# College of Education
# Annual Report
# Teacher Education
# Academic Year 2009-2010

# Teaching … Leading … Learning

**Ron Bork, Ed.D.**
**Dean, College of Education**
**Concordia University, Nebraska**

# The Purpose Statement of Concordia University College of Education

The College of Education strives to prepare candidates who exemplify Christ-like leaders and who will serve as educators in Lutheran, parochial, private, and public school classrooms and parish education programs of our church and our world.

We will equip our candidates
- to be effective in ministry in schools and congregations
- to integrate the Christian faith and values into their own lives and into their classrooms and parish ministries in appropriate and effective ways
- to see themselves as leaders and influencers and to provide them with a basic set of skills to carry out their ministry
- to grow spiritually, academically, socially, emotionally, physically, and relationally

We do this by providing an environment that encourages and emphasizes
- spiritual, intellectual, social, emotional, and physical growth in an atmosphere of openness and respect,
- excellence in academics and integrity demonstrated in high standards in both areas,
- a high standard of excellence in personal spiritual life as demonstrated in commitment to Word and Sacrament and to each other as brothers and sisters in Christ,
- the importance of commitment to others in all that we do demonstrated in a willingness to place the needs of others as a high priority in our lives,
- partnership with candidates as they learn and grow, with schools and churches in the training and growth of the candidates, and with Lutheran, public, private, and parochial schools in recruiting, placing, and retaining dedicated servant-leaders, and
- a sense of collegiality and mutual respect and responsibility in our candidates during their time at Concordia and as they take their place in the schools and churches of the world.

## The Need for Teachers in our Church and World
- The education of our children is one of the most important responsibilities of a society. That need is even more prevalent in our church as leaders look not only at the academic education of their children but also the spiritual upbringing. Lutheran schools have long been one of the most effective ways of developing strong spiritual values in our children and young people. The challenge in today's world is to continue to provide quality, Christ-centered education to students when the cost of education continues to rise and when schools are closing because of the economy.
- As we prepare teachers for public schools we realize that instilling strong values in the students is important. We strive to be effective in preparing our teacher education candidates to be positive role models for the students.
- In our synodical schools we currently have over 255,176 students enrolled in 2444 programs from child care through twelfth grade.

# Program Productivity

- In the fall of 2009 we had 23 student teachers completing their second experience. These candidates finished their requirements in schools in Colorado, Illinois, Missouri, Nebraska, and Texas. We had 45 candidates who student taught second semester in Arizona, California, Colorado, Florida, Indiana, Maryland, Missouri, Nebraska, Nevada, Texas, and Shanghai, China.
- The total number of declared teacher education candidates on campus in the fall of 2009 was tentatively listed at 404. This included freshmen who have indicated an interest in teacher education. This number is down 3.8% from the previous year.

## Courses Taught in the Professional Education Core

The following chart shows professional education core courses taught during the 2009-2010 academic year.

| | course/hrs | professor / sections | position | enrollment fall | enrollment spring | cr. hrs. gen. fall | cr. hrs. gen. spring |
|---|---|---|---|---|---|---|---|
| **Courses in the Teacher Education Core** | Ed101 (1) | Juergensen / 1 / 1 | FT CoE | 23 | 27 | 23 | 27 |
| | Ed101(1) | Kromminga / 1 | FT CoE | 20 | | 20 | |
| | Ed101(1) | Pester / 1 | Adj CoE | 19 | | 19 | |
| | Ed101(1) | Tonjes / 1/ol / 1/ol | FT CoE | 33 | 29 | 33 | 29 |
| | Ed201 (3) | Opfer / 2 / 3 | Adj CoE | 52 | 78 | 156 | 234 |
| | EDPS210(2) | Pester / 1 | Adj CoE | 21 | 21 | 42 | 42 |
| | EDPS210(2) | Tonjes / 2 | FT CoE | 43 | 58 | 86 | 116 |
| | Psy324 (3) | Geidel / 2 | FT CoE | 64 | 65 | 192 | 195 |
| | Ed 424 (2) | Geidel / 2 | FT CoE | 64 | 72 | 128 | 144 |
| | Theo241 (3) | Holtorf / 1 | FT A/S | | 29 | | 87 |
| | Theo251 (3) | Blanco / 2 | FT A/S | 58 | | 174 | |
| | Theo252 (3) | Blanco / 1 | FT A/S | | 21 | | 63 |
| | Theo361 (3) | Groth / 1 | FT A/S | 13 | | 39 | |
| | Theo361 (3) | Reek / 2 | FT A/S | 39 | 44 | 117 | 132 |
| | Theo362 (3) | Groth / 1 / 2 | FT A/S | 10 | 41 | 30 | 123 |
| | Theo362 (3) | Reek / 1 | FT A/S | 30 | | 90 | |
| | Theo381(2) | Moulds / 2 / 1 | FT CoE | 58 | 35 | 116 | 70 |
| | | | | | | | |
| | | | Hours Generated | | | 1265 | 1262 |
| | Total enroll | Fall 547 Spring 520 | Hours Taught | | | 52 | 47 |
| | Sections | Fall 23 Spring 19 | Average Class Size | | | 23.78 | 27.37 |

Education courses taught during the 2009-2010 academic year:

| | course/hrs | professor / sections | position | enrollment | | cr. hrs. gen. | |
|---|---|---|---|---|---|---|---|
| | | | | fall | spring | fall | spring |
| **Courses in all Teacher Education Programs**<br><br>**ECE Elem. Middle Level Secondary ELL**<br><br>**(some classes have non-teacher education students in them)** | Art 301 (1) | Robson / 1 | FT A/S | 23 | 31 | 23 | 31 |
| | Ed 211 (1) | Pester / 1 | Adj CoE | 12 | | 12 | |
| | Ed 311 (1) | Fisher / 1 | Adj CoE | | 10 | | 10 |
| | Ed 315 (3) | Geidel / IS | FT CoE | | 1 | | 3 |
| | Ed 316 (3) | Geidel / IS | FT CoE | | 3 | | 9 |
| | Ed 330 (3) | Oliver / 1 | FT CoE | | 12 | | 36 |
| | Ed 333 (3) | Kamprath / 1 | Adj CoE | | 23 | | 69 |
| | Ed 362 (2) | Bork / 1 | FT CoE | 30 | 33 | 60 | 66 |
| | Ed 401 (3) | Fisher / 1 | Adj CoE | 10 | | 30 | |
| | Ed 402 (1) | Pester / 1 | Adj CoE | | 10 | | 10 |
| | Ed 425A (3) | McNulty / 1 | Adj CoE | 32 | | 96 | |
| | | Mickle / 1 | FT CoE | | 30 | | 90 |
| | Ed 425B (3) | McNulty / 1 | Adj CoE | | 10 | | 30 |
| | Ed 426 (3) | Gernant / IS | FT A/S | | 1 | | 3 |
| | Ed 430 (2) | Kromminga / 1 | FT CoE | 24 | 2 | 48 | 4 |
| | Ed 461 (6) | Kamprath / 1 | Adj CoE | 14 | 24 | 84 | 144 |
| | Ed 470 (3) | Uffelman / 1 | FT CoE | 16 | 18 | 48 | 54 |
| | Eng 391 (3) | Serck / 1 | Emeriti | 20 | | 60 | |
| | HHP 182(2) | Hoffman / 1 | FT A/S | 22 | | 44 | |
| | HHP 182(2) | Andersen / 1 | Adj A/S | 22 | | 44 | |
| | HHP 182(2) | Janousek / 1 / 2 | FT A/S | 22 | 41 | 44 | 82 |
| | HHP 182(2) | H Gubanyi / 1 | Adj A/S | 18 | 20 | 36 | 40 |
| | HHP 182(2) | R Baack / 2 | Adj A/S | | 41 | | 82 |
| | Math 301(3) | Bork / 1 | FT CoE | 15 | 35 | 45 | 105 |
| | Psy 211 (2) | Warren / 2 / 1 | FT CoE | 52 | 21 | 104 | 42 |
| | Psy 212 (1) | Oliver / 1 | FT CoE | 16 | 14 | 16 | 14 |
| | Psy 421 (2) | Moulds / 1 / 2 | FT CoE | 36 | 64 | 72 | 128 |
| | Psy 422 (1) | Pester / 1 | Adj CoE | 18 | 8 | 18 | 8 |
| | | | Hours Generated | | | 884 | 1060 |
| | Total enroll | Fall – 402<br>Spring – 447+5IS | Hours Taught | | | 43 | 58 |
| | Sections | Fall – 19<br>Spring – 22 + 3IS | Average Class Size | | | 21.16<br>20.32 | |

