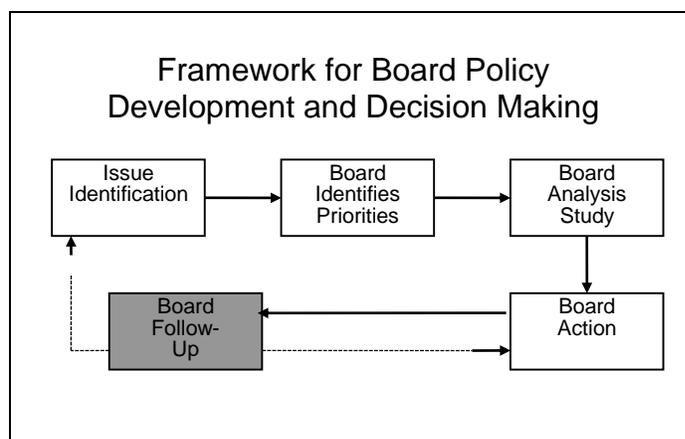


Iowa State Board of Education

Executive Summary

January 22, 2015



Agenda Item: Luther College – Educator Preparation Program Accreditation Follow-Up Review

Iowa Goal: All PK-12 students will achieve at a high level.

State Board Role/Authority: The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and 281 Iowa Administrative Code rule 79.5.

Presenters: Lawrence R. Bice, Administrative Consultant
Bureau of Educator Quality

Carole J. Richardson, Consultant
Bureau of Educator Quality

Attachments: 1

Recommendation: It is recommended that the State Board hear and discuss this information.

Background: The Luther College Teacher Education Program (TEP) was reviewed in November 2013 and approved by the State Board on March 6, 2014. A follow-up review of the concerns identified in the final report was required and conducted in November 2014. The attached report provides evidence of compliance on the concerns from that follow-up review.

Luther College

Follow-up Report to Concerns Identified in the
Final Accreditation Report
Submitted to the State Board of Education on March 6, 2014

November 2014

Iowa Department of Education

Review Team:

Dr. Lawrence R. Bice, Iowa Department of Education
Dr. Carole Richardson, Iowa Department of Education

Follow up visit:

Dr. Carole Richardson, Iowa Department of Education

I. GOVERNANCE AND RESOURCES

79.10(11) The unit provides sufficient faculty, administrative, clerical, and technical staff to plan and deliver a quality practitioner program(s).

EXCERPTS FROM FINAL REPORT SUBMITTED TO THE STATE BOARD ON MARCH 6, 2014:

Concerns

- 1) **79.10(11)** There is concern about whether or not adequate human resources are devoted to the program. Of particular concern is the lack of resources to support the assessment work necessary to ensure continuous progress. The position of assessment coordinator for the TEP has been assigned without regular load credit or course release. Providing significant and ongoing release will be essential for the TEP to continue to use the assessment system effectively for continuous program improvement.
- 2) **79.10(11)** There is a need to ensure that adequate leadership will be in place for the TEP. The leadership in the TEP has been in transition in recent years. Currently, a Visiting Professor serves as department chair. In spite of the transitional nature of this position, it appears that current leadership has done an excellent job leading change and improvement initiatives. Planning for continuous leadership in a more stable arrangement will enable the program to continue these initiatives.
- 3) **79.10(11)** The role of the Field Placement Officer contributes significantly to the work of the TEP; currently the responsibilities of the position include finding quality field placement as well as a great deal of records management. The position is designated as three-fourths full time equivalent; however the person in this role has been working full-time for more than a year, volunteering the extra hours required to fulfill responsibilities of this position. Additional human resources will allow these responsibilities to be fulfilled with institutional support.

Items that Must Be Addressed Prior to State Board Action

1. The team is unable to find evidence that the institution has fulfilled its responsibility for resources required for a quality Teacher Education Program as required by standard **79.10 (11)**. The team found this standard **not met**. The concerns described in items # 1, # 2, and #3 must be addressed before the Luther TEP is recommended to the State Board for approval.

