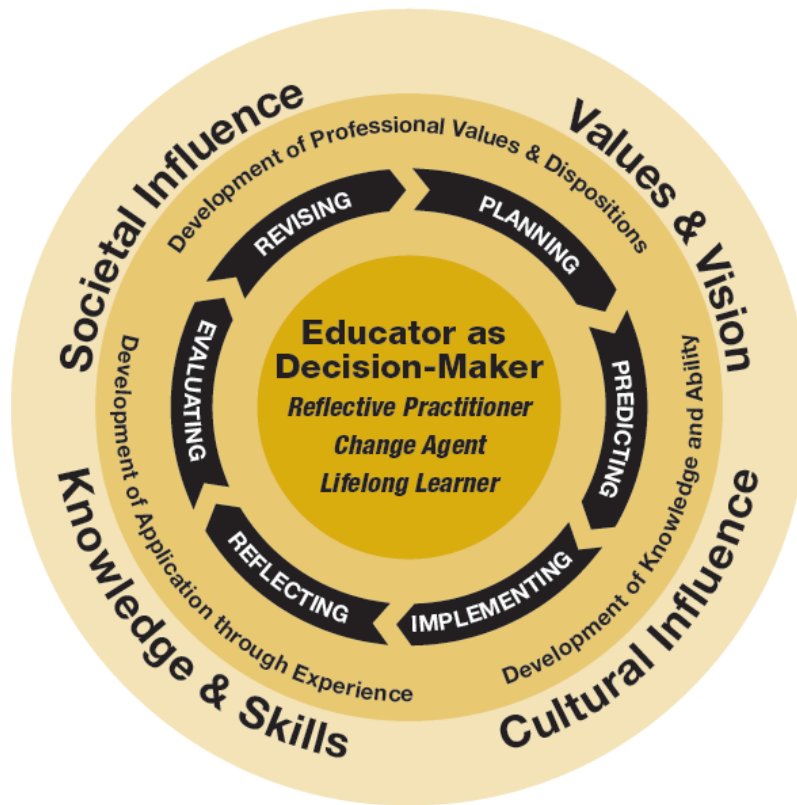


**ALABAMA STATE UNIVERSITY
COLLEGE OF EDUCATION**



**Educator as Decision Maker
Data Driven Assessment System**

UPDATED: 29 September 2014

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EDUCATOR AS DECISION MAKER DATA DRIVEN ASSESSMENT SYSTEM

Purposes and Assumptions

The College of Education (COE) faculty values assessment as an essential component of teaching and learning. Assessment is a critical element in the unit's continuous efforts to improve candidate performance and academic programs. In collaboration with representatives from the university and from the external professional community, the unit faculty has developed and implemented an assessment system that integrates the conceptual framework, "Educator as Decision Maker," and reflects state and professional standards. This system is designed to address the assessment needs of initial and advanced programs of study within the unit. With consideration of the American Association for Higher Education's "Nine Principles of Good Practice for Assessing Learning" (1996, 2005) designers formulated three main purposes for the assessment system: (1) to enhance candidate learning and performance, (2) to improve program planning, development, and delivery, and (3) to improve unit operations.

The assessment system incorporates candidate proficiencies as outlined in professional, state, and institutional standards. It identifies transition points and describes key performance assessments for evaluating candidates' knowledge, skills, and dispositions at each transition point. The system also describes the design for collecting, analyzing, summarizing, and using assessment data. It addresses unit operations and explains how technology is used in the maintenance of the system.

The assessment system is founded on the principles developed by The American Association for Higher Education (AAHE) Forum and the realm of research in curriculum, teaching, and learning (see Astin, et al., 1996; Banta, 2002; Palomba & Banta, 1999; Driscoll & Cordero de Noriega, 2006; and Bresciani, 2003) as follows:

- 1- Assessment is a means towards educational improvement with embedded educational values that drive what and how we choose to assess.
- 2- Assessment incorporates the notion that learning is multidimensional, integrated, and longitudinal, hence promotes the use of multiple assessment methods to capture a true picture of student learning and growth.
- 3- Assessment is based on clear and explicit goals and objectives, reflecting the mission of the institution.
- 4- Assessment aims to promote learning, improve the effectiveness of instruction, and enhance the quality of the unit and the institution.
- 5- Assessment addresses the expectations from the candidates entering and completing the program.
- 6- Assessment attends to the outcomes as well as the process to achieve them, which involves students' experiences, curricula, teaching, and student efforts.
7. Assessment is an ongoing and cumulative process, which monitors students' progress continuously.
- 8- Assessment requires the participation and support of students, faculty, staff, and administrators and can involve trustees, employers, and the alumni, the experience of who can enrich the aims and standards.
- 9- Assessment encompasses collecting, connecting, and applying data systematically to shed light upon the questions posed by the decision-makers.
- 10- Through assessment, educators fulfill their responsibilities to the students and the public and help establish accountability and improvement at the institution.

Development of the Assessment System

The unit's assessment system grew out of actions to review and revise an existing assessment plan. Following the April 1998 NCATE accreditation visit, the review and revision process was undertaken during Fall 1998 in an effort to address a weakness cited in the evaluation of programs in relation to the conceptual framework. This process continued through spring and fall of 1999 and spring of 2000. During this period, the dean, department chairs, and some faculty members began to research assessment models. In light of this research, we began to examine the SREP (Study, Revise, Evaluate, Practice) assessment plan being used by the unit.

In the fall of 2000, an assessment committee was appointed. This committee was later expanded to include representatives from the College of Arts and Sciences, the university administrative staff, and partners in P-12 schools, as well as faculty from the College of Education. The committee's first task was to continue the examination of SREP and to make a proposal about its efficacy as an assessment plan for the college. The committee's second task was to identify and describe the major assessments being used by the unit, to clarify the purpose of these assessments, and to provide direction in aligning the assessments with the conceptual framework and with state and professional standards. After receiving the new NCATE standards, the committee determined that SREP would not satisfy NCATE standards. The conclusion reached was to develop a new plan for an assessment system for the unit that would be performance-based and specifically address the NCATE criteria. This new plan would draw upon the old one where feasible.

By the 2001-2002 academic year, the development of the new plan was underway. As work progressed, power point presentations were made at faculty meetings, and components of the plan were disseminated to the unit faculty and stakeholders for feedback. Recommendations and revisions were discussed and approved. The Teacher Education Assessment and Intervention Committee (TEAIC) approved the rudiments of the plan. The TEAIC is responsible for approving actions related to assessment of the teacher education program. This committee establishes admission criteria for the teacher education program and monitors admission decisions to ensure that assessment standards are followed. It is made up of administrators and staff in the College of Education and representatives from the College of Liberal and Sciences, College of Liberal and Performing Arts (Music), Science Mathematics and Technology, and the School of Graduate Studies.

The unit underwent an accreditation review by NCATE in November of 2003. At this time, the system was in the initial stages of implementation, and the target date for full implementation was 2004-2005. The results of this first full implementation of the system were to be used for revision purposes. Revisions would include revisiting assessment instruments, policies, and processes in response to candidate performance data and professional standards and updating/modifying the assessment technology.

In 2009 the Unit developed a series of policies and flowcharts to better guide and track students through their degree programs and to meet state requirements for certification. These policies were approved by the State Department of Education.

Also in 2010 the university implemented PeopleSoft Campus Solution. PeopleSoft provides support for planning and managing students' progress through our degree programs. Numerous queries have been written to assist faculty and staff in managing their programs and student progress. A listing of these queries is provided later in this document. Full implementation of LiveText was also implemented at this

time. The unit continues to revise and refine its assessment system guided by input from various stakeholders, by state and professional standards, and by university policies relating to evaluation measures and procedures.

Description of the Assessment System

Relationship of the Assessment System to the Conceptual Framework

The college faculty believes in systematic and ongoing assessment of candidates, programs, and the professional education unit. The assessment system describes the systematic approach employed by the college in collecting, analyzing, and using data in these three major areas. The college's assessment system is driven by and fully integrates the conceptual framework, "Educator as Decision Maker." The levels of assessment coincide with the components of the conceptual framework model and encompass the transition points for assessment of candidate proficiencies.

Levels and Transition Points

The following logic models (Figures 1 through 4) describe the assessment levels for professional education candidates. Critical transition points for assessment are identified at each level. The major assessments are indicated at each transition point for determining candidates' readiness for proceeding to the next level. For candidates whose assessments show that they are not ready to proceed to the next level, a plan of action is developed which includes diagnostic measures, remediation, and re-taking of assessments and/or re-evaluation of criteria. This plan of action is developed and implemented by the relevant department chair, faculty, advisor, candidate, and the Director of the Teacher Education Center.

The Teacher Education Center is the primary resource available to assist candidates in enhancing their knowledge, skills, and abilities and in strengthening areas of weakness. The center provides diagnostic testing and tutoring for test preparation; computer assisted instruction in a variety of skills; instruction in portfolio preparation, interview techniques, lesson planning, and micro-teaching; mock screenings for speech and dispositions; remediation when and where needed, and referrals for services as necessary. Other resources for referrals include the tutorial centers in University College: the Reading Center, the Writing Center, the Mathematics and Science Tutorial Center, and the Geography and Humanities Tutorial Center.

The systematic collection, analysis, and interpretation of assessment data at the various levels and transition points serve to evaluate candidate performance and program and unit effectiveness and lead to recommendations for improvements. Decisions made and enforced through program and unit assessments are designed to support and facilitate the candidates' learning and growth in becoming informed and responsible decision makers who exhibit the characteristics of reflective practitioners, change agents, and lifelong learners as outlined in the outcomes in the conceptual framework document.

The logic models in Figures 1 through 4 depict the relationship between the Conceptual Framework and the Units Assessment System. They show the transition points and the assessments which are conducted to ensure candidates are prepared and ready for the next level.

