Andrews University

Seek Knowledge. Affirm Faith. Change the World.

School of Education Assessment System

Version 3
September 2010

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Section 1

Overview of the SED Assessment System

Since 1998, assessment has been a major focus of Andrews University and the School of Education (SED). Within the SED, faculty and administrators have been continually refining and redeveloping assessment plans and practices in an effort to make each of the nine programs more responsive to changing expectations.

Programs in the School of Education

The School of Education offers nine programs for the preparation of teachers or other school personnel. These programs range from initial teacher preparation, including Bachelors and Masters level programs, to advanced programs (MA, EdS, EdD, and PhD) in Special Education, Curriculum and Instruction, School Psychology, School Counseling, and Educational Administration. Table 1 presents a listing of all the programs in the SED.

Table 1. School-based Programs in the School of Education

Program	Type
Bachelor of Science in Elementary Education (BS)	Initial Teacher Education
Elementary Certification	Initial Teacher Education
Secondary Certification	Initial Teacher Education
Master of Arts in Teaching (MAT) (Elementary and Secondary)	Initial Teacher Education
Curriculum and Instruction (MA, EdS, EdD, PhD)	Advanced, Continuing Teacher Education
Special Education (MS)	Advanced, Other School Personnel
School Psychology (EdS)	Advanced, Other School Personnel
School Counseling (MA)	Advanced, Other School Personnel
Educational Administration (MA, EdS, EdD, PhD)	Advanced, Other School Personnel

Purposes of Assessment

This Assessment System document (Version 2.7) represents the latest efforts (Summer 2010) of the unit to address three major intended goals of assessment practice:

1. To enhance student learning through the preparation of highly qualified professionals, in all P-12 school settings

2. To promote continuous improvement of all candidates who are being trained to work in school settings
3. To integrate the unit’s conceptual framework into the assessment of all nine programs

Components of the SED Assessment System

It is within this professional milieu that the SED strives for continuous improvement in four critical elements: Candidate Performance, Program Quality, Unit Quality, and Faculty Performance. Figure 1 graphically represents this four-fold Assessment System.

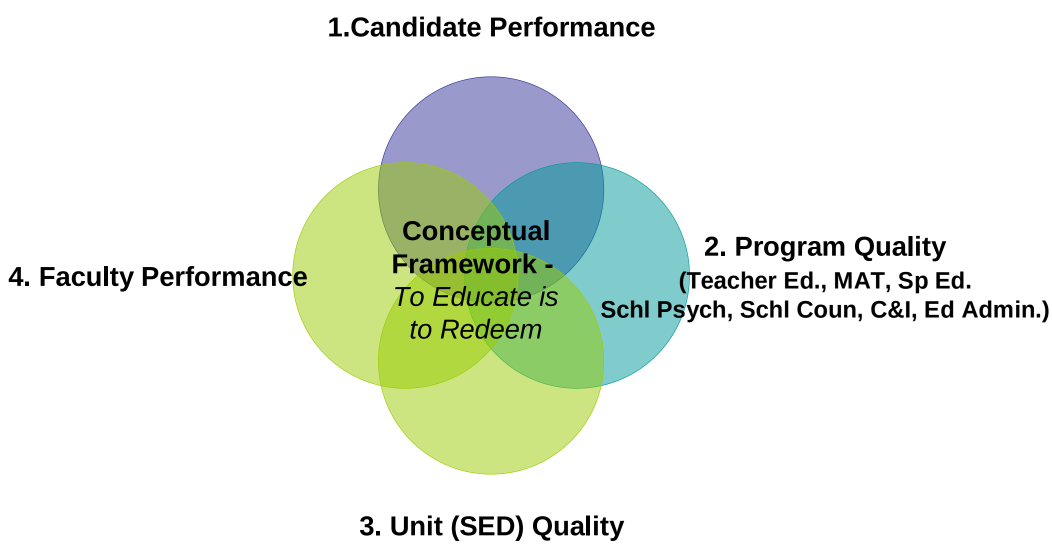

Figure 1. The Four Components of the SED Assessment System

Candidate Performance

At the heart of the Assessment System is the assessment of candidate performance at regular, required checkpoints (known as Gateways) in order to provide operational feedback to individual candidates. Candidates are assessed on content knowledge, professional knowledge, skills, and dispositions. The ongoing desire is to enhance candidates’ performance as P-12 teachers or other professionals in a P-12 school setting.

Program Quality

The assessment of program quality is accomplished primarily through the collection of informative, aggregated data of key assessments of candidate performance. As with candidate performance, this occurs at required checkpoints: at admission, during courses, at advancement to degree candidacy, at entrance to student teaching or internships, and at program completion. Additional data is compiled through alumni and employer follow-up surveys.

In addition to the aggregated candidate assessment data, information on the curriculum and data on enrollment trends, diversity, and candidate support services are also used in the evaluation of program quality. This wide-ranging assessment data offers administrators, faculty, and staff the opportunity to support continuous, data-driven program improvement. The unit has chosen to use LiveText, a web-based data management system, for the collection and aggregation of candidate assessment data.

Unit Quality

Unit quality is assessed by a review of the various factors that impact unit operations. This includes aggregated data from all unit programs, organized around the six elements of the unit's Conceptual Framework, and data on faculty performance. Information related to governance, policy, budgeting, and resources is also considered in the assessment of unit quality. The aggregated data on all aspects of unit operations is used by SED administrators and faculty to support candidate performance and eventually P-12 student learning.

Faculty Performance

The SED actively provides for regular yearly assessment of all unit faculty and staff each January. This assessment encompasses faculty qualifications, workload, and performance in teaching, scholarship, and service.

Data Collection within the SED Assessment System

Recognizing the importance of monitoring the quality of all aspects of the unit, the Unit Assessment System takes a comprehensive approach to providing data. In each aspect, a broad spectrum of data is collected, aggregated, analyzed, and used to guide the improvement of the unit and its programs and the enhancement of faculty and candidate performance. Figure 2 describes the types of data the system collects and utilizes, sorted by relevance to candidates, programs, the unit itself, and the faculty.

In summary, the Unit Assessment System, encompassing all four elements, is designed to offer dependable data which validates and guides continuous improvement throughout the SED.

Alignment of Assessments with Conceptual Framework Outcomes

Assessment for initial teacher preparation and advanced programs is aligned with the outcomes of the School of Education Conceptual Framework. Conceptual Framework elements include Worldview; Human Growth and Change; Groups, Leadership, and Change; Communication and Technology; Research and Evaluation, and Personal and Professional Growth.

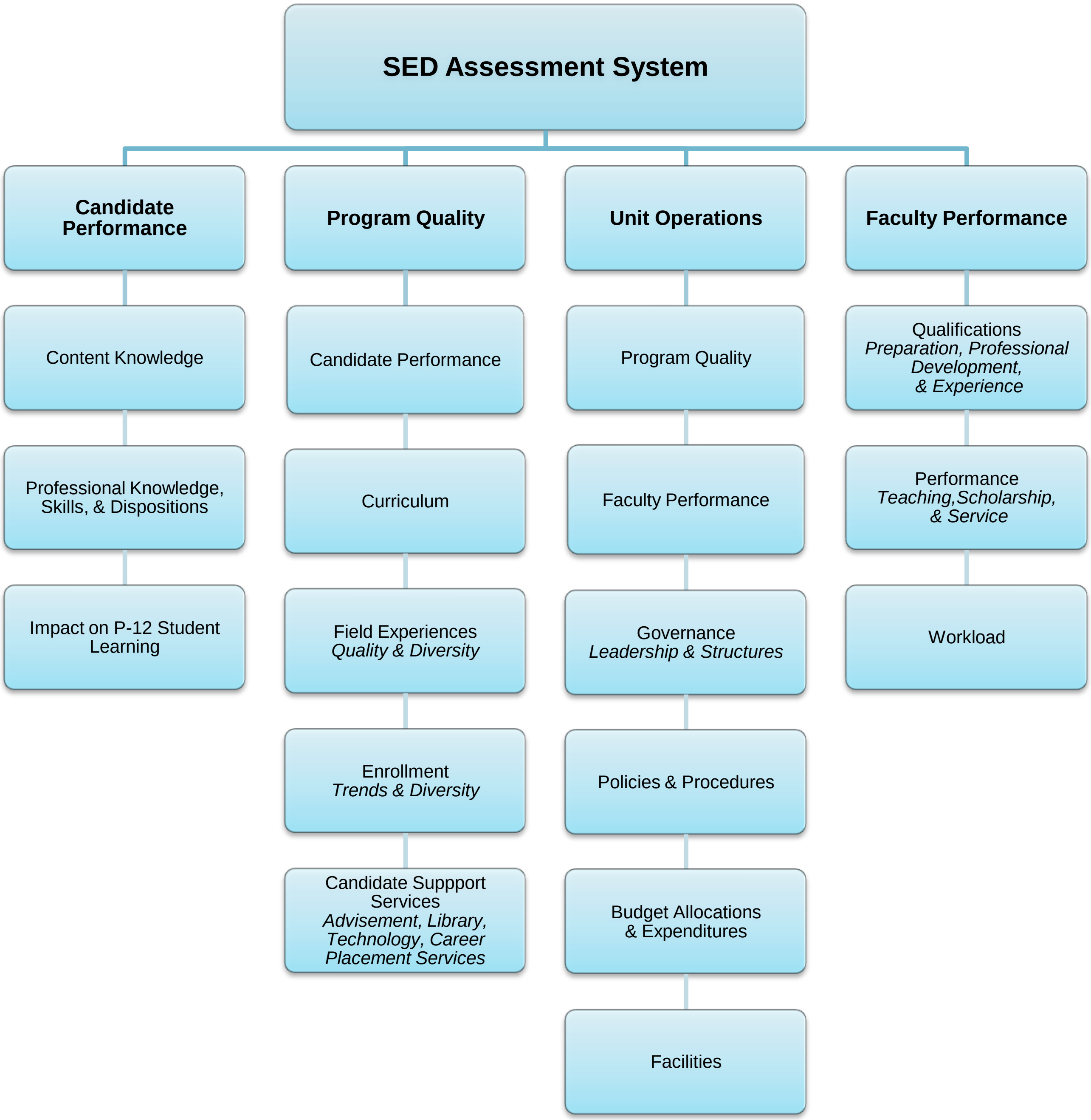

Figure 2. Data Collected Within the Unit Assessment System

The SED Conceptual Framework aligns closely with the Andrews University mission statement, which states: “Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world” (Andrews University, 2010-2011 Academic Bulletin, p. 10).

