

Graduate Program Dispositional Assessment

Introduction

The unit considers it a priority to assess the dispositions of its education candidates. With that in mind, the professional dispositions of graduate education students are assessed at several times during their academic programs.

When Assessed

The unit assesses these dispositions at the following points in each candidate's program:

1. Before program admittance In lieu of one reference letter
2. At program midpoint by a faculty member or advisor after the candidate completes 9-12 credit hours
3. Upon program completion by the graduate student as a self-assessment
4. After program completion by a faculty member or advisor

Dispositions Assessed

Using the dispositional assessment form developed by Niagara University, the assessment form is composed of 21 positive statements related to different types of disposition, followed by an agreement scale. These responses are ranked on a scale of 1 for "Strongly Disagree" to 5 for "Strongly Agree".

Dispositions Related to Diversity

Two of the 21 items on this form are related to diversity. Those items are listed here:

- Considers diverse opinions and perspectives
- Recognizes and promotes diversity of individuals and groups

These diversity dispositions can be aligned with the unit's diversity proficiencies:

PROFICIENCY	Considers diverse opinions and perspectives	Recognizes and promotes diversity of individuals and groups
Exploring one's own socio-historical background and its role in identify formation	X	
Analyzing one's own biases and assumptions	X	
Examining how their identity impacts their interactions with others	X	
Synthesizing the above competencies to understand a larger system of inequities		X

Program Disposition Data: Early Childhood Education

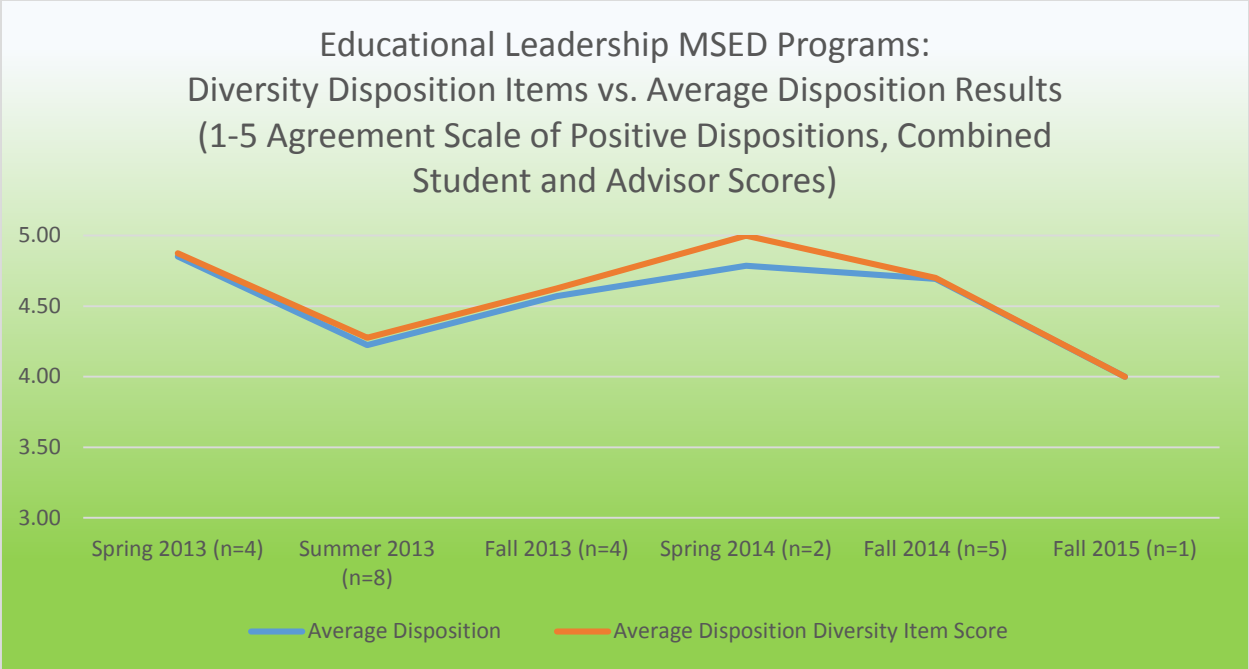
After collecting data from the Early Childhood Education program, the following dispositional results were highlighted. Due to low response rates, responses from student and advisors given at midpoint and final points in the program were combined and averaged.