The logic models illustrate a sequence of cause-and-effect relationships. They contain **resources** (things, people, attitudes, etc.), **activities** (things that need to be performed to cause the desired outputs), **outputs** (the results of the activities, and **outcomes** (the desired result).

Figure 1: Level One – Prior Context Logic Model

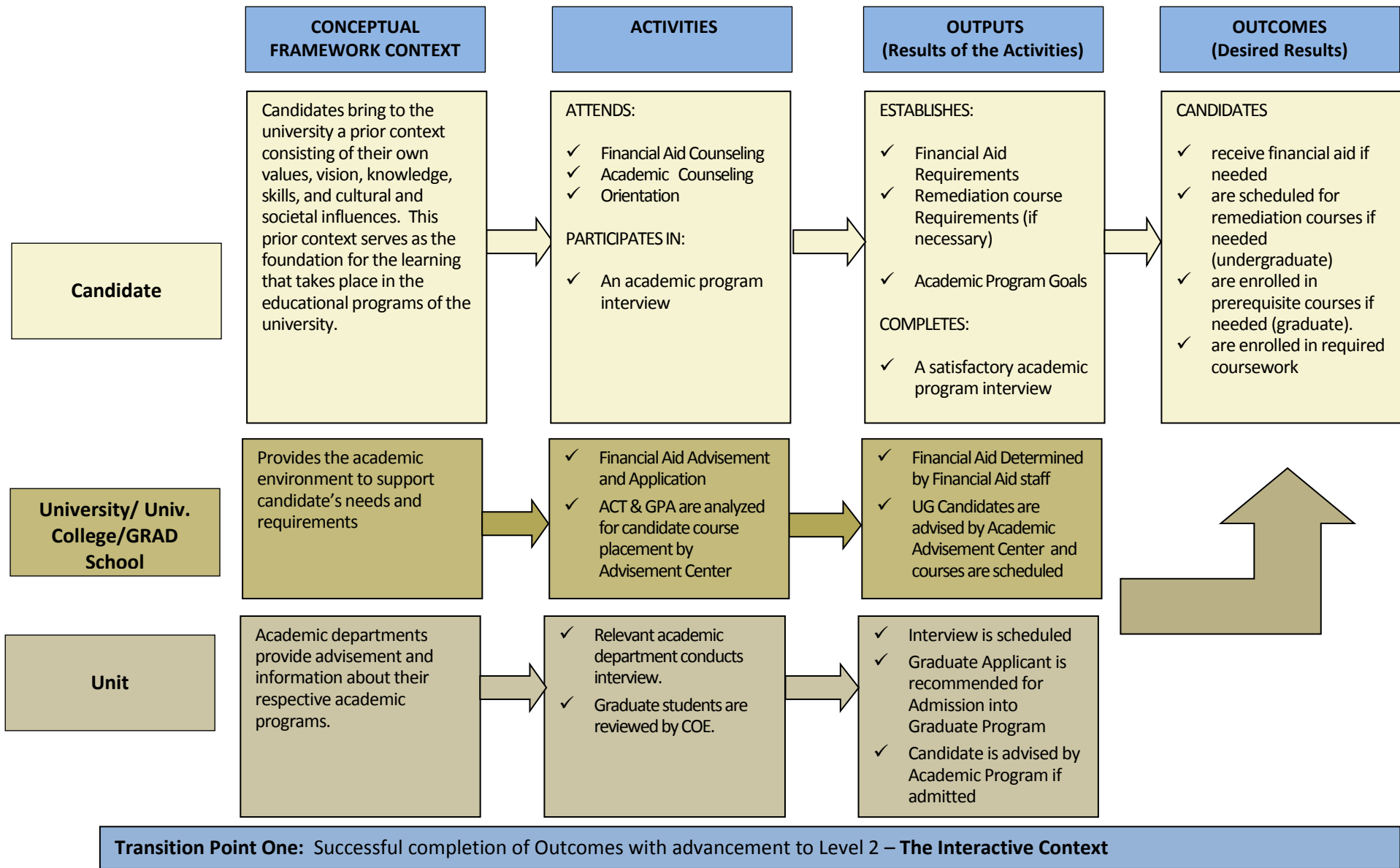
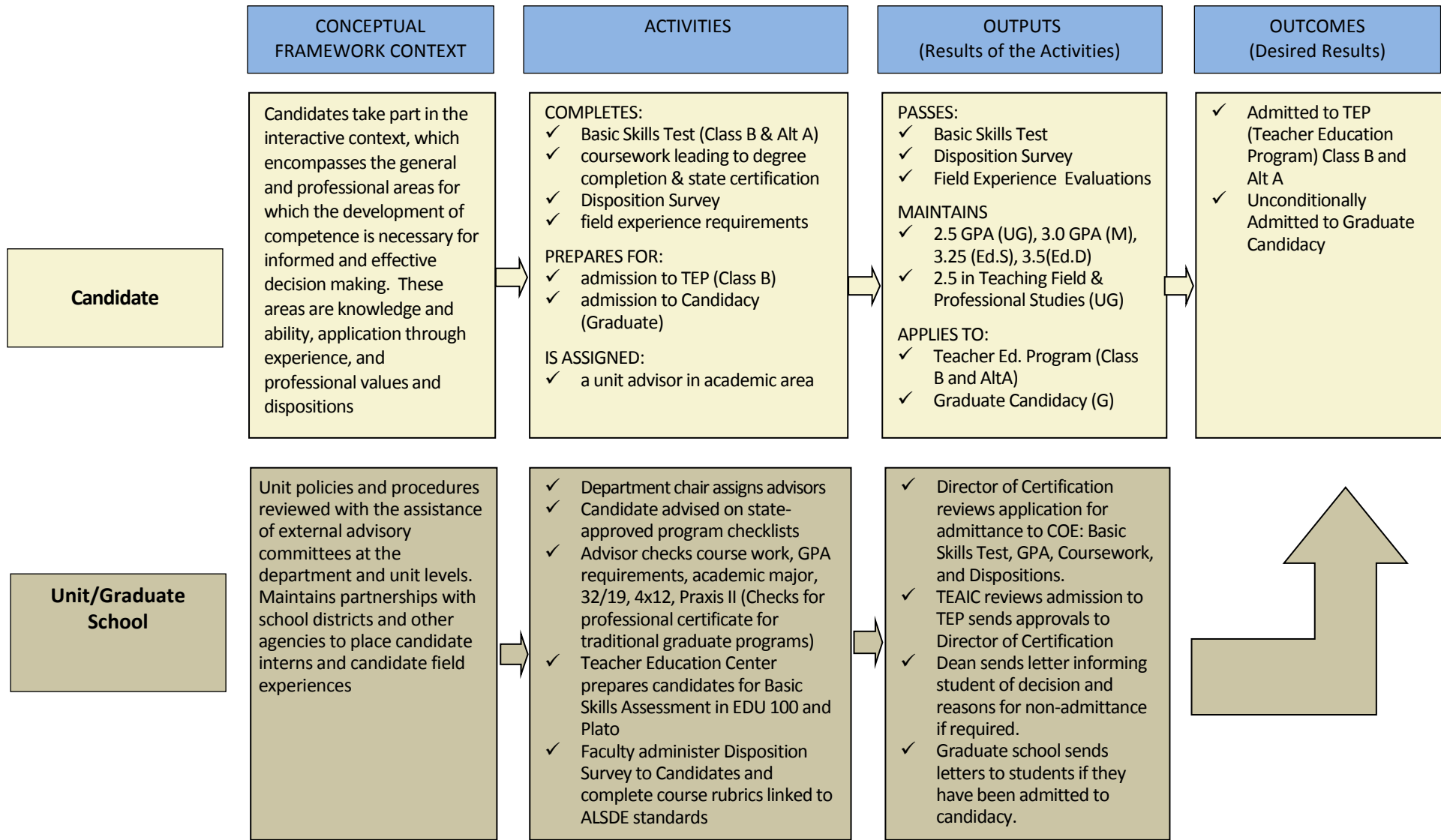


Figure 2: Level Two – Interactive Context Logic Model



Transition Point Two: Successful completion of Outcomes with advancement to Level 3 – Admission to the College of Education / Graduate