The Conceptual Framework is reflected in course syllabi and course assignments, major projects, field experiences and internships, candidate evaluations, and follow-up and employer surveys. Curriculum maps for each program document the alignment of course assessments with the SED Conceptual Framework outcomes. For specifics on each program, see the SED Curriculum Maps binder.

Alignment with State and National Standards

Each of the assessments sampled for inclusion in the candidate performance assessment is aligned with appropriate state standards. Assessments for initial teacher preparation candidates are aligned with the Entry-Level Standards for Michigan Teachers. These standards guide preparation of teachers in all teacher education programs approved by the Michigan Department of Education (MDE).

All teacher candidates must successfully complete the Michigan Test for Teacher Certification (MTTC) Basic Skills Examination and MTTC Subject Area Examinations before being eligible for a Michigan teaching credential. The MTTC assessments are aligned with content knowledge standards articulated by the Michigan Department of Education for each specialty area.

Assessments within the SED Assessment System are also aligned with National standards. The SED is accredited by the National Council for Accreditation of Teacher Education (NCATE). Assessments of teacher candidates are aligned with NCATE standards, as well as associated content specific specialized professional associations (SPAs) recognized by NCATE. Assessments in advanced programs align with their corresponding professional organizations, such as the National Association of School Psychologists (NASP), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and Educational Leadership Constituent Council (ELCC). Aligning assessments with state and national standards ensures that candidates demonstrate proficiencies recognized by the profession as important.

Cycle for Continuous Improvement

Each component of the SED Assessment System follows a regular cycle of collecting and evaluating data and making appropriate changes to ensure continuous quality improvement. This cycle is depicted in Figure 3. Specifics on the assessment cycle for each component are described further in their corresponding sections.

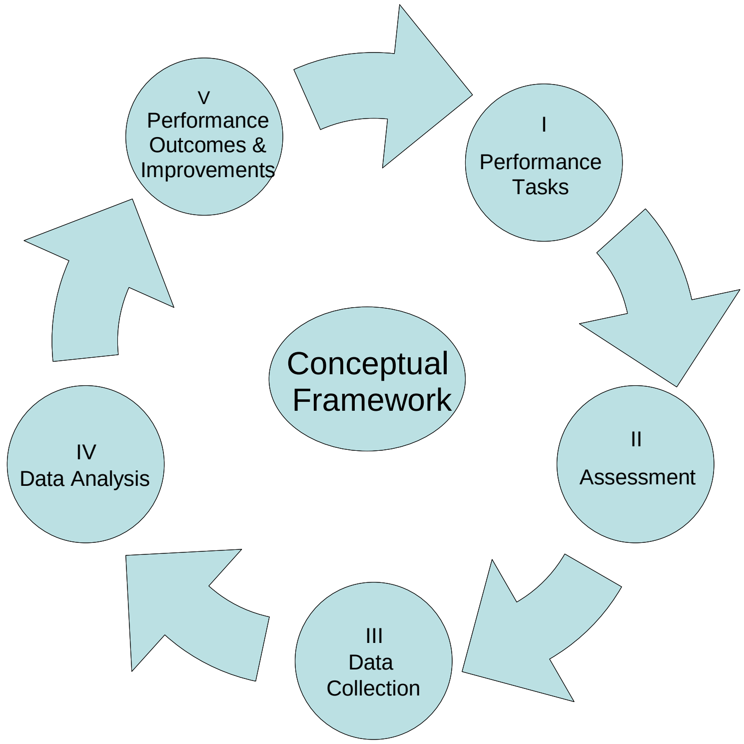

Figure 3. Cycle for Continuous Improvement

Section 2

Foundational Principles

All key information collected by the Unit Assessment System is guided by seven foundational principles, which are outlined below.

Foundational Principle 1

At the heart of the SED Assessment System is the unit's vision for preparing quality candidates—the conceptual framework and accompanying professional dispositions. The SED's conceptual framework identifies six elements that describe the important learning outcomes for all candidates of programs across the unit (see Figure 4).

As Christian educators supporting the world mission of the Seventh-day Adventist Church, the School of Education conceptualizes the task of education to be a partnership with God in His work of redemption and restoration. The SED believes that the shared outcomes in the Conceptual Framework are essential in preparing school personnel who can fulfill the redemptive mission of education.

The SED's role in this partnership is to facilitate the development of our students through modeling and mentoring. All assessments are aligned with the six elements of the SED's Conceptual Framework, which are further divided into broad learning goals:

I. **Worldview** addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise.

    I A. Explain worldviews and trace their historical development
    I B. Critique worldviews from a Christian perspective
    I C. Integrate principles of a Christian worldview into their chosen fields of study

II. **Human Growth and Change** addresses principles of growth, development, and learning and the use of these principles to effect positive change.

    II A. Describe human development
    II B. Apply current theories of learning

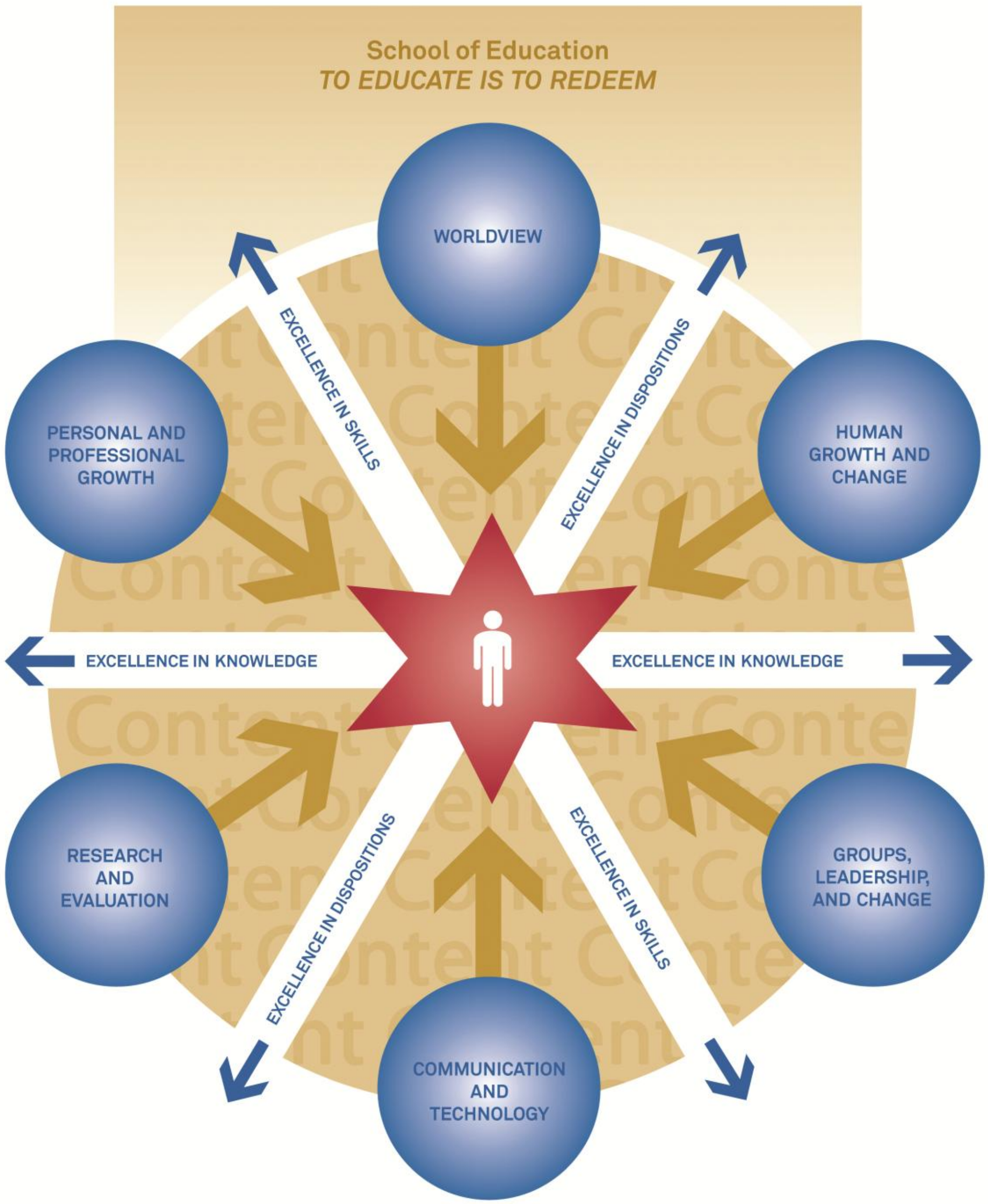

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Figure 4. Conceptual Framework

III. **Groups, Leadership, and Change** addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations.

- III A. Facilitate change in groups and organizations
- III B. Relate effectively with various cultural, racial, and special interest groups
- III C. Identify political and legal issues
- III D. Manage human, financial, and material resources
- III E. Demonstrate servant leadership

IV. **Communication and Technology** addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning.

- IV A. Communicate effectively in written, verbal, and non-verbal forms
- IV B. Use electronic tools effectively for professional communication, teaching, and research

V. **Research and Evaluation** addresses valuing and conducting disciplined inquiry for decision-making.

- V A. Read and evaluate research
- V B. Conduct research
- V C. Report research findings

VI. **Personal and Professional Growth** addresses commitment to holistic, personal, and professional growth.

- VI A. Demonstrate continuing professional development
- VI B. Demonstrate ethical behavior in all professional activities
- VI C. Demonstrate balanced physical, mental, spiritual, and social development

The SED has identified eight professional dispositions, which align with the Conceptual Framework. For all SED programs, the educational professional . . .

