

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

2a. Assessment System

2a1. How is the unit assessment system evaluated and continuously improved? Who is involved?

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. The unit assessment plan is based on the Conceptual Framework, “*The Teacher as a Reflective Facilitator.*” As a [Renaissance Institution](#), the College of Education has adopted the five essential elements of a functioning unit accountability system, as developed by the Renaissance Title II Partnership Project.

These elements are:

- A unit-wide commitment to accountability
- A unit assessment evaluation coordinator
- Ongoing performance assessment development
- An electronic data system
- Use of data for program improvement and decision-making.

Within the context of these elements, the Unit Assessment System can be conceptualized as standards-based, outcomes-oriented, multi-dimensional and developmental over time and depth. It includes looping remediation for students and is linked to the Conceptual Framework in multiple ways. The primary responsibility for refining and evaluating the Unit Assessment System is held by the Committee for Program Review and Accreditation (CoPRA). The membership of CoPRA includes all program chairs for undergraduate and graduate, initial and advanced licensure programs (including those housed outside of COE). The primary purpose of CoPRA is to interpret the data in terms of the effectiveness of the courses, programs and policies, and to make recommendations to the appropriate bodies for modification(s). As a standing committee, CoPRA meetings are held whenever significant data are available for evaluation. In addition to CoPRA, each department has program review committees (often labeled “assessment committees”) responsible for responding to and evaluating data on a department/program level.

2a2. Please complete the following table (Table 6) to indicate the key assessments used by the unit and its programs to monitor candidate performance at transition points such as those listed in Table 6?

Table 6

Unit Assessment System: Transition Point Assessments

	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion
Initial Teacher Preparation Programs					
EC/MC	Complete a minimum of 40 units Pass all three parts of the PPST/PRAXIS I exam GPA 2.75 or higher Complete Speech 110 with a minimum grade of C Pass Foundations Block Attend Phase 1 & Phase 2 meetings Pass Phase 2 Portfolio	Completion of minimum credits GPA 2.75 or higher in licensure area Satisfactory completion of all pre-clinicals Attend Phase 3 meeting Pass Phase 3 portfolio Pass appropriate PRAXIS II content exam	Attend Phase 4 meeting GPA 2.75 or higher Pass student teaching Pass Phase 4 portfolio	Meet all graduation and licensure requirements as stated in university catalogue, senior survey (exit data)	Follow-up surveys starting 3 years out and every 3 years thereafter, employer surveys ongoing
MC/EA					
EA/A <i>English, Mathematics, Social Studies, Science</i>					
EC/A <i>Art Education, Business/Marketing, Foreign Language, Theatre, Physical Education, Music Education</i>					
MC/EA & EA/A <i>Cross Categorical: Behavior Disorders, Learning Disabilities</i>					
MC/EA & EA/A <i>Cross Categorical: Disabilities Emphasis</i>					
EC <i>Dual License Early Childhood & Special Education</i>					
Advanced Teaching Programs					
MC/EA & EA/A <i>Cross Categorical: Behavior Disorders, Learning Disabilities (Graduate level)</i>	Bachelor's degree from accredited institution with undergraduate GPA 2.75 or higher, GPA 2.75 or higher	Completion of minimum credits GPA 2.75 or higher in licensure Satisfactory completion	Attend Phase 4 meeting GPA 2.75 or higher Pass student teaching Pass Phase 4 portfolio	Meet licensure requirements Recommended by department as successful in content area	Follow-up surveys starting 3 years out and every 3 years thereafter, employer
EA/A <i>Business Education</i>					