Average Disposition Results by Semester	Summer 2013 (n=2)	Fall 2013 (n=2)
5=Strongly Agree 4=Agree 3=Neutral/Not Observed (data removed) 2=Disagree 1=Strongly Disagree		
Average Disposition	4.86	4.68
Average Disposition Diversity Item Score	4.75	4.75

Program Disposition Data: Educational Leadership MSED Programs

After summing the Educational Leadership MSED programs, the following dispositional results were highlighted.

Average Disposition Results by Semester	Spring 2013 (n=4)	Summer 2013 (n=8)	Fall 2013 (n=4)	Spring 2014 (n=2)	Fall 2014 (n=5)	Fall 2015 (n=1)
5=Strongly Agree 4=Agree 3=Neutral/Not Observed (data removed) 2=Disagree 1=Strongly Disagree						
Average Disposition	4.85	4.22	4.57	4.79	4.69	4.00
Average Disposition Diversity Item Score	4.88	4.28	4.63	5.00	4.70	4.00

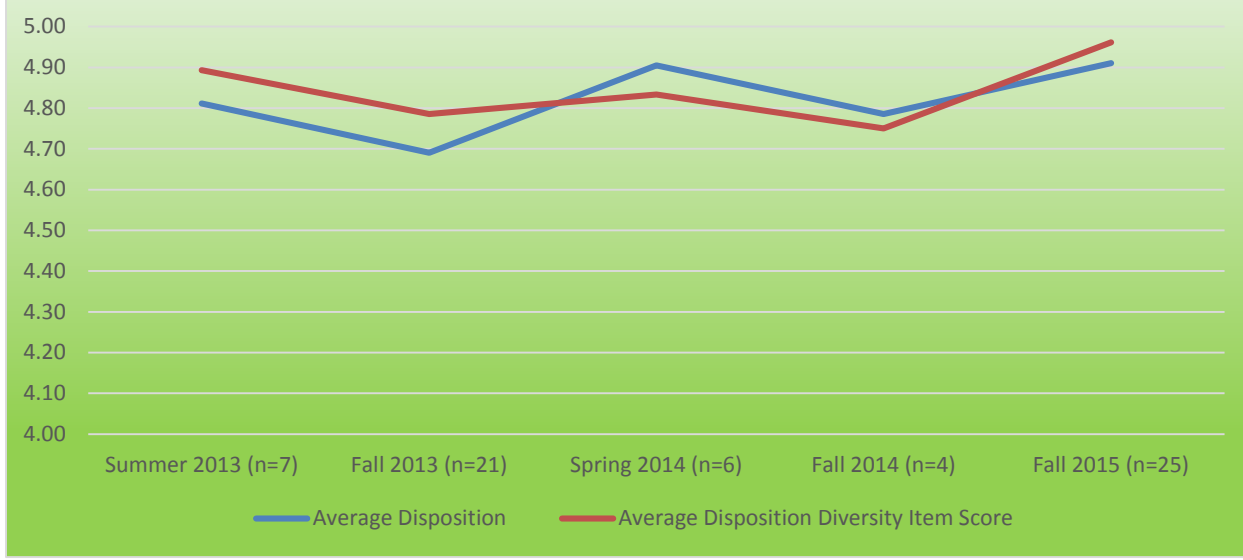


Program Disposition Data: Educational Leadership Specialist Programs

After summing the Educational Leadership Specialist programs, the following dispositional results were highlighted. Due to low response rates, responses from student and advisors given at midpoint and final points in the program were combined and averaged.

