

**REVIEW OF
THE DIVISION OF EDUCATION
PROGRAM REVIEW REPORT**

**Internal Review Committee
MidAmerica Nazarene University
March 26, 2008**

Submitted to:

**Dr. Linda Alexander
Chair, Division of Education**

Submitted by:

**Prof. William Morrison, Chair
Prof. Rodney Birch
Prof. Cynthia Lindsey
Prof. Kathy Smith
Prof. Paul Williams**

INTRODUCTION

The Internal Review Committee for the Division of Education had its initial meeting on December 12, 2007. At this time, a plan was established to accomplish the task, each committee member was oriented to the process, and each member was given a specific criterion for which they would have major responsibility.

The committee met again on February 7, 2008 to discuss their initial work and receive further instruction.

Preparation of this report also involved some one-on-one meetings of the Chairman with individual committee members.

Each committee member submitted their finished work to the Chairman who compiled the final report and made appropriate editorial changes.

The Chairman thanks each member for the work they put into this report . Special thanks is given to the member who faithfully completed their assignment in spite of surgery and recovery during the key period of this committee's work.

The Committee wants to clearly state that in their view the Division of Education has satisfied each of the five criteria and provided satisfactory supporting evidence for each criterion. The report which follows reflects our views on points in the report that we found to be outstanding and some suggestions for improvement to the report.

CRITERION ONE: MISSION AND INTEGRITY

Criterion Statement:

The Division of Education operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1A: The Division's mission is clear and articulates publicly the Division's commitments.

This section is very well presented, as would be expected from a Division that goes through numerous regular and rigorous evaluations by outside accreditation agencies.

A nice, specific answer is given on page 3 to the issue of evaluation. However, no examples are given of any revisions that have come out of these annual review meetings. Have there been no revisions necessary in the past five years? If not, say so. If there have been revisions, it would be nice to give an example to show how the process works.

Core Component 1B: In its mission statements, the Division recognizes the diversity of its learners, other constituencies, and the greater society it serves.

This section, unlike the other four Core Components of Criterion 1, does not use bullet points in its response. It would be nice to make this consistent in style with the other Core Component responses of Criterion 1.

In providing good evidence that in its mission statements the Division recognizes diversity, a "Conceptual Framework" is mentioned on page 3. It should be stated that this document can be found in Appendix A.

The Mission Statement given on page 3 differs slightly from the Division's Mission Statement on page 111 of the 2007-2008 MNU Catalog. Although the difference is only in the last two words of the statement, consistency in this very basic statement would be

appropriate.

Page 4 refers to "a positive attitude toward ALL students" as being part of the evaluation of teacher candidates, and refers to Appendix D. Where is this specific evaluation to be found in the evaluation form shown in Appendix D?

Core Component 1C: Understanding of and support for the mission pervade the Division.

The good response to this issue could be strengthened even further if a sample faculty contract and a sample student lifestyle covenant were given in an Appendix. This would clearly show exactly what faculty agree to when they sign their contracts and what students agree to honor in the lifestyle covenant.

Depending on when the time-line for these reports is considered "finished", the Division might want to consider whether their general statement about planning and budgeting needs to be revised to reflect any changes being made due to the new "zero-based" budgeting being done at MNU.

Core Component 1D: The Division's governance and administrative structures promote effective leadership and support collaborative processes that enable the Division to fulfill its mission.

A very strong and clear statement is made on the delegation of responsibilities within the Division. This is good!

Is Appendix F really necessary? Core Component 1 references the Mission Statement in Appendix A. Why does Core Component D need to reference it in a new Appendix F?

Core Component 1E: The Division upholds and protects its integrity.

It would be nice to define what PTCO and Phi Lambda Theta are. An example is given of how the integrity of PTCO is ensured, but no mention is made of Phi Lambda Delta. In responding to how the Division ensures the integrity of its co-curricular and auxiliary activities mention might be made of the role faculty take in planning and supervising field trips.

The statements "we seek feedback" and "we involve them on committees and advisory boards" sound very general. Can specific examples of this be presented?

In describing how The Division "deals fairly with external constituents", mention could be made of the ways in which Division faculty participate in various activities with the community, etc.

CRITERION TWO: PREPARING FOR THE FUTURE

Criterion Statement:

The Division's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2A: The Division realistically prepares for a future shaped by multiple societal and economic trends.

