

2008-2016 Significant Changes Made to Courses, Programs and the Unit in Response to Data Gathered

| Academic Year of Data Reviewed | Evidence Reviewed  | Analysis Summary   | Action Taken for Continuous Improvement  |
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| <b>Counselor Education</b>     |  |  |  |
| 2016-2017                      | Survey data  | 1- Survey comments indicated that a number of masters' level students wanted additional coursework and information regarding trauma, stress, violence, and crisis intervention. 2-Survey data and comments also indicated a need for additional focus on the application and analysis of data for both the school and college student development and counseling tracks. | 1-Additional focus in courses is being provided on how to interpret and utilize data in school and college contexts. 2- Content addressing trauma, stress, violence, and crisis intervention is being integrated into core and specialty courses.  |
| 2015-2016                      | Assessment data, accreditation requirements and faculty feedback | Based on data and a faculty meeting September 2015, faculty members made decisions about developing our 60-credit hour program.  | Submitted a number of curricular changes to the Curriculum Review Committee (CARC). Included in these submissions were modification of the specialty track from College Student Development and Counseling track to College Counseling and Student Affairs, and an expansion of our current 48-hour masters' program to 60-credits, as indicated above. This second decision meet both 2016 CACREP standards and Virginia licensure requirements. In addition, we requested that specialty area courses become pre-requisites to practicum. For the CCSA specialty, this includes CLED 620 and CLED 631; for school counseling, this includes CLED 613 and CLED 622. |
| 2013-2014                      | Student feedback   | In 2012-2013, students indicated that they wanted more information about special education and they wanted more assessments.   | We have hired an adjunct faculty member who has special education experience related to school counseling to teach a required course for school counselors, Elementary and Middle School Counseling. We also offered a continuing education opportunity on special education for students and alumni last year (the Cook Lecture). Finally, we are adding a new assessment in the Introduction to Counseling Course. This assessment helps students assess their leadership strengths.   |

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| 2011-2012                 | CACREP standards                                  | We continue to make curricular changes corresponding to the 2009 CACREP standards.  | For example, Multicultural Counseling is now a required course and the Legal and Ethical course has been combined with the Introduction to Counseling Course (a required course).  |
| 2011-2012                 | Graduation exit survey                            | 1) Students indicated that they were experiencing high levels of stress.  | 1) We include a stress management/time management activity in the Counseling Theories course and we have an expert in mindfulness speak to the Internship class.   |
|                           |   | 2) Students indicated they wanted more information about Special Education.   | 2) We include a guest speaker in the Internship class on this topic.   |
|                           |   | 3) Students indicated that the Career course did not give them enough experience with career development assessments.   | 3) We have increased emphasis on assessments in the Career class.  |
|                           |   | 4) Students felt weak in their knowledge of testing and interpretation.   | 4) We have increased emphasis on this in the Assessment course.  |
| 2010-2011                 | Candidate feedback                                | Legal and Ethical Issues in Counseling should be a requirement  | Faculty approved plan to restructure the Introduction to Counseling Course to include the material in Legal and Ethical Issues in Counseling.  |
| 2010-2011                 | Faculty and candidate feedback                    | Professor and student feedback indicates that EDUS/CLED 631 should be a recommended prerequisite for EDUS/CLED 633.   | Faculty approved this recommendation and the Student Handbook was edited to reflect this change.   |
| <b>Reading Specialist</b> |   |   |  |
| 2016-2017                 | Portfolio artifacts and assessment data           | When candidates have to address all the elements in the diversity standard in the Reading program portfolio, there still remains some criteria in that standard that are not addressed consistently by candidates. There were several areas in which candidates could not be evaluated due to not having the experiences. | Faculty will continue to be diligent in how diversity is addressed throughout the program to support candidates' understanding of this critical area for educators. For the areas where the candidates cannot always be evaluated, the following will be implemented: 1) the candidates must meet with another teacher to analyze the grade-level assessment data as part of the School-wide Evaluation assignment; and 2) the candidates will need to share how they supported the teacher with whom they coached on how they use technology in their teaching. |
| 2015-2016                 | Student learning outcomes data on key assessments | In the 2014-15 and previous reports, candidates indicated a need for increased integration of technology.   | Reading program has hosted a conference on "Teaching Literacy in the Digital World" for two years and the candidates have participated in the conference to enhance their understanding of how to integrate technology effectively in their teaching.  |