Average Disposition Results by Semester	Summer 2013 (n=7)	Fall 2013 (n=21)	Spring 2014 (n=6)	Fall 2014 (n=4)	Fall 2015 (n=25)
5=Strongly Agree 4=Agree 3=Neutral/Not Observed (data removed) 2=Disagree 1=Strongly Disagree					
Average Disposition	4.81	4.69	4.90	4.79	4.91
Average Disposition Diversity Item Score	4.89	4.79	4.83	4.75	4.96

**Educational Leadership Spec. Programs:
Diversity Disposition Items vs. Average Disposition Results
(1-5 Agreement Scale of Positive Dispositions, Combined
Student and Advisor Scores)**



Program Disposition Data: Elementary Self-Contained

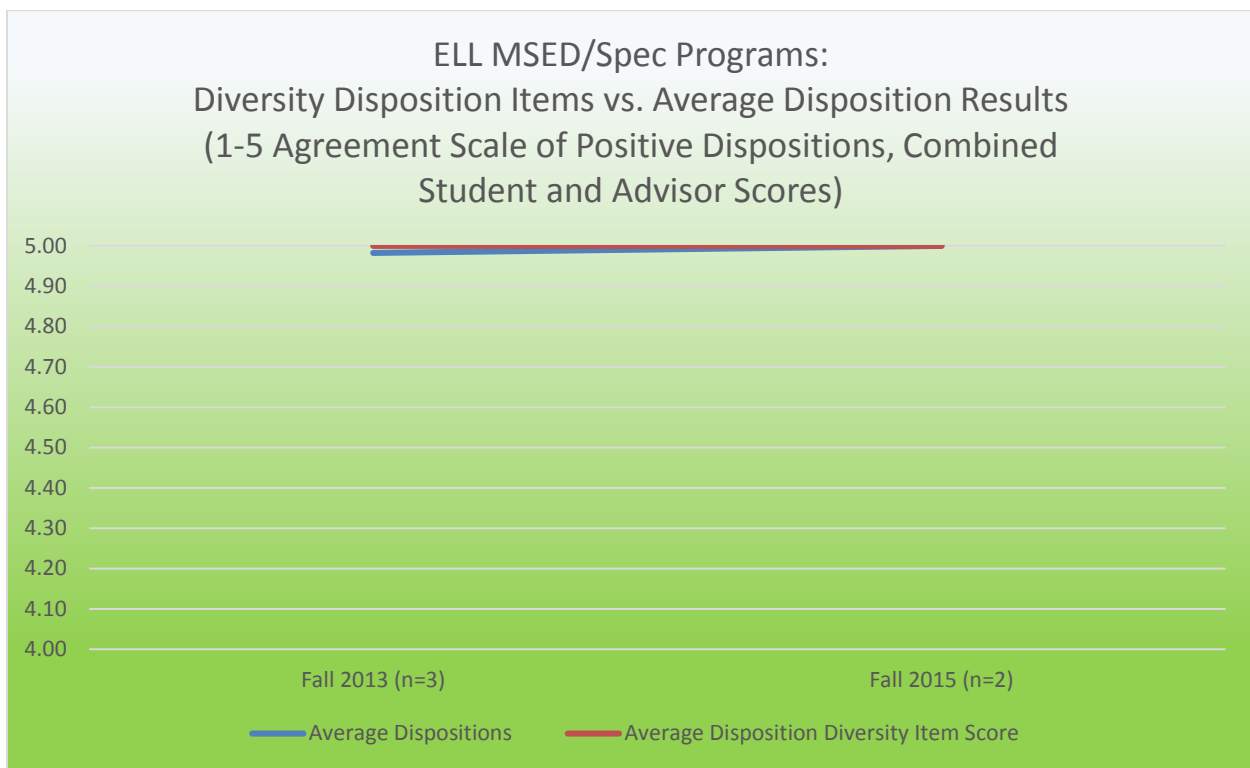
After collecting data from the Elementary Self-Contained program, the following dispositional results were highlighted. Due to low response rates, responses from student and advisors given at midpoint and final points in the program were combined and averaged.

