**CEAP Assessment Committee Meeting**

Meeting Minutes

**9/19/11 KL 218**

Members Present: Renee Corbin, Lee Nickles, Dan Grube, Sarah Meltzer, Terry Rose, Casey Hurley for Frederick Buskey

*Members Absent: Eleanor Macauley, Josh Martin, Ellen Sigler, Jeff Payne, Alex Deustch*

# The CEAP Assessment Committee was convened by Renee Corbin at 3:30pm on September 19, 2011

# Announcements

Renee welcomed everyone to a new academic year.

# Feedback

***Undergraduate and Graduate TaskStream Results 2010-2011***

Renee summarized student performance data from TaskStream for undergraduates. She broke down the portfolios of TaskStream to explain where student performance data is assessed. She displayed data provided by host teachers for our early field experience teacher candidates observed while in the host teachers’ schools from student courses in EDCI 201, PSY 323, and SPED 339. The data Renee displayed showed little change from 2007 until 2011; however she did want to point out two items. On a scale of 1 to 4 with 4 being the highest, host teachers reported an average of 3.73 for teacher candidates observing in the classroom, the highest average since reporting began in 2007. Host teachers also reported that teacher candidates had a positive, enthusiastic attitude in the classroom 3.79, the highest average reported since 2007. Sarah said that most students in her EDCI 201 class say that their favorite part of the class is going out into the schools to observe in the classroom so she is not surprised by the rating by host teachers.

Students reported little variation from 2007 forward in all categories from the Student Early Field Experiences Survey. For the 2010-2011 school year, students reported a higher dissatisfaction rate for their overall field experience 4.6%, the highest rate recorded since the report began in 2007. The committee discussed possible reasons why the dissatisfaction was higher.

Renee discussed the early field experience performance data from the new Professional Education Sequence portfolio. This is the first year that we have base line data on the new teacher education revised programs during the transition into teacher education. She is preparing the spreadsheet to add comparative data in the future in preparation for the NCATE visit in 2015.

Renee also discussed the Professional Educator Beliefs about Diversity Inventory which teacher candidates complete in the Professional Education Sequence Portfolio as well as the discipline specific portfolio during student teaching. We now have 20 students who have completed both the pre and post inventory. Based on the preliminary data, teacher candidates do show a total score gain of 48. The committee discussed the implications of the data and what the gain score actually means.

The discipline specific portfolios were also discussed. Renee displayed a comparative spreadsheet with the components of the teacher work sample and student teaching for all disciplines as well as a summary rating average for each component of the teacher work sample.

Renee displayed summary results for the two graduate portfolios: the Graduation Professional Core and the MAT/MAED Final Portfolio. Terry asked about students using this portfolio for the newly revised graduate programs. Lee is working on the new graduate portfolio which will be available later in the semester. Dan mentioned that the core courses in the Graduate Professional Core would need to be addressed since we are not sure what new courses should be added and which courses should be deleted. Renee discussed that there is little variation in evaluation scores from year to year for the MAED/MAT portfolio, the data remains consistent.

***Conceptual Framework Meetings***

Renee reminded the committee about the School of Teaching and Learning Conceptual Framework meeting on October 5th and on October 21st, we will provide a college-wide meeting with other college faculty. Dan said the objective is to get as much feedback as we can to prepare for our new conceptual framework. The committee discussed the process for evaluating the college’s conceptual framework for the NCATE process.

***Assessment of College Effectiveness Surveys***

Every spring, the Assessment Office surveys 7-10 college committees to determine their effectiveness in serving the college’s mission. Last spring, two committees for the first time had low ratings. As a result, the Leadership Council developed a process to address the lower ratings. The dean decided to talk with the Diversity Committee Chair and Renee has talked with the new Director of Field Experiences to discuss the data. Renee displayed the data for the committee to review and discuss.

**Information/Discussion**

***Graduate Portfolio Policy***

Lee Nickles presented the graduate portfolio policy for changes to the committee. Lee asked the committee for approval to change course names and numbers where appropriate to update the policy. The committee agreed. Lee asked questions about the common core courses and whether students should purchase TaskStream. He was not sure what common core courses would be offered in the graduate programs. Do we require students not in teacher education programs to purchase TaskStream if they are taking a specific course that uses TaskStream? Dan suggested that we could create an assignment in core courses for the standards scoring against a common rubric. It is difficult because not every student takes the same courses, but select from a menu of courses. Dan recommended that we meet with the graduate program coordinators to discuss what common courses and/or assignments are being utilized. Lee said it is difficult to build the graduate portfolios without knowing common course assignments. Renee suggested that we make the policy more generic so the policy could go ahead and be updated by stating that some of the graduate courses would require the purchase of TaskStream and it would be expected that the student would purchase TaskStream as needed by the program. Lee asked the committee whether all students should have to purchase TaskStream if they are not in a licensable program. The committee discussed the possibilities of whether to require all students to purchase TaskStream and the problems associated with having some subscribe while others in the class would not purchase TaskStream. The committee felt that having common core courses aligned against specific standards would make the assessment of graduate programs easier for NCATE. Graduate programs are more complex and difficult to show common standard strands across all programs. Renee recommended that a meeting with the graduate program coordinators to discuss finalizing the graduate portfolio would be helpful.

Renee asked if others had further business, there being none, **she adjourned the meeting at approximately 5:00 P.M.**