

PROFESSIONAL EDUCATION UNIT
ASSESSMENT SYSTEM



MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA

September 2004

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Introduction

The Professional Education Unit (PEU) at Marshall University is composed of two schools housed in the College of Education and Human Services (COEHS). The School of Education is responsible for initial teacher education and some advanced programs. The Graduate School of Education and Professional Development houses only advanced programs. The head of the PEU is the Executive Dean of the College of Education and Human Services.

Initial and advanced programs each have conceptual frameworks that are integrated into program design in order to prepare quality professionals who will make a difference in the lives of the students and educational professionals with whom they interact. The dispositions for the Professional Education Unit reflect values that are embedded in the preparation program for each candidate. These dispositions are commitments to students, the profession, diversity, and technology. Dispositions are more specifically defined by indicators identified in both initial and advanced programs. Assessment of dispositions is embedded within programs.

Following the merger of Marshall University and the West Virginia College of Graduate Studies in 1997, the Professional Education Unit held discussions concerning the conceptual framework for the unit. Each of the institutions had created, discussed, revised, and integrated a conceptual framework that reflected their programs. Faculty involvement created strong, vested interests for all faculty members. Through working together, the faculty found that each conceptual framework was a worthy framework that had been created, implemented, integrated, and articulated. So the Professional Education Unit adopted as the initial framework, "Preparing the Educator as Critical Thinker," and adopted as the advanced framework, "Preparing the Experienced Professional as Specialist."

The conceptual framework for initial programs is **Preparing the Educator as Critical Thinker**. The initial programs define critical thinking in terms of five themes: viewing different perspectives, engaging in independent action and thought, making reasoned value judgments, focusing on inquiry, and relating theory to practice. Assessment instruments reflect the conceptual framework through a series of standards called Standards for Teacher Certification.

Initial programs lead to a Bachelor of Arts Degree in Elementary or Secondary Education except for Business Education 5-Adult and Marketing Education 5-Adult, both of which result in a B.A. degree in Adult and Technical Education and Preschool Education which leads to a B.A. in Family and Consumer Science. Initial programs identify transition points in both courses and clinical experiences in order to assess performance so that graduates of initial programs will be analytic, quality professionals who instill critical thinking skills in the students in their classrooms.

The conceptual framework for the advanced programs is **Preparing the Experienced Professional as Specialist**. Candidates who are seeking an advanced degree or licensure bring to their programs strengths and experiences from many areas of their lives and are educated, experienced, and goal-oriented professionals. The conceptual framework for advanced studies guides them toward the goal of developing expert knowledge in an area of specialization.

Advanced programs result in master's degrees, educational specialist degrees, graduate certificates, doctoral degrees, and/or licensure. Within the framework established by the unit assessment system, each advanced program developed an assessment process designed to assess the unique features of the specific program.

The Professional Education Unit is committed to *implementing and refining* a process of continuous and comprehensive assessment. The NCATE definition of an assessment system as “a comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators” provides the operational definition which guides the development and implementation of the unit assessment system (UAS).

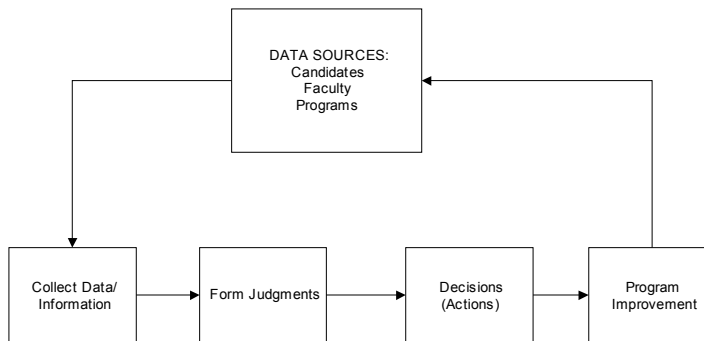
Development of the Unit Assessment System

A focus on assessment for the university began in 1997 when each program area was asked to create an assessment plan. The programs were asked to make data collection a centerpiece of the plan. Beginning in 1998, annual university assessment reports are submitted the first week of October of each academic year. Even before the assessment reports were required by the university, the PEU had been producing annual reports for the West Virginia Department of Education (WVDE) and doing periodic refileing of programs for the WVDE. Program reviews were also required by the Higher Education Policy Commission. The current unit assessment system and specific program assessment plans reflect the continuing development of this long-standing commitment to assessment.

Several criteria were identified to guide the development of the unit assessment system. System components are 1) systematic and logical, 2) integrated with other existing evaluation/assessment requirements, 3) comprehensive, 4) flexible, 5) standards-based, and 6) participatory in development and implementation. In addition to these criteria, the UAS utilizes data from multiple sources that are based on carefully selected evaluation criteria. The UAS develops from simple to complex.

The definition of assessment adopted by the PEU includes three major components: data collection from a comprehensive and integrated set of evaluation measures, analysis of data for forming judgments, and use of analysis in making decisions. Based on these three components, assessment is operationally defined as a process in which data/information are collected from evaluation measures and summarized and analyzed as a basis for forming judgments. Judgments then form the basis for making decisions regarding program improvement (see Figure 1: UAS Assessment Model and the Flow of Decision Making).

Figure 1: UAS Assessment Model and the Flow of Decision Making



The unit assessment system evolved through a process of systematic thought and work on the topic of assessing education candidates and their programs. Assessment of candidates and programs aligns unit requirements with institutional, state, and national standards and leads to measured decision making involving candidates, programs, and faculty. PEU assessment instruments have been used over a period of time with feedback from both public school and university supervisors. Candidate feedback is collected informally through seminar and supervisor discussions. Rubrics supply indicators that show what is to be measured by the standards.

Seminars are held with university and public school supervisors to review the use of the instruments and to review definitions for terminology. Continual review and revision of the instruments occur as data are aggregated. Primary sources for this review and revision are faculty members, Undergraduate Program Curriculum Committee, Graduate Program Committee, and Education Personnel Preparation Advisory Committee (see Appendix D).

The developmental approach to the unit assessment system creates a connected, expanded system that encompasses all assessments that are required of the unit. This approach allows collected data to be viewed by various parties as input gathered for judgments and decisions regarding how educators are prepared at Marshall University. Thus, various studies for organizations such as NCATE, specialized professional associations (SPAs), Marshall University, and other agencies are part of the unit assessment system, and the data are collected in a systematic, useful method.