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| 2012-2013                  | IRA Standards 2010, All NCATE assessments  | NCATE assessment needs to be added to fully address elements of the diversity standard  | Add assignment to READ 600 to address diversity standards.   |
| 2012-2013                  | Philosophy of Reading Assignment Results, RVE assessment results                   | Philosophy of Reading assessments are improving, Good performance on RVE assessment, Further strengthening by including additional case study and open ended response items in class assessment and activities would be beneficial  | Develop additional case study and open ended response items in class assessment and activities   |
| 2011-2012                  | Review information regarding ETS Virginia Reading Assessment and IRA SPA Standards | NCATE assessments need to be updated and diversity must be addressed  | Add instruction on diversity standard to READ 600 for inclusion in portfolio   |
| <b>Secondary Education</b> |  |   |  |
| 2016-2017                  | Assessment data  | Secondary students should engage in more direct study in working with English learners and students with learning disabilities. Specifically, secondary education students should focus on teaching literacy skills to English learners and students with learning disabilities.  | Ensure secondary education students complete a state-mandated module on working with students with dyslexia; integrate the new technology course into the secondary program track; address issues of trauma and poverty more directly in the Classroom Management course; tighten linkages among classes in the secondary program track, so learning in one course (e.g., learning about trauma and/or working with English learners) can be taken up more readily in other courses; change syllabi to address the above concerns. |
| 2015-2016                  | Student learning outcomes data on key assessments                                  | Performance data indicate a need for a stronger repertoire of strategies for differentiating instruction of reading abilities and background knowledge.   | Hired new faculty member in Curriculum and Instruction who has experience working in inclusive classrooms, with ELL students and in differentiated instruction.  |
| 2014-2015                  | Student learning outcomes data on key assessments                                  | Finding showed that students are achieving at a high rate and meeting program, school, and national objectives. Findings also suggest that students performance on key assessments remain within the target of program expectations. Students wanted more clarity about diversity, differentiated instruction, working with special needs and ESL students. We also found that a few of the clinical faculty and university supervisors were not living up to program expectations regarding the kinds of feedback students were getting and the number of observations they were to do. Working with the community and parents were also weaknesses. | We are piloting a new service learning practica to try to speak to several of the weaknesses. More emphasis on working with diverse students of all kinds, including specific differentiated instruction models.   |

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| 2011-2012                         | Spa Standards                                     | Check on process for assuring candidate and CT awareness of SPA standards.  | Candidates note appropriate SPA standards in portfolios.   |
| 2013-2014                         | Student learning outcomes data on key assessments | The assessment findings indicate that links between classroom practice and coursework need to be strengthened and there is a need to identify ways to connect pre-service teachers "idealism" with practical realities. In particular, pre-service teachers described that "theory is out the window" when they entered the classroom. Most did not recognize the connection between the theoretical content taught in their courses and the reality of teaching their student population or in the school setting. Pre-service teachers described feeling not as well prepared as expected for teaching on their own (without a cooperating teacher present). They cited challenges with classroom management and the realities of teaching within an urban environment. | To address the issue of linking theory to practice, a concerted effort has been made to discuss course content across disciplines and departments. In particular, faculty from Education Foundations participate in Secondary Program Group meetings. During these meetings, faculty discuss alignment between courses and share strategies for linking practice and theory. One result of these conversations was a service-learning pilot project which was developed in place of one section of the practicum experience. This project links the theories of service learning, project based learning, community engagement with a practical experience for pre-service teachers. This pilot project has since expanded and there is conversation surrounding the expansion of this requirement for all students. |
| 2010-2011                         | Educational psychology class (EDUS 607).          | Students need more emphasis on the developmental levels they will be teaching. EDUS 607 had been for elementary and secondary education candidates.   | Concurred with Foundations to create EDUS 617 with emphasis on adolescents.  |
| <b>Early/Elementary Education</b> |   |   |  |
| 2016-2017                         | Student feedback                                  | Student feedback suggests professor's conflict each other with theory. Cooperating Teachers and University Supervisors did not consistently use the Plan for Reflective Growth or Collaborative Reflection Log.   | Plan an open and honest conversation regarding presentation of theories. Student's concerns are valid and leave them conflicted with what to believe. Engage and invite others to the table to discuss. Offer a refresher training to CT and US on Plan for Reflective Growth or Collaborative Reflection Log.   |
| 2014-2015                         | Student feedback and faculty observations         | Student feedback and faculty observations indicate additional instruction in reading remediation.   | Changes were made in the TEDU566: Diagnosis and Remediation of Reading Difficulties curriculum including more phonics instruction.   |

