Assessment Plan
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Overview of the Institution

Overview of Texas Southern University

History and Mission

Texas Southern University (TSU) was formally established by the 50th Texas Legislature on March 3, 1947. Founded as the Texas State University for Negroes and given its current moniker in 1951, the University’s primary mission was to establish a creditable college for African American students. After its inception, Texas Southern University became the first Historically Black College and University (HBCU) to house a law school and was also the first state-supported institution in the city of Houston. TSU’s academic curriculum is organized into eight schools, and the University has awarded more than 40,000 degrees during its 55-year history. It presently offers 78 baccalaureate degree programs; 41 master’s degree programs; the Doctor of Education degree in three programs; the Doctor of Philosophy in Environmental Toxicology, Doctor of Philosophy in Administration of Justice, Doctor of Philosophy in Urban Planning & Environmental Policy; and two graduate professional degrees (e.g., the Doctor of Pharmacy and the Doctor of Jurisprudence). Some of TSU’s better-known graduates include the late U.S. Congresswoman Barbara Jordan and Congressman George “Mickey” Leland.

Students matriculate in undergraduate and graduate programs leading to degrees in the arts and sciences, business, communication, education, public affairs, health sciences, law, pharmacy and technology. Currently, the University enrolls more than 11,000 undergraduate and graduate students from across the world. Undergraduates account for eighty percent of the enrollment while graduate and professional students comprise the other twenty percent. Eighty-five percent of the student body is African American. The university employs 509 faculty, seventy-five percent of whom hold terminal degrees.

TSU has distinguished itself as one of the leading producers of African American scholars to obtain collegiate, professional, and graduate degrees in the state, as well as the nation. Although the university was initially established to educate African-Americans, it has become one of the most ethnically diverse institutions in the state (Texas Southern University Fact Book, 1996-2000). TSU produces the largest number of minority graduates in Texas, the third largest number of African-American law graduates in the nation, and the second largest number of Mexican-American law graduates in Texas. TSU has also graduated almost one-third of the African American pharmacists nationwide and approximately forty percent of the teachers in the Houston Independent School District (TSU Fact book, 2001-2006). Located near downtown Houston, the University sits on a 150-acre campus with 45 buildings and assets valued at more than $300 million. TSU has its own 25,000 watt radio station that serves as a teaching and learning laboratory and an educational link to the community at large.

Mission and Vision of the Institution. In 1973, the state legislature designated TSU as a “special purpose institution for urban programming,” after concluding that its educational programs and services particularly suited the needs of urban residents. This provided the foundation for its mission, which is to provide high quality teaching, research and public service to prepare students for leadership roles in urban communities worldwide. In support of its mission, the University has recently adopted the following five points of vision to guide its immediate goals.
**Academic and faculty excellence.** The University is dedicated to attracting and retaining an outstanding faculty. This goal will be achieved by offering competitive salaries and benefits, creating endowed faculty positions, and through shared governance, training, and professional development. Additionally, the University’s commitment to academic excellence will be realized by providing scholarships to the best and brightest students, providing academic support systems, and creating a positive learning environment.

**Fiscal responsibility.** The University is committed to maintaining fiscal responsibility in all operations, programs, and facilities. This goal will be achieved through timely and accurate financial accounting, increasing private support to the University, and building an endowment to ensure financial stability.

**Service and accountability in administration.** TSU is dedicated to instilling service and accountability in all administrative units. This goal will be achieved by adherence to policy and procedures, development of university-wide performance accountability standards, first-rate training and development programs, and a commitment to a customer service orientation.

**Hospitable learning and living environment.** The University is committed to enforcing a “3-C” philosophy: concern, compassion, and courtesy. This goal is being achieved through the implementation of a $50 million capital improvement plan that includes the construction of a new student health center, student recreation facility, and student housing. Renovations underway include the campus entrances, campus lighting, and the track and field facility.

**Commitment to community outreach.** The University is committed to maintaining its history of involvement in the community. TSU will advance its outreach by continuing to support past activities, developing new programs and services, and collaborating with local organizations to create a better quality of life for the people and communities it serves. TSU is committed to maintaining an innovative, productive and receptive learning environment, implementing initiatives to ensure a suitable environment for teaching, research and service while infusing new technological advances into its infrastructure and academic programs. (Five-point plan in Exhibits).

Partnership schools located in Aldine ISD include, Vines Early Childhood Pre Kindergarten Center, Bethune Academy, Stovall Academy, Wilson Intermediate School, and Eisenhower High School.