- believes that all students can learn
- is committed to service
- values fairness
- values personal and professional growth
- is committed to inquiry
- values respectful communication
- recognizes personal leadership responsibility
- values diversity.

Foundational Principle 2

All assessments are aligned with all applicable specialized professional association (SPA) national performance standards and Michigan state standards.

Foundational Principle 3

Assessment is based on multiple measures of performance over time. Candidates are assessed on tasks that are based on (and/or predictive of) professional responsibilities in field settings. Likewise, faculty members are assessed on performance of professional responsibilities. Program and unit assessments include not only candidate data, but also data on graduates' performance in the field, enrollment trends, and data on budgets, resources, and procedures.

Foundational Principle 4

Assessment is continuous and systematic as well as formative and summative. The role of formative assessment is to improve learning and provide crucial feedback for teachers and students. Formative assessment results regularly inform students of what they are doing well as well as of areas for improvement. Formative assessment also informs teachers of what has been taught well and not so well. On the other hand, summative assessments are designed to make judgments about student performance. Summative assessment occurs at defined multiple decision points, or gateways: at admission, prior to or at entry to student teaching or internship, at program completion, and post-graduation.

Foundational Principle 5

Assessment at all levels for candidates, programs, the unit, and faculty is fair, consistent, accurate and free from bias. Evaluative instruments are assessed for these qualities by the Assessment Committee, and by an external advisory committee. Multiple measures and multiple types of measures help to ensure the validity and reliability of data. Moreover, data is aggregated to provide a comprehensive picture of program and unit quality.

Foundational Principle 6

Program and unit assessment data are routinely shared with all stakeholders. Data are aggregated and analyzed, summaries are provided, and feedback is sought from stakeholders in order to guide and direct both program and unit improvement efforts.

Stakeholders include SED faculty, content area colleagues in the College of Arts and Sciences, the Andrews University Assessment Office, the Provost, the Teacher Education Council (TEC), the Assessment Advisory Council, the Michigan Department of Education, the National Council for Accreditation of Teacher Education (NCATE), various specialized professional associations (SPAs), SED students and their parents, and, when appropriate, the local news media.

Foundational Principle 7

In addition to performance measures for candidate, faculty, program, and unit assessment, opinion data is routinely collected from stakeholders. The SED values the personal feedback and suggestions from all involved parties regarding the effectiveness of its programs. Candidates assess faculty through course evaluations. Candidates and alumni are surveyed for their perceptions of the quality of their programs, and employers of SED alumni are surveyed for their opinions of how well their SED graduates are prepared for their professional responsibilities. Faculty periodically rate unit administration as well.

Section 3

Candidate Performance

The system for assessing candidate performance was designed to collect dependable data so that candidates could be evaluated on their acquisition of appropriate knowledge, skills, and dispositions needed to be successful in their chosen careers. Assessments of candidate performance are aligned with the SED Conceptual Framework and with State of Michigan, SPA, and NCATE standards.

Key evidences of candidate performance are collected from sources such as candidates' GPAs, course grades, standardized test scores (i.e., Michigan Test for Teacher Certification or Praxis), rubrics on individual assignments, portfolios, field/internship evaluations, and follow-up surveys. Care is taken to ensure that some key evidences come from external sources (such as national and state examinations and employer surveys) as well as from internal sources (such as self-assessments, peer-assessments, and faculty-assessments).

The aggregated data from the assessment of candidate performance is used for formative and summative feedback to candidates and faculty members. Aggregated data informs candidates and faculty on candidate mastery of content knowledge and professional knowledge, skills and dispositions. In addition, the data is used for course evaluation, academic program evaluation, and unit evaluation, which will be discussed in Sections 4, 5, and 6.

Tool for Data Collection

In order to manage the abundance of data on candidate performance, the SED has implemented the data management system, LiveText. LiveText is a venue for candidates to post their work, such as course assignments and portfolios, and for faculty to post assessments of candidate performance and professional dispositions. Candidates can view these assessments and monitor their progress throughout their program. Data can be aggregated on candidate performance for specific assessments, courses, and programs, as well as for the unit as a whole.

The various reports available from LiveText form an important component of our feedback loop process. This feedback loop informs candidates, advisors, and professors of candidate mastery of Conceptual Framework outcomes, including their ability to positively impact P-12 student learning. These reports are crucial because they support data-based decisions by candidates as they develop personal plans for improving their performance. The aggregated data also allows for data-based decisions regarding candidate progress through key program decision points or gateways.

Gateways (Transition Points)

All programs in the unit, both initial and advanced, have identified at least four Gateways (transition points) at which decisions on candidates are made based on data. While Gateways vary among the unit's programs, Gateways are generally as follows:

1. Initial program admission.
2. At a prescribed progress point in the program.
3. At another prescribed progress point, at degree candidacy, or at entrance to student teaching or internship.
4. At graduation or program completion.

Curriculum maps for each program identify when the candidates are to be assessed; what knowledge, skills, and dispositions are assessed; the assessment tools used; and the data sources. For specifics on each program, see the SED Curriculum Maps binder.

Key Assessments

Certain individual assignments in courses throughout the unit have been identified as key evidences for inclusion in the Unit Assessment System. These key evidence assessments are linked to the Conceptual Framework as well as to national standards. These key courses are also listed in the curriculum maps. For specifics on each program, see the SED Curriculum Maps binder.

Each of the assessments allows for monitoring candidate performance and program/unit evaluation. The candidates include most of these identified assignments in their program portfolios. The portfolio represents a sampling of a candidate's experiences in a program and includes reflection and self-assessment of the candidate's work.

Content Knowledge

Teacher candidates are evaluated on their knowledge of content by several methods. Course grades are generally used as evidence of content knowledge for required content courses. Candidates are evaluated during student teaching by one of their content area professors on their ability to teach in their content area according to SPA standards. When possible, the content area departments require an Educational Testing Service Major Field Test as proof of mastery of content. Lastly, students must pass the Michigan Test for Teacher Certification (MTTC) in their content area.

Candidates in advanced degrees must meet GPA and GRE requirements before they can be accepted into a program. School Psychology candidates must also take the Praxis exam.

Professional Knowledge, Skills & Dispositions

Candidates must demonstrate their professional knowledge, skills, and dispositions throughout their programs. Rubrics are commonly used to document candidates' ability to apply their knowledge in courses, practica, internships, and student teaching. Candidates are evaluated by their SED professors as well as by supervisors in field experiences and internships. Candidates in several of the programs create portfolios to showcase their professional abilities.

The SED has identified eight professional dispositions. Candidates of all SED programs are expected to believe that all students can learn; to value fairness, diversity, respectful communication, and personal and professional growth; to be committed to inquiry and service; and to recognize their personal leadership responsibility. Teacher candidates are evaluated on professional dispositions at each of the program gateways by SED and content area faculty, and in student teaching by mentor teachers. Candidates in programs for other school professionals are evaluated on their dispositions annually during a meeting of program faculty.

Candidate Impact on P-12 Student Learning

Each program has identified specific assessments that address the impact of their candidates on P-12 student learning. These can be viewed in the SED Curriculum Maps binder. Integral to the unit's conceptual framework is the belief that all students can learn, regardless of their background, demographics, or inherent abilities. Candidates' assessment of student learning, then, is documented particularly during field experiences and internships.

Candidate Plans for Improvement

When particular assessments or reports of aggregated data reveal weaknesses or gaps in candidates' progress, faculty work with candidates to develop individual plans for improvement. Candidates, professors, and advisors analyze reports of aggregated data to guide candidates in their creation of plans for improvement. These required plans for improvement are linked to program courses and/or other requirements, which are documented in the curriculum map for each school-based program. For specifics on each program, see the SED Curriculum Maps binder.

Follow-Up Data

The Assessment System also reaches beyond program completion to collect further data on the program and its candidates. This data is collected primarily from graduate and employer follow-up surveys, as shown in Table 2.

Table 2. Follow-up Data Sources for Graduates (Program Completers)

Initial Teacher Education	Exit interview (at the time of graduation) Alumni survey (1-3 years after graduation) Employer survey (1-3 years after graduation)
Curriculum & Instruction	Graduate survey (at the time of graduation) Alumni survey (1-3 years after graduation) Employer survey (1-3 years after graduation)
Educational Administration	Exit interviews Alumni survey (5 & 10 years after graduation) SED Employer Survey
School Psychology	Graduate survey (at time of graduation) Alumni Survey (1 year after graduation) Employer Survey (1 year after graduation)
School Counseling	Graduate survey (at time of graduation) Alumni Survey (1 year after graduation) Employer Survey (1 year after graduation)
Special Education	Graduate survey (at the time of graduation) Alumni survey (1-3 years after graduation) Employer Survey (1-3 years after graduation)
SED	Alumni survey 2 and 4 years after graduation Employer survey 2 and 4 years after graduation

Assessment Validation Process

The unit's process for ensuring that candidate assessments are reliable, valid, usable, and fair begins with the creation of an assessment task. Faculty members, core program faculty, or Conceptual Framework Element committees may create assessments for courses and programs. During the process of creating an assessment task, the unit expects professors to evaluate and critique their work using four criteria: reliability, content validity, usability, and fairness of the assessment.

