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College of Education Quality Assurance System Handbook

Continuously Accredited Since 1952

“Reflective thinking involves a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and an act of searching, hunting, inquiring, to find material that will resolve the doubt, settle and dispose of the perplexity.”

-John Dewey



The Claxton Building, Home of the Eriksson College of Education

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Overview of University

Austin Peay State University (APSU) is a state-supported, comprehensive, regional university in Tennessee's State University and Community College System. Located in northern middle Tennessee, APSU serves a unique population of students. As a regional university, APSU provides a quality education for students from seven middle Tennessee counties including Montgomery, Robertson, Cheatham, Dickson, Humphreys, Houston, and Stewart. Because of its proximity to Kentucky, the University's student body also is composed of students from Christian, Todd, and Trigg counties in Kentucky. In close proximity to Fort Campbell military base, the University serves a large population of military personnel and their dependents. This relationship with Fort Campbell provides a student body that comes from all areas of the United States and the world. Therefore, students enrolled at APSU interact daily with a diverse student population that brings a tremendous variety of life experiences to the classroom. APSU's mission statement and vision express its commitments to meeting the needs of this diverse population. The mission statement is:

Austin Peay State University is a comprehensive university committed to raising the educational attainment of the citizenry, developing programs and services that address regional needs, and providing collaborative opportunities that connect university expertise with private and public resources. Collectively, these endeavors contribute significantly to the intellectual, economic, social, physical, and cultural development of the region. APSU prepares students to be engaged and productive citizens, while recognizing that society and the marketplace require global awareness and continuous learning. This mission will be accomplished by:

- Offering undergraduate, graduate, and student support programs designed to promote critical thinking, communication skills, creativity, and leadership;
- Expanding access opportunities and services to traditional and nontraditional students, including the use of multiple delivery systems, flexible scheduling, and satellite locations;
- Promoting equal access, diversity, an appreciation of all cultures, and respect for all persons;
- Serving the military community at Fort Campbell through complete academic programs;
- Providing academic services that support student persistence to graduation;
- Fostering a positive campus environment that encourages active participation in university life; and
- Developing programs (credit and noncredit), conducting research, and providing services that contribute significantly to the quality of life, learning, and workforce development needs of the region.

History of College

Austin Peay State University's vision is to create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills and values for life and work in a global society.

APSU has a rich history as an educational institution. In fact, an educational institution has existed on College Street in Clarksville since 1806 when a private academy was established. The community has supported a college or university on the present campus since 1848. Named after Governor Austin Peay, a Clarksville native who served as Tennessee's chief executive between 1923 and 1927.

The state chartered Austin Peay as a normal school in 1929. From this date forward, the preparation of quality teachers for Tennessee schools has been a visible priority on the campus. Philander Claxton, in whose honor the present education building is named, served as Austin Peay Normal School's president from 1930 – 1946. Claxton, who served as U.S. Commissioner of Education under Woodrow Wilson (1911-1921), was an able advocate for quality teacher preparation and quality public schools in the state. Toward the end of Claxton's tenure as president the institution became Austin Peay State College, a four year institution with a more comprehensive higher education mission. Still, the 1952-53 Bulletin noted that "...the chief purpose of APSC is the education of teachers for the schools of the state." APSU's long-term commitment to teacher preparation is evidenced by APSU's continuous national accreditation by the National Council for the Accreditation of Teacher Education (NCATE) since 1952.

University status was conferred on the institution in 1967. Austin Peay's posture as a regional institution has grown steadily since university status was awarded. In recent years, expansion of professional programs has complemented teacher education and liberal arts strengths in the institutional curriculum.

On April 30, 2013, the College of Education was renamed the Martha Dickerson Eriksson College of Education to honor Mrs. Eriksson, a 1962 graduate of Austin Peay and public school teacher for over thirty years. Upon her death, Mrs. Eriksson's husband, Lars Eriksson, made a large gift to the university to provide scholarships to future math and science teachers attending Austin Peay.

Through the years, the mission of the College of Education has expanded and the College now offers licensure in twenty different teaching areas at both the undergraduate and graduate levels. Graduate programs advance professional skills in teaching, technology, reading, and leadership. In 2009, the College was reorganized to include

two departments: the Department of Teaching and Learning and the Department of Educational Specialties. The Eriksson College of Education faculty provides rich experiences for their students and valuable expertise for the community.

The Eriksson College of Education commits to:

1. **Promote Curiosity through Experiential Learning**
Our programs, practices, and curriculum foster intellectual curiosity, problem-solving, and inquiry based on research and best instructional practices.
2. **Support Reflective Practitioners**
Our learners are engaged and reflective practitioners who strive to meet the needs of a diverse society.
3. **Empower Change Agents and Ethical Leaders**
Our learners are deeply committed to social justice.
4. **Value Diversity and Equity**
Our programs provide learners opportunities to gain understandings on ways to amplify diverse voices and appreciate multiple perspectives.
5. **Foster Relationships and Community**
Our partnerships extend within and beyond the campus to build collaborative relationships.

Mission Statement



Vision Statement

Conceptual Framework

The Eriksson College of Education prepares dynamic teachers and educational leaders to positively impact communities and schools in the 21st century.

Consistent with the institutional vision and mission and with our heritage as an institution with a major commitment to quality teacher preparation, the vision of the educator preparation provider (EPP) at APSU is to prepare highly qualified professionals who are knowledgeable and skilled in standards-based practice. Our goal is to prepare competent, reflective and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of all learners. Our quality assurance system reflects our mission and vision, and supports reflective, data-informed planning for continuous improvement.

However, the EPP also recognizes that today's teachers must have the skills to function in a standards-based environment. Just as teacher educators within the EPP model the knowledge, skills, and dispositions we want our students to possess, it is evident that we also must model how to teach from a standards-based format. It is clear that if teacher candidates are to achieve high standards and promote high standards for their own students, we can expect no less from teacher educators. This was affirmed when the National Commission on Teaching and America's Future (1996) argued that standards for teaching are the linchpin for transforming how we prepare teacher candidates.

