

Precondition 5.1: Unit Evaluation System

Evaluation of Operations

Faculty Assessment

All faculty members at Centenary College must submit an annual report to their department chairs by October 1, including the following information:

1. A statement evaluating achievements and activities of the previous year regarding teaching aids, methods, techniques, course revision, course development, research and writing, meetings, papers, committee work, organizations, community service, summer study, and other relevant data.
2. A statement of professional goals for the ensuing year, using the same criteria as above.
3. A list of suggestions for improvement of departmental academic goals.
4. Suggestions for feasible changes in any aspect of the College that would improve the quality of the professional experience of the faculty and administrative staff and the educational experience and campus life of the students.

The chair of the department reviews the report and communicates to the provost the faculty performance through the department report. All aspects are addressed more explicitly in Centenary College's Faculty Handbook available at <http://www.centenary.edu/provost/HANDBOOK/FacHand.htm>

Unit Evaluation

The professional learning community, Centenary's PK-16+ Council, is responsible for the assessment of the unit. The PK-16+ Council includes not only department faculty, but also educators in PK-12 settings, school administrators, college administrators, candidates, and business leaders. The Chair of the Education Department reports the information listed in Tables 2 and 3 (pages 5 and 6 respectively) and makes recommendations for an action agenda to the council. The proposed agenda contains the following information: (1) what is to be accomplished, (2) objectives, (3) individual(s) or group(s) responsible for steps toward achieving the goals/objectives, (4) timelines, (5) criteria to be used in evaluating progress toward goals/objectives, and (6) budget/resources. The council reviews the proposal and makes any changes.

Quality of Offerings

Program Evaluation

Program quality is currently being monitored both internally and externally. The internal evaluation consists of monitoring field and clinical experiences. The external evaluation is through the Southern Association of Colleges and Schools (SACS) and the Louisiana Department of Education. Future external evaluation will include both the Louisiana State Department of Education and NCATE. Prior external program evaluation also consisted of a survey sent to graduates. A review of that program assessment revealed insufficient data to determine the strengths and weaknesses of the program. Therefore, a new system for program evaluation (See Table 1, page 4) was devised based on the criteria identified by the NCATE

Assessment Examples Project Committee Members in Assessing Teacher Candidate Performance (2003). This system includes surveying graduates, professors, instructors, and employers using variations of the following questions:

- Is the program aligned with state and national standards?
- Is the program fair and free from bias?
- Does the program meet content, cognitive demands, and skill requirements at challenging levels for candidates?
- Does the program provide clear and explicit statements of proficiencies that candidates are expected to demonstrate?
- Are different levels of candidate proficiency distinguished?
- Are professors/instructors trained in the assessment procedures so that candidate responses are interpreted consistently?
- Does the program include some “authentic” forms of assessment in which candidates are asked to perform tasks similar to those they will face in their initial employment as education professionals?
- Does the program evaluation contain some external corroboration of the candidate performance?

The results are collected and analyzed by the department chair and then recommendations are presented to TEAC. TEAC then develops an action agenda for revising the program. The action agenda contains the following information: (1) what is to be accomplished, (2) objectives, (3) individual(s) or group(s) responsible for steps toward achieving the goals/objectives, (4) timelines, (5) criteria to be used in evaluating progress toward goals/objectives, and (6) budget/resources.

Performance of Candidates

Unit faculty assess candidate knowledge, skills, and dispositions through course-based assessments, as well as at portals which are designated points of assessment for each candidate. Data from these assessments are used to make decisions about candidate performance as the candidates progress through the teacher education programs. A variety of assessments are used within courses to evaluate the candidate’s performance. Examples of these assessments are group presentations, reflections, video-taped lessons, essays, examinations, case studies, action research projects, lesson planning, observations, and field experiences. Rubrics, checklists, and other assessment tools are also used to assess candidate performance within the courses. Tables 2 and 3 (pages 5 and 6) give information about assessment at each portal.

Effectiveness of Graduates

The unit is very concerned with not only the effectiveness of our graduates, but also their continued commitment to and employment in the teaching profession. To monitor these areas, we utilize both informal and formal information (see Table 1, page 4). First, the unit is committed to supporting our candidates in their first years of teaching and makes every effort to maintain communication with each candidate through email, mail, and phone calls. The unit also

formally collects feedback from graduates through surveys that examine: graduate perceptions regarding unit/program outcomes, relevance of preparation to world of work, and services provided in programs. Furthermore, the unit surveys employers of our graduates to examine: graduates' professional competency and the percentage of employers satisfied with specific program components. Additional indicators used to determine the effectiveness of our graduates include formal and informal input from the PK16+ Council and community members, meetings with area principals and other administrators, the demand for our graduates, and honors received by our graduates, such as National Board Certification and Teacher of the Year.