Relationship of the Unit Assessment System to the Institutional Mission

The conceptual frameworks for the Professional Education Unit have been developed and are implemented within the parameters established by the institutional and unit missions. The mission of Marshall University includes a strong commitment to “innovative teaching methods that require students to become actively involved in the learning process and develop the critical thinking skills necessary for life long learning.” The Professional Education Unit is

committed to involving initial candidates in innovative assignments and clinical experiences that enhance their ability to think critically about the profession and about the students with whom they interact. The Standards for Teacher Certification reflect the institutional mission, as the candidates begin to value reflection and life long learning.

The mission of the university also ensures that all students have the opportunity to “critically examine the many issues facing society in the process of civil discourse, preparing them to become socially responsible individuals who contribute to the betterment of society.” Teacher candidates engage in discourse on societal problems that affect schooling and how teachers surmount the various difficulties facing a beginning teacher in the nation’s schools. Candidates engage in this discourse through discussions, seminars, journaling, reflection on practice, and the application of learning to future situations. The UAS assures that these opportunities for practice and reflection are assessed in ways that yield data to improve both programs and performance of candidates.

The mission of Marshall University includes a strong commitment to providing graduate educational opportunities to the people of West Virginia through teaching, public service and research. Advanced programs are delivered in traditional and nontraditional ways using a core group of dedicated full-time faculty complemented by an excellent cadre of expert adjunct faculty recruited from higher education institutions, school systems and other agencies.

The mission of the university, as well as the mission of the Professional Education Unit, relates to advanced programs. The mission of the university and the mission of the PEU are to provide an array of degree and professional development programs, continuing education opportunities and services designed to address the needs of adult learners. These programs and services are provided primarily for the convenience of fully employed adult professionals.

Generally, advanced candidates served by the unit are mid-career professionals who are committed to continuing their careers and professional development within the state, region or local community. Typical students are mature, goal-oriented adults who approach their education with a broad base of experience and previous learning and who seek to develop expertise in an area of specialization. The focus of the unit is the design and delivery of advanced programs and services to meet the needs of this target population. The UAS assures that advanced programs available across the state produce quality graduates with specialized degrees and licensures, thereby creating a strong continuing educational system for the state.

Relationship of the Unit Assessment System to the PEU Mission

The unit assessment system reflects the mission of the unit regarding preparation of teachers and other school professionals by studying the preparation of these individuals and their development in programs as measured by unit and program standards. Because the PEU provides education and related services for a “society that is open, complex, demanding, and evolving,” each program features distinct methods to assess the progress of its candidates. The PEU also provides continuing education opportunities for teachers and school personnel in a wide range of disciplines at both the initial and advanced program levels. Collaborative ventures also provide continuing education opportunities for the educators of West Virginia.

Philosophical beliefs of the PEU mission are reflected in the unit dispositions. Graduates are expected to value a **commitment to P-12 students**, which encompasses teaching, advising, support services, and lifelong learning; **to the profession**, which encompasses collaborative relationships, effective use of resources, and expansion of knowledge through research and inquiry; **to diversity**, which encompasses cultural, ethnic, social, economic, racial, gender, and sexual orientation diversity; and **to technology**, which encompasses instructional use of technology, media holdings, electronic resources, and course delivery.

Relationship of the Unit Assessment System to the Conceptual Frameworks

Initial Programs. Focusing on the unifying framework, **Preparing the Educator as Critical Thinker**, initial programs prepare candidates who are just beginning their post-secondary education experiences to become critical reviewers of their content and their classrooms. The curriculum for all beginning candidates has three important parts: 1) general education which provides a developing view of the world and the general skills necessary to become a success, 2) a specialization major which provides the depth of content necessary to become licensed as a teacher, and 3) professional education courses that provide both content pedagogy and general pedagogy for quality teaching and learning.

Consistent with the theme of **Preparing the Educator as Critical Thinker**, the unit has adopted a role conceptualization statement which provides an overall framework within which initial programs develop:

“The role of the unit is to prepare highly qualified, critically engaged education professionals and to support the professional development of education practitioners in order to broaden and deepen their pedagogical skills, research skills, and understanding of new research and theory.”

Candidates in the initial programs have specified courses and clinical experiences that are part of the requirements for licensure. Knowledge base and institutional, state, and national standards undergird each specialization in the initial programs. Candidates are asked to reflect, analyze, plan, and assess to ensure that all students learn. The UAS includes coursework assessment, a series of performance tasks, and instruments for field-based and clinical experiences. The performance tasks are related to what teachers know and are able to do and are embedded in the coursework of candidates in order to create a record of candidate progress through programs. Embedded in assessments for initial programs are disposition indicators that reflect candidate understanding of each disposition.

To ensure that all initial programs prepare candidates as defined by the conceptual framework themes and the role conceptualization, the unit has adopted a set of standards for initial program candidates. Candidates completing initial licensure programs within the unit should be able to demonstrate competence in the Standards for Teacher Certification below. Candidates demonstrate performance competency as teachers by meeting standard rubric requirements in three major clinical experiences, a portfolio, and a capstone event.

Table 1: Initial Standards for Teacher Certification

STANDARD	DEFINITION OF STANDARD
Standard 1 Content Knowledge	The teacher critically examines the central concepts, tools of inquiry, and structures of the discipline to be taught to make learning meaningful for students; uses national standards and West Virginia Content Standards and Objectives appropriate to the content.
Standard 2 Human Development and Learning	The teacher analyzes how children learn and develop and provides learning opportunities for intellectual, social, and personal development.
Standard 3 Diverse Learners	The teacher appraises differences in learning and creates instructional opportunities adapted to diverse learners.
Standard 4 Instructional Strategies	The teacher examines, applies, adapts, and evaluates a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
Standard 5 Learning Environment	The teacher integrates a critical understanding of individual and group motivation and behavior to create a positive learning environment with social interaction, active engagement, and self-motivation.
Standard 6 Communication	The teacher uses effective verbal, nonverbal, and media communication techniques to cultivate inquiry, collaboration, and supportive interaction in the classroom.
Standard 7 Planning	The teacher plans instruction based upon critical understanding of subject matter, students, the community, and curriculum goals, and the West Virginia Content Standards and Objectives.
Standard 8 Assessment	The teacher examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual, social, and physical development.
Standard 9 Reflective Teaching/Professional Growth	The teacher is a reflective practitioner who evaluates the effects of his or her choices and actions on others and seeks opportunities to grow professionally.
Standard 10 Professional Relationships	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Advanced Programs. The advanced programs of the Professional Education Unit reflect clear philosophical and operational distinctions between graduate and undergraduate education. Undergraduate education is expected to provide a broad knowledge base resulting in a generally informed person with interests, knowledge and expertise in an identified field of study and, in most cases, initial licensure as a professional educator. Advanced programs build upon this foundation and extend the candidate's knowledge and skills. Unit curricula offer a theoretical orientation in an area of specialization, a breadth and depth of knowledge not found in initial

programs, and a focus on research and problem-solving skills which address the needs of the experienced, employed professional, and the application of theory to practice.

