

Professional Education Unit Assessment System Handbook



College of Education 2014-2016

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CALIFORNIA STATE UNIVERSITY, FULLERTON
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PURPOSE

The Assessment Handbook provides an overview of the professional education unit at CSU, Fullerton, the conceptual framework outcomes and proficiency indicators, and the assessment system that is used to measure candidate, program and unit effectiveness. The handbook is available on the college website for wide distribution and is provided as a resource to unit programs and faculty to ensure awareness and understanding of how the system works and implementation processes and practices.

UNIT OVERVIEW

The Professional Education Unit and Accreditation Requirements

The College of Education is responsible for the management and coordination of accreditation and assessment requirements for all university programs that prepare teachers and other school professionals to work in pre-kindergarten through twelfth grade settings, regardless of where these programs are administratively housed. These programs compose what is known as the “Professional Education Unit.”

The Unit consists of both initial and advanced preparation programs. Initial programs are those that lead to a preliminary teaching credential. Advanced programs lead to an advanced credential, masters, or doctorate. The Professional Education Unit at CSUF includes programs from five departments within the COE, and four programs housed in other colleges.

The following chart provides a general overview of Unit programs, the program level, and the reviewing agency to which each must report.

Professional Education Unit Programs Preparing Educators for P-12 Settings Includes full programs of study leading to a degree or credential ¹		
College – Program (Department ²)	Program Level (T) = for Teachers	Reviewing Agency
College of Education-		
Multiple Subject (EDEL)	Initial	NCATE/CTC
Combined Credential/Masters (EDEL)	Initial	NCATE/CTC
Single Subject (EDSC) - Intern Option Available	Initial	NCATE/CTC
Special Education (SPED) – Intern Option Available	Initial	NCATE/CTC
College of Education-		
Doctorate in Educational Leadership (EDAD)	Advanced	NCATE
Educational Administration - MS (EDAD)	Advanced	NCATE/CTC
Elementary Curriculum & Instruction – MS (EDEL)	Advanced (T)	NCATE
Bilingual/Bicultural Education – MS (EDEL)	Advanced (T)	NCATE
Educational Technology – MS (EDEL)	Advanced (T)	NCATE
Reading – MS (READ)	Advanced	NCATE/CTC
Secondary Education – MS (EDSC)	Advanced (T)	NCATE/CTC
Special Education – MS (SPED)	Advanced (T)	NCATE
College of Communications–		
Communicative Disorders – MS (HCOM)	Advanced	ASHA(NCATE*)/ CTC
Natural Sciences and Mathematics-		
Master of Arts in Teaching Science – MAT-S (SCED)	Advanced	NCATE

Humanities and Social Sciences- Teaching English to Speakers of Other Languages - TESOL MS (TESL)	Advanced	NCATE
Health and Human Development- School Nurse** - MS (NURS)	Advanced	CCNE/CTC

NCATE = National Council for Accreditation of Teacher Education

CTC = Commission on Teaching Credentialing

ASHA = America Speech and Hearing Association

CCNE = Commission of Collegiate Nursing Education

* NCATE recognizes ASHA accreditation for the Communicative Disorders Program

¹Does not include programs that add to a credential or degree, such as certificate, added authorization, and clear credential programs.

²The acronyms represent the following departments and are used throughout the remainder of this document:

College of Education Departments

EDAD - Educational Leadership Department

EDEL – Elementary & Bilingual Education Department

EDSC – Secondary Education Department

READ – Reading Department

SPED – Special Education Department

Outside College of Education Programs

HCOM – Communicative Disorders (College of Communications)

SCED – Science Education, MAT-S (College of Natural Sciences and Mathematics)

TESL – Teaching English to Speakers of Other Languages – TESOL (College of Humanities and Social Sciences)

The Dean of the College of Education (COE) works with the Associate Dean and the Director of Accreditation and Assessment to ensure the Professional Education Unit is meeting its ongoing accreditation and assessment requirements. The Director of Accreditation and Assessment (faculty), the Administrative Analyst/Specialist (Exempt II staff), and a part-time Administrative Support Assistant II compose the COE assessment team. The Director of Accreditation and Assessment leads the assessment team, chairs the Assessment Committee, keeps the Council of Chairs (including the Dean and Associate Dean) current on all accreditation matters, and serves as the College liaison for all University assessment and accreditation needs. The assessment team reports to the Associate Dean who reviews and responds to assessment reports and submissions.

The COE assessment team oversees program assessment for unit departments/programs and is responsible for meeting multiple reporting requirements. All reports require the presentation of assessment data and evidence of program improvement based on assessment results. Required reports include:

- Unit Wide Annual Reports – Initial and Advanced (NCATE)
- Credential Program Biennial Reports – Initial and Advanced (CTC; also reviewed by NCATE)
- Credential Program Assessment Reports – Initial and Advanced (CTC; also reviewed by NCATE)
- Unit Institutional Report – Initial and Advanced (NCATE/CTC - common standards)
- University Annual Report –COE Unit programs – Initial and Advanced (Office of Assessment and Educational Effectiveness)

- Assessment Reports – Initial and Advanced (CSUF Office of Assessment and Educational Effectiveness)
- Program Performance Review (PPR) Self-Study Report – Non-Unit Advanced Programs (CSUF Office of Assessment and Educational Effectiveness)

ASSESSMENT SYSTEM OVERVIEW

System Design

The COE has developed an assessment system that best suits the college, the Professional Education Unit, and meets the directives of our accreditation agencies. It is a comprehensive system of assessment that coordinates a decentralized approach, allowing programs to agree on and make decisions regarding assessments particular to their specific program goals, with a centralized unit-wide approach that allows for the aggregation and summary of assessment data across programs. The development of this system was a collaborative effort and included significant input from a variety of stakeholder groups at both the unit and program levels.

The assessment system is designed to manage the flow of data collection and analysis of all unit programs, and works to close the assessment loop by reporting results which are used to determine strengths and weaknesses for program and unit improvement. As designed, the system supports on-going data-driven program reviews and unit studies that examine: (1) alignment of curriculum, instruction, and assessment with unit, state, and professional standards, (2) efficacy of courses, field experiences, and programs, (3) candidate's development of content knowledge, skills and dispositions that lead to effective student learning or school leadership, and (4) effectiveness of programs and unit operations.

The Unit Assessment Committee, a standing committee of the COE, is responsible for the continued evaluation and modification of the assessment system to ensure that it remains viable, comprehensive, informative and effective. The committee includes members from each of the unit programs, both at the initial and advanced levels. The committee is chaired by the Director of Accreditation and Assessment, and the members serve as the liaison for communication between the unit, program faculty, and other program stakeholders.

Assessment of the Conceptual Framework Outcomes

The Unit's Conceptual Framework serves as the foundation for specific outcomes that guide the operation of all initial and advanced programs in the Unit. The framework identifies three program outcomes (or goals) that provide benchmarks for the assessment of candidate knowledge, skills and dispositions, ensuring that our candidates complete our programs as: *1) Knowledgeable and Competent Specialists; 2) Reflective and Responsive Practitioners; and, 3) Committed and Caring Professionals.*

Each outcome has a set of proficiency indicators that are assessed to measure candidates' continuous improvement toward meeting program outcomes as they matriculate through their program of study. The following program outcomes and indicators are addressed and reflected in program and course objectives:

Program Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who

- a) demonstrate a strong foundation of knowledge
- b) implement effective practice
- c) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who

- a) advance just, equitable, and inclusive education
- b) make informed decisions
- c) participate in collaborative endeavors
- d) think critically and creatively

3. Committed and Caring Professionals who

- a) demonstrate leadership potential
- b) maintain professional and ethical standards
- c) engage in continuous improvement

In addition to the Unit Program Outcomes, candidates in both initial and advanced programs are required to adhere to the state and national professional standards as appropriate to their discipline. The chart below indicates the state and national standards used by our programs to inform the knowledge base, and to outline the skills and dispositions expected of professional educators within specific disciplines.