Overall, the Division of Education has met the requirement set forth in the core component. The defining information and supporting documents reveal how the Division works to address the issues it faces both presently and in the future. Each element prescribed in the component is defined more thoroughly within the parameters of two to three bulleted points for each element. When changes to the curriculum are required based on either evaluation results, societal changes, or education trends the program has a process set up in which these changes are reviewed and determined to what level implementation will take place. The Division is also careful to listen to the feedback of both current students and alumni to determine the effectiveness, and essentially the success, of the program. The first bulleted point mentions that the program is actively recruiting new and transfer students to the program. What is the process for this? Is there a defined plan on how the program will work to attract new and/or transfer students? Another issue to address in the report is the clarity of the second to the last bullet point (page 3). The wording of this definition is vague and begs the question more than answers it.

- When the definition refers to a specific document, a copy of the document should be included in the appendix (example: alumni survey).
- A document should be included that shows the titles of the conferences that faculty attend and present at.
- A thorough reading of the document to correct grammatical and phrasing errors.

Core Component 2B: The Division's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The program has met the criteria as prescribed by the component definition. Each element is defined more thoroughly and developed through several bulleted points. The program addresses the issue of financial restraints, but counteracts it with evidence of pursuing funding through other sources to support its mission. One issue that could be addressed in the section dealing with the development of human resources is the advanced education of the faculty. For example, how many have doctorates; how many are pursuing doctorates?

- In place of using acronyms, use the full version of the words initially, then follow with the acronym. Provide a table at the beginning of the document listing all acronyms and their associative definitions.
- A thorough reading through of the document to correct phrasing, grammatical, and type style issues. This will remedy the “cut and paste” appearance of the document.

Core Component 2C: The Division's ongoing evaluation and assessment processes provide reliable evidence of academic unit effectiveness that clearly informs strategies for continuous improvement.

The program has met the requirements set forth in the component definition. Each element is defined by a bullet point. There are several documents listed in the appendix to support the evidence definitions. The assessment and evaluation tools are used as a measuring stick to determine how effective the program is, as well as what changes need to be made. However, one supporting document listed as being in appendix B is missing.

- Make sure all supporting documents mentioned in the text are in the appendix.
- Make sure to include the full spelling of abbreviations and/or acronyms so the novice reader may better understand the context or relevance to its inclusion.

Core Component 2D: All levels of planning align with the academic unit's mission, thereby enhancing its capacity to fulfill that mission.

The program has met the criteria defined in the core component. Each piece of evidence is thoroughly explained, often giving specific examples of courses, curricular revisions, admissions requirements, professional development and scholarship, to name a few. One element that could be defined a little better is the *Equipment, Technology, Supplies, and Library Holdings* (page 8). Information should be included to address that the university's library allocates funding to each academic program to purchase materials in their respective disciplines. The library also encourages faculty to participate in the periodic weeding of the collection to ensure that the most current and effective information is available to students. This would go to further indicate how the program participates in programs outside itself to ensure the effectiveness and viability of itself.

- Refine formatting of the Assessment Plan (Appendix D) to be more uniform.
Indentations of paragraphs are often too much or mismatched.
- In Appendix E, point 2, third bullet point. Make sure the text is not blacked/blocked out.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

Criterion Statement:

The Division provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

The overall presentation of Criterion 3 has been well developed through articulating instructional effectiveness as noted in the review of this document. Most of the concerns and/or issues of question involve clarification and location of information.

Strengths:

The Self Study Report for the Division appears to be complete with regards to effective teaching techniques and student learning. The MidAmerica Nazarene University faculty has been very concrete and precise with the development of this particular program. The faculty has documented the steps needed for future teachers especially in the areas of preparation and sequencing the development of teaching.

Weaknesses:

Generally speaking, Criterion 3 needs to visually show which items are to be emphasized in this document. The visual aides of graphs, underlining, highlighting, bold type, spacing and possibly color could promote better understanding and comprehension of this detailed information. It is assumed that this document will be reviewed by several individuals for correction of grammar and proper word usage.

Listed below are examples of possible concerns focusing on interpretation of Criterion 3 and the supporting referencing materials.

Core Component 3A: The Division's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The beginning pages regarding the Professional Knowledge and Professional Skills are listed in numerical form. The “list” approach allows for good comprehension when a large amount of information needs to be delivered. The concern is order and ranking of these items. Is there a need to specify what requires attention and priority? Another concern is regarding the possible duplication of numerical items. Examples of Professional Knowledge items #8 and #9 – is this a duplication? Examples of Professional Skills items #4 and #6 and/or #7, #8, and #9 – do any of these items address the issues?