Figure 3: Level Three – Decision Making Context Logic Model

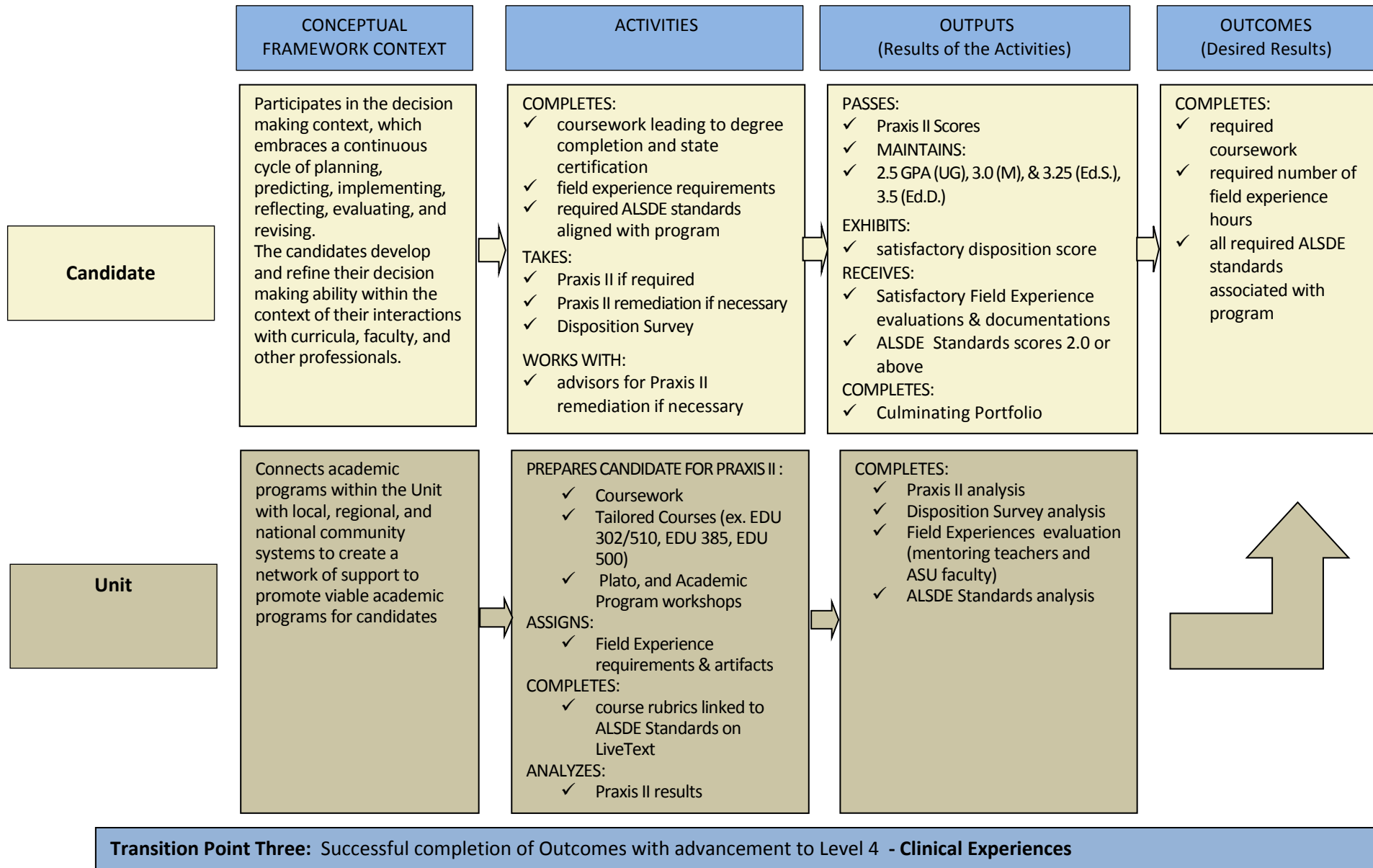
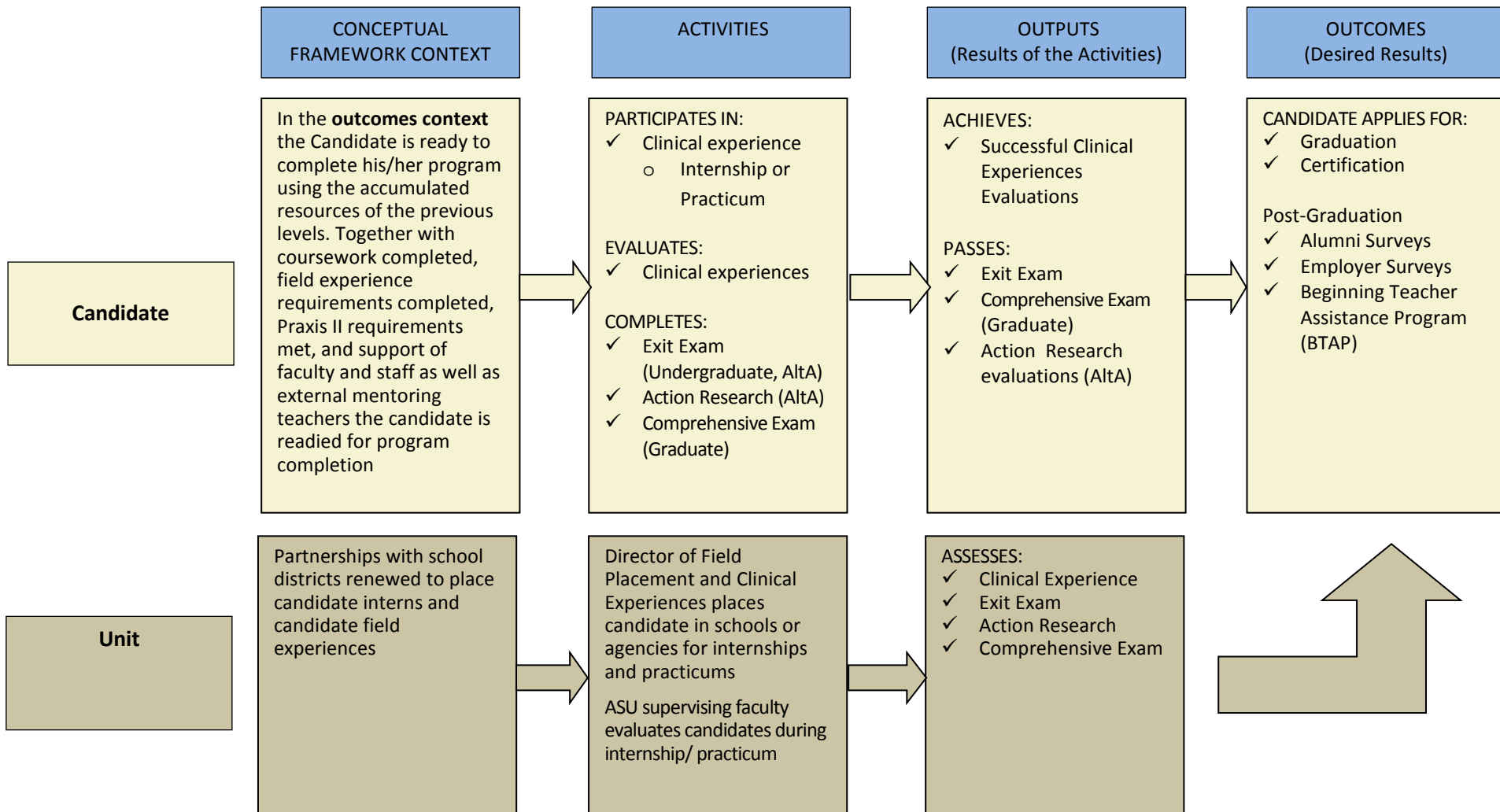


Figure 4: Level Four – Outcomes Context Logic Model



Design of the Assessment Process

The assessment process follows the decision making cycle described in the conceptual framework model. The design in Figure 5 illustrates the process for candidates, and the design in Figure 6 for programs and the unit. The **planning** phase includes involvement of the educational community in needs assessment based on education standards and policies, unit and institutional reviews and evaluations, and societal changes and issues impacting education. In the **predicting** phase, anticipated outcomes and goals are identified and measurement strategies are suggested. The COE Assessment Committee/NCATE Standard 2, the Teacher Education Assessment and Intervention Committee (TEAIC), and the COE External Advisory Committee(s) function at these phases to initiate the assessment activities. Instruments and methods of assessment are then (created/revised if necessary) employed in **implementing** data collection and analysis at critical points. Data collection and analysis procedures are conducted for candidate performance and for program/unit assessment. Transition points included in the Figure 5 (The COE Assessment Process - Candidates) are described in more detail in the logic models above. Figure 6 (The Coe Assessment Process - Programs/Unit), elaborates on details about the data collection points indicated in the Figure 5.

Various units within the university are responsible for **implementing** the assessment process. For example,

- **The University Testing Center** is responsible for those assessments required university-wide such as the Student Course Evaluation. The College of Education is responsible for candidate dispositions assessments, portfolios, internship evaluations, unit alumni and employer surveys, and others.
- **The Office of Institutional Research** administers graduation exit surveys and provides retention data as well as compiling the University's Fact Book.
- **The Office of Academic and Evaluation** supports planning and decision-making through the analysis, presentation, and distribution of relevant and timely information, program analyses, and projections for future trends. This office also provides support in the following areas: research, technical assistance, consultation, training and resources to ensure the continuous improvement of programs and operational processes of all academic and administrative areas within the Division of Academic Affairs.
- **The Quality Enhancement Program Office (QEP)** enhances the culture of learning at Alabama State University through building higher levels of student competence in the defined literacy areas beginning with a strong first-year launch and extending into the major disciplines. This enhanced culture of learning will positively impacts the first-year retention rate of each entering freshman class and promote successful academic progression through graduation.
- **WeaveOnline** is used as the assessment, planning and management system for collection of data and analysis of institutional effectiveness. This system provides the framework for streamlining the planning, assessment, and improvement processes of each program and department within the institution. The process begins with the university's mission, goals and objectives. It takes the user through objective/outcome development, establishing appropriate measures, setting achievement targets for each measure, reviewing applicable data, writing findings of the assessment results, and establishing needs based on current data through planning before repeating the steps in the next assessment cycle. Weave includes the following elements:

- Write expected outcomes
- Establish criteria for success
- Assess performance
- View assessment
- Effect improvement

Faculty and staff within the College of Education use WeaveOnline to assist in efforts to determine how well programs are achieving established candidate learning outcomes and best methods/strategies/practices needed to improve candidate achievement and program decision-making. These efforts are sequentially pursued by:

- a) Preparing a program report of the findings, as it relates to established candidate learning outcomes,
- b) Determining as a program team what the findings mean,
- c) Reviewing and revising established program remediation and improvement documentation/checklists, and
- d) Redesigning pedagogy, assignments, curriculum, instructional resources, etc. and/or reassessing candidate learning outcomes at a later time to ensure attainment of satisfactory achievement or improvement of unsatisfactory findings.