CSUF Education Unit – State And National Standards By Departments and Programs	
Initial Program (Dept.)	Professional Standards
Multiple Subject (EDEL)	Teacher Performance Expectations (TPE)/based on the California Standards for the Teaching Profession (CSTP) Technology Standards (ISTE)
Single Subject (EDSC)	Teacher Performance Expectations (TPE)/based on the California Standards for the Teaching Profession (CSTP)
Special Education (SPED)	Teacher Performance Expectations (TPE-beginning 2016) Council of Exceptional Children (CEC)
Advanced Program (Dept.)	Professional Standards
Doctorate in Educational Leadership (EDAD)	California Professional Standards for Educations Leaders (CPSEL) Carnegie Project on the Educational Doctorate (CPED)
Curriculum & Instruction; Bilingual/Bicultural; Educational Technology (EDEL)	National Board for Professional Teaching Standards (NBPTS)
Secondary Education (EDSC)	National Board for Professional Teaching Standards (NBPTS)
Special Education (SPED)	National Board for Professional Teaching Standards (NBPTS)

CSUF Education Unit – State And National Standards By Departments and Programs	
Educational Administration (EDAD)	California Commission on Teacher Credentialing Program Standards (CTC) California Professional Standards for Educational Leaders (CPSEL)
Reading (READ)	California Commission on Teacher Credentialing Program Standards (CTC) International Reading Association (IRA)
Communication Disorders (HCOM)	American Speech-Language-Hearing Association (ASHA)
MA in Teaching Science (MAT-S)	National Board for Professional Teaching Standards (NBPTS)
Teaching English to Speakers of Other Languages (TESL)	TESOL Professional Teaching Standards

Conceptual Framework Alignment

To ensure that assessments of candidate competence for meeting unit outcomes and professional standards, as well institutional learning goals, each program has:

- A curriculum map aligning courses with unit outcomes and indicators, professional standards, and university student learning outcomes.
- Syllabi that align course objectives with program outcomes and indicators and professional standards.

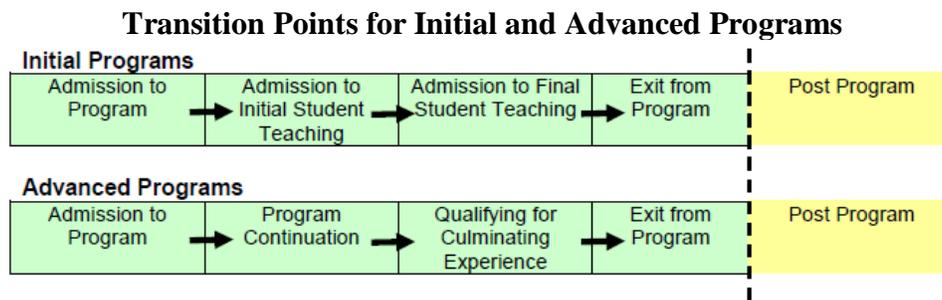
In addition, key program assessments have been aligned with unit program outcomes and indicators as well as professional standards appropriate to each program of study.

METHODOLOGY

The assessment system is organized to measure candidate proficiencies on outcomes that stem from the conceptual framework and are aligned with professional standards. The methods of data collection discussed in the section that follows further substantiates the ties between assessment data and the framework that guides its collection.

Data Sources for Candidate Review and Assessment

The system allows for the collection of multiple data sources, both internal and external, to monitor candidate performance and to manage and improve program effectiveness. These data sets are analyzed and used to determine if candidates have met the requirements necessary to matriculate through specified program levels and are collected the following four (4) transition points:



The mid program transition points differ slightly across programs. However, generally described, candidate data collected at the first transition point (Admission) establishes that candidates entering programs have the knowledge and dispositions necessary to be successful in pursuit of their educational objective. Data collected at the second and third transition points (Key Continuation Points) provide information on candidates' ability to demonstrate deeper understanding of acquired knowledge, growth in implementation of skills, and continued development and display of dispositions outlined in institutional and professional standards. The fourth transition point (Exit from Program) provides data for determining whether candidates have acquired the knowledge, skills, and dispositions necessary to be successful as professionals in the field of education. While not a program transition point, data collected from graduates and their employers once candidates become practicing professionals (Post Program) provide evidence that graduates of our programs were well prepared to be professional educators. These data assist in determining program effectiveness for educating professionals that positively impact P-12 student learning.

Transition Point Charts for each unit program identify the common key assessments and additional requirements that candidates must successfully complete to receive a credential or advanced degree. Data from assessments at each transition point are collected and analyzed at the unit level, and results are used to inform program and unit improvement. Programs may use additional assessment measures that are not identified as a key transition point assessments. These program level assessments do not appear on the transition point charts.

Descriptions Of Key Assessments Collected At Four Transition Points – Initial Programs

~Multiple Subject (Elementary - EDEL), Single Subject (Secondary - EDSC), Special Education (SPED)~

The chart below identifies the common data sets collected to measure candidate performance and program effectiveness across initial programs at each transition point. Key assessments, as particular to each program are described following the chart.

Data Set*	When Collected TP=Transition Point
<i>Candidate Performance Assessments:</i>	
▫ Subject Matter Competency Exams	1
▫ Interview Scores	1
▫ Course Grades	2, 3, 4
▫ Supervised Fieldwork Evaluations	2
▫ Student Teaching Evaluations	3, 4
▫ Signature Assignments/Capstone Assessment	4
<i>Additional Program Assessments:</i>	
▫ Exit Surveys	4
▫ CSU Graduate and Employer Surveys	Post Program
▫ RICA Scores	Post Program

*Each data set is aligned with program outcomes and NCATE Standard 1 elements.

Transition Point 1: Admission to Program

Application Process Assessments

Each initial teacher preparation program outlines specific admission requirements that adhere to the minimum requirements established by the California Commission on Teacher Credentialing (CTC) and by the California State University system (CSU) Chancellor's office. Admission requirements are designed to assess applicants' knowledge and dispositions to make determinations regarding their potential for successful program completion.

- **Subject Matter Examinations:** Our initial programs have set high standards for subject matter preparation. Prior to admission all applicants to are required to pass all sections of the California Subject Examination for Teachers (CSET). Early Childhood applicants in SPED are exempt from the CSET requirement. EDSC applicants can meet the subject matter requirement by either passing the CSET or providing evidence of completing the CTC approved Single Subject Preparation Program (SMPP) for their specific area of study prior to admission.
- **Major GPA:** A cumulative GPA of 2.75 or a GPA of 2.75 in the last 60 units of study is required for admission to EDEL and SPED programs. EDSC requires a 2.67 cumulative GPA or 2.75 in the last 60 units of study.
- **Prerequisite Requirements:** EDEL and SPED require applicants to pass prerequisite courses with a B- or better (2.67); EDSC requires a B or better (3.0).
- **Letters of recommendation:** All programs require that applicants submit letters of recommendation from faculty that attest to their qualifications and dispositions for becoming teachers. In EDSC two of three must be from faculty in the applicant's major.
- **Faculty Interviews:** All programs require applicants pass a faculty interview process to determine their suitability for the program, dispositions toward teaching, and oral language proficiency. EDEL and

SPED applicants receiving a score of less than 7 (out of 9) are scheduled for a second individual faculty interview to determine admission status. EDSC interviews are conducted by a faculty member with groups or individuals. Applicants receiving scores of less than 10 (out of 12) are not admitted.

Transition Point 2: Admission to Initial (Second Semester) Student Teaching

Once admitted to a professional program, data are collected in the first semester to determine whether a candidate's progress indicates readiness for second semester student teaching assignment, or if additional support is necessary. Program faculty use results of candidates' coursework and first field experience to determine if candidates have demonstrated the necessary development of knowledge, skills and dispositions to continue into the first segment of student teaching in the second semester.

