2.3.c Process for assuring the unit’s assessments are fair, accurate, consistent, and free from bias

The unit takes effective steps at both the unit and program levels to eliminate sources of bias in performance assessments and works at both levels to establish the fairness, accuracy, and consistency of its assessment procedures. Assessments are fair when they assess what has been taught. To that end, at the beginning of the Continuous Assessment and Evaluation Program (CAEP) development process, program faculty reviewed the curriculum to ensure that candidates were provided opportunities to learn, practice, and demonstrate the expected proficiencies as they adopted standards. The Unit’s assessments are carefully aligned with National, State and University standards, as well as the Unit’s Conceptual Framework objectives and proficiencies. Candidates are made aware of this alignment through curriculum mapping offered in course syllabi as well as course discussions on the Conceptual Framework’s vision, goals and objectives. Information about dispositions, transition points, key assessments and rubrics are made available to all candidates so that they are aware of program and course expectations.

In addition, faculty training in the use of assessments also helps to ensure unbiased, accurate and consistent assessment of candidates. Program faculty meet to discuss requirements for course assessments. The coordinator of field placements conducts training for utilization of the clinical supervision each term. All instruments and assessments are submitted to the University Assessment Committee for review and feedback.

Texas Southern University has a University Assessment Committee under the leadership of the Provost and OIE Office of Institutional Effectiveness. Units and Colleges meet regularly to discuss assessments and requirements for all programs. Once goals, benchmarks and assessments for individual programs are approved by the Assessment Committee, TEC and the University Assessment Committee, that information is then brought back to the individual programs to implement. Data is then collected and improvements plans are developed. Improvement plans are submitted each semester to the University Assessment Committee for review. Once the committee and Dean have approved plans, those plans can then be uploaded to XITRACS.