	2	1	3
Ed.D Writing Sample (Previous work)	5	N/A	3	N/A	1	N/A	1	N/A
Ed.D Writing Sample (Response to Article)	5	N/A	3	N/A	1	N/A	1	N/A
Transcript Review	5	2.80	3	3	1	2	1	3
Previous GPA	5	3.20	3	3	1	4	1	3
Recommendation Summary	5	4.00	3	4	1	4	1	4
GRE/MAT scores (MA only)	4	3.00	3	3.33	1	2	1	N/A
Admission into the Graduate Program	5	3.20	3	3.33	1	3	1	3

Table x: August 1, 2018 – July 30, 2021 Benchmark – Pre-Admission (Advanced)

Assessment Instrument Name	Aggregate Score		Disaggregated scores					
	2018-2020		2018-2019		2019-2020		2020-2021	
	n	mean	n	mean	n	mean	n	mean
Masters - Interdisciplinary								
Goals Paper	20	3.15	13	3.38	4	2.5	3	3.0
Ed.D Writing Sample (Previous work)	20	N/A	13	N/A	4	N/A	3	N/A
Ed.D Writing Sample (Response to Article)	20	N/A	13	N/A	4	N/A	3	N/A
Transcript Review	20	3.25	13	3.31	4	3.5	3	2.67
Previous GPA	20	3.0	13	3.23	4	2.5	3	2.67
Recommendation Summary	20	3.15	13	3	4	3.5	3	3.33
GRE/MAT scores (MA only)	20	3.12	13	3.23	4	2.5	3	N/A
Admission into the Graduate Program	20	3.12	13	3.23	4	3	3	2.83

C. Criterion Outcomes

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

1. 2018 – 2019 Data

Assessment Instrument Name	Criterion Name	M.Ed – Inter-disciplinary		M.Ed - School Admin. - Christian		M.Ed - School Admin. - Public		MAT - Initial Teaching - Certification		MAT - Initial Teaching - Alternative		Ed.D/Ed.S - Higher Ed – Admin.		Ed.D/Ed.S - Higher Ed - Teaching		Ed.D/Ed.S - Christian School Admin.		Ed.D/Ed.S - Public School Admin.	
		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	1a.	1	4.00	1	4.00	0		0		0		0		1	3.00	0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	COE Standard 12: Decision-Making	1	3.00	1	4.00	0		0		0		0		1	3.00	0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	COE Standards 13: Consideration of Legal Parameters	1	3.00	1	2.00	0		0		0		0		1	3.00	0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	COE Standard 13: Advocacy	1	3.00	1	3.00	0		0		0		0		1	2.00	0		0	
Creating a PDP MED 502/GHED 602 Culturally	1b.	1	3.00	1	2.00	0		0		0		0		1	4.00	0		0	

Assessment Instrument Name	Criterion Name	M.Ed – Inter-disciplinary		M.Ed - School Admin. - Christian		M.Ed - School Admin. - Public		MAT - Initial Teaching - Certification		MAT - Initial Teaching - Alternative		Ed.D/Ed.S - Higher Ed - Admin.		Ed.D/Ed.S - Higher Ed - Teaching		Ed.D/Ed.S - Christian School Admin.		Ed.D/Ed.S - Public School Admin.	
		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Responsive Education Post assignment																			
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	2	1	3.00	1	3.00	0		0		0		0		1	3.00	0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	3a.	1	3.00	1	3.00	0		0		0		0		1	3.00	0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	3b.	1	3.00	1	4.00	0		0		0		0		1	3.00	0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	3c.	1	3.00	1	3.00	0		0		0		0		1	3.00	0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive	3d.	1	3.00	1	4.00	0		0		0		0		1	3.00	0		0	

Assessment Instrument Name	Criterion Name	M.Ed – Inter-disciplinary		M.Ed - School Admin. - Christian		M.Ed - School Admin. - Public		MAT - Initial Teaching - Certification		MAT - Initial Teaching - Alternative		Ed.D/Ed.S - Higher Ed - Admin.		Ed.D/Ed.S - Higher Ed - Teaching		Ed.D/Ed.S - Christian School Admin.		Ed.D/Ed.S - Public School Admin.	
		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Education Post assignment																			
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	3f.	1	3.00	1	3.00	0		0		0		0		1	4.00	0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	3g.	1	3.00	1	3.00	0		0		0		0		1	3.00	0		0	
Culturally Responsive Education Post-Assignment	1a. IS11 IS12 IS14	2	2.50	0		0		3	3.00	0		4	2.25	0		0		1	2.00
Culturally Responsive Education Post-Assignment	1b. IS11 IS12 IS14	2	1.00	0		0		3	1.67	0		4	2.00	0		0		1	1.00
Culturally Responsive Education Post-Assignment	2	2	2.00	0		0		3	3.33	0		4	2.75	0		0		1	1.00
Culturally Responsive Education	3a. IS11 IS14	2	2.50	0		0		3	2.00	0		4	2.75	0		0		1	2.00

