

College or Unit Level Annual Assessment Report
Template and Guidelines
(Approved on Nov 19, 2013)
(Rev. March 23, 2015)

(Coversheet)

College or Unit Name: **College of Education**

Report Year: 2014-15

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**Eastern Michigan University College of Education University Assessment Report
2014-15**

Note: The College of Education is in a unique position on June 30, 2015. We are wrapping up our assessment reports for the SPAs (Specialized Professional Associations) due in September and beginning program review at the college level. As such, the timing of this report will be more along the line of a work in progress.

Assessment of student learning at EMU is a primary focus of this report, but the report also includes the assessment of services provided by units that support student learning.

1. In addition to the primary goal of assessing student learning, list other 2014-15 unit goals that support assessment of student learning (these can be direct, indirect or operational).

Strategic Plan. We incorporated many assessment goals aligned with the university strategic plan. Please see Table 1, below, for a list of relevant goals and status.

2. Summarize the accomplishments your unit made during 2014-15 toward assessing student learning, as your primary goal (see Table 1 for status of goals listed above). In addition, we had other activities surrounding assessment. Below we give some examples of this work.
 - a. Explain the role that faculty, staff, and students play in this work.

Using standardized assessments to improve programs (Michigan Test for Teacher Certification (MTTC) Professional Readiness Exam (PRE) and MTTC subject-area tests)

PRE. All but one of our undergraduate programs requires passing the Professional Readiness Exam (PRE) for undergraduate degrees offered in the College of Education. This is a new exam as of October 2013, and the pass rate for students statewide is significantly lower than the previous Basic Skills test. The pass rate of the Basic Skills test was approximately 87%. The pass rate of the PRE when it was initially given was approximately 27%. The Initial Teacher Preparation Program, which included faculty and staff from both the College of Education and our colleagues in other colleges at the university, investigated student learning and gaps in student learning as demonstrated on this exam to develop remediation plans for supporting our students. Staff in the Office of Academic Services in the College of Education collected and organized data about our students' performance on the PRE. This information was disseminated to faculty. Faculty from the English and Mathematics Departments in the College of Arts and Science analyzed the student performance PRE data to determine strengths and weaknesses. Mathematics faculty looked at math courses taken and the subsequent grades to determine if there were any predictors on success on the PRE (successful completion of college algebra turned out to be key indicator of success on the PRE). English department faculty analyzed the PRE and determined skills needed for successful completion of the writing portion of the PRE. Initial teacher preparation faculty created review sessions for students taking the mathematics PRE that included five 2-hour meetings over the course of five weeks. English department faculty along with staff from the Writing Center created a 3-hour review session for students taking the writing portion of the test and later expanded this to a series of review

sessions. Staff in the College of Education also applied for and received a grant from Women in Philanthropy to create online resources to support our students. Staff and graduate student interns are now looking at this data to determine the impact of the additional support. At the moment the review sessions have shown limited success, and we are evaluating the correlation between success on the test and success in content specific course work.

MTTC Subject-Area Tests. Graduate student interns, staff and administrators in the Office of Academic Services are creating reports around the MTTC scores to provide to program coordinators each fall. These reports include detailed reporting on subsections of the MTTC scores to identify strengths and weaknesses in the program. (Candidates take the MTTC content test after 90% of their coursework is completed).

Faculty SPA reporting: Faculty are presently involved in writing reports for their professional organizations for accreditation that are due in September. Results from these reports will be included in next year's COE Assessment Report.

3. Provide 2-3 descriptive examples from your unit activities that highlight how you assessed student learning.
 - a. Although the examples might be ones that indirectly influence student learning (e.g., reorganizing assessment councils, revising templates, etc.),
 - b. At least one of the examples should describe a direct measure or approach to assessing student learning (e.g., an individual program's example).

Example 1: Program data dissemination (indirectly influence student learning): Staff members in the Office of Academic Services in the COE and a staff member in CAS meet bi-weekly as a data working group focusing on organizing data on student learning to disseminate to programs. In particular we are looking at data collected through both State measures (MTTC Subject-Area Tests/PRE discussed above) as well as assessments created by faculty that are housed in LiveText where faculty teaching specific courses have common assessments with common standard aligned rubrics. Our working group provides detailed reports of data collected using these rubrics.

Example 2: Adoption of EdTPA (direct influence on student learning): Student teaching is the capstone experience for initial teacher preparation for all but one of our undergraduate programs in the College of Education. One of the assessments in student teaching is the curriculum unit the candidates (students) create. Education scholars from SCALE (www.edTPA.com, www.scale.stanford.edu) developed the edTPA as an instrument used to evaluate the teacher candidate's performance in student teaching as well as his/her ability to engage in the enterprise of teaching using strategies, theories and tools developed during their coursework. Many states have adopted this assessment as a requirement for licensure (like the MTTC). At EMU we have opted to evaluate in-house rather than paying an external body to score the assessment. As such, we began training evaluators in using these standardized assessments. We piloted the edTPA with Masters of Arts in Teaching candidates and candidates earning their secondary mathematics certification this year and are planning to expand the use of the edTPA to our secondary candidates in the fall. See Figure 1 for the

proposed timeline. The value of adopting the edTPA is two-fold. First, the instrument has been validated as a reliable instrument for assessing student learning and is widely accepted by accrediting bodies. Second, the creation of the assessment itself is educative.