Focusing on the unifying theme, **Preparing the Experienced Professional as Specialist**, unit programs prepare candidates for specialized professional roles. Each program has a defined knowledge base, disposition indicators, a body of research, and a professional practice component. Consistent with this theme, the unit has adopted a role conceptualization statement which provides an overall framework within which advanced programs develop:

“The unit seeks to develop students capable of functioning in a variety of specialized leadership roles and who understand and function effectively within cultural and social role expectations of a given setting. Graduates will be problem-solving oriented information seekers who can function as independent professionals. They will possess the knowledge and skills needed to access information and to apply this information to the resolution of real-life problems. Most importantly, graduates will have begun to fulfill role expectations of life-long learners.”

The unit has also identified a set of expectations for candidates completing unit programs. These candidate expectations provide the framework for candidate performance at the individual program level. When considered collectively, these program specific candidate performance data provide a unit-level view of the performance of candidates in advanced programs. These candidate expectations are displayed in Table 2.

Table 2: Advanced Candidate Outcomes

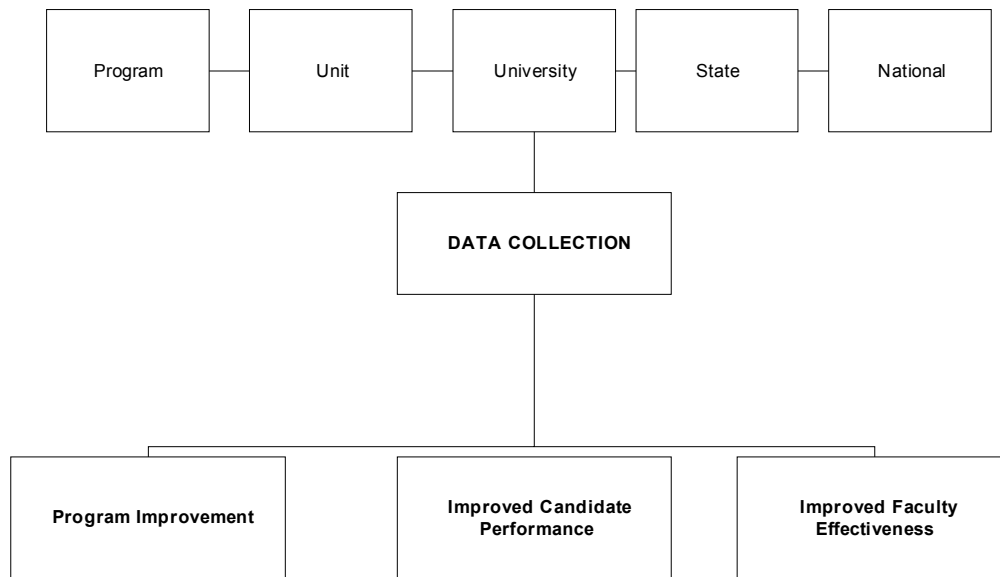
Outcome	Definition of Outcome
Outcome 1: Knowledge Base	Understand and apply the current knowledge base for their specialization
Outcome 2: Use of Research	Demonstrate skills in research methodology, problem solving and critical thinking
Outcome 3: Schools and Society	Demonstrate the attitudes, knowledge and skills necessary to function effectively within the social setting of the school, community and society as a whole
Outcome 4: Technology	Demonstrate a basic understanding of the application of technology in their area of specialization
Outcome 5: Human Growth and Development	Demonstrate a basic understanding of human growth and development and apply this knowledge to curriculum development, instructional implementation and other educational decision making
Outcome 6: Special Needs	Demonstrate a basic understanding of children with special needs and the ability to provide assistance within the least restrictive environment in the school setting
Outcome 7: Diversity	Demonstrate an understanding of cultural pluralism/diversity and the related implications for curriculum and instruction
Outcome 8: Communication	Communicate effectively with a wide variety of constituent groups including school personnel, policy makers, parents and other community members
Outcome 9: Professionalism	Demonstrate self direction so that they may become independent, self-confident professionals with a commitment to continued professional growth and development and life-long learning

Program assessment instruments are part of an on-going study by program faculty and stakeholders who use the instruments and rubrics. Each semester Standards for Teacher Certification are shared with initial candidates and rubric requirements are discussed. Each semester university supervisors meet to discuss the evaluation forms and rubrics and to take information to public school supervisors regarding them. Drive-in public school supervisor conferences allow time to have workshops with supervisors, and arts and sciences colleagues meet through a standing college committee to receive information. Advanced programs pilot instruments and rubrics, and faculty are engaged in on-going questions regarding fairness, consistency, and accuracy.

Unit Assessment System

The unit assessment system for the Professional Education Unit is designed to extend beyond the classroom and evaluate other elements that are important influences on teaching and learning. The unit assessment system incorporates assessments by various institutional, state, and national entities. Concurrently, the focus of the assessment is both quantitative and qualitative and utilizes multiple data sources and assessment strategies. All assessment measures have been categorized as focusing on Candidates, Faculty, or Program (see Figure 2).

Figure 2: Levels of Assessment for the Professional Education Unit



Assessment processes are tailored to the characteristics of the unit’s community and candidate population. As beginning post-secondary education candidates, initial candidates bring to the classroom their recent knowledge of public schooling and a desire to become a professional in

the school arena. From the beginning of the initial programs, candidates study course topics in relation to educational theory and in relation to the integration of theory in the classroom. Assessments focus on performance assessments in courses and in clinical settings as candidates work toward the goal of licensure in various fields.

