

Exhibit 2.3.d: Policies and Procedures for Continuous Improvement

The unit, with input from the professional community, designed its assessment framework according to the requirements of the Arkansas Standards of Licensure for Beginning Teachers and the School of Education’s conceptual framework, the Teacher as Promoter of Academic Excellence, in order to improve candidate, faculty, program and unit performances with data-driven decisions. This synergistic effort for the development of the assessment system was facilitated by the efforts of the following groups: the School of Education Assessment Team; the Portfolio Committee; Admission, Retention and Exit Committee; and the University-wide Assessment Team.

Candidate Assessment of Competencies

The School of Education’s Assessment Team, along with the unit’s dean and department chairs, works with the coordinator of field experiences, the chair of the Admissions, Retention, and Exit Committee; the NCATE coordinator; and the Academic Assessment coordinator and research associate to refine the unit’s assessment system. This team has been improved with the addition of an assessment research associate and a data manager. Also, one administration secretary has part-time unit assessment duties. Collectively, the primary duties for each group and/or individual are to collect the data; input the data into the School of Education Assessment Database; disaggregate and summarize the data and use those data summaries as the basis for plans for continuous improvement; yearly academic assessment reports; and NCATE and SPA reports. These teams make this system operational by collecting and analyzing this data on candidates’ knowledge, skills, and dispositions; faculty development activities; and program and unit enhancements and giving these reports (annual academic assessment and NCATE assessment) to the chairs and deans who use these reports for committee meetings to plan and implement improvements for the unit, program, faculty and undergraduate and graduate candidates.

Undergraduate and graduate candidates must demonstrate mastery of standards-based competencies with artifacts and various assessments that are collected and evaluated at four transition points: entry, mid level, exit and follow-up. In addition, department chairs and the dean collect data on faculty, program and unit operations. Data are then input into the School of Education Assessment Database where it is disaggregated and summarized and used for unit, program, and candidate improvement.

**Table 1
Assessment Data Collection Schedule for Data on Candidates Seeking Initial Licensure**

I. Entry-Level (Admission Assessment Data)		
ASSESSMENT DATA	COLLECTION DATE	PERSON RESPONSIBLE FOR ANALYSIS & EVALUATION
Exit University College	March 15 / October 20	Admission, Retention, and Exit Committee (AREC)
OFFICIAL TRANSCRIPT a. Course Requirements b. Minimum GPA of 2.75	March 15 / October 20	Department Chairs & AREC
PRAXIS I Results	March 15 / October 20	Director – Student Counseling, Assessment & Development Center

		AND AREC
Faculty Recommendations	March 15 / October 20	AREC
Completed Application Form	March 15 / October 20	AREC
Admission Interview	Two weeks after submission of formal application	AREC
Entry Level Portfolio Review Results	Two weeks after interview session	Portfolio Committee
II. Mid-Level (Professional Semester Assessment Data)		
Completed Formal Application	March 15 / October 20	AREC
Praxis II Results (specialty & subject area)	March 15 / October 20	AREC and Assessment Research Associate
OFFICIAL TRANSCRIPT a. Course Requirements b. Minimum GPA of 2.75	March 15 / October 20	AREC
Portfolio Review/ Conference	March 31 / November 1	Portfolio Committee
Criminal Background Check	During first week of fall and spring semesters	Coordinator – Field Experiences
University Clearance Forms (2)	March 15 / October 20	Coordinator – Field Experiences
III. Exit-Level (Graduation Assessment Data)		
Exit Portfolio Review/Conference	End of each semester	Portfolio Committee
Final Evaluations University Supervisor Cooperating Teacher	End of each semester	Coordinator – Field Experiences
OFFICIAL TRANSCRIPT a. Course Requirement Review b. Successfully complete professional semester	Mid-Term of each semester	Department Chairs
Complete Praxis II – Principles of Learning and Teaching	End of each semester	Director – Student Counseling, Assessment & Development Center & AREC
Recommendation for Initial Licensure	End of each semester	Licensure Officer
IV. Follow-up (Post Graduation Assessment Data)		
Employer Satisfaction Survey	Each Fall semester	Assessment Research Associate
Student Teacher Exit Interview Form	End of each semester	Coordinator – Field Experiences
Graduate Follow-up Survey	Each Fall semester (1 st and 3 rd yr graduates)	Assessment Research Associate
Title II Report	Annually as required by the Arkansas Department of Education (ADE)	Assessment Research Associate
Complete Praxis III	Within 1 st & 3 rd yr of teaching	Arkansas Department of Education (ADE)
Licensure (Standard)	Upon completion of requirements (Praxis III)	Arkansas Department of Education (ADE)