All assessments included in the Assessment System at the School of Education are subject to periodic review and evaluation. The review will typically occur during a regularly scheduled meeting of faculty in the program, department, or Assessment Committee. Major program assessments are also reviewed by the Assessment Advisory Council, a group of educational professionals whose members include educational professionals from outside of the SED (a College of Arts and Sciences faculty member, two local K-12 school principals, and a regional education director).

During these meetings, the committees review the assessment for reliability, validity, usability, and fairness. If the evaluators indicate that the assessment task needs revision, it is sent back to the author(s) for further development.   After revision, the task is forwarded again for evaluation by the program and/or departmental faculty. When the faculty evaluators are satisfied that the assessment task is reliable, valid, usable, and fair, the task is retained in or added to the Assessment System.

Portfolio Evaluation

The unit considers the evaluation of candidate portfolios as a special case requiring additional processes to ensure fair evaluation of all candidates' portfolios. Each program has established its own procedures for assessing portfolios. These involve a variety of methods, including periodic reviews of the portfolio assessment rubrics, training sessions for faculty on the portfolio assessment process, ratings by more than one faculty member, and reviews by department chairs.

Candidate Appeal Processes

Andrews University seeks to provide an opportunity for the redress of student grievances. If a candidate feels that his/her academic rights have been violated, he/she should speak directly with the relevant professor. If the candidate is unsatisfied with the professor's response, he/she may appeal to the department chairperson. Following a decision by the department chairperson, the candidate (or professor) may appeal to the appropriate academic dean, followed by an appeal to the Office of the Provost (based on *2010-2011 Student Planner*).

In keeping with the Andrews University Working Policy (2:437:6), a candidate who disputes a grade received for a course (providing that the candidate believes the grade was assigned as a result of carelessness, arbitrariness, or capriciousness) should seek a resolution in person with the instructor of the course. If this does not result in a satisfactory resolution, the candidate may seek resolution through the instructor's immediate supervisor. If this step fails to resolve the dispute, the candidate may file a written grade complaint with the instructor's immediate supervisor, normally the department chair. The chair must render a written report of his/her findings. A candidate who does not receive a report or remains dissatisfied may file a written grade grievance with the Dean of the School of Education. After reviewing all the facts about the case, the Dean may choose to issue a final decision in the case or appoint a Grade Review Committee of three faculty members, who will investigate the matter and recommend a resolution to the Dean. The Dean will then issue a final decision, taking into account the recommendations of the Grade Review Committee.

If a candidate feels that he/she has been adversely affected by a policy, the candidate should discuss the policy with his/her faculty advisor. If the advisor is unable to help resolve the conflict, the candidate should discuss it with the department chair. If this does not yield satisfactory results, the candidate should take the matter to the Dean of the School of Education. If this does not yield satisfactory results, and the conflict is with an academic policy, the candidate may take the matter to the SED Academic Policies and Curricula Committee. If the problem remains unresolved, the candidate may discuss the matter with the Provost. The Provost's written decision will be considered final.

If a conflict arises between a candidate and a faculty member, the candidate should first seek resolution with the faculty member. If the candidate feels that this may affect him/her adversely, he/she should consult with his/her advisor. If the candidate feels that either 1 or 2 would be counterproductive, he/she may take the conflict directly to the Dean of the School of Education. If the above procedures fail to resolve the situation, the candidate may take the problem to the Provost. If this does not bring a satisfactory resolution, the candidate has the right to take the matter to the President of the University. The President's decision is final in this type of conflict.

At any step along the way a candidate may consult with either of two University Ombudspersons. The University Ombudspersons facilitate understanding, communication, and resolution of conflicts. The University Ombudsperson may help by identifying and explaining relevant university policies, procedures, and problem-solving channels. The Ombudsperson will also help the candidate to explore options or help identify University programs and resources that might be helpful. The Ombudsperson does not get involved in the following situations:

a. If the candidate wants legal advice or legal representation
b. If the candidate have a non-University related disagreement or problem
c. If the candidate wants to file a grievance or make a formal complaint
d. If the candidate wants someone to represent him/her in formal University procedures. (See "Ombudspersons" in the current *Student Planner/Handbook.*)

Record of Appeals

The office of the Dean of the School of Education keeps a record on file of formal appeals that have arisen in the SED.

Section 4

Program Quality

At the program level, the assessment process provides the School of Education with data for determining program quality and effectiveness. Through alignment of standards, curriculum, and assessments, the resulting assessment data helps unit faculty determine how well the program is preparing candidates to meet state and national standards of performance.

Program quality is assessed in several different ways. Data from the assessment of candidates during the program and after completion show how well the programs are preparing candidates for their respective professions. Data is also collected on the quality and diversity of field experiences, program enrollment, and on various support services, such as advising.

Analysis of assessment data and faculty action planning contribute to program/department assessment reports, which are submitted to the Dean each summer. This data provides valuable insights into program components that are weak or strong and actions taken to improve the program(s).

Candidate Performance

Since candidate performance data is one demonstration of the effectiveness of many aspects of the SED programs, the assessment of candidates, as described in Section 3, is central to the continuous improvement of the quality of all programs. Collection and aggregation of data, provision of summative and formative feedback to candidates and faculty, validation of the assessment process, and other functions of the Assessment Committee are all important tools for improving program quality. The assessment validation process, as described in Section 3, is a means by which the SED monitors the appropriateness of its own candidate assessment efforts. This careful "watchdogging" of how candidate assessments are developed and implemented is a particularly important element of the Assessment System.

Data is aggregated on candidates' mastery of content knowledge, including the results of state licensure tests' professional/pedagogical knowledge, skills, and dispositions, particularly during internships and student teaching; candidates' impact on P-12 learning; and any SPA-specific performance requirements.

Data is aggregated through the report generation feature of LiveText. Instructors can produce aggregated data reports on the courses they teach. The SED Assessment Director is responsible for generating reports of aggregated data for program directors and chairs. Time frames for data inclusion or exclusion may be specified to identify short- and/or long-term trends. Program/department faculty then analyze this data to make decisions about program quality and needed revisions.

The exit interview, the graduate survey, and the employer survey are particularly important sources of data for the purpose of monitoring and improving program quality.

Exit Interview or Graduate Survey

An Exit Interview is included in the Teacher Preparation and Educational Administration programs as a source of assessment data. As the candidate completes the final requirements for graduation, this interview is scheduled with the department chair or another faculty member. Other programs use graduate surveys that are administered at completion of the program. These data provide valuable feedback that may help with improvement of courses and program operations.

Alumni Surveys

The SED conducts annual surveys among alumni, 2 and 4 years after graduation, in order to collect data on the success of the respective programs in preparing candidates for professional practice. Individual programs also conduct alumni surveys to collect more specific data on program effectiveness. Together, these data supplement those from the exit interviews and add the benefit of professional perspective to the candidate's reflective assessment of the program.

Employer Surveys

The SED and individual programs conduct regular surveys among employers to collect data on employer satisfaction with graduates of the respective programs offered by the unit. The SED employer survey is done 2 and 4 years after candidate graduation, while individual programs do their surveys on schedules that suit their specific programs. These surveys provide data from persons external to the SED that complements the internal data used to assess program quality. Employer surveys are critical to the unit's ability to evaluate its programs on their effectiveness in preparing candidates for success in their chosen professions.

Curriculum Review

Based on candidate and program assessment data, the curriculum is reviewed annually. The program/departmental faculty initiate recommendations for programmatic changes based on analysis of their data. Minor changes require only the approval of department faculty. Approval of changes to program curricula requires approval by the SED Academic Policies and Curriculum Committee (AP&CC) and a subsequent vote by the School of Education faculty. In some cases, the General Education Committee, the Undergraduate Council, or the Graduate Council must approve curricular changes. Changes are submitted for the following year's bulletin each fall.

Field Experiences and Internships

Field experiences and internships are an important part of the programs at the SED. They provide a chance for candidates to observe, practice, and demonstrate what they have learned. Assessments in the various field experiences are listed in the programs' curriculum maps (see SED Curriculum Maps binder).

Enrollment Trends

The Office of Institutional Research supplies the SED with enrollment data annually. This data is forwarded by the Dean's office to each department for review by the programs. Trends are noted, and issues are discussed in the Dean's Advisory Council or the SED faculty committee as needed.

Diversity

Candidates of the SED are privileged to study in a culturally and ethnically rich environment. The SED teacher education program has consistently achieved top marks for diversity from the Michigan Department of Education. According to *U.S. News and World Report*, Andrews University has consistently ranked among the top ten national universities in racial and ethnic diversity, and for having the most international students. Approximately 25% of Andrews' students come from an international background, representing 80-100 different countries. In addition to the diversity found on campus, programs pay particular attention to the placement of candidates in field experiences that will continue to promote this rich diverse experience. Candidates are assessed on their ability to work with individuals of diverse backgrounds throughout their programs, particularly through the assessment of professional dispositions.

Candidate Support Services

There are a number of support services available on campus for SED candidates. Students needing extra assistance academically may receive help from a number of sources: the Center for Intensive English Programs, the Mathematics Tutoring Center, the Writing Center, the Student Success Center, ADA Services for Students with Disabilities, and the University Center for Reading, Learning and Assessment. The Center for Distance Learning, Information Technology Services, and the James White Library support learning for all students. Teacher candidates have access to special materials for teaching in the James White Library Youth Reserve Collection and the Music Materials Center. Students needing psychological help may go to the Counseling and Testing office or the Andrews Community Counseling Center. The University's Employment office helps many students to find employment in the University. The impact of various candidate support services on SED programs are discussed by programs or the SED faculty as needed. Details of these discussions and recommendations for program improvements are put into the minutes.

Each fall the teacher education program hosts Professional Days to assist its teacher candidates in preparing for the job search process. Over these two days, teacher candidates can meet area principals and superintendents, showcase their portfolios, and be interviewed for future job openings.

