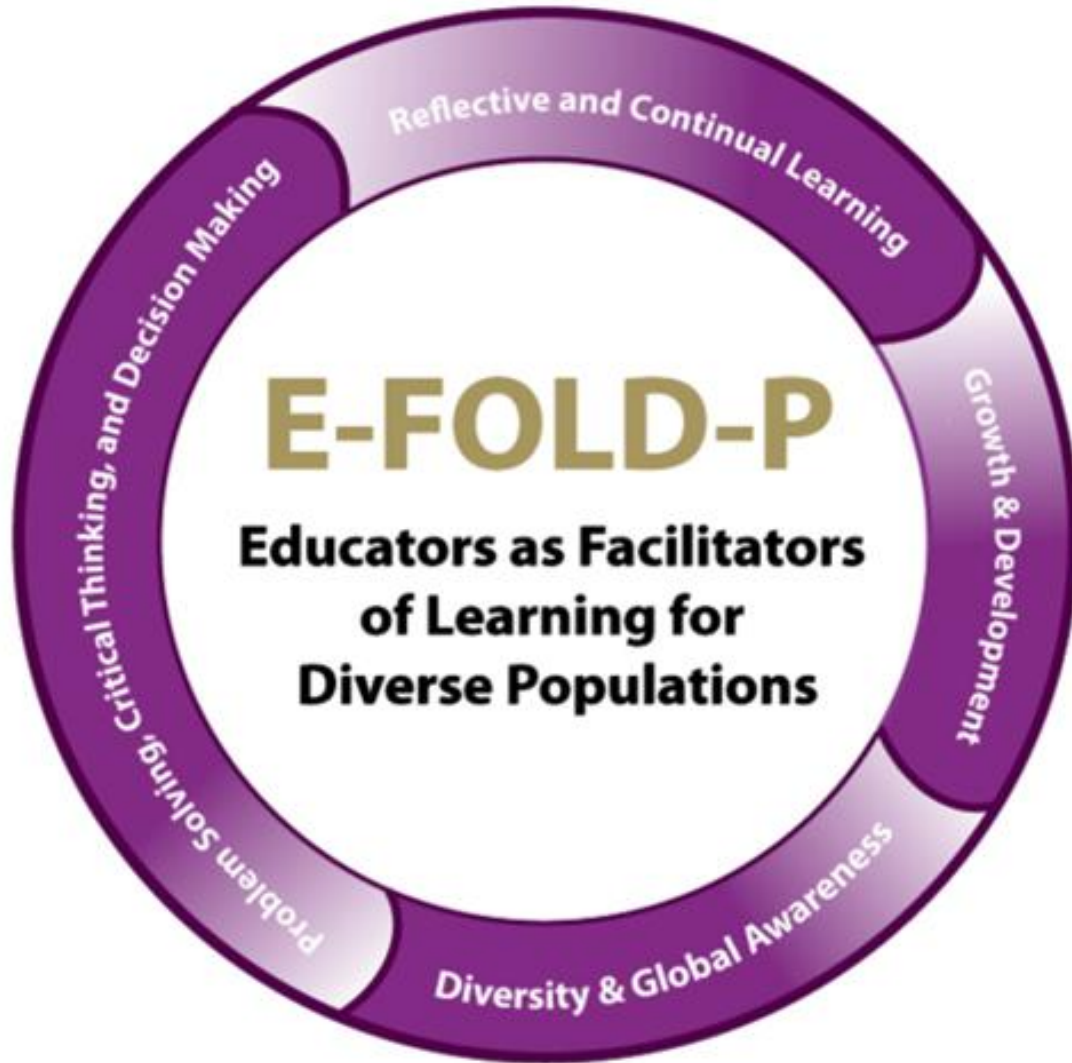


Whitlowe R. Green College of Education

Professional Education Unit

Assessment Handbook



The purpose of this Assessment Handbook is to describe the professional education Unit Assessment System (UAS). This manual was created to assist professional education faculty members, students, and community stakeholders in their understanding of the unit's assessment system. In Fall 2007 the assessment system was developed, approved, and adopted by the faculty in the Whitlowe R. Green College of Education

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Introduction

The Whitlowe R. Green College of Education at Prairie View A&M University has a long history of preparing quality teachers and other school personnel. The Unit's graduates can be found serving as teachers and administrators in schools throughout Texas and the nation. The critical shortage of teachers in certain fields and a sharp decline in the number of minority candidates entering teacher education have prompted the Unit to make vigorous efforts to attract bright young men and women to the profession of teaching. In its efforts to meet the demands and challenges associated with excellence in teaching, the College of Education continues to respond to the changing educational needs of the community.

Organizational Structure

The Whitlowe R. Green College of Education is organized into the following departments and offices:

The Office of the Dean

The Dean of the Whitlowe R. Green College of Education (WRGCOE) is the designated University official. The Dean is responsible for the overall operation and management of the professional education unit. The Dean reports to the Provost and Senior Vice President for Academic Affairs. The Dean reviews programs offered by the Unit, recommends the appointments of Department Heads, supervises the use of funds, space, and equipment allotted to the college, administers the college's budget, and prepares annual reports.

The Office of Associate Dean

The Associate Dean assists the Dean in planning, coordinating, and implementing accreditation activities, including on-site reviews, with faculty and appropriate college departments; Creating and enforce academic systems, policies, and procedures in order to ensure organizational consistency; Providing fiscal leadership by securing, planning, budgeting, allocating and managing resources.

