

## 2008 IE REPORT TRANSMITTAL FORM

*This form must be completed and returned with your data tables and summary report by August 1, 2008*  
**Fill in boxes and submit electronically with IE Report data**

Name of person submitting information:

The information included in the attached reports is current and correct to the best of my knowledge.

Title:

Institution:

Phone:  Fax:

Email:

**Institutional web address of Mission Statement:**

**Date approved by Board of Trustees or Area Commission:**

**Date approved by Commission on Higher Education:**

**Institutional web address of Summary Report:**

**Institutional web address of Title II Report:**   
(Four-year institutions only)

### Check list of IE Reports due **August 1, 2008**

- Summary Report (Posted on website and electronic copy to CHE)
- Accreditation Table
- Sponsored Research Table
- Professional Examinations Table
- Success of Transfer Students (2-year only)

**Date Submitted:**

**Submit electronically to: Sandra Carr – scarr@che.sc.gov**

**Should you have trouble with electronic submission, you can mail a hard copy to:**

Sandra Carr, SC Commission on Higher Education  
1333 Main St., Suite 200, Columbia, SC 29201  
Phone: 803-737-2274 Fax: 803-737-2297

# COLLEGE *of* CHARLESTON



## **2008 INSTITUTIONAL EFFECTIVENESS SUMMARY REPORT**

August 1, 2008

Office of Accountability, Accreditation, Planning, & Assessment  
843.953.7526 (p)  
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<http://www.cofc.edu/~oap/2008/index.html>

## INTRODUCTION

The College of Charleston engages in ongoing, integrated, and institution-wide research-based planning and assessment of its programs and services. In short, the College demonstrates its commitment to continuous improvement by systematically outlining and evaluating future outcomes and measuring whether or not those outcomes have been met.

In the fall of 2006, the Office of Accountability, Accreditation, Planning and Assessment (AAPA) began to examine the College's assessment process to determine what, if any, changes needed to be made in order to increase institutional effectiveness. Goals of the comprehensive revisions to the College's assessment process included increasing the efficiency of assessment efforts and dismantling the separate silos of institutional effectiveness data.

In January – February 2008, Dr. Eleanor Nault, Director of Assessment at Clemson University, conducted a number of focus groups for College of Charleston chairs, deans, faculty assessment committee members, and other interested faculty to determine what is working and what is not regarding departmental and programmatic assessment. Part workshop and part focus group, these sessions provided the opportunity for participants to review the demands for assessment; they also allowed participants to voice their concerns about the current assessment process. Members of AAPA were not present so that participants could offer any recommendations and/or criticisms in an anonymous environment.

During the 2008-2009 academic year, AAPA will pilot a new assessment process for academic programs and services. Changes in the assessment process are the result of, among others, the following: concerns raised in the assessment focus groups led by Dr. Nault; feedback—both formal and informal—about the former assessment system; exploration of other institutions' assessment practices; and the general shift in higher education towards measurement not of departmental practices or teaching but of student learning. In the first year of the new process, only student learning outcomes for academic programs and services and assessment plans based on said outcomes will be collected. Beginning in the 2009-2010 academic year, though, departments will report annually on their assessment endeavors, including any program/service changes that have been made as a result of assessment findings. A timeline (subject to minor changes) containing highlights of the pilot assessment process for 2008-2009 follows.

### July 2008

- By July 31: Brief chairs about pilot assessment process

### August 2008

- Late-August: Faculty Committee on Assessment of Institutional Effectiveness Training

### September 2008

- Mid-September: Assessment workshops on writing student learning outcomes for academic programs and services

#### October 2008

- Mid-October: Assessment workshops on creating an assessment plan to measure student learning outcomes
- By October 31: Student learning outcomes for academic programs DUE to Director of Assessment

#### November 2008

- By November 15: Feedback (from Director of Assessment) on student learning outcomes for academic programs DUE to department chairs
- Mid-November: Assessment workshops on evaluating assessment results and making evidence-based changes

#### January 2009

- By January 31: Assessment plans for academic programs DUE to Director of Assessment

#### February 2009

- Late-February: Assessment showcase—panel presentation from departments that have completed successful and meaningful assessment endeavors
- By February 28: Feedback (from Director of Assessment) on assessment plans for academic programs DUE to department chairs

#### March 2009

- By March 15: Assessment plans distributed to Faculty Committee on Assessment

#### April 2009

- By April 30: Faculty Committee on Assessment reviews of assessment plans DUE to Director of Assessment

#### May 2009

- By May 15: Faculty Committee on Assessment reviews of departmental/program assessment reports DUE to department chairs

### **COLLEGE OF CHARLESTON 2007-2008 ACADEMIC ASSESSMENT REPORTS**

The following summaries were compiled from assessment activities completed during the 2007-2008 academic year.