Conditions necessary for meeting this standard:

Luther College must develop a plan for ensuring adequate and consistent level of human resources for delivering a quality teacher education program. In order to consider this standard met, the plan must include:

- a. Actions to be taken
- b. Dates for completion of each action
- c. Method for addressing the need for adequate resources to be provided for the work of assessment, records management, and field placements
- d. Strategies for stable leadership in the program

Institutional Response:

Luther' Response

a. Actions to be taken

- 1) **Assessment Coordination:** *The Assessment Coordinator will be granted one course release per semester.*
- 2) **Leadership:** *After the November 2013 on-site review, the Vice President of Academic Affairs proposed to the Academic Policy Committee (APC) that the current Head of Education be placed in a tenure-line position with a renewable leadership term of five years. The APC and the Cabinet approved the proposal. In November 2013 the Vice President of Academic Affairs offered the tenure-line position to the current Head of Education, noting the need for a longer term of leadership in the education department (five years or more with the same leader) than in other departments (three year rotations).*
- 3) **Field Placement:**
 - a) *Provide an additional six hours per week of student assistance for EDUC 185/215 placement to allow the Teacher Certification Officer more time to focus on licensure.*
 - b) *Provide an additional twelve hours per week of student assistance for methods and student teaching placements to relieve the Field Placement Officer of the ten hours per week she currently does voluntarily.*

b. Dates for completion of each action

- 1) **Assessment Coordination:** *Feb. 6, 2014*
- 2) **Leadership:** *The current Head of Education will undergo third year review Spring 2014 and tenure review Fall 2015. Her contract will include a 5-year appointment as Head of Education.*
- 3) **Field Placement:**

Feb. 6, 2014: Increase weekly student work hours by six hours per week for the Teacher Certification Officer and twelve hours per week for the Field Placement Officer.

June 1, 2014: Re-evaluate to make adjustments if/as necessary for Fall 2014.

c. Method for addressing the need for adequate resources to be provided for the work of assessment, records management, and field placements

- 1) **Assessment:**

Before the on-site review, the Head of Education wrote a proposal for ongoing course release for the Assessment Coordinator. In November 2013, the Vice President of Academic Affairs approved 1/3 release time, or one course release per semester, beginning Spring 2014.
- 2) **Records management:**

Refine Administrative Team collaboration -- Department Head, Assessment Coordinator, Field Placement Officer, Teacher Certification Officer, and Administrative Assistant -- to

 - a) *prevent redundancy in record gathering,*
 - b) *streamline filing,*
 - c) *monitor transition to Image Now digital archiving.*

The Administrative Team began meeting weekly in Fall 2013 and will continue to do so in order to create, maintain, and refine systems for records management.
- 3) **Field Placement:** *A total of 18 extra hours per week of student assistance will be provided for the Teacher Certification Officer and Field Placement Officer.*

d. Strategies for stable leadership in the program

- In November 2013, when the Vice President of Academic Affairs offered the tenure-line position to the current Head of Education, he noted the need for a longer term of leadership in the education department (five years or more with the same leader) than in other departments (three year rotations). The necessity for a longer term than typical in*

other departments will be communicated by the Vice President of Academic Affairs, and expected and supported by the Vice President of Academic Affairs, APC, Cabinet, faculty, and staff.

Final Team Response:

The team considered evidence of inadequate resources for the work and leadership of the Teacher Education Program as the bases for not meeting this standard. The unit response clearly addresses the concerns of the team satisfactorily. Luther has developed plans to increase support for the Teacher Education Program by allocating resources for the work of the assessment coordinator and for records management, and has implemented a plan for continuity of leadership in the program. **The team considers this standard MET.** The Iowa DE will meet with Luther in November, 2014 to assess implementation of the action plan.

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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**NOVEMBER 12, 2014 - FOLLOW UP TO
GOVERNANCE/RESOURCES CONCERN:**

On November 12, 2014, a DE Consultant met with the leadership team of the Luther Teacher Education Program. The TEP provided load assignment documents as evidence that the Chair and Assessment Coordinator both have course release credit in their assignments to assure adequate resources are provided by the institution for the operation of a quality teacher education program. The Chair is provided with half-time release; the Assessment coordinator is provided with one course release per semester. Additionally, the TEP provided evidence of work schedules for work-study support for clerical duties of the program. Six hours of work-study support per week is provided for the teacher certification officer; twelve hours of work-study per week is provided for the field placement coordinator.

The TEP provided meeting minutes documenting articulated administrative team responsibility arrangements. These clearly defined roles prevent redundancy and oversight in record keeping and have allowed the TEP to transition to digital archiving.

The Chair of the TEP provided evidence of a three year term as chair with the option of six year term as part of her contract of employment. This evidence ensures the institution is supporting the TEP with a stable leadership structure.

In light of this evidence, the DE consultants conclude that all provisions of this standard are currently met. Consultants will continue to monitor implementation on the yearly Department of Education Educator Preparation report.