In addition, the Associate Dean Provides leadership, direction, and administrative oversight for the evaluation, enhancement, and development of academic programs (undergraduate and graduate programs including online, campus based programs, distance learning, and satellite campus sites) and faculty enrichment activities

The Associate Dean serves as liaison by representing the values and interests of the WRGCOE with external bodies on matters relating to professional standards, accreditation reviews and other relevant activities in coordination with and/or in the absence of the Dean of the WRGCOE

Leads efforts to construct and implement comprehensive academic assessment(s) including student-learning outcomes

Articulate strategic vision for the WRGCOE that includes a commitment to innovative programs, developed through collaboration with faculty chairs, other departments, colleges, regional agencies, and community entities; sufficient in scope to establish the WRGCOE as an influential presence in the national teacher education community

Ensure that the WRGCOE exercises a commitment to culturally relevant practices

Provide senior leadership in the supervision, coordination, and administration of all aspects of programs and activities associated with the WRGCOE as delineated in the Faculty Handbook and as assigned by the Dean of the WRGCOE.

Department of Curriculum and Instruction

The Department of Curriculum and Instruction (DOCI) offers undergraduate degree programs in Interdisciplinary Studies (with certification options in EC-6 Generalist, EC-12 Special Education, EC-12 Bilingual Education, 4-8 Generalist, 4-8 Reading and Language Arts, 4-8 Social Studies, 4-8 Science, and 4-8 Mathematics. In addition, the DOCI offers graduate degree programs in Curriculum and Instruction (with several academic specializations) and Special Education. It also offers support courses for 8-12 certification programs in conjunction with the Colleges of Arts and Sciences and Agriculture and Human Sciences.

Department of Educational Leadership and Counseling

The Department of Educational offers graduate degree programs in School Administration and Counseling. A Doctor of Philosophy (Ph.D.) degree in Educational Leadership was initiated in the fall of 2004.

Department of Health and Human Performance

The Department of Health and Human Performance offers undergraduate degree programs in Health and Human Performance and a graduate degree program in Health and Physical Education.

Office of Teacher Certification

The Office of Teacher Certification is responsible for processing all certification applications to be submitted to the State Board for Educator Certification (SBEC).

Office of Student Teaching and Field Experiences

The Office of Student Teaching and Field Experiences is responsible for coordination and placement of student teachers and interns.

The Dean's Executive Council

The purpose of the Dean's Executive Council will be to meet regularly with the College Dean in order to review, consult with, and confer on responses to all recommendations from the college shared governance committees and when appropriate, on any other matters affecting the conduct and welfare of the WRGCOE.

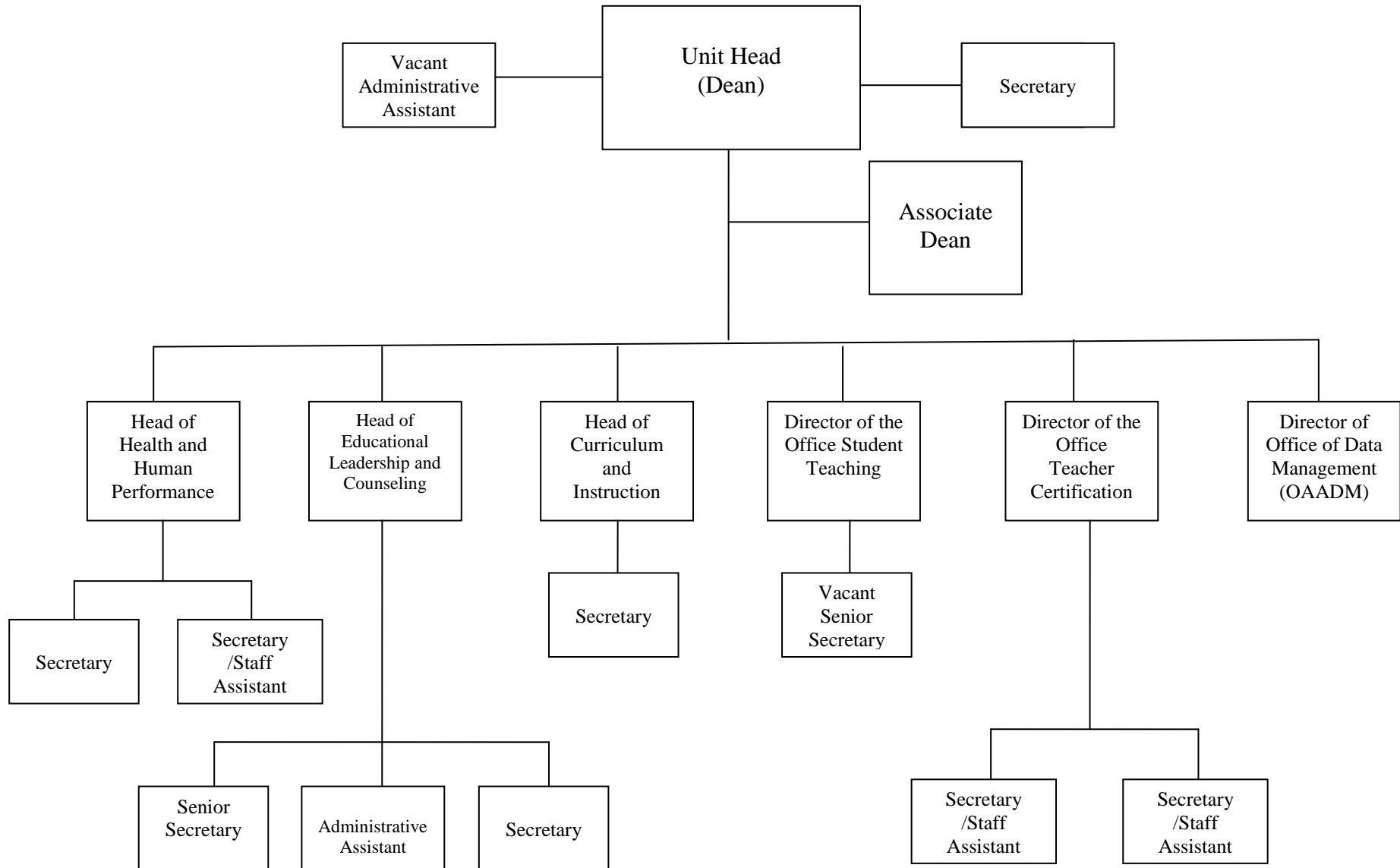
Areas of Responsibility:

1. To assist the University President in understanding each constituency group's point of view in regard to college shared governance committee recommendations.

