Unit Assessment

Overview of the Assessment System

The purpose of a unit assessment is to provide data for program improvement and for reflection and validation of the central goals and values of the unit (Schnackenberg, Zadoo, and Aubrey, 2007; Kimball, Harriman, & Hanley, 2002; NCATE, 2001). The unit assessment of the College of Education uses a combination of qualitative and quantitative data, gathered directly and indirectly, specifically designed to answer key questions related to program quality (Gall, Gall, & Borg, 2003; Pepper & Hare, 1999). Data are gathered from multiple stakeholders and the results shared with stakeholders to create a broad professional community to support program quality. It is designed to be rigorous, reflective, ongoing, and integrally tied to the principles and standards of the unit. It is also designed to correlate with the university assessment system

The assessment system has been expanded and deepened, increasing in depth, breadth, and rigor, since the visit of the IRTE Team in fall 2010. The assessment system examines candidate admission, progress, and achievement; program effectiveness; and unit effectiveness, as defined by the vision and mission of the university, the unit, and each individual program.

The assessment system is designed to answer the following questions.

1. Does the unit have an admission system that identifies candidates that have the capacity to be successful at the level of the program into which they were admitted?
2. Is the admission policy fair and equitable, and does it address diversity as appropriate within the specific cultural context?
3. Does the unit prepare teachers and school leaders who demonstrate professional, ethical, and pedagogical dispositions that contribute to an environment in which every child can learn?
4. Does the unit prepare candidates who have the subject matter content knowledge necessary to teach in the designated teaching field and level?
5. Does the unit ensure that candidates have the professional and pedagogical knowledge to teach students effectively?
6. Does the unit provide field experience and clinical practice that enable candidates to develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn?
7. Does the unit provide opportunities for the candidate to have experiences with a diverse student population and in diverse settings, as appropriate within the cultural context?
8. Are all faculty members highly qualified, and do they model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance?
9. Does the unit maintain the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards?

Candidate Assessment

Progressive Assessment

Each program has four *Checkpoints* that have specific requirements for candidates that serve as gatekeepers to candidates' progress to the next level. These requirements for each program are detailed in Tables 1-4. Table 5 provides an overview of the timeline for data collection and identifies who is responsible for collecting the data.

Key outcomes for the checkpoint system for all six of the unit's initial programs by checkpoint are as follows:
- Checkpoint 1: Ensure candidates have the foundational abilities to proceed in teacher education and to become a teacher.
- Checkpoint 2: Ensure that candidates have the knowledge, skills, and dispositions to become teachers.
- Checkpoint 3: Ensure that candidates have the knowledge, skills, dispositions, and experience to enter the teaching field, and that they have achieved at satisfactory levels the essential learning outcomes that represent the unit's conceptual framework.

Key outcomes for the checkpoint system for the advanced programs by checkpoint are:
- Checkpoint 1: Ensure candidates have the foundational knowledge to become leaders in education.
- Checkpoint 2: Ensure that candidates have the knowledge, skills, and dispositions to become leaders in education.
- Checkpoint 3: Ensure that candidates have the knowledge, skills, dispositions, and experience to enter the field of education at leadership levels, and that they have achieved at satisfactory levels the essential learning outcomes that represent our conceptual framework.

Table 1. Requirements at Each Checkpoint for Candidates in the Primary Baccalaureate Program

Concentrations	Admission	Checkpoint 1 Application for teacher education admission	Checkpoint 2 Application for student teaching	Checkpoint 3 Completion of student teaching	Checkpoint 4 End of first in-service year
* Early Childhood * English * Math/Science * Arabic/ Social Studies/ Islamic Studies	• For admission to the university: $\geq$75% graduation score for graduates from independent schools . • Must be: - Full time - Female • Successful personal interview	• Completion of EDUC 310 & 312; cumulative GPA$\geq$2.0 • No grade lower than C in any education course with field hours • $\geq$ 70% on Lesson Plan in EDUC 312 • English proficiency required for English concentrations $\geq$500 on TOEFL or equivalent measure	• Completion of all course work except for student teaching with cumulative GPA$\geq$2.0 • No grade lower than C in any education course with field hours. • $\geq$ 70% on Micro-teach in designated course for concentration area • Comprehensive test score $\geq$70% • Dispositions section of CEES completed by instructor(s) of EDUC 316 A minimum of 6/8 dispositions $\geq$ 3.0/4.0) • *Under special conditions, candidate may take a maximum of one course concurrent with student teaching, with prior permission from the program coordinator.*	• Passing grade in student teaching that includes the following: a) $\geq$ 70% on unit plan b) $\geq$ 80% on portfolio c) CEES (dispositions section 7/8 at satisfactory or above ($\geq$3.0/4.0) and classroom performance section 7/8 Learning Outcomes at satisfactory or above ($\geq$3.0/4.0)	Post-Graduation Survey a) Graduate b) Current supervisor /employer

Table 2. Requirements at Each Checkpoint for Candidates in the Secondary Baccalaureate Program