<i>(Graduate level)</i>	based on the baccalaureate degree Complete Speech 110 with minimum grade of C Pass Pre-Professional Block Attend phase 1 & Phase 2 meetings Pass Phase 2 Portfolio Review of content area coursework to determine needed courses Review of general education for licensure requirements to determine needed courses	of all pre-clinicals Attend Phase 3 meeting Pass Phase 3 portfolio Pass appropriate PRAXIS II content exam			surveys ongoing
Advanced Programs for Other School Personnel					
EC/A <i>Communication Sciences & Disorders</i>	Meet the entrance requirements for graduate school, minimum of one year academic course work from the undergraduate ComSci curriculum, 2.75 min. GPA, competitive admission	Performance and portfolio assessment, successful completion of initial portfolio	Performance and portfolio assessment, successful completion of clinical practice as outlined in CAA standards, WI Personnel Standards and WI content guidelines	PRAXIS II exam, meet licensure requirements, recommended by department as successful in content area	Follow-up survey every 3 years, employer survey ongoing
EC/A <i>Counselor Education</i>	Meet entrance requirements for graduate school, 2.75 min. GPA, competitive admission	Performance and portfolio assessment, successful completion of initial portfolio	Performance and portfolio assessment, Successful completion of clinical practice as outlined in CACREP,	National Counselor Exam, Meet licensure requirements Recommended by department as successful in content area	Follow-up survey every 3 years, employer survey ongoing

			standards, WI Personnel Standards and WI content guidelines		
EC/A Information Technology & Libraries	Meet entrance requirements for graduate school, 2.75 min GPA, must hold or be eligible for a regular license in a public school.	Performance assessment.	Performance assessment, successful completion of clinical practice as outlined in, WI Personnel Standards and WI content guidelines	Meet licensure requirements Recommended by department as successful in content area	Follow-up survey every 3 years, employer survey ongoing
EC/A Reading	Meet entrance requirements for graduate school, 2.75 min. GPA, must hold or be eligible for a regular license in public school.	Performance assessment.	Performance assessment, successful completion of clinical practice as outlined in, WI Personnel Standards and WI content guidelines for reading, and IRA Standards for Reading Professionals	Meet licensure requirements Recommended by department as successful in content area	Follow-up survey every 3 years, employer survey ongoing
EC/A School Business Management	Meet entrance requirements for graduate school, 2.75 min. GPA, competitive admission,	Performance and portfolio assessment, successful completion of initial portfolio	Performance and portfolio assessment, Successful completion of clinical practice as outlined in, WI Personnel Standards and WI content guidelines for school business management	Meet licensure requirements Recommended by department as successful in content area	Follow-up survey every 3 years, employer survey ongoing
EC/A School Psychology	Meet entrance requirements for graduate school, 3.0 min. GPA, competitive	Performance and portfolio assessment, successful completion of initial	Performance and portfolio assessment, Successful completion of clinical practice as	PRAXIS II exam, meet licensure requirements Recommended by department as successful in	Follow-up survey every 3 years, employer survey

	admission	portfolio	outlined in NASP standards, WI Personnel Standards and WI content guidelines	content area	ongoing
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2a3. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit’s conceptual framework, state standards, and professional standards?

The Unit Assessment System consists of a sequence of evaluation phases and decision points. At each of five decision points, a determination is made as to whether each student has met certain specified criteria, indicative of the acquisition of knowledge, skills and dispositions related to the ten WTS and the Conceptual Framework. With few exceptions, students are held at each decision point until they meet the criteria or they withdraw from the program. Decision points 1 and 2 use achievement measures, while decision points 3, 4 and 5 use outcomes-based data, collected through a portfolio process, or some combination of achievement measures and outcomes-based data. Evaluation phases are time intervals between the decision points in which students take coursework, generate samples of their work for their portfolios, have their work evaluated, and receive formal feedback on their progress.

Portfolios:

The Unit Assessment System for Initial Licensure includes three phases of portfolio development. Each phase includes an introduction or philosophical/pedagogical statement that addresses the Wisconsin DPI’s five assessment concepts in the categories to be reflected in teacher licensure programs and answers the question, “How do I demonstrate that I value these concepts in my development as a teacher?” The philosophy statement must indicate how the student views these concepts, applies them in practice, and supports ideas with credible literature support and relevant experiences. The development of ideas and fluency of written expression is also evaluated. A rubric is used to evaluate this portion of the portfolio.

