

Assessment System

*for*

Professional Education Programs

Table of Contents

*Introduction of Assessment System*

*Candidate Assessment*

*Program Assessment*

*Unit Assessment*

*Use of Data for Program Improvement*

*Governance and Leadership Responsibilities*

*Establishing Fairness, Accuracy, and Consistency*

*Unit Undergraduate and Graduate Candidate Transition Point Charts*

Introduction

The comprehensive unit assessment system of Western Carolina University’s College of Education and Allied Professions (CEAP) is designed to collect, report, and analyze data in order to draw conclusions and inform decision making with regard to candidate knowledge and dispositions, program effectiveness, and unit performance and operations. The assessment system reflects a continuous improvement process and is based on [NCATE standards](http://www.ncate.org/Standards/UnitStandards/UnitStandardsinEffect2008/tabid/476/Default.aspx), North Carolina Board of Education standards, the [conceptual framework](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/about-the-college/conceptual-framework.asp) of the College of Education and Allied Professions, and general university standards including those of the Southern Association of Colleges and Schools (SACSCOC). Assessment data are collected and reviewed with the purpose of informing college leadership, faculty, staff, stakeholders, and candidates of the findings concerning three key areas: **candidate** performance, **program** effectiveness, and overall **unit** operational effectiveness.

Our assessment system is based on NCATE Standard 2: Assessment System and Unit Evaluation, which states:

*The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. The assessment system*

1. *identifies transition points at the unit and/or program level;*
2. *identifies the major assessments to be used at the transition points;*
3. *identifies a timeline for the development and implementation of the major assessments;*
4. *identifies the design for the collection, analysis, summarization, and use of data;*
5. *identifies aspects of the system that address unit operations; and*
6. *identifies how information technology will be used in the maintenance of the assessment system.*

*Candidate Assessment*

Candidates are assessed using the North Carolina Professional Teaching Standards ([NCPTS](http://soe.unc.edu/academics/requirements/standards2010/NCDPI_2007_Professional_Teaching_Standards.pdf)), the NCATE standards, as well as program-specific professional standards, when applicable. A common set of [electronic evidences](http://www.wcu.edu/WebFiles/PDFs/OFE_Handbook.pdf) required of all higher education institutions by the NC Department of Public Instruction are sampled and reviewed by the state for consistency and quality. In addition, programs may add their own key assessments to analyze candidate performance. Candidate data is stored in TaskStream, Ellucian Banner, and a home-grown Access database named T.E.A.M.S. (Teacher Education Assessment Management System). Other assessment system data also include survey data stored in Qualtrics, a third party survey software licensed across the university. All systems are password-protected on secure servers. Backups are made regularly and the university as well as both TaskStream and Banner have backup systems in multiple locations in the event of system failure.

All initial licensure programs have four transition points including:

1. Beginning - admission and/or entry into teacher education;
2. Midpoint – professional education sequence courses including PSY 323, SPED 339, program specific methods courses, and the first semester of student teaching, referred to as Intern I;
3. Completion – student teaching, referred to as Intern II; and
4. Post-Graduation – performance as beginning teachers and alumni satisfaction surveys.

For advanced licensure programs, there are three transition points including:

1. Beginning - admission and/or entry into graduate professional education;
2. Completion – evaluation of master teacher portfolio including four components; and
3. Post-Graduation – performance of advanced teachers and alumni surveys.

*Program Assessment*

Data collected for candidate performance is also aggregated for program and unit analysis. The data is shared with the CEAP Assessment Committee, Professional Education Council, Leadership Council, and program coordinators. Program coordinators, in turn, report the data to faculty for discussion in departmental and program meetings or during the annual [CEAP Assessment Day](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/ceap-office-of-assessment/assessmentday/index.asp). Assessment Day is a day-long retreat away from classes and meetings for programs to review assessment data, update reporting templates including key program assessments, clinical field experience descriptions, alignment of courses to NCATE and other professional standards, program changes over the past year as a result of analysis of aggregated and disaggregated data, and program transition points.

At the end of each academic year, all program coordinators prepare an annual assessment report to the Director of Assessment and to the university Office of Institutional Planning and Effectiveness (OIPE). The annual assessment report includes candidate learning outcomes assessed during the year (the university refers to these as student learning outcomes, or SLO’s), the method of assessment(s), and changes to the program curriculum as part of the continuous improvement process. The director reads all reports, provides feedback to program coordinators, and asks questions for clarification.

A CEAP Strategic Planning Day early in the semester (beginning Fall, 2014) allows program faculty to plan for the academic year, considering curricular and budget spending needs aligned with the college strategic plan and based on outcomes and goals set during the previous Assessment Day.