Assessment Instrument Name	Criterion Name	M.Ed – Inter-disciplinary		M.Ed - School Admin. - Christian		M.Ed - School Admin. - Public		MAT - Initial Teaching - Certification		MAT - Initial Teaching - Alternative		Ed.D/Ed.S - Higher Ed - Admin.		Ed.D/Ed.S - Higher Ed - Teaching		Ed.D/Ed.S - Christian School Admin.		Ed.D/Ed.S - Public School Admin.	
		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Post-Assignment																			
Culturally Responsive Education Post-Assignment	3b. IS11	2	2.50	0		0		3	2.67	0		4	2.50	0		0		1	2.00
Culturally Responsive Education Post-Assignment	3c	2	2.00	0		0		3	2.00	0		4	2.00	0		0		1	2.00
Culturally Responsive Education Post-Assignment	3d. IS11 IS12	2	1.50	0		0		3	3.00	0		4	2.50	0		0		1	2.00
Culturally Responsive Education Post-Assignment	3e. IS11 IS12 IS14	2	2.50	0		0		3	3.33	0		4	2.75	0		0		1	2.00
Culturally Responsive Education Post-Assignment	3f. IS11 IS12 IS14	2	2.50	0		0		3	2.00	0		4	2.50	0		0		1	2.00
GADM 823/MED 523 Management of People, Data, and Processes Post assignment OLD	NELP Standard Component 6.1	1	3.00	0		0		0		0		1	4.00	0		0		0	

Assessment Instrument Name	Criterion Name	M.Ed – Inter-disciplinary		M.Ed - School Admin. - Christian		M.Ed - School Admin. - Public		MAT - Initial Teaching - Certification		MAT - Initial Teaching - Alternative		Ed.D/Ed.S - Higher Ed - Admin.		Ed.D/Ed.S - Higher Ed - Teaching		Ed.D/Ed.S - Christian School Admin.		Ed.D/Ed.S - Public School Admin.	
		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
GADM 823/MED 523 Management of People, Data, and Processes Post assignment OLD	NELP Standard Component 6.2	1	3.00	0		0		0		0		1	4.00	0		0		0	
GADM 823/MED 523 Management of People, Data, and Processes Post assignment OLD	NELP Standard Component 6.3	1	3.00	0		0		0		0		1	4.00	0		0		0	
GADM 824/MED 524 Policy, Governance, and Politics Post assignment	Element 7.1 Building Level (HUMAN RESOURCE MANAGEMENT)	1	3.00	1	3.00	2	4.00	0		0		0		0		0		1	3.00
GADM 824/MED 524 Policy, Governance, and Politics Post assignment	Element 7.4 District Level (POLICY ENGAGEMENT)	1	3.00	1	3.00	2	4.00	0		0		0		0		0		1	3.00
GADM 824/MED 524 Policy, Governance, and Politics	Element 7.5 District Level (ADVOCACY)	1	3.00	1	3.00	2	4.00	0		0		0		0		0		1	3.00

Assessment Instrument Name	Criterion Name	M.Ed – Inter-disciplinary		M.Ed - School Admin. - Christian		M.Ed - School Admin. - Public		MAT - Initial Teaching - Certification		MAT - Initial Teaching - Alternative		Ed.D/Ed.S - Higher Ed - Admin.		Ed.D/Ed.S - Higher Ed - Teaching		Ed.D/Ed.S - Christian School Admin.		Ed.D/Ed.S - Public School Admin.	
		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Post assignment																			
GADM 824/MED 524 Policy, Governance, and Politics Post assignment	Element 7.2 Building Level (PROFESSIONAL CULTURE)	1	3.00	1	3.00	2	4.00	0		0		0		0		0		1	3.00
GADM 824/MED 524 Policy, Governance, and Politics Post assignment	Element 7.3 Building Level (WORK-PLACE CON-DITIONS)	1	3.00	1	3.00	2	4.00	0		0		0		0		0		1	3.00
GADM 824/MED 524 Policy, Governance, and Politics Post assignment	Element 7.4 Building Level (SUPERVISION AND EVALUATION)	1	3.00	1	3.00	2	4.00	0		0		0		0		0		1	3.00
GADM 824/MED 524 Policy, Governance, and Politics Post assignment	Element 7.1 District Level (BOARD RELATIONS)	1	3.00	1	3.00	2	4.00	0		0		0		0		0		1	3.00
GADM 824/MED 524 Policy, Governance, and Politics	Element 7.2 District Level (DISTRICT GOVERNANCE)	1	3.00	1	3.00	2	4.00	0		0		0		0		0		1	3.00

