

Core Assessments

INSTITUTION AND UNIT	
Assessment	Description
Institutional research	University reporting data (University and college-to-college/program comparisons) generated from census-date enrollment.
NSSE (National Survey of Student Engagement)	Data are disaggregated for the College of Education and disseminated within the Unit. Indicators are analyzed that are associated with the conceptual framework, diversity, and technology. All domains of data are reviewed with the College leadership.
Follow-up surveys (alumni and employers)	The alumni survey (one-year follow-up) assesses the employment, continuing education, and rating of knowledge, skills and dispositions of recent graduates. The employer survey seeks input on knowledge, skills, and dispositions of new teachers from Niagara University.
Tracking program completers*	A P-16 data set for program completers in New York State is in the pilot stages (Teacher Quality Research Center: Tracking Program Completers). Data will add to follow-up assessment and become core assessments as funding continues and the database extends across all programs.
FQPD (Faculty Qualifications and Professional Development) Survey (self-report)	Self-report of the faculty identifying annual accomplishments aligned with the conceptual framework and professional development needs.
Faculty evaluations	Evaluations of teaching effectiveness, scholarship and service are conducted for annual reviews for promotion and tenure.
PROGRAM	
Assessment	Description
State assessments	New York State Certification Examinations – Liberal Arts and Sciences Test (LAST), Assessment of Teaching Skills-Written (ATS-W), Content Specialty Test (CSTs.), school leadership. Completer data (pass rates by institution and State) received as validated from the State Education Department. Subtest analyses conducted for discussion with faculty (education and arts and sciences).
Dispositional assessment	Faculty assesses, through observable indicators, each of the unit dispositions. The methodology involves all faculty across all programs in the Unit.
Performance-based assessments – clinical practice	Initial teacher education performance evaluations across formative phases of field experience (Learn and Serve, Teaching Assistantship) and the summative assessment of Student Teaching. Completed by university supervisors and cooperating teachers. Evidence of student learning is included in the student teaching portfolio. Internship and practicum evaluations for graduate and advanced programs. Completed by university supervisors and school-based mentors.
Diversity assessment	Indicators of culturally relevant pedagogy are assessed through course-embedded assessments. The collection and reporting of these data are at the Departmental level. The Diversity Committee of the College serves as the interdisciplinary forum for facilitating the discussion of performance.

	Data are analyzed related to the diversity of field experiences (high needs settings). Individual reports are generated for candidates and aggregated data are presented annually.
Course-embedded assessments	Course-embedded assessments aligned with approved program standards for each program. Data are collected from faculty and entered (by the Assessment Secretary) each semester for specific courses. Results are analyzed annually. Evidence of student learning is included in specific course embedded assessments that are tied to required field experiences (e.g., EDU 451).
Comprehensive examinations and advanced portfolio defense.	Comprehensive examination or culminating portfolio is required for all master's level programs. As assessments for the program completion transition point, these assessments are aligned with program standards. The portfolio is presented to one Niagara University full time faculty member with specialization in the program area, and a field based practitioner, who is certified and an experienced master teacher in the candidate's program area.