

## **Standard 2: Assessment System and Unit Evaluation**

*The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.*

### ***Elements 1 & 2: Assessment System and Data Collection, Analysis and Evaluation***

- **Structure of the Unit Assessment System (UAS)**

The College of Education is involved in the collection, analysis, and use of data for assessment of candidates and faculty, and for program review and revision. The College is currently in the process of refinement and implementation of the formal Unit Assessment System which is based on the conceptual framework of the College, “Reflective Professionals Building Learning Communities”. The fourteen College of Education Performance Standards and Dispositions are measured throughout each candidate’s program. Several of the evaluation measures were developed by K-12 teachers in cooperation with Northeastern Illinois University faculty.

*Accurate, fair and consistent assessments.* The field experience and clinical practice (student teaching) candidate evaluation forms were developed and refined over a three year period to ensure freedom from bias and to establish interrater reliability. Judgments about candidate performance are made by diverse faculty and occur at multiple points in each candidate’s course of study. Candidate appeal processes assure consistent channels for all students to follow should they feel that they have been rated unfairly.

*System components.* The Unit Assessment System is comprised of four interrelated components which are:

- (1) data contained in the UAS. This data includes a comprehensive set of 67 evaluation measures that monitor candidate performance and provide direction for program improvement. (See NEIU/NCATE website, Institutional Report, Document 2.1, Unit Assessment System Data Requirements.)
- (2) data sources and priorities in the development of the UAS (See Figure 2.1, p 43 herein)
- (3) data distribution, discussion and feedback (See Figure 2.2, p. 44 herein), and
- (4) evaluation of the Unit Assessment System itself (See Figure 2.3, p. 45 herein)

At least two years of data are included for most of the items in the Unit Assessment System. Five years of data are available in many cases.

- **Component 1: Data Contained in the Unit Assessment System**

The data included in the Unit Assessment System comes from five domains: Candidates, programs, field and clinical experiences, faculty, and alumni. Assessment of candidates occurs at admission, prior to field experiences, prior to exiting clinical practice, and at program exit (including alumni follow-up). Points of data are delineated in Document 2.1 on the NEIU/NCATE website, Institutional Report.

These data are located in the 12 databases shown in Figure 2.1 (see page 43). These databases originate in various administrative offices on campus, as well as from state and professional organizational data sources. These varied data bases have been converted into a relational database that resides in the Dean's office in the College of Education. A short description of each database that comprises the Unit Assessment System is as follows:

1. Core Data Base—the focus of the entire system. This data base information is entered when students are admitted into the College of Education. The core database includes multiple points of data that are used to make decisions about admitting students into the College. This data is linked to other data through student Social Security number.
2. Student Teaching and Field Experience Data. This information is the result of the instruments that are used to measure candidates on various performance indicators. Knowledge, skills, and dispositions are assessed. Data comes from multiple measures on candidate performance during the field experiences. At program exit, other student teaching data points evaluate candidates' knowledge, skills, and dispositions. (See also Standards 1 and 3.)
3. Illinois Certification Testing System (ICTS). This data comes from National Evaluation Systems and lists the scores of NEIU candidates on the Illinois Test of Basic Skills and relevant Content Area Tests.
4. Institutional Data. This data comes from Institutional Studies and Planning at NEIU. It is the University graduation file data on all students.
5. Faculty Electronic Data Base. (To be added in 2004) This will be a format for faculty to enter their teaching, research, and service information. It will then be tallied by department and for the College.
6. Form D Data. This data pertains to faculty loads, faculty qualifications, sections, numbers, etc. It is a result of the workload agreements, which are done electronically in the College of Education. A Form D is the individual workload contract that is negotiated every year according to the union contract.
7. Data Warehouse. This database is housed at the University of Illinois—Champaign Urbana. It holds data on every teacher in Illinois. We plan to have our information submitted to this database within this calendar year.

