

Assessment System and Evaluation Team (ASET) Minutes

October 8, 2013
Shared Conference Room
2:00 p.m.

Present: Christine Benson, Gayla Kobialka, Joe Kreizinger, Cheryl Malm, Mike McBride, Josh Peters, Joyce Piveral, Mike Steiner, Matt Symonds, Patricia Thompson, Michele Veasey, and Amy Wilson

Agenda Item 1: Approve Minutes from September 10, 2013 Meeting

The minutes from the September 10th meeting were reviewed to refresh memories about discussions from last year. Dr. Symonds made a motion to approve the minutes which was seconded by Dr. Steiner. All were in favor.

Agenda Item 2: Old business

Update on Nissa's last data sheet:

Nissa's last data sheet has been added to Tk20 under the faculty qualifications tab. This tab is not yet live but will be available before the end of the trimester. This data sheet can be a replacement for the direct and periodic involvement form. If there is information asked for on the direct and periodic form that is not currently included on the data sheet, it can be added.

In addition, articles can be uploaded into this section of Tk20 if you have permission from the publisher to post the articles. It was also suggested that an option be added to upload a current vita and/or document with all scholarly activity. Lastly, Mr. McBride was asked to send a request to faculty to complete the form in the middle of March so that the information will be available for annual reports.

Results of a second look at the dispositions after removing "not observed":

Mr. McBride removed the not observed option from the dispositions data but found that it did not affect the data significantly. Additionally, since there was a lot of variability on the first question on the disposition surveys, he ran an analysis on this question but there was not a lot change in the data.

The results of the dispositions surveys have been shared with program coordinators. Should anything further be done with this information? It was suggested that program directors be asked to respond to the data if it was out of the norm area and devise a plan to correct it. Others also felt that this was a good idea and indicated that it would be useful to hold interrater reliability training on dispositions.

In the past two weeks, three red-flag dispositions have been filed. Faculty are encouraged to handle disposition issues themselves if possible, but if it is an ongoing problem, a red-flag form can be submitted for a student. Mr. McBride runs a report every Tuesday morning to see if any red-flag forms have been submitted. If a form has been submitted and he finds cause for concern or the need for remedial action, the advisor of the student and Assistant Director of Teacher Education will be notified via email. The Assessment Director, Assistant Director of Teacher Education and the advisor will confer on the following next steps: 1. Hold an individual

conference with the student; 2. Send a letter to the student with remedial actions and a timeline; 3. Ask the student to develop a plan to rectify the disposition; or 4. In the case of severe or multiple dispositional offenses, refer the student to the Teacher Education Guidance Committee.

Agenda Item 3: Demographics of ACT takers

Mr. McBride reviewed the data for education students who took the ACT during the 2012-2013 school year. He found that 229 students took the test with an average composite score of 21. In addition, Mr. McBride looked at different populations to see if there was a difference in the composite scores but found little difference. Out of the 229 students, 9 were African American with an average composite score of 20 and 2 were Latino with an average composite score of 21. He also disaggregated the data by students in elementary education, students in secondary education, and students in physical education. The overall composite scores for students in each of these programs differed little from the composite scores for African American and Latino students in each program.

This data was compiled from students that were entering freshman for fall 2013 and they had taken the ACT as seniors in high schools. It was pointed out that most high school students take the ACT as juniors and that looking at more years of ACT data could change the demographics.

While the diversity of the education students does need to be increased, it was noted that the education students reflect the overall diversity of the university pretty well. In addition, it was recommended that Mr. McBride ask the Admissions Office for ACT data for the total population because recent data has shown that the diversity at NW has increased. It was also suggested that research be done to determine how the diversity population of the education students compares to other universities.

Agenda Item 4: Report on Retention Data

Mr. McBride shared retention data that was based on three data points: students who replied to the Career Services survey, students who after replying to the survey indicated employment in their field, and students seeking a higher degree. 76% of graduates responded to the Career Services survey. Of these respondents, 82% indicated that they were employed in their field, and 12% were seeking a higher degree. Each program's results were similar and it was noted that the number of respondents was not large enough to make any one program stand out. It should be noted that this information would not be reflected on the DESE report card; however, this data can be used as a response to DESE findings.

Retention Survey:

Mr. McBride also shared a retention survey he developed for students who have graduated from the education program. After reviewing the survey, the following suggestions were made:

- Question 5 limits students to 4 states. This should be expanded to include all states.
- Include a name and address for the schools where students are employed.
- Include all degree programs on the survey so the data can be disaggregated by major.
- Add a question that asks if the student is currently employed using their degree in a setting other than a school.
- Add a question asking if the student is currently working or if they are working towards another degree. If they are seeking another degree, ask what degree they are seeking.

This survey was sent to graduates last semester, but no responses were received. How can the return on the survey be maximized? Suggestions included:

- Ask students for alternate email addresses before they graduate. This could be added to the student teaching application.
- It was thought that if the survey came from the student's advisor or if the student knew his/her advisor would see the survey results that there would be a higher response rate. It was suggested that the survey be sent out by program and that the advisors be copied so they will know when the survey is being sent. This would allow the advisors to email their students to encourage them to complete the survey
- Give departments the option to create a Facebook page to track their students after graduation. Dr. Steiner pointed out that he is able to keep track of his graduates through Facebook. The Humanities and Social Sciences Department has a department page and they friend students through that page. Dr. Steiner is then able to instant message the students and ask what they are doing after graduation. This information is compiled in a spreadsheet. Out of 100 graduates, he has been able to track all but 8 students through Facebook.
- Send the survey through Survey Monkey rather than Tk20 for a faster response.

Agenda Item 5: Renewing membership of ASET

In order to ensure that meetings of the ASET are ongoing, a way of determining membership is needed. To begin with, it was thought that every program needed to be represented, but after some discussion, it was thought that this would lead to a lot of duplication between ASET and the Secondary Education Coordinating Council (SECC). Therefore, it was determined that faculty and staff from the following areas need to be represented on ASET:

- Since the ASET is a subcommittee of COTE, the Chair should be elected from COTE committee members so he/she can serve as a liaison to COTE.
- Assistant Director of Professional Education
- PEU Assessment Director
- Chair of Professional Education Department
- Director of Field Experiences
- Teacher Education Admissions Committee (TEAC) member (It should be noted that the Assistant Director of Professional Education, Chair of Professional Education Department, and the Director of Field Experiences all serve on TEAC as prescribed members.)
- Secondary Education faculty—this would include both faculty from performance areas as well as academic areas.
- Elementary Education faculty
- Middle School Education faculty
- K-12 Education faculty
- Advanced Program faculty including a representative from Guidance and Counseling.
- Representative from Physical Education that can provide input on both undergraduate and graduate programs.
- Institutional Research staff as an ex-officio member.
- Ask others to attend meetings when the topic is relevant to their area such as Career Services when discussing retention or someone from the Teaching and Learning Center when reviewing test scores.

Agenda Item 6: Other Business

The next meeting has been scheduled for Tuesday, November 12th at 2:00 p.m. in the Shared Conference Room.

Respectfully submitted,
Amy Wilson

Cc: Christine Benson
Karen Detrixhe
Gregory Haddock
Michael Hobbs
Gayla Kobiarka
Brain Lanier
Cheryl Malm
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Leslie Galbreath
Egon Heidendal
Kim Hullinger
Joe Kreizinger
Terry Lovelace
Mike McBride
Joshua Peters
Shelby Scarbrough
Matt Symonds
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