#### **COMPUTER SCIENCE**

The faculty of the Department of Computer Science have implemented a program-wide, annual assessment and evaluation process. The process is repeatable, employs a meta-process for improvement and is currently serving the department well. The faculty originally implemented a process for program evaluation and assessment as an accreditation requirement by the Accreditation Board for Engineering and Technology (ABET) in the year 2000. Since then, the

process has matured and become a regular activity distributed in its implementation across the faculty.

Multiple data sets are collected each semester and evaluated each year:

- Course syllabi for every course-section. The syllabi are collected at the beginning of each semester into an electronic file folder assessable by all faculty and staff in computer science.
- Three samples of student work for every test, exam, homework and programming assignment given for every section of every course that counts (elective and required) toward the B.S. in Computer Science (which by definition includes nearly all courses taught except for the 100-level service courses). Each student work is scanned on the copier, which automatically routes a PDF copy to an electronic assessment folder for cataloging.
- Senior exit survey data. An online survey is given to all graduating seniors. The survey is used without modification for longitudinal study value.
- Senior exit interview information. This information is documented in writing by faculty attending the exit interview and used as input into the assessment report and improvement step identification.

An annual retreat of the computer science faculty is held annually, generally in May of each year. A portion of the retreat time is set aside to complete the evaluation of all courses. Following the annual retreat, every course has been evaluated and the course evaluation result is ready as input into the assessment report and improvement phase. Every course has associated with it a standard set of course topics that must be covered. The first two courses in the program also have an extensive set of cognitive learning outcomes specified using Bloom's Taxonomy. In the evaluation phase, the information collected is compared to the standard established for each course. During the evaluation process, two faculty members, who did not teach the course, evaluate the evidence against the course standard. A standardized course evaluation form is used in this process to record the results.

The Annual Program Assessment is submitted to the faculty at the beginning of each fall term for faculty review and approval. The approval process includes the presentation of a list of possible projects, resulting from the assessment, which will lead to program improvement. After approval, improvement projects are distributed among faculty for execution. The department chair is the project manager to assure completion of assigned projects. A project completion report is given to the Computer Science faculty at the end of each semester.

## **PSYCHOLOGY**

In their most recent assessment cycle, the Department of Psychology wished gain informative descriptive statistics on a wide variety of variables (age, gender, location and type of high school, cumulative GPA, Psychology GPA, student participation in a combined Research Methods (PSYC 220) and Psychological Statistics (PSYC 211) course as opposed to enrollment in two separate courses, number of transfer hours, etc.) in order to, among other things, determine the relation—if any—of number of transfer hours to several important measures of student performance. To gauge these issues, an online survey (designed by members of the department)

was administered to all students enrolled in any Psychology lab courses (typically a mix of juniors and seniors). This survey can be accessed at <http://www.cofc.edu/psychology/survey/survey.php>.

From this survey, department members obtained data regarding grade distributions; they also investigated relationships between grades and what courses were taken (and when they were taken). In addition, Psychology faculty collected useful information regarding student acquisition of research skills as well as future plans, including the possibility of attending graduate school.

Chi-square tests were used to determine whether number of transfer hours is independent of the previously mentioned variables. The only statistically significant relationship was between number of transfer hours brought to the College and the grade earned in Research Methods (PSYC 220). Further inspection of the assessment data revealed that those students who had no transfer hours (i.e., who took more hours at the College) tended to have higher grades in Research Methods. This also appears to be the case for cumulative GPA, but the relationship was not statistically significant.

Assessment findings will likely impact the department relative to faculty's advising recommendations that will encourage students to take more hours at the College of Charleston. This possibility will be brought before the department faculty for consideration in the fall 2008 semester. Future collection efforts will likely focus on gathering additional data that can be added to the existing data sets, which will allow for greater generalizability and confidence in analysis.