Core Component 3B: The Division values and supports effective teaching.

This section is quite clear as to the question and the corresponding answer. MidAmerica Nazarene University does an excellent job of charting the experiences and expertise of professors. Throughout the next several pages there are bullet questions and responses. Some of the answers involve Appendix material. It would be helpful if page numbers were noted where referencing materials are located in this document. Additionally the answers could be in bold type as a way to draw the reader’s attention to the information needing the most focus.

Core Component 3C: The Division creates effective learning environments.

See comments in 3D below.

Core Component 3D: The Division's learning resources support student learning and effective teaching.

MidAmerica Nazarene University articulates the assessments in curriculum, pedagogy, instructional and student services needed. As stated in the previous paragraph, the location of referencing material is needed for readers not familiar with the program. The content of 3C and 3D appear to be complete. The effective teaching strategies are research based and results of these strategies speak for themselves.

In closing, the individuals that enter MidAmerica Nazarene University doors as students will leave as proficient educators ready to guide and instruct the next generation of young people.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Criterion Statement:

The Division promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4A: The Division demonstrates through the actions of its administrators, students, faculty, and staff, that it values a life of learning.

Strengths:

- The Divisional report concerning Criterion 4 is very well organized and the presentation within the unit itself is very systematically presented.
- By means of Appendix A dealing with Core Component 4A the Division enumerates the participation of each faculty member of the Division in professional/scholarly activities. This is well documented.
- Receiving substantial grants has enabled the Division to fund workshops and travel allowing Division members the opportunity to have cutting edge exposure to pertinent subject matter pertaining to PreK-12 educational issues. This is excellent.

Weaknesses:

- The amount of turnover in faculty and administration in the Division in the past few years has to be of concern. Even the current year has seen a change in leadership of the Division. It would appear that more stability is called for to establish the kinds of relationships necessary, with students and off-campus related contacts.

- Although there has been substantial grant money available, the institutions withdrawal of funds for normal attendance at conferences and developmental sessions again has to be a matter of concern.

Core Component 4B: The Division demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Strengths:

- The Division has very strong ties to professional teacher's candidate organizations and not only encourages students to participate but requires participation as part of the degree seeking process.
- The Division demonstrates that acquisition of knowledge is meaningful by highlighting and emphasizing both the general education experience and also by placing emphasis on a core of related courses under the title "professional knowledge". Both Appendix D and Appendix E show an excellent chart of how each student is required to take a battery of courses that develop his/her professional understanding.
- A teacher work sample is used and a portfolio is developed for each student going through the program. Appendix F describes this process.

Weaknesses:

No apparent weaknesses in this area.

Core Component 4C: The Division assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Strengths:

- Since the Education Division is heavily monitored by outside agencies, it is required that for licensure the program would meet the current standards of those outside agencies. MNU's Education Division meets those standards.
- Cross-cultural classes have now been bolstered by Divisional sponsored mission trips that further develop the students world views

Weaknesses:

No apparent weakness in this area.

Core Component 4D: The Division provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Strengths:

- The Division has enumerated several ways in which meetings, etc. are conducted to produce the desired results in this area. Again, they exceed the minimum requirement in this area.

Weaknesses:

No apparent weakness in this area.

CRITERION FIVE: ENGAGEMENT AND SERVICE

Criterion Statement:

As called for by its mission, the Division identifies its constituencies and serves them in ways both value.

The Education Division has given strong and in-depth documentation of ways in which it has identified its constituencies, established significant collaborative relationships and developed programs from which teacher candidates receive practical laboratory experiences through participation in classrooms of cooperating schools.

An effective system of communication has put in place a means of evaluation at each level of the teacher candidate's involvement. This enables problem detection and gives opportunity for intervention and improvement.

The diversity of area and collaborative schools provides opportunities for teacher candidates to benefit from diverse cultural and economic settings. There is little identification of the diverse populations represented in these partnering schools. It seems this would be relevant information for the purpose of Criterion Five.

Core Component 5A: The Division learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The Mission Statement of the University and the Teacher Education Unit Conceptual Framework theme have given the Division strong direction and impetus for service and training teacher candidates. Appropriate narrative gives clear evidence of ways in which the Division serves its varied constituents. Information on page 3 of Criterion 5 substantiates ways feedback has been sought from school administrators, cooperating

teachers, and alumni of the program. A positive addition might include examples of how information received has impacted and/or changed the program.