Course Level Assignments/Grades

Course grades are used as one measure of effectiveness towards meeting unit program outcomes and professional standards, following NCATE's SPA guidelines. Program curriculum maps show the alignment of courses required of all candidates with program outcomes, professional standards, and university student learning outcomes. In addition, unit outcomes and professional standards are aligned with course objectives on unit syllabi for all required courses.

Course Grades: Initial programs have both Credit/No Credit and letter grade courses. The pass point standard varies slightly across programs. Credit = proficiency at a level equivalent to a grade of B or better (EDSC; SPED) or B- or better (EDEL) on all course assignments. Passing in letter grade courses = overall B- or better (EDSC and EDEL), overall C or better (SPED). Candidates not passing required coursework are not allowed to move into initial/first segment of second semester student teaching.

Supervised Fieldwork Evaluations

- Candidates in all initial programs begin their clinical experience with 90 hours of supervised fieldwork. In this Fieldwork placement, EDEL and SPED candidates are evaluated on their performance by both the master teacher and university supervisor. Both programs use a common evaluation form. Fieldwork evaluations are aligned with program outcomes and are intended to measure candidate disposition toward the development of knowledge, skills and professional dispositions as indicators of potential success in student teaching. Candidate performance is rated on a 4 point scale (1=unacceptable; 2=developing; 3=acceptable; 4=exemplary). Candidates must receive passing scores (2.0 or better) on their fieldwork evaluations by both their master teachers and university supervisors. EDSC's supervised fieldwork course is called First Semester Student Teaching, and candidates are evaluated by both university supervisor and master teacher. Candidates must receive at least a 2.0 (basic) or better to receive credit. Any unacceptable ratings (1's) require remediation procedures.

Transition Point 3: Admission to Final Student Teaching

Initial program candidates must meet the following requirements at Transition Point 3.

Course Grades

For admission to final/last segment of student teaching, candidates' course grades must meet the same requirements as those described for grade assessment at Transition Point 2.

Supervised Fieldwork Evaluations

For three-semester candidates in the EDEL program, fieldwork assignments are split between two semesters. When this is the case, candidates are evaluated at this transition point following the procedures described at Transition Point 2. In these cases, candidates must receive passing scores (2.0 or better) on a second fieldwork evaluation to continue into their initial student teaching placements.

Initial/Midpoint Student Teaching Evaluations

Candidates in all programs are evaluated by both the master teacher and university supervisor at the completion of initial (EDEL and SPED), midpoint (EDSC), and final student teaching placements. A common evaluation form and scoring guide is used by EDEL and EDSC. The student teaching evaluation measures candidate performance on all 13 Teaching Performance Expectations (TPEs) and the corresponding California Standards for the Teaching Profession (CSTPs). These evaluations also provide evidence that candidates' performance in the field demonstrates content knowledge, pedagogical content knowledge, professional pedagogical content knowledge, dispositions, and student learning as described in NCATE standards (See the alignment of TPEs within the NCATE standard 1 categories). Candidate performance is rated on a 4 point scale (1=unacceptable; 2=basic; 3=skilled; 4=distinguished) and specific passing rates have been determined for initial and final student teaching performance.

- *Initial/Midpoint Student Teaching/Evaluations:* It is expected that candidates are developing their skills during this segment of the student teaching assignment and that evidence for rating some TPEs may not have been observed at this point. EDEL candidates must receive at least a 2.0 (basic) or better to receive credit. Any unacceptable ratings (1's) require remediation procedures. In EDSC, because the TPE evaluation is used as a first semester clinical practice transition assessment, at midpoint the evaluation serves as a checkpoint as candidates begin the final portion of their student teaching assignment.
- *SPED specific Initial Directed Teaching Evaluations:* SPED candidates also complete a student teaching placement (called Directed Teaching). Beginning fall 2011 the evaluation forms were changed to meet the new CTC program standards and specific M/M or M/S standards dependent on credential objective. The evaluation for the Early Childhood program was developed to measure the Common Core Standards as described by the Council for Exceptional Children (CEC) as appropriate for Early Childhood credentials. Candidates must receive at least a 2.0 (basic) on their evaluations to move into final student teaching.

Transition Point 4: Exit from Program

Initial program candidates must meet the following requirements to successfully exit their program of study and receive recommendation for the appropriate credential.

Course Grades

To exit the program candidates in all initial programs must meet the same requirements as those described for grade assessment at Transition Point 2. Specifically, to successfully exit the program candidates must have completed all program coursework receiving Credit in all Credit/No Credit courses and a GPA of at least a 2.7 in letter grade courses.

Final Student Teaching Evaluations

- *Final Student Teaching Evaluations:* Candidates in all programs are evaluated at the completion of the final student teaching placement by both the master teacher and university supervisor. The evaluation form and procedure for evaluation is the same as that described at Transition Point 3. However, by the end of final student teaching it is expected that candidates will demonstrate marked growth over time

and will have developed the knowledge, skills and dispositions necessary to be recommended for a preliminary credential. Therefore, the average passing score for final student teaching is 2.85 or better. Any unacceptable ratings will result in no credit earned for student teaching.

- *SPED specific Student Teaching Evaluations*: The process for the SPED specific student teaching evaluation is the same as that described at Transition Point 3 using the appropriate SPED specific evaluation (Mild/Moderate/Moderate Severe or Early Childhood) forms. Candidates must receive at least a 2.85 to exit from the program.

Signature Assignments/Capstone Assessments

- *Teacher Performance Assessments*: EDEL and EDSC candidates must complete all four TPA tasks by transition point 4 (Program Exit). Portions of this assessment are evaluated at different transition points as candidates move through their program of study. Tasks are blind scored by certified TPA assessors on a common 4 point rubric, rating performance at four levels (1 low to 4 high). Candidates must pass each task with an average score at Level 3. Candidates who do not pass on the first attempt receive remediation and have up to two more attempts to pass. Candidates who do not pass all four TPA tasks are not recommended for a credential.
- *Portfolios*: Over the course of their program SPED candidates must meet specific requirements to demonstrate proficiency on the Common Core standards as defined by the Council of Exceptional Children (CEC). Candidates provide evidence through the cumulative development of a field experience notebook (portfolio). Both master teacher and university supervisor evaluate portfolio evidence to determine if all requirements have been met.

Additional exit requirements include a completed baccalaureate degree, verification of meeting the U.S. Constitution requirement, and CPR certification.

Verification of program completion is determined by Program Coordinators and forwarded to the campus Credential Preparation Center. As candidates submit credential applications the credential analyst verifies that all requirements are met and recommendations for credentials are forwarded to the California Commission on Teacher Credentialing (CTC). The CTC reviews applications and makes all final credentialing decisions.

Exit Survey

At the culmination of their program all candidates complete a unit-wide exit survey that was developed by the California State University Chancellor's Office. The exit survey is administered by the COE Data Analyst, completed online, and analyzed. The results are distributed annually to each program.

Post Program Assessment Data

Year-Out Survey

The California State University Chancellor's Office has also developed another survey that is taken by employed graduates and their employers one year after program completion. The Year-Out Survey is administered by the Chancellor's Office, and data are electronically available to the COE for analysis. The year-out survey provides performance data based on employer observations, which is used to validate teacher graduate perception data.

