

November 18, 2015

WCU CEAP Assessment Committee Meeting

Present: Kim Winter, Renee Corbin, Lee Nickles, Sarah Meltzer (via phone), Benjamin Francis-Fallon, Lydia Cook

The meeting was called to order at 4:04 PM.

NCATE Visit and Rejoinder Update

Renee provided an update on the NCATE accreditation process. After the exit interview with the accreditation team, the team sent us the report to review for factual corrections (which we did), then the team submitted the report to the accreditation board. We then have the opportunity to submit a rejoinder and we did submit a page and half rejoinder. CEAP was able to highlight that the African American and mixed population has actually increased while the white enrollment has decreased. The board may agree with our rejoinder and remove the area for improvement or they may leave it in. They meet in the spring to approve.

College Student Satisfaction Survey

All graduate and undergraduate students (teacher education and allied professions) received the survey which is distributed every three years. To make it easier on the students, two surveys (advising and satisfaction) were combined since the annual advising survey is administered at the same time each fall. These surveys will be open until December. We hope to have the results ready in January.

Principal Survey for the Evaluation of Beginning Initial and Advanced Teachers

The principal survey of evaluation of beginning teachers is complete and the response rate is 30%. The results will be ready for the next meeting.

UNC Educator Quality Dashboard (TQdashboard.northcarolina.edu)

Renee showed the committee the teacher quality dashboard website. This website was created by the NC general administration for the purpose of providing teacher education quality data for public institutions for the public to review. Renee served on the committee to help design the dashboard along with five other UNC campus teacher education representatives. The website was quickly developed and published by May 2015. The data was collected by the NC general administration. The information is very useful when comparing data across UNC systems such as information regarding Recruitment and Selection, Educator Preparation, Performance and Employment, and University-School Partnership. Not all data are comparable across campuses such as the length between admissions to graduation (semesters differ). A unique feature is that all university-school partnerships can be easily viewed through an interactive map.

New North Carolina Budget Legislation

Based on new NC budget legislation, teacher education candidates must have a 2.70 GPA for admission into teacher education. The committee reviewed data on how many WCU students will be affected (undergraduates & graduates) as well as if the GPA were raised to 3.0.

Kim Winter recommended that the minimum GPA be raised to a 2.75 in order to apply for the Teacher Education program. Reasons to move towards a 2.75 GPA requirement include the current GPA average

for CEAP candidates is well over 3.0, and other education programs already require a 2.75 and it would be good to have consistency throughout the programs. Currently, all programs have the same requirements to be accepted into the Teacher Education program except for the GPA requirement. Changes must be submitted for the catalog in early spring in order for it to be in effect for the incoming 2016-2017 cohort of students. Lee Nickles makes a motion that in light of the new legislation mandate, the committee recommends that all Teacher Education Majors have an overall floor GPA of 2.75 for admission to TEP and must maintain a 2.75 GPA after being accepted. The motion was made, seconded, and was approved by the committee. This will be taken to the next PEC meeting in January. If student GPA falls below 2.75, the student is immediately removed from the teacher education program. If the course the student needs to replace to bring up his/her GPA is a teacher education course, then the University rules trump teacher education rules and he/she will be allowed to repeat that course – if the student has not used up all of his/her grade replacements.

Pearson Test Scores

Renee provided test score data that shows the test pass rates from May 2014- November 2015. Pearson tests includes Math, Reading, and Multi-subject. The results show many students have taken tests multiple times. The Math pass rate is 53%, the Reading pass rate is 52%, and the Multi-subject pass rate is 61%.

Kim mentioned that one of our faculty members is tutoring someone and we've held some workshops to assist candidates to help prepare them to take the exams. On our recruitment plan, our 4th goal is to increase pass rates of 15% on the initial attempt. We've added money to the teacher recruitment fund to go towards some type of preparation for the exam for students.

The committee discussed possible recommendations to take to the Leadership Council or PEC about the test scores including:

- > Ask the students to notify us before the register for the exam so that we can offer them some type of assistance.
- >Not a recommendation but at other institutions, in order for a student to register for an exam, the licensure specialist has to approve which section of the praxis can be taken by the student.
- > Possibly implement an extensive preparation program and after completion, provide students with a voucher or partial voucher.

Next Meeting

Is it beneficial to have Go-To Meeting in addition to the physical setting? Sarah said that with having internship observations and with the weather, it is a nice option.

The meeting was adjourned at 4:53 PM.