Concentrations	Admission	Checkpoint 1 Application for teacher education admission	Checkpoint 2 Application for student teaching	Checkpoint 3 Completion of student teaching	Checkpoint 4 End of first in-service year
• English • Biology • Chemistry • Physics • Mathematics • Arabic • Islamic Studies • Social Studies	• University requirement: $\geq$75% graduation score • Full time • Successful personal interview	• Completion of EDUC 310 & 312 with Ed. GPA$\geq$ 2.0 and Cumulative GPA$\geq$2.0 • No grade lower than C in any education course • $\geq$ 70% on Lesson Plan in EDUC 312 • Math or science concentration: (1) >500 on TOEFL or equivalent or pass Foundation Program (2) SAT$\geq$ 550, ACT$\geq$24, or pass Foundations Program • English concentration: >500 on TOEFL or equivalent	• Completion of all course work except student teaching with cumulative GPA$\geq$2.0 and Ed. GPA$\geq$2.0 • No grade lower than C in any education course • $\geq$ 70% on Micro-teach in designated course for concentration area • Comprehensive test score $\geq$70% • Dispositions section of CEES completed by instructor(s) of EDUC 316 A minimum of 6/8 dispositions at satisfactory or above) *Under special conditions, candidate may take a maximum of one course concurrent with student teaching, with prior permission from the program coordinator.*	• Passing grade in student teaching that includes: a) $\geq$ 70% on unit plan b) $\geq$ 80% on portfolio c) CEES (dispositions section 7/8 at satisfactory or above ($\geq$3.0/4.0) and classroom performance section 7/8 Learning Outcomes at satisfactory or above ($\geq$3.0/4.0)	Post-Graduation Survey a) Candidate b) Current supervisor /employer

Table 3. Requirements at Each Checkpoint for Candidates in the Post-Baccalaureate Programs

Post-Baccalaureate Diplomas	University Admission – Program specific Requirements	Checkpoint 1 Application for teacher education admission	Checkpoint 2 Application for internship	Checkpoint 3 Completion of internship	Checkpoint 4 End of first year of teaching
• Early Childhood • Special Education • Primary Education • Secondary Education	• Baccalaureate GPA $\geq$ 2.0 • TOEFL $\geq$ 450 or equivalent measure (for math/science/ English concentration only) • Passing score ($\geq$70) on content tests • Successful personal interview and original writing sample • Passing score ($\geq$70) on CED--ICT Exam	• Completion of EDUC 500, 502, & 503) with GPA$\geq$2.5 • No grade lower than C in any education course • $\geq$ 70% on Lesson Plan in EDUC 502	Completion of all coursework except EDUC 504 and internship with Ed GPA$\geq$2.5 • No grade lower than C in any education course • $\geq$ 70% on Micro-teach in designated course for concentration area • Disposition section of CEES completed by instructors of EDUC 316. A minimum of 6/8 dispositions at satisfactory or above (3.0/4.0)	• Passing grade in internship that includes: a) $\geq$ 70% on unit plan b) $\geq$ 80% on portfolio c) CEES (dispositions section 7/8 at satisfactory or above ($\geq$3.0/4.0) and classroom performance section 7/8 Learning Outcomes at satisfactory or above ($\geq$3.0/4.0)	• Post Graduation Survey a) Candidate b) Current supervisor (example: principal or academic vice principal)

*70% equates to a proficient level score the scoring rubric.

Table 4.Requirements at Each Checkpoint for Candidates in the Graduate Programs

| Graduate Programs | University Admission – Program specific requirements | Checkpoint 1

Upon completion of 18 credit hours | Checkpoint 2

Upon completion of all course work except Internship | Checkpoint 3

Completion of internship | Checkpoint 4
Post Graduation
One year after program completion |
|---|---|---|---|---|---|
| M.Ed. in Educational Leadership

M.Ed. in Special Education | One of the following:
• Baccalaureate with GPA≥2.8/4.0

or

Baccalaureate with one of the following:
• 21 credits from Diploma program with GPA≥2.8/4.0
• ≥151 on the verbal reasoning section of the GRE revised General Test

• TOEFL≥520 or IELTS ≥6.0
• Successful personal interview
• *Meeting these criteria qualified candidates to be admitted, but does not guarantee admittance due to limited cohort size.* | • GPA≥3.0
• Portfolio – at least 4 Learning Outcomes ≥3.0/4.0
• Completion of disposition survey: Faculty: EDEL 605 or SPED 601; at least 80% of items scored at satisfactory level (≥3.0/4.0) | • GPA≥3.0
• Comprehensive Exam ≥70%
• Portfolio – at least 6 Learning Outcomes ≥3.0/4.0 | • Passing grade on internship which includes:
‒ Portfolio - All Unit Learning Outcomes ≥3.0/4.0
‒ Supervisor -Proficiency on each SPA standard and Unit Learning Outcome satisfactory or above on supervisor score by final evaluation)
‒ Supervisor evaluation of dispositions; all dispositions ≥3.0/4.0
‒ Final Project grade of ≥80% | • Post-Graduation Surveys
‒ Supervisor
‒ Graduate |

Table 5: Timeline for Collecting, Aggregating, Summarizing, and Analyzing Candidate Data Initial and Advanced