Methods courses taught:

| | course/hrs | professor / sections | position | enrollment | | cr. hrs. gen. | |
|---|---|---|---|---|---|---|---|
| | | | | fall | spring | fall | spring |
| **Methods Courses Taught** | Ed 301 (2) | Juergensen / 1 | FT CoE | 15 | 19 | 30 | 38 |
| | Ed 363 (6) (0.5 for KK, 1.5 for others) | Kromminga - Gen | FT CoE | 22 | 19 | 11 | 9.5 |
| | | Rees – music | Adj CoE | 22 | 19 | 33 | 28.5 |
| | | Opfer – soc st | Adj CoE | 22 | 19 | 33 | 28.5 |
| | | Petersen – sci | Adj CoE | 22 | 19 | 33 | 28.5 |
| | | Kromminga - mth | Adj CoE | 22 | 19 | 33 | 28.5 |
| | Ed 364 (3) 1 cr hr each | Pester / 1 | Adj CoE | 10 | | 10 | |
| | | Opfer / 1 | Adj CoE | 10 | | 10 | |
| | | Metzger / 1 | Adj CoE | 10 | | 10 | |
| | Ed 367 (2) | A. Royuk / 1 | Adj CoE | | 3 | | 6 |
| | Ed 368 (2) | Sylwester / 1 | FT A/S | 1 | | 2 | |
| | Ed 371 (2) | Kuhn / 1 | Adj A/S | 3 | 8 | 6 | `6 |
| | Ed 372 (2) | Miller, Moody / 1 | Adj A/S | 2 | 13 | 4 | 26 |
| | Ed 373 (2) | Royuk / 1 | FT A/S | 2 | 3 | 4 | 6 |
| | Ed 374 (2) | Banzhaf / 1 | Adj A/S | 3 | 8 | 6 | 16 |
| | Ed 375 (2) | von Kampen / 1 | FT A/S | 5 | | 10 | |
| | Ed 376 (2) | Goldgrabe / 1 | FT A/S | 2 | 4 | 4 | 8 |
| | Ed 377 (2) | Robson / 1 | FT A/S | 2 | 3 | 4 | 6 |
| | Ed 378 (2) | Reese / 1 | Adj A/S | | 5 | | 10 |
| | Ed 379 (2) | Kohlwey / 1 | Adj A/S | 16 | | 32 | |
| | HHP 364(1) | Goldgrabe / 1 | FT A/S | 21 | 14 | 21 | 14 |
| | HHP 363(1) | Boye / 1 | FT A/S | 20 | 15 | 20 | 15 |
| | Ed 332 (3) | Ripke / 1 | FT CoE | 14 | | 42 | |
| | Ed 452 (3) | Oliver / 1 | FT CoE | 13 | | 39 | |
| | | | Hours Generated | | | 397 | 268.5 |
| | Total enroll | Fall – 151 Spring - 114 | Hours Taught | | | 37 | 26 |
| | Sections | Fall – 16 Spring - 12 | Average Class Size | | | 9.44 | 9.50 |

**Course/Instructor Evaluation Information**
The Course/Instructor Evaluation form was in its same format for the third year in a row.  This provides consistent comparisons over that time which can result in seeing trends in evaluation scores.  Students rank professors on a 1-5 scale (strongly disagree, disagree, neutral, agree, strongly agree) in 16 different areas.  The form will provide longitudinal data on instructor effectiveness as evaluated by the students.  Data generated can also be used as part of the faculty professional development process.

Aggregate data for Fall 09 and Spring 10 is included below:

Course Instructor Evaluation Summary

|  | Fall 09 | | Spr 10 | | |
| --- | --- | --- | --- | --- | --- |
| sections |  | | 48 | | |
|  | overall average | overall rank | overall average | overall rank | change from F09 |
| accessible | 4.51 | 4 | 4.59 | 5 | +0.08 |
| Instructor is prepared | 4.68 | 3 | 4.72 | 3 | +0.04 |
| Productive use of time | 4.40 | 9 | 4.51 | 8 | +0.11 |
| Feedback is timely, helpful | 4.41 | 7 | 4.56 | 6 | +0.15 |
| Students treated fairly | 4.70 | 2 | 4.78 | 2 | +0.08 |
| Expectations are clear | 4.45 | 6 | 4.59 | 4 | +0.14 |
| Instructor motivates me | 4.41 | 8 | 4.44 | 12 | +0.03 |
| Critical thinking is stimulated | 4.38 | 10 | 4.44 | 13 | +0.06 |
| Instructor is knowledgeable | 4.79 | 1 | 4.83 | 1 | +0.04 |
| Discussions are helpful | 4.36 | 13 | 4.43 | 15 | +0.07 |
| Valid assessment is used | 4.21 | 16 | 4.46 | 11 | +0.25 |
| Assignments are helpful | 4.35 | 13 | 4.40 | 16 | +0.05 |
| Grading practices are clear | 4.34 | 14 | 4.50 | 9 | +0.16 |
| Workload is appropriate | 4.31 | 15 | 4.44 | 14 | +0.13 |
| My grade reflects my learning | 4.50 | 5 | 4.55 | 7 | +0.05 |
| I learned a great deal in class | 4.36 | 11 | 4.47 | 10 | +0.11 |
| Overall average of scores | 4.45 | | 4.54 | | +0.09 |

The strengths indicated in the evaluations continue to be the knowledge level of the instructor, the fairness with which students are treated, the preparation of the instructor, and the instructor's accessibility.  It is interesting that one of the consistently lower evaluations by students is in the area of valid assessments being used by the instructor and yet the students consistently indicate that their grade reflects their learning.

An analysis has been done over the past two semesters indicating the number of scores given by students to instructors at different score levels.  The goal of instructor evaluations is to have all averages at or above 4.0 indicating agreement with the statements.  Summaries of Fall 09 and Spring 10 are listed on the next page.

Course Instructor Evaluation Summary  - Fall 2009

| | courses | 48 | Number of individual instructor scores | | | |
|---|---|---|---|---|---|---|
| | overall average | overall rank | < 4.0 | 4.0 to <4.5 | 4.5 or > | 4.8 or > |
| Instructor is accessible | 4.51 | 4 | 4 | 11 | 33 | 10 |
| Instructor is prepared | 4.68 | 3 | 2 | 7 | 39 | 22 |
| Productive use of time | 4.40 | 9 | 7 | 10 | 31 | 9 |
| Feedback is timely, helpful | 4.41 | 7 | 7 | 15 | 26 | 6 |
| Students treated fairly | 4.70 | 2 | 1 | 9 | 38 | 26 |
| Expectations are clear | 4.45 | 6 | 8 | 13 | 27 | 10 |
| Instructor motivates me | 4.41 | 8 | 6 | 17 | 25 | 10 |
| Critical thinking is stimulated | 4.38 | 10 | 7 | 17 | 24 | 7 |
| Instructor is knowledgeable | 4.79 | 1 | 0 | 5 | 43 | 28 |
| Discussions are helpful | 4.36 | 12 | 8 | 12 | 28 | 8 |
| Valid assessment is used | 4.21 | 16 | 11 | 21 | 16 | 2 |
| Assignments are helpful | 4.35 | 13 | 7 | 18 | 23 | 3 |
| Grading practices are clear | 4.34 | 14 | 10 | 15 | 23 | 4 |
| Workload is appropriate | 4.31 | 15 | 11 | 10 | 27 | 6 |
| My grade reflects my learning | 4.50 | 5 | 5 | 15 | 28 | 8 |
| I learned a great deal | 4.36 | 11 | 7 | 17 | 24 | 9 |
| Total individual evals at level | | | 101 | 212 | 455 | 168 |
| Overall average of scores | 4.45 | % | 13.15% | 27.60% | 59.24% | 21.88% |

Course Instructor Evaluation Summary  - Spring 2010

| | sections | 43 | Number of individual instructor scores | | | |
|---|---|---|---|---|---|---|
| | overall average | overall rank | < 4.0 | 4.0 to <4.5 | 4.5 or > | 4.8 or > |
| Instructor is accessible | 4.59 | 5 | 1 | 9 | 33 | 11 |
| Instructor is prepared | 4.72 | 3 | 2 | 5 | 36 | 20 |
| Productive use of time | 4.51 | 8 | 4 | 6 | 33 | 10 |
| Feedback is timely, helpful | 4.56 | 6 | 4 | 7 | 32 | 9 |
| Students treated fairly | 4.78 | 2 | 0 | 5 | 38 | 24 |
| Expectations are clear | 4.59 | 4 | 3 | 6 | 34 | 13 |
| Instructor motivates me | 4.44 | 12 | 5 | 14 | 24 | 7 |
| Critical thinking is stimulated | 4.44 | 13 | 7 | 12 | 24 | 8 |
| Instructor is knowledgeable | 4.83 | 1 | 0 | 2 | 41 | 29 |
| Discussions are helpful | 4.43 | 15 | 8 | 9 | 26 | 11 |
| Valid assessment is used | 4.46 | 11 | 4 | 15 | 24 | 6 |
| Assignments are helpful | 4.40 | 16 | 5 | 15 | 23 | 5 |
| Grading practices are clear | 4.50 | 9 | 4 | 9 | 30 | 7 |
| Workload is appropriate | 4.44 | 14 | 7 | 10 | 26 | 11 |
| My grade reflects my learning | 4.55 | 7 | 5 | 7 | 31 | 11 |
| I learned a great deal | 4.47 | 10 | 6 | 10 | 27 | 11 |
| Total individual evals at level | | | 65 | 141 | 482 | 193 |
| Overall average of scores | 4.54 | % | 9.45% | 20.49% | 70.06% | 28.05% |

A 6-semester comparison of course instructor evaluation scores indicates that students in spring semesters tend to rank the course and the instructor higher than the fall students. A consistent trend has emerged with scores of 4.8 or above gradually increasing over the respective semesters the last three years. Caution should be taken with any inferences made given the different courses offered and instructors of those courses over that time frame.

| | overall average | overall rank | < 4.0 | 4.0 to <4.5 | 4.5 or > | 4.8 or > |
|---|---|---|---|---|---|---|
| **Fall 2007** | | | | | | |
| Total evals at level | | | 28 | 131 | 141 | 17 |
| Overall average of scores | 4.370131 | % | 9.3% | 43.7% | 47% | 5.7% |
| **Spring 2008** | | | | | | |
| Total evals at level | | | 48 | 180 | 267 | 74 |
| Overall average of scores | 4.408051 | % | 9.7% | 36.4% | 53.9% | 14.9% |
| **Fall 2008** | | | | | | |
| Total evals at level | | | 111 | 115 | 204 | 82 |
| Overall average of scores | 4.338712 | % | 21.7% | 22.5% | 39.8% | 16.0% |
| **Spring 2009** | | | | | | |
| Total evals at level | | | 45 | 144 | 419 | 152 |
| Overall average of scores | 4.514846 | % | 7.4% | 23.7% | 68.9% | 25.0% |
| **Fall 2009** | | | | | | |
| Total evals at level | | | 101 | 212 | 455 | 168 |
| Overall average of scores | 4.447821 | % | 13.2% | 27.6% | 59.2% | 21.9% |
| **Spring 2010** | | | | | | |
| Total evals at level | | | 65 | 141 | 482 | 193 |
| Overall average of scores | 4.544494 | % | 9.5% | 20.5% | 70.1% | 28.1% |

## Strengths, Highlights, and Changes in the Teacher Education Program

- The teacher education program continues to be the flagship program at Concordia University, Nebraska. While we hope that we have reached the low point in graduation numbers and that in the coming years we will see a gradual increase in the number of students enrolled in and completing the teacher education program at all levels we realize that there will be a continuing challenge in enrolling students in the teacher education program.
- The next scheduled program review by the Nebraska Department of Education and the National Council for the Accreditation of Teacher Education was moved back to fall of 2012 for the written report and to the spring of 2013 for the onsite visit. This delay was made available by NCATE and NDE as was accepted by the College of Education.