The last paragraph on page 3 begins a good explanation of ways the Division addresses, serves, and benefits from the diversity of its constituents. Would referencing some of the diversities, cultures, and exceptionalities served by collaborative schools give insight to the scope of experience from which teacher candidates benefit?

The continued discussion on page 4 might include information about mission/service trips that have been led/sponsored by Teacher Education faculty. Also, the third paragraphs final sentence could be substantiated by examples of strong special needs offerings and accomodations that have attracted families to area school ditricts.

Is there explanation and/or supporting evidence for MNU's geographic region having "low diversity" referred to in the second paragraph?

Page 4's discussion regarding outreach programs assumes its reader is familiar with *Hawk's Nest*. A brief explanation would clarify.

The last paragraph on page 4 replies to the question asking how the Teacher Education Unit benefits from its continuing education opportunities. The response is more from the perspective of how the Division's faculty benefits from participation in outreach programs. It appears appropriate to include an explanation of continuing education, customized training and extension courses offered by the Division and benefits to the Division from these offerings.

Core Component 5B: The Division has the capacity and the commitment to engage with its identified constituencies and communities.

A well-organized, effective and collaborative network engaging area teachers and

administrators is evident in the response(s) to this component of Criterion 5. The Teacher Education Department is to be commended for establishing significant reciprocal relationships with many schools and districts in the area. This strong partnership appears to benefit cooperative schools as well as provide on-site training and experience for MNU's teacher candidates.

A reference to Tables 48 and 49 on page 6 needs to clarify where this data may be found. Is it a part of this document or a separate compilation of materials?

Use of some acronyms on page 7 (INTASC and PTCO) and page 9's discussion of computer databases assumes a reader's acquaintance with these terms.

The last sentence responding to library facilities, page 10, might be better served with "Librarians train advanced program candidates..." rather than assigning that task solely to the head librarian. In the following paragraph, stating the building location of the Teacher Education Resource Center would add clarity to a response that gives a good description of materials available in the TERC.

Core Component 5C: The Division demonstrates its responsiveness to those constituencies that depend on it for service.

The Teacher Education Unit has provided good evidence of their reaching out to serve and to bridge gaps by making program goals attainable and available for transfer students and to exceptionalities and relevant to the needs of inclusion, diversity, and minority. The documentation shares specific projects that have been furthered and enabled by the Division's having sought and received money available through grants. Including types and sources of grants would be relevant to this discussion.

Core Component 5D: Internal and external constituencies value the services the Division provides.

There is convincing evidence given to indicate on-going evaluation occurs before, during, and after a teacher candidate's field experiences and student teaching assignment. Strong communication between faculty personnel and cooperating teachers and teacher candidates contributes to problems being determined and solutions pursued.

Response to the question mid-page 13 acknowledges there being little data to reflect the level of reception by communities served. However, the remainder of the paragraph gives information that could be expanded and developed with numbers of program alumni in area teaching and administrative roles

Response to the question on page 14 regarding facilities being available to and used by the community doesn't clearly answer the question. Perhaps this could be revisited..

STRENGTHS

- The report is well organized and systematically presented, with extensive documentation.
- Receiving grants has strengthened the Division in many ways.
- The Division has strong ties to outside professional organizations and a strong partnering relationship with area public and private schools.
- The Division has demonstrated compliance with standards of outside agencies.
- There is a well-qualified faculty who bring a wide variety of experiences to the Division.
- The report describes a good system of open communication with cooperating/supervising teachers, an organized and ongoing plan for feedback and evaluation, and provision to intervene and enable success should problems arise.
- Teacher candidates are involved in the diversities and multi-cultures of collaborative schools.

WEAKNESSES

- A thorough reading through of the document to correct phrasing, grammatical and type-style issues would enhance an otherwise well-written documentation of this strong and effective Division.
- Make sure all supporting documents mentioned in the text of the report are in the appendix.

- Include the full spelling of abbreviations and acronyms at first useage so the novice reader may better understand their relevance and inclusion.
- Several statements in the report would benefit from more supporting evidence.
- Coordinate the numbering system so it correlates between Criteria.

OPPORTUNITIES FOR IMPROVEMENT

- Obtain better data on how the Division and its students are "well-received" by the community.
- More stability of personnel in the Division would be good.
- Financial stability in institutional funding for faculty development needs to be achieved.