Data	Source	Who Collect Data?	When is Data Collected?	Who Summarizes Data and Generates Reports?	How is Data Reported?	Who Receives and Analyzes the Date?
Candidate Admission Data (B.Ed. programs: graduation scores and personal interview results; Diplomas; Baccalaureate GPA and scores on content tests, interview, writing sample, computer test and, if English concentration, TOEFL or IELTS; Masters level programs: GPA in undergraduate program or post-graduate program or scores on GRE, scores on TOEFL or IELTS and on personal interview.	Registration Reports	Program Coordinators	First Semester of Each New Cohort	Program Coordinators / Assessment Coordinator	Data Table	Program Coordinators, Heads of Departments, Deans and Associate Deans
Entry into Teacher Education (Initial Programs Only: PAs, course grades, lesson plan grades	Transcripts, Faculty-scored lesson plans (rubrics and scored products on TaskStream™)	Program Coordinators	Checkpoint 2 (Semester 1 for B.Ed.; 2 for Post-Bac.)	Program Coordinators / Assessment Coordinator	Data Table	Program Coordinators, Heads of Departments, Deans and Associate Deans
End of Term Data (course grades)	Registrar	Program Coordinators from the Registrar	End of Each Term	Program Coordinators / Assessment Coordinator	Data Table	Program Coordinators, Heads of Departments, Deans and Associate Deans
Classroom Performance -- Micro-teaches and Clinical Experiences Evaluation Surveys – (CEES)	Micro-teaches scored by faculty – completed rubrics and micro-teach reports in TaskStream; CEES completed by supervisors online and archived on TaskStream™	Field Office Coordinator	Checkpoints 3, 4 (Semester 4 for B.Ed.; 3 for Post-Bac.)	Assessment Coordinator	Data Table	Program Coordinators, Heads of Departments, Deans and Associate Deans

Assessment Data (on all Program Outcomes)	Specific Assignments scored by faculty using rubrics: Scored rubrics and assignments archived onTaskstream™)	Assessment Coordinator	Annually (Spring Semester)	Assessment Coordinator	Data Table	Program Coordinators, Heads of Departments, Deans and Associate Deans, SACS* Committee
Dispositions Data and Evidence	Online Surveys	Assessment Coordinator	Each Semester	Assessment Coordinator	Data Table	Program Coordinators, Heads of Departments, Deans and Associate Deans
Evidence of Impact on Students	Initial Program: Assessment Project – Scored by rubric by the seminar instructor: Scored rubrics and assignments archived on Taskstream™ Masters Programs: Required to be reported in the final project report – scored by rubric and archived on Taskstream™	Assessment Coordinator	Each Semester	Assessment Coordinator	Data Table	Program Coordinators, Heads of Departments, Deans and Associate Deans
Evidence of Effective Use of Technology	Initial Programs: Technology Project – Scored by rubric by the seminar instructor: Scored rubrics and assignments archived on Taskstream™ Masters Programs: Required to be reported in the final project report – scored by rubric and archived on Taskstream™	Assessment Coordinator	Each Semester	Assessment Coordinator	Data Table	Program Coordinators, Heads of Departments, Deans and Associate Deans

Exit Survey Data	Online surveys completed by candidates – supervised by coordinators	Program Coordinators	End of Semester for Each Graduating Cohort	Assessment Coordinator	Data Table	Program Coordinators, Heads of Departments, Deans and Associate Deans
Follow-up Survey Data	Surveys emailed to every graduate and supervisor; also online survey link	Associate Dean for Student Affairs	One year after Graduation of Each Cohort	Assessment Coordinator	Data Table	Program Coordinators, Heads of Departments, Deans and Associate Deans

Candidate assessment is structured upon the unit's conceptual framework and the Qatar National Professional Standards (QNPS) (Tables 6 & 7). The unit conceptual framework is supported by eight unit learning outcomes that describe the framework elements of *Teaching, Scholarship, and Leadership*, and the unit learning outcomes are aligned with the QNPS (Table 1) and mapped to specific assignments (Appendix A). Each learning outcome expresses specific, measureable knowledge and skills that candidates should possess upon graduation.

The unit assessment bases candidate performance on multiple assessment measures implemented across the duration of the program, from admission to completion (NCATE, 2006). Measures have been selected that directly relate to candidate success, and include direct and indirect assessment measures. Evaluation is ongoing, with mid-semester, end of semester, and annual review of candidate success. The Accreditation Steering Committee meets monthly throughout the academic year with the responsibility to evaluate and revise procedures as necessary to eliminate bias and to ensure fairness, accuracy, and consistency of performance assessment procedures (Gollnick, 2006). Twice during the academic year all policies and results are shared with stakeholders at the Education Partners' Meeting.

Each of the eight learning outcomes is assessed every semester in every program with a substantive assignment (Appendix A). Candidates upload at least one assignment per course onto the unit's online assessment system (Taskstream™). Included among these are seven-to-eight assessments per program that track candidate performance related to the SPA standards (or, if they are not associated with a SPA, to their generated standards) and to the Unit Learning Outcomes and QNPR (Tables 6 and 7).

All assessment tasks are uploaded and scored using rubrics posted on the Taskstream™ system. The program learning outcome statements and the QNPS standards are embedded in the rubrics so that by scoring the candidates' performances, data related to each outcome statement and each QNPS are recorded. Use of the Taskstream system allows all candidates' performances to be archived for review. Program faculty may generate reports at any time by candidate, cohort, program, unit, learning outcome, learning outcome statement, or QNPS standard.

