

Unit (College) Assessment Plan

The assessment system for the College of Education is implemented and overseen by the Dean’s Office. It is linked to the university and College of Education mission and vision statements and to national (NCATE) and state (CTC) standards, and is part of a college-wide accountability structure. Individual programs report annually to the relevant accrediting bodies and to Department Chairs, who, in turn, report activities to the Dean. The Unit (College) report is reviewed by the College of Education Assessment, Accountability, and Accreditation (AAA) Committee and then forwarded to the College of Education Executive Committee for review and recommendations to the Dean.

The Unit Assessment Plan is reviewed and revised on an annual basis in order to reflect changes in priorities within the college. The Assessment, Accountability, and Accreditation Committee will update plan and present it to the College of Education Executive Committee for approval, followed by implementation by the Dean’s Office.

NCATE STANDARD	GOALS	ACTIVITY/OUTCOMES	Data		TIMELINE
NCATE STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS AND PROFESSIONAL DISPOSITIONS	1. Ensure quality programs for all graduates	1.1 Review and report to faculty summaries of CTC-required assessment data for credential programs on an annual basis. 1.2 Review and report to faculty summaries of Master’s program assessment data on an annual basis. 1.3 Review and report to faculty summaries of Doctoral program assessment data on an annual basis.	1.1 CTC and program defined assessment instruments 1.2 Program defined assessment instruments 1.3 Program defined assessment instruments 1.1 CTC and program defined criteria 1.2 Program and WASC defined benchmarks 1.3 Program and WASC defined benchmarks		1. 1-3 Provide report to College Executive Committee and faculty annually (Fall Retreat)
	2. Maintain programs that are current, relevant and responsive	2.1 Dean’s office stay current on state standards by ensuring college representation at CTC sponsored meetings 2.2 Dean’s office interact with other CSUs regarding certification programs			2.1-2 Ongoing - Regular meetings with assessment coordinator and CSU Dean’s Meeting
	3. Communicate,	3.1 Regularly communicate with			3.1-2 Ongoing –

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	collaborate, and coordinate activities and programs within the university that provide courses and experiences leading to credentials.	Deans across campus on issues related to courses leading to teacher or professional service credentials 3.2 Regularly communicate with program coordinator within COE and other colleges on issues related to courses, field services, and advising leading to teacher or professional service credentials			Report to appropriate department chairs and program coordinators during annual meeting with feeder programs.
NCATE STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION	1. Revise and monitor assessment practices of candidates' knowledge, skills and dispositions	1.1 Review state mandated certification program assessment data and reports. 1.2 Review Master's level program assessment data and reports 1.3 Review Doctoral level assessment data and reports.	1.1-3 Annual report from programs		1.1-3 Provide feedback to Departments and programs the Fall Assessment Retreat
	2. Revise and monitor programmatic and curricular effectiveness	2.1 Revise and update certification program assessment plans 2.2 Revise and update Master's level assessment plans 2.3 Revise and update Doctoral level assessment plans 2.4 Receive feedback regarding effectiveness of application processes 2.5 Receive feedback regarding advising effectiveness throughout the candidates' professional preparation 2.6 Receive feedback regarding programs' ability to provide	2.1-3 Annual report from programs 2.4-7 Student surveys	2.1 CTC and program defined criteria 2.2 Program and WASC defined benchmarks 2.3 Program and WASC defined benchmarks	1.1-3 Provide feedback to Departments and programs the first month of fall semester during Fall Assessment Retreat 2.4-7 Provide feedback to Departments and programs based on surveys administered after each semester

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		timely and adequate number of session for students to graduate in a timely manner.		
	3. Revise and monitor post graduation services	3.1 Provide feedback with regards to the credential application process 3.2 Establish partnerships with BTSA activities within the university's service area	3.1 Post graduation / certification survey 3.2 Student Survey 3.3 Credentials Office Survey	3.1 Ongoing after fall and spring semesters 3.2 Ongoing - Report to appropriate department chairs and program coordinators annually
NCATE STANDARD 3: FIELD EXPERIENCE AND CLINICAL PRACTICE	1. Ensure quality field placement opportunities for all candidates	1.1 Revise, review and administer survey related to master teacher and supervisor effectiveness 1.2 Develop and administer survey of student satisfaction related to field placement office 1.3 Develop a survey of candidate satisfaction with support received during clinical practice. 1.4 Develop standards and performance expectation for field supervisors.	1.1-3 Student survey - Devel online training - establish policies	1.1-3 Starting spring 2009 report to appropriate department chairs and program coordinators after each semester 1.4 Fall 2009
	2. Develop strong relationships between the college and K-12/Community college organizations	2.1 Regular communication with school districts and community colleges and the Dean's office 2.2 Promote collaboration between COE and local school districts and community colleges. 2.3 Establish Advisory Board for	2.1 Establish advisory board 2.2 Newsletter / Magazine 2.3 Minutes	2.1-2 Ongoing – Report to College Executive Committee at least once a year 2.3 Spring 2009 -Advisory board