8. Title II. This data comes to us from the State and is the pass rates of our program completers on the Illinois Test of Basic Skills and Content Area Tests
9. Graduate College Data. This is a data base separate from Institutional Studies and Planning, which describes the students in the Graduate College. It includes rich data including number of applications per program, number of denials, racial and ethnic background of applicants and graduates, number of students in each program, and number of graduates.
10. Program Goal Data. The Evaluation Committee of the College recommended that each program submit a plan for program and candidate assessment to the Dean of the College of Education by January 31, 2001. These plans were submitted, reviewed by the Evaluation Committee, the Administrative Team of the College, and returned to each program. In September 2002, programs reviewed their progress after receiving data on their program from the Unit Assessment System. The next stage of obtaining Program Goal Data was begun through College meetings that began in June 2003. These current discussions seek to refine program assessment in the College by focusing on the following questions:
  - a. What are the indicators of a high-quality program in the College?
  - b. How are these indicators described?
  - c. How are they measured?
  - d. How does each program rate on these indicators?
  - e. Which indicators are unique to each program?
11. Alumni Data—In spring of 2002 we surveyed alumni and their employers using the 14 College of Education Performance Standards as a basis for evaluation. In the future, all recent COE graduates and their employers will be surveyed every three years. The next survey will take place in 2005 and will include the graduates from 2002 through 2004.

- **Component 2: Plan and Timeline for Development and Implementation of the Unit Assessment System**

A six-phase plan for the UAS has been constructed and is being implemented. The phases are as follows:

Year	Phase	Activity
1999-2000	I	The Faculty Academic Affairs Committee proposed the framework for program assessment plans. These plans were approved by the College Faculty Assembly. Programs used these frameworks to develop their own program goals.

2000-2001	II	<p>Rubrics were developed for candidate field experience and student teaching evaluations. These incorporated INTASC, state and SPA standards and COE performance standards. Faculty from NEIU worked with faculty from K-12 schools to design and do trials of the rubrics. Rubrics are based on knowledge, skills and dispositions. Rubrics were also developed for other major assignments in programs throughout the College.</p>
2001-2002	III	<p>UAS for the College was formally designed. Existing databases were reviewed and refined and additional databases were chosen for incorporation.</p>
2002-2003	IV	<p>UAS was implemented along with feedback loop. In September, 2002 data was presented to the Departments for their input. Input was returned to the Dean for follow up in 2003.</p>
		<p>A relational data base system was designed and implemented using existing databases, incorporating the first priorities below:</p>
		<p><u>Priorities I</u>  Core Database  Basic Skills &amp; Subject Areas  Institutional Data  Alumni Data  Title II Data  Field Experience &amp; Student Teaching Data  Graduate College Data  Faculty Data  1) Form D Data Base  2) Institutional</p>
2002-2004	V	<p>The Administrative Team of the College and stakeholders from K-12 schools review the design of the UAS and the data reports generated by the Unit Assessment System. Data for 2002-2003 from the UAS is sent to programs for review and comparison with 2001-2002 data. Along with their comments from 2001-2002, anticipated program actions based on data evaluations are determined and documented.</p>

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Second priorities will be added to the UAS. UAS produces data and it is evaluated in September. The UAS is reviewed on a yearly basis at the same time.

#### Priorities II

Data Warehouse

Enhanced Program Data from Faculty Electronic Database

Field Supervision Data entered electronically.

Several people worked on the initial design of the system including Dr. Beverly Otto, Dr. Janet Bercik, Dr. Kathleen Carlson (Institutional Research from St. Xavier College), Dr. Patricia Walsh (former Acting Associate Dean), Dean Nan Giblin, Dr. Estela Lopez (former Provost), and Dr. Susan Doyle, (Director of Institutional Studies & Planning).