# SWOT Analysis of Teacher Education

In February, 2010 the College of Education faculty met and conducted a SWOT (strengths, weaknesses, opportunities, threats) analysis of the teacher education program.  A summary of results follows:

**Strengths:**
- Faculty and staff that serve in the program – diverse backgrounds of prior service
- Integration of faith within the courses taught
- Early field experiences for students in the program
- Rigor of the course offerings
- Flexibility – small enough to make things happen
- Communication
- Receptive to student needs

**Weaknesses:**
- 3 weeks of ESL needs to expand to a longer length of time in the classroom
- Methods during student teaching, especially in the elementary program, needs to be reviewed for timing and placement
- Downsizing of the faculty/staff results in more work with less people
- The need for special education diversity experiences and the challenges of scheduling these
- Classroom management needs of students and a lack of specific focus on this in any course
- Blackboard usage by faculty and their comfort level in doing so
- Technology in general for teacher education candidates

**Opportunities:**
- Other student teaching models – 16 weeks, junior year student teaching
- Technology use by faculty as role models for future teachers
- Online learning
- Intentional curriculum mapping as a program review process

**Threats:**
- Churchwork enrollment decrease
- Decrease in enrollment in Lutheran schools
- Placement of LTD graduates
- Lack of funding for programs in general

The technology issue continues to rise up in teacher education.  One of the goals that has been put forward in the College of Education is to ask each faculty member to set a personal technology goal for the coming academic year.  Support from each other and from the instructional technology staff would be sought.

# Progress Made on Program Goals

- The undergraduate faculty in the College of Education currently numbers eight full-time faculty and two "super adjuncts" who serve nearly full-time in the program. We also have three full-time members who serve in the Director of Christian Education program and regularly meet with the College of Education. Changes were made in administrative responsibilities during the year. Beginning in the fall of 2010 Professor Beth Pester will take on the responsibility of student teaching I placement. Dr. Bernie Tonjes will continue in his role as field experiences director and will also expand his role as director of the Dual Credit program with high schools.
- Adjustments will be made in course instructor assignments for the coming semester. The realignment will provide greater consistency between sections of a course and will allow faculty to teach to their strengths.
- Teacher Education Data (TED) continues to be gathered and the College of Education is at the point where trends can be seen over time.
- A survey was completed of students interested in pursuing a special education endorsement. The results indicated that there were sufficient numbers to re-institute the mild/moderate endorsement officially beginning in the fall of 2010. Students who were sophomores in the 2009-2010 academic year will be able to add the endorsement with course substitutions and program adjustments. Revisions were made to update the focus of courses and to provide a solid foundation in special education.

# Program Size 2007-2010
## Based on Admission to Teacher Education status as of May of each year

|      | Early childhood | Elementary | Special Education | Middle Level | Secondary | K-12 | Total |
|------|------|------|------|------|------|------|------|
| 2007 | 31 | 42 | 5 | 26 | 56 | 17 | 177 |
| 2008 | 26 | 39 | 2 | 25 | 50 | 24 | 166 |
| 2009 | 35 | 54 | 2 | 29 | 58 | 27 | 205 |
| 2010 | 32 | 54 | 3 | 24 | 55 | 21 | 189 |

## PROGRAM REPORTS:

### Early Childhood Education

2010 graduates of the program:  (12)

| | | |
|---|---|---|
| Adele Bohnert | Ashley Brunkhorst | Melanie Heggemeier |
| Lindsey Himmelberg | Melissa King | Ashley Levick |
| Antonia Lipovsky | Rebekah Meyer | Emily Moyer |
| Britney Schweitzer | Ashley Thielen | Amy Williams |

**Goals for the coming year**
- In Educ 330 ECE candidates will continue to visit St. John CDC which is a demonstration site for Dimensions/Arbor Day Nature Explore Outdoor classroom. Students in Educ 452 prepared a parent presentation for an Outdoor Classroom.  This project will be continued in 10-11.
- Continue to investigate offering programs and workshops for early childhood teachers, directors, and Headstart personnel at Fallbrook.  This may be done in cooperation with ESU 6 (Seward and surrounding counties), ESU 18 (city of Lincoln), and the Early Childhood Training Center as well.  The goal is to have one program/workshop up and running by the end of the academic year.

Annette Oliver
Director of Early Childhood Education

| | course/hrs | professor / sections | position | enrollment fall | spring | cr. hrs. gen. fall | spring |
|---|---|---|---|---|---|---|---|
| Courses taught in the ECE program | Ed 330 (3) | Oliver | FT CoE | | 12 | | 36 |
| | Ed 333 (3) | Kamprath | Adj CoE | | 23 | | 69 |
| | Ed 430 (2) | Kromminga | FT CoE | 24 | 2 | 48 | 4 |
| | HHP 182(2) | Hoffman  (1) | FT A/S | 22 | | 44 | |
| | HHP 182(2) | Andersen  (1) | Adj A/S | 22 | | 44 | |
| | HHP 182(2) | Janousek  (1/2) | FT A/S | 22 | 41 | 44 | 82 |
| | HHP 182(2) | H Gubanyi  (1/1) | Adj A/S | 18 | 20 | 36 | 40 |
| | HHP 182(2) | R Baack  (0/2) | Adj A/S | | 41 | | 82 |
| | Psy 212 (1) | Oliver (1/1) | FT CoE | 16 | 14 | 16 | 14 |
| | Ed 332 (3) | Ripke | Adj CoE | 14 | - | 42 | - |
| | Ed 452 (3) | Oliver | FT CoE | 13 | - | 39 | - |
| | Sections fall | 8 | Hours Generated | | | 313 | 327 |
| | spring | 9 | Hours Taught | | | 17 | 17 |
| | | | Average Class Size | | | 18.88 | 17.00 |

# Elementary Education

2010 graduates of the program: (27)

| | | |
|---|---|---|
| Jennifer Anderson | Karyn Backhus | Amy Baller |
| Brittnie Besel | Anna Brack | Natalie Brock |
| Richelle Colclasure | Kathryn Douglas | Mark Edmiston |
| Rebecca Hanusa | Dana Kaio | Hannah Krueger |
| Katheryn Leonhardt | Jenna Lindeman | Brittany Marrs |
| Elizabeth Morley | Jessica Nehrt | Annika Norz |
| Holly Pettet | Meghann Pinter | M'Leigh Rempfer |
| Michelle Repenning | Noell Richters | Jennifer Schulteis |
| Kyle Strecker | Mary Williams | Melissa Wren |

## Goals for the coming year

- Religion Subject Concentration will be available to students via the DCE theology sequence minus the internship.
- Relentless Recruitment of students through the alumni in the many schools that work with our student teachers. Several schools and high schools were visited on supervision trips and admissions packets and our new education brochure were left for guidance counselors and students.
- A tri-fold marketing piece was developed to pass on to students in the schools we visit for student teaching supervision. The goal this year will be to continue to deliver these and to talk with interested students on the visits.
- This year we hired and trained five new supervisors in Arizona, California and Florida. Additional contacts in new areas will continue to be made in the coming year.
- Continue our partnership with students that have graduated from Concordia and are currently teaching to strengthen our program. They can provide us with valuable information as we survey areas that may need to be strengthened, dropped or added to the program.
- Continue to develop and update our website online resources for our cooperating schools, teachers, supervisors, students and graduates in addition to aligning student teaching 1 and 2 documents.
- Smartboard training was initiated this year with student training through ED201 EDPS210 and ED363. Continue to expand that training for faculty and for students.
- This year ED430 was developed as an online course. An online ED363 methods class for OPS is in progress for 2010-2011.
- The midterm evaluation in student teaching two will be completed and ready to go for Fall 2010.


Kevin Kromminga, M.A.
Director of Elementary Education

| | course/hrs | professor / sections | position | enrollment fall | spring | cr. hrs. gen. fall | spring |
|---|---|---|---|---|---|---|---|
| Courses taught in the El Ed program | Art 301 (1) | Robson (1/1) | FT A/S | 23 | 31 | 23 | 31 |
| | Ed 362 (2) | Bork (1/1) | FT CoE | 30 | 33 | 60 | 66 |
| | Ed 425A (3) | McNulty | Adj CoE | 32 | | 96 | |
| | Ed 425A (3) | Mickle | FT CoE | | 30 | | 90 |
| | Ed 461 (6) | Kamprath (1/1) | | 14 | 24 | 42 | 72 |
| | Math 301(3) | Bork (1-1/IS) | FT CoE | 15 | 35 | 45 | 105 |
| | Psy 211 (2) | Warren (2/1) | FT CoE | 52 | 21 | 104 | 42 |
| | Ed 363 (6) | Kromminga (1/1) | FT CoE | 22 | 19 | 132 | 114 |
| | HHP 364(1) | Goldgrabe (1/1) | FT A/S | 21 | 14 | 21 | 14 |
| | HHP 363(1) | Boye (1/1) | FT A/S | 20 | 15 | 20 | 15 |
| | | | Hours Generated | | | 543 | 549 |
| | | | Hours Taught | | | 27 | 25 |
| | Sections fall spring | 10 9 | Average Class Size | | | 22.9 | 24.7 |

# Middle Level Education

2010 graduates of the program:  (8)

| | | |
|---|---|---|
| Emily Hansen | Joel Henschen | Amanda Hoefelman |
| Megan Koziel | Rebecca Mol | Alex Niederklein |
| Drew Rodine | Jessica Topil | |

**Goals for the coming year**
- Middle Level specific methods courses will continue to be developed and realigned to provide a better connection to the academic needs and abilities of the middle level student.
- Continue to recruit those with the skills and heart to teach middle school students through identification of candidates in early Education Program core courses.
- As part of our ongoing efforts to recruit students to CU, ask current CUNE middle school teachers in Lutheran schools to identify their own middle school students who might be excellent church worker teachers, and develop contacts and relationships with those students.

