**WCU CEAP Assessment Committee Meeting**

Thursday, November 13, 2014

Attending: Patricia Bricker, Bridget Ryan, Kelsey Kundle, Lee Nickles, Rachel Wike, Axelle Faughn, Marie-Line Germain (virtual), Renee Corbin, Kim Winter, and Lydia Cook.

Absent: David Scales

Renee called the meeting to order at 4:04 PM.

**NCATE Update:**
Kim Winter, Renee Corbin, & Bridget are working on exhibits. The report will be ready for review for faculty later in December or January. The submission date is in January.

**Graduate Teacher Pay Update:**
During the NC teacher education forum in September, Rachel McBroom from DPI said that candidates who have taken a Master’s level course prior to fall of 2013 will be eligible to receive master level pay.

**Update on Survey Administration Fall 2014:**
The college advising survey is currently being administered to all college majors. The response rate for Suite 201 is high with over 300 completed. Students are given an Ipad immediately after their advising session to complete the survey. The undergraduate and graduate level surveys were sent out using Qualtrics on Monday, November 10, so far 94 graduates and 110 undergraduates have participated. The alumni survey for all programs in CEAP is being finalized. Renee is looking into a discount from the university bookstore to encourage alums to complete the survey. The Principal evaluation of beginning initial and advanced teachers for fall 2014 is completed. Results were presented to the LC last week. The committee will review the data at the next Assessment Committee meeting.

**Teacher Quality Dashboard (TQD):**
General Administration asked Renee to survey on a committee to review the TQD, which is being developed by SAS in Chapel Hill. The state TQD is being developed in response to external pressure to show teacher quality across the state and nationally as well. There are six NC institutions that are involved in reviewing the data. Alisa Chapman from General Administration is aware there is an inconsistency in the way institutes are recording completion data.

**Individual Growth Plan (IGP):**The IGP will be on the agenda for the next Professional Education Council (PEC) meeting for discussion. Most of the secondary programs are not using the IGP. Renee emailed graduates to see if they are using components of the IGP in their professional development. Only 3 responded, 2 didn’t find it useful and had other goals that they were required to use by their school system. One responded that he used all of the goals from the IGP in his professional development document. Kim mentioned that candidates may use the CCIP (Comprehensive Continuous Improvement Plan) and that it does not closely relate to the IGP. Since each system has different CCIP goals, WCU would not be able to cater to the individual needs of all schools. ELEM and MG would like to remove the IGP for the spring semester.

**Patricia Bricker
Graduate Teacher Education Dispositions:**
The School of Teaching and Learning faculty have been involved in collaborating about the MAT and MAEd programs to create a disposition that would fit for all graduate level education programs. The Professional Education Council provided good feedback. All programs have a beginning (reference letters, undergrad GPA), middle (diversity scale, action plan if needed, GPA), and end point (diversity scale, final reflection) to monitor dispositions. In addition to the general requirements, the SPED program is adding a writing sample during the beginning point. The secondary education K-12 Art program is requiring a writing sample and interview in the beginning and adding reflective essays in the middle which will be completed within classes. A template has been created for program coordinators to be able to easily pull together the information. The collaborative group would like the Diversity Scale to be housed within TaskStream but that will require restructuring of TaskStream. The group believes it will be beneficial for the students to subscribe to Taskstream for the entire program and upload required information throughout instead of waiting until the end of the program to upload everything because that may cause confusion. Renee suggested that graduate programs may want to use Qualtrics so that graduates students would not have to subscribe to TaskStream just to add Diversity Inventory data especially if students would not be submitting assignments for one or more semesters. Overall, the placement of the Diversity Scale is a program decision. The disposition data should be collected immediately for assessment purposes and we will have information this year to use. Lee Nickles, Patricia Bricker, and Lisa Bloom will meet and discuss where the disposition data should be located.

**BK 250 Course assignment change:**
Renee brought the BK 250 course assignment change to the committee for information and discussion from the BK faculty. BK 250 is the foundations course for the BK program. EDCI 201 is the foundation course for all other education programs. The BK program would like to change the assignment from a reflective essay to an early philosophical statement of teaching assignment. Their hope is to connect candidate personal beliefs to their students and their teaching. The teachers will be able to better understand the students and help guide instructional needs for students. This change is a change to the assessment system; however only BK uses this assignment so it is a program change and for information only.

**Diversity Inventory 2014:**The diversity inventory data is drawn from our undergraduate candidates that have taken the pre and post inventory. The diversity survey is a national instrument with 25 questions. Renee presented the 2013-2014 results as well as all results for 2011-2014. Since there are programs with significant growth and others with little to no growth, the committee recommended that we include open-ended questions to find out what experiences may have affected their growth in diversity issues. For assessment purposes, the committee would like to identify which questions are showing the highest growth by program. Renee will provide that data in future meetings.

**New Praxis Core Test:**
The Praxis Core Test has replaced the Praxis I and currently the passing results from the test are not high. The test includes reading, writing, and math. This test is required to be admitted into the Teacher Education program unless candidates have met a minimum requirement on the SAT or ACT. CEAP faculty do not directly assist in preparing student for this test since they are not admitted into the Teacher Education program until candidates have passed the PRAXIS Core test. The student’s academic advisor may provide resources for the students to find study guides to prepare for the test.

**Pearson Text:**
The new state Pearson test is for all Elementary and Inclusive Education candidates at the end of their program. They are required to pass this test to apply for a teaching license. The passing rates of the Pearson test are very low. There is some comfort in knowing that the same passing results are seen across the state. Renee’s main concern is that in Massachusetts where the test has been administered for the past twelve years, only 50% taking the math exam pass the exam the first time. Normally, over time, pass rates go up for new exams; however, the Pearson tests have not.

**Program Evaluation Survey 2014** will be discussed at the next meeting.

Prior to the conclusion of the meeting, Renee asked for a motion to approve the meeting minutes from April and October. A motion was made and seconded. With no discussion, the minutes were unanimously passed.

The meeting adjourned at 5:05 PM.