Example 3: Participation in TeachingWorks (direct influence on student learning): Select faculty from initial teacher preparation programs are participating in a collective professional learning community. One goal of TeachingWorks at the University of Michigan is to partner with teacher preparation programs to develop common approaches to professional training focused on high leverage practices (www.teachingworks.org). EMU is collaborating with Central Michigan University, Oakland University, Michigan Technological University, Grand Valley State University and Spring Arbor College as participants in a TeachingWorks professional learning community with two main goals: to develop tools for supporting candidates in developing “high leverage practices” that are identified as being critical for success in teaching and to develop instruments to measure candidates enactment of such practices. In 2014-15 we applied for participation in the working group and were accepted, and faculty and staff participated in the initial meeting in May 2015. The work will be done during 2015-16.

4. Discuss what your unit learned from the 2014-15 efforts of assessing student learning and how it will use the findings to improvement the program(s), unit, and opportunities for students to learn.

Much of the student learning is still being analyzed around the SPA reporting schedule and will be reported in next year’s report. However, we have done intensive analysis of student performance based on the Professional Readiness Exam. Much of our effort went into understanding students’ performance on this exam and adapting our program to better meet the needs of students. We require passing of the PRE prior to admission to the Initial Teacher Preparation Program. By law, students are not allowed to student teach without passing this exam. Students who cannot student teach cannot earn a teaching degree from the College of Education. Thus, we require passing the PRE for admission so that students do not work for years towards a degree they cannot achieve.

Findings - Professional Readiness Exam: The Michigan Department of Education allows for alternative ways to pass the Professional Readiness exam. For example, students may substitute ACT and MME (state test given junior year in high school) scores for PRE scores. Analyses of our students’ data show significant numbers of our students having trouble with the mathematics and writing portions of these test (thus the review sessions discussed above).

Action: Because we recognize that taking college level courses would improve mathematics, reading and writing skills, we changed the requirements for select courses, allowing students to take these courses before formal admission to the Initial Teacher Preparation Program. We now require students to pass at least one of the three parts of the PRE before taking those select courses. This allows students to continue working towards their degree while showing evidence that they are likely to pass the PRE by passing one of the parts.

https://c1.livetext.com/folder/2487838/3TvN2RoT_885_ITTP_Prog_Rev.pdf

5. As you turn toward next year (2015-16), what goals have emerged that your unit plans to focus on in the upcoming year?

In addition to submitting SPA reports, we will be working on the following goals.

Goal 1: Adopt edTPA (See Figure 1 and above).

Goal 2: Validate select assessments across the programs. Our report to CAEP (formerly NCATE) is due in January 2017. We must validate select assessments used for this report that cover the standards required for accreditation.

Goal 3: Provide more meaningful reports to faculty (See above).

Reference Literature: Role of Assessment of Student Learning in the Accreditation Process

In order for EMU to earn institutional accreditation, The Higher Learning Commission expects the university to meet five criteria (<http://policy.ncahlc.org/Policies/criteria-for-accreditation.html>), and one criterion focuses on assessment of student learning:

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

The Higher Learning Commission describes the value of assessing student learning as including the following:

“For student learning, a commitment to assessment would mean assessment at the program level that proceeds from clear goals, involves faculty at all points in the process, and analyzes the assessment results; it would also mean that the institution improves its programs or ancillary services or other operations on the basis of those analyses. Institutions committed to improvement review their programs regularly and seek external judgment, advice, or benchmarks in their assessments.” (The Criteria for Accreditation: Guiding Values, <http://www.ncahlc.org/Information-for-Institutions/guiding-values-new-criteria-for-accreditation.html>)

Table 1: Goals that Align with Assessment

Strategic Theme: Student Engagement and Success						
Student Engagement and Success: Goal 1: Create and expand purposeful learning opportunities inside and outside classrooms, in the community and globally.						
College or Office: College of Education						
Objective	Task	Metric	Process Owner	Time Line	Annual Progress Evaluation	Resource Needs and Sources
1.1. Document, review and continue to expand field experience...	Document field experience – cooperating teachers by creating electronic feedback rubric for improved data collection.	Document created and used	<i>Office of Academic Services:</i> Brian Filipiak	Due December 2014	Document created and used.	
1.1. Document, review and continue to expand field experience...	Document field experience – student teaching unit by Investigating adoption of edTPA.	Decide pilot for winter if looks appropriate	<i>Office of Academic Services:</i> Beth Kubitskey Wendy Burke	Decision Dec 2014. Pilot June 2015	Piloted with Math in the F14/W15. Presented to faculty. Using with secondary Fall 2015. Mini-training for supervisors FDC.	Attend edTPA training.
1.1. Document, review and continue to expand field experience...	Document field experience – observation protocol. Re-examine observation protocol for student teaching.	Aligned protocol with InTASC standards and specialized for SPAs	<i>Office of Academic Services:</i> Beth Kubitskey	Adapt. For SPA – Fall 2014. Adapt for InTASC Fall 2015.	In progress.	Field experience protocols.

