California State University, East Bay
Professional Education Unit
Unit Assessment Plan

Executive Summary
4-20-10

Overview

The Unit Assessment Plan explains how the CSU East Bay Professional Education Unit gathers, analyzes, and shares data to evaluate operations at the Unit level. This Plan establishes a system for the aggregation of data across programs to evaluate and improve Unit operations and to evaluate the Unit Conceptual Framework.

Each program in the Unit has a program-level assessment system using multiple assessments at multiple points before, during, and after candidates complete the program. Program-level assessment systems gather and analyze data to determine if the program meets relevant California Commission on Teacher Credentialing (CTC) and National Council for the Accreditation of Teacher Education (NCATE) standards. This Unit Assessment Plan is built upon program-level assessment systems that are functioning smoothly. Thus, the Unit Assessment Plan is part of a larger Unit Assessment System that includes program-level assessment systems.

This Unit Assessment Plan has been developed by the Unit Accreditation and Assessment Task Force (UAATF), with considerable input from Unit faculty and staff. The Plan was approved by the CTC in April of 2010. The Plan will be provided to our K-12 and University partners for feedback.

Programs and Clusters in the Profession Education Unit

All programs are approved by NCATE. All programs in the Unit, with the exceptions noted below, are approved by the CTC. For purposes of Unit-level assessment, the programs in the Unit are organized into eight clusters. The cluster organization facilitates the gathering and analysis of data.

Administrative Services Cluster

* Administrative Services Credential – Preliminary, including internship (NCATE advanced program)

* Administrative Services Credential – Professional (NCATE advanced)

* Master of Science (MS) in Educational Leadership (NCATE advanced, not subject to CTC approval)
* Programs are housed in the College of Education and Allied Studies, Department of Educational Leadership

**Curriculum Cluster**

* MS in Education, Option in Curriculum (NCATE advanced, not subject to CTC approval)

* Program is housed in the College of Education and Allied Studies, Department of Teacher Education

**Educational Technology Cluster**

* MS in Education, Option in Educational Technology Leadership (NCATE advanced, not subject to CTC approval)

* Program is housed in the College of Education and Allied Studies, Department of Teacher Education

**Pupil Personnel Services Cluster**

* Pupil Personnel Services: School Counseling Credential, including internship (NCATE advanced)

* Pupil Personnel Services: School Psychology Credential, including internship (NCATE advanced)

* MS in Counseling (NCATE advanced, not subject to CTC approval)

* Programs are housed in the College of Education and Allied Studies, Department of Educational Psychology

**Reading Cluster**

* Reading/Language Arts Certificate (NCATE advanced)

* Reading/Language Arts Specialist Credential (NCATE advanced)

* MS in Education, Option in Reading Instruction (NCATE advanced, not subject to CTC approval)

* Programs are housed in the College of Education and Allied Studies, Department of Teacher Education
Special Education Cluster

* Education Specialist, Mild to Moderate, Level I, including internship (NCATE initial)
* Education Specialist, Mild to Moderate, Level II (NCATE advanced)
* Education Specialist, Moderate to Severe, Level I, including internship (NCATE initial)
* Education Specialist, Moderate to Severe, Level II (NCATE advanced)
* MS in Special Education (NCATE advanced, not subject to CTC approval)
* Programs are housed in the College of Education and Allied Studies, Department of Educational Psychology

Speech/Language Pathology Cluster

* Speech/Language Pathology Services Credential (NCATE advanced)
* Program is housed in the College of Letters, Arts, and Social Sciences, Department of Communicative Sciences and Disorders

Teaching Credentials Cluster

* Clear Credential – Multiple Subject and Single Subject (NCATE advanced)
* Multiple Subject Teaching Credential, including the BCLAD and internship (NCATE initial)
* Single Subject Teaching Credential, including internship (NCATE initial)
* Programs are housed in the College of Education and Allied Studies, Department of Teacher Education

Unit Level Assessment Participants

Several stakeholder groups will be involved in the planning, implementation, and evaluation of the Unit Assessment Plan. While these groups differ in their level of involvement, each plays an essential role.

First, it would be a good idea to clarify the institutional structure of the programs in the Professional Education Unit. As indicated in the previous section, the Professional Education Unit at CSU East Bay consists of programs housed in two of the University’s colleges. All programs except the Speech/Language Pathology Services Credential are
part of academic departments in College of Education and Allied Studies (CEAS). The Speech/Language Pathology Services Credential is housed in the Department of Communicative Sciences and Disorders in the College of Letters, Arts, and Social Sciences (CLASS).

Since the CTC/NCATE accreditation visit in April 2009, additional steps have been taken to stress Unit identity rather than a CEAS identity. A representative from the Speech/Language Pathology program sits on the Unit Accreditation and Assessment Task Force. As noted below, the Dean of the CLASS will play an essential role in the Unit Assessment Plan along with the Dean of CEAS. Also of note, the Unit Conceptual Framework is now clearly that – a Unit Framework, rather than a CEAS Framework.