The unit's initial certification programs (the B.Ed. and Diploma programs) do not include teaching the discipline-specific content needed by teacher educators, thus content knowledge must be assessed through other means. The masters level programs do teach the content knowledge of their respective programs (Educational Leadership and Special Education). Assessment for the programs at each of the three degree levels (baccalaureate, post-baccalaureate, and graduate) are thus assessment by different means, as described in Table 8.

Table 6. Mapping of Unit Learning Outcomes with Qatar National Professional Standards for Teachers

Qatar University College of Education Learning Outcomes	Qatar National Professional Standards for Teachers
TEACHING	
Outcome 1: Content Apply key theories and concepts of the subject matter.	3. Foster language literacy and numeracy development. 9. Apply teaching subject area knowledge to support student learning.
Outcome 2: Pedagogy Plan effective instruction to maximize student learning.	1. Structure innovative and flexible learning experiences for individuals and groups of students. 2. Use teaching strategies and resources to engage students in effective learning. 7. Assess and report on student learning. 8. Apply knowledge of students and how they learn to support student learning and development.
Outcome 3: Technology Use current and emerging technologies in instructionally powerful ways.	5. Construct learning experiences that connect with the world beyond school. 6. Apply Information and Communication Technology (ICT) in managing student learning,
Outcome 4: Diversity Foster successful learning experiences for all students by addressing individual differences.	4. Create safe, supportive and challenging learning environments.
SCHOLARSHIP	
Outcome 5: Problem Solving Actively engage in scholarship by learning from and contributing to the knowledge base in education.	12. Reflect on, evaluate and improve professional practice.
Outcome 6: Scholarly Inquiry Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning.	12. Reflect on, evaluate and improve professional practice.
LEADERSHIP	
Outcome 7: Ethical Values Apply professional ethics in all educational contexts.	12. Reflect on, evaluate and improve professional practice.
Outcome 8: Initiative Lead positive change in education.	10. Work as a member of professional teams. 11. Build partnerships with families and the community.

Table 7. Mapping of Unit Learning Outcomes with Qatar National Professional Standards for School Leaders

Qatar University College of Education Learning Outcomes	Qatar National Professional Standards for Teachers
TEACHING	
Outcome 1: Content Apply key theories and concepts of the subject matter	1. Lead and manage learning and teaching in the school community. 3. Lead and manage change
Outcome 2: Pedagogy Plan effective instruction to maximize student learning	4. Lead and manage learning and teaching in the school community
Outcome 3: Technology Use current and emerging technologies in instructionally powerful ways	1. Lead and manage learning and teaching in the school community. 3. Lead and manage change
Outcome 4: Diversity Foster successful learning experiences for all students by addressing individual differences	4. Lead and develop people and teams
SCHOLARSHIP	
Outcome 5: Problem Solving Actively engage in scholarship by learning from and contributing to the knowledge base in education	7. Reflect on, evaluate, and improve leadership and management
Outcome 6: Scholarly Inquiry Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning	6. Develop and manage resources
LEADERSHIP	
Outcome 7: Ethical Values Apply professional ethics in all educational contexts	6. Develop and manage resources
Outcome 8: Initiative Lead positive change in education	2. Develop, communicate, and report on strategic vision and aims of the school and community 4. Develop and manage school-community relations

Assessment of Candidate Content Knowledge

The unit's teacher education initial program faculty members do not teach the discipline-specific content needed by teacher educators. Thus, content knowledge is taught elsewhere in the university. The advanced programs do teach the content knowledge of their respective programs (Educational Leadership and Special Education). Candidates in programs at each of the two levels (baccalaureate and post-baccalaureate [initial] and graduate [advanced]) are assessed differently, as described in Table 8.

Table 8. Measures of Candidate Content Knowledge

Program	Direct Measures				Indirect Measures
	Measure 1	Measure 2	Measure 3	Measure 4	
B.Ed (Initial)	Comprehensive Exam	Internship Unit Plan -- content criterion	Final Portfolio – content criterion	Content measures on *CEES (by supervisor)	* Content/ Self assessment on CEES * Exit survey * Post-graduate survey
Post-Baccalaureate (Initial)	+Pre-Entry Content Exam	Internship Unit Plan -- content criterion	Final Portfolio – content criterion	Content measures on *CEES (by supervisor)	* Content/ Self assessment on CPA * Exit survey * Post-graduate survey
Graduate (Advanced)	GPA at Checkpoint 2	Comprehensive Exam prior to internship	Final Portfolio – content criterion	Content measures by supervisor– Internship Evaluation	* Content/ Self assessment on Final Project Report * Exit survey * Post-graduate survey

+Content exams are linked specifically to the Qatar National Curriculum Standards for the subject and area of the degree and are based on international assessments of teacher content knowledge as presented in state licensure practice tests and released tests and validated by checking with international experts.

*CEES are the program-specific Clinical Experience Evaluation Survey, developed using the INTASC Teaching Standards and the SPA standards.

Assessment of Candidates' Dispositions.