Our partner school in North Forest ISD is Forest Brook High School. Finally, our partnership schools in Alief ISD are Chambers Elementary School, Landis Elementary School, Budewig Intermediate School, Alief Middle School, Elsik High School and Hastings High School.

**Advanced Programs.** A sampling of the partner schools for advanced programs in Educational Administration for the Spring, Summer and Fall 2007 in HISD include Sam Houston High School, Codwell Elementary School, Furr High School, Whidby Elementary School, Ryan Middle School, Burbank Middle School, Ross Sterling High School, W.E. Rogers Elementary School, Jack Yates High School, and Booker T. Washington High School; in Alief ISD, Landis Elementary School and Howard Hicks Elementary School; in Aldine ISD, Ermel Elementary School; in Pasadena ISD, Jacinto City Elementary School; in Fort Bend ISD, Quail Valley Middle School, in Conroe ISD, Wilkerson Intermediate School; and in Cypress Fairbanks ISD, Postma Elementary School. Partners for Counseling in 2007 included Thurgood Marshall High School, Liberty High School, The Woodlands High School, Magnolia High School, Tomball College, Communities in Schools and the Arrow Project.
Conceptual Framework

Description of the Conceptual Framework

The unit has adopted a model of Expectations, Practices and Outcomes (ExPO) for its conceptual framework. As reflected by the graphic below, candidate expectations are shaped by the university’s underlying vision, mission, and philosophy as well as state, regional, and national educator preparation standards for administrators, counselors, and teachers. The faculty facilitates candidate performance expectations with a myriad of wise practices that result in candidate acquisition of knowledge, skills, and dispositions at initial and advanced levels. The direct outcomes of these program expectations and educational practices are professionals who are caring, competent, committed and culturally responsive; in other words, who have the qualities and characteristics that are central to preparing professional educators, with (as mandated by the mission of Texas Southern University) a focus on the preparation of educators who serve in urban schools.

Figure I-1: Conceptual Framework

Mission and Vision of the College of Education

The mission of the Unit reflects the university’s commitment to prepare competent professionals who can address urban challenges by providing an educational environment that supports teaching, research and service. Specifically, the mission of the Unit is to provide competent professionals for effective service in urban schools, agencies and other entities using research and collaboration in seeking solutions to teaching, learning and behavioral challenges facing urban populations. The Unit is committed to preparing candidates to become effective professionals who will be caring, competent, committed and culturally responsive, with a focus on the preparation of educators for urban school settings.
The vision of the Unit is to become the region’s leading source of informed thought regarding matters of urban education as well as the foremost producer of exemplary professionals who are prepared to provide effective service in urban schools, agencies and other entities. The shared mission and vision of Texas Southern University is to prepare professionals for effective service in urban communities.

**College of Education Learning Outcomes**

**Initial Programs**

**Expected Outcomes**

In developing the conceptual framework, the Conceptual Framework Committee identified four core outcomes that are significant to the development of a unique kind of professional who is specifically equipped to effectively serve urban populations. To this end, the COE prepares *caring, committed, competent, and culturally responsive* professionals who will work effectively in all school settings, with a focus on the needs of *urban* communities. To assure that candidates meet these outcomes, the unit has developed a set of 21 proficiencies, which identify the knowledge, skills, and dispositions that candidates must show mastery upon exit from the programs. The proficiencies have been designed to ensure candidates meet the four unit-developed outcomes within the context of the state and national standards to which they are accountable.

Proficiencies are organized into three categories, with proficiencies for committed and culturally responsive educator combined in one category.

(K) Knowledge  
(S) Skill  
(D) Disposition

**A List of Candidate Proficiencies**

**A competent educator:**

1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; *(K)*
2. demonstrates the capacity to problem solve, and to think critically and reflectively; *(K)*
3. demonstrates an understanding of human development, and the ability to act on this understanding; *(S)*
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; *(S)*
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; *(S)*
6. demonstrates an understanding of effective communication and collaboration strategies; *(K)*
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; *(K)*
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and *(S)*
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. *(S)*
A committed and culturally responsive educator:
10. acts on the belief that all children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; (K)
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; (S)
12. demonstrates a commitment to high moral and ethical values; and (K)
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. (S)
14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. (K)

A caring educator (Dispositions)
15. understands the right of all students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect; (Revised Statement: understands the right of all students and acts on the belief that all students can learn)
16. maintains confidentiality;
17. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
18. demonstrates respect for the profession;
19. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
20. demonstrates the ability to compromise and to respect others’ opinions during group work;
21. participates in professional development activities that were recommended.
A List of Candidate Proficiencies