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| 2012-2013 | Recent candidate performance data, student teaching survey feedback, program structure. | Need to address performance on specific professional standards and connect them to the curriculum.   | The Elementary program is implementing an electronic portfolio that candidates will complete from the first semester of the program until their internship. First, the faculty members want the candidates to make connections and reflect on their learning as they progress through the program. By including assignments from the core courses, the candidates will see how their learning is continuously being built. On the standards and elements that are not as strong as others, the electronic portfolio will help the faculty members strengthen how the candidates do because they will be making more connections. Second, the candidates will be able to use their electronic portfolio when they are interviewing for teaching positions to show administrators what they have learned throughout their program. |
| 2011-2012 | Revised ACEI Standards for NCATE SPA Report   | The program group will use the 2007 ACEI Standards for the SPA report that is due March 15, 2012. One old standard 2.8 has been eliminated. The old standard 5.2 has been changed to 5.3. The old 5.3 and 5.4 have been collapsed into the new 5.2, so the rubrics will need to be revised to reflect that change. Two rubrics that were submitted for the 2005 SPA report were modified to include standards related to "Prepares instructional options to provide flexibility in changing solutions" and "Coordinates the use of support personnel, families, and volunteers to achieve learning goals." The faculty discussed that they are pleased with the way the program has developed and believe the program has the data needed to write a successful report. However, there are missing data for three courses that were taught by an adjunct. It was discussed that faculty didn't need to revise the Conceptual Framework standards because they are remaining the same in the revision that is being done. | Assessment rubrics need to be revised to include the ACEI professionalism standard changes.  |

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| 2011-2012 | Reading for Virginia Educators Assessment                                | The program group discussed how we should advise our candidates to prepare for the new Reading for Virginia Educators assessment that has replaced Virginia Reading Assessment. Faculty discussed that information about this assessment is distributed through TEDU 566: Diagnosis and Remediation of Reading Difficulties. When candidates sign up for the assessment, they are given the option to purchase a practice book. The faculty said the candidates can take that option or they can study their notes and books from TEDU 426: Reading and Language Arts and TEDU 566 to prepare for the test.  | The advisors in the program will monitor how our candidates do on the Reading for Virginia Educators Assessment in the coming semester to see if we need to change how we prepare them for the test.  |
| 2011-2012 | Addressing Impact on Student Learning in Early/Elementary Program        | The program group met with faculty and staff from the Office of Assessment to determine how the program will demonstrate the elementary candidates' ability to impact student learning in the classroom. NCATE wants P-12 student data to demonstrate that candidates are able to do this. A pre and post-test assessment will be needed and is to be determined by the program group. This can be imbedded around assessments that are in existence already or can be a new assessment. In 566, there are opportunities for students to demonstrate their pre and post-assessment results. Students would not have to give the same assessment to demonstrate this. | The assessment related to impact on student learning has been implemented in TEDU 566 in the Fall 2012 semester.  |
| 2010-2011 | Spring 2010 Assessment Data: Assessment 4, Clinical Evaluation Continuum | Establishing, monitoring, and enforcing expectations for student behavior needs improvement. These students may not have taken the classroom management course.  | Now all candidates are required to take TEDU 410: Classroom Management.   |
| 2010-2011 | Spring 2010 Assessment Data: Assessment 6, TEDU 414 Unit Plan            | Creating and using criteria for assessing student work and using problem-solving and critical thinking to make content meaningful are areas in Assessment 6: TEDU 414 Unit Plan evaluation that needs improvement. This was not of significant concern because candidates are expected to be at the Acceptable level on this assessment and many students are at the Beginning level. Looking at these criteria on Assessment 5: Science, Mathematics, and Social Studies Lesson Plans, candidates scores improve as they progress in the program.   | Faculty worked together to make sure the teaching of writing objectives in lesson planning are consistent across the program. Faculty discussed "Mager's Tips on Instructional Objectives," so that all faculty would use that as their guide when teaching objectives. |

