College or Unit Level Annual Assessment Report
Template and Guidelines
(Rev. May 30, 2016)

College or Unit Name: College of Education

Report Year: 2015-16

Submitted by: Beth Kubitskey, Associate Dean of the College of Education

Submitted on (date): <mark>DUE JUNE 30</mark>

EMU's Mission and Expectation for Assessment
(https://www.emich.edu/assessment/)

Mission
EMU creates a culture of assessment through collaborative planning, systematic implementation, and rigorous analysis of collected data to make informed decisions that enhance opportunities for students to learn and to strengthen all curricular and co-curricular areas.

Expectation
EMU expects all curricular and co-curricular areas to generate and implement learning goals, collect relevant data, and use on-going assessment processes for continuous improvement.

Purpose of Unit Reports on Assessment of Student Learning
The nine units that report on assessment of student learning (see the list below), list their goals for the academic year, describe what goals were accomplished, and provide examples of how assessment data were used to enhance programs.

Note on Preparation for Preliminary Visit
EMU is preparing for a preliminary ("mock") Higher Learning Commission visit (scheduled for November 10, 2016); therefore, the information you provide may be useful to the HLC Planning Teams, particularly teams #3 (Teaching and Learning: Quality, Resources, and Support) and #4 (Teaching and Learning: Evaluation and Support).

For links to the assessment page for each of the following, go to
https://www.emich.edu/assessment/unitsaaessment.php

- College of Arts and Sciences
- College of Business
- College of Education
- College of Health and Human Services
- College of Technology
- General Education
- Graduate School
- Student Affairs & Student Services
- University Library <mark>**Please address all seven items.**</mark>

1. ***Description of Council/Committee.*** *Describe how your assessment council or committee is organized and provide a list of the faculty and staff who directly contribute to it.*

    The Assessment Committee in the College of Education is a subcommittee of the College of Education Faculty Council. It includes a representative from each of the COE departments as well as a member from outside the college, but part of the initial teacher preparation program. In addition, the COE Associate Dean of Student and Curriculum participates. The committee meets monthly to discuss issues of college assessment. This includes, but is not limited to, data collection for accrediting purposes.

    - o   Dr. Martha Baiyee   Teacher Education
    - o   Professor Jennifer Desiderio   Special Education
    - o   Dr. David Anderson   Leadership and Counseling
    - o   Dr. Cam McComb   Chair, CAS Methods Group (Art)
    - o   Dr. Beth Kubitskey   Associate Dean, COE

2. ***Assessment Goals.*** *In addition to the primary goal of assessing student learning, list other 2015-16 unit goals that were to support assessment of student learning (note whether these are direct, indirect or operational).*

    Goal 1.   Improve student teaching experience and assessment.
      a. Adapt capstone assessment for initial teacher preparation programs. (direct)
      b. Train student teacher supervisors in the new assignment and scoring. (operational)

    Goal 2.   Recreate the program review process for non-accredited programs. (operational)
      a. Education Leadership sharing protocol for their program review process.
      b. In progress.

    Goal 3.   Improve support for faculty to make data driven decisions about their program in annual program evaluations.
      a. Created livetext data portal for each program that includes student learning data (rubrics from course assignments, MTTC test data, GPAs) (direct) as well as program level data (enrollment etc) (operational) and State data (indirect).
      b. Created protocol for programs to use the data. (procedural)

    Goal 4.   Maintain national recognition of program by submitting Specialized Professional Associations (SPA) reports
      a. Special Education Programs (direct)
      b. Educational Technology Program (direct)[1]
      c. Reading (direct)
      d. (CAS also submitted reports – not included in this report)

    Goal 5.   Create mechanism for collecting data on completers' preparedness to inform programs.
      a. Working with other institutions across Michigan about implementing survey similar to Ohio's. (indirect).

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[1] Elementary program SPA is no longer involved with CAEP and review is transition to the CAEP board. Early childhood is submitting this year.

