

**Table 4.5: Assessment Cycle Schedule**

Activity	Participants	Implementation
<b>Annual</b>		
Review data from CSU/CTC Surveys: Completers Survey, One Year Teachers, Employer Surveys	Deans, Program Coordinators	Dean works with Program Coordinators, Faculty, and Staff to implement changes based on findings from analysis
Review data from CSU/CTC Surveys: Completers Survey, One Year Teachers, Employer Surveys	Program Coordinators, Faculty, Staff (In department/ program meetings and during Data Summits)	Program Coordinators, Faculty, and Staff implement programmatic changes based on results of survey analysis
<p><a href="#">Annual Report</a> to Provost (<a href="#">Current 2019-2020 Report</a>)</p> <ul style="list-style-type: none"> <li>includes data and analysis about enrollment, graduation, faculty scholarship and service, goals, and progress towards meeting goals</li> </ul>	Chairs and Dean	Feedback from Provost implemented by Chairs and Dean
<p>Programs in Kremen: Clinical Practice and Teacher Internship <a href="#">Program Report</a>:</p> <ul style="list-style-type: none"> <li>generated at the end of each academic year and submitted to both the School/College and University</li> <li>include data about activities, effectiveness, goals, accomplishments and advisory board information</li> <li>reviewed by both the Dean and upper administration</li> </ul>	Coordinators and Faculty	Program Coordinators and Faculty use written feedback to inform planning for the subsequent academic year.
FAST II Psychometric Evaluation to determine instrument validity and reliability	Faculty in the Department of Curriculum and Instruction, the Office of Clinical Practice, and the Dean's Office	When group pass rate differences are found, we investigate the possible sources and address/revise as necessary.
<p>Faculty Review process:</p> <ul style="list-style-type: none"> <li>Lecturers: 3 year cycle.</li> <li>Tenure Track faculty: annual</li> <li>Tenured faculty: promotion applications</li> </ul>	Personnel Committees (department, school, university), deans, provost	Feedback during each review by each reviewing body

<p>Accreditation Reviews &amp; Report Preparation</p>	<p>Kremen works with Coordinators of Programs that are already nationally accredited:</p> <ul style="list-style-type: none"> <li>• School Social Work/CWA PPS (Council on Social Work Education (CSWE)),</li> <li>• School Psychology Ed.S. School Psychology Program (National Association of School Psychologists (NASP))</li> <li>• Speech-Language Pathology (American Speech-Language and Hearing Association (ASLHA))</li> <li>• Deaf/HH Education (Council of Education of the Deaf (CED))</li> </ul>	<p>Program Coordinators and Faculty implement changes based on findings from report preparation</p>
<p><b>Each Semester</b></p>		
<p>Accreditation Unit Meeting to review unit organization and all activities within education unit</p>	<p>Dean, Program Coordinators</p>	<p>Dean and Program Coordinators make changes based on findings</p>
<p><a href="#">Data Summit</a> to discuss unit-wide data collection activities and analysis for the purposes of continuous improvement. We divide into small breakout groups by department or program to discuss data collection, analyze data, and plan for improvements. We also encourage ongoing follow up and data analysis within program/department meetings.</p>	<p>Kremen faculty and staff</p>	<p>Implementation by program faculty and staff</p>

Analysis of Tableau Visualizations (enrollment data)	Deans, Department Chairs, Departments, and Program faculty	Specific follow up on recruitment, student support, and curriculum
Credential application analysis and review	Credential Analyst	Credential Analyst presents to Deans; Dean, Program Coordinators, and Staff work together to implement changes based on findings
Review of Admissions Data	Center for Advising and Student Services as well as the Office of Clinical Practice	Centering for Advising and Student Services, Office of Clinical Practice, and Program Coordinators work together to make decisions about admissions, special considerations, and recruitment efforts
Course Alignment Discussion: Key assignment expectations plus student performance on key assignments	Program Faculty	Faculty revise coursework based on analysis of student performance and expectations
Final assessment of candidates (coursework and clinical practice)	Faculty	Faculty make changes to courses based on analysis of candidate final assessment performance
FAST II calibration & scoring sessions	FAST II Coordinator, Coordinator of Office of Clinical Practice, faculty	FAST II Coordinator works with faculty to implement changes based on results
Analysis of FAST II Results	Program faculty (SS and MS) and the Department of Curriculum and Instruction	Planning related to student support, curriculum, and any needed revisions to the FAST II
Clinical Practice placements review	Coordinator of the Office of Clinical Practice and program assistant, program coordinators, Associate Dean	Coordinator of the Office of Clinical Practice makes changes to placements based on findings
Induction Board Meetings	County/district/school personnel, Coordinator of the Office of Clinical Practice	Coordinator of the Office of Clinical Practice makes necessary adjustments to placements

