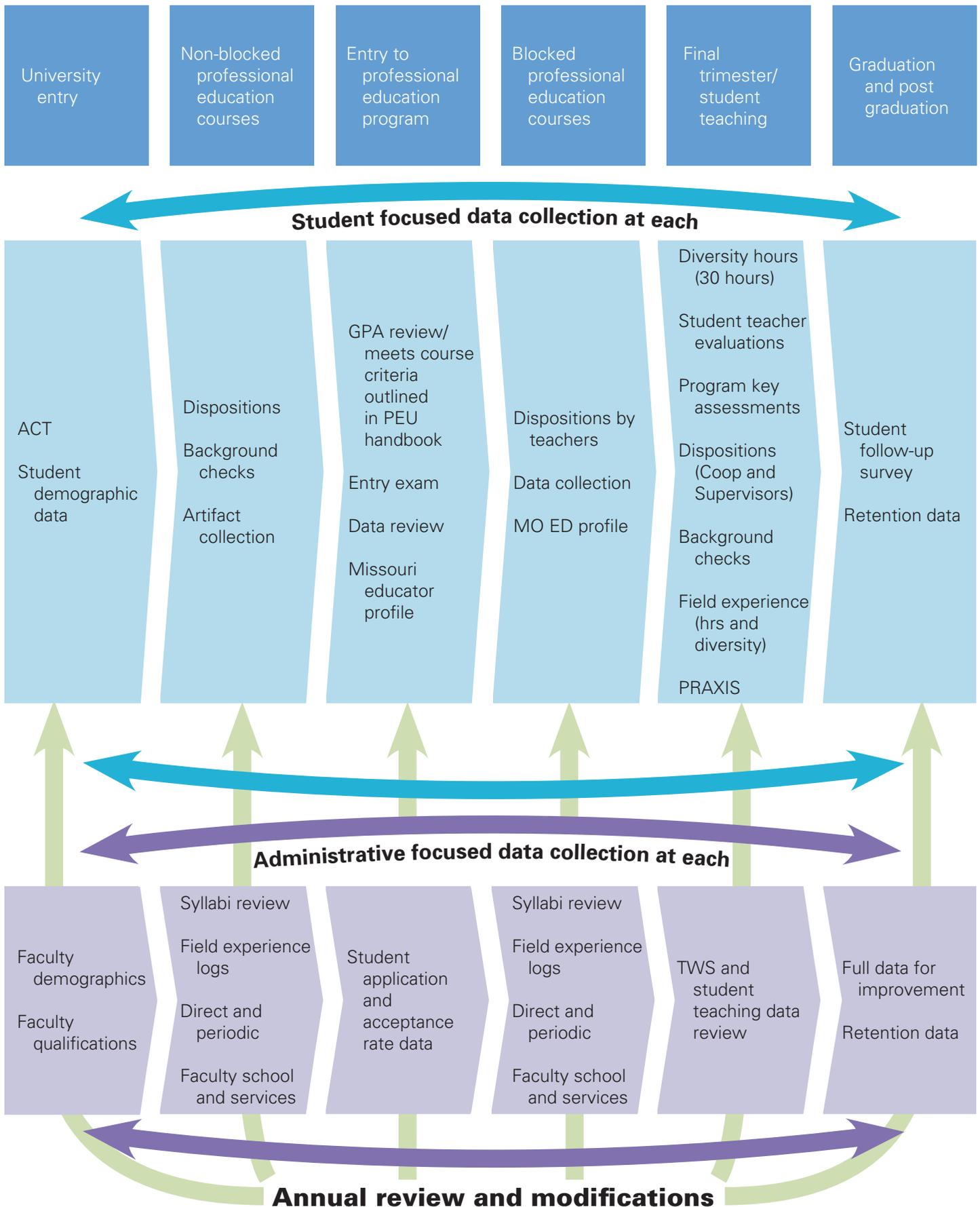


Northwest undergraduate assessment flowchart by transition points



2.3d Undergraduate assessment flowchart by transition points

Explanation

The flowchart illustrates the cyclical flow of the continuous review data assessment system, which includes both student-focused data collection and administrative-focused data collection. This ensures our students are developing as pre-service teachers through a quality experience with quality faculty. The review cycle calendar outlines the regular schedule of the Assessment Systems and unit Evaluation Team (ASET) for evaluating this data, sharing it with individual programs and the entire PEU, and considering program improvements based upon that data.

Further explanation of undergraduate assessment transition points:

- University Entry: ACT and pre-professional candidate (PPC) demographic data are collected when PPC enter the university and declare a major that falls under the umbrella of the PEU.
- Non-blocked Professional Education Courses: Dispositions information, background checks, and key assessment artifacts are collected during Practicum I and other early program education courses, which are open to all PPCs. This data is used to show professional growth by collecting foundational data to which we can compare later and at the end of the program.
- Entry to College of Education: Data saved on Tk20 from the previous phase, a GPA review (2.5 in the major, education courses, and overall; starting August 2013—3.0 in the major and education courses, and 2.75 overall), and acceptable scores on an entry exam (c-base; starting August 2013—a Missouri general studies test) are all required for entry into the Teacher Education program.
- Blocked Professional Education Courses: Content methods courses and other courses blocked to PPCs who are not in the program collect key assessments and further dispositions data.
- Final Trimester/Student Teaching: A great deal of data is collected during this very important final step in a pre-professional candidate's program. This includes the verification that each student has 1. logged a minimum of 30 hours in a diverse setting, 2. uploaded and passed each of the program key assessments, 3. collected a disposition for teaching, as indicated by the cooperating teacher(s) and university supervisor, 4. fulfilled the minimum number of hours of field experience and the study of diversity 5. completed the Teacher Work Sample (TWS) to a satisfactory level, 6. passed a second, more in-depth criminal background check, and 7. passed the exit exam (PRAXIS II; beginning August, 2013—Missouri will write its own test.) PPCs must also provide feedback on the quality of the cooperating teacher, the university supervisor, and the content methods course, in order to facilitate a quality experience for future PPCs.
- A follow-up survey is sent to graduates shortly after graduation, one year after graduation, and another is being planned to be sent three years after graduation. The quality of a program is often measured in hindsight, after their time in college has passed.

Data on faculty is collected during the interview and hiring process for faculty. Further assessments listed in the flowchart are collected and reviewed to ensure faculty remain current in their fields, including their relationships with P-12 school faculty and the P-12 school environment.

Data collected on PPCs and on faculty are reviewed annually and are used to write the annual program review for the Department of Elementary and Secondary Education. Modifications for the education program are based, in part, upon this data review.