Goal 6.   Have valid and reliable instruments for measuring candidate (student) learning - validate student-learning rubrics.
   a. edTPA training and creating protocol for inter-rater reliability. (operational)
   b. Special education reworked their course rubrics. (operational)
   c. Worked on disposition assessment. Continuing work with other teacher preparation programs in Michigan. (operational)

3. ***Summary of Accomplishments.*** *Summarize the accomplishments your unit achieved during 2015-16 toward assessing student learning (the primary goal). Next, summarize the activities your unit engaged in during 2015-16 toward meeting other goals listed above.*

- **Assessing Student Learning:**

   Accomplishment 1 - Adoption of edTPA: We met goal 1 by replacing our student teaching unit with the edTPA (local evaluation). This was a major task requiring professional development for our student teacher supervisors. This was the pilot year and only included secondary student teachers. In the fall adoption we did not allow supervisors to evaluate their own students. Instead we distributed the portfolio to supervisors who were certified in the area of the student teacher. During winter we allowed supervisors to evaluate their own students. We are presently comparing the two approaches to decide on next steps.   Two major findings to date:
   - The ELA portfolio as written did not reflect the breadth of our program. Our ELA colleagues re-wrote the rubric to be more flexible with respect to the type of lesson and are utilizing this rubric.
   - We have come up with scaffolded due dates for the parts of the edTPA to help supervisors provide richer more focused feedback in a timely manner.

   Accomplishment 2 - Two action items from SPA report feedback: Feedback from goal 4 suggested areas for improvement in our programs/program reporting. We made the following adaptions in our programs. (Note: Initial teacher preparation programs in CAS made or are making similar adaptations.)
   - Re-examined assessments: Special Education is re-evaluating their assessments and rubrics. They have had two faculty retreats and making changes based on evaluation of the usefulness of the findings and the rubrics. Educational Media and Technology (advanced programs) also adapted their rubrics to better align with standards.
   - Examined reporting timing: Reading (advanced program) was going to be doing a lot of adaptations to meet antiquated standards. Examining postponing SPA recognition for a few years because (a) have a new program and want to evaluate that program and (b) new standards are out now that are incorporated in the new program, making the work to evaluate the old program less useful. Ultimate decided to resubmit.

- **Meeting Assessment Goals:**
   - Goal 1 - edTPA: Please see above.
   - Goal 2 – Program review: Model being worked on in Leadership and Counseling.
   - Goal 3 – Data portal: Data portals designed and being populated for fall release (PADS, Appendix B).
   - Goal 4 – SPA reports. SPA reports submitted.
       - Special education is working on addressing issues brought up by evaluation

- Education Technology has submitted revised report.
- Reading – see above.
- (CAS reports also submitted).
  - o Goal 5 – Employer satisfaction:
    - Created sample survey.
    - Reviewed by PEAC (findings - too long).
    - Identified Ohio's survey as being exemplar for CAEP.
    - Working on using Ohio's survey (and possibly with other institutions).
  - o Goal 6 – Validation of rubrics - In progress.

4. ***Examples.*** *Provide 2-3 descriptive examples from your unit's activities that highlight how you assessed student learning, including "closing the loop."*
   - *The examples might be ones that indirectly influence student learning (e.g., reorganizing assessment councils, revising templates, etc.).*
   - *However, 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 (direct/indirect):** edTPA - We completed our secondary edTPA adoption. This process was not without challenges. We trained supervisors/instructors using a protocol designed by the edTPA creators (SCALE). One reason we adopted this assignment was because of its educative value to the students. However, change is always a challenge. In the fall semester we used the accepted protocol of assigning graders who were not the instructors for the students. This shuffling proved challenging in matching the expertise (endorsement) with teaching load. In winter semester supervisors expressed an interest in evaluating their own students and creating a model of turning in portions over the course of the student teaching for feedback as was done with the previous curriculum unit. Supervisors evaluated their own students, and in Fall 17 we will pilot the staggered submission of parts model. We are presently analyzing the data to identify strengths and weaknesses in the program. (See Appendix A)

   - **Example 2 (indirect/procedural)**: Program Area Documents (PADs, Appendix B). The creation of the online portal to program level data will make annual program evaluation easier and more routine for faculty. In the COE we collect an enormous amount of data. Past practice had the data available to the faculty, but in a variety of places. In addition, the State provides with a variety of feedback from surveys that would be useful at a program level. Please see attachment for outline of data included in the PAD. In addition, programs will be expected to report on their observations from the feedback (see attached).

