

To: CTL Faculty
From: Jim DePaepe, Director
Date: 10/14/2005
RE: Notes from Faculty Meeting on Assessment System Analysis

Please find attached electronic copies of the handouts provided during the meeting

- Power point presentation
- Assessment system spreadsheet
- Faculty at the meeting requested that the CTL Standards matrix be placed on the web in PDF and Word formats (this will be done this week).
- Faculty also asked that the CTL Matrix Standards numbers be aligned with the LiveText Standards numbers (this will be done before the matrix is published on the CTL web).

Twenty nine CTL members attended the meeting. Dean Bowers discussed the need to continue to diligently focus on standard two (our assessment system). The keys to meeting NCATE Standard Two were discussed and are provided in the power point.

To satisfy Standard 2 “programmatic thinking” faculty must identify knowledge, skills, and dispositions program completers are expected achieve (these should be found within the standards). I asked for each program to design a program assessment plan on paper and send it to me electronically so we can place all of them on the web for State and NCATE Review in 2007. The plans will also satisfy the following critical elements of standard 2:

- A) Identify where in the curriculum the material is covered; and**
- B) Clear alignment of ALL standards (program, state, and state).**

We talked about two methods commonly used to develop program assessment systems.

1. Course-based assessment
2. End of program portfolio assessment

If you chose the course based assessment system, the plan needs to include an identification of courses and what standards are aligned to each course. **Care should be taken not to align too many standards to one course.** Choose standards that are most representative to the course material taught. Then identify the artifact (or representative assignment) that will be used to assess how well the students are meeting the standards. Finally identify the assessment rubric used to assess the artifact. Make sure assessments, artifacts, and courses are all aligned with the same standards.

If you chose the End of Program Portfolio Assessment system, first identify the capstone experience where you require the portfolio. Then align all of the courses to the standards, align standards to artifacts, and align artifacts to assessments. In this system it is imperative to map standards to courses so an analysis of any aggregated student data could be traced back to a particular course for program improvement.

In each method the analysis is only to be done by the program itself. The CTL is interested in how the unit in general is meeting standards of NCATE, and will report only what programs provide. The data from the professional core will also serve as a unit analysis for student achievement of standards.

Please pay close attention to the following:

- 1) **Be accurate and specific in mapping and aligning courses, artifacts, and assessments to standards (i.e., please do not align too many standards to one course, artifact or assessment).**

- 2) Please use state, professional, and especially be certain to cite the 11 CTL standards in both your design and LiveText standard stamping of artifacts and assessments. The 11 CTL standards are necessary for Unit analysis.**

- 3) Title artifacts and assessments corresponding to the course and according to the specific purpose used for assessment (e.g., Knowledge, Skill, or Disposition).**

The CTL needs ASAP, but no later than the end of this quarter:

- Your assessment plans**
- Minutes from a program meeting where you discussed your assessment design and the data you have collected. Particularly refer to any program changes you have recommended after examining your data.**

I will be contacting program chairs and the three associate deans representing all 30 endorsement areas. The meetings will be called the NCATE Task Force and we will be holding monthly meetings to ready ourselves for the 2007 review.

You may have noticed the signs around Black Hall regarding extra assistance. I have hired four students to work with Denise Anderson. They are available for one-on-one student support 10:00 AM – 6:00 PM Mondays – Thursdays. The office number for the students is (509) 963-1671, and they are located in Black Hall room 214-24 right across the hall from Denise's new office 214-25. Faculty are still encouraged to call or e-mail Denise (andersod@cwu.edu) or 899-4437 for support of LiveText or Jim DePaepe (depajame@cwu.edu) or 2403 for support of your assessment system designs.