To review, consult and confer with the University President and other Executive Council members on timely responses to college shared governance committee recommendations, and on any other matters affecting the conduct and welfare of Prairie View A&M University.

2. To communicate the decisions made by the University President back to the constituency groups and college shared governance committees.

Whitlowe R. Green College of Education Organizational Chart



Secondary Teaching Certification

Teacher Education at Prairie View A&M University is a University-wide endeavor. The College of Arts and Sciences and the College of Agriculture and Human Sciences offer degrees and specialization courses required for secondary (8-12) certification. Each program in these colleges has a teacher education coordinator who holds membership on the University Teacher Education Council. The University Teacher Education Council serves as policy-making body which recommends to the Dean of the College of Education actions, regulations, policies, curricular changes, and other procedures pertinent to the effective administration of the teacher education programs.

The Alternative Teacher Certification Program

The College of Education offers an alternative certification program at the secondary (8-12) level in all academic disciplines taught in Texas schools. The candidates must have a baccalaureate degree with a minimum of twenty four (24) semester hours in the proposed area of certification.

The College also offers an alternative certification program leading to certification in EC-12 special education.

Off-Campus Programs

The Unit offers master's level graduate degree programs in Educational Administration and Counseling at the satellite campus at the Northwest Graduate Center in Houston as well as in the Urban League Center. Master's level graduate courses are also offered at the University Center, the Woodlands, TX. Candidates enrolled at any of the off-campus or distance learning centers cannot take more than fifty percent of their coursework off campus.

The Distance Learning Courses

The College of Education offers a number of graduate courses in educational Administration and Counseling through Northwest Campus, ECourses and Internet for delivery to off-campus locations.

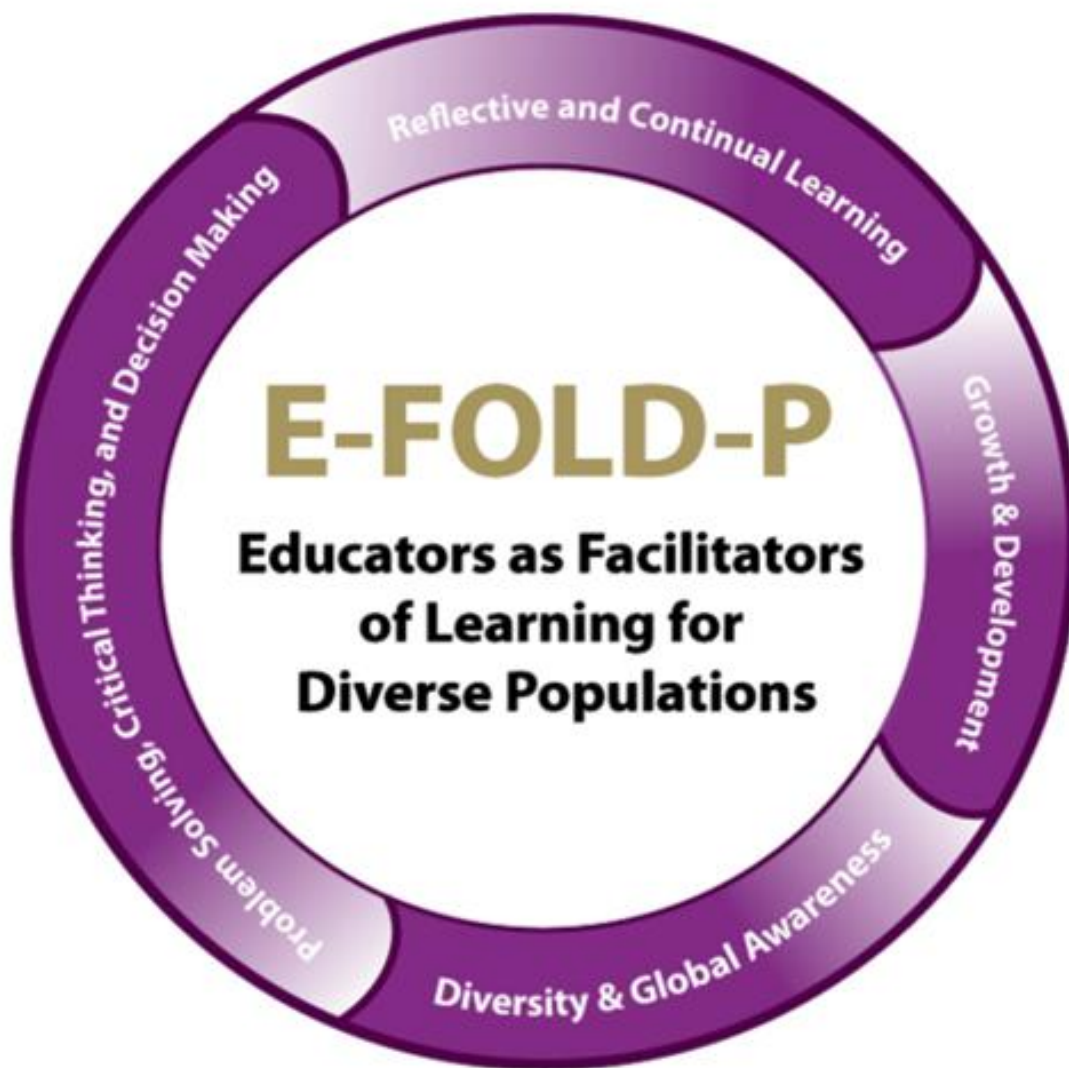
Doctor of Philosophy (Ph.D.) Degree in Educational Leadership

The College of Education implemented its first doctoral degree program on September 1, 2004. The Doctor of Philosophy Degree in Educational Leadership is designed primarily for persons who hold leadership positions in educational institutions, or who aspire to hold such positions.