Therefore, since 2002, preparing teacher candidates from a standards model became a new focus in our preparation of teachers. This emphasis was recently affirmed when Linda Darling-Hammond (2006) noted that teacher education programs should provide "a coherent curriculum organized to instill the knowledge, skills, and dispositions their vision entails; and well-defined standards of practice that guide development and assessment of teacher candidates" (p. 79). This is done through the alignment of multiple sets of standards – local, state, and national – to provide a coherent system of candidate assessment.

The goal of the EPP is to prepare professionals for the P-12 environment by providing three key elements - knowledge, skills and dispositions. Specifically these elements address the following:

The knowledge element which enables the professional educators to:

- use their general and subject-area knowledge to enable students to learn and communicate effectively with others.
- use technological knowledge and collaborative techniques to foster active inquiry, problem solving and performance skills among learners.

Quality Assurance System

Commitment to Assessment

The skill element which enables the professional educators to:

- use techniques and strategies to create learning environments that foster student intellectual, social, and personal development.
- use technology and collaborative learning strategies to foster active inquiry, problem solving, and performance skills among learners.
- use reflection and outcome assessments to improve learning experiences.

The dispositional element which enables the professional educators to:

- create a climate of openness, inquiry, and support by using strategies that develop an atmosphere of acceptance and appreciation for diverse individuals and groups in the larger community and
- practice behavior meeting ethical and professional standards while striving for continual personal improvement.

These elements are measured through teacher outcomes defined by the Interstate Teacher Assessment and Support Consortium's Model Core Teaching Standards (InTASC Standards).

The Eriksson College of Education has had a comprehensive quality assurance system in place for over 20 years. Its quality assurance system (QAS) is designed to assess the elements associated with knowledge, skills, and dispositions of its students. Key assessments such as content knowledge, planning knowledge, clinical knowledge and skills, effect on student learning and dispositions, serve as significant markers within the system.

The Eriksson College of Education believes in developing a culture of assessment. This culture includes a significant focus in all professional programs and is incorporated as part of candidates' professional learning experiences.

The Eriksson College of Education began the development of an assessment/assurance system in 2003 based on the mission and vision of the university and college, conceptual framework, and national, state, and program standards. Input from the EPP, the local school systems, and candidates was used to develop and implement a comprehensive assessment/assurance system to collect, analyze, and interpret data on candidates, graduates, programs, the EPP, and EPP operations. This input provided rich and detailed insights about the connections between our identity, what and how we assess, and most importantly, why we assess. The system is a living, dynamic entity shaped by the participants in a continuous cycle of data gathering, analysis, sharing and planning for improvement. The system was reviewed in 2015 and revised and strengthened to align it with the CAEP

standards and new state regulations. Modifications to the system include collecting, aggregating, analyzing and making changes based on all of its data sources. In addition, starting in 2016, the EPP strengthened the monitoring of dispositions; internally applied the CAEP assessment rubric to EPP-developed assessments and surveys; revised key assessment rubrics for courses; started developing student learning outcomes in line with the university's institutional effectiveness efforts; strengthened the clinical component to ensure depth, breadth, diversity, coherence, and duration; developed and implemented stronger procedures for tracking of placements to ensure diversity; and developed a recruitment plan to assess progress in the recruitment and retention of candidates and faculty from under-represented groups and areas of shortages.

In 2019, an Office of Assessment, led by the Associate Dean of Assessment and Accreditation, works to implement, evaluate, and improve the QAS in light of the EPP's mission and vision, conceptual framework, and annual EPP and program review. The Office reviews milestones and assessment tools for initial and advanced programs and facilitates the College's annual EPP and program review process.

The QAS continues to be reviewed and refined. To ensure program review of all licensure areas, an annual data retreat was instituted in 2007. At the end of each annual retreat, each program is required to write a report which analyzes EPP and program data and makes recommendations. As the management of the QAS has become more demanding with the increase of available data, the Office of Assessment now includes the Associate Dean of Assessment and Accreditation, CAEP Coordinator, Assessment Coordinator, LiveText Coordinator, Federal and State Compliance Officer, and a Data Analyst.

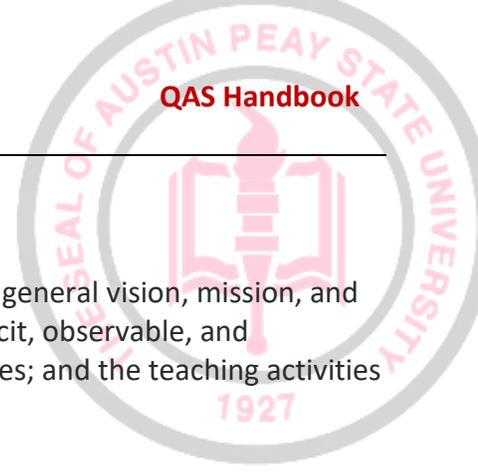
Ten Tenets of Assessment

Core Values

Assessment in education centers on the observation and measurement of learning to refine educational programs and improve student learning outcomes. We hold the following core values about assessment and its purpose at the heart of our QAS.

1. Assessment should be meaningful.

Successful teaching incorporates good planning, instruction, and assessment. Together, these elements should contribute to the betterment of all constituents, including students, teachers, community, and the society to which these members belong.



2. Assessment should be aligned.

Assessment should align well with the general vision, mission, and goals of the program/institution; explicit, observable, and measureable student learning outcomes; and the teaching activities and materials used.

3. Assessment should be proactive.

Considerations for assessment should occur in the planning stages of teaching, so that the planning, instruction, and assessment of learning become cyclical in nature.

4. Assessment should be valid.

Assessment tools should attempt to measure what they actually intend to measure, both accurately and consistently.