Program Review

Under direction from the Provost's Office, and coordinated by the Program Development and Review Committee, university programs, including all programs in the SED, are subject to a full review every five to seven years. The program review process consists of a self-study and the preparation of a self-study document, which is then reviewed by a review panel from within and outside of the School that offers the program. Two of the purposes of program review are to ensure academic quality and innovation, and to document the processes by which the program establishes, implements, and measures its objectives, particularly student learning outcomes. In addition, programs review their strategic goals and how well they have met them. This process helps programs to identify their key strengths and areas that need improvement. Recommendations may be made for the future of the program. The program review process is an important part of the focus on continuous improvement.

Section 5

Unit Operations

The purpose of assessing unit operations is to provide formative feedback to unit administrators, including the dean and chairs, faculty, and unit support staff. Just as faculty value feedback from peers, supervisors, and subordinates as they make plans for personal improvement, administrators and support staff who serve the faculty and candidates of the School of Education value the feedback provided by the unit operations assessment process.

Program Quality

An important part of the assessment of unit quality is the assessment of the quality of programs within the unit. Aggregated data from exit interviews, graduate surveys, and employer surveys provide important feedback on unit operations at the program level. These data, both internal from our graduates and external from their employers, are important indicators of perceptions of program quality and the adequacy of programs to prepare candidates for professional responsibilities. Departmental reports, based on analysis of aggregated data for each program, are forwarded to the SED Dean's Office, where they contribute to the creation of a unit assessment report.

The SED Assessment Director prepares an SED Annual Assessment Report each summer. This report is reviewed first by the Assessment Committee, then by the SED faculty. Any changes or revisions made to the unit programs follow a prescribed approval process, in which they are voted by the appropriate department faculty, the Academic Policies and Curriculum Committee (AP&CC), and finally the unit faculty. In addition, the Annual Assessment Report is presented to the Teacher Education Council, which is attended by other stakeholders, including faculty teaching content areas in the College of Arts and Sciences, area principals, the Superintendent of Berrien Springs Public Schools, and the Educational Superintendent of the Michigan Conference of Seventh-day Adventists.

Faculty Performance

Faculty performance contributes to unit quality and is a part of the assessment of unit operations. Faculty are evaluated annually by their department chairs, and department chairs are evaluated annually by the SED Dean. Faculty set individual goals for the coming year, and goal achievement is discussed at the annual faculty review. Faculty performance is also evaluated by students in course evaluations, and through advisor evaluations. These processes are described further in Section 6.

At Andrews University, department chairs are classified as faculty. As such, they participate in the Faculty Annual Report process described in detail in the discussion of the Faculty Assessment System in Section 7. The only difference in the process for chairs is that the SED Dean conducts their annual evaluation conferences. Thus these formal annual conversations with the Dean provide an important source of both summative and formative feedback to chairs.

Administrator Performance Review (Faculty Annual Report)

The Dean of the School of Education is evaluated by the Provost in an Administrator Performance Review on an annual basis. The Provost, in discussion with the Dean, documents such topics as performance on primary responsibilities/priorities in the past year and long-range plans for growth to meet the future needs and demands of the changing environment in the SED. A summary of results achieved for each objective for the appraisal period and projects and/or programs that are high priorities for the next year are documented.

These formal annual conversations between the SED Dean and the Provost provide an important source of both summative and formative feedback to the SED Dean. The Provost, President, and the SED Dean have the opportunity to make written comments on the evaluation form. Copies are kept on file in the department of Human Resources. This process is parallel to the Faculty Annual Report used with unit faculty.

Support Staff Evaluations

As with faculty, chairs, and deans, Andrews University uses a process of annual evaluation conferences for providing formative and summative feedback to support staff members. These evaluation conferences are scheduled for each January. Through the formal evaluation instrument and the ensuing conversation, support staff members receive feedback from the supervisor regarding perceptions of strengths and weaknesses.

Budget Accountability

The School of Education follows the procedures established in 1986 to prepare an annual budget. The Dean works closely with heads of departments to make a realistic budget that meets the needs of the various departments and services offered by the School of Education. The heads of departments, in turn, keep in close touch with their faculty to assess their needs.

The budget of the SED is therefore a true reflection of its needs as adjusted by the University's President, Provost, and Vice President for Financial Administration. Each department head is responsible for staying within the budget. The Dean and each department head are provided with a monthly financial statement itemizing the annual budget, expenditures to date, a comparison of expenditure to budget and to the previous year, the percentage of budget used for the year, and the current month total. These regular reports provide critical feedback to guide the fiscal management of the unit.

Governance

The School of Education is one of the schools of Andrews University, answering directly to the Provost. The Dean of the SED presides over a number of committees, including the Dean's Administrative Council, comprised of SED department chairs; the Teacher Education Council, comprised of SED faculty, faculty from the College of Arts and Sciences who are involved in teacher education, and area K-12 school administrators; the SED Faculty Council; the Academic Policies & Curricula Committee; and the Graduate Education Programs Committee. The NCATE Coordinator, NCATE Steering Committee, SED Assessment Director, Graduate Services Coordinator, and chairs of all academic departments answer directly to the SED Dean, as do various SED support services. See Appendix B for a graphic representation of the SED Organizational Structure.

Policies and Procedures

General policies for the University are listed in the Andrews University Employee Handbook and the Procedures Manual through Human Resources, both available from Human Resources on the Andrews University Faculty and Staff webpage. Policies and procedures specific to the SED are outlined in the SED Policy Manual. New policies and procedures are approved in the SED faculty meeting as needed.

Facilities

The School of Education is located in Bell Hall. Bell Hall is one of 33 educational buildings and 15 support service buildings at Andrews University, providing a combined square footage in excess of one million. The Facilities Management Committee, chaired by the Vice-President for Financial Administration of the University, meets monthly, and reviews needs and makes plans for needed renovations and new construction.

Bell Hall has been outfitted for wireless communication from anywhere in the building. The Office of Distance Learning monitors and coordinates the technology needs of the SED. The function of this office is to stay abreast of the latest developments in technology and to be responsive to faculty technology needs.

Plans for Improvement

Having acquired feedback on the unit's operational effectiveness, the unit is able to determine what should be improved and make plans to carry out those improvements.

Faculty Annual Report/Administrator Performance Review

As part of the normal process for the Faculty Annual Reports and the Administrator Performance Reviews, all chairs and deans create plans for improvement in the form of goals for the upcoming year. These goals are individually drafted then collaboratively refined during the evaluation conference. In a cycle of continuous quality improvement, these goals then become the baseline for evaluation in the following year.

Support Staff Evaluation Reports and Interviews

During the annual support staff evaluation conferences, support staff members are encouraged to set improvement goals for the upcoming year. Again these goals are most commonly derived collaboratively through discussion between the supervisor and the support staff member. This provides specific targets for the support staff member and contributes to a better understanding of job expectations and performance.

Proposed Program Changes

As a result of analyzing the aggregated data from exit interviews, graduate surveys, and/or employer surveys, program/departmental faculty will propose changes to their programs. These changes, based on data, strive for improvement of program quality and increasing the success of graduates in the professional workplace. Any proposed improvement plans developed from this data that includes curricular changes must be approved first by departmental faculty, then by the SED Academic Policies and Curriculum Committee (AP&CC), and finally by the unit faculty. Improvement plans based on this data that do not incorporate curricular changes may be shared with unit faculty as a point of interest.

Validation/Review Process for Assessment of Unit Operations

The Provost carries the responsibility for the administrator evaluation process for the Dean, and the Dean is responsible for the evaluation of faculty. These processes and instruments were benchmarked against comparable institutions when they were created. The following committees provide feedback on the validity and fairness of these assessments to the Provost: Academic Administration Council, Academic Dean's Council, and President's Cabinet.

The process used for evaluating support staff members of the University is the responsibility of the Department of Human Resources. To assist its administration and revision of the evaluation process, including review for validity and fairness of the instruments, HR relies on its operational committee, the Human Resources Advisory Council.

Section 6

Faculty Performance

The faculty of the Andrews University School of Education is mission-driven and serious about the Unit's conceptual framework. As a result, each member of the faculty seeks to grow into ever higher standards of professional behavior and performance. Therefore, the regular assessment of faculty is an important tool for ensuring continuous improvement in faculty performance, both in the unit and the broader university.

In order to ensure a high quality of professional performance, personal growth of faculty members, and an appreciation for the individual contribution of every faculty member, the SED has in place a program of faculty assessment. The assessment is ongoing throughout each faculty member's career at Andrews. Faculty assessment within the unit is coordinated by the SED Dean.

Faculty are assessed by a variety of measures. Faculty qualifications, preparation, experience, and professional development are considered when faculty are hired, whether as regular or adjunct faculty. Scholarship, continued professional development, service, workload, teaching performance, and the achievement of individual faculty's goals and objectives are all considered in the annual faculty review process, when faculty complete a Faculty Annual Report. Faculty performance in teaching and advising are also assessed by students in course evaluations and advisor evaluations. The individual assessments and processes are described further in the following sections.

Faculty Qualifications

General qualifications and expectations for faculty positions are outlined in the *Andrews University Working Policy* (2:310). Instructors must hold either a master's degree or bachelor's with three or more years of teaching experience. Assistant, associate, and full professors must hold a doctor of philosophy degree or equivalent. In order to be considered as a full professor, the faculty must also have a minimum of four years of successful academic experience, and recognition from colleagues and other professionals in the field for their dedication and achievements in teaching, scholarly activity, service, and support of the ideals of the University and higher education.

Specific qualifications are outlined by the SED for each position as the position is posted. Applications are considered by a designated search committee. The search committee process for faculty is clearly outlined in the *Andrews University Working Policy* (1:716 and Section 1, Appendix C, p. 25).