5. **Closing the Loop.** Discuss what your unit learned from the 2015-16 efforts of assessing student learning and how it will use the findings to improve the program(s), unit, and opportunities for students to learn. In other words, how will your unit use findings to "close the loop" and improve the program?

   - **EdTPA:** We are just analyzing the data for the capstone assessment for teacher preparation. The analysis of the data will help us determine how our candidates perform on nationally normed assessments. These findings will help inform our programs and ultimately feedback into the course designs.

   - **Special Education SPA response**: Special education faculty realized they were not getting the information from the existing rubrics that would allow them to sufficiently evaluate

their programs. The Special Education Department hosted a two day event to have faculty work on updating their rubrics to better measure student learning outcomes that align with national and local standards. These new rubrics will be adopted this following fall.

- **PADS** (addressed above, Appendix B), will allow for an annual data driven program evaluation.

6. **Next Year's Goals.** As you turn toward the next academic year (2016-17), list and briefly describe goals that emerged from the current year and that you will focus on next year?

   1. Employer satisfaction data complete.
   2. Align assessments in curriculum, reading, practicum and technology with edTPA.
   3. Have program review systems in place for non-accredited programs.
   4. Implement annual reporting tool for programs using data from data portal.
   5. Collect data on completers impact on student learning.
   6. Work on supporting non-teacher prep programs in their program evaluation process.

7. **Provide Template used for Reporting.** Finally, please provide a copy of a representative template that you used for programs to report their assessment findings. (See Appendix C.)

Reference Literature: Role of Assessment of Student Learning in the Accreditation Process
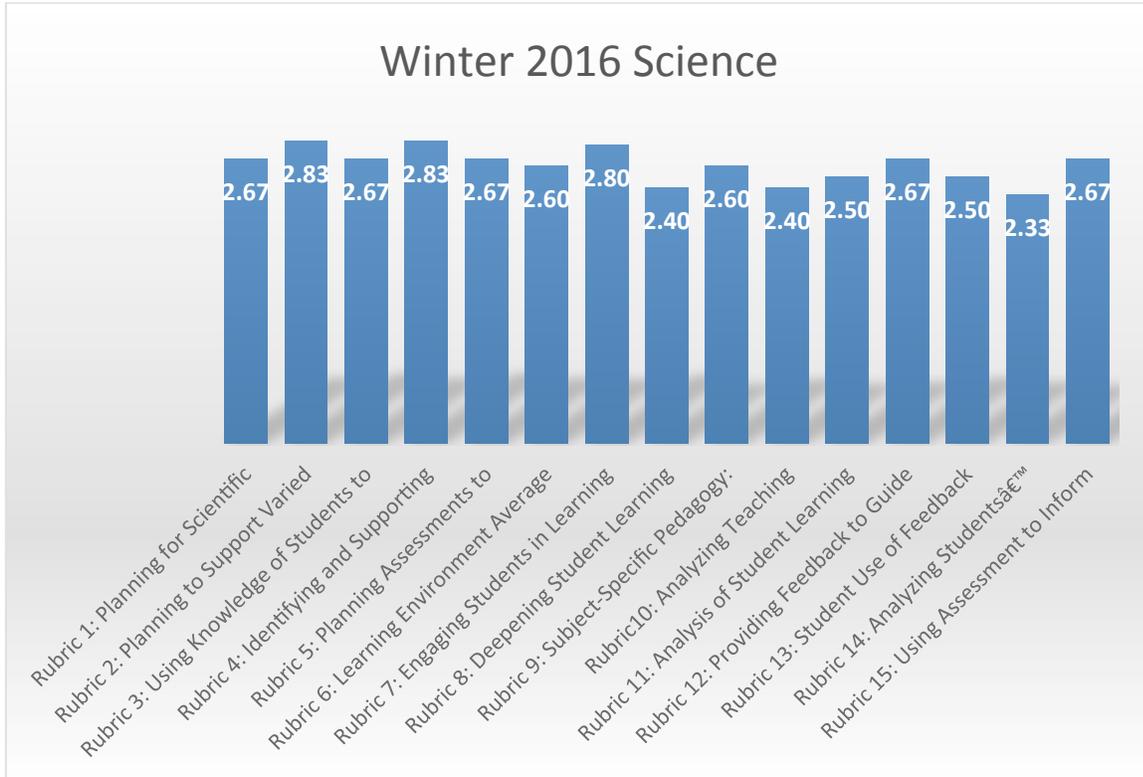In order for EMU to earn institutional accreditation, The Higher Learning Commission expects the university to meet five criteria (http://policy.ncahlc.org/Policies/criteria-for-accreditation.html), and Criterion 4 focuses on assessment of student learning:

