

College of Education (Unit) Assessment Collection and Dissemination Plan

Institutional and Unit					
Assessment	Description	From	When collected	Dissemination	To Whom
Institutional research	University reporting data (University and college-to-college/program comparisons) generated from census-date enrollment.	Office of Institutional research	Fall (October census date)	Late fall-early spring (annual)	<ul style="list-style-type: none"> ▪ University-wide ▪ Website
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.	Office of Institutional research	Annually (three year comparisons)	Fall retreat Annual Planning and Evaluation Part A report.	<ul style="list-style-type: none"> ▪ Vice-President ▪ Faculty ▪ Advisory council ▪ Website
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.	Office of Career Development	Annually for alumni survey. Bi-annually for employer survey.	Fall retreat Annual Planning and Evaluation Part A report.	<ul style="list-style-type: none"> ▪ Vice-President ▪ Career development ▪ Faculty ▪ Advisory council ▪ Website
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.	New York State – Teacher Quality Resource Center	<i>Pilot data on one program reviewed in 2009.</i>	Dissemination of data will be through secure link.	* If continued funding is received for the statewide research, the Unit will include data in Annual reporting and analysis
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.	College, Unit-wide Committee - FQPD	Each spring semester	April-May, Annual College Committee report	<ul style="list-style-type: none"> ▪ Vice-President ▪ Faculty ▪ Advisory council ▪ Website

Faculty evaluations	Evaluations of teaching effectiveness, scholarship and service are conducted for annual reviews for promotion and tenure.	Dean's office, Departmental level, Vice President.	Annually (spring semester)	Annually (with review timeline in collective bargaining agreement)	<ul style="list-style-type: none"> ▪ Vice President ▪ Individual faculty members
Program					
Assessment	Description	From	When	Dissemination	To Whom
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).	New York State Education Department	6 times per year.	Fall retreat Annual Planning and Evaluation Part A Report Tailored reports	<ul style="list-style-type: none"> ▪ Vice-President ▪ Faculty (Ed./Arts and sciences) ▪ Advisory Council
Dispositional assessment	Faculty assesses, through observable indicators, each of the unit dispositions. The methodology involves all faculty across all programs in the Unit.	Faculty	End of each semester	Fall assessment retreat (annual)	<ul style="list-style-type: none"> ▪ Faculty ▪ Vice President ▪ Advisory Council ▪ Website (aggregated)
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.	Office of Student Teaching Departmental (program-based)	End of each semester	Annual report of the Director. Annual reports of the Department chairpersons	<ul style="list-style-type: none"> ▪ Vice-Presidents (Academic and Planning) ▪ Faculty ▪ Advisory Council
Diversity	Indicators of culturally relevant pedagogy are	Academic	Annually	Annual College	<ul style="list-style-type: none"> ▪ Vice President

assessment	<p>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.</p> <p>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.</p>	<p>Departments</p> <p>Office of Student Teaching and Departments (advanced internships)</p>		<p>Committee Report of the Diversity Committee</p>	<ul style="list-style-type: none"> ▪ Faculty ▪ Advisory Council
Course-embedded assessments	<p>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).</p>	<p>Faculty</p>	<p>Entered upon completion of the course.</p> <p>Analyzed annually.</p>	<p>Departmental program reports (chairpersons)</p> <p>Fall and spring assessment retreats.</p>	<ul style="list-style-type: none"> ▪ Vice-Presidents (Academic and Planning) ▪ Faculty (Ed./Arts and sciences) ▪ Advisory Council
Comprehensive examinations and advanced portfolio defense.	<p>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.</p>	<p>Academic Departments</p>	<p>Each semester and scheduled for summer.</p>	<p>Departmental program reports (chairpersons).</p>	<ul style="list-style-type: none"> ▪ Faculty ▪ Advisory Council ▪ Departmental reports (planning and outcomes assessment offices).