

Assessment of Student Learning Plan: School of Education

Approved May 17, 2013

**Comprehensive Assessment and Evaluation Plan
of the
Educator Preparation Unit at the University of Southern Maine**

Designed by the Educator Preparation Unit (the Unit) at the University of Southern Maine, this Comprehensive Assessment and Evaluation Plan systemically collects, organizes, interprets, and applies a wide range of assessment and evaluation information. The primary purposes of this plan are (a) data-based decision making, (b) program evaluation, and (c) communication of outcomes and efficacy with internal and external stakeholders. The Unit's Conceptual Framework guides the design and implementation of the plan. The plan has been approved by the Professional Education Council (PEC) as per the Unit Governance Document in collaboration with the Unit's professional communities. The Unit aligns all programs and pathways with national and state standards and participates in the accreditation/approval review process. The Unit actively supports USM's affiliation and collaboration with the New England Association of Schools and Colleges.

This plan distinguishes between assessment and evaluation thus: assessment is the collection of qualitative and quantitative data that assists in the evaluation process and evaluation is the use of data to make judgments and decisions. Evaluative judgments are made based on a range and depth of formative and summative assessment data and a sound process for synthesizing, analyzing, and interpreting those data.

The Unit engages in evaluation activities on a continuous and systematic basis. Every five years, the Unit will review current and emerging needs and issues facing its professional programs, reflect on whether its Conceptual Framework addresses these needs and issues, and generate new initiatives to sharpen and realize its vision and purpose for the next five years. This Comprehensive Program Review will be based on national standards and current/emerging scholarly paradigms that inform the content and expectations for graduating professionals. Consequently, the Unit will systematically review the curricula, course descriptions and outcomes, class sizes, and teaching methods of all its programs and pathways in order to deliver them effectively and efficiently.

The assessment plan applies to all programs and pathways in the Unit (See Appendices A and B) and is inclusive of each program and pathway's specific assessment framework (See Appendices C and D). This plan aligns with USM's Academic Program Review procedures (See Appendix E). This plan addresses the two primary elements of aspects of Unit accountability: (a) candidate progress and performance and (b) unit operations and effectiveness.

Candidate Progress and Performance

Assessment of candidate progress and performance includes measurement, collection, and analysis of data on multiple assessments across time including admissions, transition points, completion, and follow-up for each program and/or pathway in the Unit (See Appendices C and D). Analysis is conducted to determine predictors of success and relationships between candidate assessment data.

To accomplish these goals all programs and pathways in the Unit will collect and maintain the following data:

- Applicant and admissions data will include, but is not limited to:
 - Admission criteria and relevant applicant data, including standardized admission test scores, demographic information, essays, interviews, letters of recommendation, etc.
 - Admission process data generated in screening, interview, and/or application review
- Candidate data through program and pathway specific transition points including, but not limited to
 - Course completion and grades
 - Key assessments
 - Placements and performances in field experiences
 - Criteria and data for program or pathway specific benchmarks including candidacy or entry into internship
- Candidate data for program completion includes, but is not limited to
 - Completion of content-specific assessments, including but not limited to standardized tests in the area of specialty, licensure, or certification
 - Culminating or summative assessments including portfolios, capstone projects, presentations, and comprehensive examinations
 - Performance assessment on program or pathway professional standards
 - Evidence of professional practice in field placement settings
 - Criteria and data for successful program or pathway completion
 - Certification recommendations
 - Degrees conferred
- Program completer follow up data includes, but is not limited to:
 - Employment status at program completion
 - Employment status at 3 and 6 year interval follow-up points
 - Program satisfaction at program completion and first 3-year follow up.

The primary mechanism for collecting, storing, and synthesizing candidate outcome data is USM's Tk20 data management system. It is the responsibility of the Office of Educator Preparation to work with each program and/or pathway to

configure and maintain the Tk20 system to collect appropriate and necessary candidate data. Programs and pathways are responsible for ensuring that candidate data is entered into Tk20 in the most efficient way possible. The Office of Educator Preparation will monitor and work with programs and pathways to maintain the quality of the data. The Office of Educator Preparation will work with programs, pathways, the Unit as a whole, and external stakeholders to summarize, analyze, and report candidate outcome results.