Candidates are required to complete a disposition survey three times over the course of their tenure in their program recording not only their self-perceptions on (Likert scale) levels of agreement with targeted dispositions, but entering specific examples of how this disposition has been demonstrated. Dispositions in the survey are consistent with the program learning outcomes and conceptual framework. The B.Ed. programs and the diploma programs share the same dispositions, which a section of each program's Clinical Experiences Evaluation Survey (CEES). While the dispositions remain constant across all B.Ed. and diploma programs, each program's learning outcomes are linked to the knowledge and skills required for the specific roles each program's graduates will assume. The surveys are completed online in the Taskstream™ system. Either their instructors (initial programs) or their program coordinators (advanced programs) evaluate candidates on the dispositions they display early in their program, again at the mid-point, and finally at the end of their clinical experience. If at the midpoint of their clinical experience, there are any dispositions or Unit Learning Outcomes on which a candidate is not performing at a satisfactory level, a remediation plan is completed. Candidates cannot graduate with unsatisfactory disposition scores.

Assessment of Candidates' Performance on Learning Outcomes

Candidates' performance on the learning outcomes is coded twice during the candidates' tenure in their program. Candidates, mentors, and university supervisors record candidates' classroom performance levels on indicators on the CEES that reflect the learning outcomes. Candidates and university supervisors complete these online on the Taskstream™ system.

Mentors may complete them (in English or Arabic) in hard copy surveys; then the ratings are entered into spreadsheets by the data manager.

Assessment of Candidates' Performance on Learning Outcomes

Candidates complete an exit and post-graduation surveys (See Appendices K & L.) Program faculty members have created each of these surveys for their program. Candidates complete the exit surveys online in the Taskstream™ system. Program graduates and their supervisors are asked to complete the post-graduate surveys on either on emailed documents or online.

Program Assessment

Programs are evaluated in terms admissions, curriculum, instruction, assessment, and candidate progress. In the spring of each year, programs are evaluated and data are reported to the university on the extent to which each program's candidates have achieved the unit's learning outcomes. Table 9 provides a list of the learning outcomes and the assignments through which candidates' demonstration of the outcomes are assessed in each program. Each of these key assignments is posted on by the candidate on TaskStream, and is scored on TaskStream by the instructor or, in the class of the clinical experience semester, by the college supervisor; thus the products, the scored rubrics, and the data are available for analysis or review at any time. As a part of the reporting process, examples of best, average, and worse candidate products and the scored rubric for these are included in the report.

This assessment process is on a three-year cycle, so that two-to-three outcomes are evaluated each year in at least two different courses. The university requires the data to be reported by course and by outcome on a four-point scale, with the percentage of candidates in each category reported and compared to target levels established by the program. A data based action plan is included, as well as a report on progress toward achievement of action items identified as needed in previous reports. Every five years an in-depth self-study is completed. In addition, program faculty reflect internally every spring on the university reported data on the unit's learning outcomes and on outcomes related to professional and national standards. Program faculty members conclude whether changes need to be made in curriculum, instruction, or the assessment process to improve program quality and candidate achievement.

Each program further addresses the standards of the specialized professional association (SPA) appropriate for the program, with the exception of the program concentration areas of Arabic, Islamic Studies, and Social Studies, which, because of the context, have selected and/or written standards that are context-specific. The Master of Education in Special Education also falls in this category because of the unique status of special educators at this time in Qatar.

Key outcomes of this process include:

- A report of the percentages of candidates demonstrating proficiency on Unit Learning Outcomes by program as compared with established program targets
- A program faculty reflection on the data that results in an action plan
- A program faculty reflection on the previous action plan to gauge progress
- A program faculty reflection on any other activities or events that had an impact on the quality or effectiveness of the program

In the spring of each year, the unit assessment coordinator provides each program with a summary of the data from the checkpoints, from the SPA results, and from the annual report

of the Unit Learning Outcomes. In program-level meetings, faculty members consider all data and make decisions on that data to ensure program quality.

- Collaborative, data-based decisions on program strengths, weaknesses, and overall quality
- Collaborative decisions related to changes in curriculum, instruction, and/or assessment to improve program quality

Diversity is one of the Unit Learning Outcomes, and thus is part of the three-year cycle; however, additional data is collected from TaskStream Assignments, as listed in Table 10.

Proficiency	Program	Assessment
(1) Understand the philosophy and ethics of diversity	B.Ed. Primary (EDUC 310) B.Ed. Secondary (EDUC 310) All Diplomas (EDUC 500)	Philosophy Statement
	MSPED (SPED 601)	Equity Paper
	MEDEL	Vision Project (beliefs)
(2) Identify instructional needs for a diverse student population, respecting the needs of all students.	B.Ed. Primary (EDUC 317 B.Ed. Secondary (EDUC 317) All Diplomas (EDUC	IEP
	MSPED (SPED 603)	Intervention Plan
	MEDEL	Curriculum Unit
(3) Modify instruction for a diverse student population, respecting the needs of all students.	B.Ed. Primary (Student Teaching) B.Ed. Secondary (Student Teaching) All Diplomas (Internship)	Curriculum Unit
	MSPED (SPED 603)	Intervention Plan
	MEDEL	Curriculum Unit
(4) Assess impact of instruction for a diverse student population, ensuring fairness for all students.	B.Ed. Primary (Student Teaching) B.Ed. Secondary (Student Teaching) All Diplomas (Internship)	Assessment Project
	MSPED (SPED 621)	Final Project Report
	MEDEL	Final Project Report
(5) Create a supportive physical, emotional, and instructional environment for all students.	B.Ed. Primary (EDUC 316) B.Ed. Secondary (EDUC 316) All Diplomas (EDUC 504)	Classroom Management Plan
(6) Create policy and/or manage resources equitably.	MSPED	Intervention Plan
	MEDEL	School Technology Plan