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		the COE with representation from school districts and community colleges within our service area.			meets 3 times annually
NCATE STANDARD 4: DIVERSITY	1. Strengthen commitment to diversity and multicultural education and practices.	1.1 Support professional development opportunities related to diversity and multicultural education in the form of discussion forums, presentations, and conference attendance 1.2 Review and evaluate field placements' population base	1.2 Annual report from program coordinators and state school district data - Student Survey		1.1 Ongoing 1.2 Annually – Fall semester - Report to faculty during Annual Retreat
	2. Programs reflect the diversity within the university's service area in terms of faculty, staff and student population.	2.1 Continue to build a diverse faculty and staff through recruitment of applicants from under-represented groups. 2.2 Continue to actively recruit students from under-represented groups. 2.3			2.1-2 Ongoing - Report to College Executive Committee at least once a year - Report to faculty during Annual Retreat
NCATE STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT	1. Maintain regular reviews of faculty teaching, scholarship, and service to the institution and the profession	1.1 Review and report on annual course evaluations of faculty 1.2 Support development and implementation system for formative feedback from students on course quality 1.3 Support grant and scholarly activities	1.1 IDEA Evaluations 1.2 Student survey - Signature Assignments - Use EDGS Model??		1.1 Annually with individual faculty 1.2 Ongoing – after each semester
	2. Build support system for faculty development	2.1 Develop an internal mentor/support structure for tenure track professors 2.2 Provide annual feedback to tenure track faculty	2.1 Formalized support structure 2.3 Formalized reward structure -RPT -Back to School Night		2.1 Fall 2009 2.2 Ongoing – annual meeting with tenure track faculty

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		2.3 Establish a reward/ appreciation protocol for faculty accomplishments	- Observation of Teaching	2.3 Fall 2009
	3. Build support system for staff development	3.1 Provide annual feedback to staff 3.2 Establish a reward/ appreciation protocol for staff accomplishments	1.1 Staff Survey	3.1 Bimonthly meetings with staff 3.2 Annual review of staff 3.3 Fall 2009
NCATE STANDARD 6: UNIT GOVERNANCE AND RESOURCES	1. Develop a collaborative environment within the college	1.1 Provide leadership when it comes to assessment and accreditation 1.2 Provide opportunities for collaboration across departments on scholarship and curriculum development	Cross Department Teaching EDD Participation Curriculum Committee New AAA Committee Fall /May NCATE Meeting Assessment Coordinators in PE Libs	1.1-2 Fall 2009
	2. Develop a user friendly organizational structure	2.1 Review and revise student advisement processes 2.2 Review and revise application processes 2.3 Review and revise student access to faculty and resources 2.4 Review and revise online information on COE website	2.1-4 Student surveys Update on Website COE Magazine Publication	2.1-4 Fall 2009
	3. Provide a stable and sufficient budgetary environment for the COE	3.1 Support for faculty interested in forming partnerships and seeking grant money 3.2 Develop courses and programs delivered through University Extended Education 3.3	3.1 TPA courses International M.Ed. BCLAD Courses	3.1 Ongoing – report annually to the College of Education Executive Committee and Faculty during fall assessment retreat
	4. Establish and open, collaborative leadership structure for the COE	4.1 Establish a report process encompassing all programs and departments	4.4 Survey of faculty and staff - Chairs Meeting	4.1 Fall 2009 4.2 Ongoing – at least once a year

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		4.2 Provide annual written report to faculty and staff 4.3 Establish avenues for feedback from faculty and staff regarding budget and resource allocations 4.4 Implement a Dean evaluation process	- COE Ex Meetings -Annual Faculty Retreat -Coordinators Meeting	4.3 Ongoing 4.4 Spring 2009