Strategic Theme: Institutional Effectiveness

Institutional Effectiveness: Goal 2: Improve processes and resource allocation to enhance operational effectiveness and fiscal stewardship.

College or Office: College of Education

Objective	Task	Metric	Process Owner	Time Line	Annual Progress Evaluation	Resource Needs and Sources
2.2. Invest in professional development and formulate an institutional knowledge management program to support succession planning	(1) Support advisors attending conferences and university PD. (2) Attend CAEP/ edTPA training. (3) Provide CAEP and edTPA PD. (4) CS/PT attend PD provided by EMU.	catalog PD attended	<i>Office of Academic Services:</i> Beth Kubitskey Christine Lancaster Amy Eastman Wendy Burke Brian Filipiak Dawn Leighton Charlene Ford-Chambers Rich Nemith Smriti Panjabi	By June 2015	Offered edTPA evaluation workshop in alignment with Assessment Spring Workshop. CAEP/SPA writing support provided through CAS methods meetings and individual appointments. Kubitskey attended CAEP workshop. Burke attended sessions at AACTE. Lancaster and Eastman participated in Appreciative Advising podcast and attended regional NACADA conference.	Travel funds/Registration fees.

Comment [AE1]: Dawn also attended several EMU provided PD sessions.

Institutional Effectiveness: Goal 3: Establish a culture of innovation by recognizing and rewarding new initiatives.						
College or Office: College of Education						
Objective	Task	Metric	Process Owner	Time Line	Annual Progress Evaluation	Resource Needs and Sources
3.1 Establish mechanism to encourage and support effective innovation	Establish mechanisms to encourage and support effective innovation. Continue to examine coordination of student information.	Info on students and graduates in one place.	<i>Office of Academic Services:</i> Brian Filipiak Smriti Panjabi Rich Nemith	June 2015	Active data group working on providing data report to each program. Reports completed mid June.	Software maintenance.
3.2. Establish division/departme nt goals and incentives for innovative revenue generation and cost reduction	Establish department goals and incentives for innovative revenue generation and cost reduction. (1) Local online application (Stud. Engagement and Success. Goal 2.3 #1). (2) Reduce paper copies (Service and Engagement Goal 2.2). (3) In house training (Goal 2.2).	(see above)	<i>Office of Academic Services:</i> (see above)	(see above)	completed	(see above)

Strategic Theme: Service and Engagement**Service and Engagement: Goal 1:** Enhance community partnerships with EMU.**College or Office:** College of Education

Objective	Task	Metric	Process Owner	Time Line	Annual Progress Evaluation	Resource Needs and Sources
1.2. Create institutional infrastructure and leverage EMU resources and talent to serve...	Work on relationships with school districts/ISDs for Student Teaching.		<i>Office of Academic Services:</i> Beth Kubitskey Wendy Burke	All year	Participate in meetings with superintendents. Increased invitations to PEAC.	Mileage for visiting schools.

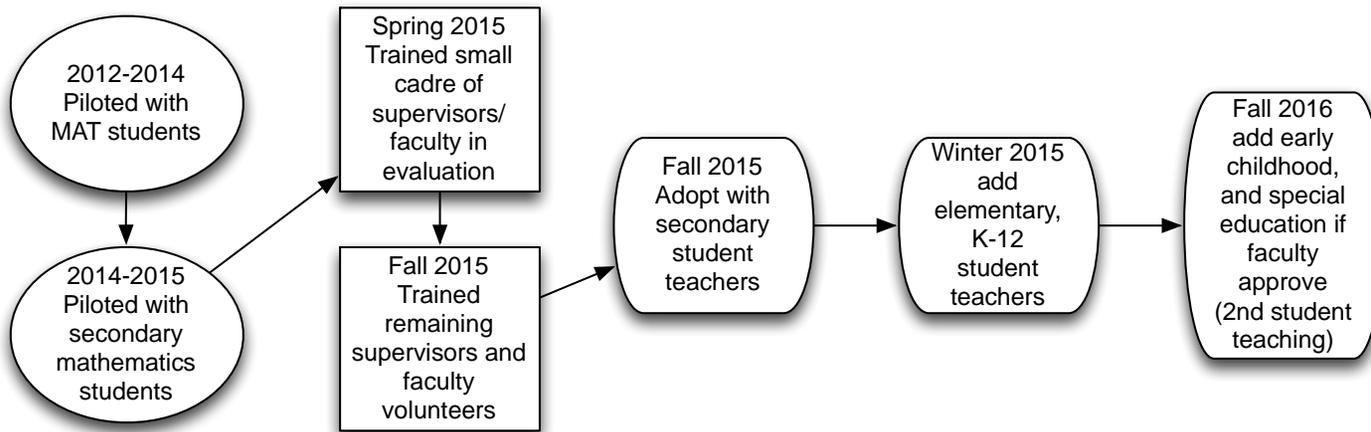


Figure 1. edTPA Timeline