5. Assessment should be varied.

Assessment should derive from multiple sources of measurement in order to capture the degree or amount of student learning as accurately and consistently as possible.

6. Assessment should be constructive.

Rather than being punitive, assessment should lead to specific and actionable steps that constituents can take to improve learning.

7. Assessment should be democratized.

Assessment should involve as many constituents as possible. Incorporating student self-assessment, instructor assessment of students, and external assessment of assessment procedures helps ensure the continuous improvement of the program/institution.

8. Assessment should be unbiased.

Assessment should not favor certain student groups over others so that any effect on learning that the assessment tools are designed to capture is not obscured by group membership or any other potentially confounding factors beyond the intended intervention.

9. Assessment should be sensitive.

Every student possesses the capacity to learn and contribute to the

betterment of society. The needs and best interests of all students should be considered when devising ways to observe and measure student learning.

10. Assessment should be engaging.

There should be an intrinsic motivation behind assessment rather than assessing simply for the sake of compliance. Assessment, and learning in general, should not be considered a part of preparing for something in work or life but regarded as an inherently valuable part of life itself: that becoming knowledgeable and knowing that one is knowledgeable are themselves worthy of engagement.

Features of the QAS

Features

The following are the main features of the QAS:

- Candidates' knowledge, skills, professional dispositions and their impact on P-12 learning are assessed systematically and continuously at critical points.
- The system is comprised of multiple measures to monitor candidate progress, completer achievements, and EPP operational effectiveness.
- The system consists of EPP-wide assessments as well as assessments that are program specific.
- The system consists of proprietary and EPP-created assessments.
- The system consists of course-embedded assessments as well as assessments that are not linked to coursework.
- Multiple assessments are used to assess candidate performance.
- Data are systematically and regularly collected, aggregated and analyzed to measure expected competencies candidates.
- The expected competencies and assessments are based and derived from the EPP's conceptual framework and reflect national, professional, and state standards.
- Data from internal and external sources are used to make decisions about candidates' admission, retention, program completion, and graduation.
- Assessments and rubrics are developed, piloted, modified as needed, and utilized to determine candidates' levels of performance.
- EPP operations are evaluated and modified based on data collected and analyzed.
- Data are disaggregated for individual programs as well as for different levels of programs (undergraduate and post-baccalaureate initial programs).

- Data are shared with all stakeholders: administrators, faculty, candidates, and school partners through established mechanisms: annual reports, department meetings and annual data retreats, committees, advisory groups, orientation/convocation days, etc.

University-Level Review

The institutional effectiveness process (IEP) at APSU is an annual process that has been enhanced since the institution's last reaffirmation cycle in 2013-2014. The university-wide Institutional Effectiveness Committee (IEC) assists in supporting continuous improvement by reexamining the process itself on an annual basis. This process includes the identification of outcomes, collection and analysis of assessment data, and use of results to make programmatic (or administrative unit) improvements. The IEC oversees the process and provides feedback for the annual program-level outcomes assessment reports as well as for administrative and other non-academic units. The committee membership comprises faculty and staff representing the variety and diversity of programs and units at the University. The IEP comprises four steps:

1. **Planning:** All units create administrative (operational or program) outcomes, and academic programs and selected non-academic units, such as advising within the Center for Teaching and Learning, design student learning outcomes. These outcomes are derived from and intended to support the university's strategic plan, university mission, and mission of the college/unit. Academic departments and non-academic units design assessment measures, methods, and criteria for success in conjunction with setting the outcomes. Academic departments complete these activities—designing assessment measures, methods, and criteria for success, in conjunction with setting the outcomes—during the first department meetings at the beginning of the academic year.
2. **Analysis:** Assessment of outcomes is ongoing throughout the academic year. Academic departments and non-academic units summarize and analyze assessment data at the end of the academic year or the beginning of the next academic year.
3. **Improvement:** Using the results of the analysis to improve the area or program targeted by the outcome, the academic department or non-academic unit identifies strengths and weaknesses in services, curriculum, or instruction. Each academic department and non-academic unit develops strategies to make changes in the unit operations or the academic program and implements them during the academic year.

4. Review: Academic departments and non-academic units submit an IEP report to the campus leadership and to the IEC. The IEC reviews all reports, by applying a common rubric, and provides feedback to strengthen assessment plans and reports.

This annual process fosters continuous improvement and gives departments the data needed to make informed decisions and enhance their programs and services and improve student learning, thereby providing graduates with the knowledge and skills within the mission of the university. All education programs participate in the annual IEP and provide an IEP Report as described in the above four-step process.

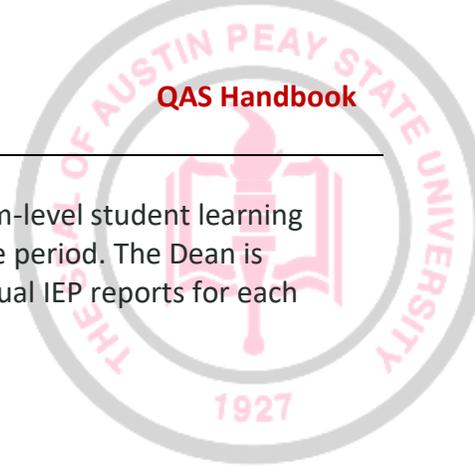
College-Level Review

Continuous improvement involves the collection, aggregation, analysis, sharing, and making changes based on data. The EPP has been collecting, aggregating, sharing, and utilizing data for improvement since the assessment/assurance system was developed in 2003. As stated above, the system has been modified to align it with CAEP and various national, state, and professional standards. In 2007, the EPP adapted its systematic and comprehensive system for assessment of programs to work as part of the university's IEP. Each program establishes student learning outcomes to use for assessment of the program. Sometimes, these outcomes are organized within "core competencies," like planning, instruction, and assessment (as taken from the edTPA). In each of the core competencies, these student learning outcomes represent the knowledge, skills, and dispositions that students are expected to be able to demonstrate at the time of program completion.