Beth Pester
Interim Director of Middle Level Education

| | course/hrs | professor / sections | position | enrollment fall | spring | cr. hrs. gen. fall | spring |
|---|---|---|---|---|---|---|---|
| Courses taught in the Middle Level program | Ed 211 (1) | Pester | Adj CoE | 12 | | 12 | |
| | Ed 311 (1) | Fisher | Adj CoE | | 10 | | 10 |
| | Ed 362 (2) | Bork (1/1) | FT CoE | 30 | 33 | 60 | 66 |
| | Ed 401 (3) | Fisher | Adj CoE | 10 | | 30 | |
| | Ed 402 (1) | Pester | Adj CoE | | 10 | | 10 |
| | Ed 425A (3) | McNulty | Adj CoE | 32 | | 96 | |
| | Ed 425A (3) | Mickle | FT CoE | | 30 | | 90 |
| | Ed 470 (3) | Uffelman (1/1) | FT CoE | 16 | 18 | 48 | 54 |
| | Psy 421 (2) | Moulds (1/2) | FT CoE | 36 | 64 | 72 | 128 |
| | Psy 422 (1) | Pester (1/1) | Adj CoE | 18 | 8 | 18 | 8 |
| | Ed 364 (3) | Pester/Opfer | Adj CoE | 10 | | 30 | |
| | Sections fall | 8 | Hours Generated | | | 366 | 366 |
| | spring | 8 | Hours Taught | | | 18 | 15 |
| | | | Average Class Size | | | 20.5 | 21.6 |

## Secondary Education

2010 graduates of the program: (30)

| | | |
|---|---|---|
| Jennifer Bargen | Nicole Behnken | Mark Boettcher |
| Allison Chrismer | Christopher Dehning | Hannah Ferry |
| Matthew Foster | Rachel Haider | Seth Heidtbrink |
| Kraig Hein | Ann Hershberger | Jordan Hinrichs |
| Stephanie Hunt | Erin Kettler | Daniel Kober |
| Jonathan McDaniel | Ashley Panwitz | Mollie Ramstad |
| Katherine Raphelt | Bryan Schranz | Amber Schwartz |
| Andrew Schultz | Karla Stahlecker | Ann Stevenson |
| Thomas Stolee | Austin Thies | Jessica Werner |
| Lindsey Wiedner | Amber Wisely | John Zilm |

**Goals for the coming year**
- An ongoing, constant goal for me is to continue to develop positive relationships with students, colleagues, school administrators and teachers. Our teacher education candidates benefit as we provide quality student teaching experiences for them. Personal contacts make that happen.
- A second ongoing goal is to work with the administrators, teachers, and guidance counselors at the schools we send student teachers to in order to identify students at those schools who would be a good fit for Concordia. Once I have names I will make an effort to speak directly to those students when I am out supervising as well as encouraging the other supervisors to do the same. This has been going on in an informal way. It's challenging because of the time commitment, but it has great potential.
- With greater emphasis being placed on "highly qualified" teachers we need to get serious about finding ways to document candidate excellence in the secondary subject areas.

This will be a project for the coming academic year as we work with the department chairs in Arts and Sciences.

- Our continuing goal is to be excellent in all that we do as we prepare young people to serve and lead in our classrooms across the country.

New Goals:

- Develop new student teaching partnerships for our growing ELL program.  Lincoln Public Schools is getting overwhelmed and student teaching placements are getting tough to make in that school system.  I am experimenting with an ELL placement in Denver public schools this May, and will be meeting with school administrators this week in Denver to see if this is something we can turn into some kind of informal partnership.  I am also planning on checking into the possibility of using OPS for ELL student teaching.  I anticipate that OPS would be willing to work something out with us since we are working together for the para to educator program.  Currently we basically have one option for ELL student teaching and that is LPS.  We need to have other options.
- Expose my secondary education candidates to more technology as it relates to teaching strategies and "21$^{st}$ Century teaching and learning".  The addition of EDUC 470 for secondary candidates will help in this area a great deal.
- Work with the Church Work Council that I serve on to identify new partnerships that can result in the potential for attracting new secondary ed candidates to Concordia that buy into our mission but are not Lutheran (e.g. – Christian Teacher's Diploma concept).

James D. Juergensen, Ed.D.
Director of Secondary Education

| | course/hrs | professor / sections | position | enrollment fall | spring | cr. hrs. gen. fall | spring |
|---|---|---|---|---|---|---|---|
| | Ed 470 (3) | Uffelman (1/1) | FT CoE | 16 | 18 | 48 | 54 |
| | Psy 421 (2) | Moulds (1/2) | FT CoE | 36 | 64 | 72 | 128 |
| | Ed 301 (2) | Juergensen (1/1) | FT CoE | 15 | 19 | 45 | 57 |
| | Sections fall | 3 | Hours Generated | | | 165 | 239 |
| | spring | 4 | Hours Taught | | | 7 | 9 |
| | | | Average Class Size | | | 22.3 | 25.3 |

Methods courses for middle level and secondary education are taught together.  Class size is lower in part because of the wide variety of endorsements that are available to middle level and secondary candidates and the need to offer the courses on a regular basis.  We are offering high-need courses every semester and others on a yearly basis.  Candidates are aware of the availability of methods courses and are advised as to the best time to take the courses.

| | course/hrs | professor / sections | position | enrollment fall | spring | cr. hrs. gen. fall | spring |
|---|---|---|---|---|---|---|---|
| | **Methods Courses Taught** | | | | | | |
| | Ed 367 (2) | A. Royuk / 1 | Adj CoE | | 3 | | 6 |
| Methods courses for Middle Level and Secondary candidates | Ed 368 (2) | Sylwester / 1 | FT A/S | 1 | | 2 | |
| | Ed 371 (2) | Kuhn / 1 | Adj A/S | 3 | 8 | 6 | 6 |
| | Ed 372 (2) | Miller, Moody / 1 | Adj A/S | 2 | 13 | 4 | 26 |
| | Ed 373 (2) | Royuk / 1 | FT A/S | 2 | 3 | 4 | 6 |
| | Ed 374 (2) | Banzhaf / 1 | Adj A/S | 3 | 8 | 6 | 16 |
| | Ed 375 (2) | von Kampen / 1 | FT A/S | 5 | | 10 | |
| | Ed 376 (2) | Goldgrabe / 1 | FT A/S | 2 | 4 | 4 | 8 |
| | Ed 377 (2) | Robson / 1 | FT A/S | 2 | 3 | 4 | 6 |
| | Ed 378 (2) | Reese / 1 | Adj A/S | | 5 | | 10 |
| | Ed 379 (2) | Kohlwey / 1 | Adj A/S | 16 | | 32 | |
| Sections fall | | 9 | Hours Generated | | | 72 | 84 |
| spring | | 8 | Hours Taught | | | 18 | 16 |
| | | | Average Class Size | | | 4 | 5.88 |

## Special Education

During the year the need became evident for an expanded and revised endorsement program in special education.  Hence a special education endorsement was added at the elementary level, middle level, and secondary level.  It includes 22 hours of coursework that will be offered along with the 10 weeks of student teaching required for endorsement.  Courses in the revised program include:

PSY 324      Psychology of Exceptionality (3 hours)
EDUC 424     Teaching Diverse Learners    (2 hours)
EDUC 430     School, Community, and Parent Involvement (2 hours)
HHP 471      Adaptive Physical Education (3 hours)
EDUC 314     Assessment, Evaluation, and IEP (3 hours)
EDUC 315     Behavior Disorders and Intervention (3 hours)
EDUC 316     Teaching Students with Mental Retardation (3 hours)
EDUC 317     Teaching Students with Learning Disabilities (3 hours)

| | course/hrs | professor / sections | position | enrollment fall | spring | cr. hrs. gen. fall | spring |
|---|---|---|---|---|---|---|---|
| | Psy 324 (3) | Geidel (2/2) | FT CoE | 64 | 65 | 192 | 195 |
| | Ed 424 (2) | Geidel (2/2) | FT CoE | 64 | 72 | 128 | 144 |
| | Ed 430 (2) | Kromminga(1/IS) | FT CoE | 24 | 2 | 48 | 4 |
| | HHP 471(2) | Anderson (1) | Adj A/S | 25 | | 50 | |
| | Ed 314 (3) | NA | | | | | |
| | Ed 315 (3) | Geidel (IS) | FT CoE | | 1 | | 6 |
| | Ed 316 (3) | Geidel (IS) | FT CoE | | 3 | | 9 |
| | Ed 317 (3) | NA | | | | | |
| | Sections fall | 6 | Hours Generated | | | 412 | 358 |
| | spring | 4 + 3 IS | Hours Taught | | | 10 | 18 |
| | | | Average Class Size | | | 29.5 | 34.3 |

## ELL endorsement

2010 graduates of the program:  (7)

Jennifer Anderson         Rachel Haider            Emily Hansen
Ann Hershberger          Annika Norz             Michelle Repenning
Jennifer Schulteis