Development of the Student Teaching and Field Experience Evaluation forms occurred over a period of three years. Dr. Janet Bercik, Assistant Dean, received a Goals 2000 grant to gather K-12 teachers together with NEIU faculty on Saturday mornings and after school to design the rubrics based on knowledge, skills, and dispositions that would be used by our field experience and clinical practice supervisors and instructors in the field to rate our candidates. These rubrics are based on College of Education Performance Standards, INTASC, State, and Specialty Professional Organization Standards.

### ***Element 3: Use of Data for Program Improvement***

#### **• Component 3: Data Distribution, Discussion and Feedback**

*Overview.* The Unit Assessment System is continuous and contains the format for its own evaluation. The UAS itself is a model of our conceptual framework, “Reflective Professionals Building Learning Communities”. Using the data that we gather and input into the Unit Assessment System we are able to reflect in a knowledgeable way about our progress toward meeting our goals. The Unit Assessment System plan for the dissemination of data, the analysis of data by the programs and unit, the determination of actions to be taken, and the review of actions taken is summarized in Figure 2.2 (page 44 herein).

Each year in September, the Dean’s Office will report to the College Administrative Team on the data that has been collected by the Unit Assessment System. The Department Chairs and Directors will take this information and report to their programs. Information flows from Standing Committees and the Office of Clinical Experience and Student Teaching back to the College of Education Dean’s office. In January of each year, the Administrative Team discusses information from programs and departments in response to the Unit Assessment System Data. Data is also presented by the Dean’s office to the NEIU administration and community stakeholders and advisory boards. In this way, the Unit

Assessment System allows for the input of new data and the analysis of changes already made.

*Multiple assessments: Questions asked and answered.* Information from the Unit Assessment System is collected in the Dean's Office. The Associate Dean, Dr. Beverly Otto, is responsible for the functioning of the system. She is the lead person in coordinating what questions are asked of the UAS. For example, for the current review, the questions asked included the following:

**What are the characteristics of our undergraduates and graduate candidates?**

1. Candidates by majors for gender, ethnicity, age at graduation, home location
2. Length of program completion time from admission to graduation date
3. Teacher service data for current location of teaching position in Illinois
4. Enrollment of majors by semester since Fall 2000
5. Graduates by academic year: 2000-2001, 2001-2002, 2002-2003

**What does the performance evidence indicate about our candidates?**

1. Basic Skills Exam Scores for program completers
2. Content Area Exam Scores for program completers
3. Pedagogical knowledge as evidenced by aggregation of CEST data for three data sets (ECED, ELED, SCED)
4. Content knowledge as evidenced by aggregation of CEST data for three data sets (ECED, ELED, SCED)
5. Dispositions as referenced in CEST data
6. Exit GPA by program major
7. Specific performance criteria on diversity, assessment, reflectivity, collaboration, professional development evidenced by aggregation of CEST indicator data
8. Content Area Exam Scores for program completers in Reading MA, School Counseling and Ed Leadership programs (not part of Title II data)
9. College of Education 14 performance standards as evidenced in CEST data
10. Subtest scores for Title II programs plus Reading, School Counseling, and Ed. Leadership

**What characteristics represent our faculty and their teaching loads?**

1. Faculty terminal degrees for tenure-track, temporary full-time faculty, and adjuncts
2. Faculty ethnicity
3. Faculty teaching load and amount (cu's) of other primary assignments
4. Sections taught by part-timers; sections taught by full-time (tenure-track and VL)
5. Average class size for full-time faculty; average class size for part-time faculty

### **What characteristics represent our Field Experience and Clinical Practice (Student Teaching) sites?**

1. Ethnicity of school population
2. Diversity of economic level of school population
3. Location; urban; high needs; suburban
4. School size/enrollment (small; medium; large)
5. Diversity of faculty
6. Type of school; public, private, charter

### **Alumni Data**

1. COE Alumni survey responses
2. COE Employer survey responses

The data reports generated in response to these questions have been incorporated into this Institutional Report in Standard 1: Candidate Knowledge, Skills and Dispositions; Standard 3: Field Experiences and Clinical Practice; Standard 4: Diversity; Standard 5: Faculty Qualifications, Performance, and Development; and Standard 6: Unit Governance and Resources. The Unit Assessment Data Reports are available in the NEIU Documents Room.