## **RELIGIOUS STUDIES**

Religious Studies faculty elected to emphasize the assessment of two primary goals: to strengthen student learning outcomes and to support a high quality, diverse, engaged student major. To assess these goals, student knowledge of different religious traditions was analyzed; selected samples of upper-level student writing were evaluated; student knowledge of comparative themes in world religions was measured; and other extant data was collected. The primary instruments included an entrance survey given to all new majors, an exit survey given to all graduating seniors, and a paper evaluation form for each faculty to fill out in assessing the quality of papers written by upper level majors.

Entrance and exit surveys revealed that, over the course of the Religious Studies curriculum, students dramatically demonstrated an increased knowledge of religious traditions, usually indicating traditions studied. Entrance surveys usually listed only one or two traditions; exit surveys listed up to five different traditions. Entrance and exit surveys also shed light on students' exposure to common themes or ideas, both cultural and historical, in more than one religious tradition. In entrance surveys, students were generally unable to even complete the question related to this learning goals; however, all graduating majors completed this question on exit surveys, some with an impressive list of comparative traits.

The Religious Studies Assessment Committee reviewed selected samples of student writing in RELS 450 to evaluate the use of theory and correct research methods; a standard evaluation form

was used to score seven papers collected in spring 2007. Faculty scoring illustrated that upper-class majors scored only slightly above “demonstrates weak evidence of theory and method” in all categories. While some majors do in fact demonstrate “strong evidence of theory,” many do not; this assessment measure sparked a discussion regarding the standards and goals of the RELS 450 Senior Seminar. Overall, faculty expressed concern over weak papers and the lack of application of theory. Better assessment of this area has been targeted as a discussion topic for the Religious Studies faculty retreat in August 2008.

As a result of this assessment cycle, Religious Studies faculty will meet to discuss revision of the departmental assessment plan in order to better teach and evaluate upper level writing skills to emphasize application of theory and method. A variety of measures will continue to be collected (majors’ grades, entrance surveys, exit surveys, etc.) to verify student familiarity with diverse theory and method training and knowledge of comparative religions. Entrance and exit surveys will be refined in order to produce more specific data on courses taken.

## **THEATRE**

The Theatre Department has been involved with a number of assessment activities during their most recent assessment cycle. In order to track student progress during theatre auditions and class finals, the acting faculty has compiled various sample rubrics that may be used to create a possible universal form for auditions and class finals. Originally, faculty planned to generate, approve, and implement the evaluation form at the end of this year; however, rubric implementation has been delayed until the 2008-2009 academic year in order ensure that the rubric meets best practices standards set by the College’s peer institutions.

Additionally, the departmental assessment committee sought the assistance of AAPA to create and administer a theatre alumni survey. This survey was conducted in May 2008; results of the survey will be discussed by the department in fall 2008 to determine what program improvements can be made. Related to this assessment of theatre graduates’ competencies is the department’s examination of the student skills and qualities sought by competitive graduate schools with strong acting programs. This information will supplement the Theatre Department’s discussions regarding program improvements.

It should be noted that the Theatre Department submitted its self-study for first-time membership in the National Association of Schools of Theatre (NAST) in spring 2007. In March 2008, NAST accreditation was official awarded to the Theatre programs at the College of Charleston.

## **SCHOOL OF EDUCATION, HEALTH, AND HUMAN PERFORMANCE**

The School of Education, Health, and Human Performance most recently completed the NCATE accreditation process in 2004 and will undergo reaccreditation in 2011. A detailed assessment plan was created in 2004 and is available at [http://www.cofc.edu/schoolofeducation/Accreditation\\_2004/inst\\_report/standard\\_2.html](http://www.cofc.edu/schoolofeducation/Accreditation_2004/inst_report/standard_2.html).

Using data from a variety of sources has led to program improvement and/or support for implemented unit decisions. The most dramatic changes that have resulted from analysis of data are the changes that have taken place in all initial and advanced programs in light of changed professional standards and state certification levels. Program faculty placed existing programs side by side with new standards and/or certification levels, and took stock of compatible and non-compatible areas. This involved collecting data from program and unit faculty, P-12 educators, Arts and Sciences faculty, and current and former candidates, as well as examining data such as extensive evaluations of education programs. The triangulation among standards, existing programs, and assessments of strengths and weaknesses has led to a number changes implemented during the 2007-2008 academic year:

- Requirements for program entry changed to include SAT/ACT scores as well as the Praxis I score
- The Technology Integration Project (TIP) and rubric was added; data indicated that work products from technology courses contained important information about student progress, and the TIP addresses key objectives early in a student's coursework progression
- The Candidate/Unit Work Sample (CWS) and rubric was created to measure essential skills reflected in ADEPT, NCATE, and EHHP standards
- The Long Range Plan and rubric was implemented to measure candidate performance at the end of the Clinical Practice; a Program Completer Survey for interns who completed the Clinical Practice was implemented as well

## **ASSESSMENT OF GENERAL EDUCATION**

The College of Charleston has been examining its general education curriculum for the better part of the last ten years. We take pride in our long tradition as a public liberal arts and sciences institution with a strong core of common educational elements that expose students to a diverse body of knowledge. Due to the importance that the institution places on providing a robust general education, discussion and debate on the last two proposals for curricular revision — during the 1997-1998 and 2006-2008 academic years—have been rigorous and thorough. The most recent proposals to the Faculty Senate from the Ad Hoc Committee on General Education received much consideration and deliberation among senators, other faculty, staff, and administrators. In April 2008, the general education curriculum proposals were rejected by the Senate; however, a standing committee on general education was approved and six general education learning goals (originally adopted in September 2006) were upheld:

- I. Research and Communication in Multiple Media and Languages, including proficiency in
  - Gathering and using information
  - Effective writing and critical reading
  - Oral and visual communication
  - Foreign language
- II. Analytical and Critical Reasoning, including
  - Mathematical and scientific reasoning and analysis

- Social and cultural analysis
- Interdisciplinary analysis and creative problem-solving

### III. Historical, Cultural, and Intellectual Perspectives, including knowledge of

- Human history and the natural world
- Artistic, cultural, and intellectual achievements
- Human behavior and social interaction
- Perspectives and contributions of academic disciplines

### IV. International and Intercultural Perspectives, gained by

- Knowledge of international and global contexts
- Experiencing, understanding, and using multiple cultural perspectives

### V. Personal and Ethical Perspectives, including experiences that promote

- Self-understanding, curiosity and creativity
- Personal, academic, and professional integrity
- Moral and ethical responsibility; community and global citizenship

### VI. Advanced Knowledge and Skills in Major Area of Study, consisting of

- Skills and knowledge of the discipline
- Sequence of coursework that fosters intellectual growth
- Coursework that extends and builds upon knowledge and skills gained from the core curriculum
- The ability to transfer the skills and knowledge of the major into another setting

These goals for core competencies compliment the College's Institutional Goals, which are the basis for the current general education structure. Since many elements in the current general education curriculum can also be mapped to the six learning goals listed above, the College has devised an assessment plan that will measure achievement of these six goals via direct and indirect means as well as thorough use of extant data. Until the standing Faculty Committee on General Education is constituted, AAPA will continue to coordinate and provide administration assistance for general education assessment endeavors.

A number of measurements—direct, indirect, and extant data—will provide insight into student attainment of the general education goals. The following data will be collected over the next academic year:

#### **Summer 2008**

- Honor Code Violations
- Alumni Survey
- Standardized test scores
- Interdisciplinary analysis / creative problem-solving assessment project
- Extant Data
- Comparison of course grades—courses taken in a learning community and those not taken in a learning community

### **Fall 2008**

- FYE rubric for measuring level of knowledge in gathering and using information (research)
- FYE rubric for measuring thinking and writing skills
- Library Instruction statistics for FYE courses
- Library Instruction statistics for all courses
- ENGL 101 / 102 grades for those enrolled in a Learning Community or FYSM course vs. those not enrolled in a Learning Community or FYSM course
- Grade distribution reports for foreign language courses meeting general education requirements
- Grade distribution reports for Alternative Courses meeting general education foreign language requirements
- Study Abroad participant statistics

### **Spring 2009**

- Your First College Year Survey
- College Senior Survey
- FYE rubric for measuring level of knowledge in gathering and using information (research)
- FYE rubric for measuring thinking and writing skills
- Library Instruction statistics for FYE courses
- Library Instruction statistics for all courses
- ENGL 101 / 102 grades for those enrolled in a Learning Community or FYSM course vs. those not enrolled in a Learning Community or FYSM course
- Grade distribution reports for foreign language courses meeting general education requirements
- Grade distribution reports for Alternative Courses meeting general education foreign language requirements
- Study Abroad participant statistics