In addition to the philosophical/pedagogical statement, each phase of the student portfolio is organized into entries. Phase 2 includes one entry while phases 3 and 4 generally include three entries each for a total of seven entries upon program completion. Every portfolio entry generally consists of one to three content artifacts, each scored individually. Since its inception 5 years ago, the portfolio has continued to be refined by all program areas and some programs have chosen slightly different portfolio requirements. However, all portfolios – regardless of program area – continue to utilize the WTS for organization and evaluative purposes. Additionally, all rubrics used in the portfolio scoring process are based on a five-tier scale as follows:

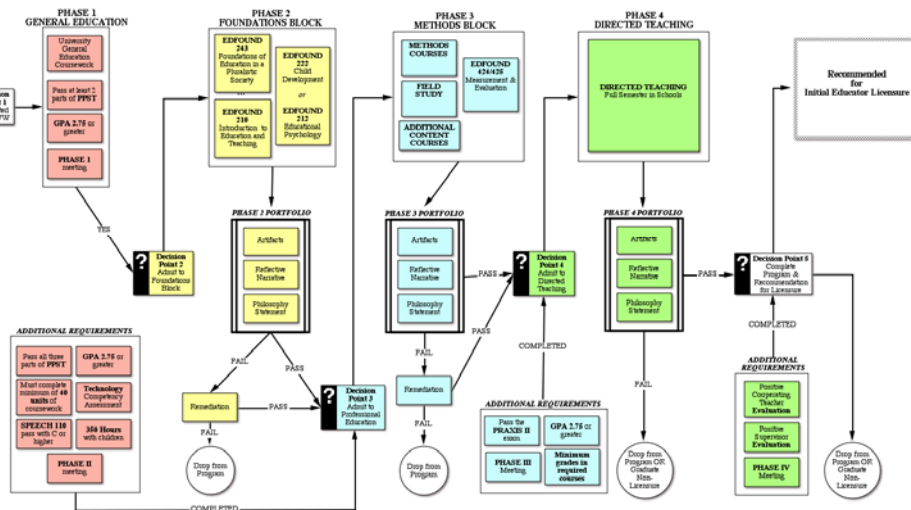
0	Undocumented	Necessary competency is undocumented
1	Minimal	Limited and/or inconsistent demonstrations indicating inability to apply expected knowledge and skills and/or to project important dispositional characteristics.

2	Basic	Somewhat limited performance indicating emerging knowledge and skills and/or important dispositional characteristics
3	Proficient	Consistent, complete, demonstrations indicating developed knowledge and skills and/or important dispositional characteristics to the level expected for advancement
4	Advanced	Complete and outstanding demonstration indicating exceptional, well-developed knowledge, skills, and dispositional characteristics that exceed the level expected for advancement

Phases and Decision Points

For graphic representation of the phases and decision points in the initial teacher preparation programs, please see:

UW-Whitewater College Portfolio Assessment Plan
Draft - MAY, 2008



Phase 1: General Studies

During Phase 1 (usually the freshman year), students take coursework related to establishing proficiencies in English, mathematics, and speech, and coursework in the general studies program, as specified by DPI's requirements. Decision Point 2 occurs at the end of Phase 1. Criteria for this decision point include a minimum grade point average of 2.75, based on at least 12 credits, passing scores on at least two of the three parts of the PPST, and attending a Phase 1 Meeting designed to provide an overview of the Unit Assessment System. Students who meet these criteria are admitted into Phase 2, the Foundations Block.

Phase 2: Foundations Block

During Phase 2, students are introduced to the purposes, process, and format of the portfolio. They enroll in three interrelated courses and take their first fieldwork class. At the end of Phase 2, student portfolios are assessed for the first time. Details on student portfolios for the Foundations Block are linked here. Data from these assessments are summarized, analyzed and shared with department faculty and CoPRA. To meet criteria for advancement to the next decision point, students must perform at least at the "BASIC" level on all rubrics. In addition to the scores from these rubrics, each student is evaluated by the cooperating teacher assigned to the fieldwork component of the block. If a student does not perform at the basic level they must enroll in and pass the Portfolio Development course EDFOUND 214. (This course is also used for students who are waived from the fieldwork component of the Foundations Block due to work experience

in the teaching field.) Criteria for Decision Point 3, Admission to Professional Education, includes the following (some programs, such as the Dual-Licensure program, have modified requirements due to cohort program):

