

Assessment Committee—April 10, 2009

Members present—Deanna Michael, Zafer Unal, Margaret Hewitt, Andy Reeves, Brie Reck, Vivian Fueyo, Malcolm Butler, Jennefer Khattabi

Members absent—Bonnie Braun, Terry Rose (new member), Alex Brice

- Candidate feedback on the CDN—Food for Thought (Dean Fueyo)—Dean Fueyo is anxious to investigate candidate feedback on this process.

Dean Fueyo suggested that the SACS orientation was a good example of this committee's charge to systematize our data collection and improve the quality of learning of our candidates. A lot of this year's work has been about determining systems for reporting. We are now beginning to get the program reports with much more sophisticated technology in the transition from reports to the College as a whole to now reporting regularly to the Assessment Committee. Terry Rose will join the committee because of Mark Koorland's retirement and George Roy will shadow Andy Reeves this semester..

1. Candidates progress in the Math, Science M. Ed.—Dr. Reeves

Dr. Reeves received a report on mid-program candidates from Dr. Unal. Seven candidates were discussed and analyzed from Spring 09. Drs. Reeves and Butler reviewed their seven candidates. The forms were completed. There were no students of major concerns. One student was identified as having some possible professional concerns. Dr. Reeves will follow up.

Dean Fueyo asked about follow-up for this one student of concern. Dr. Reeves indicated there was no plan in place yet. Dean Fueyo asked for a followup to this summary spreadsheet was prepared.

2. Candidate progress in the Reading Education M.Ed.

Dr. Hewitt indicated that the reading education faculty looked at the students academically. Ms. Richardson and Dr. Hewitt and Dr. Sampson looked at the students further, as advisors in the program.

The biggest problem for reading education has been getting the students on to the CDN. Email requests for students for an orientation were not heeded by the students. A second request for sessions was also ignored. Dr. Leung has made it a point to use the Technology course to now get the reading education graduate students on-line and explicitly oriented to the CDN. The faculty believe they are currently addressing the concerns about getting the students into the technological system.

The graduate data base is current until Spring 2009. Now that we have Banner access, we are running reports from there.

3. Program Tiers—Updates on Tiers

Faculty reacquainted themselves with the tiers and the data that are now available easily and processes to be identified to ensure that all data are easily accessible by all.

The next step for this is to put this into a master calendar asking for date for reports to the Assessment Committee. Program faculty will do the update. We might then create an Assessment Committee organization on Blackboard with date of revision footer on each copy.

After all are posted, the master calendar will be created. (This has become a task for the assessment committee this Spring and Fall 09).

4. Proposal from Educational Leadership—

Drs. Reck, Richardson, and Hodges have reviewed the prompts for CDN and brought a proposal to revise the prompts for the CDN for Educational Leadership. This revision will make the answer to question 4 optional.

Motion to approve the request by Dean Fueyo. Seconded by Dr. Hewitt.

Dr. Michael suggested that we write a process for review for the modification of assessment (also developed by childhood ed). Motion passes.

5. Review Internship evaluation and demographic data in the new system—

This report was an update and demonstration of the new internship data base. The faculty reviewed the internship evaluation data and the summary for the internship application. We are capturing existing data in the new data base.

There will be further modifications for ITP candidate demographics and evaluations so that each cooperating teacher and university supervisory can enter evaluation data themselves. The current data provide a systematic more efficient way to look at evaluations for each candidate.

6. Review Spring 2009 candidate progress in the CDN.

Zafer and Kathe will develop a checklist of assignments from the internships. The faculty looked at the frequency of the use of artifacts for each Accomplished Practice.

A similar report will be prepared for Educational Leadership.

The list of courses for the summer for the new program needs to be entered into the CDN system.

We should begin to look at the suggested artifacts and the assigned AP's. With feedback from the evaluators, faculty will revise the suggested artifacts for each AP.

7. Candidate feedback on the CDN—Food for Thought

2 messages from the student. How do you maintain student interest/involvement after the initial course? How might we do that?

Dean Fueyo suggests having some focus groups from students at different points in the program next year to discuss their reflections of the CDN process.

Discussion ensued about the CDN. There was a suggestion that, in addition to the updates in the internships, that there be a night each semester for face-to-face support. Beginning in Fall, 2009. Dr. Braun is going to have candidates who have reach fulfilled provide feedback at intern seminars for Level 3 interns to help them plan for their progress through the portfolio process.

Brie Reck said that in educational leadership every single class and in every syllabus there is an acknowledgement of the CDN. Could we add that students submit one of their key assignments doing the courses

There are 2 problems that hinder candidate progress that can be prevented:

1. Candidates waiting to the last minute to upload instead of availing themselves of the multiple opportunities for evaluation..
2. Candidates relying on other sources of information other than the web site.

As a faculty, can we agree that everybody get the same information, we just refer to Dr. Unal and the CDN website.

Next meeting—After Faculty retreat in August.