Reading Competency Exam

EDEL and SPED candidates can successfully exit the program through meeting all Transition Point 4 requirements however, to be recommended for the preliminary Multiple Subjects Credential they must pass the Reading Instruction Competence Assessment (RICA). The RICA is administered and scored through the California Commission of Teacher Credentialing (CTC) by National Evaluation Systems, Inc (NES). The exam is given several times during the year and candidates can take it any time after their first semester. Many candidates pass the RICA prior to exiting from the program. Summarized test results are reported by the NES. See detailed information on the RICA at:

http://www.ctcexams.nesinc.com/about_RICA.asp

Descriptions Of Candidate Assessments Collected At Four Transition Points --Advanced Programs

- Doctorate in Educational Leadership (EDAD)
- Educational Administration (EDAD)
- Elementary Education (EDEL-T)
- Communicative Disorders (HCOM) **
- Reading (READ)
- MAT- Science Education (SCED-T)
- Secondary Education (EDSC-T)
- Special Education (SPED-T)
- TESOL (TESL)

Data Set*	Transition Point
▫ Admission Assessments	1
▫ Course Grades	2, 3, 4
▫ Unit Writing Assignment	2
▫ Unit Diversity Assignment	2, 3
▫ Midpoint Survey	4
▫ Disposition Assessment	3, 4
▫ Capstone Assessments	4
▫ Unit Surveys	
Mid-Point Survey	2, 3
Exit Survey	4
Year-out Graduate/Employer Surveys	Post Program

*Each data set is aligned with program outcomes and NCATE Standard 1 elements.

**NCATE accepts ASHA reporting requirements for Human Communications. As such HCOM is not included as a program within this section.

Transition Point 1: Admission to Program

Application Process Assessments

Applicants to graduate programs adhere to requirements as set forth by the University Graduate Studies Office (see <http://www.fullerton.edu/graduate/>). All applicants must apply and be admitted to the university prior to applying for admittance to a particular program of study. Each advanced program in the Education Unit has outlined specific admission criteria for potential candidates, designed to assess applicants' knowledge, skills and dispositions and make determinations regarding their potential for successful program completion.

- *Degree Requirements:* All programs require applicants have a baccalaureate degree from an accredited institution. The Ed.D program requires both a baccalaureate and masters degree.
- *Credential Requirements:* All advanced programs for teachers require applicants to hold current basic teaching credentials. Conditional admits are allowed in some programs (EDEL, SCED, SPED) with coordinator or advisor approval. SPED requires that Clear Program applicants have a current credential

and employment in a special education position. Holding a basic credential is not a requirement for candidates in the Ed.D. program.

- *Major GPA:* A cumulative GPA of 3.0 or a GPA of 3.0 in the last 60 units of study in all programs is required, except in Science Education (SCED) and Communicative Disorders (HCOM), which require a GPA of 2.5 in the last 60 units of study.

Additional requirements of many programs include resumes, statements of purpose (often assessed for writing qualifications), and two letters of recommendation that attest to the knowledge, skills, and dispositions of applicants as an education professional. TESOL applicants must also pass the Test of English as a Foreign Language (TOEFL) with a score of 573 (paper).

Any conditional admit applicants must achieve classified standing by meeting all admission requirements by Transition Point 2.

Transition Point 2: Program Continuation

Once admitted to a professional program, data sets are collected to assess candidates' progress as they move through the program of study. Appropriate program faculty use the results of the following assessments to determine if candidates have demonstrated the necessary development of knowledge, skills and dispositions to continue in the program, or if additional support is necessary.

Course Grades

Course grades are used as one measure of effectiveness towards meeting unit program outcomes and professional standards, following NCATE's SPA guidelines. Program curriculum maps show the alignment of courses required of all candidates with program outcomes, professional standards, and university student learning outcomes. In addition, unit outcomes and/or professional standards are aligned with course objectives on unit syllabi for all core courses.

- *Course Grades/GPA:* All advanced programs adhere to the University standard, as monitored by the Graduate Studies Office, that each candidate must maintain a GPA of 3.0 (B or better) for all courses listed on individual study plans. Any grade below a C requires the course be repeated. All advanced candidates at this transition point must have a GPA of 3.0 or they are put on academic probation, requiring that they raise their GPA prior to exit from the program.

Writing Assignment: Each advanced program has designated a course early in the program sequence that includes an assignment requiring a review of literature. All sections of the course use the same assignment and scoring guides to ensure consistency across sections. In fall 2006 faculty across all programs agreed to the use of a 6-point rubric to score this assignment. This assessment is used for two purposes: 1) to identify and remediate struggling writers; and, 2) to assess understanding of content (subject and/or research methods knowledge). The policy and procedure for administering, scoring, and reporting scores has been agreed upon, and is consistent across programs. Any candidate scoring less than an average score of 4 receives a remediation letter to provide support for successful program continuance. This letter is placed in the candidate's file. Each program has defined a particular remediation procedure that best fits its program and candidates' needs. Candidates are provided the policy and procedure information and the rubric prior to completing the assignment.

Diversity Assignment: Each advanced program has designated a particular course to include a field experience assignment that candidates must complete working with a population that is ethnically/culturally/linguistically/ability-wise different from them. Specific assignments differ across

programs, but consistency is provided within programs as instructors in all sections of the course within a program use the same assignment and scoring guide for all candidates. Some examples of assignments include case studies, action research, cultural investigations, and diagnostic reports. In 2012, all unit faculty who teach the diversity assignment course met to revise their assignments and to develop rubrics for scoring that would provide a more meaningful data collection. All instructors agreed on the use of a 4-point scale, and a pass point of 3.0 or better. Candidates are provided the assignment directions and rubric prior to completing the assignment. The overall average score and the scores for each criterion are collected across all programs. These scores are also used as evidence of proficiency in meeting elements of the NCATE diversity standard (Standard 4).

Unit Midpoint Program Survey

After completing at least 15 units, all candidates complete a midpoint program survey in a designated course. This survey is administered electronically and is anonymous. The survey asks for candidate opinions on coursework, faculty support, program content, and disposition development. The survey also asks for candidate perceptions of their performance and proficiencies midpoint through their program of study. Survey items are aligned with the assessment areas defined for advanced programs for teachers and other school professional in NCATE Standard 1 elements.

Transition Point 3: Qualifying for Culminating Experience

Candidates in all advanced programs complete capstone assessments through a culminating experience that requires them to demonstrate the cumulative knowledge, skills and dispositions developed over the course of program study and field experiences. Each program has distinct requirements for the kind of culminating experiences candidates complete. Examples include: comprehensive exams; thesis preparation, projects, and clinical competencies. The following requirements, as presented by program, must be met for candidates to qualify for their culminating experience.

Advanced Programs for Teachers—Capstone Assessments

- Elementary Education (EDEL): EDEL candidates must have an overall GPA of 3.0 or higher to enroll in the culminating experience course. Prior to enrollment, those on academic probation must raise their GPA in accordance with the requirements of the Graduate Studies Office (see <http://fullerton.edu/graduate/hbook/sidenavigation/PoliciesProcedures.html> - pro). In addition, candidate project or thesis proposals must be approved by the course instructor or thesis committee chair (as appropriate) and, if necessary, approval for human subjects use must be granted from the Internal Review Board.
- Secondary Education (EDSC): EDSC candidates completing a project/thesis must receive approval on the proposal by the course instructor. Approval from the Internal Review Board for human subjects use is required, if applicable. Candidates may choose to take a comprehensive exam in lieu of the project/thesis requirement.
- Science Education-MATS (SCED): SCED candidates must have an approved graduate check by the Graduation Studies Office, as reviewed by their Program Advisor prior to enrolling in the culminating experience course. In addition, they must receive committee approval of the thesis/project proposal and oral defense.

- Special Education (SPED): SPED candidates must receive Program Advisor approval on the thesis/project proposal and on chapters one and two of the thesis/project (completed in other courses in the program). If applicable, data collection must be complete and approved by Program Advisor.