Assessment Instrument Name	Criterion Name	M.Ed – Inter-disciplinary		M.Ed - School Admin. - Christian		M.Ed - School Admin. - Public		MAT - Initial Teaching - Certification		MAT - Initial Teaching - Alternative		Ed.D/Ed.S - Higher Ed - Admin.		Ed.D/Ed.S - Higher Ed - Teaching		Ed.D/Ed.S - Christian School Admin.		Ed.D/Ed.S - Public School Admin.	
		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Post assignment																			
GADM 824/MED 524 Policy, Governance, and Politics Post assignment	Element 7.3 District Level (LEGAL)	1	3.00	1	3.00	2	4.00	0		0		0		0		0		1	3.00
Research II: Educational Research GHED 703	1. Introduction describes how the research design derives logically from the problem or issue statement.	0		0		0		0		0		2	3.50	0		0		0	
Research II: Educational Research GHED 703	2. Design describes the research design and approach, and provides justification.	0		0		0		0		0		2	3.00	0		0		0	

Assessment Instrument Name	Criterion Name	M.Ed – Inter-disciplinary		M.Ed - School Admin. - Christian		M.Ed - School Admin. - Public		MAT - Initial Teaching - Certification		MAT - Initial Teaching - Alternative		Ed.D/Ed.S - Higher Ed - Admin.		Ed.D/Ed.S - Higher Ed - Teaching		Ed.D/Ed.S - Christian School Admin.		Ed.D/Ed.S - Public School Admin.	
		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Research II: Educational Research GHED 703	3. Includes the population from which the sample will be drawn. Describes and defends the sampling method and sample size. Describes the eligibility criteria for study participants and the characteristics of the selected sample. Includes measures taken	0		0		0		0		0		2	3.00	0		0		0	
Research II: Educational Research GHED 703	4. Choices about which data to collect are justified. Data collected are appropriate to answer the questions posed in relation to the methodology chosen. Instrumentation (including	0		0		0		0		0		2	2.00	0		0		0	

Assessment Instrument Name	Criterion Name	M.Ed – Inter-disciplinary		M.Ed - School Admin. - Christian		M.Ed - School Admin. - Public		MAT - Initial Teaching - Certification		MAT - Initial Teaching - Alternative		Ed.D/Ed.S - Higher Ed - Admin.		Ed.D/Ed.S - Higher Ed - Teaching		Ed.D/Ed.S - Christian School Admin.		Ed.D/Ed.S - Public School Admin.	
		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
	interview questions) is described and justified, as well as reliability a																		
Research II: Educational Research GHED 703	5. How and when the data will be or were analyzed is articulated, as well as an explanation of descriptive and/or inferential analyses used in the study. Any software program used in the analysis is clearly described. For qualitative studies, the coding	0		0		0		0		0		2	2.00	0		0		0	
Research II: Educational Research GHED 703	6. If a pilot study will be (or was) conducted, its relation to the larger study is explained. Changes in instruments based on results of the pilot study are	0		0		0		0		0		2	2.50	0		0		0	

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		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
	detailed. An explanation of descriptive and/or inferential analyses used in the study is provide																		
Research II: Educational Research GHED 703	7. Chapter 3 ends with a transition statement that contains a summary of key points of the chapter and an overview of the content of Chapter 4.	0		0		0		0		0		2	1.50	0		0		0	
Research II: Educational Research GHED 703	8. The chapter as a whole and the individual paragraphs are well-structured, with a logical flow of ideas. Clarity of structure enhances the paper and increases its impact.	0		0		0		0		0		2	1.50	0		0		0	

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		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Research II: Educational Research GHED 703	9. Vocabulary, usage, punctuation, spelling, and grammar reflect doctoral level writing.	0		0		0		0		0		2	3.50	0		0		0	
Research II: Educational Research GHED 703	10. APA: The text indicates an understanding of APA writing style and formatting, including headings and references.	0		0		0		0		0		2	3.50	0		0		0	
Research II: Educational Research GHED 703	11. Sources are sufficient, appropriate, current, and correctly cited. In text references and Reference section follow APA formatting.	0		0		0		0		0		2	3.50	0		0		0	