As experienced, employed professionals, candidates in advanced programs bring to the classroom a wide range of professional experiences and a focus on specific career objectives. From the point of application through completion of program and into practice in the specialization, assessment processes reflect applicable standards and program goals and objectives.

Multiple assessment techniques are used to evaluate both initial and advanced candidate performance and program effectiveness. Assessment activities focus on the candidate, the faculty, and the programs. Data are collected, analyzed, and used to improve candidate performance, curricula, instruction, and delivery. Improvement beyond the norm, as well as corrective action, is a desired output of the assessment process.

Integrating the Unit Assessment System with the PEU Governance System

The unit assessment system has been designed as an integrated component of the Professional Education Unit and institutional governance system. Integration ensures multilevel review and feedback relative to unit and program assessment plans and results.

The cornerstone of this integration is the annual Program Assessment Report developed by each program. These reports are the result of program level analyses of the Initial Programs Profile and the Advanced Program Profile developed for each advanced program. These profiles include both unit and program specific data. These reports also include summaries of program strengths, needs, and changes/modifications during the past year. Specific program plans for the next year and beyond are also included (*see Appendix B: Annual Assessment Cycle for the Professional Education Unit*).

Using Assessment Data for Decision Making

The administration of assessment instruments and the collection of assessment data are necessary, but not sufficient, conditions for effective assessment. Utilizing the data collected to form judgments and, ultimately, as a basis for decision making about candidates, faculty and programs, brings the assessment cycle full circle. As a result, ways in which the collected data will be utilized have also been identified. The components of the assessment system for the unit and their relationship to data utilization are depicted graphically in the unit assessment system: Parts 1 and 2 in Appendix A. Part 1 of the UAS lists the levels of assessments and types of assessments that the unit provides regarding candidates, faculty, and programs. Part 2 of the UAS displays the relationship between the data collected from the assessments listed in Part 1 and the utilization of that data. A graphic representation of the Annual Assessment Cycle for the Professional Education Unit is found in Appendix B, and a graphic representation for Utilization of Assessment Data for Program Improvement is found in Appendix C. An explanation of each of the assessment strategies included is provided in a glossary, which appears in Appendix D, and plans for review and revision of the unit assessment system are contained in Appendix E.

Initial and Advanced Program Profile data are collected by programs each year. The data are summarized and analyzed by program faculty in order to study program requirements and candidate performance. The Initial and Advanced Program Profiles are used to create Program Assessment Reports for the university assessment office.

The data are also summarized, analyzed, and shared with various college committees. A committee composed of arts and sciences representatives for initial secondary teacher education programs is called the Undergraduate Program Liaisons Committee for Initial Teacher Education (UPLCITE). UPLCITE meets each semester to consider the specialization courses offered for teacher education. Data collection is part of the information that UPLCITE considers. The Undergraduate Program Curriculum Committee and the Graduate Program Committee are composed of members of the college who study program data and proposed changes and make recommendations regarding implementation and changes. The data then are presented to the Education Personnel Preparation Advisory Committee (EPPAC) for their review and/or suggestions. The EPPAC is an advisory committee for teacher preparation that is composed of education faculty, arts and sciences faculty, public school personnel, community members, and students who meet each semester to consider program changes, additions, and deletions plus other items of importance that include evaluation reports and new program ideas.

A liaison for the West Virginia Department of Education is a member of the EPPAC and shares WVDE information and requirements for teacher preparation programs. Approved program changes are then sent to the WVDE for approval. The PEU also prepares a yearly annual report for the WVDE and submits a major refiling of programs every five years. The annual reports and program refilings contain data that have been developed as part of the UAS.

The data which are summarized and analyzed are also shared with the University Assessment Office. This office is responsible for overseeing the creation of an assessment system for each academic program at the university. This office is also responsible for checking the evaluation, summarization, and feedback processes for the data collection for all programs on the Marshall campus. University assessment reports are read by members of the university community, and feedback is given to the programs based on the data summarization and analysis (see Appendix B: Annual Assessment Cycle for the Professional Education Unit). These data are used for major reports presented to the Marshall University Board of Governors, the Higher Education Policy Commission of West Virginia, and North Central Association Commission on Accreditation and School Improvement.

Faculty Assessment

Faculty members undergo multiple assessment processes including assessment by candidates, peers, administration, and peer committees. Faculty members are evaluated by their students each semester. These data are collected by the Institutional Research Office and shared with the chair of the School of Education, the dean of the Graduate School of Education and Professional Development, and faculty to be used in annual faculty reviews. Faculty also meet with the chair and the dean to discuss their annual reports which include self-assessment and goal setting for the coming academic year. In order to receive promotion and/or tenure, faculty must

meet criteria established by the unit and the university. These criteria include peer reviews of faculty performance at the unit level. The Promotion and Tenure Committee of the College of Education and Human Services recommends promotion and tenure to the executive dean who then makes the decision regarding faculty names to be sent to the Office of Academic Affairs. The final decision is made by the provost.

Performance-Based Assessment Components

Performance-based assessment, a way to evaluate professional education programs and candidates, has become a significant means by which to appraise the way teaching and learning are progressing in a standards-based educational system. Schools, colleges, and departments providing programs to prepare educators to assume leadership in the public schools must be guided by reflection on practice and the effect of that practice on the lives of students.

Five assessment system points are found in initial and advanced programs:

- Admission to the Program,
- Progress through the Program,
- Clinical Component (entry/exit),
- Program Exit/Completion and
- Follow up.

In order to be admitted to programs, candidates must meet certain qualifications so that the unit is assured of promising and suitable candidates. As the candidate progresses through the program, certain assessments mark that progress and inform the candidate and the program as to his or her growth and development. At the initial level, all candidates complete similar performance tasks and performance-based assessments with appropriately licensed public school supervisors. At the advanced level, components of the candidate performance-based assessment system are unique to each program or licensure area. Each program demonstrates changes and revisions that occur in the curriculum and/or field experiences and clinical practice along with the rationale and data analysis that created a foundation for change. Candidates are also assessed as a part of their field-based and/or clinical experiences. Exit assessments assure that the candidate has successfully met the program requirements and is eligible for licensure. Follow-up assessments provide data regarding candidate performance on the job.

