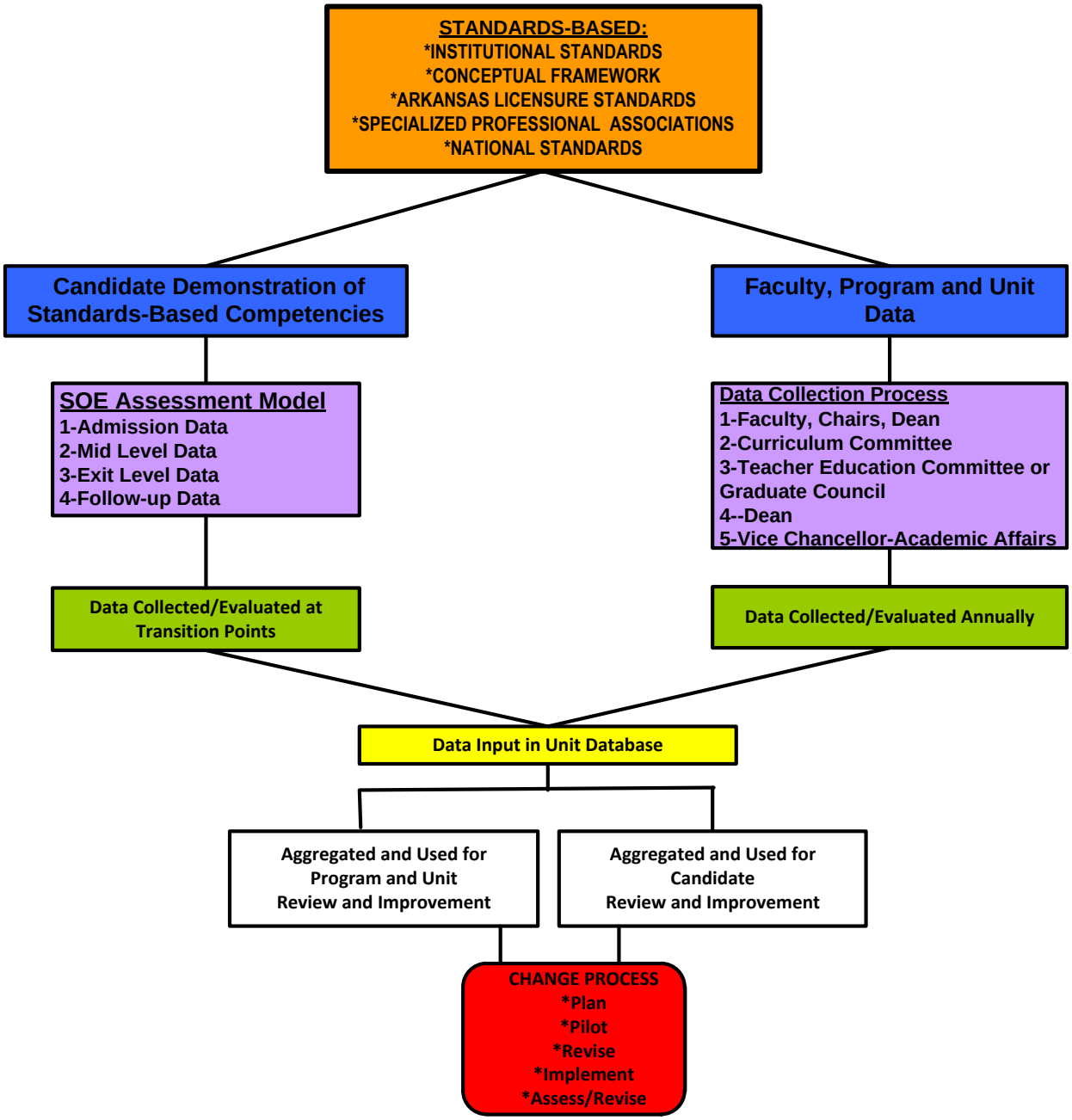
## Exhibit 2.3.a: Assessment System and Evaluation