A competent educator:

1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; (K)
2. demonstrates the capacity to problem solve, and to think critically and reflectively; (K)
3. demonstrates an understanding of human development, and the ability to act on this understanding; (S)
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; (S)
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; (S)
6. demonstrates an understanding of effective communication and collaboration strategies; (K)
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; (K)
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and (S)
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. (S)

A committed and culturally responsive educator:

10. acts on the belief that all children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; (K)
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; (S)
12. demonstrates a commitment to high moral and ethical values; and (K)
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. (S)
14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. (K)

A caring educator (Dispositions)

15. understands the right of all students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for
students in this respect; (Revised Statement: understands the right of all students and acts on the belief that all students can learn)
16. maintains confidentiality;
17. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
18. demonstrates respect for the profession;
19. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
20. demonstrates the ability to compromise and to respect others’ opinions during group work;
21. participates in professional development activities that were recommended.
Other School Professionals
Counseling Education

A List of Candidate Proficiencies
A competent Counselor:

1. demonstrates genuine facilitative counseling skills (S)
2. demonstrates the ability to recognize and address emotions (S)
3. demonstrates the ability to develop a theoretically based case conceptualization; (K)
4. demonstrates the ability to effectively assess clients and develop appropriate treatment plans; (K)
5. demonstrates the ability to evaluate the outcome of a client’s intervention and make appropriate adjustments to intervention as necessary (K)
6. demonstrates the knowledge and ability to design, plan, implement and facilitate groups; (K)
7. demonstrates the ability to establish and maintain effective collaboration and/or consultation professional relationships within and outside of the work setting; (K)
8. demonstrates good listening skills and is approachable at work and in the community; (S)
9. demonstrates a commitment to personal development and is able to facilitate self growth exploration; (S)
10. demonstrate the ability to generalize learning from situation to situation; (S)
11. demonstrates leadership, self-respect and responsibility in professional roles; (S)
12. demonstrates the ability to maintain self control and displays appropriate reactions; (S)

A committed and culturally responsive educator:

13. demonstrates a commitment to professional development, and a readiness to actively contribute and participate within the profession and professional organizations; (K)
14. demonstrates equitable treatment and respect for all individuals; (S)
15. demonstrates an understanding of ethical and legal guidelines within educational and counseling environments; (S)
16. values and maintains confidentiality of communications and records within legal guidelines and requirements of both educational and counseling environments; (K)
17. respects the ethical and moral values and concerns of the clients/students, school/community agency, and community at large; and (K)
18. demonstrates integrity and the ability to remain objective within educational and counseling environments. (S)

A Caring Counselor (Dispositions)
1. understands the right of all students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for
students in this respect; (Revised Statement: understands the right of all students and acts on the belief that all students can learn)
2. maintains confidentiality;
3. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
4. demonstrates respect for the profession;
5. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
6. demonstrates the ability to compromise and to respect others’ opinions during group work;
7. participates in professional development activities that were recommended.
Other School Professionals
Educational Leadership and Foundations

A List of Candidate Proficiencies
A competent Administrator

1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; *(K)*
2. demonstrates the capacity to problem solve, and to think critically and reflectively; *(K)*
3. demonstrates an understanding of human development, and the ability to act on this understanding; *(K)*
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; *(S)*
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; *(S)*
6. demonstrates an understanding of effective communication and collaboration strategies; *(K)*
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; *(K)*
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and *(S)*
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. *(S)*
10. demonstrate the ability to develop a school vision; *(S)*
11. demonstrates the ability to use data and develop plans of action to improve student learning; *(S)*
12. demonstrates the ability to collaboratively work with parents and school stakeholders; *(S)*
13. demonstrate the ability to apply legal guidelines to protect the rights of students; *(S)*

A Committed and Culturally Responsive educator:

14. acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; *(K)*
15. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; *(S)*
16. demonstrates a commitment to high moral and ethical values; and *(K)*
17. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. (K)
18. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. (S)

A Caring educator (Dispositions)

1. understands the right of all students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect; (Revised Statement: understands the right of all students and acts on the belief that all students can learn)
2. maintains confidentiality;
3. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
4. demonstrates respect for the profession;
5. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
6. demonstrates the ability to compromise and to respect others’ opinions during group work;
7. participates in professional development activities that were recommended.
Unit Assessment Philosophy and Principles

“Who dares to teach must never cease to learn.” This motto is consonant with our primary belief that “quality learning for all students depends on quality learning for all educators.” Based on this philosophy, the unit’s Conceptual Framework, is the curriculum model which enhances the general and content education of our teacher candidates emphasizes the application of knowledge, skills and dispositions to learning.

