

**Closing the Gap between Assessments and Learning:
Involving Faculty and Using Assessment Results**

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Objectives for this Session:

1. To describe how the Department of Elementary Education involved faculty to examine assessment data and to identify appropriate program changes based on the data (i.e., data-driven decision making for continuous improvement)
2. To describe how the College of Education gathers assessment data and involves faculty in each program area to examine assessment data

The Department of Elementary Education

Each fall semester, faculty members in the department examine assessment data from the previous year from a variety of sources. These sources include: student teaching final evaluations, evaluations from field experiences earlier in the program, exit surveys, surveys of graduates and employers, content knowledge assessment data, student learning outcome reports, results from professional tests taken after program completion and necessary for teacher licensure (the Principles of Teaching and Learning test and the Elementary Curriculum, Instruction, and Assessment test), and other data sources. Each fall, we schedule a special meeting to examine and discuss the assessment data from the previous year.

When examining the assessment data, the faculty noticed some weak points in student performance in some key areas. Assessment data indicated some weakness in knowledge and skills in these areas:

- Classroom assessment
- Classroom management and discipline
- Teaching culturally and linguistically diverse students
- Questioning and discussion strategies
- Teaching reading
- Diagnosing and addressing reading problems
- Writing instructional objectives
- Low content knowledge in some subject areas

The department then had a series of half-day retreats to consider the assessment data and to identify ways to resolve any weak areas. As a result, significant changes were approved in the B.S. in Elementary Education. The most significant program changes included the following:

- Adding a new Core Teaching Skills class
- Adding a new Classroom Assessment class
- Adding a new Classroom Management and Discipline class
- Adding one credit to the Teaching Diverse Students class and including information on teaching culturally and linguistically students in that course

- Restructuring the reading methods course and the language arts methods course to become Teaching Literacy: Grades K-2 and Teaching Literacy: Grades 3-6
- Restructuring some of the field experiences in the program prior to student teaching
- Changing some of the general education requirements
- Requiring a certain set of professional courses to be taken together as a block. The program now has three blocks prior to student teaching (previously there were two blocks).

The College of Education

The College of Education has a Director of Assessment to guide and oversee the gathering and processing of assessment data for all 23 programs in the college.

Assessment data are needed for various accreditation and program reviews (see Table 1).

The college has a schedule for each semester of assessments that must be conducted and reports that must be made for initial programs and for advanced programs (see Tables 2 and 3).

Table 4 summarized the data that are compiled and distributed annually to college of education programs.

Most of the assessment reports are placed on a password-protected website in the College of Education. See Table 5 for a printout of the webpage that lists the College of Education assessment reports from the 2008-2009 academic year.

Each program area is responsible for reviewing the assessment data on an annual basis. Faculty members in each program area participate in this review. Based on the data, here are some examples of changes that have been made:

- A college-wide professional development program was conducted on characteristics of diverse students
- Secondary Education (undergraduate): The exit survey at the end of the program was revised to ask more suitable questions.
- Special education (graduate): The portfolio requirement was expanded and assessment rubrics were revised.
- Student Counseling (graduate): The content in several courses was revised, the masters examination was revised, and a demonstration project was added to the internship.
- Curriculum and Instruction (graduate): Masters degree portfolio guidelines and entries were revised and realigned to the college's conceptual framework.

Table 1

An Overview of Accreditation and Program Review

Assessment data are needed for reviews of the university and of the college. These reviews include the following:

KANSAS STATE UNIVERSITY

Higher Learning Commission of North Central Accreditation (NCA)

All degree and graduate certificate programs collect data on program SLOs and submit assessment reports annually

Board of Regents Program Review

All degree programs within the Kansas Regents university system are reviewed on an eight-year cycle through a departmental self-study and recommendation process

UNIT

National Council for Accreditation of Teacher Education (NCATE) And KSDE

The unit is reviewed on a seven-year cycle

Kansas Department of Education (KSDE)

