CEOL Unit's Assessment System

Overview
The University of La Verne College of Education and Organizational Leadership (CEOL) has developed a unit-wide assessment plan designed to ensure that its graduates achieve excellence in their respective fields and that programs use data for continual improvement. This plan appraises candidates’ likelihood of academic success and overall program quality four times during the program and emphasizes five key competency areas. Each program in the education unit has identified specific assessments that align with these five competency areas. In addition, each program that is approved to recommend candidates for state recognized education credentials meets California common and program standards. Programs that do not lead directly to state licensure use other institutional, professional or national standards as guidelines.

The unit has a Director of Assessment and Accreditation who oversees all assessment activities and supports faculty and candidates with data entry and analysis. The director is supported by an Assessment Data Manager who coordinates the state required Teacher Performance Assessment process for all teacher candidates. An assessment committee consisting of representatives of each program meets monthly to develop, evaluate and improve the assessment system.

Credential Programs: Assessment Related to State Program Standards and Outcomes
Each credential program in the education unit has identified program specific outcomes that align with state standards and are informed by professional association guidelines. To ensure that these outcomes are met, each program has identified assessments that evaluate the knowledge, skills and dispositions expected of candidates. These assessments align with the state system of accountability, including biennial reports, program assessment documents, and site visits.

Table 1, California Commission on Teacher Credentialing Program Review Cycle, provides a summary of this state accountability system. Biennial reports provide information on candidate performance in the key assessment areas and on program effectiveness using candidate performance and feedback from program completers and their employers. These reports emphasize data analysis, resulting actions taken, and applicability with state standards. Program assessment documents reflect up-to-date information on each program's alignment with state standards, including course syllabi. They also include information on the assessments that are used to determine candidate competence, including rubrics, training information and calibration activities that the program addresses in the biennial report.

Table 1: California Commission on Teacher Credentialing Program Review Cycle

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Non-credential Programs: Assessment Related to Institutional and Professional Standards
Association Guidelines
Some programs within the education unit do not lead directly to state licensure, and as a result, do not have state standards. These programs have developed outcomes based upon institutional and professional association guidelines. Non-credential programs follow the same unit-wide assessment system with transition points and at least five key assessments. This includes information on candidate growth in the key assessment areas, program effectiveness using both candidate and program completer performance, and actions taken to improve the overall effectiveness of individual candidates and the program as a whole.

Transition Points
The University of La Verne College of Education and Organizational Leadership recognizes the importance of periodic candidate and program evaluation and has identified four unit-wide transition points. These are
1. Admission
2. Academic Competency (Readiness for Fieldwork)
3. Readiness for Program Completion
4. Post-program Evaluation
Program faculty members align these four transition points with the specific needs of their curricula. They use these transition points as opportunities to evaluate candidates' academic, professional, and dispositional progress toward licensure as well as opportunities for thoughtful and deliberate program evaluation. See the key assessments matrix, College of Education and Organizational Leadership Key Assessments, for more detail on assessments aligned with the four transition points.

Key Assessments
In order to ensure academic quality across programs, the College of Education and Organizational Leadership faculty has identified five unit-wide key competency areas. All programs assess:
1. Knowledge
2. Planning
3. Use of Assessments
4. Diversity
5. Technology
Faculty members in each program have identified outcomes-based assessments in their curriculum that evaluate these key competency areas. Faculty members evaluate candidates on a four-point rubric using these assessments, and they are submitted, scored and saved in candidate portfolios using the TaskStream management system. Faculty members at both the program and unit levels regularly evaluate these data to ensure satisfactory candidate progress and enhance program effectiveness. Table 2, College of Education and Organizational Leadership Key Assessments, illustrates the alignment between key unit-wide and program assessments.

Assessment of the Unit
The College of Education and Organizational Leadership distinguishes between program and unit quality. At the program level, faculty members emphasize candidate knowledge, skills and dispositions and program operations. They consider standardized assessments, reviews of transcripts, performance-based rubrics, dispositions evaluation forms, fieldwork performance documents, etc. They also review candidate and employer feedback in end-of-program, graduate and employer questionnaires. Each program has a professional advisory committee that reviews the program and assessment system to offer input regarding reliability, validity and fairness. At the unit level, faculty use program and unit data to appraise the college's sense of unity, solidarity of purpose, and collegiality. Faculty, advisory groups, and other committees evaluate the unit's ongoing adherence to the college and university mission, vision and philosophy. The unit evaluation system also ensures that adequate resources are allocated across programs and from campus to campus. A college-wide assessment committee that is made up of faculty members from each program and key administrators from both main and regional campuses reviews the evaluation system and its operations monthly and analyzes aggregated and summarized data annually. It passes meaningful data and recommendations on to program faculty and unit leadership.

The University administration has made a commitment to the College of Education and Organizational Leadership that main and regional programs will operate with adequate faculty and resources. In addition, the University Institutional Research Department provides assistance with data comparisons between the education unit and other colleges in the university. Faculty members within the college also evaluate Title II reporting data to ensure equity between the unit and its regional peer institutions.

Specific Requirements for Retention In and Exit From the Program
Candidates in education programs must meet specific admission, retention, and exit standards. These requirements vary from program to program depending upon state expectations, but some examples include California Basic Education Skills Test (CBEST) scores, interviews, statements of purpose, California Subject Examinations for Teachers (CSET) scores, Teacher Performance Assessments (TPA) scores, grade point averages, successful completion of particular courses, meeting the unit's dispositions, and appropriate evaluations from university supervisors and cooperating teachers. Candidates' performances are formally evaluated at each transition point and at any time that concerns arise in the classroom or in the field.