Advanced Programs for Other School Professionals—Capstone Assessments

- Educational Leadership (EDAD): EDAD candidates must receive committee approval on the oral defense of their proposal. In addition, approval from the Internal Review Board for human subjects use is required, if applicable.
- Reading (READ): READ candidates must have an overall GPA of 3.0 or higher to enroll in the culminating experience course. Those on academic probation must raise their GPA in accordance with Graduate Studies requirements (see <http://fullerton.edu/graduate/hbook/sidenavigation/PoliciesProcedures.html> - pro) prior to enrollment in READ 581 for Master's candidates or READ 516 for Credential candidates. Master's candidates must have a score of 80% or higher on the READ 516 midpoint portfolio (as reviewed by committee) prior to enrollment in the culminating experience course.
- TESOL (TESL): TESOL candidates must have earned a grade of B- or better in all core courses prior to enrolling in the culminating experience course. In addition, the completion of 16 hours of service learning is required.

Transition Point 4: Exit from Program

At the point of program exit it is expected that candidates have demonstrated the knowledge, skills, and dispositions necessary to meet all program outcomes and the professional standards that underlie their program of study. The following data are collected at Transition Point 4 to determine whether candidates have fulfilled this requirement.

Course Grades/GPA

Candidates must show successful completion of all course units outlined on their program study plan as confirmed by a graduation check conducted by the Graduate Studies Office. A 30-unit minimum is required in advanced programs of study, however the actual units required in each program may differ. Candidates must complete their program with an overall GPA of 3.0 or higher.

Capstone Assessments:

As described at Transition Point 3, capstone assessments differ across programs, and many programs offer a variety of culminating experiences from which candidates can choose. These assessments are described by program below. In fall 2013, all programs began using program specific rubrics for evaluating culminating projects. All programs agreed on the use of a 4-point scale with a minimum overall average of 3.0 to pass.

Advanced Programs for Teachers—Capstone Assessments

- Elementary Education (EDEL): A vast majority of EDEL candidates take the project course (EDEL 594) as their culminating experience. Candidates complete projects, such as curriculum development, parent/teacher handbooks, professional development materials, or classroom research studies. To pass,

a candidate must receive an average score of 3 or higher on a 4-point rubric, as evaluated by the course instructor.

- **Secondary Education (EDSC)**: EDSC candidates can choose to do a project (EDSC 594), take a comprehensive exam (EDSC 595), or complete a thesis (EDSC 598). All culminating experience options must be completed by scoring an average of 3 or higher, on a 4-point rubric, as evaluated by course instructor (project), a blind committee review (exam), or thesis committee (thesis). Program rubrics were developed in spring 06 and revised in 2013 for use in determining scores on all culminating experience options.
- **Science Education-MATS (SCED)**: SCED candidates must complete a project (SCED 597) or thesis (SCED 598). Both require an oral defense. The project/thesis and oral defense is reviewed according to program guidelines for completion and must be approved by a faculty committee, including the committee chair. To pass, a candidate must receive an average score of 3 or higher on a 4-point rubric, as evaluated by faculty committee.
- **Special Education (SPED)**: SPED Master's candidates must complete a comprehensive exam (SPED 595), a project (SPED 597) or a thesis (SPED 598). To pass, a candidate must receive an average score of 3 or higher on a 4-point rubric as evaluated by a faculty committee, including the committee chair.

Advanced Programs for Other School Professionals—Capstone Assessments

- **Educational Leadership (EDAD)**: EDAD candidates must complete two capstone assessments: the completion of a project (EDAD 597) and the completion of a set of fieldwork competencies in EDAD 567. The project (597) must be passed with an average score of 3 or higher on a 4-point rubric and pass a set of content-based criteria, as evaluated by the course instructor. Fieldwork competencies are evaluated by the course instructor and must receive a rating of 3 or higher on a 4-point rubric.
- **Reading (READ)**: READ master's candidates complete three capstone assessments: a comprehensive exam (READ 595), a project (READ 597). A thesis option (READ 598) is available but candidates are encouraged and most often take the exam or project course. Both the comprehensive exam and the project are scored by committee, and candidates must receive an average score of 3 or higher on a 4-point rubric to pass.
- **TESOL (TESL)**: TESOL candidates complete several capstone assessments in TESL 596: a culminating assignment (Unit Plan); a practicum (which includes a portfolio); and a comprehensive exam. The unit plan must be passed with an average score of 3 or better on a 4-point rubric as evaluated by the course instructor. Faculty also score a variety of work using the diversity rubric, which requires a score of 3 or better on a 4-point scale. The work includes evaluation of the unit plan, teaching reflections and response to feedback, as well as portfolio narratives which discuss a student's growth in the master's program. Candidates' practicum experience is evaluated by their master teacher and supervisor and a grade of B- or better is required to pass. Students must also pass a master's exam scored by two faculty, with closed book and open book sections. Students must receive a B- grade or better to pass.

Unit Exit Survey

At the culmination of their program all candidates complete an exit survey. This survey is administered electronically and is anonymous. The survey questions are the same as the midpoint survey and ask for candidate opinions on coursework, faculty support, program content, and dispositions. Together these surveys allow for comparative analysis on program efficacy and candidate perceptions of their performance and proficiency from mid-program to program exit. Survey items have been aligned with the assessment areas of content knowledge, pedagogical content knowledge, professional pedagogical content knowledge, dispositions, and student learning as defined in NCATE standards.

Post Program Assessment Data

Unit Year-Out Graduate/Employer Survey

Additionally, a common graduate/employer survey was developed in 2010 for use by all advanced programs. The surveys were piloted in 2011-12 and administered across all advanced programs beginning in 2012-2013.

ASSESSMENT OF DISPOSITIONS FOR ALL CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. In 2006, the unit defined the behaviors and attitudes underlying five-core dispositions and created a Professional Disposition Statement to be used to describe disposition expectations for candidates. In 2011, the Unit Assessment Committee made revisions to the statement that were approved and adopted by appropriate stakeholders. The phrases, “commitment to fairness” and “belief that all students can learn were added to the preface to indicate the primacy of those two dispositions and the belief that to demonstrate those, the development of all five core dispositions must be evidenced. In 2012, revisions were made to the diversity disposition to align more closely with the definition of just, equitable and inclusive education (JEIE) as defined by the College’s JEIE strategic taskforce.

The unit disposition statement explains that as candidates move through our programs it is expected they demonstrate *a commitment to fairness* and a *belief that all children* can learn through an increasing ability to:

Promote Diversity

Candidates demonstrate a commitment to just, equitable, and inclusive education that meets the needs of all students in a caring, respectful, and non-discriminatory manner. In their work as future teachers and educational leaders, candidates identify and provide the academic support necessary for all students to attain high-quality outcomes. Candidates respect and value the inclusion of multiple perspectives, voices, styles of learning, and abilities, and are responsive to students’ diverse backgrounds and experiences.

Engage in Collaborative Endeavors

Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

Think Critically

Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

Maintain Professional and Ethical Standards

Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

Value life-long learning

Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

Note: Programs ensure candidates have an opportunity to become familiar with the unit’s disposition expectations in a number of ways. The unit disposition statement is: a) posted on the College of Education and program websites; b) presented at program orientation meetings for candidates; and, c) is reviewed in courses (specifically those with field experience components).

Initial Programs – Assessing Dispositions

Multiple assessments measure candidate dispositions in initial programs. The data set collected includes items from assessments that are collected at multiple transition points, as well as post-program. Assessments are varied in type and include self-perception and performance assessments as shown below.

Data Set	Transition Point (TP*)
▫ Application Process Assessments Including Interview Scores	1
▫ Course Level Assignments – Pass Rate/GPA (select courses)	2, 3
▫ Fieldwork Evaluations (select items)	2
▫ Student Teacher Evaluations (select items)	3, 4
▫ Teaching Performance Assessment-TPA (Selected Tasks)	4
▫ Exit Survey (Select Items)	4
▫ Year-Out Survey – Graduates (Select Items)	Post-program
▫ Year-Out Survey – Employers (Select Items)	Post-program

Candidates are informed of the Unit's Professional Disposition Statement (PDS) at program orientations. They are told that they will be expected to demonstrate and strengthen these dispositions throughout the program to ensure they exit with a strong disposition toward fairness and a belief that all students can learn. They are informed that they will be assessed on these dispositions through, a) self-assessment via surveys at exit and year-out; and, b) observation assessment by supervisors, cooperating/master/mentor teachers, and future employers. They are informed of the assessments used, the pass point requirements, and consequences for not meeting expectations.