*Dissemination of Unit Assessment System Data.* Information from the Unit Assessment System (i.e. data reports) is first brought to the College Administrative Team, which consists of the Department Chairs, the Associate Dean and Assistant Dean (also Coordinator of Clinical Experiences and Student Teaching/CEST), and the Director of the Chicago Teachers' Center. This is done every year in the first or second week of September. This group discusses the data and takes relevant data back to their programs or departments where faculties discuss the data. At this point decisions are made about how well each program is functioning. Changes for improvement are discussed and outlined. By January of each year, each program reports back to the Associate Dean, through the Administrative Team by describing their analysis of the data and any changes that will be made. (See Figure 2.2, page 44 herein.)

Then, the following September, the Dean sends copies of the written analysis of the data to the programs through the Administrative Team. At program meetings, faculty review the data and decide what changes, if any, should be made to their programs. The chairs then report this data back to the Administrative Team in January of each year. Candidates are apprised of relevant data at Orientation Meetings. Some data appears in the NEIU Academic Catalog. Programs are asked to assess their changes from the year before, to analyze the new data from the Unit Assessment System, and to determine new directions and changes for the following year.

During the course of the year, Standing Committees, Programs, and the CEST office identify and report program issues of concern, which are then directed to the College Administrative Team and also to the Dean. Problems that occur are dealt with as quickly as

possible. While a larger part of the Unit Assessment System focuses on candidate performance data, there are occasions when program adjustments are made based on difficulty implementing a program or policy. Thus, the Unit Assessment System provides a way in which immediate changes can be made to facilitate smooth program functioning and candidate services.

*Candidates' concerns.* Candidates' concerns typically include a variety of issues and are evaluated on a case-by-case basis with a response time to the candidate of approximately one to five days. Concerns are generally handled by providing information to the student, approving or denying a request, making special arrangements for the student, forwarding the request to the appropriate department, or notifying the student that their concern has been noted.

Of the thirty-eight total student (candidate) concerns for the most recently completed academic year of 2001-2002, the three most common concerns, amounting to 44% of the total concerns, included grade issues, College of Education (COE) requirement waivers, and complaints involving COE instructors, advisors or committees. Of the six COE requirement waiver requests (16%), four were approved and two were denied. Of the five grade concerns (14%), one request was denied, two approved, one forwarded, and clarifying information was provided to one. The five complaints (14%) regarding COE instructors, staff and the Admission, Retention and Appeals Committee, were resolved by making special arrangements for one candidate, forwarding one concern to the appropriate department, providing information to one candidate, and notifying two candidates that their concerns had been noted.

There were three concerns (8%) involving registration issues and arrangements were made for each candidate. Informational letters were provided to three candidates (8%) seeking verification. Additional concerns (at 5% of the concerns each and amounting to 30% of the total) included: two requesting tuition reimbursements which were approved; two congratulations to the department which were received; two requests to enroll in restricted courses, which were denied; two certification issue requests, one of which was denied, while arrangements were made for the other, two student teaching waiver requests which were denied; and two late course withdrawals which were approved.

The College embeds performance assessments into all preparation programs. Candidates receive feedback in all courses and particularly in field experiences and student teaching/clinical practice, where evaluations are conducted as the candidate progresses through the course work and at exit. (See Chapter 3, Institutional Report.)

- **Component 4: Evaluation of the Unit Assessment System**

Evaluation of the Unit Assessment System was carried out by the Administrative Team and the Programs when they reviewed the first data from the UAS in fall, 2002. For example, the Chair of Educational Leadership and Development suggested that their data be broken down further because there are several programs in that department. It was impossible to tell from the data as presented which programs were doing well and which were not.