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

2. 2019 – 2020 Data

Assessment Instrument Name	Criterion Name	M.Ed - Inter-disciplinary		M.Ed - School Admin - Christian		M.Ed - School Admin - Public		MAT - Initial Teaching - Certification		MAT - Initial Teaching - Alternative		Ed.D/Ed.S - Higher Ed - Admin		Ed.D/Ed.S - Higher Ed - Teaching		Ed.D/Ed.S - Christian School Admin		Ed.D/Ed.S - Public School Admin	
		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
1st Disposition Evaluation Self-Evaluation	Commitment to Education Profession	1	3.00	0		1	3.00	1	2.00	0		23	3.22	1	4.00	3	3.67	8	3.50
1st Disposition Evaluation Self-Evaluation	Evaluation	0		0		1	4.00	0		0		5	3.80	0		1	4.00	3	3.33
1st Disposition Evaluation Self-Evaluation	Consideration of Others	0		0		1	4.00	0		0		5	3.80	0		1	4.00	3	3.33
1st Disposition Evaluation Self-Evaluation	Christian Worldview	0		0		1	4.00	0		0		5	3.80	0		1	4.00	3	3.33
1st Disposition Evaluation Self-Evaluation	Decision-making	0		0		1	4.00	0		0		5	3.80	0		1	4.00	3	2.67
1st Disposition Evaluation Self-Evaluation	Implication of a Christian Worldview	1	4.00	0		1	3.00	1	4.00	0		23	3.57	1	4.00	3	3.67	8	3.50
1st Disposition Evaluation Self-Evaluation	Caring	1	3.00	0		1	4.00	1	3.00	0		23	3.70	1	4.00	3	3.67	8	3.50
1st Disposition Evaluation Self-Evaluation	Commitment to Diversity	1	4.00	0		1	4.00	1	2.00	0		23	3.65	1	4.00	3	3.67	8	3.25
1st Disposition Evaluation Self-Evaluation	Advocacy to Meet the Needs of Learners or for the Teaching Profession	1	3.00	0		1	3.00	1	2.00	0		23	3.17	1	3.00	3	4.00	8	3.25
1st Disposition Evaluation Self-Evaluation	Collaboration	1	3.00	0		1	3.00	1	3.00	0		23	3.26	1	3.00	3	4.00	8	3.25
1st Disposition Evaluation Self-Evaluation	Punctuality and Meets Deadlines and Obligations	1	4.00	0		1	3.00	1	2.00	0		23	3.48	1	3.00	3	3.33	8	3.00
1st Disposition Evaluation Self-Evaluation	Self-Reflection	1	3.00	0		1	4.00	1	1.00	0		23	3.52	1	4.00	3	4.00	8	3.13
2nd Disposition Evaluation	Commitment to Education Profession	2	4.00	1	4.00	1	4.00	0		0		4	3.25	0		3	3.33	0	
2nd Disposition Evaluation	Implication of a Christian Worldview	2	3.00	1	3.00	1	3.00	0		0		4	3.75	0		3	4.00	0	
2nd Disposition Evaluation	Caring	2	3.00	1	4.00	1	3.00	0		0		4	3.75	0		3	4.00	0	
2nd Disposition Evaluation	Commitment to Diversity	2	3.50	1	4.00	1	4.00	0		0		4	3.50	0		3	4.00	0	