To guide its work in assessing student learning and understanding that data drives instruction, the Unit developed a system that uses multiple measures to assess candidate performance based on national, state and program standards and is linked to P-12 student learning.

The Continuous Assessment Program Evaluation (CAPE) is based on the belief that assessment is both developmental and continuous. Candidates must have the opportunity to connect their own practice to the learning of P-12 students and through field experiences, reflect on the congruence between theory and practice. These learning opportunities must be at the core of our teacher education program and assessment is integral in the process. As candidates progress through the teacher education program, they engage in multiple assessments that allow faculty and candidates to reflect on their teaching and learning and to use this information for continuous improvement of both candidate performance and program implementation. As the Unit continues to examine data for evidence of candidate growth and program improvement, it also looks at the effectiveness of the assessment tools and makes revisions as necessary.

We continue to reflect on the philosophy and principles of our assessment system. They remain current through periodic analysis and review of our unit and program assessment tools and procedures. Below are examples of changes made in assessments based on our reflection and supported by our philosophy and principles of assessment.

Two examples of changes made to our assessment system involved the adding of two new assessment tools at the initial certification level to be used to measure our candidates’ abilities to positively impact student learning. Through the presentation of an integrated unit plan implemented in the field experiences, candidates demonstrate how assessment is used to guide instruction and promote successful student learning. Through differentiated instruction, candidates demonstrate the ability to link assessment data to meeting individual student needs. The second assessment added was the implementation of Action Research. Teacher candidates conduct pre and post assessments provide solutions to gaps that may be present within the classroom.
An example from an advanced program includes developing transition points for the advanced program and really determining what key assessments are providing a clear picture of the candidates’ knowledge and skills in the program.

**Structure of the Unit’s Assessment System (CAPE)**

The assessment system was developed with input from the professional community through joint faculty and committee meetings with input and review from our Teacher Education Council (TEC) (with representatives from the PK-12 community, students, alumni, and faculty), and reflects both the conceptual framework and the candidate proficiencies outlined in professional and state standards. The College of Education uses this information to evaluate and improve the Unit and its programs. The assessment system includes a comprehensive and integrated set of evaluation measures – closely aligned with our Conceptual Framework -- that are used to monitor candidate performance and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission, at appropriate transition points, and at program completion. These assessments are regularly reviewed to ensure they are accurate predictors of candidate success. Assessment processes and results are reviewed annually, and effective steps are taken to eliminate bias in assessments and to establish fairness, accuracy and consistency in assessment.

The knowledge, skills, and dispositions that form the framework for the Candidate Assessment System are derived from the Conceptual Framework and state and professional standards. Based on accepted standards and knowledge from educational research, these competencies were determined in collaboration with the professional community – through full faculty discussions, committee work, input from the Consortium and feedback from administrators and teachers in the broader community. Candidate competence on each outcome is assessed at multiple points, in both a formative and summative manner. In order to ensure that the assessment instruments are fair, accurate, and consistent they are reviewed periodically by the COE Curriculum Committee; the aggregate results are reviewed annually by the COE faculty and Teacher Education Council (TEC).

The process we have used to seek national accreditation has pushed us to develop rigorous assessment instruments and a complete assessment system. Thus, data from candidate assessments, candidate review of their programs, feedback from alumni, and feedback from employers are gathered annually and used for assessing changes in the Initial Teaching License and Advanced Program curricula. Because we are new in this process the early feedback has been used to refine the instruments more than the curriculum itself. To begin the process of becoming NCATE accredited, The “Continuous Assessment Program Evaluation” (CAPE), our system, began in 2004 within the College of Education with a faculty member directing the assessment design. Input on the design of the Unit assessment system came from members of The Assessment Committee, the Teacher Education Council (TEC), the Leadership Team Committee, and other Unit faculty members. The final source for input in the design of the
system came from members of the professional community. In 2005, an Assessment Coordinator was assigned to oversee data entry and reports being produced by the system. In 2006, the Assessment Coordinator secured a SEED Grant that was funded by the University to continue development of the system. From that time until the present, the CAPE has undergone continuous refinement. In the spring of 2010, Dr. Haynes-Mays was hired as the new Assessment Coordinator and is currently the NCATE Coordinator.

