# Comprehensive exam results analysis

1. **Advanced Programs: Master in Special Education (MSPED) and Master in Education in Educational Leadership (MEDEL)**

**Table 1. Comprehensive exam scores for MEDEL 2014-2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2014-15** | | **2015-16** | | **2016-17** | |
| **Student #** | **Score / 100** | **Student #** | **Score / 100** | **Student #** | **Score / 100** |
| 1 | 90 | 1 | 75 | 1 | 89 |
| 2 | 88 | 2 | 75 | 2 | 88 |
| 3 | 88 | 3 | 70 | 3 | 87 |
| 4 | 84 | 4 | 81 | 4 | 87 |
| 5 | 83 | 5 | 79 | 5 | 86 |
| 6 | 83 | 6 | 77 | 6 | 86 |
| 7 | 83 | 7 | 73 | 7 | 83 |
| 8 | 83 | 8 | 71 | 8 | 80 |
| 9 | 81 | 9 | 71 | 9 | 80 |
| 10 | 81 | **Mean** | **74.7** | 10 | 80 |
| 11 | 80 |  |  | **Mean** | **84.6** |
| 12 | 79 |  |  |  |  |
| 13 | 79 |  |  |  |  |
| 14 | 79 |  |  |  |  |
| 15 | 77 |  |  |  |  |
| 16 | 76 |  |  |  |  |
| 17 | 74 |  |  |  |  |
| 18 | 72 |  |  |  |  |
| 19 | 70 |  |  |  |  |
| **Mean** | **80.5** |  |  |  |  |

**Table 2. Comprehensive exam scores for MSPED 2014-2017**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2014-15** | |  | **2015-16** | |  | **2016-17** |  |  |
| **Student #** | **SCORE/48** | Total | **Student #** | **Score/56** | **Total** | **Student #** | **Score /60** | **Total** |
| 1 | 34 | 71 | 1 | 41 | 100 | 1 | 56 | 93 |
| 2 | 38 | 79 | 2 | 55 | 100 | 2 | 54 | 92 |
| 3 | 36 | 75 | 3 | 46 | 98 | 3 | 55 | 92 |
| 4 | 35 | 73 | 4 | 56 | 91 | 4 | 48 | 90 |
| 5 | 40 | 83 | 5 | 56 | 82 | 5 | 52 | 87 |
| 6 | 46 | 96 | 6 | 40 | 75 | 6 | 50 | 87 |
| **Mean** | | **80** | 7 | 40 | 75 | 7 | 52 | 83 |
|  |  |  | 8 | 51 | 73 | 8 | 44 | 80 |
|  |  |  | 9 | 42 | 71 | 9 | 46 | 77 |
|  |  |  | 10 | 40 | 71 | 10 | 55 | 73 |
|  |  |  | 11 | 42 | 71 | **Mean** | | **85** |
|  |  |  | 12 | 40 | 71 |  |  |  |
|  |  |  | **Mean** | | **82** |  |  |  |

Figure 1.

Candidates in the MSPED and MEDEL programs must pass a content competency test in the semester prior to student teaching that includes both discipline area content and discipline-specific pedagogy. Previously the passing score was set at 70%. From 2017-18, the passing score was raised to 80%.

The data in Table 1 indicates that for the MEDEL program, the scores from 2014-15 had a mean of 80.5. Out of 19 students, 11 scored above 80, with three of them scoring between 88 and 90. In 2014-15, the mean score was 74.7, with scores ranging between 71 and 75. The data from 2016-17 had a mean of 84.6 (n=10), with 60% (6 candidates) scoring between 86-89%.

As shown in Table 2, the MSPED program scores from 2014-15 had a mean of 80 (n=6), with 33% (2 candidates) scoring above 80%. The scores from 2015-16 had a mean of 82% with 41% (5 candidates) scoring above 80%, and 33% (4 candidates) scoring between 91-100%. The mean of the scores from 2016-17 was 85%, with 40% (4 candidates) scoring above 90%, and all students scoring above 80%.

Since many students in the last three years scored below 80%, there is indication that the program coordinators and the faculty teaching in these programs need to understand the reason for these low scores and explore ways to help students achieve better in these exams.

1. **Initial Programs: Bachelor of Education in Primary Education (B.Ed. Prim) and Bachelor of Education in Secondary Education (B.Ed. Sec)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 3. B.Ed Prim Fall 2016** | | |  | |  |  |  |  |  |
| **Subject** | n | # at 1 Unsatisfactory level | # at Needs Improvement level | | # at Satisfactory level | # at Target | % at Unsatisfactory Level | % at | Mean |
| (0-8/20) | (9-13/20) | | (14-16/20) | (17-20/20) | Satisfactory or Target |
| Social Studies | 64 | 0 | 7 | | 43 | 14 | 0% | 89.06 | 3.07 |
| Arabic | 64 | 0 | 18 | | 38 | 8 | 0% | 71.88 | 2.91 |
| Islamic Studies | 64 | 0 | 13 | | 30 | 21 | 0% | 79.69 | 3.07 |
| Mathematics | 64 | 0 | 26 | | 23 | 15 | 0% | 59.38 | 2.83 |
| Science | 64 | 0 | 17 | | 44 | 3 | 0% | 73.44 | 2.90 |
|  | | | | | | | | **Mean** | **2.96** |
|  | | | | | | | | | |
| **Table 4. B.Ed Prim Spring 2017** | | | |  |  |  |  |  |  |
| **Subject** | n | # at 1 Unsatisfactory level | # at Needs Improvement level | | # at Satisfactory level | # at Target | % at Unsatisfactory Level | % at | Mean |
| (0-8/20) | (9-13/20) | | (14-16/20) | (17-20/20) | Satisfactory or Target |
| Social Studies | 37 | 0 | 0 | | 9 | 28 | 0% | 100.00 | 3.50 |
| Arabic | 37 | 0 | 3 | | 19 | 15 | 0% | 91.89 | 3.25 |
| Islamic Studies | 37 | 0 | 0 | | 21 | 16 | 0% | 100.00 | 3.29 |
| Mathematics | 37 | 0 | 4 | | 13 | 20 | 0% | 89.19 | 3.31 |
| Science | 37 | 0 | 0 | | 23 | 14 | 0% | 100.00 | 3.21 |
|  | | | | | | | | **Mean** | **3.31** |