The following all play roles in the development, implementation, and evaluation of the Unit Assessment Plan:

* Dean of the College of Education and Allied Studies (CEAS) and Dean of the College of Letters, Arts, and Social Sciences (CLASS)

* Associate Dean of CEAS

* Department Chairs

* The Unit Accreditation and Assessment Task Force (UAATF)

* Program Faculty

* K-12 Partners

* Campus Committee on Professional Education (CCPE)

Unit Assessment Outcomes (UAOs)

The evaluation of Unit operations determines to what extent the Unit has met the eleven UAOs. The sources of the UAOs are:

(a) The three outcomes defined in the Unit Conceptual Framework. The three outcomes operationalize the Framework, and their evaluation allows for the evaluation of the Framework itself. The outcomes are derived directly from the Unit mission statement, Unit values, and the Unit vision.

(b) The six NCATE Unit Standards, with some modifications to avoid redundancy with the Unit Conceptual Framework outcomes

(c) The two CTC Common Standards that are not covered by the NCATE Unit Standards
The eleven UAOs are:

**Unit Assessment Outcome 1: Equitable Learning Outcomes**

Our candidates will demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable learning outcomes. *(Unit Conceptual Framework Outcome 1)*

**Unit Assessment Outcome 2: Equitable Environments**

Our candidates will demonstrate the ability to create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness. *(Unit Conceptual Framework Outcome 2)*

**Unit Assessment Outcome 3: Working Collaboratively**

Our candidates will work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments. *(Unit Conceptual Framework Outcome 3)*

**Unit Assessment Outcome 4: Candidate Knowledge, Skills, and Professional Dispositions**

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards. *(NCATE Unit Standard 1)*

**Unit Assessment Outcome 5: Assessment System and Unit Evaluation**

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs. *(NCATE Unit Standard 2)*

**Unit Assessment Outcome 6: Field Experiences and Clinical Practice**

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. *(NCATE Unit Standard 3)*

**Unit Assessment Outcome 7: Diversity**
Experiences provided for candidates include working with diverse populations, including higher education and K-12 faculty, candidates, and students in K-12 schools. (Last sentence of NCATE Unit Standard 4 – the first part of this NCATE Standard is covered in UAO 1, 2, and 3.)

Unit Assessment Outcome 8: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development. (NCATE Unit Standard 5)

Unit Assessment Outcome 9: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards. (NCATE Unit Standard 6)

Unit Assessment Outcome 10: Credential Recommendation Process

The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. (CTC Common Standard not covered in the NCATE Unit Standards, last sentence of CTC Common Standard 1)

Unit Assessment Outcome 11: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional, and personal development, and to assist each candidate’s professional placement. Appropriate information is accessible to guide each candidate’s attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts. (CTC Common Standard not covered NCATE Unit Standards, CTC Common Standard 6)

Gathering Data for Unit Evaluation

The majority of the data used to evaluate the Unit is gathered at the program level. The evaluation of the Unit must be a pragmatic process that requires only essential data to be analyzed. Thus, not every source of data collected by programs is used in the Unit evaluation process.
Data Sources for Analysis. Cluster faculty will determine the degree to which programs in the Cluster have met the Unit Assessment Outcomes (UAOs). For each program, key data sources have been defined for each UAO. Data gathering, of course, is an ongoing process that takes place throughout the academic year at multiple points: prior to admission, during program participation, and after program completion.

Data disaggregation. Members of the CEAS staff will disaggregate data for the three programs that utilize a cohort system: Administrative Services Preliminary Credential (Level I), the Multiple Subject Teaching Credential, and the Single Subject Teaching Credential. Data disaggregation will take place during the summer each year (July to September), ready for faculty to consider in October. Please see the timeline in Part Eight.

Data aggregation. Data aggregation at the Unit level will fall into three categories:

* Where the data sources are non-equivalent, as in the case of the UAOs, the aggregation will be categorical, and be completed by cluster.

* An aggregated database of the quantitative results of signature assignments will be completed by CEAS staff each summer (July to September), ready for faculty to consider in October.

* Aggregated, Unit-level data bases for five other sources of information will be updated annually: (1) Faculty grants; (2) Faculty publications; (3) Faculty presentations; (4) Diversity of Unit faculty, K-12 faculty, candidates, and K-12 Students; and (5) Unit and program budgets.

Analyzing Data for Unit Evaluation

Phase One: Program-Level Analysis

Assessment plans for each program define processes by which program administrators, working with faculty and K-12 partners, analyze data for two purposes: (1) For program-level assessment, to determine to what extent relevant CTC program standards have been met; and (2) for unit-level assessment, to determine to what extend the UAOs have been met. The outcome of this analysis includes a plan for program improvement, which may address either deficiencies related to program standards or the UAOs.

