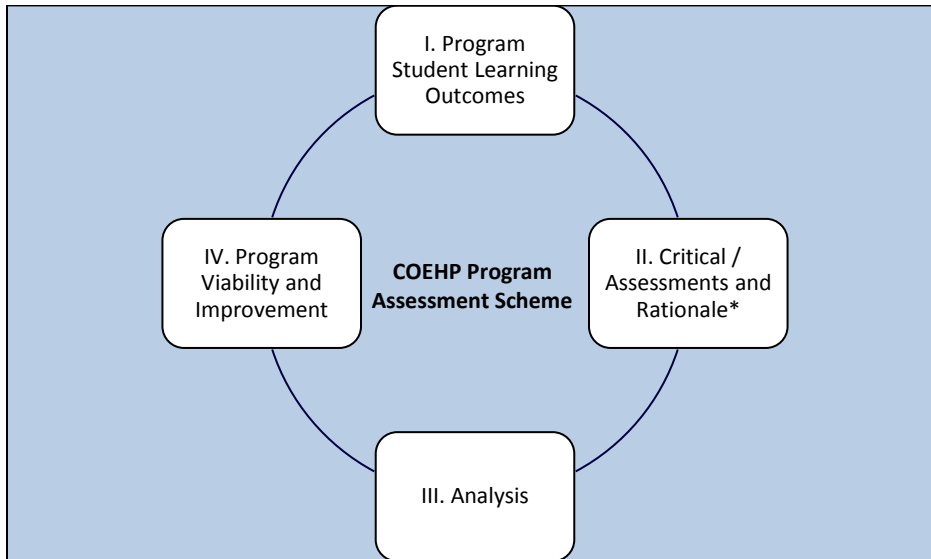


# Columbus State University College of Education and Health Professions Program Assessment Scheme



Final Review: COEHP Assessment Council --Dr. Dawn Frazier, Ms. Lisa O'Steen,  
Dr. Deniz Peker, and Dr. Joy Thomas, Dr. Sallie A. Miller, Chair (Fall, 2014)

## Assessment Scheme and Mission Alignment

This assessment scheme supports the College of Education and Health Professions (COEHP) mission in preparing professionals based on program learning outcomes and state, regional, and national standards.

The COEHP prepares highly qualified and sought-after professionals who lead with respect, integrity, and compassion and possess the knowledge, skills, and dispositions to improve P-12 student learning, professional health care, and the overall quality of life in our local and global communities.

\*Critical assessments are supported by Rationale Statements which document that the assessments are aligned with PSLOs and state, regional, and national accreditation standards.

Dr. Sallie Averitt Miller, Associate Dean for Assessment and Accreditation (2014)  
Document Reviews By: COEHP Assessment Committee, Dr. Barbara Chesler, Dr. Cheryl Smith, Dr. Jan Burcham, Dr. Deirdre Greer, Dr. Tina Butcher, Dr. Thomas McCormack, Dr. Tara Underwood, Dr. Mike Richardson, Dr. Debbie Gober (UTEACH), Dr. Margie Yates



- III. The **Rationale Statements** specify the reasoning behind the critical assessments and how they contribute to measuring the program or course student learning outcomes. The statements also provide evidence that the assessments are aligned with state, regional, and national standards.

Many educator preparation programs require Critical Assessments. Here, each assessment includes a *rationale statement*.

The rationale statement addresses the following:

1. What does the assessment purport to measure?
2. Are the purpose and measure aligned with the rubric? Standards?
3. Indicate to what extent the course assessment directly supports program student learning outcomes.

*The rationale statement will create a thread of consistency with the same course over the years regardless of who teaches the course and what venue (e.g., online and on-campus) is used.*

*Associate Dean for Assessment and Accreditation, 2014*

IV. **Evaluation of Program Viability and Opportunities for Improvement**

Because of the changing environment and publicity about student loans and student debt, the US Department of Education (which manages the Title IV student loans) is demanding more, new data about what the students and their parents are getting for their money, the return on investment. On-going negative publicity is creating significant “common talk” about the value of higher education and raises some serious questions about program viability at the national, state, and local levels.

Colleges of education organize and display data that verify **student learning outcomes** as required and reviewed by accrediting agencies and I3PEs. Thus, critical assessments and the rationale statements support program improvement and help to defend its viability.

We have to be vigilant, professionally, to make very sure we are achieving what we think we are (student learning outcomes). We must take advantage of every opportunity to improve what we do. If a deficiency is recognized in a program, the department chair, program coordinator, and assessment director should be able to identify where in the curriculum the students should have been better prepared and make immediate plans for improvement.

## Independent Third Party Evaluation (I3P-Evaluation)

State Assessment: Education Teacher Performance Assessment (edTPA)

Georgia Assessment for the Certification of Educators (GACE)

National Council Licensure Examination (NCLEX)

Georgia School Systems and the Induction Process -Educator preparation programs are graded during their graduates first three years of employment in P-12 classrooms.

*Associate Dean for Assessment and Accreditation, 2014*

## Independent Third Party Evaluator (I3P-Evaluator)

Southern Association of Colleges and Schools (SACS) Principle 3.3.1.1 Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results. 3.3.1.1 Educational programs, to include student learning outcomes.

Commission on Collegiate Nursing Education (CCNE)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Council for the Accreditation of Educator Preparation (CAEP)

### **Note**

*Since the above entities are comprised of member schools and/or members of the profession, some consider these as only semi-independent and/or a peer review.*

*Associate Dean for Assessment and Accreditation, 2014*

### CSU Reference

An excellent resource for developing the critical assignments and assessments with the supporting rationale statements are the Annual Program Review and Improvement Reports (IR Major Field Assessment) located at <http://ir.columbusstate.edu/assess/apr20122013/ENGL%20APR%202012-2013.pdf>.