Assessment of Faculty Performance

Faculty Annual Report

The focal point of faculty assessment is the Faculty Annual Report, or “January Report.” All tenured and non-tenured faculty members in the unit, regardless of rank, are involved in this process of evaluation. The report contains six sections: a current professional résumé; the Annual Review of Professional Development Goals; a review of the faculty’s research, scholarship, and publications; an Individual Faculty Advancement Plan; the Chair’s Recommendation for Salary Implementation; and the Chair’s and Dean’s Recommendation for Graduate Faculty Status. Graduate Faculty Status is reviewed every three to five years by the department chair and SED Dean, and recommendations are made to the Graduate Council.

The January Report provides an opportunity for faculty members (in collaboration with their department chairs) to create plans for improvement in the form of annual goals. The goals stem from a faculty member’s self-appraisal and self-reflection. Appropriate goal setting in the areas of teaching, scholarship, and service sets the context for the next annual evaluation conference. It is recommended that faculty collect and organize documentation to determine successful completion of their goals each year in order to (1) support annual January Report meetings and (2) to compile the Promotion Portfolio. Thus the Faculty Annual Report process promotes a continuous improvement cycle where faculty members set improvement goals, work toward those goals for a year, are evaluated on their accomplishment of goals, and then set new or revised goals for the next year.

Evaluation of Faculty through the Promotion and Tenure Process

When faculty members wish to apply for rank promotion, a research rank appointment, or continuous appointment (tenure), they must present a Faculty Member Self-Appraisal. This Self-Appraisal includes a summary of recent teaching load and the faculty member’s self-appraisal of teaching development, advising and counseling, contribution to the University, professional development, research and scholarly publications, and public service. As a companion document to the Self-Appraisal, faculty members going up for advancement or continuous appointment present a portfolio to support their application. The portfolio includes students’ evaluation of courses taught and self-evaluations.

Reports from Candidate Assessment System

Faculty members may request reports at any time from the Candidate Assessment System to receive feedback on their impact on candidate learning. Annually, in early January, chairs or program directors request reports that summarize the data for all courses taught by each professor during the past year. These reports assist faculty in preparing for the Faculty Annual Report and annual evaluation conferences.

Conversations with Peers

Unit faculty members often engage their peers in informal conversations to elicit formative feedback on syllabi, course assessments, course revisions, etc. While not a formal component of the assessment of faculty, these conversations are essential for faculty development.

Student Opinion of Teaching

Students are asked to evaluate faculty performance at the end of each course by completing the Student Opinion of Teaching survey. This instrument, used by all AU schools and programs, asks students to evaluate their professor's design and delivery of the course, and their learning and use of important skills in the course. The Student Opinion of Teaching instrument lists 25 specific statements related to course value and quality. Students respond using a Likert scale with responses ranging from "Strongly Disagree" to "Strongly Agree." A "Does Not Apply" option is also provided. Extra space is also available for the professor to enter course-specific questions. The survey concludes with a space for written feedback with prompts like the following: "What did you appreciate most about this course?" and "What could be done to improve this course?" The evaluation is conducted online for online courses.

At the end of each semester, mean values are computed by class for each of the items on the Student Opinion of Teaching instrument. This analysis is compiled into a report that compares the course means with the department, SED, and university means for each of the response items. Students' written comments from surveys in face to face courses are transcribed in the SED Dean's Office to form the final component of the report. (Transcription is not necessary for the online version.) The reports are first reviewed by the SED Dean who writes a personal letter to the faculty member summarizing the results and noting any areas for celebration or concern. The reports are then distributed to faculty members for study and use in the creation of plans for improvement. Chairs receive copies of reports for all faculty members in the department.

Advisor Evaluations

The Andrews University Student Success Center provides undergraduate candidates the opportunity to nominate their advisor as Advisor of the Year. Advisor Evaluations are available online through a one-click link labeled "Evaluate Your Advisor." Advisees are asked annually to evaluate their advisor in fourteen areas (including dispositional qualities, understanding and knowledge about candidate needs, availability, and quality of help given) on a scale from 1 to 5. Advisees are also given the opportunity to write anonymous comments, which the Advisor can read.

Aggregated results of the undergraduate advisor evaluations are provided to faculty from the Andrews University Student Success Center. Responses from the advisees are averaged for each category, comments listed, and the resulting report is made available to each faculty advisor via the Andrews University Advisor Web Page.

An advisor evaluation document for graduate students within the SED was developed in the summer of 2010. After preliminary testing and revisions, this document is expected to be used beginning in the fall of 2010.

Workload

Faculty workload includes 70% in teaching and involvement in dissertation committees, and 30% in student advising, committee memberships, service activity, and scholarly activity, including research. For undergraduate faculty, the annual course load is twenty-four (24) semester credits. For graduate faculty the annual course load is 16 semester credits. Faculty load is described further in the *Andrews University Working Policy* (2:376). Workload is reviewed annually in the Faculty Annual Report.

Beside the regular workload, faculty and administrators may apply for a one-semester sabbatical leave after seven semesters of service. A sabbatical leave is granted for a "specific purpose such as research, writing, postdoctoral study, curriculum development, or other related creative endeavors. . . . The general intent of a sabbatical leave is professional development for greater usefulness, effectiveness and productivity. (*Andrews University Working Policy 2.346:2:1)*.

Section 7

Managing the SED Assessment System

The Dean of the School of Education is responsible for coordinating and managing the SED Assessment System, including assessment of the quality of the unit and all of its programs as well as performance of candidates, faculty and staff. The SED Assessment Director works with the Dean to coordinate assessment procedures, and is the chair of both the SED Assessment Committee and the Assessment Advisory Council.

The SED Assessment Committee reviews assessment documents and data and oversees SED assessment practices. Actions taken by the SED Assessment Committee are then taken up by the monthly SED Faculty Meeting.

The Assessment Advisory Council (made up of two area principals, the Educational Superintendent of the Michigan Conference of Seventh-day Adventists, and a faculty member from Andrews University College of Arts and Sciences) is responsible for giving an outsider's perspective of the SED's assessment system. An important part of their task is to evaluate assessment instruments for design, fairness, reliability, validity, and freedom from bias. Recommendations from the Assessment Advisory Council are passed on to the appropriate department or program by the SED Assessment Director.

Managing the Assessment of Candidate Performance

Program directors are responsible for managing the assessment of candidate performance. Each program has four gateways, in which students must complete the requirements of that gateway prior to advancing to the next stage of the program. The achievement of these gateway requirements is monitored through processes such as admission, advising, comprehensive exams, field experiences, advancement to degree candidacy, and graduation. Requirements at each gateway are specified on the curriculum maps for each program.

Weaknesses in candidates' knowledge, skills or dispositions are addressed throughout the programs. If a candidate's weaknesses cannot be remedied within a course or during advising, the problem will be brought before the program faculty for resolution. In these cases, the candidate will be asked to develop plans for improvement (Appendix A), and a time period will be designated for follow-up. In cases that cannot be resolved, or where no improvements are seen at the time of follow-up, the candidate will be dropped from the program.

Managing the Assessment of Program Quality

The assessment of program quality is the direct responsibility of program directors. Faculty members in the program are involved in the recording and analysis of data and decision making with regard to program improvements during faculty meetings. Decisions involving changes to the program must be approved in the departmental faculty meeting and in the SED faculty meeting. Program directors report assessment information to the SED Dean annually, at the beginning of the fall semester, for inclusion in the SED Annual Assessment Report.

In addition, many assessments of program quality are done with the help of LiveText, an online accreditation management system. Programs identify which of their courses or assessments provide key evidence about the quality of their program. Faculty members are responsible for completing the appropriate candidate assessment rubrics and having them mounted into LiveText. At the end of each semester, the Dean's office personnel send reminders to faculty who have not yet turned in their data. As described in the SED Annual Assessment Cycle, the SED Assessment Director coordinates the generation of LIveText data reports each summer. Reports are generated for each course listed on the programs' curriculum maps and sent to the program directors.

The periodic review of programs within SED are under the supervision of the Provost, and are managed by the Program Development and Review Committee of the Graduate and Undergraduate Councils.

Managing the Assessment of Unit Operations

Three different entities are responsible for managing the assessment of unit operations: the Provost, the SED Dean, and the Director of Human Resources. The Provost is responsible for managing the processes related to evaluation of the Dean. The official records for the Administrator Performance Review are kept in the office of the Provost. The SED Dean is responsible for managing the processes related to budget accountability and chair evaluations. Official budget records and the Faculty Annual Report documentation for chairs are kept in the office of the SED Dean. The Director of Human Resources is responsible for managing the processes related to support staff evaluations. Official records of support staff evaluations are kept in the Human Resources Department.

The SED Dean is also responsible for the assessment of unit operations that relate to overall program quality. The SED Assessment Director, under direction from the SED Dean, collects and compiles data to get an overview of the quality of all SED programs and the accomplishment of goals on the unit's conceptual framework. The SED Assessment Director prepares an Annual Assessment Report, which includes data from alumni and employer follow-up surveys and from each of the SED programs. The SED Annual Assessment Report is first shared with the SED Assessment Committee, then with all SED faculty at a regular faculty meeting. After this, it is presented to the Teacher Education Council, which is attended by other stakeholders, including faculty who teach content areas in the College of Arts and Sciences, area principals, the Superintendent of Berrien Springs Public Schools, and the Educational Superintendent of the Michigan Conference of Seventh-day Adventists.

Managing the Assessment of Faculty Performance

The Provost initiates processes in the assessment of faculty performance, while the SED Dean is responsible for implementing them. The Faculty Annual Report is conducted in January. Departmental faculty are evaluated by their department chairs, department chairs are reviewed by the SED Dean, and the SED Dean is reviewed by the Provost. Faculty Annual Reports for all unit faculty are kept in the SED Dean's office. Official records of the Faculty Member's Self-Appraisal are kept in the office of the Provost. Plans for improvement included in the Faculty Annual Report and/or the Faculty Member's Self-Appraisal are kept with those documents in the offices identified above.