- Pass all three portions of the Pre-Professional Skills Test (PPST).
- Attend Phase 2 Meeting: Professional Education Orientation
- Pass each course of the Foundations Block with a C/S or better
- Pass the Phase 2 portfolio
- Pass Speech 110 with a C/S or better
- Complete a minimum of 40 credits
- Achieve a combined cumulative 2.75 GPA
- Verified Experiences with Learners – a minimum of 350 hours beginning with Freshman year in high school.

Students who meet these criteria are admitted into Phase 3, the Methods Block.

Phase 3: Methods Block:

Following Decision Point 3, students enter Phase 3 which consists of courses in the major, the minor, the area of licensure, and the Methods Block (for some programs). During Phase 3, students develop another philosophical/pedagogical statement and add more entries to their portfolios. Portfolios are assessed for a second time by a combination of faculty who are methods instructors, seminar instructors, and/or field supervisors (depending on program). Each portfolio entry includes reflective narratives that link the artifact to the appropriate standard(s) and how that learning will affect the student's future decisions. Assessment rubrics, keyed to the standards, are used for evaluation of the philosophical/pedagogical statement, reflective narrative, and artifacts/entries in the portfolios. An additional assessment instrument is completed by the cooperating teacher assigned to the fieldwork component of the Methods Block. Data from these assessments are summarized, analyzed and shared with department faculty and CoPRA. As in the case with Phase 2, students who do not score at least at the BASIC level on all parts of the Phase 3 portfolio must either enroll in a half-credit remediation course or work independently with faculty to pass their portfolio prior to enrolling in Phase 4. Decision Point 4, Admission to Student Teaching, includes the following:

- Minimum grade point average of 2.75
- Passing score on the appropriate PRAXIS II content exam
- A minimum grade of "C" in all methods courses
- Pass Phase 3 Portfolio
- Negative result of a tuberculosis test
- Completion of a background check, if required
- Attend Phase 3 Meeting: Introduction to Student Teaching

Phase 4: Student Teaching

During Phase 4 students add the final philosophical/pedagogical statement and additional entries to their portfolios. The entries include artifacts developed during the student teaching experience. The third and final portfolio assessment is conducted by the cooperating teacher(s) and university supervisor(s) depending upon program and field placements. Cooperating teachers and university supervisors also complete an evaluation

of the students using an instrument keyed to the WTS. Results are shared with students during a feedback session. Data from these assessments are summarized, analyzed and shared with department faculty and CoPRA. A two-part Phase 4 Meeting: “Graduation and Licensure” is provided at the beginning of Phase 4 to (1) provide an opportunity for student teachers to meet their university supervisors and, (2) to provide information about the application process for graduation and state licensure. Decision Point 5 is the final decision for program completion. To be recommended for graduation and state licensure, students must:

- Pass the Phase 4 portfolio
- Receive a positive recommendation from university faculty, field supervisors and cooperating teachers
- Have a minimum 2.75 cumulative GPA
- Compete all course and grade requirements for the major, minor, license and degree

Content Assessment

In addition to criteria related to portfolios, progression through the five decision points is also based on content knowledge proficiency, assessed by a series of content examinations and artifacts produced throughout the content courses and some pedagogical courses. Students are granted admission to the university as freshmen, based in part, on ACT scores. Passing scores on the PPST in the area of mathematics, reading, and writing, are required at Decision Point 2 for admission to Phase 2, the Foundations Block. Students must also pass PRAXIS II examination(s) in their license content area as one criterion for admission to Phase 4, Student Teaching. WTS Standard 1 addresses the competence of candidate content knowledge. In order to provide evidence that UWW candidates for initial licensure understand the central concepts, tools of inquiry, and structures of the disciplines that they will teach and that they can create learning experiences that will make subject matter meaningful for students please refer to the Program Accreditation Reports linked to licensure as part of the DPI program review.

