

**School of Education
Curriculum & Instruction
Five-Year Assessment & Evaluation Report: 2002-2003
Outcomes Achieved**

1. Outcomes Achieved

The following are the major outcomes achieved within the Department of Curriculum and Instruction utilizing its departmental goals, objectives and assessment systems for all academic programs.

Departmental Outcomes Achieved	Assessment Measures	Assessment Procedure	Administration of Assessment	How Findings Were Used To Improve The Department
<p>Goal 1. Fifty percent (50%) of all undergraduate students in academic programs in the Department of Curriculum and Instruction passed Praxis I.</p> <p>Ninety-five percent (95%) of all graduate students in academic programs in the Department of Curriculum and Instruction passed Praxis II.</p>	Praxis I Exam Praxis II Exam	<p>Praxis I is taken when the student acquires a minimum of 60 hours</p> <p>Praxis II is taken prior to student teaching</p>	<p>ETS administers Praxis I tests five or more times a year. The assessment system manager compiles and analyzes data from the tests each semester.</p> <p>ETS administers Praxis II two or three times a year. The assessment system manager analyzes data from these tests each semester.</p>	<p>Findings from the Praxis I were used to revise the curriculum and initiate Praxis practice labs and mock Praxis Exams. In addition, we hired a Praxis Director to coordinate the implementation of these strategies and to track student progress to ensure passing scores.</p> <p>Findings from Praxis II were used to align curriculums within the department and modify clinical experiences. In addition, these findings were used to develop Praxis Review Seminars as well as courses in classroom management, technology, diversity and integrating technology throughout the curriculum.</p>
<p>Goal 2. All Undergraduate students developed an INTASC Portfolio and graduate Students developed a portfolio aligned with National Board Standards.</p>	Portfolios, DPI surveys including: employers, graduates and teacher mentors, field experience evaluations, and student teaching surveys	<p>Using rubrics committees composed of content faculty, evaluations, and portfolios at each level</p> <p>Each semester the field experience coordinator administers a field experience survey</p> <p>Each semester students are evaluated by the university supervisor and the supervising teacher.</p>	<p>Students compile portfolios in content classes.</p> <p>Each semester the field experience supervisor and supervising teacher provide feedback on student interns</p> <p>The university supervisor and supervising teacher evaluate each student teacher</p>	<p>Findings were used to make changes to the portfolio requirements to include artifacts that demonstrate that they are meeting INTASC and National Board standards. At the Graduate level, a course, CUIN 999, was initiated to ensure that all graduate students developed a National Board-like portfolio prior to graduation.</p>
<p>Goal 3. Minority students, which make up five percent (5%) of the undergraduate student enrollment and fifty percent (50%) of the graduate enrollment in the Department of Curriculum and Instruction, were</p>	Retention data, Graduation rates, GPAs Student demographic data	At each transition point data is collected on each student.	The assessment system manager, on a semester basis compiles student data on race, gender, age, GPA, retention and graduation rates.	<p>Findings were used to revise the student advisement system to ensure higher retention and graduation rates.</p> <p>More departmental faculty became involved in recruiting efforts and a faculty mentoring program was initiated for all undergraduate students.</p>

recruited and retained in our academic programs. The department realizes a one hundred percent (100%) graduation rate for minorities in the undergraduate program and ninety percent (90%) graduation rate in the graduate programs.				
Goal 4. Four additional faculty were hired and three support instructors to ensure quality instruction to support our academic programs and student learning objectives.	Tenure data, Faculty evaluations, Faculty productivity data	Faculty data is compiled and analyzed each year.	The chairperson, senior faculty and students evaluate faculty each year.	Findings were used to develop a tenure and promotion plan to monitor junior faculty each year through the tenure process. We allocated approximately Fifty Thousand Dollars (\$50,000) to support faculty development within the department.

Assessment Procedures for all Programs

The assessment system is based upon the School of Education’s conceptual framework and is designed to provide data to assess applicants’ qualifications and revise curricula. This includes field experiences, monitoring the performance of candidates and graduates, advising candidates, evaluating faculty, monitoring enrollment, and assessing resources and operations of the department to determine its overall effectiveness. The assessment system provides data to monitor students’ dispositions from entering the program to exit.

	<i>Program</i>	<i>Department</i>
<i>Internal</i>	<i>Candidate performance Assessment of Knowledge skills and disposition on-campus, in-field experience clinical practice</i>	<i>Enrollment/Resources Data</i> <ul style="list-style-type: none"> • <i>Acceptance to TEP</i> • <i>Enrollment data</i> • <i>Year to degree</i> • <i>Degrees awarded</i> • <i>Graduate rates/program completers</i> <i>Recruitment/retention data</i> <ul style="list-style-type: none"> • <i>Diversity of candidate population</i> • <i>Retention rates data for a diverse population</i> <i>Faculty Data</i> <ul style="list-style-type: none"> • <i>Characteristics</i> • <i>Course evaluation data</i> • <i>Faculty performance</i> <i>Budget Data</i> <i>Candidate Complaints/Resolution</i> <i>Facilities</i>
<i>External</i>	<i>Candidate Performance</i> <ul style="list-style-type: none"> • <i>State Licensing Examination</i> • <i>National Boards</i> 	<i>Graduate feedback</i> <i>Employer evaluation</i> <i>Cooperating/mentoring teachers</i> <i>Evaluation of Interns</i> <i>IHE Report</i> <i>Title II Report</i>

		<i>Accrediting Agencies</i> <ul style="list-style-type: none"> • SACS • NCATE <i>DPI</i>
--	--	--

Student's Performance – (Undergraduate)

Admission

The pre-admission requirements for Teacher Education include SAT, High School GPA, State Curricula, Class Rank, and Technology Skills. In addition, each pre-candidate will be assessed on Dispositions, Diversity, Assessment, Reflective Practice, and Technology. The data is compiled and compared with student performance for the first year to determine and establish criteria that seem to reflect whether or not students will be successful in achieving a 2.8 GPA and passing PRAXIS I. If data indicates less than a 75% pass rate, data will be analyzed to determine the type of curricula revisions that should be initiated in courses such as Math, Reading, Technology, and Introduction to Education.

