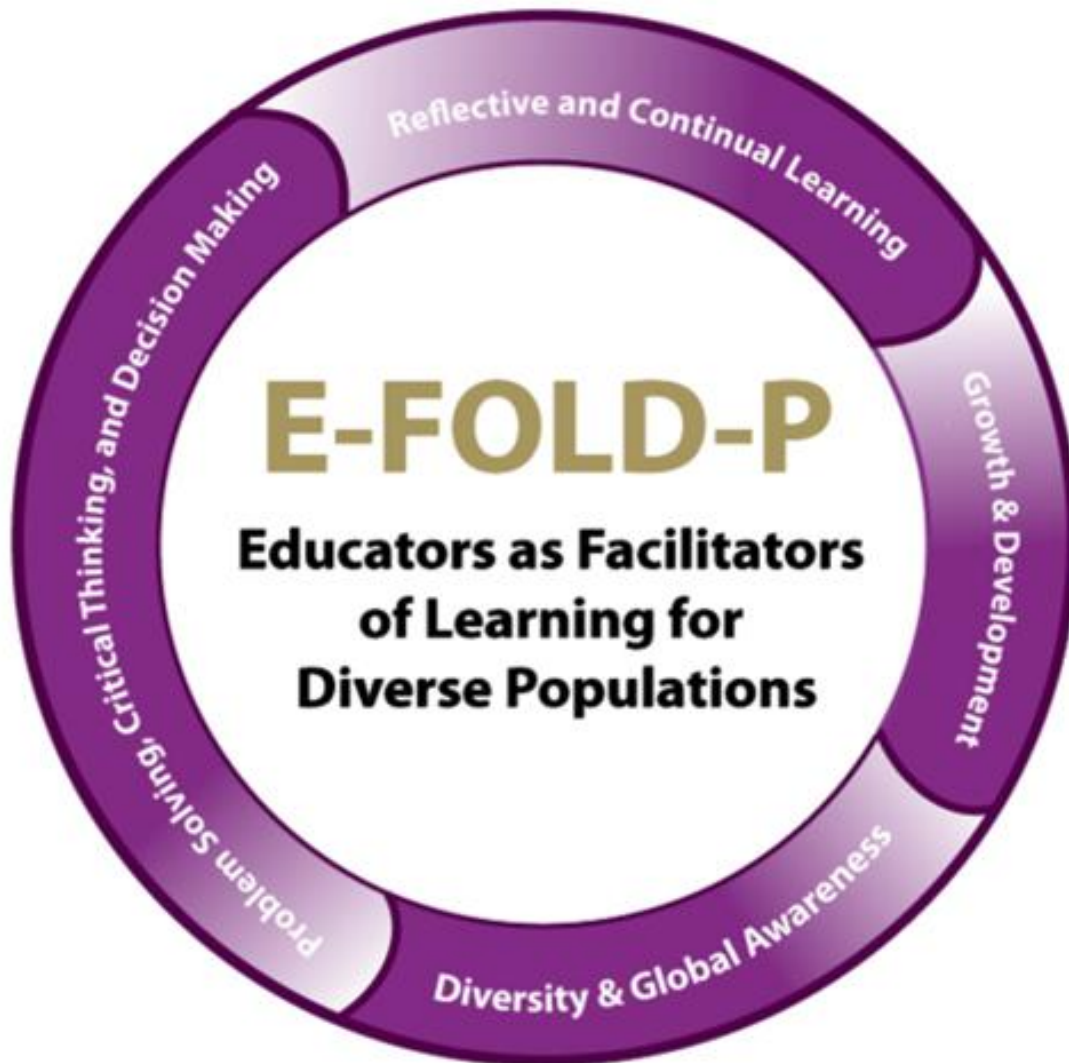


Prairie View A&M University

Professional Education Unit Assessment System



The conceptual framework for both the initial and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The Conceptual Framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. This new visual depiction of the conceptual framework with no changes in the wording was adopted by the Teacher Education faculty, in February 2008. The framework consists of four major goals anchored by technology.