Figure 5: THE COE ASSESSMENT PROCESS CANDIDATES

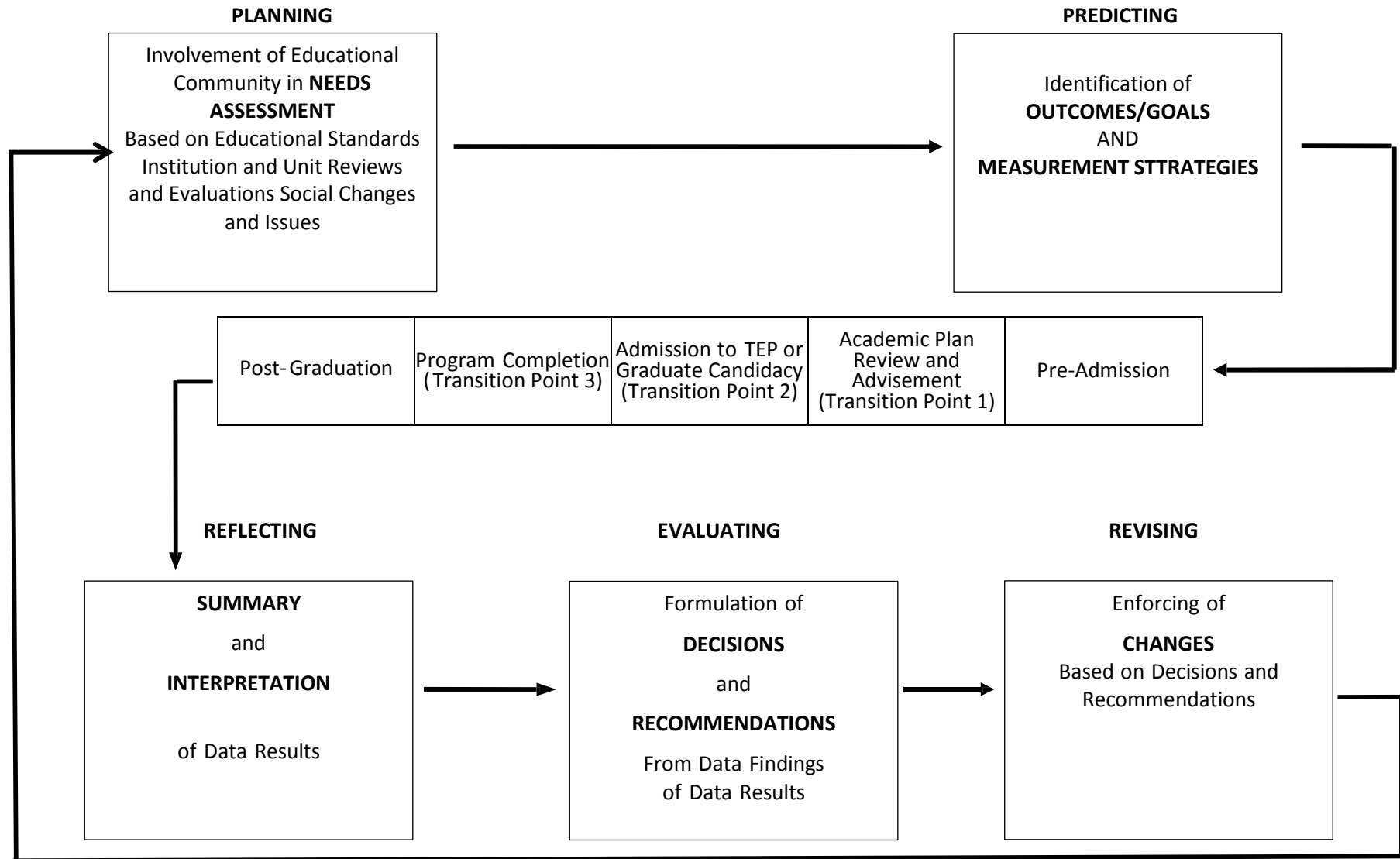
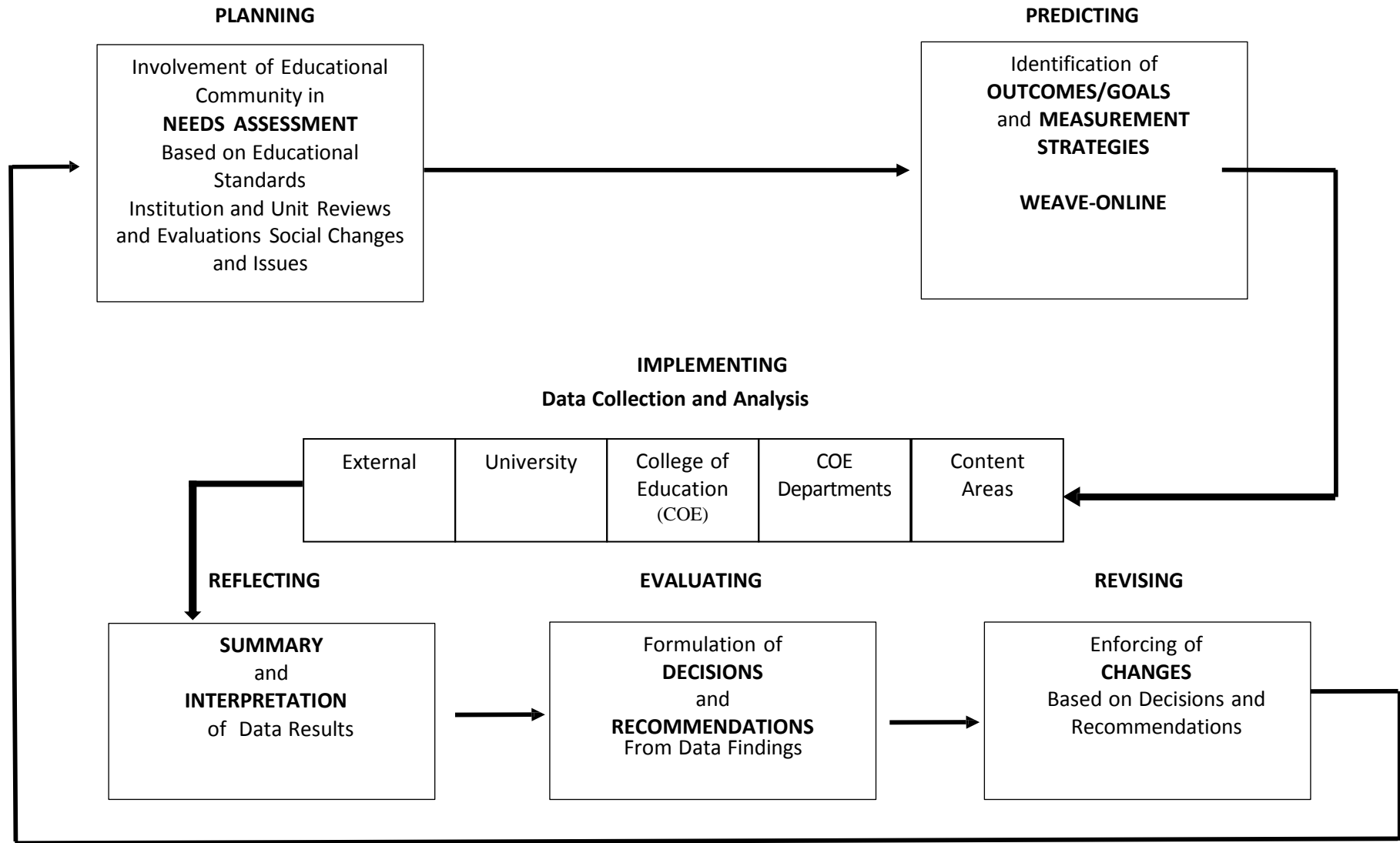


Figure 6: THE COE ASSESSMENT PROCESS PROGRAMS/UNIT



Descriptions of Key Unit Assessments

Key assessments employed by the college target candidate qualifications and performance and unit programs and operations. Multiple forms of assessment are used, including both externally and internally developed instruments. The assessments are comprehensive measures and are well-integrated throughout the unit's professional education program. The following key areas are tracked throughout the candidates' progress through their academic program.

- 1- Content knowledge
- 2- Pedagogical and professional knowledge
- 3- Impact on student learning
- 4- Dispositions
- 5- Diversity

Table 1 below lists these key unit assessments for initial and advanced programs.

Table 1. Summary of the of Assessments which are used by the Unit in the Five Key Areas

AREA	CONTENT KNOWLEDGE	PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE	IMPACT ON STUDENT LEARNING	DISPOSITIONS	DIVERSITY
Conceptual Framework Outcomes	CF1.2, CF1.4,	CF1.1, CF1.3	CF1.5- CF1.10 CF1-13, CF2.1	CF1.11, CF2.2, CF2.6, CF3.2	CF1.10 – CF1.12
INITIAL CERTIFICATION PROGRAMS (includes other professional)	<ul style="list-style-type: none"> Praxis II (Title II Report) Course Grades Comprehensive Exam (Other Professional) Weave Online (Pgm Lvl) Alumni Survey Employer Surveys Internship Evaluation ALSDE Professional Studies Standards (LiveText) Exit Exam 	<ul style="list-style-type: none"> Praxis II (Title II Report) ALSDE Professional Studies Standards (LiveText) Candidate Work Sample (examples) EducateAlabama Alumni and Employer Surveys Internship / Practicum Evaluation 	<ul style="list-style-type: none"> Candidate Work Samples (examples) Internship Pre/Post Tests (examples) Alumni Survey Employer Surveys Internship / Practicum Evaluation 	<ul style="list-style-type: none"> Disposition Survey during course work Disposition Survey during Internship Alumni Survey Employer Surveys Interview 	<ul style="list-style-type: none"> Field Placement Diversity Ratings of placement schools Course work Alumni Survey Employer Surveys ALSDE Professional Studies Standards (LiveText) Student Work Sample
ADVANCED PROGRAMS	<ul style="list-style-type: none"> Comprehensive Exam (examples) Course Grades Weave Online (Pgm Lvl) Alumni Survey Employer Surveys ALSDE Professional Studies Standards (LiveText) SPA (CACREP, ISLIC, NASM) Student Work Samples 	<ul style="list-style-type: none"> Practicum Evaluation Alumni Survey Employer Surveys ALSDE Professional Studies Standards (LiveText) SPA (CACREP, ISLIC, NASM) Student Work Samples Comprehensive Exam 	<ul style="list-style-type: none"> Practicum Evaluation Alumni Survey Employer Surveys 	<ul style="list-style-type: none"> Disposition Survey during course work Disposition Survey during Practicum Alumni Survey Employer Surveys Interview 	<ul style="list-style-type: none"> Field Placement Diversity Ratings of placement schools Course work Alumni Survey Employer Surveys ALSDE Professional Studies Standards (LiveText) SPA (CACREP, ISLIC, NASM) Student Work Samples