II. DIVERSITY

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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No concerns requiring follow-up were identified in this standard.

III. FACULTY

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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No concerns requiring follow-up were identified in this standard.

IV. ASSESSMENT

79.13(3) The unit annually reports to the department such data as are required by the state and federal governments at dates determined by the department.

EXCERPTS FROM FINAL REPORT SUBMITTED TO THE STATE BOARD ON MARCH 6, 2014:

Concern

- 1) **79.13(3)** At the time of the site visit, the program had not submitted the state report due in April 2013.

Items that Must Be Addressed Prior to State Board Action

1. The Luther College Teacher Education Program must submit to the Department of Education the information required for the annual report due April 2013.

Institutional Response:

On November 21, 2013, Luther College Teacher Education Program submitted the information required for the Department of Education Annual Report that was due April 2013. The assessment standard section is now considered to be **met**.

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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NOVEMBER 21, 2013 - FOLLOW UP TO ASSESSEMENT CONCERN:

On November 21, 2013, Luther College Teacher Education Program submitted the information required for the Department of Education Annual Report.

V. TEACHER EDUCATION CLINICAL PRACTICES

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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No concerns requiring follow-up were identified in this standard.

VI. TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)

79.15(7) Each teacher candidate demonstrates acquisition of the knowledge, skills and dispositions designated by the unit standards and aligned with the INTASC standards embedded in the professional education core for an Iowa teaching license at a level appropriate for a novice teacher. Each candidate exhibits competency in all of the following professional core curricula:
a. Content/subject matter specialization. The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. This is evidenced by a completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Each candidate must achieve a score above the 25th percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area. Additionally, each elementary candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours. These requirements shall become effective January 2, 2013.

79.15(9) Candidates seeking an endorsement in elementary education attain the state's designated criterion score on a content knowledge assessment as a condition precedent to successful program completion and recommendation for licensure.

EXCERPTS FROM FINAL REPORT SUBMITTED TO THE STATE BOARD ON MARCH 6, 2014:

Concern

- 1) **79.15(7) a** Several weeks prior to the site visit, in conversation with the DE staff, the Luther Teacher Education Program discovered they had misinterpreted the program completion test requirements. The TEP was mistakenly allowing candidates to take a program completion exam other than the specific exams required by the Iowa Department of Education.

Items that Must Be Addressed Prior to State Board Action

- 1) The TEP was required to put in place program completion testing policies in line with statutory rule requirements.

Institutional Response:

Upon discovery of the misinterpreted statutory requirements, the Luther College Teacher Education Program immediately implemented policies in line with Chapter 79 standards requiring all program completers to meet the Iowa DE designated passing scores on the appropriate Praxis II exams. The Luther TEP administrators have informed previous

graduates of the requirement to pass Praxis II exams in order to be considered program completers. The curriculum standard section is now considered to be **met**.

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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NOVEMBER 12, 2014 - FOLLOW UP TO CURRICULUM

CONCERN:

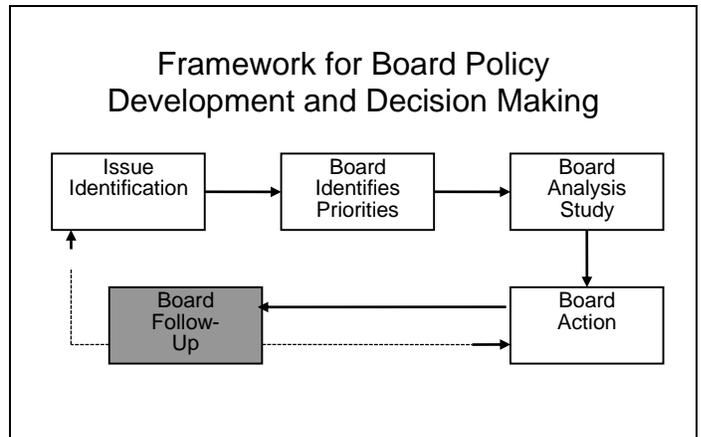
On November 12, 2014, a DE Consultant met with the leadership team of the Luther Teacher Education Program. The Luther TEP provided evidence showing that the current Teacher Education Handbook and the Luther Education Department website make it clear to candidates that they must pass both required PRAXIS II exams in order to complete the Luther College TEP. They also provided evidence of graduates' PRAXIS II records as submitted to ETS for the HEA Title II Report.