The process for EPP and program review starts when students upload their key course assessments to an assessment management system, i.e., LiveText, and the course instructors apply the associated rubrics to assess key student work at the end of each course. The data derived from rubrics for both formative and summative assessments will then be collected and aggregated at the end of each academic semester for those students progressing through the program. Those data that pertain to program-level student learning outcomes will be evaluated annually by program faculty for the purposes of program improvement.

Step 1: Planning

This review will focus on two or three of the student learning outcomes, as determined by the faculty, and the evaluation of these outcomes will



be rotated every year to ensure all program-level student learning outcomes are assessed in a three year time period. The Dean is responsible each fall for reviewing the annual IEP reports for each program in the college.

Step 2: Analysis

Their assessments will be used to establish measurement reliability and validity, how often and accurately outcomes are being met, and the needed changes for the program.

Step 3: Improvement

Ultimately, the faculty will identify areas to improve the program as related to the student learning outcomes, pinpoint strengths and weaknesses in services, curriculum, or instruction, and develop a strategy to make operational and/or programmatic changes for implementation the following year. The faculty will document their evaluation in the form of an IEP report.

Step 4: Review

These IEP reports will be submitted to the university's IEC to elicit feedback guided by the use of an IEP report rubric. This feedback is designed to strengthen the assessment plans and reports themselves.

In addition to program assessment and improvement of student learning outcomes process described above, the EPP will periodically review survey and student success data to evaluate the overall health and vitality of the program. Program evaluation measures involving these types of data will include but are not limited to:

- Exit interviews with students completing the program — These interviews will occur at graduation.
- Annual employee surveys of program graduates — The Tennessee State Department of Education conducts these surveys yearly.
- Alumni surveys after one and five years — The EPP will conduct these surveys at year one. The Director of Institutional Research will conduct the above assessment at year five.
- External review through CAEP accreditation process will occur in 2021 and include learning objectives, curriculum, teaching and learning processes, and assessment and research outcomes.
- A yearly analysis of graduation rate to determine strength of program.
- A yearly analysis of pass rates for those completing licensure exams.

Instrumentation

This process of EPP and program review to monitors student achievement data relative to enrollment, retention, graduation, licensure, job placement, diversity, dispositions, Praxis results, and other milestones takes place during an annual data retreat that occurs every August. The aforementioned data are reviewed to evaluate all of the programs in the college by a team of reviewers comprised of faculty, K-12 personnel, and alumni. They use this data to establish program capacity, how often and accurately standards and outcomes are being met, and recommendations for program improvement and revision. Changes approved by the Dean go into effect the following year, and the same team analyzes results of the next year's data to determine the effectiveness of the implemented steps for improvement.

Program-Level Assessment Tools

The EPP's assurance system assesses and monitors candidates' content and pedagogical knowledge, partnerships and clinical experiences, candidates' qualifications and progress, completer performance, program impact, and operational effectiveness. The QAS, composed of external and internal measures, proprietary and EPP-created assessments, is designed to enhance candidates' and graduates' performance and improve the EPP's programs, policies, procedures, and operations. Grounded in the conceptual framework, the assurance system is organized around established transition points and designed to satisfy all CAEP, InTASC, and state standards. The assurance system is also designed to assess the proficiencies associated with knowledge, skills, and dispositions. Key assessments, including those associated with program review, such as content knowledge, planning knowledge, clinical knowledge and skills, and effect on student learning, serve as significant markers within the system. Programs that do not go through national program review use similar key assessments to allow for EPP evaluation.

Individual candidate data are utilized as criteria for admissions, retention, feedback, improvement of performance, progress, monitoring, and program completion. Data from proprietary and EPP-created assessments and surveys are collected, aggregated, and summarized at the program and EPP level. Data are then analyzed and shared with faculty, administration, school partners, and utilized for candidates, program, and EPP improvement.

The development and implementation of the EPP assurance system is an on-going process involving faculty members, candidates, and school partners. The system is meant to be developmental and continuous:

some assessments and rubrics are modified based on data, and new assessments are developed as needed.

The assurance system relies on the following proprietary assessments: Core Praxis, Praxis II/Content Praxis, and edTPA. Examples of EEP-created assessments include the Professional Behaviors and Dispositions Assessment (PBDA), the Completer/Exit, Employer, and Alumni surveys. Surveys to evaluate cooperating teachers and university supervisors are administered annually. Grades and GPA are monitored for admissions, progress, and program completion. In addition, the assurance system utilizes the Tennessee Board of Education's State Report Cards to determine completer performance, impact on P-12 learning and employer satisfaction. The TN DOE is exploring the development and use of state-side alumni and employer satisfaction surveys.

Some EPP-created assessments are rubrics that are used in some of the courses and are provided to demonstrate that they measure the program-level student learning outcomes, are specific enough to apply to student work, and yield program-level assessment data. These rubrics will be used to assess both students' performance in courses and program-level student learning outcomes. During program outcomes assessment, the Program Coordinator, using LiveText, will parse out the data related to program student learning outcomes in order to provide actionable information about program strengths and areas for program improvement. These rubrics may be updated, as part of the assessment process and as program-level student learning outcomes are tweaked, as needed, and verified to reflect observable, measurable, and specific outcomes that can be expected of students.

The process for rubric development is designed to ensure rubrics adhere to CAEP requirements and, as appropriate, the Quality Matters Higher Education Rubric for online courses. Program faculty will review the rubrics as they are created or changed against the CAEP rubric evaluation criteria. New or revised assessments are piloted prior to full implementation to determine if revisions are needed. EPP-created assessments are then validated and tested for interrater reliability.

Within programs, the faculty and related offices such as the Office of Assessment regularly and systematically collect data for program specific assessments. The members of the Office work together to assure the aggregation, disaggregation, analysis, and distribution of that data to program members for their use in developing program improvements. The Office of Assessment is supported in their work by three graduate assistants.