**Table 2
Assessment Data Collection Schedule for Data on Graduate Candidates**

I. Entry-Level (Admission Assessment Data)		
ASSESSMENT DATA	COLLECTION DATE	PERSON RESPONSIBLE FOR ANALYSIS AND EVALUATION
<u>Official Transcripts</u> a. Baccalaureate Degree from regionally accredited higher ed.	February 15/September 20	Coordinator of SOE Graduate Programs & Chair & AREC

institution b. Minimum 2.75 GPA (or 3.0 in last 60 hours) c. Awarding of Graduate Status		
Formal Application for Admission	February 15/September 20	Coordinator of SOE Graduate Programs & AREC
Reference Letters	February 15/September 20	Coordinator of SOE Graduate Programs & AREC
Recommended Undergraduate Prerequisites (including Student Teaching)	February 15/September 20	Coordinator of SOE Graduate Programs & AREC
Admission to a Degree Program by a Department	March 15/October 20	Department Chairs & AREC

II. Mid-Level (Retention Assessments)		
Official Transcript--Successful Completion of 12 Graduate Hours	Upon Completion of Twelve (12) Hours	Coordinator of SOE Graduate Programs & Advisor
Admission to Degree Candidacy Standard Teaching License (or Praxis I Scores)	Upon Completion of Twelve (12) Hours	Coordinator of SOE Graduate Programs & AREC
Official Transcript--3.0 Cumulative GPA (with no grade below "C")	End of each Semester	Advisor

Assessment of Faculty, Program, and Unit

The unit's conceptual framework guides the design and development of all program, unit and faculty decisions for each degree. The faculty members in the unit align all instruction and assessments with the unit's conceptual framework. To manage and maintain professional consistency and further the development of the faculty in the SOE, faculty members are evaluated annually using a variety of instruments: the Faculty Development Plan, faculty syllabi for the courses being taught that year, Student Evaluations of Faculty, Peer Reviews, Chair's Evaluation of Faculty, and Chair's Assessment of Faculty's Final Examinations. The Faculty Development Plan, submitted annually by each faculty member serves as a self-evaluation measure where each faculty member identifies plans for research, publications, community service, innovative teaching, committee activities, and other professional development activities that he or she will enact during the academic year. Department chairs evaluate the past year's productivity in teaching, service and research as a part of the faculty member's annual review. Tenured professors conduct the Peer Reviews of faculty members annually by evaluating an instructor's instructional skills. Each undergraduate and graduate candidate enrolled in a course evaluates the instructor's professional and instructional skills each semester on a "Student Evaluation of Faculty" form. The raw data from these evaluations are sent to the academic assessment research associate for review and statistical analysis. The academic assessment research associate returns this aggregated and summarized data to the department chairs for use in counseling and evaluating the faculty in conjunction with his or her teaching styles. The Chair's Evaluation of Faculty makes use of all of the data obtained from the previous assessments of a faculty member. During this systematic evaluation, faculty members are able to present new teaching, research or scholarly work that may not have been picked up or identified through the other evaluation measures. A composite picture of the faculty member's instructional techniques, research applications, service to the University and community service is made.

Department chairs use this as a basis for recommendation of this faculty member for tenure and/or promotion. If this recommendation is made, the faculty member follows the University's policies and procedures and submits a professional portfolio as evidence for promotion in tenure and/or rank. Faculty data are housed in the department chair's office where the data can be retrieved for review and evaluation. The department chairs are responsible for this level of review, evaluation and identification of faculty development strategies that may be required for program improvement.