Note: MSPED = Masters in Education, Special Education; MEDEL=Masters in Education, Educational Leadership

Table 11 provides a complete overview of the program assessment system of data collection, analysis, and distribution.

Table 9. Unit Learning Outcomes and the Assignments in Each Program By Which They Are Assessed

Program	Assignment by Outcome (Outcomes 1-3)				
	1 Content	2a Pedagogy- Instruction	2b Pedagogy- Environment	2c Pedagogy- Assessment	3 Technology
B.Ed. Primary	*Micro-teach *Unit Plan	*Micro-teach *CEES -Instruction	*Classroom Management Plan *CEES-Environment	*Assm. Project *IEP	*Webquest *Technology Project
B.Ed. Secondary	*Micro-teach *Unit Plan	*Micro-teach *CEES-Instruction	*Classroom Management Plan *CEES-Environment	*Assm. Project *IEP	*Webquest *Technology Project
Diploma Primary	*Micro-teach *CEES -Instruction	*Micro-teach *Unit Plan	*Classroom Management Plan *CEES-Environment	*Assm. Project *Micro-teach	*Data Field Assm. *Technology Project
Diploma Secondary	*Micro-teach *CEES-Instruction	*Micro-teach *Unit Plan	*Classroom Management Plan *CEES-Environment	*Assm. Project *Micro-teach	*Data Field Assm. *Technology Project
Diploma Early Childhood	*Micro-teach *CEES -Instruction	*Micro-teach *Unit Plan	*Classroom Management Plan *CEES-Environment	*Unit Plan *IEP	*Data Field Assm. *Technology Project
Diploma SPED	*Micro-teach *Unit Plan	*Micro-teach *Unit Plan	*Classroom Management Plan *CEES-Environment	*Unit Plan *Micro-teach	*Data Field Assm. *Technology Project
Master in Ed. Leadership	*Professional Development Report *Final Report	*Curriculum Unit *Final Report			*Qualitative Data Analysis *School Technology Plan
Master in SPED	*Comprehensive Exam *Final Report	*Case Study *Internship Report			*Issues Presentation *Internship Report

(Table 9 continued)

Program	Assignment by Outcome (Outcomes 4-8)				
	4 **Diversity**	**5** **Problem-Solving**	**6** **Scholastic Inquiry**	**7** **Ethical Values**	**8** **Initiative**
B.Ed. Primary	*IEP *CEES-Diversity	*Assm. Analysis *Assm. Project	*Data Field Assm. *Assm. Project	*Education Philosophy *CEES-Ethics	*Assm. Project *IEP
B.Ed. Secondary	*IEP *CEES-Diversity	*Action Research *Assm. Project	*Data Field Assm. *Action Research	*Education Philosophy *CEES-Ethics	*Assm. Project *IEP
Diploma Primary	*IEP *CEES-Diversity	*Assm. Analysis *Assm. Project	*Data Field Assm. *Assm. Project	*Education Philosophy *CEES-Ethics	*Assm. Project *IEP
Diploma Secondary	*IEP *CEES-Diversity	*Action Research *Assm. Project	*Data Field Assm. *Action Research	*Education Philosophy *CEES-Ethics	*Assm. Project *IEP
Diploma Early Childhood	*IEP *CEES-Diversity	*IEP *Assm. Project	*Data Field Assm. *Assm. Project	*Education Philosophy *CEES-Ethics	*Assm. Project *IEP
Diploma SPED	*IEP *CEES-Diversity	*Assm. Analysis *Assm. Project	*Data Field Assm. *Assm. Project	*Education Philosophy *CEES-Ethics	*Assm. Project *IEP
Masters in Ed. Leadership	*Curriculum Unit *School Technology Plan	*School Technology Plan *Action Research Report	*Policy Research Paper *Action Research Report	*Action Research Report *Final Report	*Action Research Report *Final Report
Masters in SPED	*Unit Portfolio *Internship Report	*Intervention Project *Internship Report	*Action Research Plan *Internship Report	*Action Research Plan *Internship Report	*Case Study *Internship Report

Table 10. Timeline for Collecting, Aggregating Summarizing, and Analyzing Program Data, Initial and Advanced