Unit Operations and Effectiveness:

Assessment of Unit operations includes using candidate and graduate performance information as well as feedback from internal and external stakeholders to evaluate the efficacy of its programs, pathways, courses, clinical experience, and instructors. These data are used to initiate changes where indicated.

To accomplish the goals of assessing and evaluating Unit operations, the Unit is responsible for maintaining an assessment system. The primary mechanism for collecting, storing, and synthesizing unit operations, efficacy, and outcome data is USM's Tk20 data management system. Reliance on information technology, while necessary, is not sufficient and therefore the Unit is also responsible for ensuring the validity and reliability of data and taking effective steps to eliminate sources of bias in candidate assessment. Steps to ensure the validity and reliability of Unit data include, but are not limited to:

- Close collaboration between the Office of Educator Preparation and each program and pathway to ensure accurate, timely, and efficient data entry
- Development of data collection tools and processes that involve
 - Expert panel review
 - Pilot testing
 - Quantitative estimates of validity and reliability
 - Demonstration of authenticity, comprehensiveness, and triangulation of qualitative data

The departments and colleges participating in the Unit are responsible for academic elements of programs and pathways where as the Unit is responsible for program and pathway coherence with the Unit's Conceptual Framework, consistent implementation of the Assessment and Evaluation Plan, and Unit accountability. (See Table I, below)

Table I
Roles and Responsibility for Comprehensive Program Review

Dimension (from Chapter 114)	Department	School/College	PEC
Programs/pathways (curricula, key assessments, delivery)	X	X	X*
Courses	X	X	

Teaching	X	X	
Candidate Performance	X	X	X*
Scholarship	X	X	
Service	X	X	
Unit Accountability			X

* In relationship to Unit conceptual framework and Unit assessment plan

Furthermore, the Unit is responsible for communicating data summaries, findings, and data based decisions to both internal and external stakeholders.

- The Office of Educator Preparation is responsible for the creation of data summaries for program and pathway use as needed basis, but at least annually.
- The Unit will conduct biannual follow-up surveys of principals of schools and agencies that employ USM graduates
- The Unit will conduct annual follow-up surveys of program completers at their third and sixth years out of the program/pathway
- The Office of Educator Preparation is responsible for national data reporting efforts (e.g., Title 2, PED) and supporting the data collection and analysis needs of programs and pathways in accreditation.

Approvals and Actions:

- This document was approved through vote of PEC on May 17, 2013

APPENDIX A Programs and Pathways

The Educator Preparation Unit includes the following programs:

- **Undergraduate Teacher Certification** with concentrations in content area majors
 - (list)
- **Special Education (Graduate)**
 - Teaching Students with Mild to Severe Disabilities Concentration
- **Counselor Education (Graduate)**
 - Clinical Mental Health Counseling (LCPC) (Licensure)
 - Rehabilitation Counseling (CRC) (Licensure)
 - School Counseling, K-12
- **Early Childhood (Graduate)**
 - Montessori Early Childhood Teacher Education Program
- **Educational Leadership (Graduate)**
 - Assistant Principal
 - Athletic Administration
 - Curriculum Coordinator
 - School Administration
 - Special Education Administration
- **Extended Teacher Education Program (ETEP) (Graduate)**
 - K-8 General Elementary Teacher Education
 - Secondary Teacher Certification, 7-12, (English, Foreign Language, Math, Science, Social Studies)
- **Literacy, Language, and Culture (Graduate)**
 - K-12 Literacy Specialist
 - ESL Endorsement
- **School Psychology (Graduate) (Licensure)**

Current national accreditations/approvals include:

Behavior Analysis Certification Board (BCBA) (Graduate Training in Applied Behavior Analysis)
 Council for Accreditation of Counseling and Related Educational Programs (CACREP) (Counselor Education)
 Council on Rehabilitation Education (CORE) (Rehabilitation Counseling)
 Teacher Education Accreditation Council (TEAC) (ETEP)

Pending national accreditations/approvals include:

Application to the Joint Designation Committee Association of State and Provincial Boards/Council for the National Register Documentation for designation as a doctoral training program in Psychology