Faculty Assessments. The unit's conceptual framework guides the design and development of all program, unit and faculty decisions for each degree granting area. The faculty members in the unit align all instruction and assessments with the unit's conceptual framework. Unit faculty members are also assessed using multiple measures. To manage and maintain professional consistency and further the development of the faculty in the unit, faculty members are evaluated annually using a variety of instruments: the Faculty Development Plan, course syllabi and final examinations for the courses being taught that year, Student Evaluations, Peer Reviews, and Department Chair Evaluations. The Faculty Development Plan, submitted annually by each faculty member as a self-evaluation measure, requires each faculty member to identify plans for research, publications, community service, innovative teaching, service to the University, and other professional development activities that he or she will enact during the academic year. Department chairs evaluate the past year's productivity in teaching, service and research as a part of the faculty member's annual review. Tenured professors conduct the Peer Reviews of faculty members annually by evaluating an instructor's instructional skills. Each initial and advanced candidate enrolled in a course also evaluates the instructor's professional and instructional skills each semester on a "Student Evaluation of Faculty" form. The raw data from these evaluations are sent to the academic assessment research associate for statistical analysis. The academic assessment research associate returns this disaggregated and summarized data to the department chairs for use in counseling and evaluating the faculty in conjunction with his or her professional performances. The Chair's Evaluation of Faculty makes use of all of the data obtained from the previous assessments of a faculty member. During this systematic evaluation, faculty members are able to present new teaching, research or scholarly work that may not have been identified through the other evaluation measures. A composite picture of the faculty member's instructional techniques, research applications, service to the University and community service is made. Department chairs use this as a basis for recommendation of faculty members for tenure and/or promotion.

Table 2
Assessments of Unit Faculty

Assessment Item	Collection Time	Person Responsible
Faculty Development Plan	Beginning of Fall Semester	Department Chairs
Syllabi	Beginning of Each Semester	Department Chairs
Student Evaluations	Third Week of November & Third Week of April	Department Chairs
Final Examinations	Week following semester exam week during spring, summer and fall sessions	Department Chairs
Faculty Self-Evaluations of Syllabi and Final Examinations	Week following semester exam week during spring, summer and fall sessions	Chairs, Unit Assessment Team
Department Chair Evaluations	Last Week of April	Department Chairs

Peer Review	First Week of November & First Week of April	Tenured Professors from Department
Professional Portfolio (Tenure and Promotion)	November of Each Year for Tenure and Promotion in Rank with Recommendations from the Department Chair, Departmental Committee, Dean, University Committee, Vice Chancellor, Chancellor, and System President	Tenure and Promotion System

Faculty data are housed in the department chair's office where it can be retrieved for review and evaluation. The department chairs are responsible for this level of review, evaluation and for any faculty monitoring as may be required for program improvement.

Program and Unit Assessments

The unit uses multiple measures to assess and evaluate the program and unit. Assessment data related to each specialized program area (SPAs) are shared with candidates and faculty in department and unit meetings, candidate seminars, and candidate advisement sessions. Raw data are sent to the Office of Academic Assessment for input into the School of Education Resource Database.

Table 3
Assessments of Program and Unit

Assessment Item	Collection Time	Person Responsible
Faculty Development Plan	Beginning of Fall Semester August - September	Department Chairs
Syllabi	Beginning of Fall Semester August	Department Chairs
Student Teacher Exit Interview Form	End of each Semester December	Coordinator—Field Experiences
Praxis II	End of each Semester	Coordinator—Field Experiences
Final Evaluations of Student Teachers	First Week of November & First Week of April	University Supervisor, Cooperating Teacher(s), Director of Field Experiences
Graduate Follow-Up Survey	Each Fall Semester (1 st & 3 rd year graduates)	Title II Coordinator
Employer Satisfaction Survey	Each Fall Semester	Title II Coordinator
SOE Graduate Comprehensive Examination	Given on 9 th or 10 th Saturday of Fall/Spring Semesters and Collected after Grading by Candidate Selected Comprehensive Examination Committee	Coordinator, SOE Graduate Programs
Title II Report	Annually as Required by Arkansas Dept. of Education (ADE)	Assessment Research Associate
Survey of Educational Experiences	Annually	Assessment Research Associate
Student Academic Advising Survey	Annually	Dean
SOE Report Card—Academic Assessment	Annually	Assessment Research Associate
Unit's Degree Plans	Every Other Year	Teacher Education Committee