In addition, candidates have access to the PDS and the assessment process which are included:

- In the student handbook, or as part of program information on the website if the program does not use a handbook.
- On each course syllabus—there is link to the PDS and instructors discuss these dispositions in relationship to course goals and objectives, with an emphasis on how they contribute to the development of a disposition towards fairness and a belief all students can learn.

Policy One outlines the process for program continuance or removal if failure to meet program expectations threatens a candidate's ability to successfully complete the program, including the failure to meet professional disposition expectations. Each program has a process in place for remediation following Policy One guidelines.

Advanced Programs – Assessing Dispositions

Multiple assessments are used to measure candidate dispositions. Candidates are assessed at various transition points throughout the program and post-program as well. Assessments are varied in type and include self-perception and performance assessments. The data sets collected from these assessments include:

Data Sets	Transition Point (TP*)
▫ Application Process Assessments – vary by department Include Interview Scores (if applicable)	1
▫ Course Level Assignments -GPA (select courses)	2, 3
▫ Midpoint Survey (Select Items)	2, 3
▫ Program Disposition Assessment – Evidence of Professional Dispositions	3, 4
▫ Exit Survey (Select Items)	4
▫ Year-Out Survey – Graduates (Select items)	Post-program
▫ Year-Out Survey – Employers (Select items)	Post-program

Candidates are informed of the Unit’s Professional Disposition Statement (PDS) at program orientations. They are told that they will be expected to be demonstrating and strengthening these dispositions throughout the program and will self –assess their progress through surveys at midpoint, exit and year-out. Candidates will also be informed that they will be assessed by a committee of program faculty on disposition indicators specific to their program. In addition, candidates have access to the PDS and a description of the assessment process, which can be found:

- In the student handbook and/or on the program website
- On each course syllabus— there is link to the PDS and instructors discuss these dispositions in relationship to course goals and objectives, with an emphasis on how they contribute to the development of a disposition towards fairness and a belief all students can learn.

Each program has identified set of observable indicators within the five core dispositions on the disposition statement. Using a process designed by each program, faculty members evaluate how consistently candidates demonstrate these dispositions in their work in the program and in the field.

Candidate dispositions are measured using the following rubric scale: 1 (low) to 4 (high). A score of three is considered “Acceptable.”

4=Consistently Evident	<i>Consistently.</i> This term means that evidence is present to the greatest possible extent or in every instance and is associated with highly effective performance.
3=Usually Evident	<i>Usually.</i> This term means that evidence is present often or many times and is associated with effective performance.
2=Sometimes Evident	<i>Sometimes.</i> This term means that evidence is present now and then or occasionally and is associated with developing performance.
1=Rarely Evident	<i>Rarely.</i> This term means that evidence is present infrequently or seldom and is associated with ineffective performance.

Data Collection

In summary, the unit has developed specific measures and procedures for the assessment and review of candidate performance at initial and advanced levels of study. These measures provide essential data for monitoring candidate efficacy in meeting program outcomes and professional standards.

The operational success of the assessment system designed for data collection, analysis, and use is dependent on the coordination of many individuals, offices and agencies both internal and external to the professional education unit. This coordination is detailed in Tables 1 and 2 for Initial and Advanced Programs, outlining individual responsibilities for the collection of data, the timeline for collection, who receives data reports, and ways data results are used.

USE OF THE ASSESSMENT SYSTEM FOR PROGRAM AND UNIT OPERATIONS

The design of the Education Unit assessment system facilitates an iterative process for collecting, analyzing and reporting data on candidate performance, program effectiveness, and unit operations. Data from both internal and external sources are collected and analyzed at either the program or unit level depending on the designation of personnel with the responsibility for assessment administration, collection, and/or evaluation. The system uses effective and responsive reporting procedures for the sharing of data to facilitate timely decisions on candidate retention, and for use in reviewing program and unit operations. As is the case with candidate review, decisions regarding program and unit improvement are also made in light of the unit's conceptual framework, professional standards, licensure and accountability mandates and with input from faculty and stakeholder groups.

Data Sources Used for Review and Improvement of Program and Unit Operations

Data collected and analyzed to monitor candidate performance at each transition point is also used to provide information on program effectiveness. Some data are used immediately by programs for decisions regarding candidate admission, retention, and program completion. Other data are aggregated and analyzed by the research analyst, or other responsible personnel, prior to being reported to department chairs and program coordinators (see Table 3). In either case, data pertaining to program outcomes are routinely examined and discussed at faculty and department committee meetings, and are presented at many stakeholder group meetings that include candidates, alumni, university supervisors and other part-time faculty, and community partners. With input from these multiple sources, data from candidate performance evaluations are used to address the efficacy of courses and field experiences and judge the quality of program components and instruction. Evidence of these discussions, including feedback and recommendations, are available in faculty and advisory board minutes.

External data collected for candidate assessment also provides data for program review. Annually, the results of the CSU Chancellor's exit and year-out surveys are shared with department chairs and faculty by the COE dean. The results are aggregated system wide and disaggregated by campus and by program. Coupled with the year-out data, the exit survey results provide the opportunity to assess and measure whether candidates' responses at program exit varied or remained constant after they had they had been teaching for a year. Employers also rate the teachers they hire from CSU system campuses on the year-out surveys, which are aggregated system wide and disaggregated by campus and by program. These ratings allow for consistency measures between how well prepared beginning teachers feel they are and how their employers rate their performance. Department chairs and program coordinators share these results with appropriate stakeholder groups for feedback and suggestions for program improvement. In addition, these results are used by the dean for unit review purposes as they allow for comparison of the

Table 1
COLLECTION AND FLOW OF INTEGRATED DATA SETS FOR INITIAL PROGRAM CANDIDATES

LEVEL	DATA SOURCES	WHO COLLECTS?	FREQUENCY OF COLLECTION? TP =TRANSITION POINT	REPORTED TO WHOM?	USE
CANDIDATE ASSESSMENT INITIAL PROGRAMS	Application /Interview Items	Program Admissions Coordinator	Each admission cycle—TP1	Admission to Teacher Education Office	Candidate assessments are used for: <ul style="list-style-type: none"> • feedback to candidate regarding program progress • candidate retention decisions through transition points • credential recommendation decisions • curriculum and course modification decisions • assessment process and procedures modifications
	Subject Matter Exam (CSET)	State administered by CTC through the National Evaluation System (NES) Admissions & Records	Each admission cycle—TP 1	Admission to Teacher Education Office; Program Admissions Coordinator; Candidates	
	Major Grade Point Average(GPA) (Transcripts)	Admissions & Records	Each semester—TP 1-4	Admission to Teacher Education Office; Program Admissions Coordinator (pre-admit)	
	Fieldwork Evaluations	College of Education (IT)	Each semester as appropriate—TP 2	Program Coordinators; Cohort Block Leaders; Supervisors; Master Teachers; Candidates	
	Student Teaching Evaluations	College of Education (IT)	Each semester—TP 3, 4	Program Coordinators; Cohort Block Leaders; Supervisors; Master Teachers; Candidates	
	Course Grades (represents course level assignments)	Admissions & Records —submitted by program faculty	Each semester—TP 2-4	Candidates Program Coordinators	
	Capstone assessments	Program Faculty	Each semester—TP 4	Program Coordinators Candidates	
	CSU Exit Survey Post Grad/Employer Survey Data	CSU Chancellor's Office	Exit-each semester Year Out-Annually—TP 4; Post Program	College of Education, Dean (Shared with dept. chair and faculty; advisory boards)	
	Reading Instruction Competency Assessment (RICA)—Post	State administered by CTC through the National Evaluation System (NES)	Each Credential Application Cycle—Post Program	Credential Preparation Center; Program Coordinators; Candidates	