Assessment Instrument Name	Criterion Name	M.Ed - Inter-disciplinary		M.Ed - School Admin - Christian		M.Ed - School Admin - Public		MAT - Initial Teaching - Certification		MAT - Initial Teaching - Alternative		Ed.D/Ed.S - Higher Ed - Admin		Ed.D/Ed.S - Higher Ed - Teaching		Ed.D/Ed.S - Christian School Admin		Ed.D/Ed.S - Public School Admin	
		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
2nd Disposition Evaluation	Advocacy to Meet the Needs of Learners or for the Teaching Profession	2	3.50	1	4.00	1	4.00	0		0		4	3.25	0		3	3.33	0	
2nd Disposition Evaluation	Collaboration	2	3.00	1	3.00	1	3.00	0		0		4	2.75	0		3	3.67	0	
2nd Disposition Evaluation	Punctuality and Meets Deadlines and Obligations	2	2.50	1	4.00	1	4.00	0		0		4	3.25	0		3	3.67	0	
2nd Disposition Evaluation	Self-Reflection	2	2.50	1	4.00	1	3.00	0		0		4	3.75	0		3	4.00	0	
Admission Evaluation Rubric	Goals Paper	2	2.50	1	3.00	0		1	2.00	0		4	2.00	0		0		3	3.00
Admission Evaluation Rubric	Ed.D. Writing Sample (Previous work)	2	2.50	1	2.00	0		1	2.00	0		4	2.00	0		0		3	2.33
Admission Evaluation Rubric	Ed.D. Writing Sample (Original response to article)	2	3.50	1	2.00	0		1	2.00	0		4	2.25	0		0		3	2.33
Admission Evaluation Rubric	Transcript Review (Overview of Undergraduate work)	2	3.50	1	4.00	0		1	2.00	0		4	3.00	0		0		3	3.67
Admission Evaluation Rubric	Previous G.P.A.	2	2.50	1	4.00	0		1	4.00	0		4	3.00	0		0		3	4.00
Admission Evaluation Rubric	Recommendation Summary	2	3.50	1	4.00	0		1	4.00	0		4	3.50	0		0		3	4.00
Admission Evaluation Rubric	GRE/MAT scores (MA only)	2	2.50	1	2.00	0		1	2.00	0		4	2.00	0		0		3	2.33
Admission Evaluation Rubric	Admission into the Graduate Program	2	3.00	1	4.00	0		1	3.00	0		4	3.00	0		0		3	3.00
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	2a.	11	3.64	1	4.00	2	4.00	1	4.00	0		7	3.71	0		0		2	4.00
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	COE Standard 11: Evaluation	0		0		0		1	4.00	0		2	4.00	0		0		0	
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	COE Standard 11: Consideration of Others	0		0		0		1	4.00	0		2	4.00	0		0		0	
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	COE Standard 11: Christian Worldview	0		0		0		1	4.00	0		2	4.00	0		0		0	
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	2b.	11	3.64	1	4.00	2	4.00	1	3.00	0		7	3.43	0		0		2	4.00
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	2c.	11	3.36	1	4.00	2	4.00	1	3.00	0		7	3.14	0		0		2	4.00

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		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	2d.	11	3.55	1	4.00	2	4.00	1	4.00	0		7	3.71	0		0		2	4.00
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	2e.	11	3.55	1	4.00	2	4.00	1	3.00	0		7	3.43	0		0		2	4.00
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	3a.	11	3.27	1	4.00	2	4.00	1	4.00	0		7	3.43	0		0		2	4.00
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	3b.	11	3.27	1	4.00	2	4.00	1	4.00	0		7	3.43	0		0		2	4.00
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	3c.	11	3.55	1	4.00	2	4.00	1	4.00	0		7	3.71	0		0		2	4.00
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	4	11	3.82	1	4.00	2	4.00	1	4.00	0		7	4.00	0		0		2	4.00
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	5a.	11	3.64	1	4.00	2	4.00	1	4.00	0		7	3.71	0		0		2	4.00
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	5b.	11	3.64	1	4.00	2	4.00	1	4.00	0		7	3.71	0		0		2	4.00
Collaboration MED 501/GHED 701 Effective Leadership Post assignment	5c.	11	3.64	1	4.00	2	4.00	1	4.00	0		7	3.71	0		0		2	4.00
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	1a.	6	3.17	1	3.00	0		0		1	1.00	0		0		0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	1b.	6	2.83	1	2.00	0		0		1	1.00	0		0		0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	2	6	2.50	1	2.00	0		0		1	1.00	0		0		0		0	

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		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	3a.	6	3.00	1	3.00	0		0		1	2.00	0		0		0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	3b.	6	3.00	1	3.00	0		0		1	2.00	0		0		0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	3c.	6	2.17	1	2.00	0		0		1	2.00	0		0		0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	3d.	6	2.67	1	2.00	0		0		1	1.00	0		0		0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	3e.	6	2.00	1	2.00	0		0		1	1.00	0		0		0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	3f.	6	2.83	1	2.00	0		0		1	1.00	0		0		0		0	
Creating a PDP MED 502/GHED 602 Culturally Responsive Education Post assignment	3g.	6	2.50	1	2.00	0		0		1	2.00	0		0		0		0	
Defense of Proposal	The description of the educational context and supporting literature establish that the focus of the study is on a significant problem in practice worthy of study.	0		0		0		0		0		1	3.00	0		1	4.00	0	
Defense of Proposal	The problem statement, purpose statement, and research questions are clearly and logically related. The research questions are precise, addressing all variables.	0		0		0		0		0		1	3.00	0		1	3.00	0	