Program reports submitted to KSDE on a seven-year cycle

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

School counseling program report submitted to CACREP on a ten-year cycle

Table 2

**Annual Schedule of College of Education Assessments and Reports
for Initial Programs**

SEMESTERS	TASKS	RESPONSIBILITY
Summer	Collect and compile performance data Block 1 (Secondary Education) Compile data Submit SLO unit report to Provost-June	Secondary Ed. faculty OEIE Director of Assessment/Dean of Education
Fall	Collect candidate performance data Admission data Content knowledge assessments by program Blocks 1/A and 2/B portfolio and final evaluation Field experiences/student teaching Exit surveys Student Learning Outcomes Compile program assessment data from previous year Distribute program assessment data to programs Analyze program assessment data from previous year Submit Title II completers report to ETS-December 1 year follow-up survey	CSPS Program faculty Program faculty Program faculty/CSPS OEIE Program faculty OEIE Director of Assessment Program faculty CSPS OEIE
Spring	Collect candidate performance data Admission data Content knowledge assessments by program Blocks 1/A and 2/B portfolio and final evaluation Field experiences/student teaching Exit surveys Employer survey Student Learning Outcomes Analyze program assessment data from previous year Make necessary changes based on candidate and program assessment data Employer survey Submit report on program changes to UAC-March Submit SLO reports to CARC-March Submit PEDS annual report-November Submit Title II report to KSDE-April Submit NCATE Part C report-February	CSPS Program faculty Program faculty Program faculty/CSPS OEIE OEIE Program faculty Program faculty Program faculty OEIE Program faculty Program faculty Office of Associate Dean CSPS Office of Associate Dean

Table 3

**Annual Schedule of College of Education Assessments And Reports
for Advanced Programs**

SEMESTERS	TASKS	RESPONSIBILITY
Summer	Collect and compile performance data Content knowledge assessments by program Compile data	Program faculty OEIE
Fall	Collect candidate performance data Admission data Content knowledge assessments by program Field experiences/practica Exit exams Exit surveys Student Learning Outcomes Compile program assessment data from previous Year Distribute program assessment from previous year Submit Title II completers report to ETS-December 1 year follow-up survey	Office of Graduate Studies Program faculty Program faculty Program faculty Program faculty Program faculty OEIE/Program faculty Director of Assessment CSPS OEIE
Spring	Collect candidate performance data Admission data Content knowledge assessments by program Field experience/practica Exit exams Exit surveys Student Learning Outcomes Analyze program assessment data from previous year Make necessary changes based on candidate and program assessment data 1 year follow-up survey Submit report on program changes to UAC Submit PEDS report-November Submit Title II report to KSDE-April	Office of Graduate Studies Program faculty Program faculty Program faculty Program faculty Program faculty Program faculty Program faculty Program faculty Program faculty OEIE Program faculty Office of Associate Dean CSPS

Table 4

**Data Compiled and Distributed Annually
to College of Education Programs**

Initial Programs-Applicants

PPST mean scores
Overall mean GPA
Teaching field GPA
The above disaggregated by teaching field (one year period beginning summer of previous year)
Number of provisional admissions
Gender
Mean age
Ethnic background

Initial Programs-Candidates

Qualitative aspects of student performance, disaggregated by elementary and secondary only, not by teaching field
Student teacher evaluation scores (for both university supervisor and cooperating teacher), aggregated and disaggregated by teaching field, item, domain, and total
PLT scores aggregated and disaggregated by teaching field
Praxis II content test scores-aggregated and disaggregated by teaching field
Student teaching portfolio scores-aggregated and disaggregated by teaching field
Field experiences-Blocks A/1, B/2
Dispositions
Content assessments

Initial Programs-Completers

Graduating senior exit survey scores (last two years) compiled in rank order for strengths/weaknesses and degree of emphasis (elementary and secondary)

Initial Programs-Graduates

Employer surveys

Graduate Programs-Applicants

Number applying
Gender and ethnicity
Last 60 hours GPA
Undergraduate GPA
MAT scores (where applicable)
GRE scores for admitted students/denied students (where applicable)
Doctoral applicants GPA
Doctoral applicants last 60 hours GPA

Graduate Programs-Completers

Number graduated

Doctoral students admitted to candidacy

Number graduating

Table 5

Website for College of Education Assessment Reports

Here is the website:

<https://www.coe.ksu.edu/assessment/reports/login.php?urlreq=/assessment/reports/>

This website is password protected, but the website gives the name and phone number of the person to contact to obtain access.