Average Disposition Results by Semester	Spring 2013 (n=4)
5=Strongly Agree	
4=Agree	
3=Neutral/Not Observed (data removed)	
2=Disagree	
1=Strongly Disagree	
Average Disposition	4.55
Average Disposition Diversity Item Score	4.50

Program Disposition Data: English Language Learners

After summing data from the English Language Learners MSED and Specialist programs, the following dispositional results were highlighted. Due to low response rates, responses from student and advisors given at midpoint and final points in the program were combined and averaged.

Average Disposition Results by Semester	Fall 2013 (n=3)	Fall 2015 (n=2)
5=Strongly Agree 4=Agree 3=Neutral/Not Observed (data removed) 2=Disagree 1=Strongly Disagree		
Average Disposition	4.98	5.00
Average Disposition Diversity Item Score	5.00	5.00

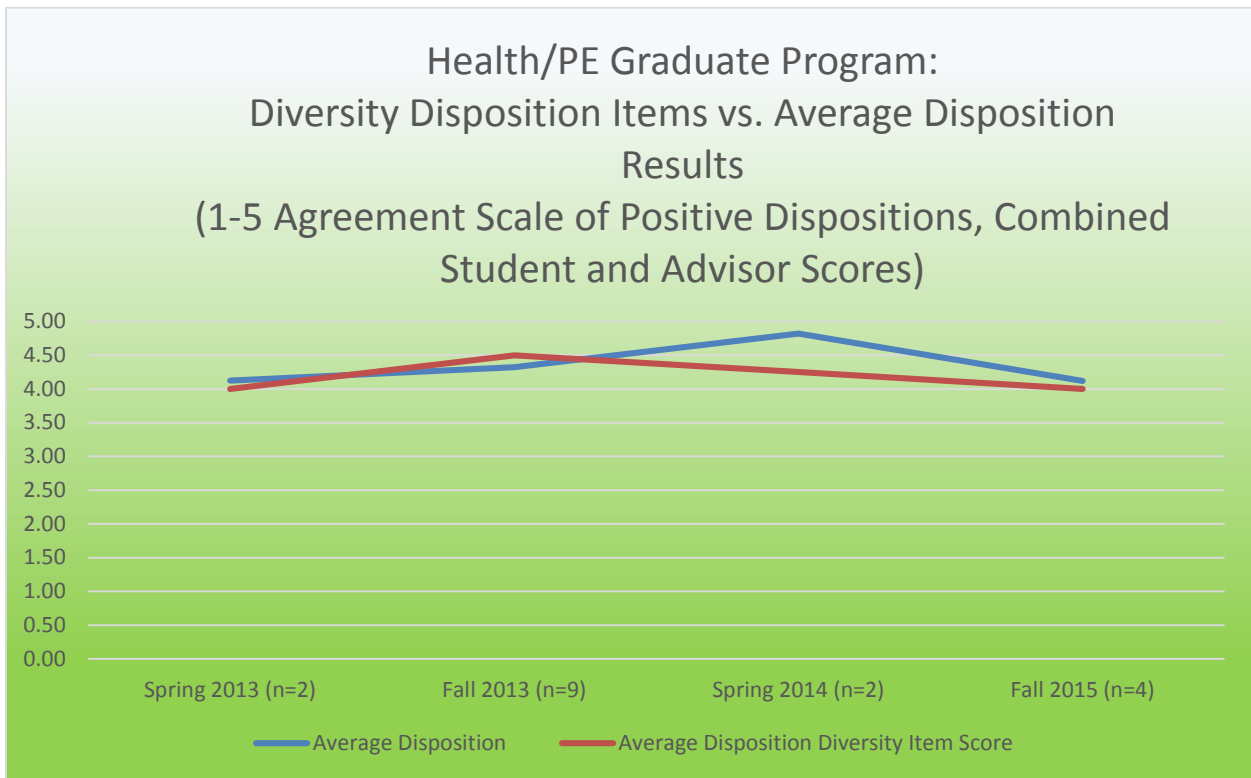


Program Disposition Data: Graduate Health/PE

After collect data from the Graduate HPERD program, the following dispositional results were highlighted. Due to low response rates, responses from student and advisors given at midpoint and final points in the program were combined and averaged.