### **ACADEMIC ADVISING**

The Academic Advising and Planning Center (AAPC, <http://www.cofc.edu/~advising/advise.htm>) provides academic guidance for in-coming students, currently enrolled degree-seeking students with no declared major, and Adult Student Services. Dedicated to creating an atmosphere in which students can discover their potential, advisors assist students in setting and reaching individual goals, exploring and planning for appropriate academic programs of study, and preparing for the declaration of major in their chosen discipline. The AAPC Mission statement follows:

*The AAPC is grounded in student development theory and focused on students building relationships with significant adults and peers that enable them to make intentional*

*connections with the people, academic programs, and processes of the College that lead to successful academic planning and timely graduation.*

*AAPC fosters an atmosphere in which the student is encouraged to discover potential, set and reach goals, plan appropriate academic programs of study, and prepare for the declaration of major in a discipline of choice.*

All entering students are assigned an advisor in the AAPC and have their first advising appointment during New Student Orientation. New students have mandatory advising appointments during their first year to ensure that academic requirements and institutional policies are understood. During the first mandatory meeting, students receive an Advising Portfolio which contains the AAPC Advising Syllabus. The syllabus outlines academic advising objectives for students; responsibilities for both advisors and advisees; academic advising policies and procedures; and additional advising resources. The syllabus clearly defines the roles and responsibilities of all parties involved in successful academic advising. It also lays the foundation for assessment of student learning and of the relationship between the College's liberal arts and sciences core and the major; the variety of support services available on campus, and co-curricular opportunities to enrich the academic experience. In addition to the Advising Syllabus, students have access to Degree Worksheets for all majors and concentrations as well as a Four-Year Academic Planning Navigator. These resources allow students to gain a sense of the curricular requirements for general education and those that await them once they declare a major.

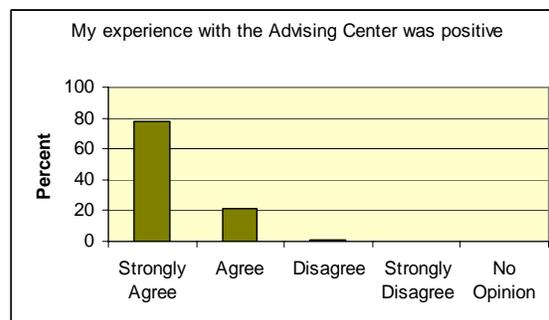
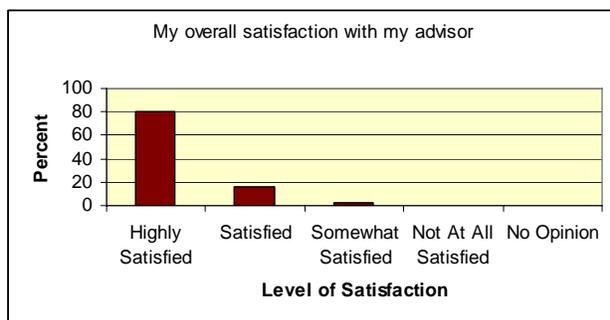
The AAPC provides training to campus faculty and staff as needed and provides access to advising resources through the Training Manual and *The Advisory*, a newsletter published to the web each semester highlighting AAPC initiatives and promoting academic advising on campus. Advisors are members of the National Academic Advising Association (NACADA) and attend state, regional, and/or national conferences as budget and time allow. Full-time advisors serve on campus committees that address and develop advising initiatives for new and continuing students.

In the fall semester of 2007, the AAPC, in conjunction with AAPA, conducted a satisfaction survey of all first-time freshmen students who were advised in the advising center. The survey was administered on a rolling basis to ensure that students received the survey within three weeks of their initial advising appointment to prepare for the spring semester. Further, the online tool was designed so that each email invitation was customized with the signature and email address of each student's advisor. This method of administration resulted in an overall response rate of 52%, with 913 students providing feedback on their satisfaction. This survey was completely confidential and all data management was handled entirely by AAPA; only aggregated results have been shared with the AAPC.

The 14-question survey measured several aspects of students' satisfaction with their individual advisors and the services offered by the AAPC. Regarding services offered, students were asked to rate the ease of accessing services in the AAPC and the quality of customer service and printed materials. Students were also asked to rate their academic advisor on professionalism, knowledge, and ability to offer sound recommendations. Basic demographic variables were also

collected. The final component of the survey was an opportunity for students to provide open-ended comments regarding their experiences with the AAPC or their advisor.