Consistent with the unit assessment system for candidate performance-based assessment, the assessment system for candidates in initial and advanced programs is constructed around the major categories in Table 3. Data common to all initial and advanced programs are collected at the unit level. In addition each advanced program identifies program-specific data that are gathered. These program specific profiles include a description of the major assessments, the development/implementation timeline for these assessments, the design/plan for data collection and analysis, and the data utilization plan.

Table 3: Components of the Unit Assessment System for Initial and Advanced Programs

Data	Analysis/Judgment	Decision/Action Required
A. Program Admissions		
B. Program Productivity		
C. Technology/Utilization/Integration		
D. Faculty		
E. Program Approval Information		
F. Conceptual Framework Assessment		
G. Employer Follow up		
H. Candidate Performance		

Using Technology in the Unit Assessment System

Technology plays a vital role in the development, implementation, and maintenance of UAS data. The Institutional Research Office of the university keeps data on all candidates and faculty at the university. This database allows colleges to make requests for relevant data regarding the candidates in their programs. The Professional Education Unit made a conscious decision to keep databases within the college in order to have the necessary data for making important decisions regarding candidates, programs, and faculty. The Professional Education Unit also maintains databases for initial and advanced candidates. The PEU uses both Access and Excel in their work with the data. The Statistical Package for the Social Sciences (SPSS) is used for statistical analysis of data.

Summary of Unit Assessment System

The unit assessment system has been created to systematically and logically collect data on candidates, faculty, and programs. Wherever possible the assessment strategies have been integrated with other existing evaluation/assessment requirements (see Figure 2: Levels of Assessment for the Professional Education Unit). The UAS is comprehensive and looks at candidates, faculty, and programs from inception to completion and beyond, but the plan is also flexible and allows for program revision and change to strengthen candidate and faculty performance.

Multiple sources of data are used including performance tasks, clinical performance, portfolios, oral presentations, seminar discussions, and other innovative assignments. These assessment strategies follow a continuum of development by candidates and are based on institutional, state, and national standards. The data collected are used to improve candidate performance, faculty performance, and program relevancy. The unit assessment system gives a visual picture of the assessment strategy, the point in the program at which it is used, the use of the data collection, the Annual Assessment Cycle, and the Assessment Data Utilization for Program Improvement.

In order to prepare a “**Critical Thinker**” and an “**Experienced Professional as Specialist**,” both initial and advanced programs have identified multiple methods of performance assessment to ensure graduates who are prepared to enhance the educational system with their commitment to P-12 students and the profession. These graduates will enter the profession with an awareness of diversity within schools, the impact of technology on education, a strong knowledge

base concerning teaching and learning, and a willingness to ensure that all students will be successful.

Continuing Development of the Unit Assessment System

The PEU is aware that the unit assessment system needs continuous review to make sure that data collected are the data that will measure program standards and outcomes in a way that brings program and candidate performance improvement and faculty effectiveness. Therefore, the unit has planned activities and timelines to assist in keeping the UAS aligned with institution, state, and national standards (see Appendix E: Continuous Development of the Unit Assessment System). The data must reflect the information that the unit wishes to analyze and use. Other areas of focus are graduate follow-up surveys, employer follow-up surveys, program specific database development, and unit database development. The unit will also focus on Praxis test scores in conjunction with the West Virginia Department of Education to improve the reporting format that is used by Educational Testing Service.

APPENDIX A:

Unit Assessment System

UNIT ASSESSMENT SYSTEM: PARTS 1 AND 2

UNIT ASSESSMENT SYSTEM: PART 1

Initial and Advanced Program Assessment Strategies

ASSESSMENT	INITIAL PROGRAMS	ADVANCED PROGRAMS
A. PROFESSIONAL EDUCATION UNIT ASSESSMENT STRATEGIES		
<i>Candidates</i>		
Candidate Performance Assessment	<i>Level I Clinical Level II Clinical Level III Clinical Performance Tasks Praxis I Praxis II</i>	<i>Internships Field-based and Clinical Experiences Graduate Record Examination or Miller Analogy Test Praxis II</i>
Grade Point Average (GPA)	2.7 GPA	3.0 GPA
Course Work	General Studies Specialization Major Professional Education	Specialization Major Professional Education
Employer Follow Up	Yearly principal and personnel officer survey Yearly recruiter survey	Yearly principal and personnel officer survey
<i>Faculty</i>		
Student Evaluation of Faculty	Student evaluations for professors for each semester's courses	Student evaluations for professors for each semester's courses
Annual Faculty Report	September of each academic year; reviewed by chairs and dean	September of each academic year; reviewed by chairs and dean
Faculty Merit Review	Each academic year; decisions made by faculty and administration	Each academic year; decisions made by faculty and administration
<i>Programs</i>		
Revisions, additions in programs	Leadership Team Undergraduate Program Committee Educational Personnel Preparation Advisory Committee (EPPAC) University Curriculum Committee Faculty Senate	Program Directors Graduate Program Committee Educational Personnel Preparation Advisory Committee (EPPAC) Graduate Council

ASSESSMENT	INITIAL PROGRAMS	ADVANCED PROGRAMS
Student Input	EPPAC University surveys: graduation, one year, six years College of Education and Human Services (COEHS) surveys	EPPAC University surveys: graduation survey, one year out survey, six years out survey
B. MARSHALL UNIVERSITY ASSESSMENT STRATEGIES		
Faculty		
Evaluations	Initial program faculty	Graduate program faculty
Promotion and tenure	Initial program faculty	Graduate program faculty
Programs		
Review by the Higher Learning Commission of the North Central Association (NCA) (5-Year Review)	Initial undergraduate program review	Advanced graduate program review
Higher Education Policy Commission (HEPC)/Marshall University 5-Year Review	Initial undergraduate program review	Advanced graduate program review
Marshall University Annual Program Assessment Report	Initial undergraduate program review	Advanced graduate program review
University Test Requirements	ACT/SAT Results	MAT/GRE Results
Follow up Studies	Undergraduate surveys	Graduate surveys
C. STATE ASSESSMENT STRATEGIES: West Virginia Department of Education		
Candidates		
Praxis I: Pre-Performance Skills Test	Initial undergraduate program scores	Advanced graduate program scores
Praxis II: Content Test	Initial undergraduate program scores	Advanced graduate program scores
Praxis II: Principles of Learning and Teaching Test	Initial undergraduate program scores	Advanced graduate program scores
Programs		
WVDE Annual Report	Initial undergraduate program report	Advanced graduate program report
Educational Personnel Preparation Advisory Committee (EPPAC)	Initial undergraduate program review	Advanced graduate program review