Table 1. Data Collection System for Continuous Improvement of Candidate Performance and Unit Operations

Evaluators	Candidate Performance	Unit Performance
Internal	Assessment of knowledge, skills, and dispositions on campus and in field experiences/clinical practice	<p>Enrollment/Resources Data</p> <ul style="list-style-type: none"> • Acceptance to Teacher Education Program • Enrollment data • Degrees awarded • Graduation rates/ program completers <p>Recruitment/Retention Data</p> <ul style="list-style-type: none"> • Diversity of candidate population • Retention rates data for diverse populations <p>Faculty Data</p> <ul style="list-style-type: none"> • Characteristics • Course evaluation data • Faculty performance data <p>Budget Data</p> <p>Title II Data</p>
External	<ul style="list-style-type: none"> • PRAXIS • Graduate feedback • Rehire possibility data • Cooperating/mentor teacher data 	<p>Graduates' Feedback</p> <ul style="list-style-type: none"> • Perceptions regarding unit/program outcomes • Relevance of preparation to world of work • Services provided in programs <p>Employer Evaluation of Graduates</p> <ul style="list-style-type: none"> • Graduates' competency • Percentage of employers satisfied with specific program components <p>Cooperating /Mentor Teachers</p> <ul style="list-style-type: none"> • Evaluation of candidates <p>SACS</p> <p>NCATE</p>

Based on Model developed by Erskine S. Dottin

Table 2. Undergraduate Teacher Education Candidate Portals

Portal	Current Timeline of Program Development	Program Level Data Collection and Analysis	Decision Maker(s)	Outcome(s)
#1 Admission to Teacher Education Program	2005	<ul style="list-style-type: none"> • Application • Overall GPA 2.5 • Praxis I PPST • Dispositions review • Interview • Recommendations • PASS-PORT initiation 	<ul style="list-style-type: none"> • Teacher Education Advisory Committee (TEAC) • Education Department faculty 	<ul style="list-style-type: none"> • Candidate is approved to enroll in 300 level Education courses
#2 Prior to Student Teaching	2006	<ul style="list-style-type: none"> • Overall GPA 2.5 • Coursework completion • Education/required courses “C” or better (or “P” if Pass/Fail) • Praxis II (Content Area and PLT) • Dispositions review • Student teaching application • Interview and review of portfolio documents 	<ul style="list-style-type: none"> • Education Department faculty • TEAC 	<ul style="list-style-type: none"> • Candidate is eligible or ineligible to enroll in student teaching • Candidate is informed in writing of status and deficiencies, if any
#3 During Student Teaching	2007	<ul style="list-style-type: none"> • Dispositions survey • Portfolio documents • Observation reports • Lesson and performance evaluations 	<ul style="list-style-type: none"> • Centenary College supervisor • Cooperating teacher 	<ul style="list-style-type: none"> • Candidate continues student teaching
#4 Program Completion	2008	<ul style="list-style-type: none"> • PASS-PORT exit portfolio • Transcript indicates fulfillment of program requirements • Fulfillment of all certification eligibility requirements 	<ul style="list-style-type: none"> • Centenary College Office of the Registrar • Education Department Chair recommends to state • State Department of Education 	<ul style="list-style-type: none"> • Candidate is eligible for graduation and certification OR is informed in writing if ineligible • Candidate receives certification by State OR is notified in writing of deficiencies for certification

Table 3. Graduate Candidate Portals

Portal	Current Timeline of Program Development	Program Level Data Collection and Analysis	Decision Maker(s)	Outcome(s)
#1 Admission to Masters Program	2005	<ul style="list-style-type: none"> • Overall career GPA 2.5 • Application • Degree from regionally accredited institution • Dispositions review • Praxis I and II (Content Area) 	<ul style="list-style-type: none"> • Education Department faculty 	<ul style="list-style-type: none"> • Candidate is approved to enroll in Education courses
#2 Prior to Internship/ Student Teaching	2006	<ul style="list-style-type: none"> • No more than one “C” in coursework • Praxis II (PLT) • Dispositions review • Internship/ student teaching application • PASS-PORT Initiation • Interview and review of portfolio documents 	<ul style="list-style-type: none"> • Education Department faculty 	<ul style="list-style-type: none"> • Candidate is eligible or ineligible to enroll in student teaching • Candidate is informed in writing of status and deficiencies, if any
#3 During Internship/ Student Teaching	2007	<ul style="list-style-type: none"> • Dispositions survey • Portfolio documents • Observation reports • Lesson and performance evaluations 	<ul style="list-style-type: none"> • Education Department faculty • Centenary College supervisor • Site supervisor/ cooperating teacher 	<ul style="list-style-type: none"> • Candidate continues student teaching
#4 Program Completion	2008	<ul style="list-style-type: none"> • PASS-PORT exit portfolio • Transcript indicates fulfillment of program requirements • Fulfillment of all certification eligibility requirements 	<ul style="list-style-type: none"> • Centenary College Office of the Registrar • Education Department Chair recommends to state • State Department of Education 	<ul style="list-style-type: none"> • Candidate is eligible for graduation and certification OR is informed in writing if ineligible • Candidate receives certification by State OR is notified in writing of deficiencies for certification