### Figure 1: Unit Assessment System



The unit has an assessment system that uses multiple measures to assess candidate knowledge, skills and dispositions. These assessments are based upon national, state, University, and unit standards. Data are collected at transition points (Tables 1-3) on the qualifications and proficiencies of undergraduate and graduate applicants to the unit (entry level data), of candidates during their professional preparation (mid-level data), of candidates seeking initial licensure during the professional semester and graduate candidates enhancing and perfecting their knowledge, skills and dispositions (exit level data), and of candidates after they become program completers (follow-up data). Data are collected, analyzed and summarized during regularly scheduled periods and stored on the School of Education Assessment Database in the dean's office. Tables 1-3 below indicate the transition point assessments for undergraduate candidates, traditional graduate candidates, and non-traditional graduate candidates (those enrolled in the non-traditional alternative licensure program, Master of Arts in Teaching (MAT). Traditional graduate candidates complete all of the undergraduate key assessments at the transition points with the exception of "Exiting University College." These graduate candidates also complete all of the key assessments as listed for traditional graduate candidates.

Admission Assessments: Undergraduate and Graduate (Traditional). Multiple measures are used to determine the qualifications of candidates seeking admission to the unit's undergraduate or graduate programs. At the undergraduate level, the following admission assessments are required for admission to the unit: 2.75 grade point average, passing Praxis I scores, exiting University College (General Education courses), "C" or better grades in ENGL 1311 and 1321, SPCH 2390, MATH 1330 and EDUC 1300 (or ECE 1201 and EDUC 1110); entry level portfolio review, formal application, faculty disposition assessment of candidate **(Disposition Assessment I),** and admission interview **(Disposition Assessment II).** At the graduate level, the following admission assessments are used: a baccalaureate degree; a formal application; resume; reference letters **(Disposition Assessment I)**; minimum 3.0 grade point average; completion of recommended undergraduate prerequisites; an initial or standard teaching license (or passing Praxis I scores); admission to a degree program by a department; a letter of interest stating candidate's philosophy of education, educational experiences with P-12 students, and reason for selecting particular degree **(Disposition Assessment II),** and an admission interview (Disposition **Assessment III).**

Mid-level Assessments: Undergraduate and Graduate (Traditional). The unit also uses multiple assessments for its mid-level assessments for undergraduate and graduate candidates. Undergraduate and graduate candidates seeking initial licensure are required to complete a formal application to the professional semester, submit to a criminal background check, successfully complete Praxis II—Content Knowledge and Principles of Learning and Teaching or Content Area Pedagogy Assessments, maintain a 2.75 GPA, and complete all education course work with a grade of "C" or better. All graduate candidates are required to gain Admission to Degree Candidacy after having completed 12 degree program hours with a GPA of 3.0 or better and submit Praxis I scores or an initial or standard teacher's license, maintain a 3.0 GPA in the core and specialty areas with no grade below "C," and complete an additional 15 hours of degree program requirements.

Exit Level Assessments: Undergraduate and Graduate (Traditional). Multiple assessments are used by the unit as exit level assessments for undergraduate and graduate candidates. A graduation requirement was added by the Department of Higher Education for the

spring 2012 teacher education graduates, participation in a Child Maltreatment Workshop. This workshop will be required for all seeking initial licensure and renewal of a license. Educators must learn to recognize the signs and symptoms of maltreatment and how to disclose information about suspected victims. Other exit assessments include the following for undergraduate candidates: successful completion of the Professional Semester (student teaching), submission of their Live Text portfolio to the Portfolio Committee for evaluation and conference, final evaluation assessments from the cooperating teacher and university supervisor of the professional semester teaching experiences with a "C" or above grade, and recommendation for licensure from the licensure officer. Exit level data for graduate candidates seeking initial licensure are the same exit requirements as those of the undergraduate candidates at this level. Additionally, all graduate candidates at this level must satisfactorily complete all courses in their 36-hour programs and the SOE Graduate Comprehensive Examination in the Core and Specialty areas. At this point, they are awarded exit status by the AREC.

Follow-Up Assessments: Undergraduate and Graduate (Traditional). For follow-up assessments, surveys make up the major type of assessment used. Data on candidates graduating from undergraduate and graduate licensure programs are gathered from an Employer Satisfaction Survey, Student Teacher Exit Interview form, the University's Graduating Class Survey, the SOE's Graduate Follow-Up Survey, Title II Report, Praxis III Exam Results, and granting of a standard Arkansas Teaching License. Data on the pass-fail rate on the Praxis III and the number of beginning teachers (unit graduates) receiving their standard teacher's license are sent to the unit by the Arkansas Department of Education. The survey format is also used at the graduate level to gather data on graduate candidates. Follow-up data collected for graduate candidates include the University's Graduating Class Survey and the SOE's Graduate Follow-Up Survey. The unit submits assessment data to the Office of Institutional Planning and Research, to the University's academic assessment research associate for the preparation of the Title II Report each semester, and to the Office of University Academic Assessment for input into the School of Education Assessment Database and for the preparation of the annual assessment report.