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| <b>Educational Leadership (Administration and Supervision PreK-12)</b> |   |   |  |
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| 2016-2017  | Accreditation standards, professional standards, P12 partner feedback | During the 2016-2017 academic year, the MED/PMC programs, which were revised during the 2015-2016 academic year, were correlated to the current competency regulations. The department also engaged in review of the required assessments using CAEP's program review with feedback option to align assessments with CAEP standards.  | These revisions have been reviewed by the Virginia Department of Education (DOE) and will be approved in final form following the final Virginia DOE regulation approval. Following specific feedback from our PK12 partners, assessment rubrics were revised for implementation in the 2017-2018 academic year.   |
| 2014-2015  | Student learning outcomes data on key assessments                     | Using assessment findings from 2013-2014, the Department of Educational Leadership found that areas for improvement for candidates on the Internship On-Site Supervisor Assessment included using relevant sources for data and information to refute assumptions, establishing relationships between issues and events, and clearly presenting ideas. Areas for improvement on the Leadership to Support Student Learning included developing a literature review, focusing on effective organization, and demonstrating how to implement and achieve results. | Changes were made by instructors with a focus on two assessments: On-Site Supervisor Assessment and Leadership to Support Student Learning. The instructor in our internship courses (ADMS 670, ADMS 671, and ADMS 675) focused on the following: On-Site Supervisor Assessment --using relevant sources for data and information to refute assumptions, establishing relationships between issues and events, and clearly presenting ideas and Leadership to Support Student Learning -- developing a literature review, focusing on effective organization, and demonstrating how to implement and achieve results. Each instructor worked with candidates during their internship experiences to define each of the areas of focus and make them aware that these were areas for improvement. In addition, the on-site supervisor was made aware of the areas for improvement so that each could monitor these areas. |
| 2010-2011  | Assessment 7: Educational Intervention Project (ADMS 620)             | Fall, Spring, Summer 2010-11; N=33; All candidates at Acceptable and Target levels; Possible concern in engaging the community in the educational intervention plan   | Monitor candidates in area of concern. Give novices more experience in engaging stakeholders in the intervention   |
| 2010-2011  | Changes in standards  | The Ed Leadership program was reinvented during the fall of 2011 and spring and fall 2012 using the new 2011 ELCC standards. All courses and assessments are aligned with the 2011 ELCC standards. The new program began in fall 2012.  | Many meetings and work sessions were held with faculty, candidates, and school professionals. The following are documented meetings with minutes. Faculty have worked to ensure that content and skills are addressed in the 2011 ELCC standards.  |