Reporting

Dissemination of Findings

Summarized data are available to all faculty and program coordinators through a data repository.

In addition, data are shared at department meetings, within the Office of Clinical Teaching, in the clinical supervisors' meetings, and in focus groups with candidates. Members of the Office of Assessment collaborate to prepare and share data at the annual data retreat. In addition, assessments and data are shared and discussed within the Teacher Education Council, which is comprised of both internal and external constituencies. At all levels, within programs and at the EPP, the same data review/IEP report is used to maintain a record of what decisions were made, why, the next steps, and who is responsible to follow through on the required action.

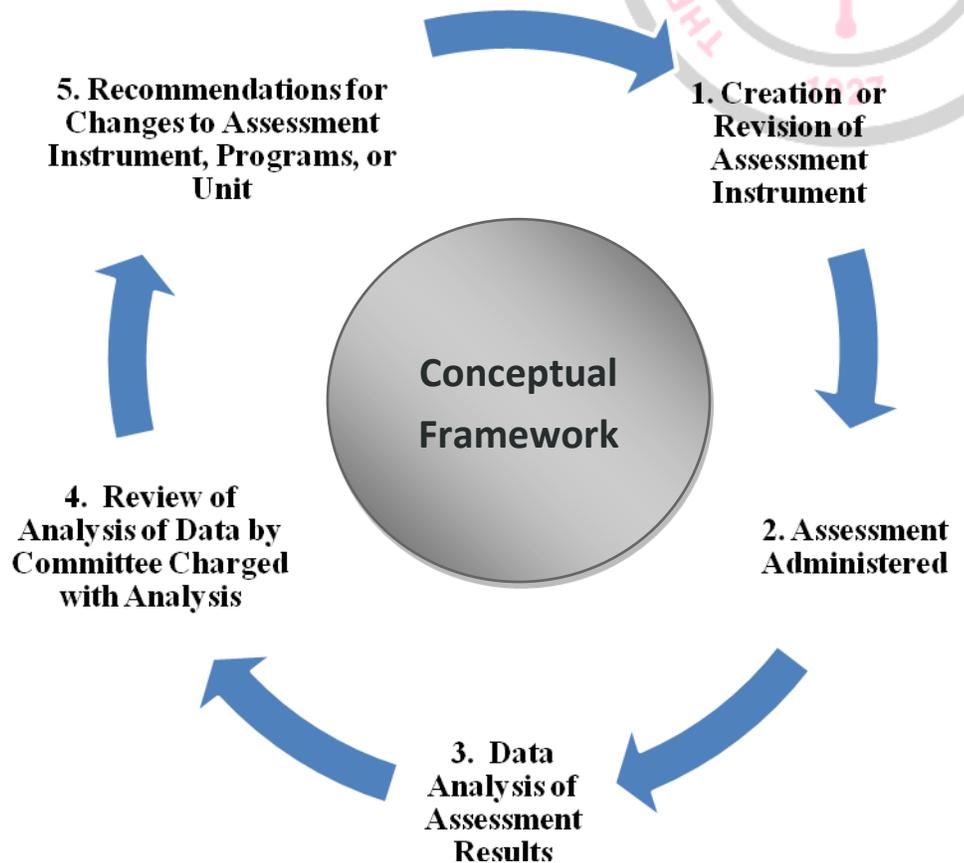
The EPP uses multiple assessment and evaluation instruments to manage and improve its operations. Data are gathered at multiple points. The quality and effectiveness of academic programs are measured through data aggregated from key assessments, state licensure tests, and state report cards. Course evaluations and faculty evaluations provide information on faculty performance and the direction for professional development. Aggregated data from exit surveys, alumni and employer surveys offer insight into EPP's operations and resources such as advisement, technology, and library resources. The Dean and the Dean's Council meet regularly to review governance and budget issues.

Procedures and policies are in place to allow for continuous evaluation and refinement of the assurance system and to ensure that appropriate stakeholders are involved in program evaluation and improvement. The Dean's Council, Teacher Education Council, Office of Clinical Teaching, Office of Assessment, and program faculty review data on a regular and systematic basis. Annual data retreats are mechanisms for analysis, discussion, and formulating plans and recommendations for changes based on data reviewed.

The Office of Assessment has oversight of the implementation of the QAS system, while the Teacher Education Council comprised of members of the P-12 community, college administrators (including members of the Office of Assessment), and faculty and student representatives review data at their meetings and may make recommendations to modify the QAS. Changes to the system may also be initiated at the program level as a result of data analysis or at the EPP level as an outcome of the annual data retreats.

Evaluation

Assessment Cycle



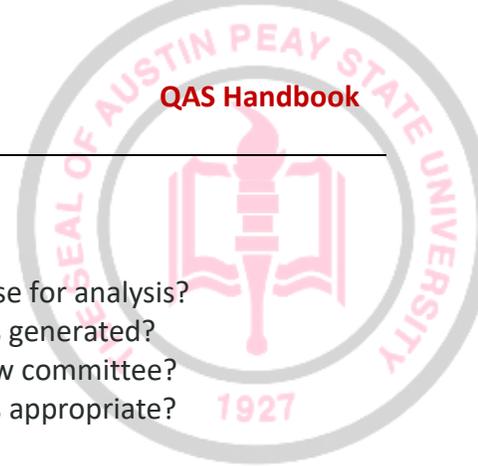
Key Questions that are asked to drive the QAS:

1. Creation or Revision of Assessments

Is the assessment driven by conceptual framework?
 Is the assessment aligned to standards?
 Is the assessment fair and free of bias?
 Does assessment measure identified outcomes?

2. Assessment Administered

Who is responsible for conducting assessment?
 When will assessment be administered?
 What is the most efficient manner for administering assessment?
 Does the assessment process reduce inconsistencies and bias?
 What technologies will be utilized in administering assessment?
 Can assessment be consistently administered?