Similarly, the Health Physical Education Recreation and Athletics Department (HPERA) thought that they did not have enough data for analysis. Both of these situations will be remedied in the Fall 2003 data reports. Already, the Educational Leadership and Development data has been separated by program areas into Human Resources and Development, Inner City Studies, Educational Foundations, and Educational Leadership. In answer to HPERA, more data is being prepared for all of the programs.

Technical aspects of the UAS also required input from additional experts. Jon Sims, a technical consultant, worked with other consultants to refine the relational database that is capable of producing needed reports. Technical input has also come from Karen Richards, our Graduate Assistant, who is completing her M. A. in Computer Science. She has worked in the computer field for years. Dr. Susan Doyle and Dr. Kathleen Carlson also offered assistance in the design of the system and in statistical analysis of data. Two consultants from the Teacher Data Warehouse at the University of Illinois, Dr. El Gentry and Dr. Doug Bower, visited our campus and offered technical assistance on linking with the Teacher Data Warehouse.

A Unit Assessment System Advisory Board consisting of Dr. Beverly Otto, Dr. Kathleen Carlson (St. Xavier), Dr. Susan Doyle (Institutional Studies and Planning), Ms. Karen Richards, Dr. Janet Bercik, and Dr. Nan Giblin meets on a frequent basis to discuss the progress of the system. Additionally, this group will be called together in November and March of each year to specifically evaluate the functionality of the system.

In June 2003, Dr. Beverly Otto and Dr. Nan Giblin presented preliminary findings from the current analysis of the Unit Assessment System data to a group of Northeastern faculty, community college faculty, K-12 faculty, College of Arts and Sciences faculty and others at a College of Education Assessment Forum.

Every September, when the data is distributed to the Administrative Team, we will discuss possible improvements to the Unit Assessment System. Each program will be asked to suggest changes to make the Unit Assessment System more useful. The following timetable describes how this system will function:

**Table 2.1: Timetable for Evaluation of the Unit Assessment System**

Date	Action
September	Administrative team evaluates UAS
November	Advisory Board meets to evaluate UAS
January	Programs report through Chairs/Directors on Changes needed to the UAS
March	Advisory Board meets to evaluate UAS

The Unit Assessment System data is also presented to other groups including the Provost's Council and Faculty Assemblies. Each of these groups gives feedback. It is hoped that the Unit Assessment System that has been developed for use in the College of Education may become a model for systems in other departments or colleges.

An overview of the Unit Assessment System evaluation process is represented in Figure 2.3 (See page 45 herein.) Assessment of the Unit Assessment System's value in providing information to the College of Education is focused on several specific questions:

- Does College of Education create reflective professionals who build learning communities?
- Do College of Education programs prepare competent, reflective professionals who achieve the 14 College performance standards?
- Who are we? What are our resources?
- How do the components of the Unit Assessment System serve the assessment needs of the College of Education?