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| 2010-2011                                  | Engagement with professional community   | Faculty in the department engaged with the professional community (superintendents, HR managers, professional development professionals, and principals) from area school districts to address what our Master's and Post-Master's candidates and alumni need to be successful P-12 practitioners and to assist us in the development of a new program. | Professional community members in our P-12 community assisted in helping the department to develop a program which is research-based and applicable to the practitioner. Department met with professional community members on 1/17/2012 and 3/27/2012.  |
| <b>Special Education - Early Childhood</b> |  |   |  |
| 2016-2017                                  | Student feedback; community and P12 partner feedback; professional and accreditation standards | Students and cooperating professionals in the infant externship expressed a need for more clinical preparation and application of learning to "real life" prior to the externship.  | In the coming year, we will invite guest speakers – EI providers from community agencies, families of children with special needs, and teachers in community-based child development centers to share clinical and personal experiences in EI with the students so they are better prepared for "real life" situations they will encounter in their externships. The ECSE 603 course now has the service learning designation that emphasizes and strengthens students' critical reflection on the needs and challenges experienced by community-based childcare/preschool programs and practitioners in supporting the inclusion and positive outcomes of all children. |
| 2014-2015                                  | Student interviews and feedback from cooperating professionals                                 | Interviews with students and feedback from cooperating professionals indicated the candidates need to improve their knowledge of children with disabilities and their families from culturally diverse backgrounds including high need communities.   | To enhance the students' awareness of and sensitivity to cultural diversity, including high need communities, students conduct self-evaluation of professional dispositions and faculty advisors conduct f2f evaluation of professional dispositions at mid-program. The program group arranged for an independent evaluation of all ECSE syllabi to assure adherence to the stated goal of cultural responsiveness in all courses. The Action Research course was developed and implemented to better prepare students to track, analyze, and use individual student data to develop instructional strategies and monitor progress.                                     |
| 2012-2013                                  | 1). Collect student work samples;<br>2) Prepare e-portfolio training for students and faculty  | Students' work samples at different levels will be reviewed; both faculty, especially adjunct faculty, and students need to be trained for transitioning to e-portfolio formative evaluation.   | Students' work samples are collected for each NCATE key assessment; e-portfolio orientation and training was scheduled.  |

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| 2012-2013            | 1). Research poster presentation revision; 2) syllabi revision for diversity and technology | The poster presentation project needs to be more data based; all ECSE syllabi need to reflect diversity and technology across content areas.  | 1). An Action Research component is added to the poster presentation project; 2) All syllabi will be reviewed to ensure diversity and technology are addressed.  |
| 2012-2013            | 1). Conceptual framework and assessment map; 2) e-portfolio reflections                     | Conceptual framework and assessment map are reviewed to ensure alignment with the CEC/DEC standards; students will share their reflections on each key assessment assignment.   | 1). A link to standards will be created on e-portfolio; 2) A reflection page will be created for each assignment.  |
| 2011-2012            | Content Knowledge Measure   | Reviewed draft of new Content Knowledge Assessment  | Continue to revise organization. Rubric values represented by new scores: Unacceptable = 1; Acceptable = 2; Target =3  |
| 2010-2011            | Portfolio assignments   | Some assignment rubrics need to be revised and aligned with the CEC standards.  | Universal Design for Learning (UDL) will be incorporated into the classroom level unit plan. The clinical unit plan rubric will be aligned with the assessment data.   |
| 2010-2011            | Portfolio evaluation  | The formative feature of the portfolio evaluation needs to be emphasized so that students' progress across time can be monitored and documented in a timely manner.   | A preliminary portfolio review will be established and implemented starting in Spring 2011. The preliminary review will be conducted by the ECSE team and feedback will be provided to each student by her/his academic advisor. |
| <b>Art Education</b> |   |   |  |
| 2016-2017            | Student learning assessment data  | Findings suggest students are working at a high level. In particular, they are presenting their work at conferences.  | Continue close monitoring of students and their work and create a culture that seeks to improve student work and encourage them to go beyond the minimum requirements.   |
| 2012-2013            | Increase in Student Internships   | Students value internship experiences, but it is difficult to track student experiences with community partners   | Internship class ARTE 493 created through UCC; S-L designated  |
| 2012-2013            | Successful enrollment in ARTE491-Mayan International Service Learning in Guatemala          | Students desire international practicum experience; Department want to encourage 75% will have international experience   | International Service Learning Course created ARTE 494 through UCC (still needs SL designation)  |
| 2011-2012            | Student Advisory Board Curriculum Assessment  | 1) Students felt the need for more classroom observation/ experience in the first semester of the program (ARTE 310/611). 2) More Special Education experience. 3) Students would like ARTE 311 to include more assessment and classroom management strategies. 4) Students wanted more time to actively reflect on service learning experiences in ARTE 402. | 2) ARTE 450 adds special needs classroom observation. 4) ARTE 402 was restructured to include more in class reflective time.   |