Data for the endorsement program at all levels

| | course/hrs | professor / sections | position | enrollment fall | spring | cr. hrs. gen. fall | spring |
|---|---|---|---|---|---|---|---|
| | Ed 425A (3) | McNulty | Adj CoE | 32 | | 96 | |
| | Ed 425A (3) | Mickle | FT A/S | | 30 | | 90 |
| | Ed 425B (3) | McNulty | Adj CoE | | 10 | | 30 |
| | Ed 426 (3) | Gernant (IS) | FT A/S | | 1 | | 3 |
| | Sections fall | 1 | Hours Generated | | | 96 | 123 |
| | spring | 2 + IS | Hours Taught | | | 3 | 9 |
| | | | Average Class Size | | | 32 | 20 |

**Appendix A**

**Lutheran Church-Missouri Synod School Statistics 2005 through 2010**

**Appendix B**

**Teacher Vacancy Areas – State of Nebraska**

**Appendix C**

**LTD / Public Graduation Numbers**

**Appendix D**
**Teacher Education Admissions History**

**Appendix E**
**Teacher Education Data (T.E.D.)**
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**Graduate Satisfaction Survey Information**

**Appendix G**
**Concordia University … College of Education**
**Report on Faculty Teaching Load**

**Appendix H**
**Departmental Assessment 2009-2010**

**Appendix I**
**Financial Reports 2007-2010 (unaudited)**

# Appendix A

## Lutheran Church-Missouri Synod School Statistics 2005 through 2009

| | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|
| Total Lutheran Schools | 2525 | 2488 | 2485 | 2500 | 2444 |
| % change | | -1.46% | -0.1% | +0.6% | -2.2% |
| ECE Centers | 1397 | 1368 | 1406 | 1406 | 1400 |
| % change | | -2.1% | +2.8% | 0.0% | -0.4% |
| Enrollment Childcare / Pre-K | 130,626 | 131,225 | 133,225 | 131,361 | 129,351 |
| % change | | +0.5% | +1.5% | -1.4% | -1.5% |
| Elementary Schools | 1026 | 1018 | 976 | 986 | 945 |
| % change | | -0.8% | -4.1% | +1.0% | -4.2% |
| Enrollment K-8 | 140,899 | 130,395 | 121,424 | 120,684 | 107,370 |
| % change | | -7.5% | -6.9% | -0.6% | -11.0% |
| High Schools | 102 | 102 | 103 | 108 | 99 |
| % change | | 0.0% | +1.0% | +4.9% | -8.3% |
| Enrollment 9-12 | 18,928 | 18,806 | 19,254 | 18,867 | 18455 |
| % change | | -0.6% | +2.4% | -2.0% | -2.2% |
| Total Enrollment | 290,453 | 280,426 | 273,903 | 270,912 | 255,176 |
| % change | | -3.5% | -2.3% | -1.1% | -5.8% |
| Average Starting Salary | | | | | |
| Average Starting Salary | $26,014 | $26,794 | $27,635 | $29,125 | $29,954 |
| Candidate Placement - total for Concordia University System | | | | | |
| ECE | 29 | 15 | 19 | 23 | 7 |
| Elementary | 206 | 226 | 231 | 216 | 170 |
| Secondary | 47 | 47 | 50 | 41 | 30 |

# Appendix B

## Teacher Vacancy Areas – State of Nebraska

| | | |
|---|---|---|
| 2003-2004 | Sciences<br>Foreign Languages<br>Math<br>Media Specialist | Special Education<br>English<br>Speech Language Pathology<br>Guidance Counselor |
| 2004-2005 | Sciences<br>Foreign Languages<br>Industrial Tech | Special Education<br>English<br>Speech Language Pathology |
| 2005-2006 | Foreign Languages<br>Music<br>Sciences | Special Education<br>Speech Language Pathology |
| 2006-2007 | Special Education<br>Sciences<br>Industrial Tech.<br>Music | Math<br>English<br>Foreign Languages<br>Speech Language Pathology |
| 2007-2008 | Special Education<br>Foreign Languages<br>Music<br>Media Specialist<br>Math | Science<br>English<br>Speech Language Pathology<br>Industrial Tech. |
| 2008-2009 | Special Education<br>English<br>Sciences<br>Art<br>Math<br>Guidance Counselor | Foreign Languages<br>Speech Language Pathology<br>Agriculture<br>Industrial Technology<br>Music |
| 2009-2010 | Special Education<br>Language Arts/English<br>Sciences<br>Mathematics<br>Agriculture<br>Guidance Counselor | Foreign Languages / ESL/ELL<br>Speech Language Pathology<br>Art<br>Music<br>Industrial Technology |

# Appendix C

## LTD / Public Graduation Numbers

| Graduation Year | Early Childhood | | Special Education | | Elementary | | Middle Level | | Secondary | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | LTD | Pub | LTD | Pub | LTD | Pub | LTD | Pub | LTD | Pub | |
| 02-03 | 13 | 0 | 2 | 0 | 28 | 2 | 11 | 0 | 42 | 0 | 100 |
| | | | | | | | | | | | 96% LTD |
| 03-04 | 7 | 4 | 5 | 0 | 35 | 3 | 4 | 0 | 30 | 4 | 92 |
| | | | | | | | | | | | 88% LTD |
| 04-05 | 11 | 0 | 5 | 1 | 27 | 3 | 7 | 1 | 45 | 4 | 104 |
| | | | | | | | | | | | 91% LTD |
| 05-06 | 24 | 1 | 6 | 1 | 30 | 1 | 11 | 0 | 31 | 4 | 109 |
| | | | | | | | | | | | 94% LTD |
| 06-07 | 8 | 1 | 5 | 0 | 20 | 2 | 7 | 2 | 38 | 3 | 83 |
| | | | | | | | | | | | 90% LTD |
| 07-08 | 11 | 3 | 2 | 0 | 25 | 1 | 10 | 0 | 27 | 2 | 81 |
| | | | | | | | | | | | 93% LTD |
| 08-09 | 12 | 5 | 1 | 1 | 15 | 3 | 13 | 2 | 32 | 6 | 90 |
| | | | | | | | | | | | 81% LTD |
| 09-10 | 9 | 3 | - | - | 26 | 1 | 6 | 2 | 27 | 3 | 77 |
| | | | | | | | | | | | 88% LTD |
| 10-11 projected | 13 | 1 | - | - | 14 | 3 | 10 | 3 | 28 | 14 | 86 |
| | | | | | | | | | | | 76% LTD |
| 11-12 projected | 12 | 2 | - | - | 18 | 3 | 10 | 3 | 34 | 10 | 92 |
| | | | | | | | | | | | 80% LTD |
| 12-13 projected | 12 | 2 | 6 | 2 | 22 | 3 | 10 | 3 | 36 | 8 | 104 |
| | | | | | | | | | | | 83% LTD |

# Appendix D
## Teacher Education Admissions History

The total number is the number of individuals admitted into teacher education at that point in time. In the middle level column the number in ( ) indicates those in a stand-alone program. All other middle level candidates are also included as either elementary or secondary students. ECE candidates are also receiving an elementary degree but they are double listed as elementary. Hence adding the numbers up in the columns may not result in the number listed under "total".

| Semester/ Year | Total | Secondary | Middle Level stand alone since 06-07 | Elementary | Early childhood (also listed in elementary) |
|---|---|---|---|---|---|
| May 10 | 188 | 75 | 24 | 89 | 33 |
| Dec 09 | 164 | 75 | 18 | 71 | 28 |
| May 09 | 205 | 85 | 29 | 91 | 35 |
| Dec 08 | 175 | 71 | 26 | 78 | 32 |
| May 08 | 217 | 91 | 33 | 93 | 35 |
| Dec 07 | 176 | 74 | 26 | 76 | 33 |
| May 07 | 175 | 73 | 26 | 77 | 32 |
| Dec 06 | 190 | 76 | 22 – all stand alone | 52 | 40 |
| May 06 | 239 | 86 | 31 (30 – stand alone) | 76 | 47 |
| Dec 05 | 248 | 97 | 29 (26 – s.a.) | 77 | 48 |
| May 05 | 265 | 104 | 25 (19 – s.a.) | 91 | 51 |
| Dec 04 | 274 | 117 | 27 (16 – s.a.) | 94 | 47 |
| May 04 | 301 | 129 | 23 (7 – s.a.) | 116 | 49 |
| Dec 03 | 250 | 119 | 17 (2 – s.a.) | 100 | 29 |
| May 03 | 281 | 129 | 18 | 118 | 34 |
| Dec 02 | 289 | 135 | 20 | 117 | 37 |

# Appendix E
# Teacher Education Data (T.E.D.)
# Initial Information

On the pages that follow is information from the initial data analysis using information entered in the Teacher Education Data (T.E.D.) system of Banner.  Averages for cohorts consisting of teacher education candidates who entered the program in years 2005 through 2010 are included. The teacher performance areas included are:

*Teaching Knowledge*
T-K1:  Student Development – INTASC2

*Teaching skills*
T-S1:  Multiple Instructional Strategies – INTASC4
T-S2:  Planning – INTASC7
T-S3:  Assessment – INTASC8
T-S4:  Motivation and Management – INTASC5

*Teaching dispositions*
T-D1:  Passion for Teaching
T-D2:  Personal Characteristics

*Leading knowledge*
LD-K1:  Content Pedagogy - INTASC1

*Leading skills*
LD-S1:  School and Community Involvement – INTASC10
LD-S2:  Diverse Learners – INTASC3
LD-S3:  Communication and Technology – INTASC6

*Leading dispositions*
LD-D1:  Character / Faith Development

*Learning knowledge*
LR-K1:  Depth of Knowledge in Endorsement Area

*Learning skills*
LR-S1:  Reflective Practice:  Professional Growth – INTASC9

*Learning dispositions*
LR-D1:  Lifelong Learning

# Appendix F
## Graduate Satisfaction Survey Information

Observations from the Survey of Graduating Seniors, May 2010
>    (data provided by Andy Langwisch – Assessment Coordinator)
>    Education – comparisons in **bold italics**