Average Disposition Results by Semester	Spring 2013 (n=2)	Fall 2013 (n=9)	Spring 2014 (n=2)	Fall 2015 (n=4)

5=Strongly Agree 4=Agree 3=Neutral/Not Observed (data removed) 2=Disagree 1=Strongly Disagree				
Average Disposition	4.13	4.32	4.82	4.12
Average Disposition Diversity Item Score	4.00	4.50	4.25	4.00

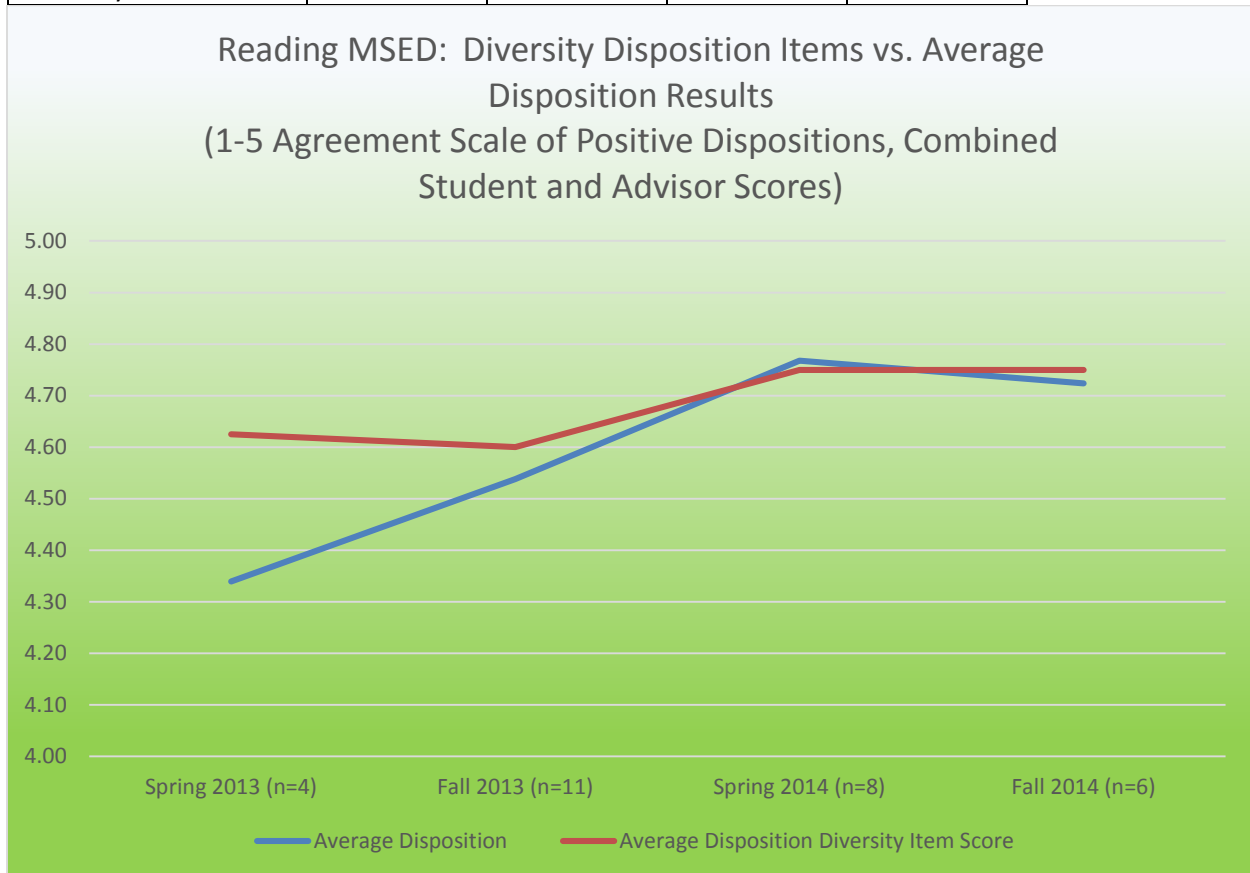


Program Disposition Data: Reading MSED

After collecting data from the Reading MSED program, the following dispositional results were highlighted. Due to low response rates, responses from student and advisors given at midpoint and final points in the program were combined and averaged.

