

7-11-11

Assessment Committee Meeting - now Standard 2 Committee

Present: John Miazga, David Tarver, Mary McGlamery, Lesley Casarez, Marilyn Eisenwine, Karen Shumway, Wendy Storms, Christine Pruitt, Alaric Williams, Richard Evans

John started out by saying that Standard 2 is very diverse. When a candidate leaves our institution, we have certain expectations of them.

Dave passed out the chart of program assessments. There are 6 mandated data points for NCATE. These are related to our candidates: They know content, as well as other information they should know, organization and planning, effectively work in a school environment, and help all students learn. Plus, optional assessments for #6, and this year we hope to add 7 & 8. The 6 assessments cover the following:

1. Content and Pedagogy tests at the undergraduate level (TExES) Advanced level (alternative certification) takes 2 tests at the graduate level, and other school personnel one test at the graduate level.
2. Other measure of content knowledge - program specific
3. Planning is also program specific, but this needs improvement
4. TxBESS data from student teaching or other field experiences
5. Last summative evaluation in student teaching or other internships
6. Program specific - EPSY 3303 case study for undergraduates - now revising for graduate programs' Human Growth and Development course as well to be case study.

Committee is charged with

- a. Make sure programs are doing these assessments.
- b. Make sure that programs are using this for program improvement.

Dave again refers to Program Assessment chart, which includes changes from the first one distributed. A second handout is a sample template from NCATE for the institution website including candidate outcomes. Dave will be visiting with program managers on assessments and data. Marilyn will help with this task. Dave is comfortable with what is happening in the College of Education; however, other departments that certify teachers will be approached in checking on assessments and data collection. SACS student learning outcome data may help departments collect information. The Program Assessment chart must be updated to collect data starting in fall 2011 for writing the report for NCATE visit in fall 2012.

John said the theme of the meeting on Aug. 17, before the semester begins, is data for program improvement. Intent is to say - let's work with this data to see what it tells you, and how programs can be improved. In the past, this has only been done on an informal basis. Now we are moving toward more formal presentations to a

larger group according to department and unit with an annual report. We will take a set of data, and work with everyone on how this process will look. By the start of the fall semester, we will need to have all 8 elements in place in order to have a complete year's worth of data by fall 2012. Then we must also show how we use the data for program improvement.

Mary asked the question if assessments could be changed. This is a good time to change according to what needs updating from last time. John said that we need to be sure we are assessing what NCATE means to be assessed, and to be sure we can use it for program improvement.

Dave asked if other departments should attend the Aug. 17th meeting to see what the College of Education is doing with the assessments and program improvement. John said there is a Teacher Education Council meeting before that time so this information should come up with the entire group.

John said the Unit Data for the NCATE report is separate from the program data according to this chart, which actually relates to Standard 1. Dave said Standard 2 shows that the unit has data, to be reported through the NCATE template handed out today. The formal process relating to Standard 2 data reporting and program improvement is what we were missing last time. This gave us an AFI (Area for Improvement) that we must correct this time. Now we are putting in place a formal process to show our unit is doing this. The process is to be shared with the unit.

Dave said another AFI for Standard 2 is fairness, accuracy, and consistency of assessments. This is for initial and advanced programs. Lesley Casarez, from the EPI Center, will be working on something to help us with this.

Karen Shumway, Director of Academic Assessment for ASU, said the key thing missing for compliance with our SACS accreditation is alignment with university learning goals. She applauded us for the work we have done so far on our accreditation, even though we have AFIs. For every learning goal the university has published, we need to align our NCATE learning goals with them. We can go to the Ramport/Work Life/University Assessment Channel/Assessment Training to submit to Karen alignment with these goals.

Action items will be for Dave and I to visit with program managers, indicating goals must be aligned with SACS and sent to Karen. We also need to be sure data collected is what it should be to address NCATE expectations. This is the time to change assessments as needed before the beginning of the fall 2011 semester. May 2012 we will need reports concerning data collection and use for program improvement, as collected during the 2011-2012 academic year.