The data gathered and analyzed may be quantitative or qualitative, depending on the CTC Standard and the Unit Assessment Outcome. Phase One analysis, beginning with the 2010-2011 academic year, will take place in October.

Phase Two: Cluster-Level Analysis for Unit Evaluation
In the second phase, each cluster of programs determines to what extent the programs within the cluster have met each of the eleven Unit Assessment Outcomes (UAOs). For each UAO, cluster administrators, working with faculty and K-12 partners, will determine if the data leads to the conclusion that:

* The programs in the cluster have **exceeded the expectations** for the UAO.
* The programs in the cluster have **met the expectations** of the UAO.
* The programs in the cluster have **failed to meet the expectations** for the UAO.

Each program’s faculty will define criteria for determining whether the weight of the data leads to a conclusion that the program has exceeded, met, or failed to meet the UAO. For each conclusion, there should be an “evidentiary statement” – an explanation of the data sources examined and how the conclusion was reached. The evidentiary statement should state which results from what data sources led to the conclusion.

Next, the cluster-level analysis data will be forwarded to the Unit’s technical staff for aggregation. Compressing the data at the cluster-level into three categories (Exceeds, Meets, Fails) allows non-equivalent data sources to be aggregated. This second phase of the data analysis in the Unit Assessment Plan will take place in November beginning in 2010.

**Phase Three: Unit Level Analysis by the Unit Accreditation and Assessment Task Force (UAATF)**

The analysis of the aggregated data will be conducted by the UAATF. The UAATF will reach a Unit-level conclusion for each of the UAOs. To reach the conclusion that the Unit has exceeded expectations for the UAO, then all clusters must be at the target level. If even one cluster is at the unacceptable level for a UAO, then the Unit has failed to meet expectations for the UAO.

The final result of the UAATF analysis will be a draft of the annual *Unit Evaluation Report*, which consists of:

1. A unit-level conclusion on each UAO, and conclusions for NCATE initial and NCATE advanced programs.

2. A plan to remediate any deficiencies, with resource implications. See Phase Eight, which describes the process of implementing the program improvement plans and the recommendations in the *Unit Evaluation Report*.

The UAATF draft of the annual *Unit Evaluation Report* will be completed by the end of November, beginning with the 2010-2011 academic year.
Phase Four: Unit-Level Analysis by the Deans

In the fourth phase, the Dean of the College of Education and Allied Studies and the Dean of the College of Letters, Arts, and Social Science meet with the Chair of the UAATF to review the results of the Unit-Level Analysis. The Deans may agree with the UAATF’s conclusions, or disagree and call for a meeting with the UAATF to resolve the differences. Upon approval of the two Deans, the draft of the annual *Unit Evaluation Report* will be forwarded to the participants in Phase Five.

Phase Five: Review by the Unit’s Faculty, K-12 Partners, and All-University Partners

The draft of the annual *Unit Evaluation Report* approved by the Deans will then be forwarded to (a) Unit faculty, who will review the draft and then meet to approve the Report in a Unit forum; (b) K-12 partners, who will review the draft in program advisory councils; and (c) the Campus Committee on Professional Education. Any of the three review groups can ask for clarifications or revision of the annual *Unit Evaluation Report*. When all three review groups are satisfied with the annual *Unit Evaluation Report*, then the report is final.

Phase Six: Presentation of the Annual *Unit Evaluation Report* to the University Provost and President

When the annual *Unit Evaluation Report* is finalized, the two Deans will then present the Report to the University Provost and President. The Report will provide the President and the Provost with an annual analysis of the status of the Professional Education Unit. Special attention will be paid to the resource implications of the Report.

Phase Seven: Evaluation of the Unit Assessment System

After the annual Unit evaluation process is complete and the *Unit Evaluation Report* has been presented to the University Provost and President, key stakeholders will evaluate the efficacy of the Unit Assessment System. Program faculty will examine their program assessment systems. The UAATF will evaluate the Unit Assessment Plan. Our K-12 partners, working through advisory councils, and our University partners, working through the CCPE, will provide important feedback.

Phase Eight: Implementation of Program Improvement Plans

At the program-level, each group of faculty note areas for improvement during Phase One, when faculty analyze data to determine the extent to which the program meets CTC program standards. The annual *Unit Evaluation Report* will note these program-specific areas for improvement along with Unit-level areas for improvement. Program faculty, program coordinators, and department chairs will work together to remediate each area of improvement. In addition, the two deans will take steps to address any areas for improvement that require college-level interventions. Thus, the cycle is complete – the end goal of the assessment process is program improvement.
**Timetable**

NOTE: In 2009-2010, this plan is being developed. Data gathering, aggregation, and disaggregation are currently ongoing. K-12 advisory councils and CCPE will meet in the Spring of 2010 to review the Unit Assessment Plan, after we receive feedback from the CTC.

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