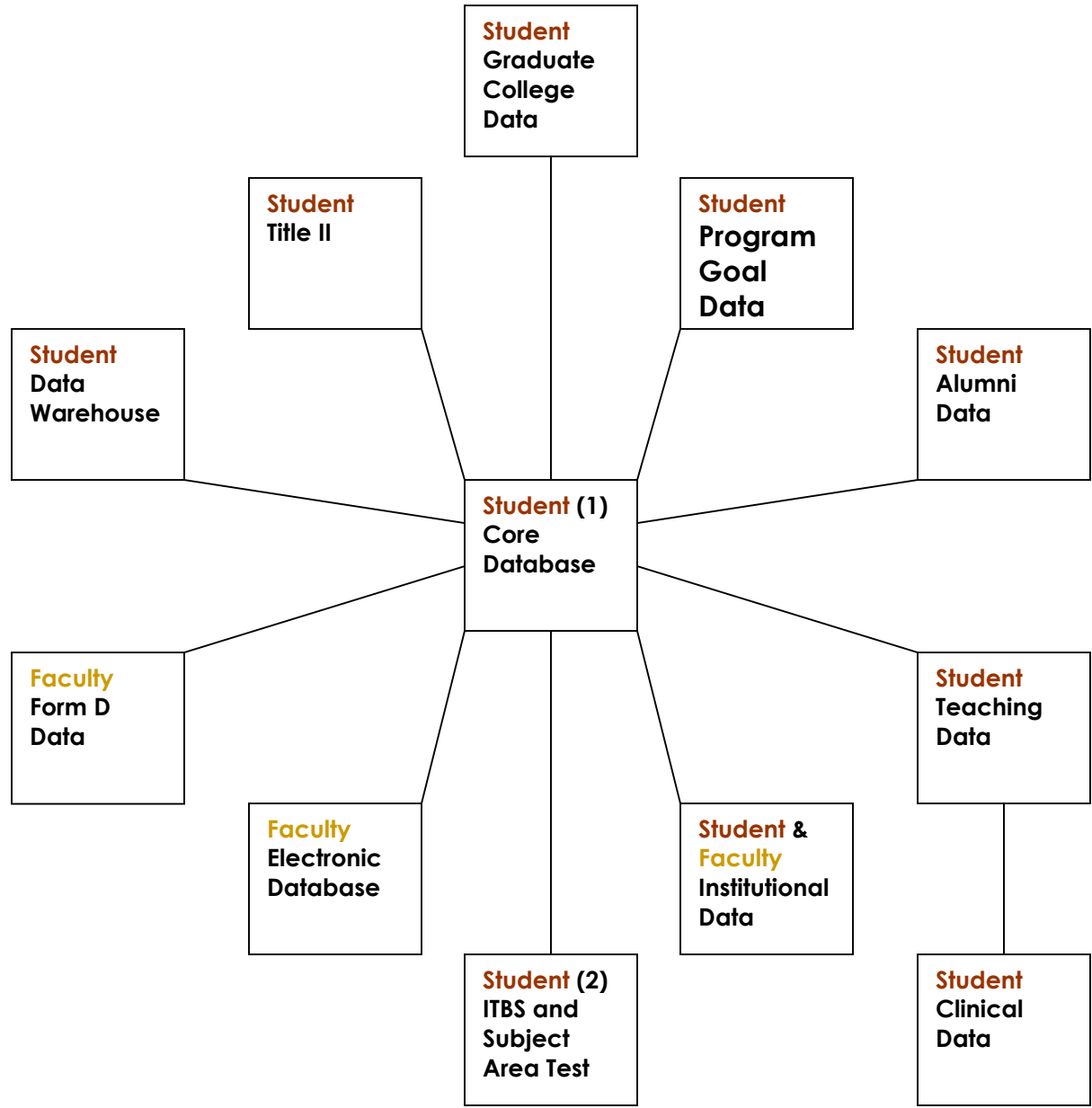
### **Summary and Future Directions**

In summary, the Unit Assessment System of the College of Education is an evolving system. Currently, this system incorporates two years of comprehensive data. This relational data base has generated reports based on our Priority I items which are the Core Database, Basic Skills and Subject Area Scores, Institutional Data, Alumni Data, Title II Data, Field Experience and Student Teaching Data, Graduate College Data, and Faculty Data. By Fall 2004, Priority II data will be added including the Data Warehouse, Program Goal Data, and the Faculty Electronic Database, along with other new data as requested by programs and departments. Information from the Unit Assessment System is disseminated and analyzed on a yearly feedback loop. Internal and external data experts evaluate the Unit Assessment System itself on a yearly timetable. The Unit Assessment System is a permanent and integral part of the College of Education's mission to be "Reflective Professionals Building Learning Communities."