Major program themes are leadership theory and research, personal leadership skills, curriculum and instruction, program improvement, the socio-political environment of education, and methods of inquiry. The program features course work, seminars, a residency, a dissertation, and a modified cohort structure designed to promote peer support and interaction.

Professional Education Unit

Conceptual Framework



The conceptual framework for both the basic 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:

The conceptual framework is predicated on the philosophy that the Unit prepares educators to work in a multicultural world where change occurs constantly. It is the belief of the Unit that every student has the potential to succeed and that all students must be encouraged to participate in the art of learning. Professional educators must provide students with the knowledge, skills, and attitudes that will enable them to become competent and efficient decision makers and reflective, inquiring professionals who are productive contributors in a culturally diverse society. This basic philosophy guides the Unit in planning and implementation of course work and experiences in all programs. The components of the conceptual framework are incorporated in the course syllabi in the educator preparation programs.

Problem Solver/Critical Thinker/Decision Maker

The problem solver/thinker/decision maker fosters intellectual curiosity, open-mindedness, and respect for other viewpoints. This facilitator is guided by belief systems reflective of philosophical and historical knowledge of teaching and learning, knows subject matter in depth, can engage in the pursuit of new knowledge in the field, and can use a variety of methods including technological innovations. The problem solver/critical thinker/decision maker can analyze educational problems and develop solutions, can teach by inquiry, and can help students enhance their knowledge of the subject through problem solving.

Reflective and Continual Learner

The reflective and continual learner knows the fundamental principles of teaching and learning and uses that knowledge to guide his or her actions when confronted with real-world classroom problems. The learner knows how to improve a teaching or learning situation using the fundamental principles. The reflective and continual learner thinks as a professional educator, can use critical reflection, values professional interactions, and uses self-reflection to improve teaching situations constructively.

Student Growth and Development

The facilitator of student growth and development can demonstrate subject matter expertise and make the subject meaningful for students. This facilitator is knowledgeable of curriculum development and design, has evaluative skill in designing experiences for students, and can help students effectively achieve goals of instruction.

Human Diversity and Global Awareness

The facilitator of learning within diverse populations and environments knows how to help and assist all students especially those who have difficulty, those who are under prepared, or those with exceptional needs. The facilitator understands teacher or professional educator in emphasizing cultural diversity and global perspectives. This teacher knows how to create learning climates that foster respect and trust and can provide learners multiple paths to new knowledge.

The conceptual framework has been shared with students through classroom discussions and outcomes required in core courses. In addition, the conceptual framework has been shared with our colleagues at the University, the various college and university committees, all field supervisors and site administrators, our P-12 colleagues through the PVAMU Local Cooperative Education Advisory Board, and on the Unit web page, a variety of print materials. The

conceptual framework is shared with through program handbooks which are given to all field supervisors and site administrators.

Whitlowe R. Green College of Education Assessment System

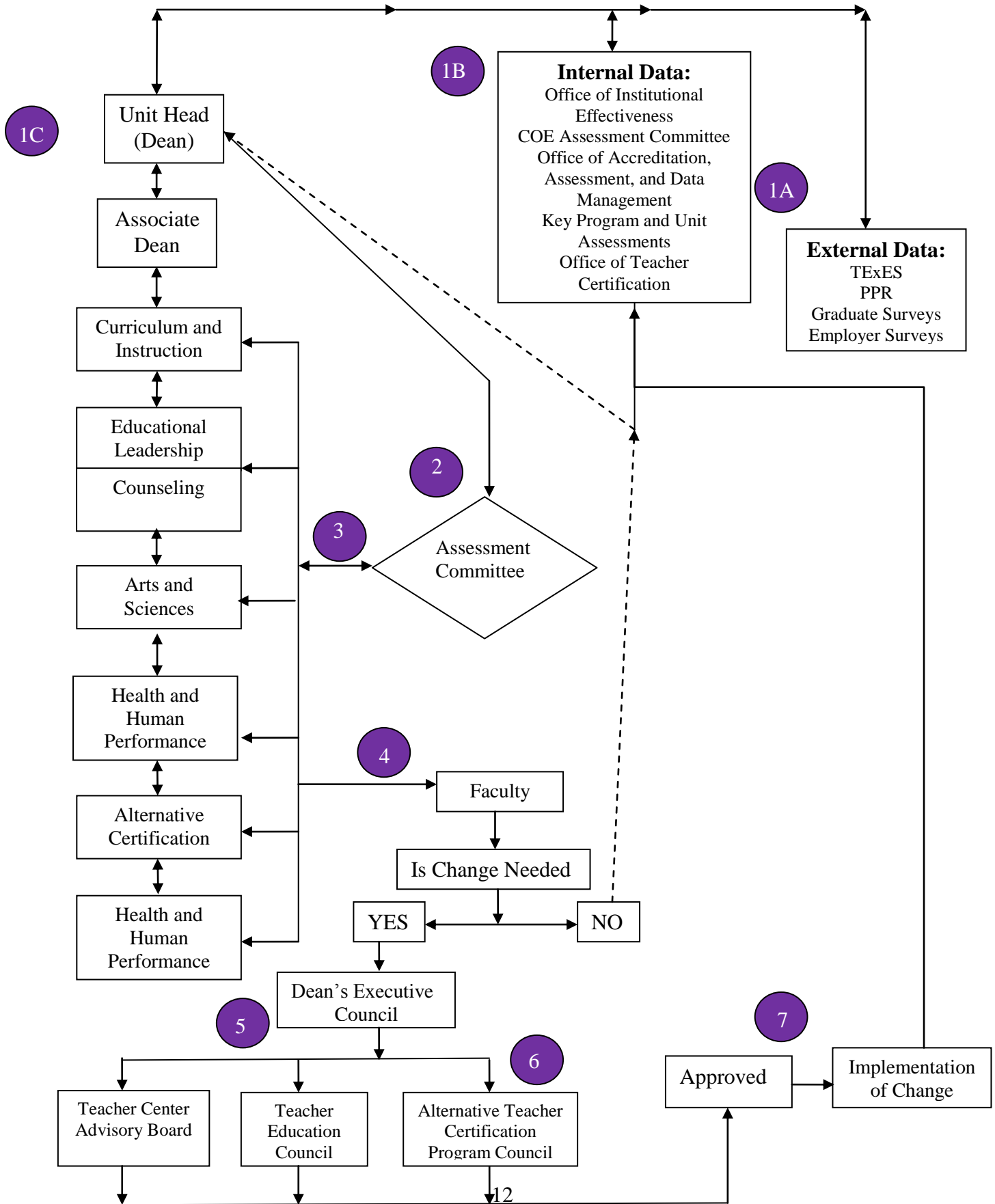
Overview of the Unit's Assessment System