In light of this evidence, the DE consultants conclude that all provisions of this standard are currently met. Consultants will continue to monitor implementation on the yearly Department of Education Educator Preparation report.

Iowa State Board of Education

Executive Summary

January 22, 2015



Agenda Item: Mount Mercy University – Educator Preparation Program Accreditation Follow-Up Review

Iowa Goal: All PK-12 students will achieve at a high level.

State Board Role/Authority: The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and 281 Iowa Administrative Code rule 79.5.

Presenters: Lawrence R. Bice, Administrative Consultant
Bureau of Educator Quality

Carole J. Richardson, Consultant
Bureau of Educator Quality

Attachments: 1

Recommendation: It is recommended that the State Board hear and discuss this information.

Background: The Mount Mercy University Educator Preparation Program was reviewed in September/October 2013 and approved by the State Board on January 23, 2014. A follow-up review of the concerns identified in the final report was required and conducted in October 2014. The attached report provides evidence of compliance on the concerns from that follow-up review.

Mount Mercy University

Follow-up Report to Concerns Identified in the
Final Accreditation Report
Submitted to the State Board of Education on January 23, 2014

Iowa Department of Education

October 2014

Review Team:

Dr. Lawrence R. Bice, Iowa Department of Education

Dr. Carole Richardson, Iowa Department of Education

I. GOVERNANCE AND RESOURCES

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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No concerns requiring follow-up were identified in this standard.

II. DIVERSITY

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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No concerns requiring follow-up were identified in this standard.

III. FACULTY

79.12(4) Faculty members in all program delivery models collaborate regularly and in significant ways with colleagues in the professional education unit and other college/university units, schools, the department, area education agencies, and professional associations as well as with community representatives.

EXCERPTS FROM FINAL REPORT SUBMITTED TO THE STATE BOARD ON JANUARY 23, 2014:

Concerns/Recommendations

- 1. 79.12(1)** The team finds that the instructor for secondary methods teaches six separate four credit specialized secondary (5-12) methods courses, while his qualifications are in English Education and Education Administration. **The team considers the faculty requirement as not met if this instructor is teaching methods courses in content areas in which he does not have knowledge and experiences.**

Items that Must Be Addressed Prior to State Board Action:

1. The unit must develop a documented response to issue #1, to be included in a report, before the recommendation is made to the State Board.

Institutional Response:

We acknowledge that the current instructor does not have academic or teaching background for all subject areas specifically included in this course. We have developed a plan to change this approach.

We will contract with an instructor who has documented background as a secondary content teacher in the specific fields represented by our methods students during a given semester. This plan includes submitting course proposals to our Education Policies Committee and the full faculty to modify the current curriculum, splitting the 4 credit Secondary Methods course into two distinct 2 credit courses, one focused on broad themes in the field and the other emphasizing content-specific methodology.

Along with ED234 Principles of Secondary Education in the fall term, this would retain an eight credit methods sequence across junior year. During this new Secondary General Methods course, important concepts and strategies would build on the work begun in the previous fall term, adding preparation in reading as well.

The newly split off content specific methods courses would be offered in the same semester and are specifically oriented to content field preparation, to include appropriate reinforcement reading. This plan for enhancing subject-specific pedagogy would continue to include extended opportunities to visit classrooms through field experiences attached to the content specific courses, along with new opportunities the instructor can provide via technology such as Skype.

The current instructor would continue to teach the General Secondary Methods content as well as the English Methods component, based on his background. One of our full-time faculty members has secondary social studies expertise and teaching experience so she would instruct the social studies areas methods course. Additionally, we have met with and obtained preliminary agreement from two local high school teachers with MA degrees for the remaining math and science methods parts. Finally, when we have a student or students in Business, we will identify a suitable instructor on a contract basis, such as the mentor teacher in the field experience.

Final Team Response:

The team considered the lack of content expertise by the assigned instructor in three of the four secondary methods courses as the basis for not meeting this standard. The unit response clearly addresses the concerns of the team satisfactorily. MMU has instituted plans to contract with instructors with specific content knowledge and experiences matched to the methods courses being taught. The letter of support for this work from the MMU Provost is attached as Appendix A. **The team considers this standard MET.** The Iowa DE will follow up with MMU as they progress in this work.