Internal and External Assessments

1. **Internal Assessments** are those developed and administered by the college or by another unit within the university. These assessments include the following:

a. Dispositions Assessments

Dispositions assessments occur across all programs in the unit. In initial programs, assessment of dispositions begins in EDU 100 for Class B candidates and EDU 500 for Alternative A Masters candidates, prior to the candidates' admission to teacher education (transition point 1). Dispositions are assessed again for admission to the Teacher Education Program or Graduate Candidacy (transition point 2) and for program completion (transition point 3). In addition, course instructors are asked to evaluate the dispositions of candidates in their classes as a means of obtaining a global assessment for the college. A common instrument, reflecting the dispositions identified in the conceptual framework, is used in all dispositions assessments. Assessment of dispositions is also embedded in other evaluation measures.

b. LiveText

LiveText is a web-based data management system that the College of Education (COE) uses to collect data for the purpose of assessment, evaluation and accreditation. LiveText is an integral part of all courses within the College of Education. Initial and advanced candidates are expected to have an activated LiveText account. Throughout the coursework, practicum and internship for individual programs, candidates will complete assignments, portfolios and surveys, all of which require an activated account.

Reports are generated by program and level of degree in order to inform continuous improvement efforts within the COE. Formative and summative assessments are entered and tied to standards associated with the Alabama State Department of Education (ALSDE), specialized professional associations (SPA), and the National Council for the Accreditation of Teacher Education (NCATE).

c. Professional Portfolio

The portfolio is an across-the-program and a course-based assessment. It is used for both formative and summative evaluations. Portfolio building is done across several courses in individual programs using the electronic portfolio feature of LiveText.

For initial teacher education programs, development of the professional portfolio begins early in the candidates' program of study, usually in EDU 100/500 and EDU 300 with the construction of a resume and the writing of a philosophy of education. Artifacts are added as instructors in the courses require. Completion of the professional portfolio occurs during the internship where artifacts specific to the internship are included and a binder-type portfolio is assembled by each candidate with selected artifacts from the e-portfolio and the internship requirements. Artifacts in the portfolio are divided into proficiency areas that are aligned with institutional, state, and professional standards. The final product is evaluated by the university supervisor, the director of laboratory experiences, and the advisor using a standard rubric.

Development of the professional portfolio reflects candidates' engagement in the college's decision making process which culminates in the internship experience where knowledge and

practice must connect with student learning and where all of the **components of the decision making process** come into play. Through unit and lesson plans, candidates engage in **planning** instruction and **predicting** outcomes. Pre-assessments enable them to evaluate their students and make the further predictions necessary to modify or adapt instructional plans before actually teaching. **Implementing** occurs with the delivering of instruction as planned and conducting post-assessment activities to measure actual outcomes. Analyzing assessment data and **reflecting** on the results of instruction as evidenced by student gains in learning involves candidates in **evaluating** their own performance and **revising** as necessary.

Advanced programs in Instructional Support use the e-portfolio feature of LiveText, and the doctoral program requires a research portfolio.

d. Professional Studies Standards Assessment (PSSA)

The professional studies standards assessment is an assessment of candidate performance on the ALSDE professional studies standards.

Standards addressed in a course are identified in the syllabus of the course and aligned with course objectives and with relevant unit proficiencies outlined in the conceptual framework. Candidates in a course complete assignments designed to demonstrate achievement of an objective (thus of the ALSDE standard and the unit proficiency aligned with the objective). A standard may be taught and assessed in more than one course; therefore, a candidate's performance on a standard would be evaluated more than once by more than one instructor.

Prior to 2011, faculty members evaluated candidates on each standard by entering a score for the standard in the ACE Database. The ACE Database allowed viewing of candidate performance on the PSSA in multiple ways: by average scores for individual candidates and by each candidate's performance on each standard; by average scores on a standard across all programs, in each program area, in each course and each section of a course, and by majors. Assessments are made for undergraduates and graduates, for candidates in initial and advanced programs. These evaluations are still readily available online.

Beginning in 2011 standards were incorporated into LiveText rubrics and evaluated as part of a candidate's course assignments.

e. Field and Internship Evaluations and EDUCATEAlabama

EDUCATEAlabama Professional Learning Collaborative is a formative system designed to provide data about a teacher's current level of practice within a Continuum based on the new Alabama Quality Teaching Standards (AQTS). As the process implies, the new system is a learning collaborative. Data are used by the evaluator and teacher to set expectations, goals, and plans for teacher professional growth and learning. There has been great effort to align the EDUCATEAlabama process with the Alabama mentoring program and broader teacher development initiatives.

The EDUCATEAlabama Collaborative Teacher Evaluation System was designed to provide data about a teacher's current performance against a set of standards developed by the Governor's Commission on Quality Teaching. A school administrator collects these data by observing the teacher in his/her classroom, discussing practices through dialogues with the teacher, and documenting other knowledge

about the teacher gleaned during the school year. The teacher also conducts a self-assessment. For each of the standards and its indicators, the administrator and teacher determine a level of practice from a Continuum of practices. The Alabama Continuum for Teachers used in the evaluation process has 4 levels of practice for each indicator of a standard: Emerging, Applying, Integrating, and Innovating. This collaborative process uses the data gathered during the evaluation to not only determine one of the four levels of practice but also to develop a professional learning plan that will assist the teacher in achieving the professional learning needed to progress to higher levels of teacher practice. The local school system is responsible for the evaluation of teachers and uses the evaluation data and results based on the state standards to make decisions about its teachers.

In the evaluation of its candidates during student teaching, the unit uses the same evaluation form but elected to revise the label for the four levels of practice to mirror the four levels used in the ALSDE Professional Studies Standards and AQTS. This was done because EDUCATEAlabama was designed for currently practicing teachers. The levels of (1) Emerging, (2) Applying, (3) Integrating, and (4) Innovating were merged with the ALSDE descriptors to indicate (1) Emerging/Beginner (Unacceptable), (2) Applying (Basic), (3) Integrating (Proficient), (4) Innovating (Exceptional). With the descriptors changed analysis could be conducted between Professional Studies Scores and the EDUCATEAlabama criteria.

Beginning in 2012, these evaluations are completed online using the eforms system described later in this document.

f. Internship Student Pre/Post Tests

During the candidates internship they are required to conduct a pre and posttest for a lesson or lessons they are teaching. Student learning is evaluated by the differences in the pre and post test scores.

g. COE Exit Examination

Teacher candidates are required to complete a written exam on their philosophy of education. The exam is administered by the ASU Testing Center at mid-term of the candidate's internship. Candidates who fail the exam are provided remediation in the Teacher Education Center and must be approved for a re-take by the director, and must pass the exam prior to their expected exit date.

h. Graduate Writing Competency Test (GWCT)

The GWCT is a test of writing proficiency required for admission to the graduate school and to COE advanced professional education programs.

i. Graduate Comprehensive Examination

The Graduate Comprehensive Examination is required of all candidates prior to completing graduate degrees. Program areas provide study guides and tutorials for the examination as needed. In the Summer Semester of 2014, several programs will be piloting a new portfolio based assessment in lieu of the comprehensive exam.

j. Cooperating Teacher's Program Evaluation

Cooperating teachers in the P-12 schools where teacher candidates do their internships are asked to complete an assessment of the teacher preparation program by evaluating the degree of preparation they believe the teacher candidates possess. They are also asked to provide ideas, suggestions, comments which will assist the unit in improving the program. This is used as a

program evaluation and is not a component of the candidate's assessment for grading purposes.

k. Beginning Teachers Assistance Program (BTAP)

The purposes of the BTAP program are to provide support for beginning teachers; to support content-specific pedagogy that reflects Alabama teaching standards; to emphasize the connections between effective planning, instruction, and student learning; to emphasize the importance of reflection for professional growth; the use of computer related technology to enhance student learning; and using data to drive instruction. A distinctive component of the BTAP program is the action research project, which is a process in which BTAP participants examine their own educational practice systematically and carefully, using the techniques of research. The goals of BTAP are to

- Support and enhance the teaching experience of first or second year K-12 classroom teachers
- Encourage novice teachers to remain in the education profession
- Develop an effective mentoring program involving new teachers, surrounding public school system personnel and university faculty
- Collaborate with school systems to offer support for young teachers
- Establish a seamless connection between the ASU teacher preparation program and the BTAP program in order to enhance the quality of all facets of teacher preparation and induction
- Establish continuing communication links among new teachers and the BTAP team
- Meet and exceed state and national standards for beginning teacher preparation expectations
- Help transition novice teachers into the classroom and acculturate them to the specific school and district setting in which they will work.
- Provide an avenue for leadership, public recognition, and reward for skilled veteran teachers who serve their schools and districts as mentors, professional developers, and/or contributors to curriculum and instructional improvement.
- Build capacity for school and district program innovation and to guide local education reform. Develop professional relationships with school systems and faculty to share best practices based on research.
- Develop professional relationships with university faculty to share best practices based on research
- Reflect on teaching practice—Cultivate an attitude of continuous improvement through reflection and discussion
- Meet in a supportive environment where both professional and personal issues can be addressed

l. COE Alumni Satisfaction Survey and COE Employer Satisfaction Survey

These surveys were developed to supplement the ALSDE surveys in the Program Performance Profile. The COE surveys address the unit's conceptual framework proficiency outcomes and dispositions and replace prior follow up surveys.

m. Student Course Evaluation

The Student Course Evaluation is developed and administered by the university's Office of Academic Planning and Evaluation. Online administrations of student course evaluations of faculty are administered every fall and spring. Data collected are used for performance reviews of teaching and improvement. Data are used as means to produce useful feedback which the faculty can use to improve instructional quality. The information is used by administrators, along with other input, to make summative decisions, e.g., decisions about promotion, tenure, salary increases, etc. and make

formative recommendations. These evaluations are combined with peer evaluations, supervisor evaluations, and results of student test scores to create an overall picture of teaching performance.

n. Graduation Exit Survey

The Graduation Exit Survey is administered to graduates at the point of graduation by the university's Office of Institutional Research. The survey identifies respondents by college.