Undergraduate advisor evaluation records are kept by the Student Success Center, while graduate advisors evaluations are orchestrated by and kept in the Dean's Office. Student Opinion of Teaching surveys are aggregated by the SED Dean's Office at the end of each semester. Aggregated results are distributed to each faculty member and are kept on file in the SED Dean's Office.

Annual Assessment Cycle and Data Collection

The assessment of candidates, programs, and the unit follows a regular cycle. Throughout the year, faculty evaluate assessment rubrics, and do gateway progress checks of candidates. Candidate dispositions are evaluated either at key gateways or annually, depending on the program. Data for each program are aggregated and compiled at the end of the school year each summer. The SED Annual Assessment Report is produced by the end of the summer and shared with faculty. Any changes for program and unit improvement are drafted and voted on by SED faculty in early fall in time for the new bulletin. This continuous cycle is illustrated in Figure 5. An overview of the data collection process for the SED Assessment System is shown in Appendix C.

Feedback Loop Process

The feedback loop consists of formative feedback, plans for improvement, summative feedback, evaluation decisions, and revision and renewal. The sequence of these elements may be recursive, but should always lead toward improved candidate outcomes. For example, summative feedback leads to making evaluation decisions, which may lead back to further plans for improvement. The decisions may also lead to candidates' advancement through program gateways, faculty/staff members' advancement on the salary scale or in rank, administrators' advancement on the salary scale, or revisions of SED programs. In any case, these evaluation decisions are treated as stepping-stones to re-visioning and renewing the unit's persons and programs. After proposals are developed for re-visioning or renewing the unit's programs, these plans are shared with key stakeholders in the programs. These stakeholders may provide corrective feedback that leads to re-thinking these plans. Eventually the feedback from the unit's partners helps ensure that the unit maintains quality programs for the preparation of teachers and other school personnel.

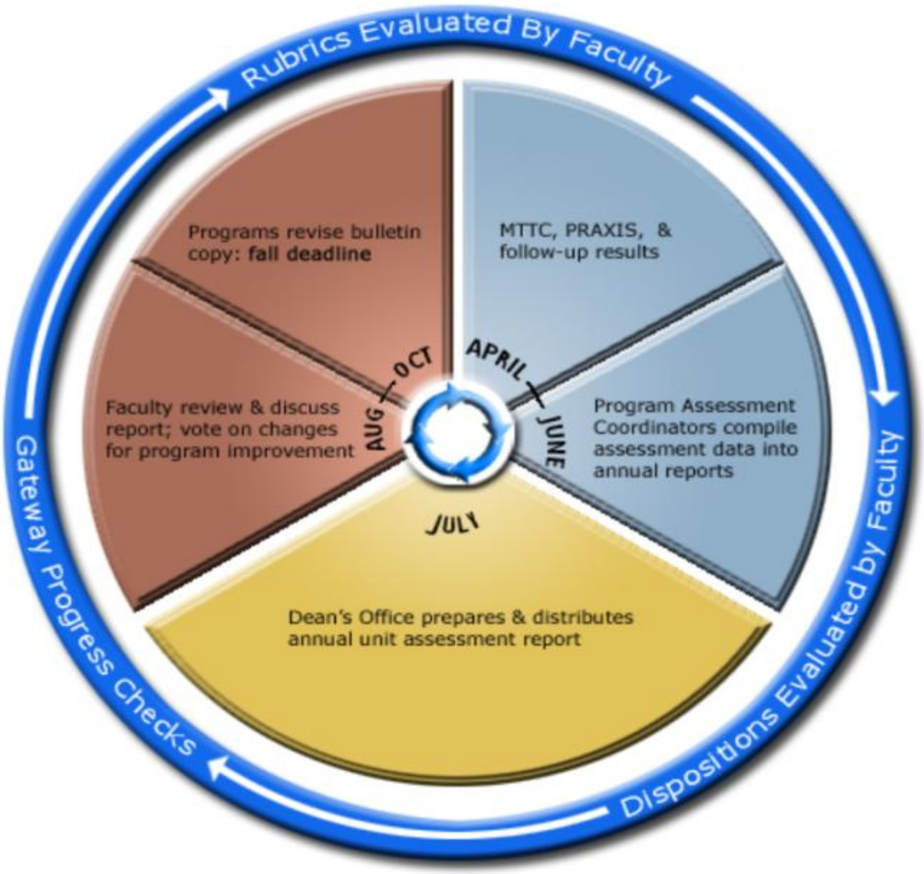


Figure 5. SED Annual Assessment Cycle

Formative Feedback

The feedback loop process of the SED Assessment System begins with the sharing of formative feedback with the candidate, faculty member, or unit administrator/support staff member, as outlined in Appendix D.

Plans for Improvement

Professors and advisors have access to aggregated data on candidate performance and help guide candidates in their creation of plans for improvement.

Faculty members' plans for improvement are formally part of the Faculty Annual Report process. Relying on an analysis of formative feedback, faculty members create improvement plans (goals for the upcoming year). Department chairs and the Dean follow a similar process. These initial goals are refined into the final plan for improvement through conversation with the supervisor.

Unit support staff members create their plans for improvement as a part of their annual evaluation conferences. After reviewing and discussing their supervisor's evaluation, staff members and/or their supervisor identify targets or goals for improvement.

Summative Feedback

Summative feedback guides the evaluation of candidates, faculty, support staff, and academic programs. This feedback is outlined in Appendix D. Department chairs, in collaboration with program directors, are responsible for writing an annual department report. This report summarizes most, if not all, of the data sources listed in Appendix C. Each of the formative and summative aggregations of data is shared with appropriate faculty members/groups as explained below.

Evaluation Decisions

Faculty members, committees, and program/department faculty analyze summative data and use it for making evaluation decisions regarding the progress of individual candidates as well as the effectiveness of programs in helping candidates to demonstrate the program/unit outcomes. Summative data is also used in evaluation of faculty and support staff performance.

Revision and Renewal

Data that is collected and analyzed is used to identify strengths or weaknesses in unit programs. When plans for future direction are made and executed as a result of that feedback, the loop is completed, or closed. These plans could range from retaining or building on strong components of programs to revising or replacing weaker components as deemed necessary by appropriate program, department, and unit faculty.

Several outcomes may occur as a result of faculty and administrative review of summative aggregations of data. First, the data may show that program components are functioning well and there are no pressing needs for program/unit revisions. Secondly, program or department faculty may identify specific courses or experiences that need content revisions or revised assessment practices. A third outcome could be plans by the program or department faculty to delete, add, or revise program courses or experiences to strengthen the preparation of their candidates.

Sharing Our Data-based Decisions with Key Stakeholders

The unit is eager to share assessment data with key stakeholders, both within and external to the University, Unit faculty, the SED Assessment Committee, content area colleagues in College of Arts and Sciences departments offering majors and/or minors for certification, the Andrews University Assessment Office, the Provost, the Teacher Education Council (TEC), the Michigan Department of Education, and, when appropriate, the local news media. This communication with stakeholders facilitates open accountability, and also gives the unit an opportunity to proudly share the story of its success.

Data from key assessments of candidates, programs, and the unit are reviewed initially by the SED Assessment Committee, and then shared with SED faculty in the monthly faculty meeting. Suggestions for major program changes (changes to course content, degree requirements, etc.) are forwarded to, discussed by, and approved or disapproved by the SED Academic Program & Curriculum Committee (AP&CC) and the SED Faculty. The SED Assessment Committee also continues to be involved in revisions made to program-specific assessment plans.

The unit also solicits feedback on its data-based decisions from key stakeholders external to the university. The primary venue for this sharing is the Teacher Education Council (TEC), which is composed of teachers and administrators from P-12 public and private school systems, faculty representatives from the College of Arts & Sciences departments that offer certification majors and/or minors, SED program directors and faculty members, Andrews University administrators, and alumni.

Three other external stakeholders for the unit include the North American Division of Seventh-day Adventists, the Michigan Department of Education, and the National Council for Accreditation of Teacher Education (NCATE). These stakeholders receive and review reports, particularly for accreditation and program approval processes. These stakeholders review submitted documentation and either approve programs, reject programs, or require follow-up reports or rejoinders to cited weaknesses before approving programs. At the federal government level, the unit submits Title II reports to the Michigan Department of Education for forwarding to the U.S. Department of Education.

Conclusion

The SED Assessment System consists of formative and summative feedback, plans for improvement, and evaluation decisions. These evaluation decisions lead to re-visioning and renewing the unit's programs to improve quality within the unit. This extensive process guides the SED in maintaining its high standards of continuous improvement in its preparation of educational professionals.