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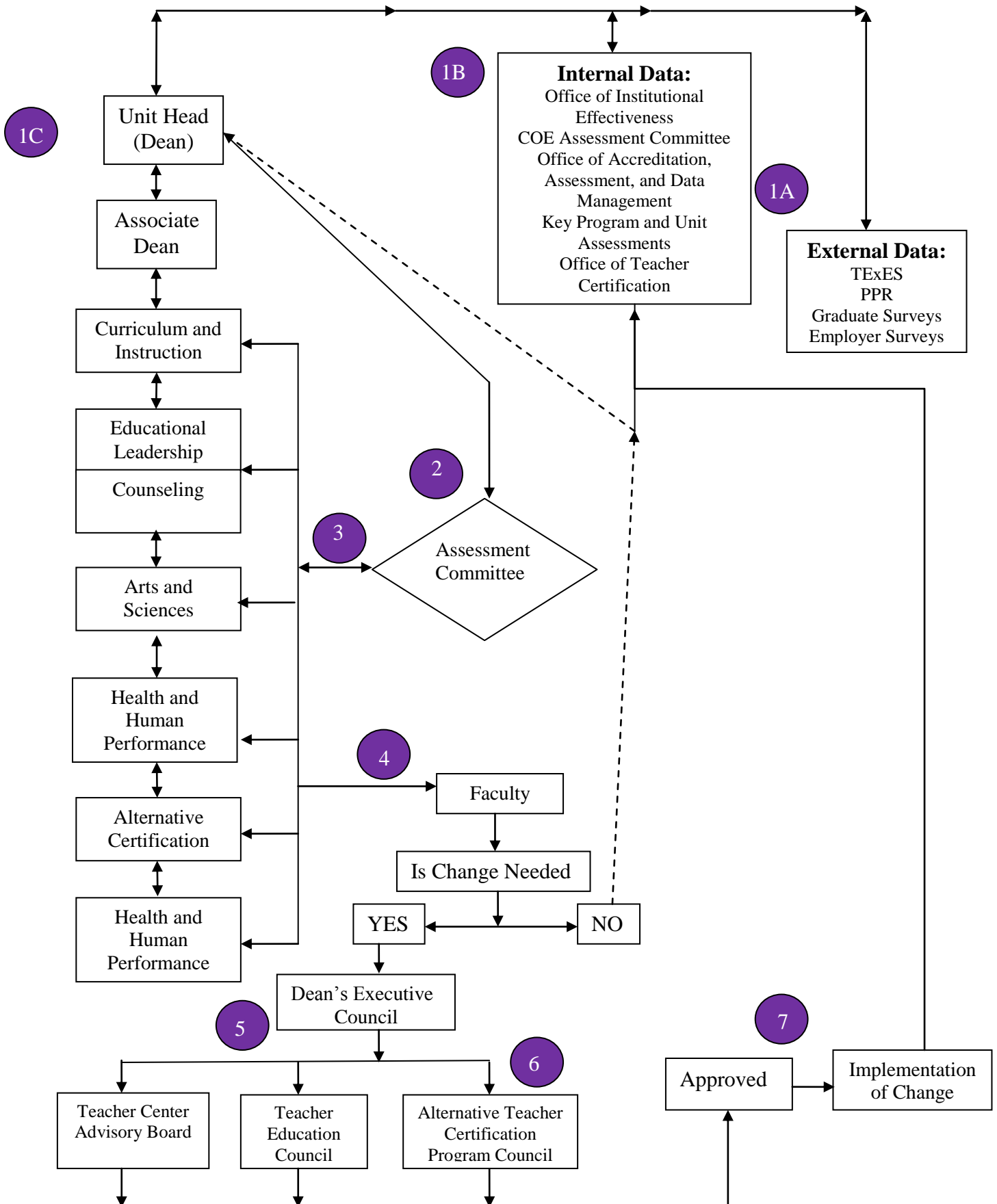
Overview of the Unit's Assessment System