Table 2
COLLECTION AND FLOW OF INTEGRATED DATA SETS FOR ADVANCED PROGRAM CANDIDATES

LEVEL	DATA SOURCES	WHO COLLECTS?	FREQUENCY OF COLLECTION? TP =TRANSITION POINT	REPORTED TO WHOM?	USE
CANDIDATE ASSESSMENT ADVANCED PROGRAMS	Credential in area of study (ADV-T only)	Admissions & Records (transcripts)	Each admission cycle—TP 1	Graduate Studies Office; Graduate Program Coordinator	Candidate assessments are used for: <ul style="list-style-type: none"> • feedback to candidate regarding program progress • candidate retention decisions through transition points • curriculum and course modification decisions • assessment process and procedures modification decisions
	Application/Interview Items	Program Faculty	Each admission cycle—TP 1	Graduate Program Coordinator	
	Grade Point Average (GPA)	Admissions & Records/ Graduate Studies Office	Each semester—TP 1-4	Graduate Program Coordinator; Candidate	
	Course Grades (represents course level assignments other than those identified as key assignments)	Admissions & Records –submitted by program faculty Graduate Studies Office	Each semester—TP 2-4	Graduate Course Custodians; Dept. Chair and Faculty; Candidate	
	Unit Writing & Diversity Assignments	Designated course instructors	Each semester—TP 2	Dept. Chair, Candidate	
	Midpoint Survey Exit Survey	Unit Assessment Coordinator	Midpoint-5 th -7 th course in program—TP 2 Exit-end of program—Post	Assessment Committee; Graduate Program Coordinator; Dept. Chair and Faculty; Appropriate stakeholders	
	Capstone Assessments	Program Faculty	Each semester—TP 4	Graduate Program Coordinator; Candidate	
	Alumni/Employer Surveys—Post	Graduate Program Coordinator	Annually	Dept. Chair and Faculty, Appropriate stakeholders	

Table 3
COLLECTION AND FLOW OF INTEGRATED DATA SETS FOR PROGRAM AND UNIT

LEVEL	DATA SOURCES	WHO COLLECTS?	FREQUENCY OF COLLECTION?	REPORTED TO WHOM?	USE
PROGRAM EVALUATION	Aggregated candidate data	Research Analyst; Program Coordinators	Each semester	Dept. Chair; Program Faculty, appropriate stakeholders; Assessment Committee	Data are used to: <ul style="list-style-type: none"> • identify trends and need areas for program improvement • review and revise assessment tools and scoring data for fairness, accuracy, consistency and avoidance of bias • review and revise effectiveness of program curriculum and instruction • identify retention concerns in terms of candidate, K, S, D • create unit and external reports
	Candidate evaluations of courses and faculty	Dept. Chairs	Annually during RTP process	Dept. Personnel Committee, COE Dean, Associate Dean, VP of Academic Affairs, and President	
	Candidate Retention Data	Program Admission Coordinators; Program Coordinators	With each program cycle completion semester	Dept. Chair; Program Faculty	
	State Commission (CTC) Biennial Report Review	Unit Director of Accreditation; Department Chairs; Program Coordinators	Every 2 years	Commission on Teacher Credentialing (CTC)	
	State Commission (CTC) Program Review Report	Dept. Chair (receives from CTC)	Each review period (4 th year of 7 year cycle)	Program Coordinators; Program Faculty; Appropriate stakeholders	
	CSU Survey Results (Exit and Year Out)	CSU Chancellor's Office; Research Analyst	Exit – Each Semester Year-out - Annually	Council of Chairs; Program Faculty; Appropriate stakeholders	
UNIT EVALUATION	Aggregated/summarized candidate assessment reports	Research Analyst	Annually	COE Dean; Associate Dean	Data are used to: <ul style="list-style-type: none"> • identify program strengths and weaknesses, and trends in learning outcomes in K, S, D • increase unit and program effectiveness • prioritize resource allocations • create external reports
	Candidate complaints and resolutions	Program Coordinators; Dept. Chair	Annually	Associate Dean; Associate Dean; Assistant Dean	
	Diversity data for candidates and faculty	Office of Institutional Research & Analytical Studies	Annually	COE Dean; Associate Dean	
	Diversity data for students and the professional community	California Dept. of Education (ED-	Annually		

UNIT EVALUATION CONTINUED	DATA SOURCES	DATA) WHO COLLECTS?	FREQUENCY OF COLLECTION?	REPORTED TO WHOM?	USE
	Faculty evaluation data	Dept. Chairs (from Office of the Dean Administrative Support)	Annually through RTP process (via faculty reviews)	COE Dean, Associate Dean, VP of Academic Affairs, and President	Data are used to: <ul style="list-style-type: none"> • identify program strengths and weaknesses, and trends in learning outcomes in K, S, D • increase unit and program effectiveness • prioritize resource allocations • create external reports
	Department Reports	Dept. Chair	Annually	COE Dean; Associate Dean	
	CSU Survey Results—Exit and year out (initial programs)	CSU Chancellor’s Office	Each Semester Year Out-Annually	COE Dean (shares with Council of Chairs, Program Faculty; appropriate stakeholders)	
	CTC COA Accreditation Report	COE Dean; Associate Dean	Each review cycle	Council of Chairs; appropriate stakeholders; CSU President and Vice President	
	National Review Reports (NCATE)	COE Dean; Associate Dean	Each review cycle	Council of Chairs; Program Faculty; appropriate stakeholders	
	University Budget Reports	Office of the Vice President—Academic Affairs	Annually	Dean’s Council (shared by COE Dean with Council of Chairs)	
	Title II Reports	Office of Institutional Research & Analytical Studies	Annually	COE Dean; COE Data Analyst	

strengths and weakness of COE programs with those of similar programs in the state. These results are shared by the dean with many unit level stakeholder groups, and university committees to report on program effectiveness.

Reports provided as a result of State (CTC) and National (NCATE) reviews provide valuable information used for program and unit modification and improvement. These reports include the specific identification of areas in need of improvement. Annual reports are required by programs to the CTC and by the unit to NCATE that indicate what modifications have been made to address these areas. In addition, the dean receives annual reports from each department that detail how program processes and procedures have been modified, developed and implemented to meet identified program goals and objectives aligned with university missions and goals. The dean includes information from these reports in annual reports to the Chancellor's office and to the Office of the Vice President of Academic Affairs. Together, these various reports provide ongoing monitoring of programs by the unit and monitoring of the unit by the university, the Chancellor, as well as state and national reviewing agencies.

University and program standards for faculty clearly emphasize the importance of teaching. The unit's faculty plays a valuable part in the development of the knowledge, skills, and dispositions required of candidates to meet program outcomes and professional standards. As such, faculty performance is integral to program and unit effectiveness as measured through the assessment system. The university has an established process through which candidates provide feedback to faculty on instructor evaluations. These evaluations are completed for every course each semester and serve as an important source of data for individual faculty members as they engage in analysis of their practice. Within the college, as part of the retention, tenure and promotion process (RTP), the department chair, the associate dean, and the dean review candidate ratings of faculty, faculty responses, and plans for meeting any areas of concern. The RTP allows for the identification of faculty strengths and areas where support may be needed to promote growth toward meeting identified goals. Full professors provide data for review every five years and discuss with the dean any areas for improvement. This continuous process of faculty reflection and goal setting contributes to the overall productivity of programs and directly supports the unit's priority to offer all candidates optimum opportunity for learning.

Other sources of data used for program and unit improvement include candidate and faculty retention data, diversity data on faculty, candidates, students and the professional community, budget reports and other state reports such as Title II, that are provided annually. As with the collection of data for candidate review, the operational success of the assessment system designed for data collection, analysis, and use at the program and unit level is dependent on the coordination of many individuals, offices and agencies both internal and external to the professional education unit. This coordination is detailed in Table 3, which outlines individual responsibilities for the collection of data, the timeline for collection, who receives data reports, and the ways data are used.