2a4. What process has the unit adopted to ensure its assessment procedures are fair, accurate, consistent and free of bias?

The College uses a variety of methods to ensure that its assessment procedures are fair, accurate, consistent and free of bias. First, all unit data are examined and analyzed first by the administrative staff before it is given to CoPRA for review. This eliminates bias in that no department has the responsibility of whole-college assessment. Second, portfolios are scored by multiple faculty and departments as students move through the program. Third, several programs have conducted reliability studies to determine accuracy of scoring rubrics and consistency of standards application. Fourth, some programs have conducted blind reviews of philosophy/pedagogical statements to ensure the elimination of bias. Fourth, some programs use a consensus model to reach decisions on students. Finally, the alumni and employer surveys, cooperating teacher and supervisor ratings, and portfolio scores on the WTS have been in alignment when examined from a whole-college perspective. (Please see support data for question 2a4).

2a5. What assessments and evaluations are used to manage and improve the operations and programs of the unit?

As described in the previous section, the College collects data within the unit and outside the unit on multiple levels. These include special assessments aimed at particular strategic populations such as teachers and field supervisors. These provide specific information about the perceived strengths and weaknesses of the programs, in terms of the development of abilities and skills for beginning teachers. Reports on these assessments are submitted to CoPRA and actions, if indicated, are suggested to the appropriate body in the unit. All unit assessments are used, in one way or another, to assess and improve the operations of the unit.

A second type of assessment includes those provided by the university that are campus-wide. Those assessments for which data can be obtained for the College of Education as a subpopulation are analyzed and reported in the same manner described above. The [Institutional Research Office](#) provides information on retention and graduation rates, enrollment figures, headcounts and degree statistics, minority student information and student perception surveys. Information is available online in multiple formats and can be used to enhance information collected by the unit about the success of its operations.

2b. Data Collection, Analysis, and Evaluation.

2b1. What are the processes and timeline used by the unit to collect, summarize, and analyze data?

- *How are data collected?*
- *How often are the data summarized and analyzed?*
- *Whose responsibility is it to summarize and analyze the data? (Dean, assistant dean, data coordinator, etc.)*
- *In what format are the data summarized and analyzed? (Reports, tables, charts, graphs, etc.)*
- *What information technologies are used to maintain the unit's assessment system?*

Key assessment data have been collected in the unit since 2004 with some programs having assessment systems in place before this time. Students are made aware at each decision point whether they will be allowed to continue in the program or whether they enroll in remedial courses. Because data were originally housed in multiple formats and in multiple places it was difficult to do whole-college assessment prior to Fall, 2007. At this time new procedures were introduced that allowed for more precise examination and cross-referencing of key assessments. Many of the earlier issues have been resolved with the integration of our portfolio data into our WINS university database structure. Data used for this 2009 NCATE report were housed in multiple Microsoft Excel and SPSS files after being “pulled” from various external sources. It is anticipated that by Fall,

2008 annual reports will be generated through online queries eliminating the need for external data combining.

Beginning in fall, 2007 portfolio data on each student is entered into the online WINS system by faculty in each program. Test scores and other milestones are also hand-entered when appropriate by program chairs or the Certifying Officer. Data remains on the system after students graduate and constitutes part of the student's permanent record for the University. The administrative faculty; generally consisting of the dean, associate dean, data manager and certifying officer; are responsible for requesting reports and data analyses. These reports are shared with CoPRA, directly with departments, with groups of students (such as the Dean's Advisory Council), constituency groups (such as advisory boards), and field supervisors. Reports take many forms and utilize charts, tables graphs depending upon the audience and information being. Data have been summarized and presented to CoPRA and other groups on an "as needed" basis in years past. However, with the advent of the new data collection system in WINS, it is anticipated that more standardized reporting procedures will be implemented due to ease of use. A variety of information technologies are used to maintain the unit assessment system. These include, but are not limited to: online data servers, Desire 2 Learn college website, electronic portfolio reporting (early childhood), WINS database (with enabled queries), college-wide listserv, and multiple backup servers.