Texas Southern University, through research, has identified key assessments, which demonstrate that candidates have met the 21 proficiencies that describe the outcomes of the Conceptual Framework (CF), and they are prepared to graduate from the Unit’s programs. CAPE utilizes a multifaceted assessment system linking the performance of Unit candidates to the Unit’s conceptual framework, national and professional standards, appropriate Specific Professional Association (SPA) standards, and PK-12 student learning.

The assessment system has two functions. The first function is to monitor the progress of individual candidates through programs, as defined by the requirements at each transition point in a candidate’s program. This function makes it possible to ensure that all candidates meet the requirements that are expected of them before moving to the next stage of their program, and also ensures that all candidates can be efficiently and effectively advised of their progress and standing in their program.

A second function of the assessment system is to monitor overall Unit operations regarding effectiveness of programs. This involves monitoring and creating “feedback loops” for the review of assessment data, employer and graduate survey data, faculty resources, productivity and results of national and state program reviews. Reports, based on the compilation of data stored in the system, are developed by the Assessment Coordinator with support from the Office of Institutional Effectiveness and the College of Education/Teacher Certification Office (These data are from the State Board for Educator Certification). Reports are analyzed by program faculty, members of the Assessment Committee, the Teacher Education Council (TEC), and the Leadership Team.

The assessment system has four major categories in which data are compiled as the basis for examining the Unit: teacher candidate performance, faculty performance, Unit productivity, and Unit resources. The model for the Unit assessment system is described more thoroughly in the CAPE design. Using the conceptual framework as the operational Unit vision, multiple assessments based on the framework collect data from internal and external sources. Internal sources include data from candidates’ transition point assessments, course and field experience/clinical practices assessments, and from faculty input. External sources include assessments and/or surveys completed by field based instructors in the schools, principals, school based counselors, recent graduates, and external program reviews.

These data are systematically compiled, summarized, and analyzed annually by the Assessment Coordinator with support from the NCATE Coordinator and Leadership Team in making improvements, which have a positive impact on candidate performance, program quality, and unit operations. The process provides an empirical basis for informing, evaluating, and continuously improving the unit and the educator preparation programs.

TSU Continuous Assessment and Evaluation Program (CAEP): Changed to CAPE Continuous Assessment Program Evaluation (Spring 2014)
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.

1. Identifies transition points at the unit and/or program level.

2. Identifies the major assessments to be used at the stated transition points.

3. Identifies a timeline for the development and implementation of the major assessments.

4. Identifies the design for the collection, analysis, summarization, and use of data.

5. Identifies aspects of the system that address unit operations.

6. Identifies how information technology will be used in the maintenance of the assessment system.

There are three components to the assessment system: (Revised 2011)

1. Unit Assessment
2. Program Assessment
3. Candidate Assessment

**Unit assessment** focuses on the systematic internal collection of information and data derived from candidate, program and unit-wide assessments that are useful in reviewing unit operations and programs.

Assessment data and reports that are examined include but are not limited to:

- Review of aggregated data from the Candidate Assessment System
- Review of program data collected and reported from each program in the College
- College of Education Strategic Plan and Annual Reports which include information such as progress toward goals and program changes based on these analyses
- Institutions of Higher Education Performance Reports
- College of Education enrollment data, student evaluations, peer observations and faculty annual reports.

**Program assessment** uses three lenses to examine each professional preparation program with data collection, findings analyses and decision-making present within each lens. Assessments include:

- Program, standards, curriculum and best practice alignment audits (Annually)
- Review of aggregated data on candidates, program and unit from both internal and external sources (Annually)
- Strategic plan alignment and annual reports (Annually)

Based on findings, programs create “**Action Plans**” which include program goals and objectives, recommendations for program revisions, a plan for improving instruction and the redesigning of components as necessary.
**Candidate assessment** examines the progress of professional education candidates toward the exit outcomes delineated in our Conceptual Framework as well as professional content standards and licensing standards set for each program. Course-based assessments will occur every semester within every course. Transition assessments will occur as a part of the College’s Continuous Assessment and Evaluation Program (CAEP): and require mastery of benchmarks before moving to the next level. Feedback will be provided to candidates on and on-going basis, with the goal of reflective practice and continuous progress toward excellent outcomes.

The three components to the assessment system:

1. Unit Assessment
2. Program Assessment
3. Candidate Assessment