3. Data Analysis of Assessment Results

How are data entered into the database for analysis?
How are data summarized and reports generated?
What reports are needed by the review committee?
Is data aggregated or disaggregated as appropriate?

4. Review of Reports by Committee Charged with Analysis of Data

What program or unit changes are needed based on the data?
What does the data say about the qualifications and proficiencies of candidates?
Are changes in the assessment instrument or process needed to ensure fair, consistent and non-bias treatment of candidates?
Can assessment process be approved or made more efficient?
Did assessment instrument give an accurate measure of outcomes?

5. Recommendations for Changes to Assessment Instrument, Programs or Unit

Who reviews recommendations and approves changes?
Who provides oversight to make sure approved changes occur?
How are findings by various committees shared with students, faculty and stakeholders?

Faculty and Staff

Office of Assessment

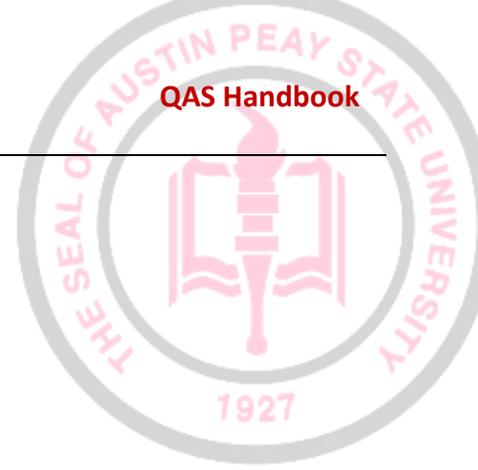


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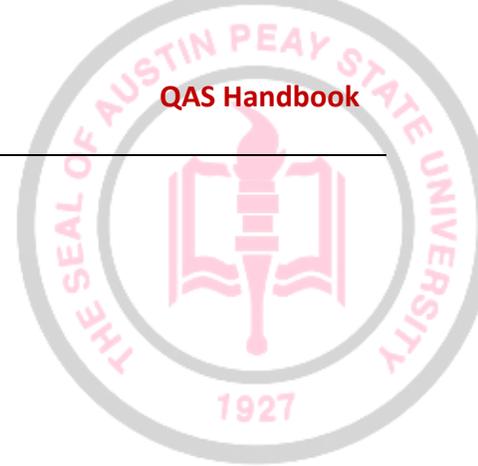


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Focus: Educational Research and Statistics

Austin Peay State University is a comprehensive university committed to raising the Educational attainment of the citizenry, developing programs and services that address regional needs, and providing collaborative opportunities that connect university expertise with private and public resources. Collectively, these endeavors contribute significantly to the intellectual, economic, social, physical, and cultural development of the region. Austin Peay State University prepares students to be engaged and productive citizens, while recognizing that society and the marketplace require global awareness and continuous learning.





Appendices

Appendix A – Assessment Calendars

Appendix B – Data Map

Appendix A – Assessment Calendars

Assessment Calendar: Initial Programs



| Assessment Calendar | | |
|--|--|--|
| August | September | October |
| IE Close loop on previous years SLOs and AUOs | Program Report Submission Improvement Ideas | Collect Student Teaching 1st Placement Evals |
| Individual Milestone Reviews | Complete unfinished work from August | Title II--Jana |
| Compile Data for Data Retreat | IE Submit current years SLOs ad AUOs | Mid Semester Key Assessment Review In Depts.--Wall |
| Program Reports--Chairs | Assessment Training for Faculty | Diversity Report for Field Experience |
| Milestone I and Milestone II Data--Allison | CAEP Standards Monthly Meetings Begin | |
| Check completed KAs and Dispositions from previous Summer and Spring on 14th Day | | |
| Livertext Launch Key Assessments, edTPA, dispositions-- Wall | | |
| Milestone III Review--Allison | | |
| | | |
| November | December | January |
| Transfer Student Key Assessment Evaluation | Collect Key Assessments | Milestone III Reviews--Allison |
| Key Assessment Curriculum Map Alignment Check--Program teams | Collect Student Teaching 2nd Placement Evals | Check completed KAs and Dispositions from Fall on the 14th Day |
| Review of edTPA Data--Dr. Barron | Individual Milestone Reviews | Livertext Launch Key Assessments, edTPA, dispositions |
| | Completer Survey--Livertext | |
| | Enter ST Data/Recommendation for Licensure--Jana | |
| | Milestone I and Milestone II Data--Allison | |
| | Advising Survey | |
| | | |
| February | March | April |
| Complete unfinished work from January | Collect Student Teaching 1st Placement Evals | Send out/ collect Key Assessments |
| State Report Card Feb. 15--Dept. of Ed. | WESTAT--Jana (Title II) | Collect Student Teaching 2nd Placement Evals |
| Primary Partner Survey--TN Atlas--Board of Ed. | Mid Semester Key Assessment Review in Depts. | Advising Survey |
| State Report-- TN Atlas | Diversity Report for Field Experience | Data Retreat Lite(Year One 2019) |
| | Data Audit Report--Office of Assessment | Review of edTPA Data-- Dr. Barron |
| | CAEP Annual Report Due | |
| | | |
| May | June | July |
| Complete Annual UG Reports | State Report Card--Jana | Planning for Data Retreat |
| Completer Survey--Livertext | | |
| Enter ST Data/Recommendation for Licensure--Jana | | |
| Milestone I and Milestone II Data--Allison | | |
| Individual Milestone Reviews | | |
| | | |