2b2. How does the unit maintain records of formal candidate complaints and their resolutions?

Every program in the unit follows the procedures outlined in section 2.C.2 of the [University Handbook](#). These procedures outline an informal and formal process for student grievances. Records of these complaints and their resolutions are included in the electronic documents room.

2c. Use of Data for Program Improvement

2c1. What are assessment data indicating about candidate performance on the main campus, at off-campus sites, and in distance learning programs?

Off-campus and distance learning programs are just emerging on our campus. Because of this we do not have any data that compares these candidates to other candidates in traditional programs. As these programs continue to emerge candidate data will be compiled on them and comparisons will be made in the future.

2c2. How are data used by candidates and faculty to improve their performance?

Candidates are made aware of their performance through the immediate feedback of portfolio assessment, test scores, and field supervision and cooperating teacher evaluations. If a candidate receives a score of 0 or 1 in any portfolio entry, or on their narrative or philosophical/pedagogical narrative statement, they are not allowed to continue in the program without immediate remediation. Faculty are made aware of candidate performance through the CoPRA and departmental assessment committee

process. Indication of faculty discussion of candidate data used for program improvement can be found in department meeting minutes. For example, a summary of data-driven changes that the reading faculty used to move the MSE Reading program into an MSE-PD Reading emphasis program can be found in the electronic documents room. Faculty regularly distribute course evaluations for students to complete at the end of each course. They are then returned to faculty after grading has been completed. Course evaluations are factored into the promotion and tenure process and for post-tenure review.

2c3. How are data used to discuss or initiate program or unit changes on a regular basis?

In addition to the ongoing CoPRA and department assessment committee process described previously, every program on campus is part of a 5 year “[Audit and Review](#)” process. The purpose of the audit is to improve the quality of programs, identify needs for additional study and/or planning, help set priorities for reallocation of resources, ensure appropriate standards for program quality, identify the needs and unique circumstances of specific programs, identify non-functional or unnecessarily duplicative programs, and identify needs for structural changes in programs or administrative units. This requires the completion of a strict data-driven report that is submitted to a campus-elected body of faculty representing all colleges in the university. The committee reads the submissions, works with the Associate Vice Chancellor to suggest changes, and then meets with program chairs to discuss strengths and weaknesses. Examples of audit and reviews conducted on our programs since the last NCATE visit are included in the electronic documents room.

2c4. What data-driven changes have occurred over the past three years?

There have been several data-driven program changes in the past three years. One example is the creation of a new master’s degree based on analysis of enrollment trends, audit and review reports and alumni surveys. The new program combines the “old” MS C&I degree and the MSE Reading degree into a new 30-credit MSE-PD with multiple emphasis areas. Several emphasis areas include licensure at the advanced level (alternative education, reading, ESL/Bilingual education). Another example of data-driven change has been the adoption of a new master’s degree in special education with initial licensure. In addition, the department of Special Education has adopted the portfolio artifact process moving to standardized products that represent key competencies for the field. In the past students were able to determine their choice of artifacts for submission in the portfolio. This change is expected to improve assessment of the alignment of course content to expected outcomes.

2c5. How are assessment data shared with candidates, faculty, and other stakeholders?

Assessment data is shared in multiple ways on and off campus. As stated above, a process exists to share data with program representatives (CoPRA) and department assessment committees as part of the overall Unit Assessment Plan. In addition to this, data is regularly shared with the Dean’s Advisory Council, constituency groups and advisory boards, field supervisors and cooperating teachers. Assessment information is also shared with prospective students as part of our “On Campus Days” and in the Phase

1 and 2 meetings. This helps students plan major and minors and licensure area concentrations. Assessment data is also shared through our website and print material and shared through our websites and alumni magazines. External to the college our assessment data is also included as part of whole campus assessment and as part of our 2006 [Higher Learning Commission Self-Study](#). We have also shared information about our surveys on the national stage via presentations about our program at AERA and AACTE.

Optional

- 1. What does your unit do particularly well related to Standard 2?*
- 2. What research related to Standard 2 is being conducted by the unit?*