In B.Ed. Prim, Fall 2016, a large number of students scored at needs improvement: in all sections of the exam (Table 3). The overall mean score was below satisfactory. The lowest means were in the Math section (59.38%) and the Arabic section (71.88%). The overall mean score was 73.89% out of 100, and only 19 out of 64 students (29.68%) scored above 80%.

In BED Pri, Spring 2017, out of a total of 37 students, only 4 (10%) scored less than 80%. Table 4 indicates that the majority of students scored at satisfactory/target level. Only 3 students scored at needs improvement in Arabic and 4 scored at needs improvement in Math. The data indicates that while student scores were higher in Spring 2017 than Fall 2016, student scores in Math and Arabic need some consideration. There is a need to address this issue to improve student scores in both of these areas. M

**Table 5. B.Ed. Sec Fall 2016**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | n | Mean | Less than 70% | 70-79% | 80-84% | 85-89% | 90-100% | At or Above 80% |
| Secondary Education - Social Studies | 11 | 76.59 | 0 | 8 | 1 | 2 | 0 | 27.3 |
| Secondary Education - Arabic Language | 4 | 89.68 | 0 | 0 | 1 | 1 | 2 | 100.0 |
| Secondary Education - English | 10 | 78 | 0 | 5 | 3 | 2 | 0 | 50.0 |
| Secondary Education –  Math | 5 | 87.5 | 0 | 1 | 1 | 0 | 3 | 80.0 |
| Secondary Education – Islamic Studies | 8 | 74.84 | 0 | 7 | 1 | 0 | 0 | 12.5 |
| Secondary Education - Chemistry | 4 | 72.81 | 0 | 3 | 1 | 0 | 0 | 25.0 |
| **B.Ed. Sec Overall mean** | | **79.9** |  |  |  |  |  |  |

**Table 6. B.Ed. Sec Spring 2017**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | n | Mean | Less than 70% | 70-79% | 80-84% | 85-89% | 90-100% | At or Above 80% |
| Secondary Education - Social Studies | 27 | 77.68 | 0 | 21 | 6 | 0 | 0 | 22.22 |
| Secondary Education - Arabic Language | 15 | 87.89 | 0 | 2 | 3 | 5 | 5 | 86.67 |
| Secondary Education - English | 7 | 76.07 | 0 | 5 | 1 | 1 | 0 | 28.57 |
| Secondary Education –  Math | 3 | 84.16 | 0 | 1 | 1 | 0 | 1 | 66.67 |
| Secondary Education – Islamic Studies | 20 | 78.75 | 0 | 11 | 3 | 6 | 0 | 45.00 |
| **B.Ed. Sec Overall mean** | | **80.91** |  |  |  |  |  |  |

**Table 7. Comprehensive exam mean scores for B.Ed. Sec 2016 & 17**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Means Fall 2016 | Means Spring 2017 | Means  2016-17 |
| Secondary Education - Social Studies | 76.59 | 77.68 | 77.14 |
| Secondary Education - Arabic Language | 89.68 | 87.89 | 88.79 |
| Secondary Education - English | 78 | 76.07 | 77.04 |
| Secondary Education – Math | 87.5 | 84.16 | 85.83 |
| Secondary Education – Islamic Studies | 74.84 | 78.75 | 76.80 |
| Secondary Education - Science | 72.81 | - | 72.81 |
| Overall mean score | **79.90** | **80.91** | **80.41** |

As for the B.Ed. Sec program, the overall mean for Fall 2016 was 79.9% and for Spring 2017, it was 80.91%. The mean for both semesters was above 80% (mean=80.41). As shown in Table 5, mean scores for Fall 2016 were below 80 in Social Studies, English, Islamic Studies, and Chemistry concentrations. For Spring 2017, mean scores were also below 80 for Social Studies, English, Math, and Islamic Studies (Table 6). Since the pass mark was raised to 80% starting from 2017-18, the assessment coordinator conducted focused group interviews with students from the concentrations where scores were below 80. Students indicated that they needed some orientation relating to the types of questions included in the comprehensive exam, an overview of the major topics covered, the sections of the exam and a study guide. A decision was made in the fifth meeting for AY 2017-18 of the Accreditation Steering committee for program coordinators to work with faculty teaching in each concentration to prepare a study guide that helps to prepare students for the exam.