

Indiana University Purdue University Fort Wayne
 Assessment Report 2011 for the Education Departments:
 Educational Studies and Professional Studies
 in the
 College of Education and Public Policy (CEPP)
 Submitted January 26, 2012

Criterion	Y/N	Comments/recommendations
All programs have assessment plans.	Y	<p>There are two Education Departments in the new College of Education and Public Policy (CEPP): Educational Studies and Professional Studies. They both house graduate and undergraduate degree programs. The academic programs also lead to state licensure, or certification, in elementary and secondary teaching, school counseling, educational leadership, and special education. All academic/certification programs have assessment systems. Since we had an NCATE (Accreditation) Visit October 30-November 2, 2011, the assessment systems are all available on our NCATE website in 2.1 at http://new.ipfw.edu/departments/cepp/standards/2011accreditation/standard2/. The initial programs in Teacher Education had assessment systems that were organized around reflections and a portfolio, which was submitted in its final form during our candidates' last semester, the student teaching semester. The portfolios were all electronic, submitted through TaskStream. The advanced programs also had assessment systems organized around reflections and a portfolio.</p> <p>The NCATE Institutional Report and all the documentation are available on the College of Education and Public Policy website at http://new.ipfw.edu/departments/cepp/standards/2011accreditation/conceptual-framework/.</p> <p>NCATE's Standard 2, Assessment System and Unit Evaluation, documents particularly well our assessment plans (through Fall 2011) and the history of our assessment systems. See http://new.ipfw.edu/departments/cepp/standards/2011accreditation/standard2/.</p> <p>But our assessment systems are all in the process of change!</p> <p>The NCATE Board of Examiners (BOE) Report concluded on November 25, 2011, that we</p>

	<p>did not meet NCATE Standard 2 because, among other things, our program assessment systems were built on what is now an “old” model of assessment based on reflections and portfolios. We are being asked to develop “new” program assessment systems (PAS) for all of our 18 certification programs.</p> <p>The new model of program assessment requires a series of key assessments throughout the program that are based on direct assessments (not self-assessed candidate reflections). Each program is to have not more than 8 key assessments located in courses, according to NCATE guidelines. The 8 key assessments are aligned with NCATE/Specialized Professional Associations (SPA) standards for each program; there is one SPA for each program area...such as English, Math, Social Studies, etc.)</p> <p>The 8 assessments are:</p> <p>#1: Content Knowledge Assessment (state licensure exam, Praxis II or some form of content knowledge assessment if there is no licensure test)</p> <p>#2: Content Knowledge Assessment</p> <p>#3: Assessment of Candidate's Ability to Plan (as appropriate for the discipline)</p> <p>#4: Field or Clinical Assessment (most commonly a student teaching/internship/practicum assessment)</p> <p>#5: Candidate Impact on Student Learning</p> <p>#6: Required Assessment (some SPAs require a 6th type of assessment, other SPAs do not)</p> <p>#7 & #8: Optional Assessments (a few SPAs designate a 7th and 8th assessment)</p> <p>An NCATE webpage reviews those required assessments, which are ultimately necessary for program reviews: http://ncate.org/Accreditation/ProgramReview/GuidelinesAndProcedures/GuidelinesonAssessment/tabid/446/Default.aspx .</p> <p>The rubrics to evaluate the key assessments will also be aligned with the same SPA and</p>
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		<p>State standards. If our program reviews are approved, we are eligible to have our programs be nationally accredited.</p> <p>Program reviews are conducted three years before (2015) the next NCATE Unit Review (2018). The data collected in the program reviews are used for NCATE Standard 1, Candidate Knowledge, Skills, and Professional Dispositions.</p> <p>When we received the BOE Report in November of 2011, we decided to stop collecting data based on our old assessment systems. Now, Spring 2012, we are rewriting our program assessment systems, so they will be operational by Fall 2012. Then we can start collecting data for the anticipated NCATE Focused Visit on Standard 2 within 18-24 months.</p>
Assessment measures are linked to program goals.	Y	<p>The programs' assessment measures are all in the process of being linked to the Education Departments' new Conceptual Framework (http://new.ipfw.edu/departments/cepp/about/framework.html) which we are integrating into all course syllabi in Spring 2012. The programs' assessment measures are also in the process of being linked to the State's Content and Developmental/Pedagogical Standards (http://www.doe.in.gov/improvement/educator-effectiveness/rep-teacher-standards) and NCATE Specialized Professional Associations' (SPA) content and pedagogical standards (http://ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx) .</p> <p>Thus, all program assessment systems will be based on meeting unit, State, and national professional standards. The 8 key assessments in each program's assessment system will be aligned with specific unit, State, and national professional standards. The assessments will be housed in specific courses throughout the programs, and, taken together, will provide rich snapshots of meeting all the standards.</p> <p>In effect, our programs' goals are to meet unit, State, and national professional standards. This is required by the State and NCATE. Our further goal is to have some, if not all, of our programs be nationally accredited.</p>
Assessment Plan Standards in Paragraph III.B.1 of SC 98-22 have been followed.	Y	<p>Because of the requirements of the State and NCATE, we collect data every semester in accordance with the assessment plans. We are required to have a Data Management System (DMS) where we enter the data and have in the past reported on it to the faculty in the August Retreat, when we met to review the data and make recommendations, by program,</p>