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| 2011-2012                                    | BFA: Case studies of upper-level students (juniors and seniors) with unsatisfactory dispositions                     | Faculty identified the need to institute a more systematic review of dispositions at the conclusion of the sophomore year.               | Amended Art Education bulletin to include a "Second Year Review." Sent to CUC 12/01/11  |
| <b>Foundations of Education (Department)</b> |  |  |   |
| 2012-2013                                    | EDUS673 Course Evaluations   | Students wanted more foundations content in newly created Inquiry-to Action-group-oriented course.                                       | Added six "mini-seminars" to course schedule during which topic not addressed by Inquiry -to-Action Groups will be taught.  |
| 2012-2013                                    | EDUS607 Midterm and Final Course Evaluations and student focus group responses.                                      | Students expressed an interest in the opportunity to engage in more online learning activities.  | A section of EDUS 607 was offered in a hybrid format (50% face-to-face, 50% online) for students during the summer of 2013.   |
| 2011-2012                                    | EDUS607 Midterm and Final Course Evaluations and student focus group responses.                                      | Students lacking in classroom practica experience have difficulty applying educational psychology theory to instructional practice.      | The course, "Early Elementary Education in Italy," a special section of EDUS 607 (and TEDU 566), was developed to provide students with classroom observational experiences within the EDUS 607 course.   |
| 2011-2012                                    | 673 course Evals, formal RTR interview data (cooperating and student teachers)                                       | Students did not get sufficient meaningful interaction with community in Community Engagement Project                                    | Developed new project, called <i>The Family Stories Project</i> , that mandates resident engagement with the family of a middle/high school student   |
| 2010-2011                                    | EDUS607 Midterm and Final Course Evaluations   | Students feel that the course sometimes overemphasizes practices or challenges specific to either elementary or secondary practitioners. | Advanced Educational Psychology will now be offered as separate courses for pre-service elementary and secondary teachers (EDUS 607: Advanced Educational Psychology for Elementary Teachers; EDUS 617: Advanced Educational Psychology for Secondary Teachers). This change will allow us to better meet the distinct needs of these two groups. |
| <b>Music Education</b>                       |  |  |   |
| 2016-2017                                    | Enrollment trends  | Enrollment trends prompt conversations about recruitment strategies and communication techniques.  | Increasing enrollments continues to be a focus. With a set communications coordinator in place, strategic communications to target students for recruitment will begin to take shape.   |
| 2011-2012                                    | Discussions with field partners in Music Education   | Value of Practicum feedback tool in development of Professional Disposition  | Creation of Practicum Feedback Tool for each level of Practicum in Music Ed Core Sequence   |
| 2011-2012                                    | Exit Interview with Student Teaching Cohort/Graduates; Music Ed Faculty individual Professional Dispositions reviews | Perceived lack of relationship between first and second placements in Student Teaching   | Establish Partnership communications framework between both Cooperating Teachers and the Student Teacher prior and during Student Teaching term   |
| <b>Special Education - General Education</b> |  |  |   |