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		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Defense of Proposal	The Theoretical Framework for the study is consistent with the research questions and is explained with reference to the literature. The connection between the theoretical framework and the study is clearly articulated.	0		0		0		0		0		1	3.00	0		1	3.00	0	
Defense of Proposal	The Supporting Scholarship addresses all necessary aspects of the study.	0		0		0		0		0		1	3.00	0		1	3.00	0	
Defense of Proposal	Methodology is completely and succinctly described. The chosen methodology, participant selection, data collection, and data analysis are appropriate for the research questions.	0		0		0		0		0		1	2.00	0		1	3.00	0	
Defense of Proposal	The candidate presents and discusses the study in a professional manner, demonstrating an understanding of all aspects of the study.	0		0		0		0		0		1	3.00	0		1	3.00	0	
Evaluation of the Implementation of a PD Plan MED 525/GADM 825 Leadership of Curricular and Instructional Practices Post assignment	1	3	4.00	0		2	3.50	1	3.00	0		0		0		0		4	3.75
Evaluation of the Implementation of a PD Plan MED 525/GADM 825 Leadership of Curricular and Instructional Practices Post assignment	2a	3	4.00	0		2	3.50	1	4.00	0		0		0		0		4	3.25
Evaluation of the Implementation of a PD Plan MED 525/GADM 825 Leadership of Curricular and Instructional Practices Post assignment	2b	3	4.00	0		2	4.00	1	4.00	0		0		0		0		4	3.50

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		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Evaluation of the Implementation of a PD Plan MED 525/GADM 825 Leadership of Curricular and Instructional Practices Post assignment	2c	3	4.00	0		2	4.00	1	3.00	0		0		0		0		4	3.50
Evaluation of the Implementation of a PD Plan MED 525/GADM 825 Leadership of Curricular and Instructional Practices Post assignment	3a	3	4.00	0		2	3.50	1	4.00	0		0		0		0		4	3.50
Evaluation of the Implementation of a PD Plan MED 525/GADM 825 Leadership of Curricular and Instructional Practices Post assignment	3b	3	4.00	0		2	3.50	1	4.00	0		0		0		0		4	3.50
Evaluation of the Implementation of a PD Plan MED 525/GADM 825 Leadership of Curricular and Instructional Practices Post assignment	3c	3	4.00	0		2	3.50	1	4.00	0		0		0		0		4	3.00
Evaluation of the Implementation of a PD Plan MED 525/GADM 825 Leadership of Curricular and Instructional Practices Post assignment	3d	3	4.00	0		2	4.00	1	4.00	0		0		0		0		4	3.25
Facilitation of an Improvement Plan MED 543/544 & GADM 821/822 Executive Leadership Post assignment	2a	2	3.50	0		3	3.33	1	4.00	0		0		0		0		4	4.00

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		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Facilitation of an Improvement Plan MED 543/544 & GADM 821/822 Executive Leadership Post assignment	2b	2	3.50	0		3	3.33	1	3.00	0		0		0		0		4	4.00
Facilitation of an Improvement Plan MED 543/544 & GADM 821/822 Executive Leadership Post assignment	2c	2	3.50	0		3	3.33	1	3.00	0		0		0		0		4	3.75
Facilitation of an Improvement Plan MED 543/544 & GADM 821/822 Executive Leadership Post assignment	2d	2	3.50	0		3	3.33	1	3.00	0		0		0		0		4	3.50
Facilitation of an Improvement Plan MED 543/544 & GADM 821/822 Executive Leadership Post assignment	2e	2	3.50	0		3	3.33	1	3.00	0		0		0		0		4	4.00
Facilitation of an Improvement Plan MED 543/544 & GADM 821/822 Executive Leadership Post assignment	3a	2	3.50	0		3	3.33	1	3.00	0		0		0		0		4	4.00
Facilitation of an Improvement Plan MED 543/544 & GADM 821/822 Executive Leadership Post assignment	3b	2	3.50	0		3	3.33	1	4.00	0		0		0		0		4	3.75
Facilitation of an Improvement Plan MED 543/544 & GADM 821/822 Executive Leadership Post assignment	3c	2	3.50	0		3	3.33	1	4.00	0		0		0		0		4	4.00
Facilitation of an Improvement Plan MED 543/544 & GADM 821/822 Executive Leadership Post assignment	3d	2	3.50	0		3	3.33	1	4.00	0		0		0		0		4	4.00
GADM 823/MED 523 Management of People, Data, and	Question 1 Governance & Operations	2	3.00	0		2	3.00	1	3.00	0		1	4.00	0		0		3	4.00