Average Disposition Results by Semester 5=Strongly Agree 4=Agree 3=Neutral/Not Observed (data removed)	Spring 2013 (n=4)	Fall 2013 (n=11)	Spring 2014 (n=8)	Fall 2014 (n=6)
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2=Disagree 1=Strongly Disagree				
Average Disposition	4.34	4.54	4.77	4.72
Average Disposition Diversity Item Score	4.63	4.60	4.75	4.75

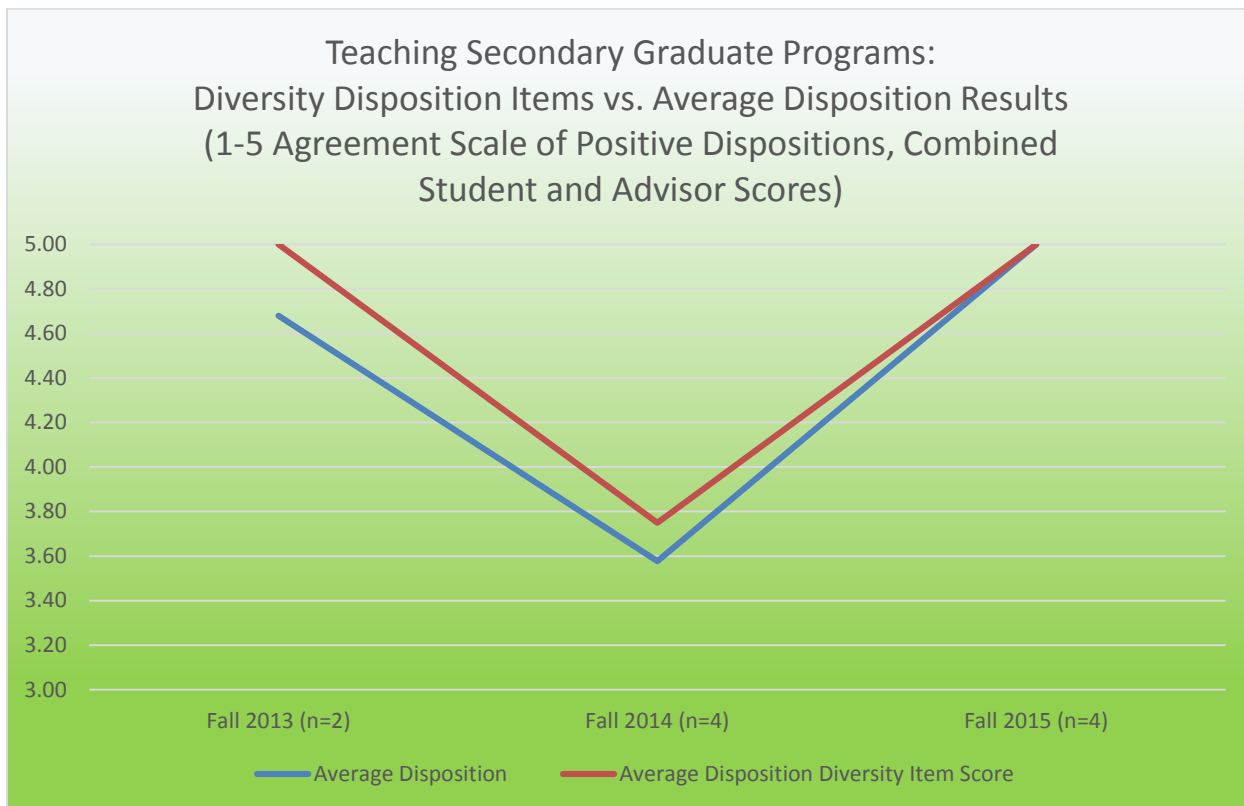


Program Disposition Data: Advanced Secondary Education Programs

After pooling data from the multiple advanced secondary education programs, the following dispositional results were highlighted. Due to low response rates, responses from student and advisors given at midpoint and final points in the program were combined and averaged.