The unit assessment system is designed to close the assessment loop by facilitating data-based decisions used to demonstrate accountability and inform program and unit improvement. With program input, the dean keeps faculty, and stakeholders informed of unit changes and accomplishments through regular updates via two publications. One, primarily for faculty and staff is entitled *COE Connected*. A more formal, professional publication, which is more widely distributed to the community partners in entitled *Impact*.

EVIDENCE OF FAIRNESS, ACCURACY AND CONSISTENCY AND AVOIDANCE OF BIAS

Unit faculty members recognize that in a diverse population of candidates it is important to address issues of accuracy, fairness, consistency and avoidance of bias in assessment procedures. The unit and the program faculty employ several strategies to address these issues.

To ensure that candidates are assessed fairly, many measures are in place to provide candidates with the opportunity to learn, practice, and develop the knowledge, skills and dispositions that are being evaluated, and for candidates to understand expected performance criteria and how assessments are scored. Examples include:

- Early in programs instructors introduce the conceptual framework and program outcomes to candidates and provide opportunity for candidate reflection and questions.
- Programs have websites and handbooks that explain admission and retention requirements, as well other program documents and expectations. Many assessments are attached to courses that allow candidates to learn and practice with instructors' guidance prior to completing them. For example, Teacher Performance Assessments (TPAs) are introduced in courses, guidelines are explained, examples provided, and practice is monitored.
- Candidates have access to assessments and scoring guidelines (rubrics, rating scales, criteria for passing) prior to taking assessments. For example, all fieldwork and student teaching evaluations are available online for candidates, master teachers, and supervisors. They are encouraged to use these over the course of student teaching placement to mentor candidates toward mastery of the knowledge, skills, and dispositions that will be evaluated.
- Policies and procedures for unit-wide assessments in advanced programs are made available to candidates through program websites, handbooks, or course Blackboard sites.
- Many assessments provide multiple opportunities for candidates to succeed, which allow for addressing gaps in knowledge, skills, and dispositions. For example, clinical competencies and comprehensive exams can be resubmitted for second reviews if not passed initially.
- Due process procedures are in place at the university, unit and program level.

The unit has procedures in place for reviewing the accuracy of assessments. Specifically the Unit Assessment Committee is charged with evaluating existing and proposed assessments to ensure they provide accurate measures of the knowledge, skills and dispositions intended to be evaluated. Faculty and appropriate stakeholder groups are consulted for feedback prior to making revisions. Some procedures that ensure accuracy include:

- Assessments have been carefully aligned with program outcomes and/or professional standards. For example, fieldwork evaluations are specifically aligned to the three program outcomes and student teaching evaluations directly assess all Teacher Performance Expectations (TPE s), which are the professional standards that guide initial programs.
- Course objectives have been aligned with program specific professional standards on all course syllabi in both initial and advanced programs.
- Assessed dispositions are tied directly to program outcomes, and courses including assignments that assess dispositions have been aligned with program outcomes and/or professional standards.
- Newly developed assessments are piloted and the results of pilot testing are analyzed, to determine if revisions are necessary, by faculty and the Assessment Committee.

The unit is committed to the development of assessments that are consistent and dependable. Action has been taken to ensure that candidates are evaluated using measures that ensure the consistency of results.

Some examples include:

- Assessments that are given in courses and collected at the unit level are evaluated using the same scoring guide (rubrics, rating scales, etc.)
- To promote consistency in scoring on course-alike signature assignments (including the unit-wide assignments in advanced programs), instructors meet and agree on how levels of performance will be determined in relation to scoring criteria.
- Teacher Performance Assessments (TPAs) are scored by trained evaluators to promote similar scoring patterns.
- Many assessments are scored by multiple raters.
- Cooperating/master teacher and university supervisor training is conducted to improve consistency in the rating of candidate performance.

The unit strives to assure the avoidance of bias in assessment processes and procedures. Several policies and procedures ensure candidates are protected from bias in completing required assessments. Examples include:

- Several assessments are scored blind and by multiple raters (e.g., Teacher Performance Assessments (TPAs), comprehensive exams).
- Non-bias training is provided for the Teacher Performance Assessment (TPAs) evaluators.
- Appropriate equipment is available for candidates to take assessments that require the use of specific technologies.
- Programs coordinate schedules to avoid discriminating against candidates who are working teachers or school personnel.
- Statements of non-discrimination are included in University policies and procedures required of all faculty.
- Due process procedures are available for candidates at the University, unit and program level.

Instructors must provide assessment accommodations for candidates registered with the Disabled Student Services (DSS) Office and syllabi must include a statement providing information of these and other accommodations that are available to candidates with special needs.

USE OF TECHNOLOGY TO SUPPORT THE ASSESSMENT SYSTEM

Several technology solutions are employed to assist with the collection, storage, analysis, and reporting of unit-wide assessment data. The chart below describes the principal solutions used by the unit. It does not include information about assessments originated from sources external to the education unit.

Technology Solution	Purpose	Unit-wide Assessment Examples
<p>College Database</p> <ul style="list-style-type: none"> · Data management system created by the college to manage faculty, staff, and student admission and enrollment data. · Housed on an SQL server accessible through Microsoft Access software. · Multiple faculty and staff can access the college database simultaneously to input, or view data, or access reports. · The College's Data Analyst has access to run ad hoc queries. 	<p>Storage and reporting of some applicant, candidate, faculty, and staff data, including admissions data, program and pathway of candidates, demographics, and recommended credentials.</p> <p>COMING SOON <i>A more robust database application is in the planning/build stage to include candidate tracking and assessment data.</i></p>	<ul style="list-style-type: none"> · Admission data (e.g., GPA) · Enrollment program and pathway
<p>Evaluation Database</p> <ul style="list-style-type: none"> · Online evaluation system and database created by the College for our student teaching and fieldwork evaluations. 	<p>Allows Master Teachers and Supervisors to evaluate candidates online. Data is stored in the database, and can be accessed by the Data Analyst.</p>	<ul style="list-style-type: none"> · Fieldwork/Disposition Evaluations · Student Teaching Evaluations
<p>Qualtrics http://www.qualtrics.com/</p> <ul style="list-style-type: none"> · Web-based survey software for creating and distributing surveys. · Includes email distribution with automated reminders and simple reporting tools. 	<p>Supports our advanced program candidate, graduate, employer and other miscellaneous surveys (e.g., faculty experience).</p>	<ul style="list-style-type: none"> · Advanced Program Midpoint Survey · Advanced Program Exit Survey · Advanced Program Year Out Survey for Graduates · Advanced Program Year Out Survey for Employers
<p>Taskstream https://www.taskstream.com/</p> <ul style="list-style-type: none"> · Online data management and support services for assessment. 	<p>Supports the TPA process from candidate submission to evaluation and reporting.</p>	<ul style="list-style-type: none"> · TPA
<p>Microsoft Access</p> <ul style="list-style-type: none"> · Software for creating custom database applications. 	<p>Streamlines storage, analysis, and merging of assessment data with candidate records about program and pathway.</p>	<ul style="list-style-type: none"> · GPA, Grade data · Advanced Program Key Assignments · Admission data · Enrollment program and pathway
<p>Microsoft Excel</p> <ul style="list-style-type: none"> · Spreadsheet software. 	<p>Supports the collection of key assignment rubric scores. Streamlines the analysis of surveys, key assignments, grades, and other data.</p>	<ul style="list-style-type: none"> · Collection of our advanced key assignment scores
<p>Dropbox https://www.dropbox.com</p> <ul style="list-style-type: none"> · File sharing and syncing application. 	<p>Secure file storage and sharing for data reports, program information, accreditation reports and many other files.</p>	<ul style="list-style-type: none"> · All assessment data.