



**Assessment Committee -JHL College of Education**

**Agenda: October 11, 2019 @ 11am -12:30pm**

**"Be the Best at Getting Better Together!"**

11:00-11:05 -Welcome

11:05-11:10 -JHL CoE EPP Assessment Chart (Revised 9.30.19)

-Check for accuracy

(Program Coordinators check in with Ruby to make sure assessments are attached to the correct course.)

- Check with Ruby to look and make sure all of the right versions of assessments are on LiveText.
- In your monthly meetings, please make sure that everybody who has an assessment point knows that they can't be changed as individuals but must be done as a group decision and done through the program coordinator.
- Dr. Mike Newton is not changing anything this year, but next year will consider adopting some of the procedures and processes seen from UNC to help with consistency, quality insurance, and communication related to the assessment approval process.

11:10-11:25 CAPS and PBDA

-Questions/Concerns?

-Reliability Testing (HO) Updated

- If candidates or you are having problems with these instruments, see Mike or Ruby.
- Going to start pulling data soon, one round of students has completed using this instrument.
- What's our plan moving forward? Now that we're getting data, we'll start talking about a plan and get one written. We're getting a better understanding of what CAPS is all about. As we move forward, we'll start looking at other instruments as well.
- Reliability is expected to improve as we use the instrument.
- Faculty have shared how beneficial the three-way conversations with CAPS has been.
- Mike: We'll start pulling and looking at the data soon. Right now, we're working through the processes of all of this. This is such a brand-new process that we're going to walk through together.

11:25-11:40 -CAEP and Assessments (Updates from CAEP Con and GaPSC PLC)

-CAEP BINGO Activity

- BINGO Board: Think about as a program, circle items that you have three full years/cycles of data on.
- Looking at 2019, 2020, 2021 (CAEP has to have three cycles).
  - o You might not have three cycles of data, but you might have a plan. If neither, you have the risk of running a stipulation. If you've got pilot data, you are showing you have a plan out in the works that is in implementation. If that's the only place, there would be no problem. That's just where we are, it's our story.

- Thinking about the framework UNC had: they looked at what they had and looked backwards. You can't make up the story, but what do we have to help us tell our story? What do we not have? What's the plan looking forward to obtaining that data?

#### 11:40-11:55-Advanced Dispositions Committee PILOT

-ELDA Instrument (Watermark)- Discussion – We will not use the watermark instrument and will continue with the pilot.

- Dispositions pilot: The way the rubric is put in for the assignment, the student can't see it and assess it there (because it's on the JHL administrative side) but apparently, they can because they used the forms I gave them, and they put it in as a document.
- Graduate assistant is able to upload the hard copies.
- The rubric doesn't have a number weighting, it's all zeros. Ruby says this can be fixed.
- Ruby: The only way to see it as a self-assessment is if we put them in to FEM as placements. Like 'dummy placements.' They receive an email from LiveText saying that this is your placement and to go in and do the assessment. Or, it could be done on the JHL administrator side by being done as a form. Ruby would just need to be reminded every time.
- Getting this pilot data is crucial, we will have to figure out how to get into LiveText or how to pull the hard copy data. Dr. Roberts & Dr. Mike Newton will get together to look at the process.
- Error on rubric.
  - o Diane knows- Ruby can't change it without having to start over and someone has scored it already.
  - o Error is on the last column under "does not meet exceeds." Rather than "does not" it says "does"
- Desha Williams is working on a recruitment plan (undergrad) and Dr. Roberts is trying to solidify a graduate. Nothing to tweak and share yet.
- Who are our stakeholders?
  - o People across the university, A&S faculty, extended university, science center, admission for recruitment, people from GMC for Pathway, local board member, graduates from several different holders (initial and advanced), current partner teachers, professors (one from initial, one from advance), board of controls for RESA meeting , Peach winning collaborative
- Watermark: There's an "online" learning dispositions assessment instrument that looks at online learning. Haven't seen it yet. Is this something we'd like to look at?
  - o From an online standpoint, there are some dispositions we need to look at. One said she'd like to look at it/get a sample to view.
  - o The question is, what do we want to know about our online offerings and how they measure up? Make sure the quality is equal across.

#### 11:55-11:55-Completer Perception Survey (Initial and Advanced) (CR,OO,MP)

- Olha, Cheryl, Marcy – any updates?
  - o Marcy volunteered last year that she'd put something together and send it to Cheryl to review, and then Olha will be the voice of reason. Marcy asked Dr. Roberts if she would send her what we use for everyone else. Barbara has sent what she has. Marcy will put it together and send it to Cheryl. Will have something next time we meet.

#### 11:55-12:15 -Continuous Improvement Planning

-Follow-up DISCUSSION: Mid-year Assessment Day to enhance (CAEP Standard 5: Provider Quality, Continuous Improvement and Capacity)

- Mid-year assessment day seemed to be perceived positively from this group.

- What does it need to look like to get everyone plugged in? What does it need to look like to make it meaningful to you?
  - Advanced: “What is clear about programming here is the initial programs here have developed parallel processes and have integrity because of these processes. Advanced may not be able to mirror this.” Expressed that they barely time to discuss across one another to find out where opportunities may be.
  - Marcy: “I’d like to sit down and say what classes are working and what ones aren’t? When doing it in a large, whole group setting, it almost seems like it’s a waste of time. I would just love to have a couple of hours with others who teach those classes and ask how they went. So seldom that we get to do that.”
    - Dr. Roberts: “Do you have program meetings?”
    - Marcy: “We’ve talked about video chatting. Paulette teaches all the other classes. Teaching online is just a whole new baby and we’re still feeling our way around.”
  - Mike: “So, I’m hearing small group, sharing some processes with one another, having some parameters set in advanced on what will be discussed, an agenda so to speak. We’ll need to look at what data we have. It needs to have meaning.”
  - Dr. Roberts and Mike can pull and provide any data needed.
  - The impact meeting idea is on top of what already happened at the program meeting. May need to be a separated advanced meeting and an initial meeting.
  - Time of year: January 17, 2020 could be a possibility.
  - “It would be nice to have something built in at the end semester, anyone who taught a program, get together and have a conversation on what worked and what didn’t. We start a group and finish and take off and start another again – have something built in to have those conversations?”

-Assessment Handbook- A work in progress!

- Mike hopes to have something by the beginning of the year to share.

-Next meeting date/time/location: November 8, 2019 @ 11am in the Glass Room

- Not going to meet November 8 due to conflicts. The next meeting will be December 6, 2019 at 11:00 AM.

-Other items of interest/Adjourn

- Desha is still working on the online training. Emmanuel is working on voice-over. Hope to be up by the end of the month.

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