2. External Assessments. External assessments are those developed and administered by agencies outside of the university. These assessments include the following:

a. Graduate Record Exam (GRE) or Millers Analogy Test (MAT)

b. Alabama Prospective Teacher Testing Program (APTTP)

- ACT Work Keys System (three basic skills assessments)
- ETS Praxis II (subject-matter tests and Principles of Learning and Teaching (PLT))

c. Praxis II exam

d. Graduate Satisfaction with Program

e. ASU Distance Education Committee

The ASU Distance Education Committee is charged to review courses which are proposed to be offered online. Documentation of Best Practices must be provided and syllabi must show appropriate course activities for online offering. Courses must also be parallel to face to face courses in terms of learning objectives and academic rigor. In addition, the College of Education requires that each of its faculty members who teach online courses successfully complete a University developed online instructor course.

Assessments: Incorporation of Standards

The COE's conceptual framework outlines the proficiencies expected of candidates and aligns them with state and professional standards. The proficiencies are stated as the conceptual framework outcomes; each outcome is further detailed with specific indicators. The instruments used by the unit to evaluate candidate proficiency incorporate INTASC, NCATE, CACREP, NBPTS, and ALSDE. These standards focus generally on competence in the areas of knowledge, skills, dispositions, and student learning. Table 2 indicates the areas of the standards that unit assessments of candidate performance address.

Table 2: Assessments of Candidate Performance--Alignment with Areas of Standards

AREAS FOR STANDARDS	Dispositions	Portfolio	PSSA	TEP Exit Exam	Graduate Comprehensive Exam	AECTP & PRAXIS II
Knowledge		X	X	X	X	X
Skills		X	X	X	X	X
Dispositions	X	X	X			
Student (K-12) Learning		X	X			

In addition to the across-the-program assessments, a variety of course-based assessments are used in both initial and advanced programs to evaluate the candidates' pedagogical, content, and professional knowledge, abilities, and dispositions. These are aligned with standards and tied to course objectives. The assessments are indicated in course syllabi and include mid-term and final examinations, tests, group and individual presentations, essays, lesson and unit plans, case studies, policy studies, critiques, micro-teaching scenarios, and others. Rubrics, checklists, scoring and rating scales are among the tools used to assess candidate performance on these evaluations. Candidate performance in courses is reflected in the assessment system by the minimum grade for passing courses, by required GPAs, and by satisfactory completion of the designated credit hours. Candidate performance in field experiences is also assessed using the eforms system.

Systematic, standards-based assessment is used to measure candidate performance. As indicated, the college's programs are guided by state and professional standards. These include ALSDE, NCATE, INTASC, and NBPTS. These standards have been aligned with the outcomes in the conceptual framework. Conceptual framework outcomes and the standards have been aligned with course objectives, activities, and assessments in the course syllabi to ensure that candidates gain the knowledge, skills, and dispositions required of effective professional educators. -To-ensure that syllabi reflect these alignments, each syllabus is reviewed by the Department Chairperson, the Associate Dean, and the Dean of the College of Education. Candidates are evaluated in each course based on their mastery of the stated measurable learning objectives, and they must meet stated mastery criteria related to course objectives and requirements to pass the course. In COE courses, objectives and other criteria clearly delineate proficiency expectations for candidates. These objectives are aligned with standards. Thus, when the objectives are achieved, the standards are met.

Assessments As Predictors of Candidate Success

Assessments at each transition point in the COE assessment system are designed to serve as predictors of candidate success in the professional education program. Assessments required for admission to the program areas serve as screening tools to assure entry of candidates who possess certain levels of knowledge and skills and represent promise as professional educators. Data from multiple assessments across courses and programs are collected and analyzed over a period of time at the points of continuation and program completion. (See Tables 1 and 2 above)

Eliminating Sources of Bias in Performance Assessments and Establishing Accuracy, Consistency, and Fairness of Assessment Procedures

The first phase in eliminating bias in performance assessments and establishing accuracy, consistency, and fairness of assessment procedures is to ensure that assessments are aligned with curriculum, instruction, and standards. Such alignment means that these elements work together to establish common learning for all candidates, to provide consistent implications for improving instruction, and to assure use of assessment practices that are consistent and fair to all candidates. Firstly, the quality assurance process employed by the College of Education verifies that all required components are included and are in alignment.

Secondly, key assessments of candidate performance are grounded in state standards which have been aligned with the unit's conceptual framework proficiencies. The standards-based aspect and the manner in which these ALSDE derived assessments are used decrease opportunities for bias and promote fairness and consistency. Thus, in addition to being standards-based, the assessment is done on knowledge and skills that candidates are aware of and have an opportunity to learn. This assessment also has a formative and a summative feature and is completed and reviewed with the candidate by the cooperating teacher and the university supervisor. Sessions are held to acquaint these evaluators with the content and procedures for this assessment.

The ALSDE's professional studies standards have been formatted as part of the assessment system in LiveText. A standard may be taught and assessed in more than one course; therefore, a candidate's performance on a standard is evaluated more than once by more than one instructor. This assessment will be used to monitor candidate performance through transition points once studies have been completed to establish performance guidelines and levels for each transition point. Studies are also planned to evaluate the consistency of ratings for a candidate across several courses taught by different instructors. Future studies will also establish comparative data for looking at the consistency of candidate performance on similar proficiencies measured by this and other assessment instruments.

For assessments that are rated by faculty teams, inter-rater reliability workshops are conducted to prepare faculty. The portfolio, COE exit exam, and the graduate comprehensive exam are examples. In addition to the general workshop, raters engage in a brief training prior to each grading session to standardize the process for that session. Training involves review of the rubric, the rating scale, and the procedure to assure a consensus of understanding. It also involves a short trial-run as a test of rater agreement for the session.

We are still developing and conducting thorough studies to establish absence of bias and to assure fairness, accuracy, and consistency of the performance assessment procedures. This is an ever-evolving, continuous process for the unit.

General University and Other Assessment Measures

ASU Academic Program Review (APR)

The Academic Program Review (APR) is a key component to maintaining and improving program quality at Alabama State University. The Academic Program Review is part of an overall evaluation plan that

provides a process of regular and systematic assessment of all undergraduate and graduate degree programs, which will be reviewed every five (5) years. The APR is intending to have a constructive approach of evaluation which is beneficial for faculty, students, staff and external stakeholders. The core of the Academic Program Review is a self-study report to be produced by each academic department(s) or unit(s) responsible for a degree program. The APR provides an opportunity to reflect on the degree’s adherence to the University’s mission and strategic plan, to assess its quality in its pathway to excellence, analyze how successful are its graduates, and to examine current operations and future needs of the degree program. For this purpose, the Academic Program Review will be centered on the following criteria:

Table 3 Academic Program Review

Criteria	Description
Centrality	Each program will be evaluated in its contribution and adherence to the mission, vision, and strategic plan of the Alabama State University, Academic Affairs, pertinent College, and Department(s).
Quality	Each program will be evaluated in its student learning outcomes/educational outcomes, curriculum, eminence of faculty in teaching, research and citizenship, pertinent faculty resources, and accreditation standards (if applicable). Means of assessment are all important indicators of quality reflected in educational programs.
Student Success	This measure relates to analysis of data as it relates to students, number of majors, graduation rates, faculty/student ratio and other factors that provide evidence of student success and follow-up of its graduates.
Viability	Programs are expected to provide evidence of sustainability and demand, as it relates to its current operations and future expectations.

The College of Education’s Psychology program will be one of the first programs to conduct and APR in the Spring 2014 Semester while other College of Education faculty members serve as program reviewers for other ASU non COE programs.

The quality assurance procedure also embraces the faculty evaluation plan, *A System of Faculty Evaluation for the Improvement of Faculty Performance*. This plan is designed to evaluate the teaching effectiveness of individual faculty members through an annual performance review. At the beginning of the academic year, each faculty member submits a plan for evaluation of professional activities in four areas: teaching, academic citizenship, research and creativity, and community service. Faculty performance in these areas is assessed by department chair observations, peer evaluations, student evaluation, and the documentation of activities by the faculty member. At the end of the year, the department chair conducts the annual review and presents an appraisal of actual performance as measured against the agreed-upon plan proposed by the faculty member. The faculty evaluation plan also includes criteria, guidelines, and procedures for tenure and promotion. The annual performance review is central to the tenure and promotion process, which also involves evaluations and recommendations by departmental faculty committees.

The university has a campus-wide planning and evaluation system encompassing all education and administrative functions. The University’s *“VISION 2020: The Alabama State University Transformation Plan”* enumerates the institution’s broad planning goals and objectives. Based on these, unit managers

set forth their objectives, activities to achieve the objectives, methods of evaluating outcomes, and the means of using evaluation results to improve unit operations. These core objectives and goals are tracked in the University's WeaveOnline discussed earlier.

In addition to internal college and university assessments, candidates, programs, and the unit are reviewed by external approving agencies and associations. The Alabama State Department of Education (ALSDE) conducts an annual comprehensive review of teacher education and instructional support programs. Along with the NCATE continuing accreditation review, the ALSDE evaluates programs every five years. The state's approval of ASU teacher education programs has been acceptable in lieu of the specialized professional associations' (SPA) evaluations. In addition, the Alabama Commission on Higher Education (ACHE) reviews and recommends approval decisions for new programs and evaluates existing programs for continuation according to established viability criteria. The Southern Association of Colleges and Schools (SACS) evaluates all university programs for reaffirmation of accreditation. The University's last reaffirmation of accreditation was in 2010.