Data	Source	Who Collect Data?	When is Data Collected?	Who Summarizes Data and Generates Reports?	How is Data Reported?	Who Receives and Analyzes the Date?
Application and Enrollment Data (Including ethnicity and gender)	Registrar	Program Coordinators	First Semester of Each New Cohort	Program Coordinators	Data Table	Program Coordinators, Dean and Associate Deans, and Department Heads;
Candidate Progress / University Accreditation Office Reports	(1) Web-based Assessment System (Taskstream™) (2) Annual assessment reports to university on program learning outcomes (3) Annual program reports to the college of education	Assessment Coordinator	Each Semester	Assessment Coordinator/ Program Coordinator	Summary Report	Program Coordinators, Dean and Associate Deans, and Department Heads; Education Partners Committee
Summary Program Data	(1) Annual assessment reports to university on program learning outcomes (2) Annual program reports to the college of education	Program Coordinator / Assessment Coordinator	Annually	Program Coordinator	Annual Program Report Template	Program Coordinators, Dean and Associate Deans, and Department Heads; Education Partners Committee

Unit Assessment

Each member of the faculty is on a committee that is responsible for ensuring the unit is operating at target or approaching target levels in that standard. Specific individuals are responsible for collecting the data and analyzing it. The data are delivered to the appropriate person or group at the end of each semester or the end of the academic year, as appropriate for the data source. In the spring of each year, each department within the unit and the unit as a whole complete a self-study report that includes a review of progress and an action plan for the coming year. In the spirng of each year, the unit faculty members meet to reflect on all data from the programs and make recommendations. This process is repeated in the spring Education Partners Committee meeting so that the input of stakeholders may be considered. The key outcome of the unit assessment is overall unit quality. Table 10 provides an overview of the system of data collection, analysis, and reporting. Figure 1 provides an overview of the data flow from candidate to program to unit assessment. Figure 2 provides an overview of the timeline of the assessment process.
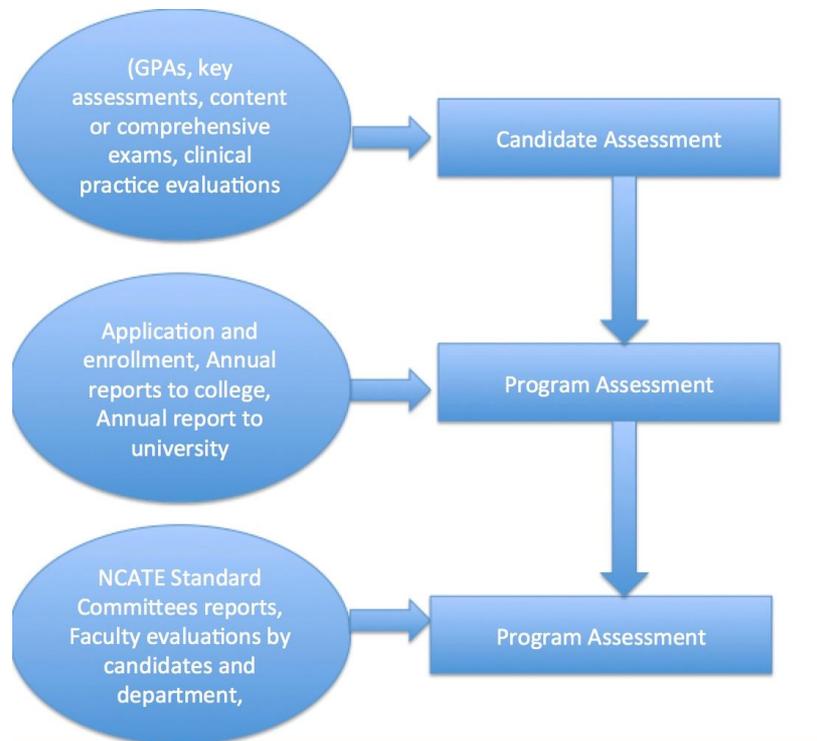

Figure 1. Overview of the data flow from candidate to program to unit assessment.
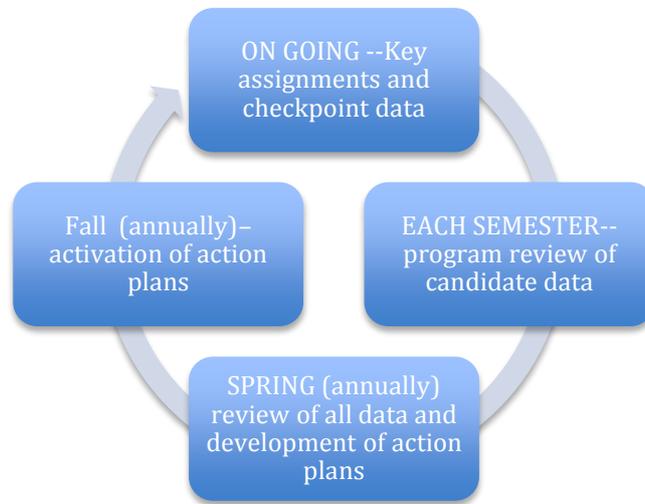
Figure 2. Overview of the timeline of the assessment process.