		<p>for changes that the data suggested needed to be made. Our last Assessment Retreat was August 19, 2011.</p> <p>Since we are in the process of developing new program assessment systems, we will also be revising when we review the data. We anticipate it will be every semester, as well as looking at the whole system during our August Retreat. We need a quicker feedback loop other than once a year.</p>
All programs have submitted reports.	Y/N	<p>The programs do not submit reports as such; the Data Manager and the Assessment Assistant write reports and present the data in charts and graphs for all the programs to the faculty. In other words, it is more like a unit (Education Departments in the CEPP) report which includes data from all programs, which the faculty, then, reviews by program area.</p> <p>The data that we presented to NCATE for 2011 are available at http://new.ipfw.edu/departments/cepp/standards/2011accreditation/standard1/ in Standard 1.1 (New) Summary of Data from Retreat Reports.</p> <p>This reporting system may soon change to reflect the new program assessment systems that we are building.</p>
Programs use assessment for program improvement (please include examples from each program).	Y/N	<p>The reports reviewed at the Retreat have always substantiated that we are doing well on those things we measure in an ongoing way. We often come away with more questions about whether our assessments are reliable, as well as how we can get data that allows us to more clearly pinpoint what standards the candidates have or have not met.</p> <p>We are in the process of revising all of our program assessment systems (Spring 2012) to align more closely with the NCATE SPAs' national standards, as well as the State standards and our new Conceptual Framework. We will be submitting our program reviews to the SPAs during our next accreditation cycle 3 years before (2015) our next NCATE Visit (2018). The key assessment system will tie all key assessments to specific content and pedagogical standards. Thus, we will be able to know specifically what standards our candidates are able to meet or not meet, and, then, we can make data-driven changes to our programs and/or assessment instruments.</p> <p>What has driven change/improvements in our DMS, UAS, and programs up until now have been changing rules by the State, changing interpretations of the rules by the State, and</p>

		<p>changing expectations of NCATE. The changes at the state level have, in turn, been driven by “reforms” of education at the federal level (NCLB, 2001, and Race to the Top, 2009) which focus on high-stakes testing of P-12 students. The workplace for P-12 teachers is also in the process of change, for the state enacted legislation in 2011 that reduces the scope of Collective Bargaining for teachers, reduces/eliminates pay increments for Master’s degrees of teachers, and ties one-third of teacher evaluation to P-12 students’ high-stakes tests. We have to change how we prepare teachers to fit with this new reality.</p> <p>In the end, the State wants P-12 students to be able to pass high-stakes tests as its main measure of “student learning”; it wants us to prepare teachers who can accomplish this. In effect, the State wants us to guarantee that the teachers we prepare will be able to be 100% effective when they enter the field. What formerly might have taken a teacher 5 years to be able to accomplish, now must be accomplished in the first year.</p> <p>In June 2011, the state requested that we undergo a program review of our ENL program, which didn’t have a program review when the cycle started in 2008, because it was a new program then and had no candidates. We were told in 2008 that ENL would not have a review until the next review cycle, prior to our next NCATE Visit (2018). We are now scheduled to submit a program review to the state of the ENL program by October 15, 2012. We will also have a program review of ENL through a SPA prior to our next NCATE Visit (2015). We are currently preparing for both of these eventualities.</p> <p>Thus, changes in education at the state and federal levels requiring high-stakes testing of P-12 students, changes in State laws about P-12 teacher assessment and evaluation, changes in State standards as to what to assess and how to assess it for pre-service teachers, changes in the thinking about how to structure field experiences for pre-service teachers, and our program review feedback from the State have been driving changes to our programs much more than our regularly collected data. Now, the 2011 NCATE BOE Report is driving our efforts. NCATE is telling us that we need new program assessment systems that can tie us explicitly to unit, State, and national professional standards, so the data collected from those assessments can drive change in our programs.</p>
Programs base recommendations on data.	Y	<p>When possible. In the past two years our recommendations have been mostly driven by changing approaches to assessment by the State and NCATE. (See above for greater detail.) Nonetheless, we have reviewed data from all of our assessments every year; for the past two</p>

		years the data have been very consistent. We will soon be collecting data specifically tied to State and national professional standards, as required by the State and the NCATE/SPAs. The data will be gathered from key assessments as defined in our newly-being-developed program assessment systems.
Prior year recommendations were implemented.	Y/N	The recommendations that we are now responding to are those articulated in the NCATE BOE Report of November 25, 2011.
School support for assessment requested/needed.	N	We received a VPAC grant for \$1500 to help us build new program assessment systems for our secondary programs. The Dean has promised funds to the Elementary program for building a program assessment system. We do not need further funds at this time.
School-level review effective.	Y	In effect, we review our data at what was the School level. Since we are no longer a School, now it's for the Education Departments in the CEPP. NCATE labels the Education Departments as our education Unit.
University-level support for assessment requested/needed.	N	We could always use a full-time data manager, but that doesn't look like it is a possibility in the foreseeable future. We sought help a few years ago from IT Services to help us redesign and streamline our DMS, particularly its database. It has been added to without an overall design and needs reorganization. Since we are in the process of redesigning our program and unit assessment systems, we will await revising the DMS until that process is completed.
Recommended changes to program plans.	on-going	With the ever changing requirements by the State and NCATE, we are changing our programs, as well as our program assessment systems to reflect these changes.
Recommendations to Assessment Council	N	None at this time.
*includes ACCS & Honors Program Revised and approved by the Assessment Council, February 2005		

Submitted January 26, 2012 by Kathleen Murphey, Professor and Associate Dean, CEPP