Observations from examining trends in mean satisfaction scores, 2006-2010

Downward trends in satisfaction:
- [There were none]

Upturns in satisfaction (4 years with steady or increasing averages):
- Access to administration
- Admission procedures
- Business office services  **up 0.2**
- Dormitory life
- Financial aid services (quite dramatic)  **up 0.4**
- Library resources and services
- Student government
- Overall Concordia experience
- Would you recommend Concordia to others considering college? Percent reporting 'Yes' or 'Maybe'  **98.3% indicated yes or maybe**
- Overall adequacy of classroom resources for classes (e.g. computers, labs, etc.)
- Overall preparation for employment/ministry
- Reading for content and analysis
- Analyzing quantitative problems  **up 0.2**
- Applying scientific knowledge and skills  **up 0.2**
- Acquiring a broad general education

2010, top 3 in satisfaction, on a 5-point scale
1. Overall Concordia experience (4.4)
2. Campus worship life (4.2)
3. Access to administration (4.1)

1. ***Usefulness of field experience, student teaching 4.6***
2. ***Quality of teaching in your major 4.5***
3. ***Accessibility of faculty in your major 4.5***
4. ***Overall experience in your major 4.5***
5. ***Overall preparation for employment / ministry 4.5***

# Appendix H
## Departmental Assessment 2009-2010

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**Identification of one departmental learning outcome that will be assessed by the department during the 2009-2010 academic year.**

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See Conceptual Framework, LD-S3 "Communication and Technology: The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom."

**Method of Assessment**
> A. Data for LD-S3 will be pulled from TED (Teacher Education Data) assessment package.
> B. We will complete a survey of recent graduates who are currently teaching.
> C. Full-time education faculty and selected adjuncts will conduct interviews with a structured selection of student.

TED data represents a combination of assessments by CUNE faculty, cooperating field experience teachers and student self evaluation on the subject of Communication and Technology as demonstrated during the pre-service practical experiences undertaken by our students.

The survey of recent graduates will allow us to assess the level of success of our program in preparing our students to work Communication and Technology as found in the classrooms in which they begin their professional service.

The interviews with current students will allow us to assess the current knowledge base of our students in our various programs and the perceived needs of our students in the area of Communication and Technology. 3 interviews per full time instructors and selected adjuncts will derive approximately 30 cases. The students involved in the interviews will be selected on the basis of their education program and their graduating class year so that a broad representative sample is used.

The TED data and survey will utilize the 5 item rubric developed for the TED assessment. The interviews will complete a qualitative triangulation allowing for the identification and development of themes related to student needs in the area and the perceived strengths and weaknesses of their preparation.

**Schedule for Assessment**
> TED data analysis & survey of recent graduates: Summer 2009, Fall 2009.
> Student interviews: Fall 2009
> Summary of results and department discussion and analysis, Spring 2010.
> Program revision (if warranted), May 2010.

If it is determined that a revision to the program is warranted in light of the assessment results, the assessment target for 2010-2011 will be to determine the initial effectiveness of the program revisions.

<div align="center">

**Results: Technology Assessment**

**<u>TED Data</u>**

</div>

Information was collected through the Teacher Education Database which hold evaluation information on students in the education program at CUNE. Students included in catalog years 2007 through 2010, the current student population, was included in the evaluation. Because most first semester freshmen do not participate in field experiences, the data included only a single freshman and was primarily on evaluations of current Juniors and seniors. We looked at the evaluation score for Conceptual Framework Item LD-S3,

*"Communication and Technology: The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom."*

The average score for candidates was a 4.49 on a scale of 1-5 with 5 representing "highly skilled in this area. This is consistent with reports from the field from student self-reports that students feel that they can effectively use classroom technology.

<div align="center">

**<u>Technology Survey Results</u>**

</div>

Surveys were conducted in the Fall semester of the 2009-2010 academic year. Three groups were surveyed: Students (n=130), Concordia Education Department Faculty (n=11) and a third froup made up of CUNE faculty who are NOT in the education department (n=5) and area teachers who have supervised a Concordia student teacher within the last three years (n=15). The area teachers were not part of the original assessment plan but were added after the initial Education faculty results were compiled. Since the full-time Education Department faculty numbers were small, we added the additional faculty because of their important interaction with our students during classes in majors and minors in addition to field experiences and student teaching.

The survey (Appendix A) asked individuals to rate themselves on their "Familairity" and "Frequency of Use" of a wide range of technology options.

<u>CUNE Education Faculty Compared to Area Cooperating Teachers.</u>
The CUNE Education faculty as a group had lower scores (-1 standard deviation) than the area cooperating teachers and non-education faculty in BOTH familiarity and frequency of use. (See Table 1.) In particular, CUNE Education faculty scored lower on the item relating to Facebook.

<u>All Faculty (n=35) (CUNE and Co-Ops) Compared to Student Sample</u>

Familiarity with Technology:  There were many differences in familiarity in a variety if areas: Advanced Word Processing, Spreadsheets, Advanced Power Point, Online Community, Skype and Blogging.  In all areas, students rated themselves as more familiar than faculty rated themselves.  Students seem to be generally more familiar with online applications.

Frequency of Use:  The differences here were not as pronounced.  Only 3 differences were greater than 1 standard deviation (Facebook, Blogging, and Use of Online Resources).

Faculty indicated greater frequency of use in Making/Using Websites than did students. This is the only area in which faculty frequency of use was HIGHER than that of students. Students reported greater much greater use of online resources for teaching. (See Table 2)

"Faculty Familiars" Compared to Students:
A separate sub-group was isolated among the All Faculty group. These were identified as "Faculty Familiars" (n=15) as they were CUNE, or area school faculty members whose familiarity scores averaged higher than a 3 on a 5 point scale (5=High, 1=Low).

When this group of "Faculty Familiars" was compared to the student group, the Faculty Familiars scored higher than students in many areas with the exception of Wikis, Facebook and Blogging, all emergent online community technologies. (See Table 3)

Faculty Frequent Users Compared to Students
An even small subgroup of faculty members whose familiarity AND frequency of use scores were BOTH a 3 or higher was also isolated (n=5).  When this small group was compared to students, the scores for both groups were similar.

Faculty Frequent Users Compared to Student Frequent Users
Isolating students whose frequency of use scores were 3 or higher also gave similar results.

**Technology Interview Results**

After the initial surveys were completed, a set of four follow-up questions was developed by the education faculty as a way of further investigating questions raised by the survey data.  21 students were interviewed by nine different professors during the Spring Semester, 2010, at Concordia University.  Below is a summary of the results of the interviews. Specific quotes from students are in italics,


**1.  What technology (hardware, devices, or software) do you see yourself using when you teach (or serve as a DCE) and how will you use it to make your teaching (ministry) better?**
One student was simply not convinced that technology would be worth the time and effort.  *("I am not a tech person.  I am a book person.  I'd rather use book references than the internet.  The internet is good but it is not very reliable.")*  When describing the software and technology that they see themselves using, students most frequently described themselves as using technology that they had seen their teachers and professors use. Smartboards, Powerpoint, Video/DVD's and word processing software, were the most frequently mentioned topics in question one and they were also the same one mentioned most frequently in Question 3 where they were asked to rate their professors.

The reasons for using technology were generally not well explained by most students.  Many of the students tended to rely on vague generalities  such as *"I can display things to my classroom that I couldn't with a regular whiteboard."*  These students also tended to have somewhat restricted lists of ways in which they would use technology.

The students who had more sophisticated lists of technologies or software (longer lists, specific software names) also tended to be better versed in their understanding of the benefits of the use of the software. (*"The Smartboard will allow me to interact with my notes and change them while I lecture, but the Smartboard also enables me to use visuals-like graphs.  This technology also allows student to come up to the pictures and write on them.  After they are done, I can erase their writing*

*and keep the visual.")* ( By using software *"…like what we use in the Music Department lab…my students can compose on the computer rather than by hand, especially if they don't know how to play the piano."*)

**2. How competent do you feel about your ability to meaningfully integrate technology into your teaching practice/ministry?  Rate it on a scale of 1 to 5, 5 being high, and tell why you give it that rating.**

The average self-rating given by students is just over a 3.5.

The students' explanations of their ratings were remarkably uniform with most expressing confidence that their prior experiences had made them efficient learners of technology.  While they may not know everything about every technology, they are firm in their confidence that they can figure it out.

Several students mentioned a theme that came up again in question 4 regarding what they feel they need to learn.  The students see that they have limitations in not knowing how to make <u>classroom</u> use of various forms of technology. (*I would rate my ability to integrate technology as a 4.  I would rate it this way because I am fairly comfortable with technology and computers but I am not aware of any programs or lessons that correspond…"* with the student's subject area.)( *I have experience using them in class as a student, but not as a teacher.  I don't know how to set these things up or even where to purchase them.*)

3. **How do you feel about the competence of your professors ands their ability to meaningfully integrate technology into their teaching practice?  Again, rate it on a scale of 1-5 and tell me why you give it that rating.**

The average rating given by students is 3.5. This is just a little lower than they rate themselves.

Again, there was a great deal of uniformity in the responses of the students.  Most were quite charitable in their assessments and were cautious not to be overly critical.   It was probably best summarized by the student who said, *"Most of my professors use Powerpoint as their main tool and they use it quite well.   …but beside Powerpoint, I believe that my professors lack the knowledge of many other new technologies."*

Other students made mention that professors frequently use DVDs or video clips.  The science department, the music department and geography classes were singled out by some students for their particularly effective use of technology.

Some comments made by students seems particularly telling: *"Textbooks that come with software are not being utilized."* And another student who stated, *"There are, however, some really dated things that are still being used, like ancient slideshow projectors."*

**4. In which technology-related areas would you like additional training before you graduate?**

The most common specific reference from students was to the use of Smartboards.  Smartboards (or comparable technology) is becoming more and more common in the schools in which they do their field experiences and in the schools they attended before arriving at Concordia.  There were also several specific references to publishing software that could be used for preparation of parent communication.