Survey results were resoundingly positive with students giving the AAPC and their advisors very high marks on all attributes. The scoring range for each question was based on a one to four scale, with four being the highest and one the lowest rating. For every question, the average score was higher than 3.5. The charts below show the distribution of respondents for the two questions regarding overall satisfaction.



Results of the satisfaction survey were shared with the academic advising staff. All comments were discussed; negative comments were few and focused primarily on appointment scheduling issues. In response, the AAPC is investigating the purchase of AdvisorTrac, an advising office management tool that includes a number of beneficial reporting features and scheduling options. The target for implementation of AdvisorTrac is fall 2008.

AdvisorTrac will address two problems. The first, as identified in the satisfaction survey, will change the method through which an advising appointment is scheduled. Currently a student must call or visit the AAPC office to schedule an appointment with his/her advisor. AdvisorTrac will allow students to log into the system, select their assigned advisor, and immediately choose an available appointment time. An email notification is then sent to both the student and the advisor. AdvisorTrac can also be programmed send an appointment reminder email to the student. The online nature of AdvisorTrac allows for increased accessibility to appointment scheduling—a student can go online to schedule an advising appointment 24 hours a day, seven days a week. The second problem AdvisorTrac will address is data capturing and reporting. Advisors will have the ability to maintain notes in the program, allowing for search options not currently available through the College’s academic and student services documentation system. Finally, AdvisorTrac has robust reporting features to track office usage by a variety of student populations and parameters that can be customized for specific information needs.

## COLLEGE OF CHARLESTON TITLE II REPORTING

College of Charleston Title II Reporting for the Institutional Report Card as Mandated by Title II, Section 207 of the Higher Education Act is available online at <http://ir.cofc.edu/titleii/>.

**Institution:**

College of Charleston

## **RESULTS OF PROFESSIONAL EXAMINATIONS**

*Applicable to all sectors – Reported for April 1, 2007-March 31, 2008*

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2007 through March 31, 2008**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

Beginning this year, Praxis exams are reported in a separate table.

**Please note that Praxis results are reported on all test-takers.** Other exams are reported on first-time test-takers.

<b>Name of Exam</b>	<b>Date(s) Administered</b>	<b># of Examinees</b>	<b># of Examinees who Passed</b>	<b>% Examinees Passing</b>
<b>TEACHING AND RESEARCH SECTORS</b>				
PRAXIS Series II: Principles of Learning & Teaching (K-6)	4/07	6	6	100%
PRAXIS Series II: Principles of Learning & Teaching (K-6)	6/07	14	14	100%
PRAXIS Series II: Principles of Learning & Teaching (K-6)	8/07	23	22	95.7%
PRAXIS Series II: Principles of Learning & Teaching (K-6)	9/07	17	17	100%
PRAXIS Series II: Principles of Learning & Teaching (K-6)	11/07	41	41	100%
PRAXIS Series II: Principles of Learning & Teaching (K-6)	1/08	23	23	100%
PRAXIS Series II: Principles of Learning & Teaching (K-6)	3/08	39	36	92.3%
PRAXIS Series II: Principles of Learning & Teaching (5-9)	4/07	4	4	100%
PRAXIS Series II: Principles of Learning & Teaching (5-9)	6/07	4	4	100%
PRAXIS Series II: Principles of Learning & Teaching (5-9)	8/07	3	3	100%
PRAXIS Series II: Principles of Learning & Teaching (5-9)	9/07	4	4	100%
PRAXIS Series II: Principles of Learning & Teaching (5-9)	11/07	5	4	80.0%
PRAXIS Series II: Principles of Learning & Teaching (5-9)	1/08	7	6	85.7%
PRAXIS Series II: Principles of Learning & Teaching (5-9)	3/08	3	3	100%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	4/07	8	8	100%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	6/07	9	8	88.9%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	8/07	3	3	100%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	9/07	4	4	100%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	11/07	6	6	100%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	1/08	11	11	100%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	3/08	9	8	88.9%
PRAXIS Series II: Specialty Area Tests	4/07	26	26	100%
PRAXIS Series II: Specialty Area Tests	6/07	50	48	96.0%
PRAXIS Series II: Specialty Area Tests	8/07	54	53	98.2%
PRAXIS Series II: Specialty Area Tests	9/07	40	40	100%
PRAXIS Series II: Specialty Area Tests	11/07	86	82	95.4%
PRAXIS Series II: Specialty Area Tests	1/08	45	43	95.6%
PRAXIS Series II: Specialty Area Tests	3/08	52	47	90.4%