Program faculty members and leadership address concerns as they arise, including issues related to dispositions. They refer serious matters to candidate study teams who evaluate matters and make recommendations. Candidates who need assistance with scholarly writing, often identified through a writing sample they create during the admissions process, must attend the unit's writing workshop. The university also offers interested candidates assistance in mathematics and writing through the Learning Enhancement Center. From time to time, program leadership requires that candidates needing remedial assistance participate in the Centers' programs. Candidates who demonstrate ongoing academic, professional or dispositional issues may be counseled about their readiness for work in the field of education and those with persistent issues are released from the unit. The unit has developed a framework to ensure that candidates away from the main campus receive comparable evaluation and remediation.
**Fairness, Accuracy, Consistency, and Freedom from Bias**

Program faculty and their professional colleagues with the unit assessment committee strive to ensure that assessments are fair, accurate, consistent and free from bias. Assessments are developed with input and feedback from advisory committees, professional organizations, full and part time faculty members, university supervisors, master teachers and educators, and the candidates themselves. Additionally faculty developed rubric based evaluation methods for all of the assessments. Some of the key assessments include course requirements, field experience evaluations, performance assessments, and portfolio rubrics. Program chairs routinely consult with program faculty to identify sources of feedback for updating assessments and evaluations. The feedback from advisory committees, faculty meetings, professionals in the field and candidates has increased the ability for programs to factor inter-rater reliability. A model of inter-rater reliability used by the teacher education programs incorporates the California Teacher Performance Assessments (TPAs), which includes mandatory calibration activities that are monitored by the State of California. The Teacher Education Programs’ use of TaskStream to facilitate the process has been a model for other programs in the unit.

**On-line Data Collection**

As referenced earlier, the unit uses the TaskStream on-line data collection system. Lead faculty and the Director of Assessment and Accreditation are in weekly contact with TaskStream to ensure that the unit's assessment system collects correct and relevant data, that all evaluators have access and training to enter the data, and that meaningful reports can be generated easily.

**Conceptual Framework for the Assessment System**

The four guiding principles of the conceptual framework and state and national standards were considered during the development of the college-wide assessment system. The conceptual framework is evaluated through the inclusion of the guiding principles in the assessment system in various ways.

**Caring**

Caring is assessed in multiple ways. Caring is a key part of all program disposition lists. Dispositions are assessed primarily during internships. All internship assessment forms include professional dispositions, the most important of which is caring. In addition, as dispositions are introduced in each program, candidates are involved in a discussion about feedback they will receive in the case of behaviors that concern faculty. If candidates receive feedback regarding concerns about dispositions during early course experiences, these concerns are shared with the program chairs so that if additional concerns are raised, a pattern will be evident and addressed with the candidate.

Caring is evident in reflections candidates write in courses, practica, and fieldwork. Faculty give candidates feedback related to caring through their comments on candidate reflection. There are college-wide activities such as Safe Zone Training to prepare faculty and candidates to support students from a wide variety of backgrounds. In these workshops, pre and post surveys identify
changes in candidates' attitudes which become more caring as a result of the experience.

Leadership
The California Commission on Teacher Credentialing emphasizes the importance of leadership through the clear prioritization in the common standards for teacher education. Common standard number one is "Educational Leadership." Therefore, all accredited education programs integrate awareness and competencies of leadership into curriculum and assessment, building curricula that emphasize transformation and agents of change. The following examples demonstrate that leadership is central to all unit programs and assessed in multiple ways. In teacher education, candidates are assessed in their field experiences on demonstration of leadership through taking responsibility for professional growth and engaging in collegial conversations about teaching and learning. In Educational Counseling, candidates are required to address Evidence of Meeting Learning Outcomes (EMLO) related to many aspects of leadership including professional development and school climate. Data are collected on this from all candidates. In School Psychology, candidates take a course in consultation and collaboration in which they are evaluated on a professional development project. In Reading, candidates are evaluated on a simulated presentation to school boards on policy development related to literacy. In Educational Leadership, candidates are assessed on a wide range of leadership competencies. In Child Development programs, all candidates take a course in administration of early childhood programs and are assessed on activities related to advocacy and teaching adults about child development. In Special Education, candidates are assessed on communication with other professionals who support children with special needs. The unit participates in the Center for Teacher Quality in which our graduates and their supervisors and employers evaluate the quality of their preparation. In this survey, leadership is evaluated through questions regarding awareness of resources and professional communication with parents and other adults.

Excellence
All candidate work is assessed with rubrics. The unit has established a rubric structure with four levels: not present, emerging, adequate, and exceptional. The category of exceptional communicates a level of excellence. During the development of rubrics across the unit, conversations focused on describing excellence for each criteria within the rubric, setting this level beyond the expectation for most candidates to goals that truly stretched candidates to perform. Lead instructors communicated the development of rubrics to all course instructors. This process of communication to instructors emphasized the value of clearly communicating with candidates each program's expectations for performance. In the process of developing rubrics and communicating with faculty and candidates, there were many discussions about what was truly excellent. This process promoted the core principle of excellence throughout the unit. Program data have been and will continue to be collected that examine the frequency of candidates' performance at the exceptional level.

Diversity
The unit has established that all programs prepare candidates for working in diverse communities. Every program has many assignments through which candidates demonstrate awareness and skill in working with a wide range of children, families and communities. Each program has identified one assignment or a cluster of assignments that are evaluated as a key
assessment for diversity. The scores for these key assessments are summarized across the unit to determine the college’s success in preparing professionals for diverse communities. At the program level and at the unit level, the assessment in the area of diversity leads to discussions regarding the success of programs and the unit or the need for improvement in this key area.