Assessment Calendar: Advanced Programs

| Assessment Calendar - Graduate Programs | | |
|--|--|--|
| August | September | October |
| IE Close loop on previous years SLOs and AUOs | Program Report Submission Improvement Ideas | |
| Completer Survey--LiveText | Complete unfinished work from August | |
| Compile Data for Data Retreat | IE Submit current years SLOs ad AUOs | Mid Semester Key Assessment Review In Depts.--Wall |
| Program Reports--Chairs | Assessment Training for Faculty | |
| | CAEP Standards Monthly Meetings Begin | |
| Check completed KAs and Dispositions from previous Summer and Spring on 14th Day | | |
| Livertext Launch Key Assessments and dispositions-- Wall | | |
| | | |
| | | |
| November | December | January |
| | Collect Key Assessments | |
| Key Assessment Curriculum Map Alignment Check--Program teams | Standards Report from LiveText-Wall | Check completed KAs and Dispositions from Fall on the 14th Day |
| | Completer Survey--LiveText | Livertext Launch Key Assessments and dispositions |
| | Recommendation for Licensure-Jana | |
| | Advising Survey | |
| | | |
| February | March | April |
| Complete unfinished work from January | | Send out/ collect Key Assessments |
| | Mid Semester Key Assessment Review in Depts. | Advising Survey |
| | Data Audit Report--Office of Assessment | Data Retreat Lite(Year One 2019) |
| | CAEP Annual Report Due | |
| | | |
| May | June | July |
| Standards Report from LiveText-Wall | State Report Card--Jana | Planning for Data Retreat |
| Completer Survey--LiveText | | |
| Recommendation for Licensure--Jana | | |
| | | |
| | | |
| | | |
| | | |

Appendix B – Data Map



| Data Point | Criteria | Description | Value/Scale | Who/When | Evaluator (if applicable) | Data Location | Entered By | CAEP Standard |
|---|-------------------------------------|--|-----------------------------|---|---------------------------|----------------------------------|--------------------------------------|---------------|
| | | | | | | | | 5 |
| COE Ethics Learning module and assessment | EDUC 2100 Modules on Ethics | State of TN Required Ethics Training for all teacher candidates (Second Administration) | A-C grade on Ethics Modules | Faculty - Each Semester | Faculty EDUC 2100 | D2L | Course Instructor | 3 |
| Milestone I | Completion of 2100 with C or better | Foundation of Education Course | Course Grade | Faculty - Each Semester | Certification Analyst | OneStop | Certification Analyst | |
| | Minimum of 12 hours credit | Recorded Transcript Grades | 4.0 Scale | Faculty - Each Semester | | Transcript | | 2 |
| | Security Clearance | TBI Background Clearance | Indication /No Indication | Certification Analyst | | TBI | | 2 |
| | GPA 2.5 or better | Cummulative GPA | 4.0 Scale | Faculty - Each Semester | | Transcript | | 2, 3 |
| | Professional Dispositions | Evidence of meeting the criteria for positive dispositions | Meets or exceeds criteria | Faculty - Each Semester | | LiveText | | 2 |
| Key Assessments | Course Syllabi | InTASC Standards aligned to course content | Rubric | Course Instructors | Course Instructor | LiveText | Course Instructor | 1, 3 |
| | Curriculum Map | Detailed list of courses aligned to InTASC | Alignment | Course Instructors | Course Instructor | LMS/Department Chairs | Department Chair and assessment team | 1, 3 |
| Dispositions | Collaboration | Students in all education courses are expected to demonstrate the positive professional dispositions. Also measured in University Student Affairs. | Rubric | University Professors and COE Professors in each course | Course Instructors | LiveText/Banner | Certification Analyst | 2 |
| | Attitude | | | | | | | 2 |
| | Relationship with Adults | | | | | | | 2 |
| | Communication | | | | | | | 2 |
| | Attendance | | | | | | | 2 |
| | Relationship with Students | | | | | | | 2 |
| | Initiative | | | | | | | 2 |
| | Professional Appearance | | | | | | | 2 |
| | Legal and Ethical Conduct | | | | | | | 2 |
| | Diversity | | | | | | | 2 |
| | ACT | Standardized test taken prior to college entrance | 21 or higher | All students prior to admission to college | | Registrar or student if transfer | | 3 |
| | SAT | Standardized test taken prior to college entrance | 1020 | All students prior to admission to college | | Registrar or student if transfer | | 3 |

| Data Point | Criteria | Description | Value/Scale | Who/When | Evaluator (if applicable) | Data Location | Entered By | CAEP Standard |
|---------------------------------------|----------------------------------|--|--|--|---------------------------|---|-----------------------|---------------|
| Praxis 1 or ACT | Core Math | Standardized test administered to test basic Math skills | 156 | Students not scoring high enough on SAT/ACT for admission to | Online test | ETS | Certification Analyst | 3 |
| | Core Reading | Standardized test administered to test basic Reading skills | 150 | Students not scoring high enough on SAT/ACT for | | ETS | | 3 |
| | Core Writing | Standardized test administered to test basic Writing skills | 162 | Students not scoring high enough on SAT/ACT for admission to | | ETS | | 3 |
| Milestone II Admissions to Teacher Ed | ACT 21 or SAT 1030 or Praxis 1 | A score of 21/1020 on ACT/SAT exempts a student from CORE Tests | 21 or higher | All students seeking admission | Certification Analyst | One Stop (Registrar) or student if transfer | Certification Analyst | 3 |
| | GPA | 2.75 or higher | Out of 4.0 | | | Transcript | | 3 |
| | Minimum grade C | Minimum of "C" in all EDUC courses, including EDUC 3070 | A-C Grade Scale | | | Transcript | | 3 |
| | Professional Dispositions | Evidence of meeting criteria for positive dispositions | Meets or exceeds criteria | | | LiveText | | 2 |
| | Minimum 45 hours | Credit hours earned | 4.0 Scale | | | Transcript | | 3 |
| | Security Clearance | TBI Security Clearance | Indication /No Indication | | | TBI | | 3 |
| Pre-Practicum Field Experiences | TEAM evaluations | Completed by instructors when observing teacher candidates in the field. | 0-5 rubric in each domain | Instructors | Course Instructors | TEAM evaluation | Certification Analyst | 2 |
| Praxis II Scores | Score based on major | Students take test(s) based on their initial licensure. Standard set by state department | Passing score out of 200 | All students seeking licensure | ETS | ETS | Certification Analyst | 3 |
| | Standards & Objectives | | Rubric Scoring: 1-5 (Significantly Above | | | | | |
| | Motivating Students | | | | | | | |
| | Presenting Instructional Content | | | | | | | |
| | Lesson Structure & Pacing | | | | | | | |
| | Activities & Materials | | | | | | | |
| | Questioning | | | | | | | |
| | Feedback | | | | | | | |
| Grouping Students | | | | | | | | |

