**CEAP Assessment Committee Meeting**

Meeting Minutes

***2/20/2012* KL 202**

Members Present: Renee Corbin, Lee Nickles, Sarah Meltzer, Frederick Buskey, Ellen Sigler, Christopher Holden

*Members Absent: Eleanor MaCauley, Josh Martin, Jeff Payne, Dan Grube*

*Special guest attending: Dr. John Habel*

# The CEAP Assessment Committee was convened by Renee Corbin at 3:35pm on February 20, 2011.

Renee invited Dr. John Habel from the Psychology Department to talk about the new mission, vision, and goals of the Diversity Committee and how the Assessment Committee might work in conjunction with the Diversity Committee and their assessment strategies. Dr. Habel discussed the components of the Diversity plan. The next step for the committee and sub-committees is to create assessment strategies and a process to assess the goals. The committee discussed possible ways in which to collaborate assessment efforts. Renee volunteered to sit in on one of the sub-committees and bring back the information to the Assessment Committee. She also discussed the current Diversity assessments in the college. Ellen recommended that we provide the current Diversity instruments to the Diversity Committee so that they would know what is already being administered, then they could determine what else they may want to use to collect assessment data. Frederick asked whether the curriculum revision assessments might include Diversity or would the programs have to change again to accommodate new Diversity assessments. The members decided that reviewing the strategies from the Diversity Committee and making recommendations would be the best approach.

# Feedback

***University-wide Assessment Coordinator Committee***

Renee has been asked to serve on a university-wide assessment coordinator committee composed of college assessment representatives, alumni affairs, IT, the faculty center, and career services. The purpose of this committee is to address survey scheduling across campus and identification of data that is collected by all of the committee members.

***TaskStream Graduate Portfolios***

Lee presented to the committee the TaskStream Graduate Portfolios which will be ready for Fall 2012. Every program has a separate graduate portfolio. Items include electronic evidence 1 and 2 with two other areas to submit artifacts. The artifacts can be text, images, videos, web links, etc. The portfolio uses a 4 point generic rubric to score work. The committee discussed the DPI standards and how the standards are addressed in the four themes of the graduate portfolios.

***Visits to Graduate Program Coordinators***

Renee is meeting individually with graduate program coordinators to discuss the six NCATE standards and determine where we are meeting the standards at the beginning, middle, or end of each program. The information will be combined in a matrix to determine strengths and weaknesses of meeting each of the standards.

***DPI Principal Survey***

In the past, by law, DPI administered a program completer, mentor and principal survey. DPI no longer has the resources to administer this survey, so Renee prepared a new principal survey based on the NC Professional Teaching Standards that was administered Fall 2011. The committee discussed the survey results. Areas rated below 3.00 (on a 4.00 scale) include: adapt their teaching for the benefit of students with special needs (2.88, Advanced Licensure), know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students (2.83, 2.89, Initial and Advanced Licensure), use a variety of instructional methods (2.89, Initial Licensure), help students develop critical-thinking and problem-solving skills (2.89, Initial Licensure), use a variety of methods to assess what each student has learned (2.89, 2.70, Initial and Advance Licensure), and analyze student learning (2.89, 2.90, Initial and Advanced Licensure). Ellen suggested that the data be viewed differently because the way in which the data is presented may be misleading. We can not see whether the principal is rating one teacher or ten teachers. In addition, if one principal is rating for more than one teacher, the principal may rate all of the teachers negatively even though only one teacher may have the negative rating. Frederick mentioned that principals do not spend a lot of time in the classroom with teachers so their assessments of teachers may not be totally accurate. Renee stated that she would go back and relook at the data for areas rated below a 3.00. Christopher suggested in the future that we use a forced response in the Qualtrics survey questions to get a better response rate for the questions overall. Frederick asked if the state will be entering the principal data into a database. Renee reported she believed so but has not heard anything from GA.

**Information/Discussion**

Renee asked if others had further business. Without further discussion, **she adjourned the meeting at 4:45 P.M.**