## Figure 2.1 UNIT ASSESSMENT SYSTEM: DATA SOURCES COLLEGE OF EDUCATION

**Priority I 2002-2003**  
 Core Database  
 Basic Skills &  
 Subject Area  
 Institutional Data  
 Alumni Data  
 Title II  
 Field & Student  
 Teaching Data  
 Graduate College  
 Data  
 Faculty Data  
 1) Form D  
 2) Institutional

**Priority II 2003-2004**  
 Data Warehouse  
 Enhanced Program  
 Data  
 Faculty Electronic  
 Database  
 Field Supervision  
 Data entered on  
 site



**Figure 2.2 DATA DISTRIBUTION, DISCUSSION AND FEEDBACK  
UNIT ASSESSMENT SYSTEM**

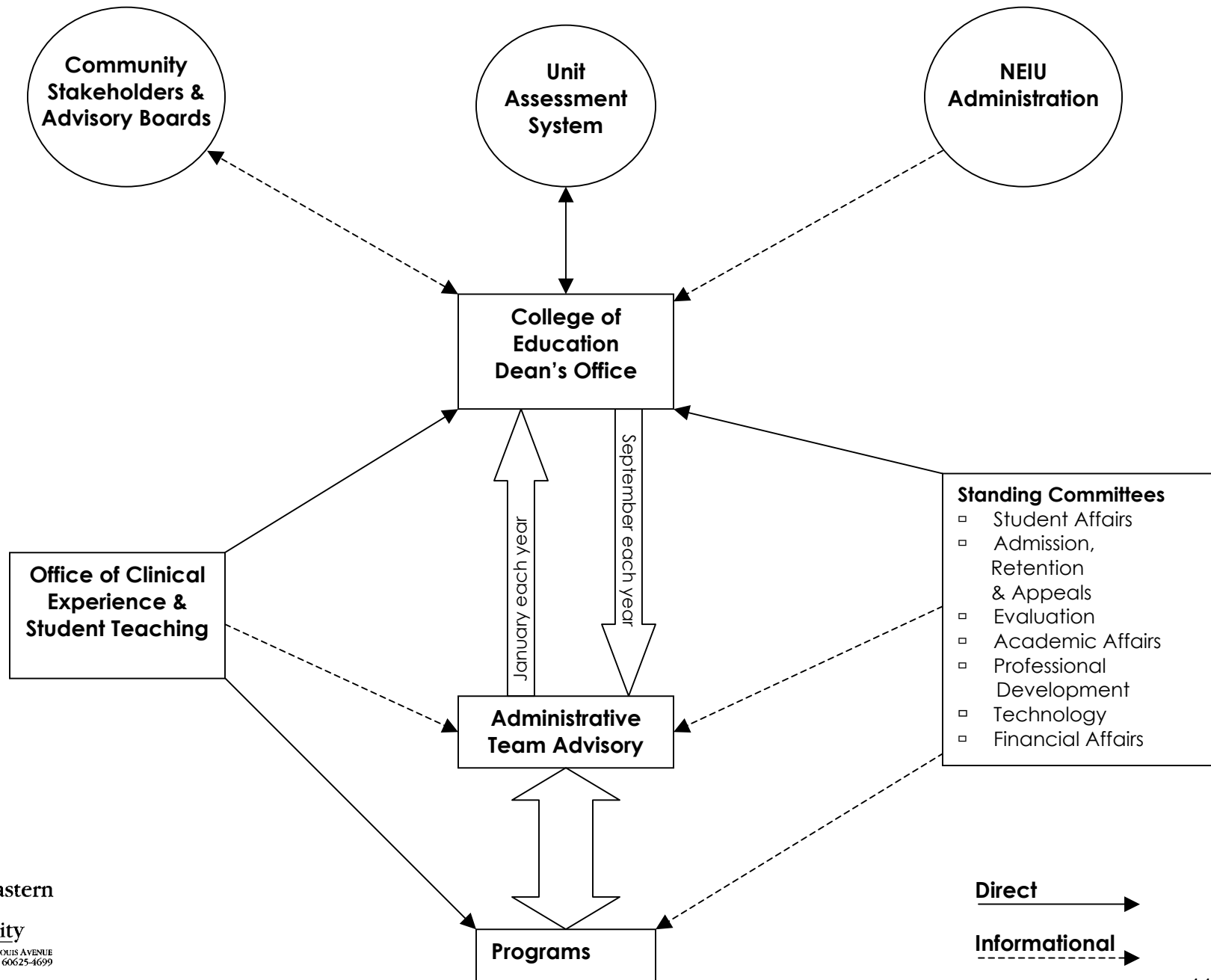
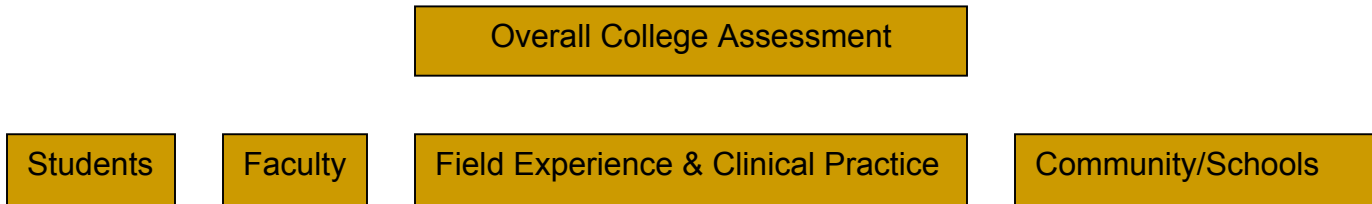
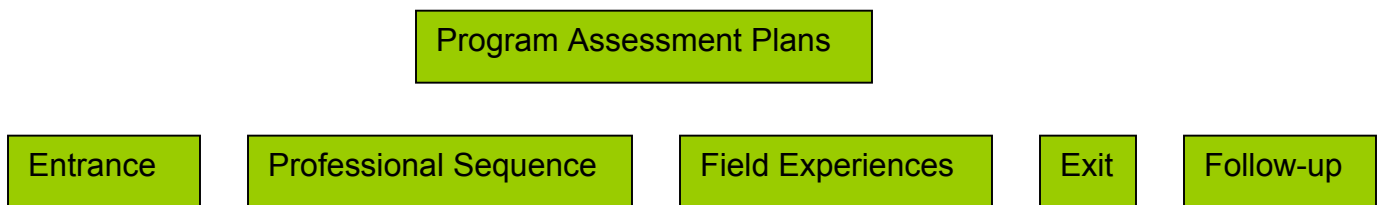


