A/Y 2004-05 School of Education Assessment Report

Criterion	Y / N	Comments/Recommendations
All departments/programs have assessment plans	Y	The SOE completed an NCATE Re-Accreditation Process in the spring of 2003. The NCATE Team recognized the assessment plan used in all programs in the SOE. They critiqued the assessment plan of the Advanced (M.S.) Elementary and Secondary Education programs, which was based on the old North Central assessment system, which was not "performance-based." They also critiqued some aspects of the Educational Leadership assessment plan, and critiqued the Counseling program for not having collected data in the Data Management System. We have worked since then to develop the UAS for each of the programs, implement them, and collect data on the assessments. We presented this data to a second NCATE Team on November 6-8, 2005 at a Focused NCATE Visit on the Unit Assessment Systems for the Advanced (M.S.) Programs. The Institutional Report (IR) for the Focused Visit can be found on the School of Education website (Electronic submission was strongly urged by NCATE):: http://www.ipfw.edu/educ/accreditation/Institutional_Report/IR%20Focused%20Visit%208-29-05.doc The IR documents how we developed and implemented a Unit Assessment System for each of the Graduate programs: School Counseling, Educational Leadership, and Elementary and Secondary Education. The plans themselves can be located at: http://www.ipfw.edu/prst/Counseling666.pdf http://www.ipfw.edu/prst/EDLeadUAS.pdf http://www.ipfw.edu/prst/ElSecUAS.pdf The Educational Leadership program has developed a cohort program option; its UAS fits that option, too. The UAS for the Initial (B.S.) programs continues to operate as we continually fine-tune it. We are instituting e-portfolios in all programs through TaskStream (www.taskstream.com). All programs will have had pilot projects by the end of 2006.
Assessment measures are linked to program goals	Y	Early Childhood grogram (A.S.) goals and all program courses are linked to INTASC Standards, National Early Childhood Program Standards, the SOE Conceptual Framework, and the SOE Mission Statement. Undergraduate Elementary (Early Childhood and Middle Childhood) and Secondary program (Early Adolescence and Adolescence Young Adulthood) goals and all program courses are linked to the INTASC Standards, the SOE Conceptual Framework, the SOE Mission Statement, and, when applicable, the Indiana Professional Standards Boards standards for specific content areas. Educational Leadership program goals are linked to the NBPTS Standards, professional standards for School Administrators, the SOE Conceptual Framework, and the SOE Mission Statement. Counseling program goals are linked to the NBPTS Standards, professional standards for Marriage and Family Therapy or School Counseling, the SOE Conceptual Framework, and the SOE Mission Statement. The newly revised Advanced (M.S.) Elementary and Secondary Education programs are aligned with its Vision Statement, the SOE Conceptual Framework, the SOE Mission Statement, as well as the Five Core Propositions of the National Board Standards for Professional Teaching Standards (NBPTS), which replace the INTASC standards, which are only used for pre-service teachers.

Assessment Plan Standards in Paragraph III,B,1 of SD 98-22 have been followed.	Y	
All departments/programs submitted reports	Y	The Unit Assessment Taskforce (UAS) coordinates all assessment efforts. Both Department Chairs serve on the UAS Taskforce, chaired by the Associate Dean. Also serving on it are the Dean, the Certification Officer, the Data Manager, and faculty representatives from both departments. As of Spring 2006, representatives from all programs are also on the UAS Taskforce. On a bi-weekly basis the Taskforce reviews, updates, analyzes, and oversees implementation of the UAS for all programs throughout the academic year and during the summer. A UAS has been written for each program, and assessments are made and recorded on an ongoing basis each semester. Reports on all programs are submitted to our accreditor, NCATE, each year. For the graduate, or Advanced, programs, reports on various assessment measures are written by individual program faculty at the end of the academic year. Those narrative reports along with quantitative reports generated from our Data Management System (DMS) are all reviewed once a year at a Faculty Retreat prior to the beginning of the Fall semester. Reports from the discussions are generated. This information is taken to the UAS Taskforce to improve the delivery of our graduate programs.
	Y	For the undergraduate programs in Elementary and Secondary Education, various measures are reported and entered into the DMS as students progress through the programs. The Exit Portfolio data is entered each semester for students completing the programs. It is analyzed for general trends each semester. The data is submitted to the UAS Taskforce, which coordinates changes in programs or in the UAS itself. The Associate Dean reports UAS Taskforce findings and actions to the faculty at monthly SOE faculty meetings.

