

Assessment Policies, Procedures, and Practices

The Citadel

PROFESSIONAL EDUCATION UNIT ASSESSMENT HANDBOOK

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Pages 24-27

XII. PROCEDURES FOR DATA COLLECTION, AGGREGATION, DISAGGREGATION, ANALYSIS, DISSEMINATION, AND USE

The professional education Unit identified the following “Procedures for Data Collection, Aggregation, Disaggregation, Analysis, Dissemination, and Use,” which were endorsed by the School of Education (SOE) faculty and the Professional Education Board (PEB) in fall 2006 and became effective immediately. The process has been reviewed, revised, and approved annually since 2008.

A. Collecting and Entering Data into LiveText®

Data from all common Unit and specific program assessments will be collected each semester and entered into LiveText® by the individual designated to complete the assessment form by the end of final exam week each semester.

B. Aggregating and Disaggregating Data

1. **Unit data** from all common Unit assessments will be aggregated for the Unit, and then disaggregated for each program through LiveText® by the Technology Specialist/LiveText® Coordinator within two weeks after final exam week has ended each semester.
2. **Program data** from all specific program assessments will be aggregated for the program through LiveText® by the Technology Specialist/LiveText® Coordinator within two weeks after final exam week has ended each semester.

C. Forwarding Data

1. The **aggregated Unit data** will be forwarded by the Technology Specialist/LiveText® Coordinator to the Dean of the School of Education (SOE) within three weeks after final exam week has ended each semester.
2. The **disaggregated Unit data and the aggregated specific program** data will be forwarded by the Technology Specialist/LiveText® Coordinator to the program coordinators within three weeks after final exam week has ended each semester.

D. Summarizing, Analyzing, Reporting, and Disseminating Data

1. Fall Semester

- a) By **February 15** – Program coordinators meet with their division faculty to review the aggregated specific program data for the fall semester that includes:
 - 1) on each Unit and on each program assessment instrument, the number and percent of candidates performing in each cell on the scoring scale along with a prescribed coversheet;
 - 2) strengths and weaknesses identified in a course(s) or in the program based on the data; and
 - 3) change(s) in a course(s) or in the program that will be made based on the data, if any changes are appropriate at this time.
- b) By **March 1** – Each program coordinator submits, to the Dean in the SOE, an overall Summary and Analysis of data report for the program for fall semester. Program coordinator will present at March SOE faculty and PEB meetings.

2. Spring and Summer Semesters

- a) In **August** – Program coordinators meet with their division faculty during a proposed ½ day assessment retreat to review the aggregated specific program data for the spring and summer semesters that includes:
 1. on each Unit and on each program assessment instrument, the number and percent of candidates performing in each cell on the scoring scale along with a prescribed coversheet;
 2. strengths and weaknesses identified in a course(s) or in the program based on the data; and
 3. change(s) in a course(s) or in the program that will be made based on the data, if any changes are appropriate at this time.
- b) By **October 1** – Each program coordinator submits, to the Dean in the SOE, an overall Summary and Analysis of data report for the program for spring and summer semester. Program coordinator will present at October faculty and PEB meetings.

3. Annual

- a) By **October 1** – PRAXIS score data for the content area test, including overall score and sub-scores along with a prescribed coversheet is submitted to the Dean in the SOE and program coordinators;

- b) By **October 1** – annual follow-up survey to employer and first-year graduates aggregated data with prescribed coversheet is submitted to the Dean in the SOE and program coordinators; and
- c) By **November 1** – The Dean in the SOE prepares the Annual Professional Education Unit Assessment Report that includes change(s) in the Unit that will be made based on the data, if any changes are appropriate at this time.

E. Presenting Data to SOE and PEB

The draft of Annual Professional Education Unit Assessment Report will be presented by the Dean of the SOE at November faculty and the PEB meetings. The PEB will review and discuss the reports and make recommendations for changes in the Unit and in programs, as appropriate.

F. Sharing Data on Campus

The Unit and program assessment reports, along with the recommendations of the PEB, will be shared by the Dean of the SOE with the program coordinators, department chairs, and Provost.

G. Completing Annual Report on Candidate Performance Data

In addition to the assessment report completed each semester, the *Dean of the SOE* will complete an Annual Professional Education Unit Assessment Report on candidate performance data for the Unit for the academic year (covering fall and spring semesters, and summer) by **November 1** each year. The Annual Report will include an overall Summary and Analysis of candidate performance data for the Unit for the academic year. After presentation of the summary and analysis, constituent recommendations for action will be included and a final report will be approved at the **December** SOE faculty and PEB meetings and posted in the LiveText® Exhibit Center.

XIII. TIMELINE

The professional education Unit adheres to the following assessment timeline:

Prior to the beginning of each semester: The Technology Specialist/LiveText® Coordinator receives information from the program coordinators and develops the “Who, What, When” LiveText® assessment master list for that semester.

During each fall and spring semester and summer: Data are collected via LiveText® according to dates identified by the program coordinators and the Technology Specialist/LiveText® Coordinator.

During each fall and spring semester and summer: Progress of initial undergraduate and initial graduate MAT candidates is monitored at designated transition points by the candidate’s advisors and the Admission and Retention Committee.

During each spring semester and summer: Progress of advanced graduate candidates at designated transition point is monitored in a meeting of all

programs faculty members.

Within two weeks after the final exam each semester: The Technology Specialist/ LiveText® Coordinator aggregates the data from the common Unit assessments for the Unit and disaggregates the Unit data for each program; and aggregates the program data from the specific program assessments.

Within three weeks after the final exam each semester: The Technology Specialist/ LiveText® Coordinator forwards the aggregated Unit data to the Dean of the SOE, and forwards the disaggregated Unit data and the aggregated specific program data to the program coordinators.

*By **March 1** for the fall semester, and **October 1** for the spring semester and summer:* Each program coordinator submits a report to the Dean of the SOE addressing the disaggregated Unit data and the aggregated specific program data for the semester, using a prescribed format.

*Each **March and October:*** Program assessment reports are presented at the Monthly SOE faculty and PEB meetings and forwarded to the Technology Specialist/ LiveText® Coordinator to be posted in the LiveText® Exhibit Center.

*By **November 1** each year:* Dean of the SOE prepares the Annual Professional Education Unit Assessment Report on candidate performance for the Unit for the academic year (covering fall semesters, and summer). The Unit and program assessment reports, along with the recommendations of the PEB, are shared by the Dean with the program coordinators and department chairs outside the School of Education and with the Provost. The Annual Report is approved at the December SOE faculty and PEB meetings and posted in the LiveText® Exhibit Center.