Average Disposition Results by Semester	Fall 2013 (n=2)	Fall 2014 (n=4)	Fall 2015 (n=4)
5=Strongly Agree 4=Agree 3=Neutral/Not Observed (data removed) 2=Disagree 1=Strongly Disagree			
Average Disposition	4.68	3.58	5.00

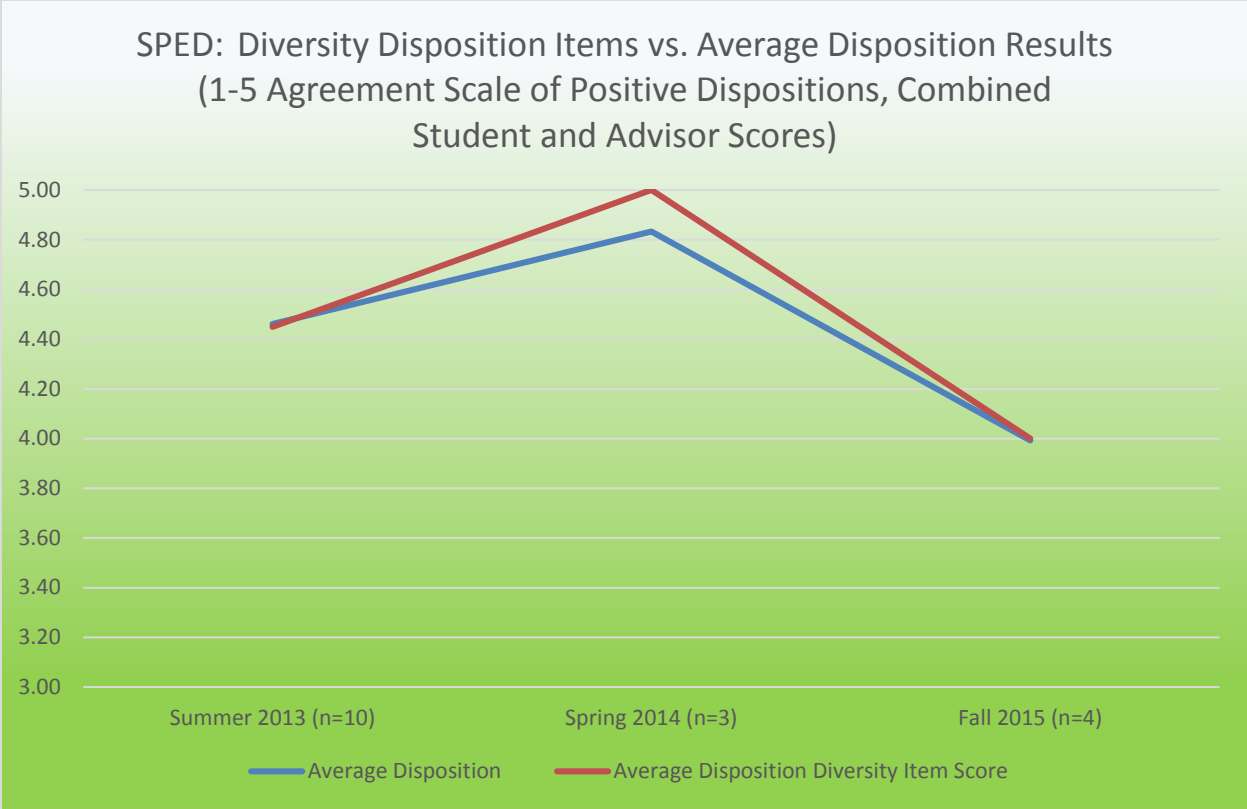
Average Disposition Diversity Item Score	5.00	3.75	5.00
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Program Disposition Data: Special Education

After collecting data from the Graduate Special Education program, the following dispositional results were highlighted. Due to low response rates, responses from student and advisors given at midpoint and final points in the program were combined and averaged.