Review of Policy and Student Concerns	Program faculty and coordinators	Program coordinators implement changes when necessary based on findings
Student Evaluations Review	Deans, department chairs	Deans and department chairs follow up with faculty as needed
Special Consideration Committee	Program coordinators, staff, and faculty	Program coordinators and staff
<b>Twice per Semester</b>		
Clinical practice midterm and final evaluation meetings	Coaches, students, mentor teachers	Coaches, students, and mentor teachers adjust support based on discussions at evaluation meetings
Residency Meetings to discuss and review	District/school personnel, residency coordinator, faculty, program coordinators	Residency coordinators
<b>Monthly</b>		
Assessment Committee: Review and implementation of policy changes	Unit Faculty representatives	Faculty and staff make changes to assessment plan based on feedback
Curriculum Committee: Review and implementation of policy changes	Unit Faculty representatives	Faculty and staff make changes to curriculum based on feedback
Multiple Subject Program Meetings: Review and implementation of policy changes; review of programmatic data (candidate performance, field place evaluations, exit survey findings, etc.)	Program Coordinator, Faculty, and Coaches	Faculty and staff make changes to program based on feedback
Single Subject Program Meetings: Review and implementation of policy changes; review of programmatic data (candidate performance, field place evaluations, exit survey findings, etc.)	Program Coordinator, Faculty, and Coaches	Faculty and staff make changes to program based on feedback
Individual Program Meetings: Review and implementation of policy changes; review of programmatic data (candidate performance, field place evaluations, exit survey findings, etc.)	Program Coordinators plus Faculty	Faculty and staff make changes to program based on feedback

<b>Ongoing</b>		
Credential Program admissions and monitoring processes: Each program monitors candidate admissions and progress towards the credential at four crucial points (See Decision Points Matrices or <a href="#">Initial</a> and <a href="#">Advanced</a> Credentials, Tables <a href="#">4.6</a> and <a href="#">4.7</a> )	Program Coordinators and Advisors	Program Coordinators, Advisors, Faculty, and Coaches make changes in how candidates are supported based on findings at program checkpoints
Coaching and feedback sessions in clinical practice; monitoring of candidate development in TPEs (at least 6 times/semester)	Coaches, mentor teachers, students	Coaches and mentor teachers make changes to support provided based on findings from discussion
Analysis of <a href="#">Student Outcomes Assessment Plan</a> (Assessment cycle happens throughout the year. Specific documentation and analysis formalized in a document each fall) Each program and department at the university develops student outcomes, a 5 year plan to assess program effectiveness related to outcomes, and an annual report/analysis of collected data related to the SOAPs. These are examined at the department, school, and university levels.	Assessment coordinators (University and Kremen), departments, program faculty	Based on feedback from Assessment Committee and findings from analysis of student outcomes, Program Coordinators work with faculty to implement changes to program structure and coursework
<b>Every Five Years</b>		
<a href="#">University Program Review</a> According to the university, "Periodic program reviews provide a mechanism for faculty to evaluate the effectiveness, progress, and status of their academic programs on a cyclical basis. It is an opportunity for the department (or program) to evaluate its strengths and weaknesses within the context of the mission of the university and of current and emerging directions in the discipline."	Coordinators, Faculty, Departments, Deans, Community Partners)	Based on feedback from University and program evaluation of effectiveness and progress, Program Coordinators work with faculty to implement changes to program structure and coursework