| Data Point | Criteria | Description | Value/Scale | Who/When | Evaluator (if applicable) | Data Location | Entered By | CAEP Standard |
|---|---|---|---|--|--|------------------------------------|-----------------------|--|
| Practicum Field Evaluations | Teacher Content Knowledge | TEAM evaluation | Expectations, At Expectations or Significantly Below Expectations | All students in Practicum | Univ. Supervisor & Mentor Teachers | Evaluators enter score in database | Certification Analyst | 1, 2, and 3 |
| | Teacher Knowledge of Students | | | | | | | |
| | Problem Solving | | | | | | | |
| | Instructional Plans | | | | | | | |
| | Student Work | | | | | | | |
| | Assessment | | | | | | | |
| | Expectations | | | | | | | |
| | Managing Student Behavior | | | | | | | |
| Respectful Culture | | | | | | | | |
| COE Ethics Learning module and assessment | EDUC 4080 Modules on Ethics | State of TN Required Ethics Training for all teacher candidates (Second Administration) | A-C grade on Ethics Modules | Faculty each semester | Faculty EDUC 4080 | D2L | Course Instructor | 3 |
| Milestone III | 2.75 GPA | All students must pass Milestone III before student teaching | Out of 4.0 | All students at the completion of the practicum semester | 4080 instructor, clinical teachers in field observations, incident reports, and review of University disciplinary record | OneStop | Certification Analyst | 3 |
| | Completion of all courses in program | | A-D Grade | | | OneStop | | 1 |
| | Minimum grade of C on the education minor | | A-C Grade Scale | | | OneStop | | 1 3 |
| | Successful mastery of Standards 1-7 (key assessments) | | Rubrics | | | LiveText | | 1, 3 |
| | Professional dispositions | | Meets or exceeds | | | LiveText | | 2 |
| | Security Clearance | | Indication /No | | | TBI | | 3 |
| | Pass Praxis 2 exams | | Passing score out of 200 | | | ETS | | 1 3 |
| | | | Standards & Objectives | | | | | Rubric Scoring: 1-5 Significantly Above Expectations |
| Motivating Students | | | | | | | | |
| Presenting Instructional Content | | | | | | | | |
| Lesson Structure & Pacing | | | | | | | | |
| Activities & Materials | | | | | | | | |
| Questioning | | | | | | | | |
| Feedback | | | | | | | | |
| Grouping Students | | | | | | | | |

| Data Point | Criteria | Description | Value/Scale | Who/When | Evaluator (if applicable) | Data Location | Entered By | CAEP Standard |
|---|---|---|---|---|------------------------------------|-----------------------------|-----------------------|---------------|
| Student Teacher Evaluations Placement 1 | Teacher Content Knowledge | AM evaluation in 2 distinct placements | Expectations, At Expectations or Significantly Below Expectations | All student teachers | Univ. Supervisor & Mentor Teachers | Office of Teacher Ed | Certification Analyst | 1, 2, and 3 |
| | Teacher Knowledge of Students | | | | | | | |
| | Problem Solving | | | | | | | |
| | Instructional Plans | | | | | | | |
| | Student Work | | | | | | | |
| | Assessment | | | | | | | |
| | Expectations | | | | | | | |
| | Managing Student Behavior | | | | | | | |
| | Respectful Culture | | | | | | | |
| edTPA | Three Tasks - Planning, Teaching, and Assessment | Summative assessment for pre-service teachers to measure readiness to teach in planning, instruction, and assessment. | Passing 38 (in 2019) out of 75 for 15 rubric items | All teacher candidates seeking licensure/ usually during Student Teaching | Pearson | Pearson | Pearson | 1, 2, and 3 |
| Graduation | Degree Evaluation | | All requirements completed | All students in Practicum block | Registrar | Degree Works | Registrar | 4 |
| | Evaluation for licensing | Submit applications for degree completers for Tennessee Teaching License | Meet all state requirements | All students in Student teaching who pass edTPA | Licensure Officer | Banner TN Compass | Licensure Officer | 4 |
| Completer Survey | | | 4 Values Scale - Not Prepared, Somewhat Prepared, Adequately Prepared, and Very Well Prepared | All teacher candidates seeking licensure/ usually during Student Teaching | CAEP Standard 4 Committee | Livetext | Students | 4 |
| | Survey | Survey completed by teacher candidates who will be recommended for licensure. | | | | | | |
| Milestone IV | Completion of Student Teaching, licensure requirements, Praxis II exam, edTPA | Maintain spreadsheet for graduates to follow up for CAEP standard 4 | Checklist | Licensure Officer/when applying for TN License | Licensure Officer | Application for License | Licensure Officer | |
| State Report Card Data | Candidate Profile | The Report Card contains a consumer-focused, provider-level summary of candidate profile, employment and provider impact. | 3 Domains | Entered by Licensure Officer May/June | State Board of Education | TN State Board of Education | Licensure Officer | 4 |

| Data Point | Criteria | Description | Value/Scale | Who/When | Evaluator (if applicable) | Data Location | Entered By | CAEP Standard |
|---------------|-----------------------------------|---|-------------------|-----------------|----------------------------------|----------------------------------|----------------------------------|---------------|
| Annual Report | Shared with EPPs through TN ATLAS | Provider level accountability tool measuring recruitment and selection, employment and retention, assessment, effectiveness and impact. | 150 Metric Values | Primary partner | TN State Department of Education | TN State Department of Education | TN State Department of Education | |