ASU Distance Education Committee

The ASU Distance Education Committee is charged to review courses which are proposed to be offered online. Documentation of Best Practices must be provided and syllabi must show appropriate course activities for online offering. Courses must also be parallel to face to face courses in terms of learning objectives and academic rigor. In addition, the College of Education requires that each of its faculty members who teach online courses successfully complete a University developed online instructor course. In addition, a procedure for evaluation of online instructors has been developed by the College of Education and has recommended it to the Provost for university-wide adoption.

Data Collection, Analysis, and Evaluation

Data Collection

Data is collected in three primary ways – through PeopleSoft, eforms and LiveText. These systems are described below:

1. **PeopleSoft Campus Solutions** is the student administration system of Oracle's PeopleSoft product. The ASU implementation of Campus Solutions includes the modules of Recruitment & Admission, Campus Community, Financial Aid, Student Finance and Student Records. The College of Education has access to the Student Records module. As such a student's progress in an academic program can be tracked and aggregate program data can also be queried as well. Other data such as Praxis II and Alabama Educator Certification Testing Program (AECPT) scores are inputted into the PeopleSoft data collection system. All faculty and student advisors have access to PeopleSoft anywhere they have Internet Access. In addition, specific queries have been written to help manage the college of education. These queries are also available through query viewer. Below are some of the public queries used by the College of Education. These queries were created and are managed by a COE faculty member. Moreover, in addition to public queries, specific query request by faculty and staff are made which are specifically tied to a department or faculty members needs.


Table 4: PeopleSoft Queries

Query Name	Query Description
ASU_COED_DISTANCE_ED	List of Distance Ed. Courses
ASU_COED_NON_COMPL_NON_ATTEND	COE STDNTS NON COMP NON ATTEND
QWY_ACAD_PLAN_COUNT_BY_SEM	ACAD PLAN COUNT BY SEM
QWY_ACAD_PLAN_LIST_BY_SEM	STDNT LIST BY ACAD PLAN BY SEM
QWY_AH_COURSES_TERM	COURSES SCHEDULED IN ABERNATHY
QWY_AH_CRSES_BY_TERM_NOT_COE	NON COE CRSES IN ABERNATHY
QWY_ALTA_INTERNSHIP_ENROLLMENT	QWY_ALTA_INTERNSHIP_ENROLLMENT
QWY_ALTA_STDNTS_2031_2138	ALTA STDNTS BY ACAD PLAN
QWY_APPT_ALL_SCORES	ALL APPT SCORES
QWY_APPT_SCORES_COMPLETERS	APPT SCORES FOR COMPLETERS
QWY_APTT_SCORES_BY_STDNT	APTT Scores By Student
QWY_COED_ADMIT_GRADUATE	COED ADMIT by TERM
QWY_COED_BST_PASS_GPA_GE_2_5	EDU100 PASS GPA GE 2.5 BY SEM
QWY_COED_COMPLETERS_BY_TERM	COED COMPLETERS BY TERM + PLAN
QWY_COED_COUNT_BY_ACAD_PLAN	COED ACAD PLAN COUNT BY SEM
QWY_COED_COURSE_SCHEDULE_TERM	CRSE ENROLL DETAILED
QWY_COED_CRSE_ENRL_W_INSTR	COED_CRSE_ENRL_W_INSTR
QWY_COED_CRSE_ENROLL_BY_CRSE	COED ENROLLMENT BY COURSE
QWY_COED_ENROLL_COUNT_BY_CRSE	CRSE_ENRL_COUNT_W_INSTR_BY_CRS
QWY_COED_INC_GRADES_BY_CRSE	INC GRADES BY CRSE W INSTR
QWY_COED_INTERNSHIP_ENROLLMNT	QWY INTERNSHIP ENROLL BY SEM
QWY_COED_I_GRADES_EDU_100_500	I GRADES FOR EDU 100 AND 500
QWY_COED_STDNT_ADDR_PH_EMAIL	STDNT_ADDR_PH_EMAIL_BY_ID
QWY_COMPL_BY_SEM_EMAIL_PH_ADDR	COMPLETERS BY SEM AND PGM W AD
QWY_COMPL_STATUS_BY_ACADPLAN	COED STDNTS COMPLETION STATUS
QWY_COURSE_SCHED_BLDG_TERM	ALL COURSES ROOM SCHEDULE
QWY_CRSE_ENROLL_BY_SEM	COURSE ENROLL SUMMARY
QWY_CRSE_GRADES_BY_STDNT	COE COURSES & GRADES BY STDNT
QWY_CURR_ENROLL_STDNTS	COED STDNTS CURR ENROL BY PGM
QWY_ENROL_COUNT_BY_CRSE_BY_SEM	ENROLL COUNT BY CRSE AND TERM
QWY_EXIT_EXAM_ALL	EXIT EXAM BY DATE
QWY_EXIT_EXAM_BY_STUDENT_ID	EXIT EXAM BY STUDENT
QWY_FIELD_EXPERIENCES_STDNTS	LIST STDNTS IN CRSES W FLD EXP
QWY_FIND_STDNT_CWID_W_SSN	FIND STUDENT CWID W SSN
QWY_FIND_STDNT_ID_SSN_W_NAME	FIND STUDENT CWID SSN W NAME
QWY_FIND_STUDNT_SSN_W_CWID	FIND STUDENT SSN W CWID
QWY_GPA_BY_CRSE_BY_SEM	GPA BY CRSE BY SEM

Query Name	Query Description
QWY_GPA_BY_CRSE_BY_SEM_PGM	GPA BY CRSE BY SEM BY PGM
QWY_GRADES_BY_ID_AND_SUBJ	GRADES LOOKUP BY ID AND SUBJ
QWY_GRAD_STDNTS_NONCOMPLETE	GRAD STUDENTS NONCOMPLETE
QWY_ILP_TOTAL_STDNTS_PGM	TOTAL ILP STUDENTS IN PGM
QWY_I_GRADES_BY_CRSE	I GRADES BY CRSE USE %CRSE_NO
QWY_LIST_STDNTS_BY_ACAD_PLAN	STDNTS BY ACAD_PLAN
QWY_LIVETEXT_STUDENT_PROFILE	LIVETEXT STUDENT PROFILE
QWY_LPL_ENROLL_BY_SEM	LPL COURSE ENROLL BY SEM
QWY_PRAXIS_SCORES_ALL	PRAXIS Scores by TEST ALL
QWY_PRAXIS_SCORES_ALT_A	ALTA PRAXIS Scores
QWY_PRAXIS_SCORES_BY_STDNT	PRAXIS Scores by student
QWY_PRAXIS_SCORES_BY_TEST	PRAXIS Scores by TEST
QWY_PRAXIS_SCORES_EDU500	PRAXIS Scores AND EDU 500
QWY_PROG_COMPLETERS_BY_SEM	COED PROGRAM COMPLETERS BY SEM
QWY_STDNTS_ACAD_PLAN_BY_SEM	COE STDNTS BY ACAD_PLAN
QWY_STDNTS_NONCOMPLETE	TOTAL STUDENTS NONCOMPLETE
QWY_STDNT_ADD_PH_EMAIL_BY_PLAN	NON COMPLETERS ADDR BY PLAN
QWY_STDNT_BY_PLAN_CMP_STATUS	COED STUDENT LIST BY ACAD PLAN
QWY_STDNT_UNOFFICIAL_TRANSCRIP	UNOFFICIAL STUDENT TRANSCRIPT
QWY_STUDENT_ADDRESSES	STUDENT ADDRESSES
QWY_STU_COUNT_ACAD_PLAN_BY_SEM	CNT COE STUS BY ACAD_PLAN_SEM
QWY_STU_PGM_ADD_EMAIL_BY_SEM	COED STDNTS ADDRESS EMAIL PGM
QWY_STU_PGM_ALL_BY_SEM	ALL ASU STDNT PGM ETHNIC GEND

2. **Eforms** are electronic forms used by faculty, candidates, and staff. They are available online on a secure server. The forms are menu driven and enable students to request field experience placement, candidate evaluation of field experience and internships, track advisement sessions, and prior to 2011 evaluate a candidate's professional studies standards. All data is contained in a database and, as such, allows the COE to aggregate data by academic program, degree level, and many other data points. Below is the Eforms main menu. Each link leads the user to another menu.

Table 5: Sample Eforms Menu

 Alabama State University College of Education <i>Eforms Main Menu</i>	
Form Name	Description
Field Experience Menu (Faculty)	Student Field Experience Placement, hours and evaluation
Field Experience Menu (Students)	Menu that students can use to track field experiences
Advisement Menu	Stores advisement information on an individual student
Internship Menu	Internship evaluation forms
Internship Student Menu	Contains forms that students use during internship as well as supervisor evaluation
Instructional Leadership Menu	Instructional Leadership evaluation forms
Counselor Education Menu	Counselor Education evaluation forms
Professional Studies Standards Menu	Requires user to login again - ACE database Professional Studies Standards Evaluations

The above menu is not available to candidates who have their own menu driven system so they can, for example check on the total number of field experience hours they have attained. Faculty members have more complete access to the data in eforms. For example, in the above menu a faculty member can click on Field Experience Menu (Faculty) and have access to the following information:

- 1. Student Data Form** - Enter student ID to get student address, etc.
- 2. Field Experience Assignment Form** - Used by Director of Field Placement to make final school placement assignments.
- 2b. Search for a Students Placement** - Used by Director of Field Placement to make a change to a placement
- 3. Candidate Field Experience Menu** - Used by Candidates to request school placement assignments and obtain other field experience data
- 4. Field Experience Report Current Semester** - Shows Placement Form for each candidate
- 5. Print all Placement Reports** - Prints all Placement Reports in batches of 200
- 6. Total Field Experience Hours for a Student** - Shows the total number of observation hours for a selected student - does not include current semester.
- 7. Cooperating Teacher Evaluation Report for all Candidates** - Shows all cooperating teachers evaluation of all students for current semester
- 8. Cooperating Teacher Evaluation Reports for an Individual Candidate – FOR CURRENT SEMESTER.** Enter student ID and Course Number to retrieve cooperating teacher evaluation of a candidate for current semester - output in form format.
- 9. Cooperating Teacher Evaluation Reports for an Individual Candidate** – All evaluations in database Enter student ID to retrieve cooperating teacher evaluation of a candidate for all field experiences - output in form format. Does not include current semester. Use menu 8 for current semester.
- 10. Cooperating Teacher Evaluation Form –login** - This is the login form that the Cooperating Teacher uses to evaluate candidate field experiences Candidate presents this form to the cooperating
- 11. Field Experience 'Reminder' Form for cooperating teacher.** - It contains login information and procedures for conducting field experience evaluations.
- 12. SSN Lookup** This function is used to convert CWID to SSN so that background clearance on students can be checked in the State system.