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		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Processes post assignment																			
GADM 823/MED 523 Management of People, Data, and Processes post assignment	Question 2a Resource Allocation	2	3.00	0		2	3.00	1	3.00	0		1	4.00	0		0		3	4.00
GADM 823/MED 523 Management of People, Data, and Processes post assignment	Question 2b Resource Allocation	2	3.00	0		2	3.00	1	3.00	0		1	4.00	0		0		3	4.00
GADM 823/MED 523 Management of People, Data, and Processes post assignment	Question 3a Human Resources	2	3.00	0		2	3.00	1	3.00	0		1	4.00	0		0		3	4.00
GADM 823/MED 523 Management of People, Data, and Processes post assignment	Question 3b Human Resources	2	3.00	0		2	3.00	1	3.00	0		1	4.00	0		0		3	4.00
GADM 824/MED 524 Policy, Governance, and Politics Post assignment	Element 7.1 Building Level (HUMAN RESOURCE MANAGEMENT)	2	4.00	1	4.00	1	3.00	1	4.00	0		0		0		0		1	3.00
GADM 824/MED 524 Policy, Governance, and Politics Post assignment	Element 7.2 Building Level (PROFESSIONAL CULTURE)	2	4.00	1	4.00	1	3.00	1	4.00	0		0		0		0		1	3.00
GADM 824/MED 524 Policy, Governance, and Politics Post assignment	Element 7.3 Building Level (WORK-PLACE CONDITIONS)	2	3.50	1	4.00	1	2.00	1	4.00	0		0		0		0		1	4.00
GADM 824/MED 524 Policy, Governance, and Politics Post assignment	Element 7.4 Building Level (SUPERVISION AND EVALUATION)	2	3.50	1	3.00	1	2.00	1	3.00	0		0		0		0		1	3.00
GADM 824/MED 524 Policy, Governance, and Politics Post assignment	Element 7.1 District Level (BOARD RELATIONS)	2	3.50	1	3.00	1	2.00	1	2.00	0		0		0		0		1	3.00
GADM 824/MED 524 Policy, Governance, and Politics Post assignment	Element 7.2 District Level (DISTRICT GOVERNANCE)	2	3.50	1	3.00	1	2.00	1	2.00	0		0		0		0		1	3.00
GADM 824/MED 524 Policy, Governance, and Politics Post assignment	Element 7.3 District Level (LEGAL)	2	4.00	1	4.00	1	3.00	1	3.00	0		0		0		0		1	3.00

Assessment Instrument Name	Criterion Name	M.Ed - Inter-disciplinary		M.Ed - School Admin - Christian		M.Ed - School Admin - Public		MAT - Initial Teaching - Certification		MAT - Initial Teaching - Alternative		Ed.D/Ed.S - Higher Ed - Admin		Ed.D/Ed.S - Higher Ed - Teaching		Ed.D/Ed.S - Christian School Admin		Ed.D/Ed.S - Public School Admin	
		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Identifying A Problem MED 512/GHED 702 Strategically Leading Organizations Post assignment	1a	2	3.50	1	4.00	3	3.00	0		0		3	3.67	1	4.00	0		0	
Identifying A Problem MED 512/GHED 702 Strategically Leading Organizations Post assignment	1b	2	3.50	1	4.00	3	3.00	0		0		3	3.67	1	4.00	0		0	
Identifying A Problem MED 512/GHED 702 Strategically Leading Organizations Post assignment	1c	2	3.50	1	4.00	3	3.00	0		0		3	3.67	1	4.00	0		0	
Identifying A Problem MED 512/GHED 702 Strategically Leading Organizations Post assignment	2a	2	3.50	1	4.00	3	3.00	0		0		3	3.67	1	4.00	0		0	
Identifying A Problem MED 512/GHED 702 Strategically Leading Organizations Post assignment	2b	2	3.50	1	4.00	3	3.00	0		0		3	3.67	1	4.00	0		0	
Identifying A Problem MED 512/GHED 702 Strategically Leading Organizations Post assignment	2c	2	3.50	1	4.00	3	3.00	0		0		3	3.67	1	4.00	0		0	
Identifying A Problem MED 512/GHED 702 Strategically Leading Organizations Post assignment	3a	2	3.50	1	4.00	3	3.00	0		0		3	3.67	1	4.00	0		0	
Identifying A Problem MED 512/GHED 702 Strategically Leading Organizations Post assignment	3b	2	3.50	1	4.00	3	3.00	0		0		3	3.67	1	4.00	0		0	
Identifying A Problem MED 512/GHED 702 Strategically Leading Organizations Post assignment	3c	2	3.50	1	4.00	3	3.00	0		0		3	3.67	1	4.00	0		0	
Identifying A Problem MED 512/GHED 702 Strategically Leading Organizations Post assignment	4	2	3.50	1	4.00	3	3.00	0		0		3	3.67	1	4.00	0		0	