Average Disposition Results by Semester	Summer 2013 (n=10)	Spring 2014 (n=3)	Fall 2015 (n=4)
5=Strongly Agree			
4=Agree			
3=Neutral/Not Observed (data removed)			
2=Disagree			
1=Strongly Disagree			
Average Disposition	4.46	4.83	3.99
Average Disposition Diversity Item Score	4.45	5.00	4.00



Guidance and Counseling Disposition Data

Midpoint Disposition Assessment

Completed during 68-640 no data from this course. This data is from 62628. (18 hours in). Diversity focus on items 9 and 11.

Disposition Assessment Results Strongly Disagree=1 Disagree=2 Neutral/Not Observed=3 (data removed) Agree=4 Strongly Agree=5	Fall 2013 (n=11)	Fall 2014 (n=6)	Fall 2015 (n=3)
Maintains confidentiality as appropriate	4.91	4.83	4.67
Demonstrates enthusiasm toward teaching, learning and leading	4.82	4.67	4.67
Understands and complies with laws and policies at the local, state, provincial and national level	4.91	4.83	4.00
Exhibits professional standards in appearance	4.91	5.00	4.33
Is prepared and punctual	4.73	4.50	4.33
Is enthusiastic about instructional content	5.00	5.00	4.67
Demonstrates academic honesty	4.91	4.83	4.67

Maintains high expectations for self and others	4.91	4.83	4.33
Considers diverse opinions and perspectives	4.82	4.67	4.33
Exemplifies respect for self and others	4.91	4.83	5.00
Recognizes and promotes diversity of individuals and groups	4.73	4.50	4.00
Acts compassionately towards others	4.91	4.83	5.00
Is patient and flexible	4.82	4.67	4.67
Collaborates with peers and supports their development	4.91	5.00	4.33
Is able to think critically and effectively solve problems	4.91	4.83	4.33
Addresses issues and concern in a professional manner	4.91	4.83	4.33
Accepts critical feedback in a professional manner	5.00	5.00	5.00
Seeks and accepts help when needed	4.91	4.83	4.67
Reflects upon his/her professional practice	5.00	5.00	4.33
Sets goals for continuous improvement	4.82	4.67	4.00
Evaluates attainment of professional goals	4.64	4.50	4.00

Final Advisor/Supervisor Disposition Assessment

Completed in 68-629/630—final field practicum. Diversity focus on items 9 and 11

Disposition Assessment Results Strongly Disagree=1 Disagree=2 Neutral/Not Observed=3 (data removed) Agree=4 Strongly Agree=5	Fall 2014 (n=4)	Spring 2015 (n=10)
Maintains confidentiality as appropriate	5.00	4.88
Demonstrates enthusiasm toward teaching, learning and leading	5.00	4.89
Understands and complies with laws and policies at the local, state, provincial and national level	5.00	4.75
Exhibits professional standards in appearance	5.00	4.78
Is prepared and punctual	4.50	4.78
Adheres to high standards of truthfulness and honesty.	5.00	4.78
Initiates responsibility for continuous self-learning	5.00	4.67
Maintains high expectations for self and others	5.00	4.56
Considers diverse opinions and perspectives	5.00	4.78
Exemplifies respect for self and others	5.00	4.78
Recognizes and promotes diversity of individuals and groups	5.00	4.67
Acts compassionately towards others	5.00	4.89
Is patient and flexible	4.67	4.89
Collaborates with peers and supports their development	5.00	4.63
Is able to think critically and effectively solve problems	5.00	4.78
Addresses issues and concern in a professional manner	5.00	4.78
Accepts critical feedback in a professional manner	5.00	4.89

Seeks and accepts help when needed	4.67	4.88
Reflects upon his/her professional practice	5.00	4.88
Sets goals for continuous improvement	4.67	4.50
Evaluates attainment of professional goals	4.33	4.44