Figure 2.3  
**Unit Assessment System Evaluation**  
College of Education

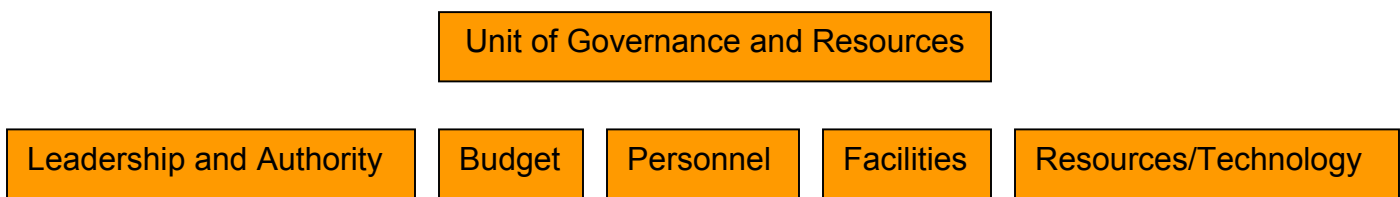
***Does the COE create reflective professionals who build learning communities?***



***Do COE Programs prepare competent, reflective professionals who achieve the 14 College Performance Standards?***



***Who are we? What are our resources?***



***How do the components of the Unit Assessment System serve the assessment needs of the College of Education?***