Assessment Instrument Name	Criterion Name	M.Ed - Inter-disciplinary		M.Ed - School Admin - Christian		M.Ed - School Admin - Public		MAT - Initial Teaching - Certification		MAT - Initial Teaching - Alternative		Ed.D/Ed.S - Higher Ed - Admin		Ed.D/Ed.S - Higher Ed - Teaching		Ed.D/Ed.S - Christian School Admin		Ed.D/Ed.S - Public School Admin	
		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Identifying A Problem MED 512/GHED 702 Strategically Leading Organizations Post assignment	5a	2	3.50	1	4.00	3	3.00	0		0		3	3.67	1	4.00	0		0	
Identifying A Problem MED 512/GHED 702 Strategically Leading Organizations Post assignment	5b	2	3.50	1	4.00	3	3.00	0		0		3	3.67	1	4.00	0		0	
Philosophy Statement GHED 601 Philosophy of Education Post assignment	Philosophy Statement GHED 601 Philosophy of Education	5	4.00	0		2	4.00	1	4.00	1	3.00	1	4.00	0		0		0	
Research I: Systematic Inquiry GHED 603	Analysis	4	2.75	1	4.00	5	2.80	3	2.67	0		1	3.00	0		0		0	
Research I: Systematic Inquiry GHED 603	Conclusions	4	2.50	1	3.00	5	3.20	3	3.00	0		1	2.00	0		0		0	
Research II: Educational Research GHED 703	1. Introduction describes how the research design derives logically from the problem or issue statement.	0		0		0		0		0		6	1.33	1	2.00	0		1	1.00
Research II: Educational Research GHED 703	2. Design describes the research design and approach, and provides justification.	0		0		0		0		0		6	1.50	1	2.00	0		1	1.00
Research II: Educational Research GHED 703	3. Includes the population from which the sample will be drawn. Describes and defends the sampling method and sample size. Describes the eligibility criteria for study participants and the characteristics of the selected sample. Includes measures taken f	0		0		0		0		0		6	1.33	1	2.00	0		1	2.00
Research II: Educational Research GHED 703	4. Choices about which data to collect are justified. Data collected are appropriate to answer the questions posed in relation to the methodology chosen. Instrumentation (including interview questions) is described and justified, as well as reliability a	0		0		0		0		0		6	1.17	1	2.00	0		1	1.00

Assessment Instrument Name	Criterion Name	M.Ed - Inter-disciplinary		M.Ed - School Admin - Christian		M.Ed - School Admin - Public		MAT - Initial Teaching - Certification		MAT - Initial Teaching - Alternative		Ed.D/Ed.S - Higher Ed - Admin		Ed.D/Ed.S - Higher Ed - Teaching		Ed.D/Ed.S - Christian School Admin		Ed.D/Ed.S - Public School Admin	
		n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Research II: Educational Research GHED 703	5. How and when the data will be or were analyzed is articulated, as well as an explanation of descriptive and/or inferential analyses used in the study. Any software program used in the analysis is clearly described. For qualitative studies, the coding	0		0		0		0		0		6	1.33	1	2.00	0		1	2.00
Research II: Educational Research GHED 703	6. If a pilot study will be (or was) conducted, its relation to the larger study is explained. Changes in instruments based on results of the pilot study are detailed. An explanation of descriptive and/or inferential analyses used in the study is provide	0		0		0		0		0		6	0.67	1	0.00	0		1	0.00
Research II: Educational Research GHED 703	7. Chapter 3 ends with a transition statement that contains a summary of key points of the chapter and an overview of the content of Chapter 4.	0		0		0		0		0		6	0.83	1	2.00	0		1	1.00
Research II: Educational Research GHED 703	8. The chapter as a whole and the individual paragraphs are well-structured, with a logical flow of ideas. Clarity of structure enhances the paper and increases its impact.	0		0		0		0		0		6	0.33	1	2.00	0		1	0.00
Research II: Educational Research GHED 703	9. Vocabulary, usage, punctuation, spelling, and grammar reflect doctoral level writing.	0		0		0		0		0		6	1.67	1	2.00	0		1	1.00
Research II: Educational Research GHED 703	10. APA: The text indicates an understanding of APA writing style and formatting, including headings and references.	0		0		0		0		0		6	1.67	1	2.00	0		1	1.00
Research II: Educational Research GHED 703	11. Sources are sufficient, appropriate, current, and correctly cited. In text references and Reference section follow APA formatting.	0		0		0		0		0		6	1.33	1	3.00	0		1	2.00