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.

Whitlowe R. Green College of Education Assessment System



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.

Time Line

During each fall and spring semester: Data are collected via *TrueOutcomes*. According to dates identified by the program coordinators and the technology specialist.

During each spring semester: Progress of advanced graduate candidates at designated transition point is monitored in a meeting of all program faculty members.

Within four weeks after the final exam each semester: The Office of Accreditation, Assessment and Data Management (OAADM) aggregates the data from the common unit assessments for the unit and disaggregates the unit data for each program; and aggregates the program data from the specific program assessments.

Within five weeks after the final exam each semester: The OAADM forwards the aggregated unit data to the dean of the Whitlowe R. Green College of Education, and forwards the disaggregated unit data and the aggregated specific program data to the program coordinators.

By January 31 for the fall semester, by June 1 for the spring semester, and by September 15 for the summer semester: Each Department Head submits a report to the dean of the Whitlowe R. Green College of Education addressing the disaggregated unit data and the aggregated specific program data for the semester using a prescribed format.

By March 1 for the fall semester, by July 1 for the spring semester, and by October 1 for the summer semester: Dean of the Whitlowe R. Green College of Education prepares a report addressing the aggregated unit data for the semester using a prescribed format.

Each March, September, and October: Unit and program assessment reports are presented by the dean of the Whitlowe R. Green College of Education at the monthly College of Education faculty meeting and at the Local Cooperative Council meeting.

The unit and program assessment reports, along with the recommendations of the Professional Education Board, are shared by the dean with the program coordinators and department chairs outside the Whitlowe R. Green College of Education and with the provost.

By November 1 each year: Dean of the Whitlowe R. Green College of Education or his designee prepares an Annual Report on candidate performance for the unit for the academic year covering fall, spring, and summer semesters.

Continuing Development of the Unit's Assessment System

After significant work by the university's assessment and technology management teams, the university in fall 2007 decided to adopt *TrueOutcomes* as the electronic assessment system university wide. It was determined that *TrueOutcomes*, a web-based tool, would be used for basic data collection and management for student assessment across all programs at Prairie View A & M University. Several training sessions were held to acquaint faculty with *TrueOutcomes*. *TrueOutcomes* use was piloted in fall 2007 with refinements taking place each subsequent semester.

True Outcomes Assessment Manager is a complete, web-based tool that facilitates every aspect of Learning Outcomes Management from assigning, assessing, and tracking to analyzing and making evidence-based decisions to improve student learning outcomes and facilitate continuous improvement. It has the capability to make evidence-based decisions to support our institutional mission, accreditation, and continuous improvement efforts. It measures student learning against outcomes and aggregates and mines data across the institution. True Outcomes allows data from multiple sources to be analyzed together for co-relationships and interpretation. Reports can be generated for single students or aggregated at course, program and Unit levels, for overall analysis. It also allows the Unit to document effective guidance for candidates based on complete and immediate data. The unit has implemented procedures to ensure

A unit wide assessment committee representing faculty, candidates, and professional partners worked on developing a standards-based assessment system that is aligned with the conceptual framework. In addition, a newly staffed office, the Office of Accreditation, Assessment and Data Management was put in place in Fall 2007, to oversee, and act as a centralized location for all accreditation, assessment and data management issues at the candidate, program, unit, university state and national levels. The office in conjunction with various committees, faculties, programs and departments has the responsibility of researching effective approaches for using technology to manage the data to be collected, for assessing diversity, dispositions, and technology skills of candidates, for assessing ways to measure impact on student learning, and for improving the assessment of unit operations.

Numerous iterations of the candidate components of the assessment system were provided to faculty and professional partners to elicit feedback. is the result of over a year of significant work on the part of the unit. The UAS flow process is diagrammatically presented in the above diagram. Operationally, data from candidate performance assessments, post-program assessments (e.g., graduate and employer surveys, state tests) and unit operations measures, as facilitated through the Data Management System (DMS) and coordinated by the Office of Accreditation, Assessment and Data Management (OAADM), are examined by relevant review committees. Program Committees (PCs), functioning as assessment review committees for specific programs, examine aggregate program candidate performance and relevant unit operation data (disaggregated by program, where relevant) 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.