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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OCTOBER 29, 2014 - FOLLOW UP TO FACULTY CONCERN:

Department of Education consultants met with the Department Chair on October 29, 2014 on the Mount Mercy University campus. The unit reported two additional adjuncts have been hired and will be teaching content specific methods courses in the Spring 2015 semester. Evidence was provided to demonstrate that the unit is implementing the approved action plan. Resumes of newly hired adjunct faculty were provided to DE consultants who reviewed faculty qualifications for the course assignments. Additionally, course syllabi for the content specific methods courses described in their action plan were provided. In light of this evidence, the DE consultants conclude that all provisions of this standard are currently met. Consultants will continue to monitor implementation on the yearly Department of Education Educator Preparation report.

IV. ASSESSMENT

79.13(1) Unit assessment system.

- a.* The unit utilizes a clearly defined management system for the collection, analysis, and use of assessment data.
- b.* The unit provides evidence that the assessment system is congruent with the institution’s mission and the unit’s framework for preparation of effective practitioners.
- c.* The unit demonstrates an alignment of unit standards with INTASC standards for teacher preparation, ISSL standards for administrator preparation, and appropriate standards for other professional programs, as well as with Iowa teaching standards, Iowa preparation core professional standards in subrule 79.15(7), and the Iowa board of educational examiners’ licensing standards in 282—subrules 13.18(4), 13.18(5), 18.4(1), 18.4(2), and 18.9(1) and rule 282—18.10(272).
- d.* The unit clearly documents candidates’ attainment of the unit standards.
- e.* The unit demonstrates propriety, utility, accuracy and fairness of both the overall assessment system and the instruments used and provides scoring rubrics or other criteria used in evaluation instruments.
- f.* The unit documents the quality of programs through the collective presentation of assessment data related to performance of practitioner candidates. Documentation shall include:
 - (1) Data collected throughout the program, including data from all delivery models;
 - (2) Evidence of evaluative data collected from practitioners who work with the unit’s candidates;
 - (3) Evidence of evaluative data collected by the unit through follow-up studies of graduates and their employers.
- g.* The unit explains the process for reviewing and revising the assessment system.

h. The unit demonstrates how the information gathered by the unit and from the candidate assessment system is shared with faculty and other stakeholders and used for program improvement.

79.13(2) Performance assessment system for candidates.

a. The system is an integral part of the unit's planning and evaluation system.

b. The system has multiple admission criteria and assessments to identify candidates who have the potential to become successful practitioners.

c. For teacher preparation programs, the system includes the administration of a pre-professional skills test offered by a nationally recognized testing service, with program admission denied to any applicant who fails to achieve the institution's designated criterion score.

d. The system has multiple decision points. (Minimum: admission to professional education program; approval for student teaching, administrative field experience, or other culminating clinical experiences; and recommendation for licensure.)

e. The system includes a coherent, sequential assessment system for individual practitioner candidates. The assessment system is shared with faculty with guidance for course and program improvement, as well as assessment criteria and a process for ongoing feedback to practitioner candidates about their achievement of program standards with guidance for reflection and improvement. Data are drawn from multiple formative and summative assessments of each of the following, including, but not limited to, institutional assessment of content knowledge, professional knowledge, and pedagogical knowledge and their applications, and teaching or leadership performance including the effect on student learning.

f. Practitioner candidate performance is assessed at the same standard regardless of the place or manner in which the program is delivered.

EXCERPTS FROM FINAL REPORT SUBMITTED TO THE STATE BOARD ON JANUARY 23, 2014:

Concerns/Recommendations:

- 1. 79.13(1)** The team is concerned that there is not a coherent assessment system, rather a collection of assessment strategies, both in unit and candidate assessment. While the strategies are effective individually, the unit does not illustrate a clear picture of the use of assessment to guide the program and candidate progress. **The team requires the unit to develop a plan to combine candidate and program assessment in a coherent manner for a system of programmatic assessment.**
- 2. 79.13(2)** Screening of students at the four 4 levels does not appear to happen consistently in time, in application and in use (for instance, students in methods courses did not know about doing any screening after level 1, and some did not know about level 1). Evaluation forms used to assess students at various stages of their progression through the program are not consistent making it difficult to establish a progression for student evaluations and assessment of the program. This may contribute to student confusion or lack of knowledge of assessment criteria. The lack of consistency in forms and application also contributes to a lack of reliability between evaluations. A significant number of students from virtually all majors expressed concern with the screening evaluation in not being aware of requirements, application or procedures. The team recommends the unit establish and adhere to consistent application and use of candidate screening for all

candidates. **The team requires the unit develop consistency in candidate evaluation forms and procedures.**

Items that Must Be Addressed Prior to State Board Action:

1. The unit must address concerns #1 and #2 with a documented plan provided prior to submission of a report to the State Board for accreditation consideration.