ASSESSMENT	INITIAL PROGRAMS	ADVANCED PROGRAMS
D. NATIONAL ASSESSMENT STRATEGIES		
<i>Candidates</i>		
NCATE Continuing Accreditation Visit	Candidate knowledge, skills, and dispositions	Candidate knowledge, skills, and dispositions
Specialized Professional Associations	Candidate knowledge, skills, and dispositions Integration of national standards	Candidate knowledge, skills, and dispositions Integration of national standards
<i>Faculty</i>		
NCATE Continuing Accreditation Visit	Faculty qualifications	Faculty qualifications
<i>Programs</i>		
American Association of Colleges of Teacher Education (AACTE)/National Council for the Accreditation of Teacher Education (NCATE) Annual Reports	Initial undergraduate program yearly reports	Advanced graduate program yearly reports
NCATE Continuing Accreditation Visit	Initial undergraduate program 7-year visits	Advanced graduate program 7-year visits
Specialized Professional Associations (SPAs) Review	5-year standards-based Review	5-year standards-based review
Title II Higher Education Report	Annual federal report for initial programs	
Specialized Professional Associations	Faculty qualifications	Faculty qualifications

UNIT ASSESSMENT SYSTEM: PART 2

Relationship between Unit Assessment System Strategies and Data Utilization

ASSESSMENT STRATEGY	PROGRAMS	FACULTY	CANDIDATES
	Data Utilization (Judgment/Decision)	Data Utilization (Judgment/Decision)	Data Utilization (Judgment/Decision)
A. PROFESSIONAL EDUCATION UNIT ASSESSMENT STRATEGIES			
<i>Candidates</i>			
Candidate Performance Assessments	Program strengths Program weaknesses	Strengths weaknesses	Quality of candidate performance
Grade Point Average	Admission to programs Progress through programs Exit from programs		Quality of candidate performance
Coursework	Relevance to program	Qualification of faculty	Ability to understand and apply knowledge
Employer Follow Up	Program strengths Program weaknesses Program modification		Candidate strengths Candidate weaknesses
<i>Faculty</i>			
Student Evaluations of Faculty	Course content	Faculty performance	
Annual Faculty Report		Reappointment Retention Areas of excellence Areas of need Faculty development Needs	
Faculty Merit Review		Faculty Quality: Teaching Advising Scholarly Contributions Service	
<i>Programs</i>			
Program Profiles	Data collection Analysis of data Summarization of data Recommendations for program changes		
Graduate Program Committee	New courses New programs Course revisions Program revisions	Faculty qualifications	

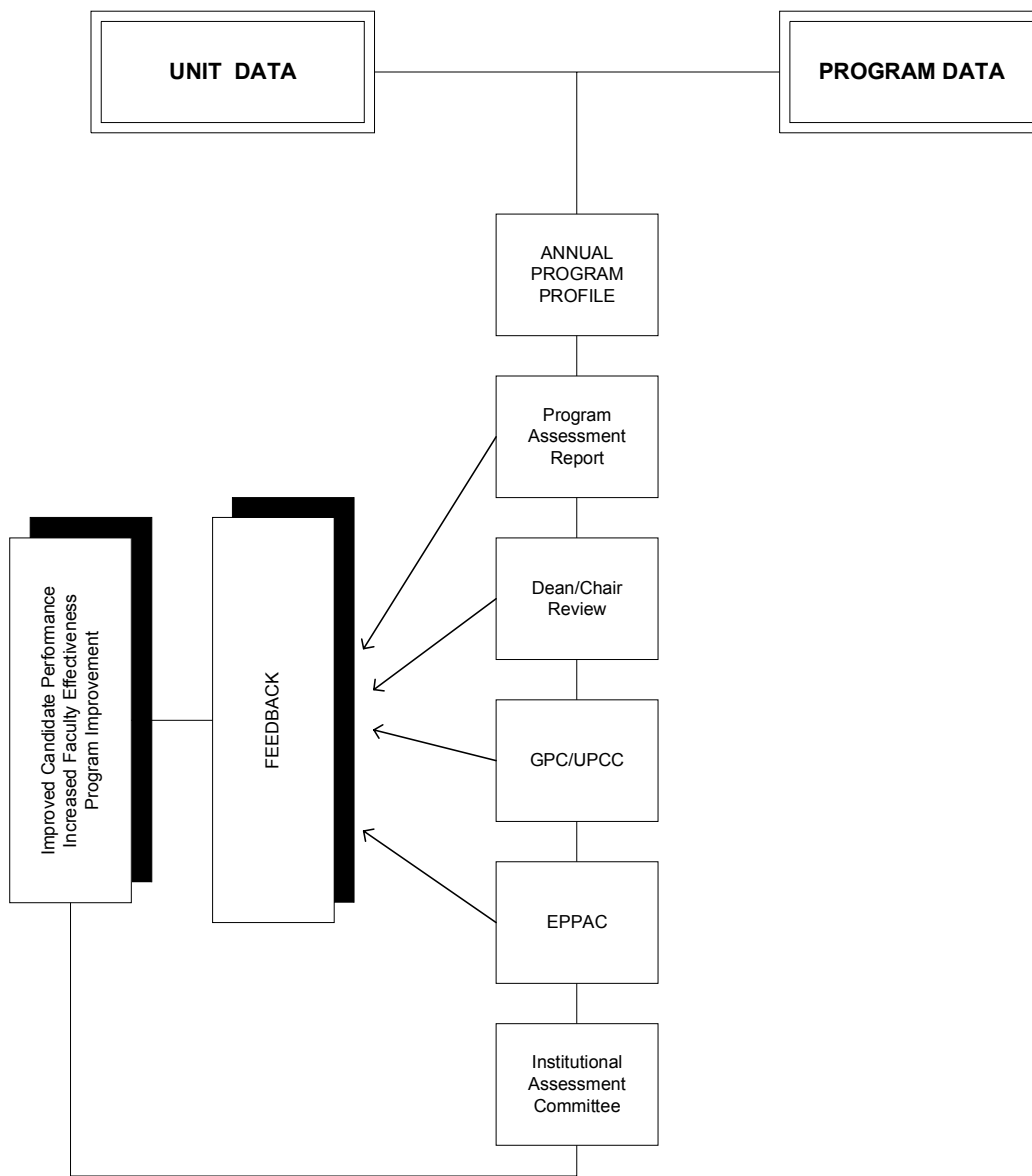
ASSESSMENT STRATEGY	PROGRAMS	FACULTY	CANDIDATES
	Data Utilization (Judgment/Decision)	Data Utilization (Judgment/Decision)	Data Utilization (Judgment/Decision)
Undergraduate Program Committee	New courses New programs Course revisions Program revisions	Faculty qualifications	
Candidate Input	Changes in program	Faculty annual review; promotion and tenure	
B. MARSHALL UNIVERSITY ASSESSMENT STRATEGIES			
<i>Faculty</i>			
Faculty Members: Promotion and Tenure; Annual Faculty Report	Program strengths Program weaknesses	Qualifications for program implementation	
<i>Programs</i>			
Review by the Higher Learning Commission of the North Central Association (NCA) (5-Year Review)	Performance compared to NCA standards and processes	Performance compared to NCA standards and processes	Performance compared to NCA standards and processes
Higher Education Policy Commission (HEPC)/Marshall University 5-Year Review	Viability Adequacy Productivity	Faculty adequacy Faculty quality Faculty productivity	Candidate quality Candidate performance
Marshall University Annual Program Assessment Report	Achievement of program goals	Achievement of faculty goals	Candidate performance
ACT/SAT Results MAT/GRE Results	Program quality/admission		Candidate admission/quality
Graduate Follow up Studies	Program strengths Program weaknesses Program changes	Strengths Weaknesses	Strengths Weaknesses
Undergraduate Follow up Studies	Program strengths Program weaknesses Program changes	Strengths Weaknesses	Strengths Weaknesses