Other students made mention of some significant support skills such as knowing how to set up technology, where to buy it and other administrative issues, such as how site licenses work.  Still others mentioned a need for training in use of organizational software and applications such as spreadsheets or school management programs such as PowerSchool.

The most common theme was that students expressed a need to learn how to properly integrate technology into teaching.  (*I would like to have additional training….that would relate to my major.  I think that by relating it to my major would be more relevant that just having it be purely technology based.  Help us figure out ways to apply it."*  Regarding the role of faculty, one student stated, *" I think that if they integrated more areas like this into their classes…students would become better aware of the possibilities there are with technology.*)

## Summary and Conclusions

In a review of the data, the following conclusions are warranted:
1) Students (on average) seem to be more familiar with technology and use it more frequently than do CUNE Education faculty. Although, when faculty members who identify themselves as individuals who are familiar with technology and who use it frequently, the difference mostly disappears except for the area of internet applications.

2) Students are more familiar with internet based technologies (Skype, Wikis, Blogging, Facebook) than are CUNE faculty. As this is the trend in software development, it is something to which attention of the faculty should be directed.

4) When considered as a whole, the lower scores of CUNE Education Faculty on software familiarity and frequency of use is seen as an area in need of improvement.

3) Students report that they learn about the use of education related software and technology from seeing it modeled in the classroom. Considering that most CUNE faculty only utilize Powerpoint and a small number of other technologies, this is an area of concern.

### Recommendations:
1) Faculty members in the college of education should establish annual technology goals to help them focus on developing new skills useful for teaching with technology.

2) Faculty members in the college of education should seek to model software use by using available resources on campus including but not limited to the Blackboard course interface, publisher-supplied textbook software, offerings available for free and at low cost through the Internet and all the resources available through CUNE computing services and the Instructional Technology Center.

3. CUNE needs to supply addition resources for technology hardware, particularly Smartboards.

4. CUNE needs to supply additional assistance in helping faculty members to developing effective pedagogical skills that utilize current technology in an effective manner.

> **Identification of one General Education learning outcome that will be assessed by the department during the 2009-2010 academic year.**

**Method of Assessment**
In consultation with the CUNE Business department and other individuals with specific expertise in the area of financial literacy, we will develop a brief financial literacy evaluation instrument. This instrument will especially focus on issues related to the teaching profession and to financial issues for ordained and commissioned ministers.
The financial literacy instrument will be administered in EDUC201 (Introduction to Education) students and used as a pretest/posttest instrument for EDUC381 (Christian Teacher's Ministry) where the financial issues for teachers are specifically discussed.

Data from the EDUC201 students will give a picture of what our students know as they enter the education program at CUNE, mostly as freshmen and sophomores. The pretest scores from EDUC381 (mostly juniors) will give a picture of student growth in this area based on classes and experiences prior to direct instruction on the topic. The posttest scores will allow us to evaluate the effectiveness of the financial literacy instruction in EDUC381.

**Schedule for Assessment**
     Summer 2009: Create brief financial literacy evaluation instrument directed at themes related to       the teaching profession and ordained and commissioned ministry.
     Fall 2009: Administer instrument to students in EDUC201 and as pretest/posttest to students in       EDUC361.
     Summary of results and department discussion and analysis, Spring 2010.
     Program revision (if warranted), May 2010.

If it is determined that a revision to the program is warranted in light of the assessment results, the assessment target for 2010-2011 will be to determine the initial effectiveness of the program revisions.

## Results: Financial Literacy Assessment

A CUNE designed Financial Literacy Instrument was used to assess basic financial literacy of Concordia students. The instrument was based on a recent survey found on the internet (http://www.savingadvice. com/tools/quizzes/jumpstart-financial-literacy.html) which was modified to delete some repetition and to add questions specific to the financial rules related to compensation for ordained and commissioned ministers. The instrument was administered in EDUC 201 (Introduction to Education) and EDUC 361 (Christian Teacher's Ministry) to give a balance of younger (EDUC201) and older (EDUC361) students.

Means scores were compared between the younger (ED201) and older students (EDUC361) and were also compared in a pre-test/post-test format for the older students to see if their time at Concordia had had an impact on their financial literacy.

Mean scores are included in Table 1 below.

**Table 1: Comparison of mean scores: Financial Literacy assessment.**

Data Analysis

| Comparison of means | n | ED201:01 | n | ED201:02 | t | df | |
|---|---|---|---|---|---|---|---|
| | 25 | 55.1% | 21 | 48.4% | 0.1147 | 44 | nsd |
| | | All Ed 201 | | Ed361 Pretest | | | |
| | 48 | 51.7% | 42 | 59.1% | 0.0142 | 88 | nsd |
| | | Ed 361 PreTest | | Ed 361 Post Test | | | |
| | 42 | 59.1% | 21 | 59.6% | 0.9001 | 61 | nsd |

Specific analysis was directed at 5 questions at the end of the instrument which were answered by students who indicated that they planned to go into church work. The instrument was administered before and after a brief unit of instruction in the course regarding budgeting and personal finance for future church workers. There was an improvement in the pretest-posttest scored of the EDUC361 students planning on entering church work equaling an improvement of about 1 question per exam, but the improvement was not statistically significant.

Results are included in Table 2, below.

**Table 2: Comparison of mean scores on LTD Finance Questions**

LTD 5 Questions

*These are the results of church work students on the 5 questions that deal specifically with ministerial finances.*

| | n | ED201:01 | | n | ED201:02 | | t | | |
|---|---|---|---|---|---|---|---|---|---|
| | 16 | 48% | | 17 | 55.3% | | 0.3125 | 31 | nsd |
| | | All Ed 201 | | | Ed361 Pretest | | | | |
| | 33 | 51.5% | | 35 | 48.6% | | 0.5932 | 66 | nsd |
| | | Ed 361 PreTest | | | Ed 361 Post Test | | | | |
| | 35 | 48.6% | 16 | | 66.3% | | 0.0122 | 49 | nsd |
| St Dev | | 23.4% | | | | | | | |

Difference represents about 1 question improvement on average
Important but not statistically significant.

**Sources of Student Information and Student Attitudes**

At the end of the assessment instrument, a series of 5 survey questions were listed that allowed students to report the source of the knowledge about personal finance and to estimate their level of confidence in dealing with issues related to personal finance. Scores were obtained using a 5-point Likert-type rating where 5 equaled "strongly agree" and 1 equalled "strongly disagree." Results for the four survey questions are presented below.

**Question 21: My parents, family members and personal acquaintances have taught me most of what I know about my personal finances.**

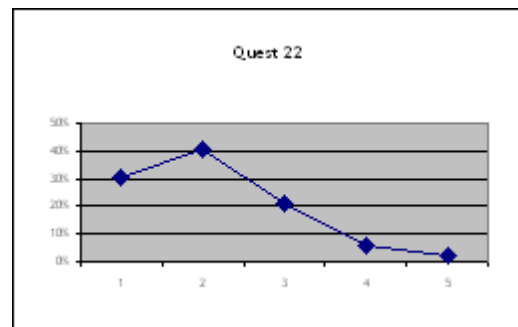| Str.Dis | Dis | Neither | Agr | Str.Agr |
|---------|-----|---------|-----|---------|
| 2% | 9% | 12% | 42% | 35% |

*Student responses indicate that financial information seems to*
*be most commonly taught by the family.*
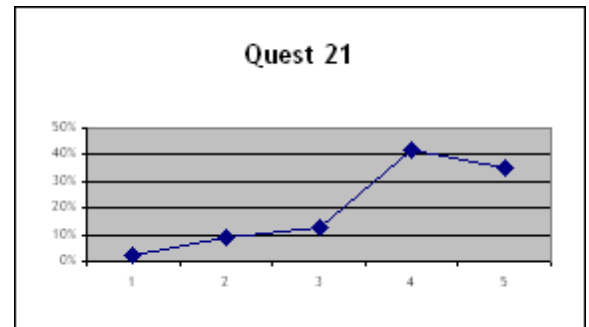


**Question 22: My education at Concordia has made a significant contribution to my understanding of my personal finances.**

| Str.Dis | Dis | Neither | Agr | Str.Agr |
|---------|-----|---------|-----|---------|
| 30% | 40% | 21% | 6% | 2% |

*Student responses indicate that most students do not feel*
*that CUNE played an important role in their financial education.*



**Question 23: Most of what I know about personal finances I learned by myself.**

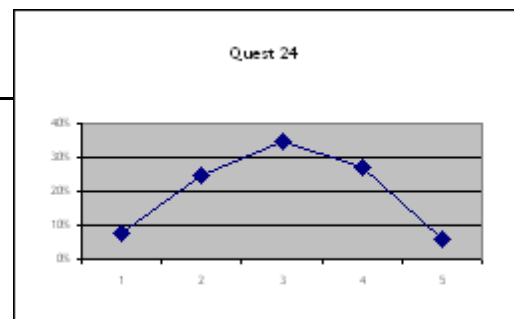| Str.Dis | Dis | Neither | Agr | Str.Agr |
|---------|-----|---------|-----|---------|
| 8% | 28% | 37% | 25% | 2% |

*Student responses represent a normal distribution*
*with no strong tendencies.*
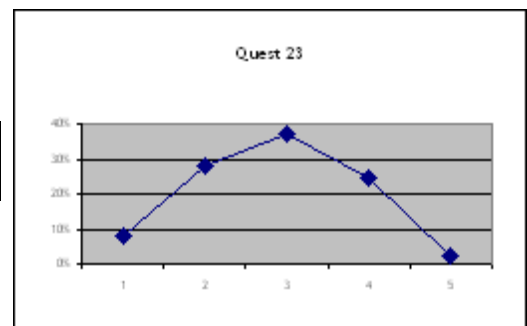


**Question 24: I feel confident that I am equipped to make good financial decisions for myself after I graduate.**

| Str.Dis | Dis | Neither | Agr | Str.Agr |
|---------|-----|---------|-----|---------|
| 8% | 25% | 35% | 27% | 6% |

*Student responses represent a normal distribution with no*
*strong tendencies. It would be a more desirable outcome if*
*there were stronger levels of agreement with this statement.*

**Question 25: When new financial issues come up, I feel confident that I know where to turn for reliable advice.**

| Str.Dis | Dis | Neither | Agr | Str.Agr |
|---------|-----|---------|-----|---------|
| 1% | 11% | 18% | 40% | 29% |

*While students indicate that they feel they know where to
 go for assistance.  However, in light og generally low scores
overall, one would have to be concerned that they know
 WHEN they need assistance.*



Quest 25
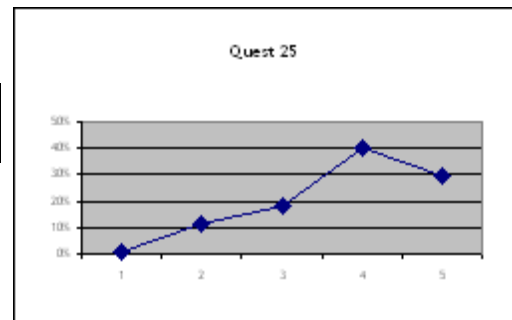
**Summary of Results**

Considering the information presented above, the following summary statements seem valid.