Admission To Teacher Education (Transition Points 1 & 2)

Admission to Teacher Education is determined through the following measures: (1) successful completion of a minimum of 60 semester hours with a GPA of 2.8; (2) initiation of a portfolio (basic and technology); (3) field experiences; (4) participation in professional activities; and (5) passing scores on PRAXIS I. **Data collected at this point is used to determine whether the student will be successful in the professional program and to modify curricula, resources, faculty, and support services to ensure students' success.**

Admission to Student Teaching (Transition Point 3)

At this point, professional dispositions become critical; that is, how the candidate interacts in the schools with students, parents, and colleagues. The candidate must demonstrate knowledge of content and pedagogy. Assessments - from lesson plan implementations, portfolios, topical papers, reflective writings, use of technology, videos, diversity, field experience evaluations, and student teaching evaluations are compiled and used to determine if a student is becoming a catalyst for learning. The professional year's curriculum will be re-evaluated if data indicates that less than 75% of the candidates demonstrate a thorough knowledge of the profession, including content and pedagogy, nature of the learner, appropriate dispositions, maintaining an overall GPA of 2.8, passing PRAXIS II, and successfully completing student teaching.

Exiting Student Teaching (Transition Point 4)

In order to complete the program, the candidates must have a satisfactory student-teaching experience. The student teaching performance is assessed using the state's adopted rating scale, the cooperating teacher's evaluation, and the University's appraisal. In order to be recommended for licensure, a candidate must have satisfactory ratings on all instruments. Follow-up Studies (Undergraduate) (Transition Point 5)

Follow-up studies and exit interviews are conducted after the first year of employment to determine program effectiveness and employer satisfaction with the performance of the graduate. Data collected from first-year teachers and his/her supervisor and principal, is used to determine how well the program prepared him/her for the profession. **This data is used to make program revisions to ensure that the program meets the needs of the employer as well as the goals of the department.**

Advanced Licensure Programs (Master's Level Programs)

The objective of the advanced licensure program is to ensure that (1) the graduates are provided with a rigorous academic program; and (2) that standards are aligned and programs prepare them for national board certification. The State Department of Public Instruction and the UNC System Office of the President review and approve all advanced programs.

Assessment of the advanced programs involves five major areas of data collection and assessment. These assessments and data collection include admission, professional core content, capstone activity, exit interview, and graduate follow-up, by employers, supervisors and graduates.

Admission (Transition Point 1)

Admission requirements for the advanced licensure program include a GPA of 3.0 in the last 60 hours of undergraduate courses, GRE/MAT scores, and three letters of recommendation. Admission data is used to evaluate the graduate's success in completing the core requirements and to revise programs.

Professional Core (Transition Point 2)

The professional core is a 15-hour concentration in Technology, Diversity, Research, and Pedagogy that is designed to ensure that the student has advanced knowledge in pedagogy. Assessment of this component includes a 3.0 or higher GPA, passing the Comprehensive Core Examination, and completing an INTASC portfolio. Candidates must successfully complete the professional

core requirements before progressing to the content part of the program.

Content Competencies (Transition Point 3)

The 24-hour content component of the advanced licensure program is designed to ensure that a candidate acquires advanced knowledge of his/her content area. This component is assessed by the candidate’s completion of 23 semester hours, 3.0 GPA or higher, NBPTS-like portfolio, research, and a capstone experience. **Data collected from this component is used to determine overall program quality.**

Capstone (Experience) (Transition Point 4)

The capstone experience is designed to provide a culminating activity to demonstrate that the candidate has acquired the competencies as outlined in the program through a product of learning. Assessment for this component involves research projects and national board-like portfolios.

Follow-up (Transition Point 5)

Follow-up studies and exit interviews are conducted to determine program effectiveness and employee satisfaction with the performance of the graduate. Data collected from the first-year graduate and his/her supervisor and principal are used to determine how well the program prepared him/her for the profession. **This data is used to make program revisions to ensure that the program meets the needs of the employer as well as the goals of the department.**

The following chart depicts the transition points at which data is collected to make informed programmatic decisions.

TRANSITION POINTS

Admission Data	Pre-admission/ Admission Teacher Education	Pre-admission/ Admission Student Teaching	Exit	Follow-up
Initial Programs	Initial Programs	Initial Programs	Initial Programs	Initial Programs
SAT GPA Class Rank Technology skills Professional Organizations Field experience Community Service	60 Semester Hours 2.8 GPA *Initiation of INTASC portfolio Initial field experience Praxis I Interview	Praxis II 2.8 GPA	Student Teacher Performance Appraisal Instrument Technology portfolio Professional portfolio LEA form	Surveys of Graduates, Employers and Teacher Mentors

Advanced Programs	Advanced Programs	Advanced Programs	Advanced Programs	Advanced Programs
Admission	Phase I Core competencies	Phase II Content Competencies	Exit	Follow-up
GPA GRE References *By 2005 Instructional Technology will require a “writing sample”	GPA *INTASC portfolio Comprehensive Examination Internship By 2005 all programs will require a portfolio	GPA Complete 24 hours of content competencies	NBPTS Portfolio Research Project	Surveys of Supervisor Mentor Teacher Employer Other school personnel Employer Supervisor Professional