3. LiveText

LiveText is an Internet-based subscription service that allows students and instructors to create, share, and collaborate on educational curriculum. LiveText is used in for assignment submission, artifact collection, standards integration, and Student assessment in COE's educator preparation programs. Students can upload their work, align it to current standards, and share it with other students, instructors, and potential employers of their choosing. Faculty can upload their work, align it to current standards, share it with their students, guide student learning, track student progress, assess the student's products, and work collaboratively with cohorts.

The Procedure for Data Collection, Analysis, and Review

The assessment system is implemented by the director of assessment and the database manager who handle assessment activities in conjunction with other units within the university. Both internal and external assessment collection, analysis, and reporting activities related to the college are their responsibility. The database manager and the assessment director report directly to the Dean of the College. The assessment responsibilities outlined below indicate the step-by-step logistics for handling assessment matters through the Dean's Office.

The assessment team is responsible for:

1. Collecting raw data from the points of administration of evaluations (tests, surveys, etc.) both within and external to the college/university.
2. Analyzing, aggregating, summarizing and correlating the data and managing the presentation and reporting of data results in usable forms and formats (or coordinating these activities with other units as necessary) using appropriate computer software (e. g., SPSS, EXCEL).
3. Submitting data results to the dean's office and assisting the dean's office staff in the dissemination of data results to the appropriate committees, department chairs, and faculty.
4. Assisting with the interpretation of data findings, identifying and comparing trends.
5. Conducting reviews and studies, in conjunction with the Office of Institutional Research, the Quality Enhancement Program Office, and the Office of Academic Evaluation, to check assessment instruments and procedures for accuracy, consistency, bias, and fairness.
6. Updating/modifying both Eforms and PeopleSoft systems for monitoring student performance and progress for advisement, record keeping, and assessment purposes.
7. Assisting with recommendations for evaluating the assessment system and identifying areas for data-driven changes in the system, including revision of assessment instruments and procedures, updates in technology.

The Teacher Education Assessment and Intervention Committee (TEAIC) is the central body for reviewing assessment data for initial and advanced teacher preparation programs. Data reports are shared with this committee which is composed of the dean, the assessment director, COE department chairs, and representatives from other colleges and administrative units within the university. From this committee, assessment reports are shared with the faculty in the departments through the department chairs. The Department of Instructional Support Programs is the point of dissemination and review of assessment reports for other professional school personnel programs.

Once data results are transmitted, committees and departmental faculties reflect on the findings and share summaries/interpretations with the appropriate constituencies, including external advisory councils and committees. Recommendations are made for using data findings in program reviews to determine whether the need for modifications is indicated. If needed changes are identified, the appropriate and official college and university procedures are followed to enforce the changes.

The Annual Assessment Timeline

The unit's assessment system is closely aligned with the conceptual framework. The unit's overarching goal is to prepare professional educators who are informed and responsible decision makers; thus, the unit, itself, must exhibit informed and responsible decision making. Assessment

of candidate performance and program quality is an interactive, decision making process. The major assessment activities of the unit take place within the interactive and decision making contexts of the conceptual framework. As Figures 5 and 6 illustrate, the unit's assessment process coincides with the process the unit employs to prepare candidates who are decision makers: planning, predicting, implementing, reflecting, evaluating, revising. The annual assessment timeline outlined in Table 8 reflects the alignment of each semester's assessment activities with the decision making process that is embedded in the interactive context described in the conceptual framework.

The data collection, analysis, and evaluation process occurs with great regularity, as indicated in the above description of the assessment system. Assessment tools (tests, surveys, portfolios) and criteria (GPAs, course grades, credit hours) are used at designated transition points to determine candidates' successful progression through a program of study. Multiple assessment methods are currently in use to gather data from internal and external sources. The foregoing description also defines the systematic routine for evaluating courses and programs.

Table 6: Annual Assessment Timeline

Time Period	Assessment Activities
Fall Semester	
<ul style="list-style-type: none"> ▪ August – Sept. 	<p>Planning and Predicting: Review prior year's summaries of data findings and recommendations; conduct needs assessment; develop goals, strategies. Develop faculty assessment plans for annual reviews. Approve candidate admission recommendations (Transition Points 1 and 2)</p> <p>Revising: Begin revisions of instruments, policies, procedures, courses, syllabi based on data findings, recommendations, and needs assessment.</p> <p>Implementing: Collect and analyze enrollment and admissions data by programs.</p>
<ul style="list-style-type: none"> ▪ Oct. – Nov. 	<p>Implementing: Collect and analyze data from faculty self-assessments and peer observations, Student Course Evaluations (SCE), Praxis II and APTTP I & II. Administer and grade Graduate Comprehensive Exams. Conduct remediation.</p>
<ul style="list-style-type: none"> ▪ December 	<p>Implementing: Collect and analyze data from interns assessments, final course grades, GPAs, cooperating teachers assess.</p> <p>Reflecting: Review all data collected for semester; update Ace Database.</p> <p>Revising: Continue work with revisions.</p>
Spring Semester	
<ul style="list-style-type: none"> ▪ Jan. – Feb. 	<p>Planning and Predicting: Continue needs assessment; approve candidate admission recommendations (TP 1 and 2).</p> <p>Implementing: Collect and analyze enrollment and admissions data by programs;</p> <p>Reflecting and Evaluating: Disseminate and review data results from fall semester; develop recommendations.</p> <p>Revising: Secure administrative approvals for recommended revisions.</p>

▪ Mar. – Apr.	Implementing: Dept. Chairs observe & evaluate faculty; conduct annual faculty reviews. Collect and analyze data from Praxis II, APTTP I & II, internships, graduate comps., etc.; conduct remediation; conduct follow-up surveys, collect and analyze data.
▪ May	Implementing: Complete all data collections and analyses; prepare reports. Reflecting: Disseminate and review assessment data results for semester; update eforms database.
Summer Semester	
▪ June - July	Reflecting and Evaluating: Summarize and report data findings for the year, including semester comparative studies; conduct studies for validity, reliability, fairness of policies and procedures; formulate decisions and recommendations for actions. Revising: Prepare for fall semester implementation of approved revisions.

Use of Data for Program Improvement

Assessment findings are used in several ways to improve program quality and unit effectiveness and thus to strengthen candidate performance. These include routine revisions in course syllabi and in various aspects of the instructional program. Examples of decisions and actions prompted by assessments in the College of Education are discussed below.

1. **Programmatic Changes:** The Unit has added several degree granting programs (both non-certification programs and certification programs) and made several programmatic changes based on data. Additional information which details the data collection process and the data driven decision making for each of the programs below is available by clicking on each hyperlink.

- a. Masters of Science in Applied Technology
- b. Library Education Media online program.
- c. Instructional Leadership redesign
- d. Teacher Leader program
- e. CACREP Accreditation
- f. Education Leadership Policy and Law PhD program
- g. Accelerated Psychology Program
- h. Non-teacher certification programs
- i. Coaching program in Health Physical Education and Recreation

2. Course Changes

a. **EDU 100 Preparation for Admission to Teacher Education:** Candidate performance on the ALSDE's basic skills tests in the Alabama Prospective Teacher Testing Program (APTTP) led to the revamping of admission requirements for the Teacher Education Program (TEP). A passing score on the tests became a requirement for admission to the Teacher Education Program. In addition, test data showed a significant difference in the scores of candidates who completed EDU 100 before taking the test and those who did not take the course. Consequently, EDU 100 was made a requirement for admission to TEP. One reason for the establishment of the course was to assist candidates in preparing for the tests. Staff in the Teacher Education Center gives special attention to identifying weak areas in the performance of pre-candidates on the tests and providing prescriptive tutoring to address these weaknesses. Candidate performance on the tests has greatly improved over time.

b. **EDU 385 Teaching in Area of Specialization:** A new course has been developed to assist students in their Praxis II Principles of Teaching and learning (Praxis II tests 5/0624 and 5/0622). This course reviews the knowledge and skills assessed on the Praxis II Principles of Learning and Teaching test including cognitive and psychosocial development, diversity, cognition and knowledge construction, instructional design and assessment, motivation, effective communication, and teacher professionalism. Students take a pre-diagnostic and post-diagnostic test to determine course effectiveness and student preparedness for the test.

In addition, course syllabi are routinely updated and revised, and textbooks are reconsidered/changed in response to changing trends, issues, and standards and also in response to the performance of candidates on course-by-course assessments.

The Procedure for Addressing Candidate Grievances

The college maintains a file of candidate complaints and documentation of how such complaints have been handled. The college addresses candidate grievances within the parameters of the university's student grievance policy, guidelines, and procedures. These are outlined in the "Pilot," the student handbook published by the Office of Student Affairs. The college's grievance plan and procedures are printed in the grievance document which also contains samples of complaints and their dispensation. The file is maintained in the dean's office.

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