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.)

Appendix A.
Sample edTPA data (N=5)

Winter 2016 Science

- Rubric 1: Planning for Scientific — 2.67
- Rubric 2: Planning to Support Varied — 2.83
- Rubric 3: Using Knowledge of Students to — 2.67
- Rubric 4: Identifying and Supporting — 2.83
- Rubric 5: Planning Assessments to — 2.67
- Rubric 6: Learning Environment Average — 2.60
- Rubric 7: Engaging Students in Learning — 2.80
- Rubric 8: Deepening Student Learning — 2.40
- Rubric 9: Subject-Specific Pedagogy: — 2.60
- Rubric10: Analyzing Teaching — 2.40
- Rubric 11: Analysis of Student Learning — 2.50
- Rubric 12: Providing Feedback to Guide — 2.67
- Rubric 13: Student Use of Feedback — 2.50
- Rubric 14: Analyzing Studentsâ€™ — 2.33
- Rubric 15: Using Assessment to Inform — 2.67

Appendix B.
PADS Sample.

    PAD17a - Mathematics (Secondary Education)

                      by Eastern Michigan University College of Education

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Assessment Plan

Mathematics - INITIAL

<SPA report>

<paragraph about accreditation>

Here is a link to your standards: http://www.nctm.org/Standards-and- Positions/CAEP-Standards/

Please check to make sure that your rubrics are up to date.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

Reports on Assessments-LiveText Assignments

Math (Secondary) Assessments

Math (Secondary) Livetext Assessments 2013-16

Please click, Math Assessments, and choose the years and course to see the reports.

GPAs

GPA Results

Please find the attached file with avg. content GPAs for completers. Additional information available upon request.
        Attachments GPA_Template.xlsx

Professional Behaviors (Dispositions)

Professional Behaviors 2011-2016

To see the results collected through LiveText, click below and then click on the semester wanted. A semester will only appear if data was collected.

 Professional Behavior Results

Certification Test Scores

Michigan Test for Teacher Certification Summary of Institution Results Descriptive Information and Interpretive Caution

Details for Michigan Test for Teacher Certification Data Table

The attached tables present Michigan Test for Teacher Certification (MTTC) passing percentages by institution and by test for candidates who tested for the first time. The tables include first-time candidates who were deemed eligible by the institution verification process. The cumulative passing percentages include passing attempts by these candidates at any subsequent administration. As such, the cumulative passing percentage is the "best attempt" passing percentage for an eligible test taker during the 3-year interval.

  Interpretive Notes and Cautions

Results reported for only a small number of candidates may not be indicative of how large numbers of candidates typically perform.

Candidates whose data are presented in this document may not reflect the same performance as that of candidates who will take these tests in the future.