Institutional Response:

The system of assessment utilized by the department appeared during the visit to be less clear than we perceived, with comments from students or other interviews noted by the team. As a result of the feedback during the visit faculty met and discussed options for improvement. We surmised that part of the misunderstanding of the system by students stemmed from the fact that many had yet to have the system explained to them in their first education course, ED106 An Invitation to Teach. This explanation occurred during the week after the state visit, as originally planned. As is customary, the instructor used a graphic of a staircase to explain the four levels of feedback/screening to the students. At the end of this class, students were very clear about what occurred in the program for assessment and thought the graphic was effective. We recognize there were other sources of input leading to the team's recommendation, and have worked to strengthen our approach.

We have made specific plans for changes in the delivery of the Assessment System information to students and in our printed materials. We recognize that it is important to conceptualize and communicate the assessment system in the best way possible and thus we worked to more visually and cohesively present our overall approach. The new framework is attached to this report.

As a result of the clarity with which the students in ED106 received the staircase graphic and presentation of material, we created the staircase (Appendix A) as a tool and visual graphic for understanding the assessment process. The following steps were taken once the staircase graphic was created: 1) the staircase was sent to all Education faculty for input and feedback and all feedback was incorporated; 2) during our Teacher Education Advisory Committee meeting October 25th the staircase was presented to the committee with explanation and request for feedback. The feedback was very positive especially among the student members and once again, feedback was incorporated; 3) several students in randomly chosen classes were asked to view the graphic and provide feedback. All students polled thought the staircase graphic indeed was effective at laying out the assessment system; 4) during the faculty discussion on the staircase and its use to communicate with students about the process it was mentioned that perhaps a smaller version of the blank staircase with just levels on it could be included in each syllabus with an arrow marking "you are here" be included. This idea was unanimously received and will be implemented Spring term 2014 (Appendix B). Both of these graphics will be placed in the TEP Handbook for spring term 2014 and discussed with incoming students. Faculty will explain to their current students the use of the graphic in the syllabus and answer any questions as necessary about the assessment process.

During the previously mentioned department meeting, faculty determined that the ‘screening’ label for the first level of feedback was perhaps misleading and thus decided to rename this phase ‘Level I Feedback’, since the purpose of this feedback is to provide students information as to their current status as it relates to preparation for entry into the TEP. There is no student consequence in terms of progression at this stage, but the intent is to give feedback for individual growth.

There is one final piece to further clarify the assessment process used in the TEP. This is a document that contains a flowchart- type diagram. Each box explains the various levels of assessment and what pieces are required and reviewed for the assessment at the particular level (Appendix C). This document will also be included in the TEP Handbook as well as placed in the catalog for the 2014-15 year.

Forms created and used during assessment/screening remain similar from level to level, with the Level I form letter being quite different as its purpose is to provide the student feedback on current status related to the next level of screening. The level II and III screening letters completed during the screening meetings respectively are identical so as to provide students feedback on strengths and areas of concern (Appendix D and E respectively).

Final Team Response:

The team considers the institutional response to address the concerns clearly and well. The unit has addressed student understanding of the assessment system. In addition, they are providing new and/or clarified procedures and structures to not only provide consistency, the changes will also enhance the systematic structure of the assessment system. Updated forms provided by the unit are included as Appendix B. **The team considers this standard MET.** The Iowa DE will follow up with MMU as this work progresses.

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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OCTOBER 29, 2014 - FOLLOW UP TO ASSESSMENT CONCERNS:

Department of Education consultants met with the Department Chair on October 29, 2014 on the Mount Mercy University campus. The unit reported implementation of a revised data collection system. The unit reported as well on implementation of a plan for clearly articulating the assessment system to students. The unit provided evidence in the form of meeting minutes demonstrating the collection of data and communicating that data to stakeholders. The unit also provided course syllabi and program handbook excerpts as evidence of enhanced and clarified communication with students. In light of this evidence, the DE consultants conclude that all

provisions of this standard are currently met. Consultants will continue to monitor implementation on the yearly Department of Education Educator Preparation report.

V. CLINICAL

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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No concerns requiring follow-up were identified in this standard.

VI. CURRICULUM (Knowledge, Skills, and Dispositions)

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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No concerns requiring follow-up were identified in this standard.