The Prairie View Teacher Education Unit Assessment System is designed to measure and evaluate candidate knowledge, skills, and dispositions as well as to guide Unit improvement. The System operates at two distinct levels, one on programs and the other on the unit. Program-level assessment data on candidate performance and relevant operations are disaggregated by program and reviewed in order (a) to make decisions and provide feedback to individual candidates on program progress as well as (b) used to judge the effectiveness of specific programs and guide program improvement. Unit-level assessment utilizes data on unit operations as well as candidate performance data aggregated across programs, to examine Unit effectiveness. The data management is overseen by the Office of Accreditation, Assessment and Data Management (OAADM). All data gathered from key assessments are channeled through the OAADM and disseminated to the respective committees for analysis. Program Committees (PCs), functioning as assessment review committees for specific programs, examine aggregated program, candidate performance, and relevant unit data to make judgments about program effectiveness and any needed changes. The Unit Assessment Committee (UAC) examines unit operations and candidate assessment data, aggregated across programs, to make judgments about unit effectiveness.

To guide program reviews, the UAS specifies that each unit program (initial and advanced), through its PC, establishes and maintains a Program Assessment Plan (PAP) and conducts a program assessment review at least once annually in accordance with that plan. A minimum requirement of a PAP is to review programs' transition points, program admission, admission to clinical practice/internship, exit from clinical practice, and program exit. At each transition point, candidates are to be informed of their program status, and the options for candidates who fail to meet established criteria. To implement its PAP, each PC has identified transition points and associated evaluations/criteria and identified/developed standards-related assessments and associated rubrics. Assessment data is collected and periodically aggregated and reports generated for PCs to review and make recommendations.

An electronic Data Management System, TrueOutcomes, was set in place in fall 2007 across the university. TrueOutcomes allows candidates to keep a record of artifacts, the courses they have completed, create a electronic portfolio, and plan future courses to help them meet their career goals. Administrators and instructors have access to real-time information and statistics to track students' progress and achievement, which allows instructors and advisers to monitor candidates progress, and provide remediation if needed. The system also generates relevant reports that support candidate progress decisions as well as initial and advanced program reviews and are used to make decisions about candidates, programs and the unit.

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Analysis of the Data Collection, Analysis, and Dissemination Process

Step one (1A-1C) is the initial collection of data.

- Data from external sources, i.e. the Texas Education Agency (TEA) accreditation agency reports and Graduate and Employer Surveys are forwarded to the Unit head.
- Data from both internal and external sources are forwarded to the Unit head, i.e. survey results from the office of Office for Institutional Research, state and federal mandates, accrediting agency reports.
- Data from internal sources, i.e. professional and content specific examinations, professional dispositions assessments, internship ratings are collected in the departments and colleges.

Step two (2)

Data collected in step one is sent to the Assessment Committee for analysis.

Step three (3)

Analysis reports are sent to the Unit head and department chairs by the Assessment Committee.

Step four (4)

Analysis reports are analyzed in faculty/ discipline/ departmental meeting to determine if change is needed. If no change is needed the process stops here. If change is needed the faculty/ discipline/ departmental members develop a proposal for the change. The proposal specifies if the change is for an individual program or a Unit change across all programs.

Step five (5)

Proposals of change are presented to the College of Education Executive Committee. If approved in the College of Education Executive Committee the proposal is presented to the appropriate academic committee for approval.

Step six (6)

Depending on program, changes are presented before the Teacher Center Advisory Board, Teacher Education Council, or Alternative Teacher Certification Program Council. Changes approved by these committees are forwarded to the Unit head. The Unit head disseminates the information to the appropriate department chairs for dissemination to faculty/discipline/departmental members.

Step (7)

Prior to the beginning of each semester: The university technology specialist migrates course offerings and proposed changes into Banner and TrueOutcomes. The changes are also integrated into faculty syllabi.