Attachments

MTTC Subject Test #22 (Mathematics - Secondary)

At the bottom of this section is the list of subtests that make up the Mathematics - Secondary subject area test for

MTTC.

The score reports on these pages include data from students who are eligible to take the subject test at the time of the test administration. As such, the report is a snapshot. Please remember that only those candidates who pass the appropriate subject test <u>and</u> complete all other requirements are considered program completers. Program completers are recommended for state licensure.

<u>Michigan Test for Teacher Certification Subject Area Breakdown</u>

<u>Test 22 Mathematics (Secondary)</u>:

Subareas (Approx. % of questions):
1. Mathematics Process and Number Concepts (22%)
2. Patterns, Algebraic Rel., and Functions (28%)
3. Measurement and Geometry (22%)
4. Data Analysis, Stats., Probability, and Disc. Math (28%)

MTTC Results

022_2014_15_Major_MTTC_Subarea_breakdown.xls,

022_2014_15_Minor_MTTC_Subarea_breakdown.xls,

022_2013_14_Major_MTTC_Subarea_breakdown.xls,

022_2013_14_Minor_MTTC_Subarea_breakdown.xls,

022_2012_13_Major_MTTC_Subarea_breakdown.xls,

022_2012_13_Minor_MTTC_Subarea_breakdown.xls,

022_2011_12_Major_MTTC_Subarea_breakdown.xls,

022_2011_12_Minor_MTTC_Subarea_breakdown.xls

MDE Data

- Student Teacher/Completer Exit Surveys
- Supervisor Surveys Cooperating
- Teacher Surveys One Year Out Surveys
- Teacher Evaluations

EMU Collected Data

- Principal Survey
- Admission/Enrollment/Graduation Data

Reviewing the Data

(see Appendix C – Faculty review of candidate data)

Program Report

AIMS Report

Below is the report for the Secondary Mathematics program at Eastern Michigan University. This SPA report was submitted in fall 2015 to NCTM for review.

Attachments   MathSecInst_5323_2_.pdf

National Recognition Report

Attached is the National Recognition Report.

Attachments   sec_math_NCTM_NRR.pdf

Catalog

Course & Program Information
 Secondary   Education
 Mathematics Major

Chick Here: to view the EMU Catalog information about this program. The link will open in a new window or a new tab, depending upon how your browser is configured.

Course & Program Information
 Secondary   Education
 Mathematics Minor

Chick Here: to view the EMU Catalog information about this program. The link will open in a new window or a new tab, depending upon how your browser is configured.

Appendix C.
Annual Program Examination Template (will be LiveText document)

1. Program Name:
2. Date(s) program met to discuss data:

From the list below, report your observations from the data provided in the PADS report.
3. Observations about LiveText Assessments:
    a. Are your rubrics up to date with standards? If not, do you have a plan?
    b. Are the rubrics sufficient? If not, do you have a plan?
    c. Other observations?
    d. N/A
4. Observations about grade point averages:
    a. How are students performing?
    b. Are there any concerns about meeting the cohort average requirement of 3.0?
    c. Other observations?
    d. N/A
5. Observations about dispositions:
    a. Is there anything missing that you think might be important? If so, what?
    b. Other observations?
    c. N/A
6. Observations about MTTC Test Scores:
    a. Strengths?
    b. Weaknesses?
    c. Other observations?
    d. N/A
7. Observations about MDE information:
    a. Observations about candidates' exit survey information.
    b. Observations about supervisors' survey.
    c. Observation about one year out survey.
    d. Observation about teacher evaluation.
    e. Other observations?
    f. N/A
8. Observation about admission/enrollment information.
    a. Marketing ideas?
    b. Impact on course offerings?
    c. Other observations?
    d. N/A
9. Based on this information, what goal would you like to work on this year?
10. What is your plan for working on this goal?

Follow-up on goal(s)
1. Program Name:
2. Date(s) program met to discuss status of goal:
3. Results:
4. Next steps (if any):