Broadly conceptualized as a single assessment system, program and unit-level assessments exist as interrelated and parallel subsystems that share data on candidate performance and unit operations. To ensure program assessment quality and consistency and to provide constructive feedback, the OAADM (in concert with the UAC) reviews/monitors program reviews and their Program Assessment Plans (PAPs). Created as part of the unit governance structure, OAADM plays an important role in the UAS. In addition to facilitating program and unit-level assessment activity, OAADM responsibilities include, collecting and periodically aggregating candidate and unit operations data, providing summary reports for program reviews and potential recommendations, coordinating follow-up surveys, and ensuring elimination of assessment bias. A schedule of UAS data sources and summary report cycles has been developed to guide program and unit reviews.

Relationship of the UAS to the Conceptual Framework

The UAS is aligned to the unit's conceptual framework (CF), to state and professional standards, and to defined candidate knowledge, skills, and dispositions. It specifies a comprehensive set of both internal and external evaluation measures that focus on unit operations as well as program and candidate performance, some of which are also used to make candidate decisions at pre-defined transition points. A technology-facilitated Data Management System (DMS), *TrueOutcomes* is in place that generates relevant reports that support candidate progress decisions as well as initial and advanced program reviews. Performance data are being collected, entered into the DMS, and used to make decisions about candidates, programs and the unit. As described later in this section, there are opportunities within the system to mitigate bias. Unit and program-level assessments are coordinated into a single assessment system through the use of common data (differentially aggregated by unit and program) and a common set of "core" questions that guide program and unit reviews.

Relationship of the UAS to the Institutional Mission

The University supports ongoing assessment of all programs and has yearly evaluation reviews. The reviews focus on the goals, structure, performance, and needs of each program and the program's fit with the mission, development, strategic plans and goals of the University. The programs are reviewed on the basis of stated criteria, emphasizing faculty qualifications and productivity and program impact upon students and the community. The unit assessment system at Prairie View A & M University reflects a comprehensive system and ensures that programs meet University goals while responding to unit, state, and professional standards. The UAS draws part of its validity from its assurance of continuing quality that is expected university wide and required for the university's accreditation.

Key Assessments

Key assessments used indicating that the Unit's candidates in initial teacher preparation programs demonstrate the content and pedagogical knowledge delineated by professional, state, and institutional standards include TExES, GPA, Professional Development and Appraisal System (PDAS), TrueOutcomes electronic portfolio, and graduate and employer surveys.

Texas Examination of Educator Standards

The state of Texas requires individuals seeking teaching certification to pass the Texas Examination of Educator Standards (TExES). TExES is a comprehensive examination of content knowledge in the certification areas offered by the state as part of the requirements for teacher certification. Candidate performance on these content examinations serves as an indicator of candidates' proficiency related to content knowledge necessary to succeed in an increasingly challenging social, political, and professional milieu of public school systems. Candidates who pass the required TExES examinations and complete all program requirements at Prairie View A&M University (PVAMU) meet the requirements for teacher certification in the state of Texas. Initial candidates are required to pass two TExES examinations, one for content and one for professional and pedagogical knowledge and skills. Program areas including Math, Science, History, English Language, these program areas are outside the College of Education in other

colleges within the University, the TExES subject matter examinations are especially useful in that they provide a robust, uniform measurement of how external programs are meeting the needs of candidates. These TExES pass rates are used by the Unit as a general measurement of how well candidates in each area are being prepared, and to set general expectations for programs.

During 2005-2007, the aggregate initial and final pass rates of the Unit's graduates on the state certification TExES examinations was approximately 88%. Sixteen of the Unit's twenty-nine programs (55%) had pass rates greater than 80%. Nine other programs (31%) including Science (4-8), Superintendent, Life Science (8-12), Mathematics (8-12), Music (EC-12), Social Studies (4-8), English Language Arts and Reading (4-8), Generalist (4-8), and Physical Education (EC-12) fell below a 80% pass rate. Four programs (approximately 14%), Secondary Art, Generalist ESL (EC-4), Physics/Mathematics (8-12), and Secondary Spanish had no candidates take the test during 2006-2007 period.

GPA

GPA is collected for the major or area of concentration at the first transition point, admission to the program. Candidates must complete all core curriculum requirements with a minimum overall 2.50 grade point average with a grade of "C" or higher in English and Mathematics. The professional GPA is calculated from all of the courses in the professional core noted by an education (CUIN) prefix. Consequently, because the coursework with the CUIN prefix includes the domains of content knowledge, the average major GPA is consistently above 2.50 indicating strength across all program areas.

An evaluation of the candidate's GPA in the Major Content Area occurs at transition point II. The minimum GPA required for candidates' Major is 2.50 on a 4-point scale. Candidates who do not satisfy this requirement are denied admission into Student Teaching and advised of a course of action in order to correct any deficiencies or, in extreme cases, advised out of the program. Analysis of transition point II indicates that 91.5% of our students' average Major GPA are consistently 3.00 or higher. In order to continue in the program, Initial candidates are monitored throughout their programs of study and are required to maintain a grade point average of 2.50 in both professional education courses and content area.

Professional Development and Appraisal System

The Professional Development and Appraisal System (PDAS) is the State's approved instrument for appraising its teachers and identifying areas in need of improvement. This instrument is used by the Unit to assess teacher candidates' performance during student teaching. Domains II and VII are the principal domains that address Content Knowledge. Analysis of these PDAS domains from fall semester 2005 to fall semester 2007 indicate that over 95% of the Unit's initial candidates scored 3.5 or above on a scale of 4.00. These scores suggest that our candidates' content knowledge falls within the "Target" area.

