

COE Unit Assessment

Conceptual Framework: “Reflective Educators for Diverse Learners Learners”

The *College of Education Unit Assessment* plan is designed to facilitate our annual evaluation of the effectiveness of our work through the lenses of our four Conceptual Framework Commitments and related Goals:

- C.1. - Commitment to the Knowledge and Dispositions of the Profession
Goal: Programs provide opportunities for candidates to develop and demonstrate the knowledge, skills and dispositions of their professions
- C.2. - Commitment to Diversity
Goal: Programs provide opportunities for candidates and faculty to experience and construct understanding of diversity in all its forms: cultural; learning styles and abilities; physical, cognitive, emotional and social development.
- C.3. - Commitment to Technology
Goal: Programs provide opportunities for candidates to explore a broad range of technologies and integrate technology and other multimedia resources to maximize learning opportunities for all students.
- C.4. - Commitment to the Practice of Continuous Reflection and Assessment
Goal: Programs provide opportunities for candidates to continually reflect on and modify their practice within the context of student learning.

Annual Assessment Process

The timeframe for program, departmental and unit evaluation is Fall semester through the following Summer term of each academic year. Annual faculty/staff/administrator assessments are conducted on a calendar year basis (January 1 through December 31). The Department Chair reviews Faculty/Staff Performance Reports and provides summary and evaluative feedback to individual faculty and staff on their progress toward meeting their goals and our Conceptual Framework Goals and Commitments. These individual Faculty/Staff Performance Reports, while they are not submitted with the Department/Center Annual Report, form the substance of the Department Chair’s Annual Department Report along with the Annual Program Assessment Reports which are appended to the Department Report. The Department Chair submits the Annual Department Report to the Administrative Team for its annual March review of unit-wide accomplishments and future goals. The March review allows the Administrative Team the opportunity to make data-based decisions regarding unit, program, faculty, staff and materials resource allocation. The Dean then uses the Annual Department Reports and Administrative Team review feedback as the foundation for the Annual Unit Report which is submitted to the Provost in mid-July. Finally, the Administrative Team meets in the first week of August to review and refine the COE annual

goals and shares these goals with the faculty at the COE Fall Faculty meeting in August the week preceding the beginning of classes for the upcoming academic year.

Similarly, Center staff and Directors engage in ongoing assessment of and reflection on their progress toward annual activity and service goals, through review of annual staff evaluations and annual candidate, faculty/staff surveys. Center goals are derived from each center's mission statement (aligned with the COE Mission and Conceptual Framework Commitments); and staff goals are derived from the center's goals. This ongoing assessment and resulting data-based decision-making forms the basis for the Annual Center Activity Reports which are submitted to the Administrative Team for its annual March review. The Dean then includes data from the Annual Center Reports and related Administrative Team review feedback in the Annual Unit Report which is submitted to the Provost in mid-July. (See COE Unit Assessment Timeline.)

Levels of Analysis

While our final Unit Assessment product is the Annual Unit Report, other levels of assessment, analysis and decision-making form the foundation for that report. Beginning with the day-to-day, systematic, recursive assessment of all COE candidates, programs, faculty, staff, school/community partners, and center services, the following model of data flow is followed on an annual cycle:

Individual

Program faculty/staff members engage in continuous reflection and assessment of their candidates' progress, program effectiveness and their own practice. This ongoing assessment and the resulting data-based programmatic decision-making form the basis for their Annual Faculty/Staff Performance Reports and Annual Program Assessment Reports which faculty, staff, and Program Coordinators submit to their Department Chairs/Directors/Associate Deans in January. The following evidence-based data is provided in these reports:

Annual Faculty/Staff Performance Report

1. faculty scholarly accomplishments
2. teaching effectiveness data
3. faculty service activity
4. professional development
5. annual goals, based on Conceptual Framework Goals and Commitments

Tenure Reviews (Pre-tenure, year three of tenure-track; Tenure (year 6), and Post-tenure, 5 years after the most recent promotion or personnel action)

1. Teaching
2. Service (institution or profession)
3. Scholarship
4. Ability to function within the Georgia Southern academic community

Program

Annual Program Assessment Report (appended to Annual Department Report)

1. key assessment summary data
2. Conceptual Framework Commitments summary data
3. follow-up survey summary data (and other input data collected by program)
4. program summary analyses of data, including program strengths, weaknesses, and any environmental/external factors
5. resource requests (training, technology, personnel, etc.)

Department/Center

Annual Department/Center Report

1. effectiveness toward meeting evaluation period goals
2. summary of strengths, weaknesses, internal/external factors, and needs
3. objectives for following evaluation period
4. faculty/staff accomplishments (teaching/related accomplishments, scholarship, service, professional development)
5. resource requests and recommendations

Data Management for Storage, Assessment, and Analysis

The tool used to collect and analyze candidate data is Tk20: Campus Tools Higher Ed (“Tk20”). Beginning at Transition Point One, faculty use Tk20 to collect a range of data that measure candidates’ progress toward achievement of our Teacher Education Program Competencies (knowledge, skills and dispositions; also used in a revised fashion for non-TEP programs), our four Conceptual Framework Commitments, and the applicable state/national standards. Programs identify additional assessments which reflect program goals and outcomes that are aligned and supportive of the Unit’s annual goals and outcomes. Candidate assessment data that is collected through the use of Tk20 is aggregated and used for program assessment as documented in the Annual Program Assessment Reports, appended to the Annual Department Reports that are submitted to the Administrative Team each spring.

For a complete discussion of Tk20, please see Standard 2 section of the 2005 Institutional Report. Tk20 may also be viewed on our COE Web Site.