Departments/programs use assessment for program improvement (examples from each program included)	Y	The SOE's Unit Assessment System requires that the SOE present data to the faculty for program improvement when applicable. The UAS Taskforce analyzes data from the Data Management System and reports to the faculty. It was NCATE's criticism of the UAS for our Advanced Programs that jump-started the Program Review of the Advanced Elementary and Secondary Education programs and led to the redesign and further implementation of the UAS for all Advanced programs: School Counseling, Educational Leadership, and Elementary and Secondary Education. Given the data from the newly implemented and revised UAS for the graduate programs, and shared at the Retreat, we are making changes. Some changes had already been implemented and were cited in the IR for the Focused Visit. For Example, Educational Leadership, following their first assessment of student portfolios in Spring 2005, added two new assessments, "Discipline," and "Special Populations," to the portfolio and wrote Portfolio Guidelines so as to better prepare Practicum students for the portfolio they are expected to present. The Educational Leadership faculty has also initiated new measures to insure greater consistency in the portfolio assessments by evaluators. In order to study the data from the many newly initiated assessments in the Advanced Elementary and Secondary Programs, the faculty applied for and received IRB exempt status to study the data. The School Counseling students graduating in Spring 2005 received atypically low scores on their comprehensive exams. Counseling faculty members are in the process of analyzing the results to see if adjustments need to be made in the curriculum taught in program courses.
Departments/programs base recommendations on data	Y	The SOE Data Manager, the Associate Dean, and the rest of the UAS Taskforce collect and prepare reports based on data in the DMS and qualitative, narrative reports written by faculty. This is reviewed at the Retreat in August every year. The UAS Taskforce then coordinates recommendations for changes with departments and program faculty. Ultimately all changes go through Academic Affairs Standing Committee for the SOE, and then to the Faculty as a whole.
Prior year recommendations were implemented	Y	The Unit Assessment System for each of the graduate programs was in operation as of Fall 2004. The Program Guide & Unit Assessment System for each of the graduate programs was posted on the SOE website and copies were distributed to all faculty and students in Fall 2005. Additionally, Portfolio Guidelines were written for the Educational Leadership program. A Faculty Retreat was held August 18, 2005, and all faculty participated in assessing, critiquing, and making recommendations for change, given the reports generated on the assessment data for each of the programs. This information was then given to the UAS Taskforce to take action.

		On November 6-8, 2005, the NCATE Board of Examiners (BOE) team visited for a Focused Visit on the Unit Assessment Systems for the Advanced Programs. This is NCATE Standard 2: Unit Assessment and Evaluation. The BOE Team concluded that we met the standard.
		A new cohort program in Educational Leadership began in Summer I 2005. The cohort will complete its work at the end of Summer II 2006. The UAS for the cohort has been aligned with the UAS for the traditional program in Educational Leadership. Educational Leadership also held a Portfolio Day in Spring of 2005 and another in Fall 2005 for faculty and area administrators to assess the portfolios of students of Educational Leadership.
		The Advanced Program in Special Education continues in the approval process, dependent upon IU's decision to accept new programs.
School* support for assessment requested/needed	Y/N	History: Our first Data Manager, Dick Powell, initiated our DMS. He worked for us for two years, 2001-2003, half time, paid for by a federal grant. When the grant ended, he continued as a consultant, about 20 hours/month. He had to work in the evenings, so this arrangement was awkward to coordinate with faculty. In 2003-2004 academic year, and into summer of 2004, the SOE considered e-portfolios as a way to manage our ever expanding database. We decided to wait until after the NCATE Focused Visit in fall of 2005 to initiate them. In August 2004 we hired a Graduate Assistant, Jason Hoover, a student in the M.S. program in Computer Science, to a 20 hour/week Data Manager position. We also hired a part-time secretarial assistant to enter data into the growing DMS. She assisted four staff members who also enter data. Because the original database created in Access proved insufficient to handle multiple users at the same time, Jason migrated the data to Oracle.
		In the summer of 2005 we again sought an e-portfolio vendor, and chose TaskSteam. We built the template for the undergraduate programs' e-portfolio in Fall 2005 and currently have a pilot program in one section (35 students) of the introductory education course: F300, Invitation to Teaching. The SOE is paying for these student accounts @ $25/student during the pilot. We are building the templates for the graduate programs now (Spring 2006) and will initiate pilots in them in Fall 2006.
		Jason Hoover will continue to work for us for an additional year (2006-2007). We would like to have a full-time faculty member or staff in this position, but we would have to give up a faculty line, according to the VCAA, in order to make that possible. We think, given the ever increasing future assessments we will be required by the State (Spring 2008 Program Review) and NCATE (Spring 2010 Accreditation Visit) to complete, that our need for a full time Data Manager will only grow.
University-level support for assessment requested/needed	N	See above.

School*-level review effective	Y	The Unit Assessment System Taskforce within the School of Education meets bi-weekly and maintains an on-going monitoring process of program assessment for analysis and curriculum review. All of our energies this past year went to preparing for the NCATE Focused Visit of NCATE Standard 2 for the Advanced Programs. Program faculty members were involved in all the preparations. In the end, our Unit Assessment Systems were judged positively by NCATE and the data showed that our students were being assessed throughout their programs, as well as at the sequenced checkpoints. All programs have portfolio assessment. Our Initial Programs implement the Unit Assessment System we have had in place since Spring 2003.
Recommended changes to department/program plans	Y	At this point we continue to fine tune the UAS systems, especially as we convert our portfolio assessment to e-portfolio assessment. Because of the particular capabilities of TaskStream, we are in the process of making changes in our UASs for the Advanced Programs. Changes to the UAS for the Initial Programs were relatively minor, but the Advanced Program portfolios offer more challenges.
Recommendations to Assessment Council	Y	Continued funding for a Data Manager is critical to the future assessment requirements for the School of Education. As the state and national accreditation agencies continue to require more extensive evidence of program and student performance success, the need for continual monitoring of our programs and the funds to accomplish these goals will continue to increase. Even with e-portfolios, and to a certain extent because of them, we will continue to need the help of a Data Manager. While we are not asking for funds at this point, at some point soon it will be impossible to meet all the demands of the State and NCATE without a full-time Data Manager.

Submitted March 8, 2006
By Kathleen Murphey, Associate Dean, the School of Education.
Hardcopies of the following have been forwarded to the Assessment Office: NCATE IR, UAS for Advanced Programs, Webpages for Accreditation Visit.
*Includes ACCS & Honors Program
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