ASSESSMENT STRATEGY	PROGRAMS	FACULTY	CANDIDATES
	Data Utilization (Judgment/Decision)	Data Utilization (Judgment/Decision)	Data Utilization (Judgment/Decision)
C. STATE ASSESSMENT STRATEGIES: West Virginia Department of Education			
<i>Candidates</i>			
Praxis I: Pre-Performance Skills Test	Admission to program		Candidate quality
Praxis II: Content Test	Program quality Program productivity Program changes	Teaching quality	Candidate Performance Licensure Admission criteria
Praxis II: Principles of Learning and Teaching Test	Professional education content	Teaching performance	Candidate performance
<i>Programs</i>			
WVDE Annual Report	Progress report		Candidate performance
Educational Personnel Preparation Advisory Committee (EPPAC)	Admissions standards Program changes New programs		Candidate performance
D. NATIONAL ASSESSMENT STRATEGIES			
<i>Candidates</i>			
NCATE Continuing Accreditation Visit	Program changes	Faculty qualifications	Candidate performance
Specialized Professional Associations	Program changes	Faculty qualifications	Candidate performance
<i>Faculty</i>			
NCATE Continuing Accreditation Visit	Program changes	Faculty qualifications	
<i>Programs</i>			
American Association of Colleges of Teacher Education (AACTE)/ (NCATE) Annual Reports	Program performance Program changes		Candidate performance

ASSESSMENT STRATEGY	PROGRAMS	FACULTY	CANDIDATES
	Data Utilization (Judgment/Decision)	Data Utilization (Judgment/Decision)	Data Utilization (Judgment/Decision)
NCATE Continuing Accreditation Visit	NCATE standards Program operations	NCATE standards Faculty implementation	NCATE standards Licensure requirements
Specialized Professional Associations (SPAs) Review	Standards-based review Program revision	Faculty adequacy Faculty quality	Candidate performance
Title II Higher Education Report Card	Program productivity		Candidate performance
Specialized Professional Associations	Program changes	Faculty qualifications	

APPENDIX B:

**Annual Assessment Cycle for the
Professional Education Unit**



Annual Assessment Cycle for the Professional Education Unit

APPENDIX C:

**Utilization of Assessment Data
for Program Improvement**

**UTILIZATION OF ASSESSMENT DATA FOR
PROGRAM IMPROVEMENT***

PROGRAM	UNIT ASSESSMENT SYSTEM DATA/INFORMATION INFORMING ACTIONS	PROGRAM ACTION
Initial Programs (BA)		
Reading Education (MA)		
Master of Arts in Teaching (MAT)		
Special Education (MA)		
Leadership Studies (MA)		
Elementary Education (MA) Secondary Education (MA) Early Childhood (MA)		
School Counseling (MA)		
School Psychology (EdS)		
Education (EdS)		
Education (EdD)		

*** Data in the exhibit room**

APPENDIX D:
**Continuous Development of the
Unit Assessment System**

Plans for Continual Development of the Unit Assessment System

Area of Focus	Planned Activities and Timelines
Graduate Follow-up Survey	Continuous refinement of Graduate Survey to include additional data elements; supplement to Graduate Survey with focus group/interview data collection beginning in 2004-2005
Employer Follow-up Survey	Ongoing redesign of Employer Follow-up Process to provide for categorization of responses by program; supplement to Employer Follow-up Survey with focus group/interview data collection beginning in 2004-2005
Fairness/Consistency of Assessment Process/Instruments	Ongoing process to conduct fairness/consistency studies in all programs by July 2005.
Program Specific Database Development	Ongoing expansion and refinement of program specific databases.
Unit Database Development	Develop web-based access for unit database by 6/30/05; develop report menu and regular reporting cycle for unit database by 6/30/05; conduct national relationship studies of unit database elements by 6/30/05
Praxis Test Scores	Ongoing work with WVDE to develop state level systems of providing subscore test data
Recruiter Follow-up Survey	Ongoing review and revision of the survey before the Educator Expo 2005
Student Teaching Assessment Instrument and Rubric	Continuous review and revision of the rubric for the student teaching assessment instrument fall 2005; rewrite Standards for Teacher Certification to highlight specialized program reviews and candidate use of technology
Yearly Plans for Development of Unit Assessment System	Ongoing topic for Program Coordinator/Program Director meetings
Annual Program Profiles	Continual refinement of content and presentation
Use of Technology in UAS	Ongoing refinement and use to improve faculty skill in using unit and program specific databases
Annual Assessment Cycle	Ongoing evaluation and refinement of annual assessment cycle
Data Summary and Analysis	Continue to provide faculty training/support in summarizing, analyzing, utilizing data for program improvement
Resources for Supporting UAS	Ongoing identification of additional resources that can be committed to supporting/expanding UAS

