**CEAP Assessment Committee Meeting**

April 7, 2014

Attending: Renee Corbin, Patricia Bricker, Lee Nickels, Marie-Line Germain (virtual), Michael Schallock, Terry Rose, Sarah Meltzer

Not Attending: David Scales, Kim Winter, Lydia Cook, Lauren Miller

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Renee called the meeting to order at 4:05 PM.

A motion was made and seconded to approve the March 17th Committee meeting minutes. The minutes were approved.

**Assessment of Committee Effectiveness Survey**

Renee provided information about the annual distribution of the survey. The entire survey has been edited to clarify specific questions and to eliminate multiple surveys if someone serves on more than one committee. There have been 41 responses to date. This survey has already proven to be more effective and efficient than in previous years. She encouraged all committee members to complete the survey concerning the college Assessment Committee.

**NCATE / CAEP Accreditation Update**

Renee reported that she, Kim Winter, and Dale Brotherton attended the CAEP conference in Nashville. There are still a lot of unanswered questions due to the merger of NCATE and TEAC accrediting bodies; it may take a year or so to work out all of the bugs. The main idea brought away from the conference was “It’s not about data, it’s about how you use it and you better be able to show it”. The next CAEP visit will be in another 7 years similar to the NCATE visits, but that has not been confirmed.

**Professional Education Course Changes**

Patricia Bricker discussed that the PEC instructors are working on common syllabi for PEC courses so that there is some consistency across the board. The new syllabi will be ready to use this fall, the syllabi are flexible for each teacher. The group has shown interest in meeting regularly to keep working together. Each course should have similar learning objectives, a common assignment, uploaded to TaskStream, and a field experience requirement. Assessment within EDCI 201 (handout provided), is a common assignment (max 3 pages) where student reflect on what they’ve learned and their field experience throughout the semester and focus on how it has influenced their desire to become a teacher. There are pieces being added to this assignment to help expand the student’s teaching philosophy and becoming a teacher leader. The students may have a difficult time fitting all of the information into 3-pages; however, this class is typically very large and would be difficult for the teachers to grade if the assignment was broken into multiple assignments.
It is important for the students leaving EDCI 201 to have the beginning foundation of building blocks related to the Education Profession. The instructors for PSY, SPED, EDCI, etc. are working on incorporating EdTPA language to assist the students in the future EdTPA requirements.

The Assessment Committee may need to contact John Habel or Lisa Bloom to discuss the new Diversity portfolio. The new Diversity portfolio will also be a common assignment across the board within all of the PEC. This component is not favored by everyone. The new assignment will be presented to the PEC committee meeting tomorrow.

Elementary and Middle Grades Education Change in the Electronic Evidence 2 (EE2)

Terry Rose discussed that the Elementary and Middle Grades Education teacher content knowledge has been debated heavily over the past few years. In the past, the EE2 has been completion of a content research paper. The EE 2 (content knowledge) is being replaced by an exit exam and will be in effect in by Fall 2014. The intro to curriculum courses (EDMG 411 & EDEL 410) along with EDRD 345 and methods will help build the students’ knowledge of curriculum and content. The exit exam scores will now be acceptable for proving the students have the content knowledge required through EdTPA which could potentially also be used within secondary education programs.

Principal Survey

Renee presented the Principal’s Survey results from Fall 2013. K-12 principals are sent a survey for new beginning teachers that graduated from an advanced and/or initial licensure program from WCU. The results are better than last year. The question was proposed to include “Do you have any suggestions for improvement?” Sometimes while the programs are reviewing the data, it can be difficult to find areas to improve when the results are already positive. The committee discussed multiple surveys to obtain a broader spectrum of assessment with our candidates’ performance.

Annual Program Evaluation Survey

Renee displayed and reviewed the results of the Program Evaluation Survey for Fall 2013. She will be attending seminar classes to administer the survey to candidates this semester over the next couple of weeks. Overall, candidates felt very prepared to begin teaching in the classroom. The students did give feedback to help improve their programs; including improving Spanish methods class, and providing more transition to student teaching between internships.

There being no further business, the meeting was adjourned at 5:00 PM.