Table 10. Timeline for Collecting, Aggregating, Summarizing, and Analyzing Unit Data

Standard	Data	Source	Who Collects Data?	When is Data Collected?	Who Summarizes Data and Generates Reports?	How is Data Reported?	Who Receives and Analyzes the Date?
Standard 1 Aggregated Candidate Performance	Checkpoint Results, Unit Learning Outcome Results	TaskStream Assignments, Transcripts, CEES data+	Program Coordinators	Each Semester	Assessment Coordinator	Data Tables and Charts	Annual Report to Program Coordinators, Dean and Associate Deans, and Department Heads; Education Partners Committee
Standard 2 Assessment System and Unit Evaluation	End of year reports to the university for each program + additional date from admission and checkpoints	TaskStream Assignments, Transcripts, CEES* data; SWOT Reports and Action Plans	Program Coordinators with Assessment Coordinator and Data Manager	Each Semester	Assessment Coordinator	Data Table and Narrative	Annual Report to Program Coordinators, Dean and Associate Deans, and Department Heads; Education Partners Committee
Standard 3 Field Experiences and Clinical Practice	Evaluation of Clinical Experiences by Candidates, Mentor Teachers, and Supervisors	Online CEES* data from TS	Program Faculty and Program Coordinators	Each Semester	Assessment Coordinator	Data Table and Narrative	Annual Report to Program Coordinators, Dean and Associate Deans, and Department Heads; Education Partners Committee
Standard 4 Diversity	Diversity in each Program's Curriculum	Review of Course Syllabi	Curriculum Committee Chair and Assessment Coordinator	Each time programs are revised; new programs introduced; program review and institutional reports prepared	Curriculum Committee Chair and Assessment Coordinator	Data Table and Narrative	Program Faculty, Program Coordinators, Dean and Associate Deans, and Department Heads

	Demographics on Faculty	Unit Faculty Database	Assessment Coordinator	Annually	Assessment Coordinator	Data Table	Program Coordinators, Department Heads, Dean, Associate Deans
	Demographics on Candidates	Registrar's Office	Program Coordinators	First Semester of Each Cohort	Assessment Coordinator	Data Table	Program Coordinators, Department Heads, Dean, Associate Deans
	Demographics on Schools	Demographic reports from candidates	Supervisors	Each Internship Semester	Assessment Coordinator	Data Table	Program Coordinators, Department Heads, Dean, Associate Deans
Standard 5 Faulty Qualification, Performance, and Evaluation	Evidence of Faculty Teaching Performance; Ratings on Faculty Teaching	Faculty Evaluations; Quality Control Reports	Department Chairs	Annually	Assessment Coordinator	Data Table and Narrative	Program Coordinators, Department Heads, Dean, Associate Deans
	Evidence of Faculty Scholarship; Publications, Presentations, Grants, Research Awards	Surveys	Director, Center for Education Development and Research (CEDR)	Annually	Director, CEDR	Data Table and Narrative	Program Coordinators, Department Heads, Dean, Associate Deans; Posted to CEDR Website
	Evidence of Faculty Professional Development: Examples	Surveys	Director, Center for Education Development and Research (CEDR)	Annually	Director, CEDR	Data Table and Narrative	Program Coordinators, Department Heads, Dean, Associate Deans; Posted to CEDR Website

	Evidence of Faculty Service	Surveys	Director, Center for Education Development and Research (CEDR)	Annually	Director, CEDR	Data Table and Narrative	Program Coordinators, Department Heads, Dean, Associate Deans; Posted to CEDR Website
	Evidence of Faculty Assessment	Faculty Evaluations	Department Heads	Annually	Department Heads	Data Table and Narrative	Dean, Associate Deans
Standard 6 Unit Governance and Resources	Budget	Dean's Approved Budget	Assessment Coordinator	Annually	Assessment Coordinator and Dean	Data Table and Narrative (Summary of Budget Lines)	Program Coordinators, Department Heads, Dean, Associate Deans; Standard 6 Committee Members
	Workload	Workload Reports / Course Schedules	Department Heads	Annually	Department Heads	Data Table	Program Coordinators, Department Heads, Dean, Associate Deans
	Unit Facilities	Facilities Annual Reports	Facilities Managers	Annually	Assessment Coordinator	Narrative	Program Coordinators, Department Heads, Dean, Associate Deans; Standard 6 Committee Members, Annual Report to the University
	Technology Resources	Technology Coordinator Annual Report	Technology Coordinator	Annually	Assessment Coordinator	Narrative	Program Coordinators, Department Heads, Dean, Associate Deans; Standard 6 Committee Members, Annual Report to the University
	Evidence of Technology in Curriculum and Experiences	Faculty Survey	Assessment Coordinator	Annually	Assessment Coordinator	Data Table	Program Coordinators, Department Heads, Dean, Associate Deans

	Library Budget Expenditures	University Data System	Director of the Library	Each Review Cycle	Assessment Coordinator	Narrative	Dean, Associate Deans; Annual Report to the University
	Education Resource Center Expenditures	Education Resource Center Records	Education Resource Director	Annually	Education Resource Director	Data Table and Narrative	Program Coordinators, Department Heads, Dean, Associate Deans; Standard 6 Committee Members, Annual Report to the University
	Number of Full-time and Part-time Instructors	Dean's Office Records	Assessment Coordinator	Annually	Assessment Coordinator	Data Table	Members of Standard 5 Committee
	Professional Development Resources: Travel Budget and Expenditures	Dean's Office Records	Assessment Coordinator	Annually	Assessment Coordinator	Data Table	Members of Standard 5 Committee