Professional Ed Assessment Committee Minutes
April 4, 2005

Present: Jean Haar, Mike Miller, Judith Luebke, Sandra Mullins, Jeet Sausen, Terry Fogg, Kitty Foord, Tracy Pellett, Clark Johnson, Sandi Jessen, Maureen Prenn

- Welcome and introductions
- Minutes from meeting of March 7, 2005 approved
- Annual plan for assessment activities. Following suggestions from the previous meeting, Tracy made changes to the timeline. He divided the timeline activities into regular activities that occur every semester and those that occur just once. Surveys need to be added to the regular activities. Terry suggested that the regular reports of problems with student teachers should also be added. These reports of student assistance plans are very helpful to the department. Mike suggested that each department should have a meeting on assessment data using information from the blocks, data from very sources, and problems that are occurring with particular students. Content instructors would really benefit from knowledge of assistance plans especially from KSP 210/220. This sort of block instructor review would be very helpful in catching the problem students. The reports about this need to go to faculty more regularly to keep them informed of their students’ progress.

  MOTION: The departments will set up a systematic review in each program at the close of each semester in which instructors meet together to regularly review students they have in their courses this semester. (Mullins/Johnson) Motion passed.

  The issue of when we receive reports is addressed in the annual schedule of activities. The group would like to see two types of timelines to clarify things that occur less often vs. regularly. It is not clear to the group what is contained in one timeline vs. another. Information could be added about dates for items like reminding chairs to conduct systematic review of candidates or have core assessments entered. Tracy will work more on the timelines with the addition of dates.

- Unit-level assessment activities. Tables of past progress on assessment were reviewed. The departmental review of candidate progress would be added to this table as we get it in place. Terry would really like us to review dispositions at the end of each term. He is concerned that we are only using student self-ratings in our data collection. The cooperating teacher also does an evaluation of the dispositions in some clinicals. The advanced programs are still in development in terms of core assessments and clinical experiences. Advanced programs also include programs like school health which do not include internships. Judith reported that the APP, comprehensive exams, etc. have become the core assessments. The issue is getting data put into the database to get reports back to faculty to use for improving programs.

- Database issues. Tracy reported that currently we can only get reports in Excel files. By fall we will be able to get reports in which data is already analyzed. A reminder
would be sent every semester to faculty chairs and coordinators to access their reports. Clark suggested that we keep the reporting services as easy as possible since faculty only will use it once a semester. He would need to only be able to access his own area, however. A reminder will need to be sent to faculty to go into the system and get the reports. Clark and Judith brought up the issue of how faculty can feel overwhelmed by the level of detail for assessment and all the other activities we need to do. Kitty suggested that teachers and schools were overwhelmed by the amount of data at first, but then they started to ask for more data of certain types as they saw how well it could work.

- Unit-level assessment activities. Follow-up surveys with comments should be sent out to faculty. The comments would be very helpful. It would be beneficial if it could be sent out by program. We may need to shorten the number of questions. The employers fill out a survey on each person who gives permission for us to survey their employer. Kitty suggested that we keep the questions to one page if possible. In revising the initial survey, we can focus on areas where we have been consistently high and low. The questions can validate the high areas and help us examine the weak areas. We can connect with the advanced programs for more ideas on what they would like to see included. The use of telephone surveys with employers could be done with a grad assistant also.