*Unit Assessment*

Unit assessment encompasses candidate performance, program effectiveness and overall effective unit operations. Our unit assessment is systematic using internal and external assessment measures to review unit operations. Internal assessments include college enrollments and retention rates, review of program and candidate data through TaskStream, student evaluations and host teacher or cooperating teacher observations, the [college strategic plan](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/about-the-college/ceap-strategic-plan.asp), college effectiveness via committee and program evaluation, evaluation of Assessment Day results, review of the annual CEAP climate survey, and annual program assessment reports. External assessment includes the University of North Carolina System teacher education preparation performance data, North Carolina State Department of Public Instruction Electronic Evidences summary data, [federal Title II reporting](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/ceap-office-of-assessment/ceap-reports.asp), [national CAEP accreditation reporting, US News and World Report on Graduate Education, AACTE PED’s reporting](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/ceap-office-of-assessment/ceap-reports.asp), and national testing organizations (e.g., ETS, Pearson).

*Use of Data for Program Improvement*

The unit systematically examines data to evaluate candidate performance, program effectiveness, and unit operational effectiveness. Annual assessments are divided either into fall or spring semesters, while less frequent assessments are on a cyclical basis ranging between three to five years. Candidate performance data from TaskStream is analyzed annually by the Director of Assessment, while survey results are prepared immediately following the completion of the survey administration. Data is summarized at the unit and program level using descriptive statistics including averages, percentages, standard deviations, or t-tests. Graphic representations are also used to compile data or make comparisons. Data from assessments are reviewed by the Director of Assessment, the college Assessment Committee, the Professional Education Council (PEC), the Leadership Council (LC), and reported to program coordinators. The [CEAP Assessment Committee](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/about-the-college/governance/ceap-assessment-committee/index.asp) makes recommendations to the PEC and LC for discussion and/or approval. Professional education stakeholders from P-12 public schools and candidates also provide input on the PEC and Assessment Committee. P-12 partners share in the fairness, accuracy, and consistency of the assessment system by contributing as one of several evaluators of candidate performance during Block and Intern II experiences. Beginning with the 2014-2015 year, P-12 partners will evaluate edTPA portfolios, which replace electronic evidences 3 and 5 in the current TaskStream discipline specific portfolios. Faculty, supervisors, and cooperating teachers will be locally trained each semester by Pearson trained faculty and ten percent of all portfolios will be sent to Pearson for scoring to ensure validity and reliability.

Program faculty participate in Assessment Day to review program data, discuss implications, and make informed decisions regarding necessary curricular changes and program revision. Faculty update the assessment templates including program key assessments, clinical or field experiences description, alignment of courses to NCATE, NC, and other professional (if applicable) standards, and program changes that have occurred as a result of program assessments. Strategic Planning Day allows program faculty to plan budget needs and requests for the year based on their Assessment Day activities and alignment to the college strategic plan.

*Governance and Leadership Responsibilities*

The college Assessment System is the responsibility of all stakeholders to insure professional education candidates are prepared as they complete their programs at WCU. It is a collaborative effort between the college leadership, faculty, P-12 stakeholders, and candidates. Although the Director of Assessment and the Assessment Committee monitor the assessment processes and results, all stakeholders have the opportunity to provide input. The CEAP Assessment Committee systematically reviews and analyzes data, offering recommendations to the PEC and LC for continuous improvement. Implementation of unit assessments is the responsibility of the Assessment Director; however, the Associate Dean for Academic Affairs, and the Director of Technology also play a large role in decision-making. The Director of Technology is the college liaison for TaskStream and implements the design of portfolio structures such as assessment templates, rubrics, and/or candidate instructions. The Associate Dean for Academic Affairs directs the teacher education programs, leading undergraduate and graduate program coordinators in discussions to build consensus around unit assessments.

*Establishing Fairness, Accuracy, and Consistency*

To ensure fairness, accuracy, and consistency of assessment measures, the college has implemented the following:

1. Programs have identified core learning opportunities in courses and have aligned the candidate learning outcomes to NCATE and other professional standards.
2. The Director of Assessment disaggregates data and reviews by sub-populations (when the sample is large enough) including gender, on-campus versus off-campus instruction, and race to determine any significant differences among sub-populations. If differences are large enough, data are reviewed by the Assessment Committee, PEC, and LC to determine possible reasons for differences and determine future actions based on review and analysis.
3. Testing accommodations are available from the Office of Disability Services (ODS) if appropriate documentation is provided by the candidate.
4. Candidates have the right to file a grievance if they believe they were treated unfairly and the college has a formalized grievance policy.
5. Multiple raters are used in the TaskStream teacher work sample planning and implementation criteria that all candidates must complete. If scoring varies greatly between evaluators, the program coordinator also evaluates candidate work. As programs navigate to edTPA, electronic evidences 3 and 5 will be replaced by edTPA.
6. To ensure reliability of scoring edTPA portfolios, faculty, cooperating teachers, and supervisors are being trained to score edTPA locally by WCU faculty trained by Pearson while 10% of all portfolios will be sent to Pearson for scoring to ensure validity and reliability. In addition, variation in scoring will be monitored by tracking evaluators’ ratings and comparing with other evaluators in a table.
7. When possible, the college uses nationally recognized valid and reliable assessment instruments. Current valid and reliable instruments used in the assessment system include:
   1. Candidate Dispositions: M5 – Personality Trait Survey
   2. Candidate Dispositions: Professional Educator Beliefs about Diversity Inventory
   3. Candidate Knowledge and Skills: edTPA

**Unit Undergraduate Assessment System**

|  |
| --- |
| **CEAP - Requirements and Data Collected at Each Transition Point** |
| *Data collected in Transition Points I – IV reflect candidate qualifications and performance and data collected at each point are used primarily to improve candidate performance and programs.*  **Transition Point I. Admission into the College of Education & Allied Professions** |
| * Dispositions Rating (EDCI 201 or BK 250) * Professional Educator’s Beliefs about Diversity Inventory * M5-120 Personality Survey * Passing PRAXIS I /SAT scores * Min GPA of 2.5 or 2.75 depending on major * 30 hours of WCU course credits including transfer credit * Criminal Statement and Background Check (Comprehensive) * Foundations Common Assignment (EDCI 201 or BK 250) * Complete English 101 with a grade of C or better * Host Teacher Evaluation Form * Operational Advising Evaluation |
| **Transition Point II. Pre-Internship Program** |
| * Advisor/Dept Head recommend Candidate * Completed PES with GPA of 2.5 (2.75) * Dispositions Rating (junior-level course in each program) * Course Common Assignment(s) in SPED 339, PSY 323 * Cooperating Teacher Evaluation during Field Experience in SPED and PSY * Student Evaluation of Field Experience * Complete English 202 with a grade of C or better * Operational Advising Evaluation |
| **Transition Point III. Program Completion** |
| * Teacher Work Sample (TWSP and TWSIE) or edTPA 1-3 * PRAXIS II (if applicable) * Pearson Tests of Reading, Math, and General Curriculum (Elementary and SPED) * GPA 2.5 (2.75) * Background Check * Candidate Program Evaluation * Professional Educator’s Beliefs about Diversity Inventory * Certificate of Teaching Capacity (University and Academic Supervisors, CT) * Operational Advising Evaluation * Individual Growth Plan for Technology and Professional Development Reflection |
| **Transition Point IV. Post-Graduation** |
| * College Alumni Survey * Principal Employer Survey administered each fall by WCU CEAP * UNC GA Teacher Quality Data for Initial Teacher Candidates |

**Unit Graduate Assessment System**

|  |
| --- |
| **CEAP - Requirements and Data Collected at Each Transition Point** |
| *Data collected in Transition Points I – IV reflect candidate qualifications and performance and data collected at each point are used primarily to improve candidate performance and programs.*  **Transition Point I. Admission into the Program** |
| * Baccalaureate Degree * GRE or GMAT Scores * Letters of Recommendation or Face-to-Face Interview * *Program Specific Assessments* |
| **Transition Point II. Admission to Practicum/Internship** |
| * GPA 3.0 * Recommendation by Advisor/ Dept Head * Graduate Core Professional Education Sequence Courses * Background Check (as required by programs) * Dispositions Midpoint Evaluation (New 2015) * *Program Specific Assessments* |
| **Transition Point III. Program Completion** |
| * GPA 3.0 * Candidate Internship/Practicum Evaluation * TaskStream EE2 Master Teacher Portfolio, EE1 Influencing Action Plan Differentiation/Diversity and Assessment Assignment (Advanced Licensure Teacher Candidates) * Atomic Learning Completion Certificates for Technology (Advanced Licensure Teacher Candidates) * Dispositions Endpoint Evaluation (New 2015) * PRAXIS II Qualifying Scores (as required by programs and the state of NC) * *Program Specific Assessments* |
| **Transition Point IV. Post-Graduation** |
| * College Alumni Survey * Principal Employer Survey administered to Advanced Licensure Teacher Candidates * UNC-GA Teacher Quality Data for Advanced Licensure Teacher Candidates * *Program Specific Assessments* |