TrueOutcomes Electronic Data Management System

TrueOutcomes is an electronic data management system that was implemented by the Unit in the spring semester 2008. TrueOutcomes allows candidates to keep a record of completed artifacts, the courses they have completed, create a Professional Electronic Portfolio (PEP), and

plan future courses to help meet their career goals. The PEP provides faculty members with a copy of the candidate's work. The PEP is comprehensive in nature and addresses institutional, state, SPA, and NCATE standards identified within the candidate's program or area of study,

The PEP contains student-generated artifacts directly aligned with the program area for review by the faculty. Faculty members review the PEPs and identify areas of improvement for the student and area(s) for program improvement determined by "Closing the Loop." This process ensures the quality of our graduates. PEP artifacts are graded using rubrics that faculty members have developed for each artifact. In addition, the PEPs are accessible throughout their academic careers' and into their professional career. Artifacts included in the PEPs include candidates' experiences, written and oral work, videos of candidates teaching and their reflections, as well as evidence of their professional interactions.

Although implemented in spring 2008, the artifacts entered and evaluated for the spring and summer semesters have provided some preliminary data for analysis. Planned to start in the spring 2009 semester, the Arts and Science programs do not yet require teacher education candidates to submit Artifacts in TrueOutcomes. Nevertheless, approximately 1,000 students in the initial programs have submitted artifacts for the spring and summer semesters that relate to Content Knowledge. Analysis of these artifacts indicate that over 95% of the Unit's initial candidates scored 3.5 or above on a scale of 4.0.

Education graduates were surveyed to determine their opinion about their preparation in the areas of content, content knowledge and skills, professional and pedagogical knowledge, their ability to help all students learn, preparation related to knowledge and skills in their Field, and their ability to create positive environments for student learning. The return rate for the initial level graduates was approximately 98%. The mean for content knowledge is approximately 2.6 with a mode of 3.0 with an N return of 33. The survey results suggest that our candidates at the initial level perceive their preparation for content knowledge as between "Acceptable" and "Target" on a 1-3 scale.

Surveys were also sent to employers to evaluate our graduates' performance on the job about their preparation in content area, content knowledge and skills, professional and pedagogical knowledge, their ability to help all students learn, preparation related to knowledge and skills in their field, and their ability to create positive environments for student learning. Approximately 350 surveys were mailed to area schools with a return rate of 10%. The low return rate was a result of number of schools receiving the survey did not have any of our graduates employed on their campus at that time. With a mean for content Knowledge of approximately 2.4 and a mode of 2.0 results of the employer survey suggest that our candidates are rated by employers as "Acceptable" or above in the area of content knowledge on a 1-3 scale.

Transition Points and Key Assessments

Transition Points for Initial Programs					
Programs	Admission	Entry To Clinical Practice	Exit From Clinical Practice	Program Completion	After Program Completion
All Initial Programs	Core GPA	CUIN GPA,	PDAS	Cumulative GPA (Completion of all Program Requirements)	TEExES Content Area Test (By Program),
	Disposition Assessment	Complete CUIN Pedagogy Courses		Electronic Portfolio Review	Preparation & Responsibilities (By Program)
	Electronic Portfolio Review	Electronic Portfolio Review	Electronic Portfolio Review	Disposition Assessment	Graduate Survey, Employer Survey
Transition Points for Advanced Programs					
All Advanced Programs	Undergraduate GPA	12 Semester Hours Of Required Graduate Courses With A GPA Of 3.0.	Internship Evaluation	Program GPA (Completion of all Program Requirements)	TEExES Content Area Test (By Program)
	Disposition Assessment	Electronic Portfolio Review	Electronic Portfolio Review	Electronic Portfolio Review	Graduate Survey
		Disposition Assessment		Disposition Assessment	Employer Survey

Procedures for Monitoring Candidates' Progress

Initial Programs

Candidate progress is formally monitored at each transition point, and the procedures are described below. In the initial programs, credentials are reviewed and approved by the unit's Admission to Teacher Education committee, at the first transition point, and by the Admission to Student Teaching committee at the second transition point.

Transition Point 1: Admission to the Teacher Education Program

- 1) The undergraduate candidate submits a completed "Application for Admission to the Professional Education Program" to the Program Coordinator/Advisor.
- 2) The advisor verifies the completion of all requirements for admission to the professional education program (Transition Point 1).
- 3) The advisor presents candidates for approval to the Admission to Teacher Education committee in the College of Education, which meets at least once each semester.

- 4) The chair of the Admissions to Teacher Education Certification committee forwards the names of the candidates who have been approved for admission by the committee to the Dean's Office, Department Heads and Directors
- 5) Undergraduate students admitted to teacher education are permitted to enroll in the 3000 level professional education courses. Candidates not admitted are provided with advisement and remediation.
- 6) The Certification Staff Support person sends a letter to the candidate indicating that admission to the professional education program has been approved and maintains copies in the archives in the Department of Curriculum and Instruction.

Transition Point 2: Admission to Student Teaching

- 1) The candidate submits a completed "Application for Admission to Student Teaching" to the Director of Student Teaching and Field Experiences in the College of Education.
- 2) The Director verifies the completion of all requirements for admission to Student Teaching and begins the student teaching placement process.
- 3) The Director presents all applicants to the admission to student teaching committee, which meets at least once each semester, for approval, on a grid with all the requirements listed.
- 4) The Director sends a letter to the candidate indicating that admission has been approved and **sends a copy of the letter to the candidate's content and education advisors**. Candidates not admitted are provided with advice and remediation.
- 5) The Director finalizes the student teaching placement process.

Transition Point 3: Completion of Clinical Practice

- 1) The director of student teaching verifies the successful completion of all requirements for student teaching.
- 2) The regular advisor verifies the completion of all requirements for a degree and submits a recommendation to the registrar's office for the award of the respective degree

Transition Point 4: Program Completion and Recommendation for Certification

- 1) The Certification Staff Support person in the School of Education verifies the completions of all requirements for program completion and recommendation for certification.
- 2) The Certification Office recommends candidates who have completed all requirements, including passing the state tests, for certification by the State of Texas.

Advanced Programs

In the advanced programs, credentials are reviewed and approved by the Office of Certification. The monitoring procedures are the following:

Transition Point 1: Admission to the Graduate Program

The graduate candidate submits an "Application for Graduate Admission" to the Graduate School.