Appendices

Appendix A: Candidate Plans for Improvement

Candidate Plans for Improvement

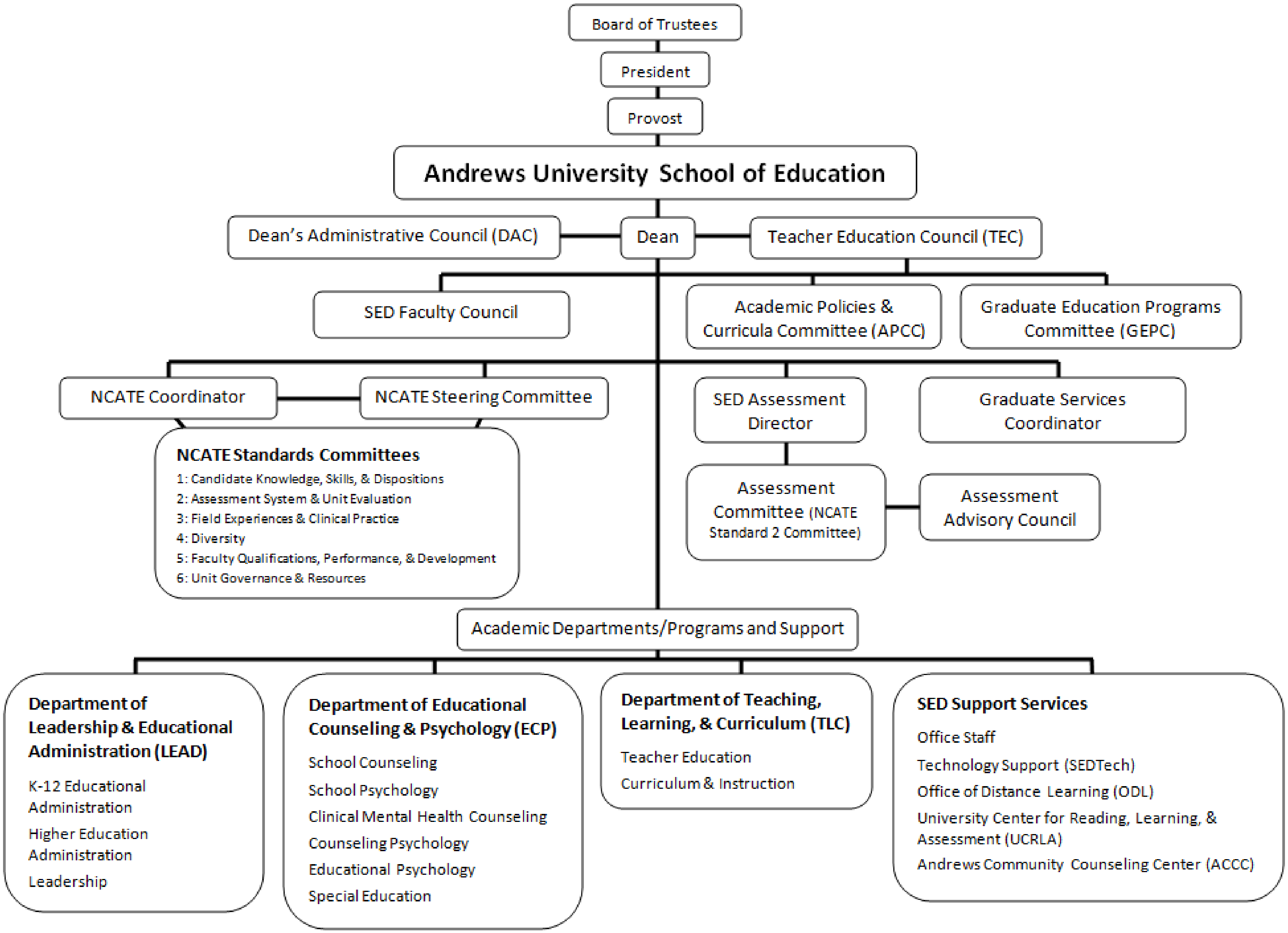
In the space provided, please identify the candidate's name and specific disposition(s) or aspect(s) of performance that require improvement. The candidate then, in cooperation with the advisor, must outline a plan for improvement. The plan must specifically address those areas. Please provide as much detail as possible.

Name:	Program
Areas for Improvement:	
Plans for Improvement:	
Signature of Candidate:	Date:
Signature of Faculty:	Date:

Continued from Front
Follow-up:

Follow-up Date:	Signature of Faculty:
Follow-up Date:	Signature of Candidate:

Appendix B: SED Organizational Structure


Board of Trustees
President
Provost
Andrews University School of Education
Dean's Administrative Council (DAC)
Dean
Teacher Education Council (TEC)
SED Faculty Council
Academic Policies & Curricula Committee (APCC)
Graduate Education Programs Committee (GEPC)
NCATE Coordinator
NCATE Steering Committee
SED Assessment Director
Graduate Services Coordinator
NCATE Standards Committees
1: Candidate Knowledge, Skills, & Dispositions
2: Assessment System & Unit Evaluation
3: Field Experiences & Clinical Practice
4: Diversity
5: Faculty Qualifications, Performance, & Development
6: Unit Governance & Resources
Assessment Committee (NCATE Standard 2 Committee)
Assessment Advisory Council
Academic Departments/Programs and Support
Department of Leadership & Educational Administration (LEAD)
K-12 Educational Administration
Higher Education Administration
Leadership
Department of Educational Counseling & Psychology (ECP)
School Counseling
School Psychology
Clinical Mental Health Counseling
Counseling Psychology
Educational Psychology
Special Education
Department of Teaching, Learning, & Curriculum (TLC)
Teacher Education
Curriculum & Instruction
SED Support Services
Office Staff
Technology Support (SEDTech)
Office of Distance Learning (ODL)
University Center for Reading, Learning, & Assessment (UCRLA)
Andrews Community Counseling Center (ACCC)

Appendix C: Assessment System Data Collection Process

PERFORM. CRITERIA	STRATEGIES[1]	ASSESSMENT METHODS	SOURCE OF ASSESSMENT	TIME OF DATA COLLECTION	RESPONSIBLE?	EVALUATION OF RESULTS
CONCEPTUAL FRAMEWORK	Each "key evidence" is aligned with a CF concept and satisfies an external review requirement	Rubrics use CF standards	1. Key evidence rubrics used for progress through program 2. Alumni & Employer Surveys	1. At each gateway 2. 1-4 years post-graduation	Program Coordinator	Faculty Review Day scheduled in term following the close of preceding academic year[2]
KNOWLEDGE	Grades in content-rich courses GPA State exams	Content-based course grades (both CAS & SED)	1. Exams and other supplemental course requirements 2. MTTC, PRAXIS II & ETS Exams 3. Alumni & Employer Surveys	1. End of each term when grades are submitted 2. At each gateway (Pre-completion) 3. 1-4 years post-graduation	Staff of SED Dean's office using Banner Jeannie Wolfer Program Coordinator	same
SKILLS	Rubrics	Evaluation of pre-teaching and pre-clinical performances Eval. of teaching and clinical performances	1. Rubrics: Methods courses 2. Rubrics: student teaching evaluations Rubrics: practicum evaluations 3. Alumni & Employer Surveys	1. Pre-Gateway 2 for each program 2. Pre-Gateway 3 for each program 3. 1-4 years post-graduation	Program Faculty Advisors Program Coordinator (report preparation)	same
DISPOSITIONS	Program-defined dispositions expected by program end	Formative evaluations Pre-gateway summative evaluations	1. All courses have rubrics containing relevant disposition criteria 2. Alumni & Employer Surveys	1. At gateway progress reviews 2. 1-4 years post-graduation	Program Faculty Advisors	same

[1]External requirements are specified by NCATE, Michigan Dept. of Education, or SPA.
[2]Summer Term for the preceding academic year (Summer, Fall, Spring terms).

Appendix D: Formative and Summative Feedback in the Feedback Loop Process

Formative Feedback

The feedback loop process of the Andrews University School of Education Assessment System begins with the sharing of formative feedback with the candidate, faculty member, or unit administrator/support staff member. Candidates receive reports based on the aggregation of personal data from the Candidate Assessment System.

Faculty members receive several types of feedback. First, they receive reports of the Student Opinion of Teaching Survey following the completion of each semester. Second, faculty members are given reports about their classes based on the aggregation of data from the Candidate Assessment System. Next, they receive advisor evaluation reports. Third, they document their completion of goals expressed in the Faculty Annual Report. Finally, they engage in conversation with their supervisor about potential goals for the next year.

Unit administrators also receive formative feedback in several ways. As chairs are also teaching faculty, they receive the same feedback listed above for faculty. Additionally, the chairs and the dean receive monthly budget statements to help them monitor financial expenditures. The dean receives reports from the Candidate Assessment System with the data aggregated by SED Conceptual Framework Elements and Outcomes. The dean also documents completion of goals expressed in the Faculty Annual Report. As a part of the Faculty Annual Report process, the dean engages in conversation with the Provost about potential goals for the next year.

Unit support staff members receive formative feedback informally via conversations with their supervisors throughout the year and formally through conversation focused on the evaluation instrument in the annual evaluation conference conducted each January.

Summative Feedback

In addition to providing individual candidates with formative feedback, the Candidate Assessment System produces data-based reports to guide evaluation decisions for candidates at key program gateways. This summative feedback helps program faculty members analyze the aggregated data for each candidate at each of these gateways.

Summative feedback for faculty members, chairs, and the dean all occur as part of the Faculty Annual Report process. This process includes a formal evaluation conference. At this conference the individual must document to the supervisor that at least 75% of goals listed on the personal improvement plan for the past year have been met. If this benchmark is met, then the individual receives a satisfactory evaluation and is advanced on the pay scale, if appropriate.

Summative feedback for unit support staff members is provided through the annual evaluation conferences with their supervisors. These conferences are scheduled annually in January. The supervisor is responsible for completing a summative evaluation instrument and sharing/discussing that with the support staff member. These annual evaluations serve as the basis for determining salary increment increases and continued employment.

Summative feedback related to academic programs is provided to program directors and/or chairs in the following ways. Assessment data within the Candidate Assessment System is aggregated for all students in each school-based program. There are several report options available to program faculty. Data can be aggregated for a single course within a program, all classes taken by students in a program, all courses with a specific acronym, all courses taught by a specific professor, or specified courses in a specified time frame. A second form of summative feedback is provided to program directors/chairs for programs that incorporate exit interviews. A third source of summative feedback comes from graduate surveys and surveys of graduates' employers.

Department chairs, in collaboration with program directors, are responsible for writing an annual department report. This report summarizes most, if not all, of the data sources listed above. Each of the formative and summative aggregations of data is shared with appropriate faculty members/groups as explained below.