1) None of the differences examined between groups was statistically significant.

2) Student average scores on this assessment are similar to results published in national media regarding the lack of financial literacy of young people.

3) Students in church work preparation programs show a similar level of lack of information about church worker finances as students not preparing for church work.

4) Church work students in the 361 pretest/post test condition improved their scores after instruction by an average of one question (20%)  This is not statistically significant but does reflect a possibly important improvement.

5) Church work students do not have an adequate knowledge of the unique features of church worker finances.

6) Students feel they have gotten most of their financial education from family members.

7) Students do not feel that CUNE has played a significant role in their financial education.

8) Students are confident that they know where to go to get assistance on financial issues.

9) Given the overall lack of financial literacy, students may not know when they need assistance.

**Recommendations**

The recommendations listed below seem warranted in light of the information presented above:

1) The faculty of the College of Education wholeheartedly endorses the new financial literacy requirement in the CUNE General Education requirements.

2)  Students in church work programs can benefit from specific instruction in financial topics.

3)  The College of Education will add an intentional, required instructional component dealing with church work finances.

4)  Follow-up assessment is needed after the required component dealing with church worker finances is designed and implemented.

**Addendum: (6/1/2010)**

Following the completion of the assessment and evaluation, the faculty of the College of Education decided that the need for increased financial literacy was so great that something should be done immediately.  Further fuel was added to the fire by an anecdotal report from a 2009 CUNE alum who reported that she experienced major financial difficulties because she did not know about critical issues related to ministerial finances.

At the end of the semester, as part of the wrap-up and debriefing activities for student teachers, all student teachers were *required* to attend 2 hours sessions dealing with important financial literacy issues.  In the first hour, Curt Sherman, Director of Investments and Student Administrative Services, gave a presentation on Income Based Repayment for student loans and Public Service Loan Forgiveness, two new federal programs which have great potential for benefit for out students.

In the second hour, Mr. Sherman was joined by Ryan Burger, CPA, a CUNE alum who is well-versed in issues related to ministerial finance.  Mr. Burger gave a presentation to the students in church work programs regarding specific topics related to unique features of ministerial finance. Mr. Sherman continued with the public-education candidates in a general financial literacy presentation.

Although no formal assessment was completed, both Mr. Sherman, and Dr. Jim Juergensen, EDUC Department chair who was present for all sessions were asked for their comments regarding the utility of the sessions.

From Mr. Sherman:

> Mr. Burger "…presented to the LTD graduates and I presented to those going into public.  It was unfortunate that the LTD grads did not have the opportunity to see my presentation which covered general financial literacy topics.  (I did give the LTD's a handout of my presentation.)
>
> I promised that I would give my two cents on the subject of "financial literacy at Concordia."  In my opinion it is inadequate.  Almost every week I see an article like this one Study of Financial Picture Reveals Struggles, Ricky Habits and then ask myself what are we doing at Concordia to help our students not fall into these financial troubles?  The answer is not very much.

As you can imagine trying to cover all of these issues in a one hour presentation that I thought were important to cover was extremely difficult. There was very little time for discussion and it was impossible to dig deeper into certain subjects that I thought needed to be covered more in depth. The students in attendance at my presentation were very attentive and when I asked them at the end if they thought this was helpful they all said yes. Then I asked them if they thought Concordia should offer more financial literacy courses they all said yes.

It is my understanding that in the next week or so the faculty will be meeting to talk about the ongoing general education curriculum overhaul. I would highly encourage that thought and discussion on the subject of financial literacy be continued. Universities across the country are using many different models to address this issue (here is one example and the attached pdf is another). Some offer voluntary courses and others make them a requirement. I am firmly in the "requirement" camp. Students don't know what they don't know and if you make something voluntary then very few will participate. (Remember that the students I presented to were staring graduation in the face and coming to the realization that they will very soon be out in the real world dealing with these issues. I wonder how these same students would have answered my above questions a year or two earlier when graduation was "a long ways off.")"

From Dr. Juergensen:
" I also want to add some anecdotal information since I was there for the presentations given by Curt Sherman and Ryan Burger…

The students were engaged and the feedback was very positive. I talked to the entire group after the presentations were done and there was an overwhelming response that these presentations were worthwhile and answered many questions they had (and some that they didn't even realize they had going in), along with providing a great deal of useful and practical information. There were also a good number of students who stayed around after the presentations to ask individual questions and the presenters were more than willing to continue the dialogue. The timing was effective because these students were facing the reality of heading out into the "real world" since they had just completed student teaching, and the topics covered were right on target.

I met with Curt and Ryan over lunch after the presentations and we all agreed that this is something we should continue to do for our teacher education candidates when they finish the student teaching semester."

As a result of the comments received from these workshops, it is the intent of the Education faculty to continue to develop and assess programs for increasing financial literacy among the students in the College of Education, with particular attention paid to those entering church work professions as the topics related to ministerial finance are not going to be addressed in the university-wide general education requirements.

# Appendix I
## Financial Reports 2007-2010 (unaudited)

### 2007-2008 - Final Accounting

|  | # | Budget | Actual | % | Projected | % |  |
|---|---|---|---|---|---|---|---|
| Dean | 93001 | 8950 | 8743.24 | 97.68983 | 8743.24 | 97.68983 | 206.76 |
| College of Ed | 93011 | 36525 | 36312.8 | 99.41903 | 36312.8 | 99.41903 | 212.20 |
| ST General | 93031 | 77995 | 68936.33 | 88.38558 | 68936.33 | 88.38558 | 9058.67 |
| ST Room/Board | 93032 | 55000 | 52532.01 | 95.51275 | 52532.01 | 95.51275 | 2467.99 |
| Pre-Professional | 93051 | 22035 | 16418.84 | 74.51255 | 16418.84 | 74.51255 | 5616.16 |
| Ed 101 | 93052 | 9500 | 4556 | 47.95789 | 4556 | 47.95789 | 4944.00 |
| DCE | 93071 | 36505 | 29817.17 | 81.67969 | 29817.17 | 81.67969 | 6687.83 Under budget |
| totals | | 246510 | 217316.4 | 88.15723 | 217316.4 | 88.15723 | 29193.61 |

### 2008-2009 with adjustments to BoR approved amounts

|  | # | Budget | Actual | % | Projected | % |  |
|---|---|---|---|---|---|---|---|
| Dean | 93001 | 8150 | 7490.74 | 91.91092 | 7490.74 | 91.91092 | 659.26 |
| College of Ed | 93011 | 39592 | 33559.57 | 84.76351 | 33559.57 | 84.76351 | 6032.43 |
| ST General | 93031 | 73315 | 73877.32 | 100.767 | 73877.32 | 100.767 | -562.32 |
| ST Room/Board | 93032 | 63900 | 58243.15 | 91.14734 | 58243.15 | 91.14734 | 5656.85 |
| Pre-Professional | 93051 | 20385 | 17772.14 | 87.18244 | 17772.14 | 87.18244 | 2612.86 |
| Ed 101 | 93052 | 4950 | 7623.75 | 154.0152 | 7623.75 | 154.0152 | -2673.75 |
| DCE | 93071 | 38899 | 21699.62 | 55.78452 | 21699.62 | 55.78452 | 17199.38 Under budget |
| totals | | 249191 | 220266.3 | 88.39255 | 220266.3 | 88.39255 | 28924.71 |

### 2009-2010 Undergrad Programs – through April    83.33%

|  | # | Budget | Actual | % | Projected | % |  |
|---|---|---|---|---|---|---|---|
| Dean | 93001 | 8150 | 7918 | 97.15337 | 7918 | 97.15337 | 232 |
| College of Ed | 93011 | 34237.7 | 35977 | 105.0801 | 35995 | 105.1326 | -1757.3 |
| ST General | 93031 | 70522.27 | 51987 | 73.71714 | 64727 | 91.78235 | 5795.27 |
| ST Room/Board | 93032 | 62999.97 | 53209 | 84.45877 | 53209 | 84.45877 | 9790.97 |
| Pre-Professional | 93051 | 18550.07 | 17747 | 95.6708 | 16947 | 91.35815 | 1603.07 |
| Ed 101 | 93052 | 1100 | 273 | 24.81818 | 273 | 24.81818 | 827 |
| DCE | 93071 | 35984.74 | 8957 | 24.89111 | 28107 | 78.10811 | 7877.74 Under budget |
| totals | | 231544.8 | 176068 | 76.04059 | 207176 | 89.47558 | 24368.75 |