- 1) The advisor verifies the completion of all requirements for admission to the Graduate School (Transition Point 1) by entering the information for the candidate

- 2) The advisor presents, for approval, the candidates who are identified to the Program Area Departmental Head.
- 3) The Departmental Head forwards the names of the candidates who have been approved for admission to the Graduate School Dean's Office.
- 4) Students admitted to graduate school are permitted to enroll in six graduate hours. Candidates not admitted are provided with advice and remediation.

Transition Point 2: Admission to Candidacy

- 1) The candidate submits a completed "Application to Candidacy" to their respective department.
- 2) The candidate's advisor verifies the completion of all requirements for admission to Candidacy and submits the application to the Department Head.
- 3) The Department Head approves the "Application to Candidacy" and submits the form to the COE Dean's Office.

Transition Point 3: Admission to the Internship

- 1) Candidates must have completed two years of teaching and maintained a 3.0 GPA.
- 2) Candidates must have successfully completed the Departmental Practice exam with a score of 80 percent.
- 3) Candidates submit an on-line application and registration form.

Transition Point 4: Program Completion and Recommendation for Certification

- 1) The Director of Certification verifies the successful completion of all requirements for certification.
- 2) The candidate must complete the TExES with a score of 240.
- 3) Students are required to submit official transcripts, teaching service records and a completed application for certification for the state of Texas. The student will receive their certification once state fees are received and verified by the Certification Office.

Fairness, Accuracy, Consistency, and Elimination of Bias

The following strategies are examples of how the unit strives to ensure fairness, accuracy, consistency, and elimination of bias throughout its assessment system:

The unit ensures that the assessments are linked to the unit's conceptual framework; and the NCATE, and SPA Standards as indicated above and demonstrated in the alignment matrices in the Exhibits.

Initial undergraduate candidates are informed of all requirements in the education program when they initially meet with their education advisor and before they submit their application for admission to the program. Advanced candidates are informed of the requirements when they sign their program of study. **Information about the conceptual framework, dispositions expected of candidates, transition points, key assessments, and other requirements are included in the handbook for each initial and advanced program, which candidates receive early in their program. The handbooks are also located on the COE web site.**

Rubrics to assess candidates' work are shared with the candidates before the rubrics are used. Thus, candidates know what they will be assessed on, what is expected of them, and the level of proficiency associated with each scoring decision.

At the beginning of each semester, the director of student teaching and field experiences discusses the rubrics that are used to assess candidates with the student teachers, cooperating teachers, and university supervisors. Rubrics that are used for program specific assessments are discussed with the candidates each semester by the program faculty members.

Data are triangulated wherever **possible to enhance the reliability of findings. For example, many of the same questions are asked on the** “Program Completer Survey,” “Graduate Follow-Up Survey,” and “Employer Survey” for both the initial and advanced programs. Also for the initial programs, the student teacher, cooperating teacher, and college supervisor each independently completes the disposition survey at the end of the semester.

In order to show candidate progress during a semester, some performance assessments e.g. the PDAS may be administered twice--first for practice with suggestions provided for remediation by the instructor, and then for a final score or grade (e.g., PDAS , and Cooperating teacher evaluation).

Use of Information Technologies in the Unit Assessment System

The unit uses *TrueOutcomes* to maintain the majority of data on its initial and advanced education candidates. During the Fall 2007, the first semester of *TrueOutcomes* implementation, the university purchased *TrueOutcomes* accounts for all students at the university. Candidates submit designated course assignments *TrueOutcomes*. Also, starting spring 2008, cooperating teachers and college supervisors submit evaluations via *TrueOutcomes*.

Each semester, the Office of Accreditation, Assessment and Data Management (OAADM), with the assistance of department heads and program coordinators, develops an “Assessment List” (who, what, when, and where list) that includes information on the key common unit assessments and the program assessments that are administered via and stored in *TrueOutcomes*. The information includes course number, program name, who completes the assessment, name of the assessment, date when the assessment is available for use in *TrueOutcomes*, and date when the data are available for faculty to review.

Also, The Prairie View A & M University Student Information System (SIS) collects and maintains institutional and candidate data, including but not limited to, names, contact information, diversity information (e.g., race, gender), GPA, transcript data (e.g., major, degree or non-degree seeking, course lists, grades), and test scores (e.g., SAT, MAT, GRE, and THEA). Faculty members can access their advisees’ information stored in SIS via the Internet, and data can be imported into EXCEL spreadsheets (or into *TrueOutcomes*) to monitor candidate progress at the transition points.

The existing databases in SIS, are in a state of transition to Banner in Fall 2008 as the University moves toward a more sophisticated and user friendly system that will permit integration and aggregation of data to examine developmental trends across the programs.

Presenting Data to Prairie View A&M University Local Cooperative Advisory Board.

The unit and program assessment reports will be presented by the dean of the Whitlowe R. Green College of Education by the March (fall semester data), September (spring semester data), and

October (summer semester data) meetings of the Prairie View A&M University Local Cooperative Advisory Board.

The University Local Cooperative Advisory Board will review and discuss the reports and make recommendations for changes in the unit and in programs, as appropriate.

Sharing Data on Campus

The unit and program assessment reports, along with the recommendations of the University Local Cooperative Advisory Board, will be shared by the dean of the Whitlowe R. Green College of Education with the program coordinators, department chairs, and provost.

Completing Annual Report on Candidate Performance Data

In addition to the assessment report completed each semester, the Dean of the Whitlowe R. Green College of Education will complete an Annual Report on candidate performance data for the unit for the academic year (covering fall and spring semesters, and summer) by October 1 each year. The Annual Report will include an overall Summary and Analysis of candidate performance data for the unit for the academic year.