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| 2016-2017   | Student feedback   | Faculty continues to hear from students that they need additional instruction in content specific categories (e.g., math, science, social studies, English/language arts.)                       | Masters' Seminars will also continue and will continue to utilize content experts to address topics in special education. Minor changes were made in the online course platform and assignment delivery.  |
| 2012-2013   | Key objectives and feedback for improving program and advising                 | Students require additional support from advisors  | Prepare a student handbook for program  |
| 2012-2013   | 1) Graduation exit survey<br>2) NCATE assessment system and informing students | Target items from survey report below 4 and address by requiring specific activities from instructors. Also, develop system for informing students of assessment system and conceptual framework | Developed system to inform students during courses and portfolio meetings.  |
| 2011-2012   | Advising   | Review of feedback received from teacher candidates regarding program communication and advising.  | Flow chart developed for advising and communicating with students and recommendation for program handbook approved.   |
| 2011-2012   | Electronic Portfolio Evaluation  | Reviewed steps for assessing and evaluating electronic portfolio and how data is to be aggregated through rGrade.  | Faculty to meet with Office of Assessment to coordinate portfolio assessment.   |
| 2010-2011   | Portfolio change   | Considered portfolio change to an electronic blog format.  | Will pilot electronic portfolio in Spring 2011 data collection will continue in rGrade.   |
| 2010-2011   | SEDP 619 Key Assignment  | Data does not provide sufficient evidence to meet CEC standards  | Program to examine different assessments within the curriculum to better meet the standards for the resubmission of the SPA report.   |
| 2010-2011   | Data from FBA/BIP assessment   | Reviewed data and compared it with CEC Standards for consideration for use in SPA Report.  | Recommendation for use of FBA/BIP as key assessment   |
| <b>Unit Level (Professional Education Unit Changes Affecting Multiple Programs)</b> |  |  |   |
| 2016-2017   | Revised Unit Assessment Rubrics  | Faculty and P12 partners collaborated to revise and update the Clinical Evaluation Continuum during the 16-17 academic year to align with state and national standards and programmatic goals.   | 1. Summer 2016: Rubric team, with representation from all licensure areas, revised continuum to reflect updated state and national standards; 2. Fall 2016: SOE/SOA faculty review of revised continuum; faculty recommendation to incorporate Standard 6 items from Richmond Teacher Residency; 3. Spring 2017: P12 partner review of revised continuum to evaluate content validity; 4. Spring 2017: Assessment Committee review of all feedback and content validity indices; recommend adoption of revised continuum for implementation fall 2017 |

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| 2014-2016 | Unit Assessment System       | The merger of TEAC and NCATE into CAEP brought new standards and new challenges. Further, feedback from faculty, administration and school partners indicated a need for a more robust assessment system to bring student outcomes assessment and the day-to-day activities of the unit under a single platform. | Office of Assessment conducted a search lasting more than a year to identify the best assessment system for the unit and recommended Tk20 the Assessment Committee and to the Dean. In addition to more robust assessment, the system offers new portfolio and field experience features for students. The system was piloted in Fall 2015 and fully implemented in Spring 2016. The 2016-2017 year will be dedicated to modelling and configuring all remaining licensure-related functions and activities in Tk20. |
| 2012-2013 | Office of Assessment website | Reorganization of the site might enhance accessibility of public data and resources related to the unit assessment system.   | 1) Dedicated a web page to presenting public assessment and evaluation data and examples of data-driven changes at the program level. 2) Dedicated a web page to assessment resources, including conceptual framework and assessment map videos, to improve communications about the Unit Assessment System to stakeholders.   |
| 2011-2012 | Alumni Survey                | Low response rates limit utility of the data for program improvement.  | 1a) Develop Graduation Exit Survey based on Alumni Survey to be administered 2011-2012 to capture student feedback prior to graduation while more easily accessible. 1b) Revise the Alumni Survey to be shorter and use University and personal email addresses (when available) to potentially reach more alumni.   |
| 2010-2011 | Student Technology Survey    | Student feedback indicated needs.  | Redistributed lab allocation. STF/HCETF purchases for student needs.   |
| 2009-2010 | Admissions data              |  | Raised GPA for admission to Teacher Prep to 2.8  |
| 2008-2009 | Alumni Survey                | Alumni reported need for more coverage on classroom management.  | Developed TEDU410 on classroom management. Replaced EDUS305 with TEDU410   |