APPENDIX E:
Glossary

GLOSSARY: ASSESSMENT STRATEGIES/INSTRUMENTS

Professional Education Unit (PEU)

1. Annual Faculty Report. Each full-time faculty member is required to submit an annual report of activities and accomplishments. This report addresses the three main areas of faculty responsibility: teaching and advising, scholarly work, and service to the university and community. The report includes a component requiring the development of plans for the following year. The process includes a self-evaluation and review and evaluation at three administrative levels.
2. Candidate Evaluation of Faculty. Institutional policy requires that all courses be evaluated by students. These data serve as a data source for faculty, course and program evaluation.
3. Capstone Experience. All undergraduate students at Marshall University are asked to complete a Capstone experience. For initial teacher preparation programs, the Capstone experience includes a portfolio demonstration student learning and an oral presentation of the portfolio information.
4. Comprehensive Assessment. Institutional policy requires that all advanced programs administer some form of comprehensive assessment for candidates seeking a degree. These data provide a basis for faculty, course, and program assessment.
5. Educational Personnel Preparation Advisory Committee (EPPAC). The EPPAC is the primary advisory committee for professional education. The group is composed of representatives from the role groups which participate in the preparation of professional education personnel. Faculty members also serve on the committee, as does a representative from the West Virginia Department of Education. This group reviews and provides recommendations to the head of the PEU on new programs, program modifications, and results from unit content specialization tests as well as other related issues.
6. Employer Follow-up Studies. A unit level employer follow-up study is conducted annually. Program results from the unit study are shared with all faculty. The Undergraduate Program Committee and Graduate Program Committee also review the results of these studies for possible program implications.
7. Faculty Merit Review. Funds are made available annually for distribution as merit pay to selected faculty. Faculty are recommended for merit pay by a faculty committee or the dean.
8. Faculty Senate. A body of representatives from all university colleges who meet to discuss issues and policy for Marshall University.
9. Field and Clinical Experiences. Initial candidates are asked to complete two field experiences and student teaching as part of the teacher preparation program:

Level I Clinical Experience: A 20 hour experience in which students work with small group instruction and/or teach a lesson in the public school classroom.

Level II Clinical Experience: A 60 hour experience in which students work with small group instruction and teach a content unit in the public school classroom.

Level III Clinical Experience: Student Teaching: A full semester, all day, every day teaching experience in which candidates begin with observation, small group instruction, and full group instruction. The candidate gradually assumes the role of the classroom teacher.

10. Graduate Follow-up Studies. Graduate follow-up studies are conducted at the PEU and Institutional levels. The results from these surveys are compiled and made available to all internal and external policy and advisory groups and to faculty within the program. Program faculty review these data for any possible program implications.
11. Graduate Program Committee (GPC). The GPC is the program review committee for all PEU advanced programs.
12. HEPC/MU Program Review. All PEU degree programs are subject to a legislatively mandated program review every five years. This review includes a self-study process and subsequent peer and administrative review. The focus of this review is program viability, adequacy and productivity. The review is for the Higher Education Policy Commission.
13. Leadership Team. The Leadership Team is composed of the Associate Dean for Academic Programs, the Chair of the School of Education, the program coordinators for initial programs, the Director of Academic Services for initial programs, and the Director of Clinical Experiences. This Team discusses issues and makes policy regarding initial teacher preparation programs.
14. Marshall University Annual Assessment Reports. All programs are required by MU policy to have a program specific assessment plan. Annual progress reports are required.
15. MAT/GRE Results. Miller Analogies Test or Graduate Record Examination scores are required as a part of the admissions process for all advanced programs.
16. NCATE Continuing Accreditation. The PEU undergoes an NCATE continuous accreditation review and onsite visit every five years. NCATE standards provide the framework for this review.
17. Performance Assessment. All candidates completing licensure programs in West Virginia must successfully complete a performance assessment prior to being recommended for licensure. These performance assessments are administered as part of the clinical or field-based experience and are retained as part of the students' permanent file.
18. PPST Results. The results of the Pre-Professional Skills Test are used for admission to educational programs in the College of Education and Human Services.

19. Praxis II: In order to be recommended to the West Virginia Department of Education for teacher certification, candidates must have successfully completed Praxis II examinations:
- a. Content Test(s) (Praxis II). An increasingly important element of unit/program evaluation efforts is candidate performance on the West Virginia Board of Education mandated Praxis II Test(s). In those areas where a sufficient number of test scores are available, program faculty review test results for any program or course implications.
 - b. Principles of Learning and Teaching (PLT) Test (Praxis II). Candidates completing Programs who are being recommended for licensure must achieve a passing score on the appropriate Praxis II Test. Program faculty review these test results for any program or course implications.
20. Review of the Higher Learning Commission of the North Central Association. PEU programs are included as a part of all reviews by the NCA Higher Learning Commission. These reviews include the regularly scheduled institutional review as well as special “focused visits”.
21. SPA Review. All initial and advanced programs are required to submit programs for review by the applicable specialized program association.
22. Standards for Teacher Certification. Ten standards used to assess initial candidate performance. They are based on standards from the institution, Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for the Accreditation of Teacher Education (NCATE), National Board for Professional Teaching Standards (NBPTS), and West Virginia Department of Education (WVDE).
23. Title II Higher Education Report. This report is a federally mandated report on graduates from teacher preparation institutions.
24. Undergraduate GPA. Undergraduate GPA (UGPA) is a factor in determining eligibility for admission to initial and advanced programs; UGPA is also a factor in candidate retention, program exit, eligibility for licensure and progress assessment.
25. Undergraduate Program Committee. This committee is responsible for reviewing all proposals for new programs and revisions in initial programs.
26. University Curriculum Committee. Curriculum changes for initial programs are sent to a university-wide curriculum committee for approval.
27. University Follow-up Studies. The university asks its graduates to complete several surveys, including a graduation survey, a one-year-out survey, and a six-year-out survey.
28. WVDE Annual Report. Annual evaluation and progress reports are required by the West Virginia Department of Education.