**CEAP Assessment Committee Meeting**

**October 8, 2012**

Members Present: Kim Ruebel, Adam Holt, Lee Nickles, Sarah Meltzer, Mary Ella Engle, Terry Rose, Savannah Pegram, David Scales, and Renee Corbin

Members Absent: Frederick Buskey, Erica Pollock, and Teresa Cook

**The CEAP Assessment Committee was convened by Renee Corbin at 3:50 pm on Monday, October 8, 2012.**

The committee approved the previous meeting minutes from September.

**CEAP Assessment Day**

CEAP will be holding their 1st annual assessment day Friday, January 25, 2013 from 9:00 AM to 3:00 PM. All faculty members are required to attend. Faculty members have been given enough notice of the event to make alternative plans for classes, if necessary. Renee Corbin and Kim Ruebel are finalizing the Assessment Day agenda. Currently, they are planning to hold an opening meeting in the morning to discuss the culture of assessment. Renee and Kim will talk about university wide SACS, program prioritization issues, transitioning from NCCAT to CAEP and the time-line for the next visit. The entire day, programs will have time to meet from 10:00 AM-12:00 PM & 1:00-2:00 PM; lunch will be provided. There are plans to invite program coordinators from the other colleges to attend the 1:00-2:00 PM meeting time. There will be information given out but most of the time will be allotted for programs to reflect and work on new ideas. Renee will be setting up folders on the H-drive where program coordinators can review data on their programs before Assessment Day. Renee offered to pull data from Banner on program majors if anyone needs additional data to review for Assessment Day.

**PEVA**

The leadership council just approved a new dispositional policy. Graduate students currently use the PEVA-form (Professional Educators Values Assessment). It is a self-evaluation form that students complete at the beginning of the program and at the end of the program but is not associated with any courses. The program coordinator or a faculty member evaluates the results. Few graduate students have been using the PEVA due to misunderstanding of the purpose of the form or lack of communication. The assessment committee discussed whether to continue to use this form.

The members discussed how self-assessments, like PEVA, may not provide accurate representation of a student’s profile. The committee agrees that different types/perspectives of assessments are needed. One proposal is to include an outside evaluation if the PEVA assessment is still used. One idea is to create a rating reference/recommendation form (one page max) for applicants to include within their WCU graduate application, along with a general recommendation letter. An additional disposition assessment could be completed, by professors, after the graduate student completes “X” number of hours of the program. The student will need to have proficient reviews in order to continue with the program. Near the end of the program, there would be another type of assessment. Kim Ruebel spoke about the diverse program differences but if the programs could incorporate these different assessments into their programs based on completion hours.

Kim Ruebel and Renee Corbin will discuss with program coordinators and with the leadership council the ideas developed in this meeting.

**M5 Personality Survey**

Would the M5 personality survey provide the same data that the PEVA does? Kim mentioned that nobody has ever raised a “red flag” on the M5. The M5 results are geared more towards viewing personality characteristics to be compared with the results from successful teachers; it does not necessarily flag professional disposition issues.

Whenever an undergraduate or graduate student is “flagged” from the results of an evaluation, there are different levels along with certain actions that are taken. It is really important that all professors report any dispositional action (i.e. cheating on an exam) so that if it happens again, the university will know that it is a reoccurring event.

**Disposition Policy**

Kim announced that the graduate program’s disposition policy is still being discussed. Proposed evaluations for graduate students will be similar to the undergraduate: professors will rate performance in class, record disposition issues, action plans, etc . Terri Rose recommended that on the instructor’s evaluation form there be a section for notes beside the questions which will track specific reasons why a rating was given. The committee voted to accept the Dispositional Policy as part of the current assessment system.

There being no further business, the meeting was adjourned at 5:00 PM.