Alignment between the Unit’s New Assessment System for NCATE Standard 2 and the University’s Program Assessment of Student Learning

Program Assessment of Student Learning (PASL) is a program assessment instrument used by the university. It is composed of 13 factors (listed as F1-F13) below. These align in many ways directly with the NCATE standards. This is shown by pulling excerpts from the NCATE elements and listing them under the applicable PASL factors. The black comes from NCATE 2a; red comes from 2b; blue comes from 2c.

PASL Factors
F1. Professional standards and student learning outcomes
The unit, with the involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework(s) and incorporates candidate proficiencies outlined in professional and state standards. (also F1)
F2. Faculty involvement
The unit, with the involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework(s) and incorporates candidate proficiencies outlined in professional and state standards. (also F1)

F3. Assessment alignment
F4. Assessment structure
F5. Data management
These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations. (and F11)
F6. Data collection points
….candidate performance at each stage of its programs
F7. Data collection sources
Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and in practice after completion of programs.
Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates progress through programs. (also F10)
F8. Program improvement
The unit not only makes changes based on the data, but also systematically studies the affects of any changes to assure that programs are strengthened without adverse consequences.
F9. Comprehensive & integrated measures
Data show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools. (also F11)
F10. Monitoring student progress, & managing & improving operations & programs
The unit’s assessment system provides regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of its programs, extending into the first years of completers’ practice.
Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates progress through programs. (also F7)
Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.
F11. Assessment data usage by faculty
Data show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools. (also F9)
These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations. (and F5)

F12. Assessment data shared with students
The unit has a system for effectively maintaining records of formal candidate complaints and their resolution. The unit is developing and testing different information technologies to improve its assessment system.
F13. Fairness, accuracy & consistency of assessments
The unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. The unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures and unit operations. It also makes changes in its practices consistent with the results of these studies.

Annual Program Reports
The unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary. The unit not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences.

Need to do: These data are disaggregated by program when candidates are in alternate route, off-campus, and distance learning programs.

Where do we do this? Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.

Standard 2: 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.

2a. Assessment System
TARGET The unit, with the involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework(s) and incorporates candidate proficiencies outlined in professional and state standards. The unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and in practice after completion of programs. Data show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools. The unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures and unit operations. It also makes changes in its practices consistent with the results of these studies.

2b. Data Collection, Analysis, and Evaluation
TARGET The unit's assessment system provides regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of its programs, extending into the first years of completers’ practice. Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates progress through programs. These data are disaggregated by program when candidates are in alternate route, off-campus, and distance learning programs. These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations. The unit has a system for effectively maintaining records of formal candidate complaints and their resolution. The unit is developing and testing different information technologies to improve its assessment system.

2c. Use of Data for Program Improvement
TARGET The unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary. The unit not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.