Transition Point Assessments: Master of Arts in Teaching Program (Non-Traditional). The unit's non-traditional or alternative licensure program, the Master of Arts in Teaching (middle or secondary level), also uses multiple measures at each of the transition points in the unit's assessment system **(Table 3).** Entry or admission to this program requires several assessments: a baccalaureate degree indicating a minimum 3.0 grade point average, formal application, resume, successful completion of all parts of Praxis I and Praxis II--Content Knowledge, two reference letters (Disposition Assessment I), letter of interest (Disposition Assessment II), admission interview (Disposition Assessment III), letter of hire or a teacher's contract from a regional public school district, and a provisional teacher's license. Additional admission requirements are degree specific, that is, middle level degree candidates must complete courses in Methods of Teaching Reading and Arkansas History. That reading course is the prerequisite for the required graduate reading courses—Developmental and Corrective Reading and Reading in the Content Areas. Secondary level majors must have a degree or 30 hours in the content area they would teach. Mid-level assessments that must be completed by MAT candidates include Admission to Degree Candidacy which requires MAT candidates to complete 12 graduate degree program hours including the 3-hour Master of Arts in Teaching Institute. Also, MAT candidates complete a two-semester teaching internship that is supervised

by faculty from the School of Education and the School of Arts and Science. After the successful completion of another nine hours of degree program requirements, MAT candidates are ready exit level assessments. Exit level assessments include the unit's graduate comprehensive examination, the exit portfolio, and recommendation for a five-year standard teacher's licensure.

**Table 1--Transition Point Assessments (Undergraduate)**

| **Bachelor's Degree Programs** | **Entry Level (Admission)** | **Mid Level (Professional Semester)** | **Exit Level (Graduation)** | **Follow-Up (Post Graduation)** |
|---|---|---|---|---|
| Early Childhood Education (P-4)<br><br>Middle Level Language Arts/Social Studies<br><br>Middle Level Mathematics/ Science<br><br>***Secondary Education***<br><br>***Degree Programs***<br><br>--Art<br><br>--Agriculture<br><br>--Business Technology<br><br>--English<br><br>--Human Sciences<br><br>--Music | Exit University College (UC)<br><br>1. Complete all General Education Requirements<br>2. Of the Gen. Ed. requirements, these courses require grade of "C" or better: ENGL 1311 &1321; SPCH 2390; MATH 1330; ECE 1201 and EDUC 1110 /or EDUC 1300<br>3. CAAP (Rising Junior Exam)<br><br>*Processed UC Exit Form* | Complete all education course work (includes field experience hours) with a grade of "C" or better<br><br>*(transcript or degree audit)* | Successfully complete the Professional Semester Hours<br><br>*(transcript or degree audit)* | Employer Satisfaction Survey (Unit) |
| | Minimum 2.75 GPA<br><br>*(official transcript)* | Maintain a 2.75 GPA<br><br>*(official transcript)* | Maintain a 2.75 GPA<br><br>*(official transcript)* | Student Teacher Exit Interview Form (Unit) |
| | Passing Praxis I Scores (all parts)<br><br>*(Score Reports)* | Passing Praxis II Scores (all parts)<br><br>*(Score Reports)* | | Graduate Follow-Up Survey (Unit) |
| | Formal Application to School of Education<br><br>*(SOE Application)* | Formal Application to the Professional Semester<br><br>*(Prof. Semester Application)* | Cooperating Teacher and University Supervisor Final Evaluations<br><br>*(evaluation forms)* | Title II Report<br><br>*(Title II Report)* |

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| --Mathematics<br><br>--Life/Earth Science<br><br>--Physical/Earth Science<br><br>--Social Studies<br><br>--Physical Education<br><br>--Vocational Education | | Criminal background check<br><br>*(State Police Fingerprinting)* | Child Maltreatment Workshop<br><br>*(Workshop Sign-In Sheet)* | Praxis III Exam (Performance Assessment for Arkansas Required for a Standard License) |
| | Entry-Level Portfolio<br><br>*(portfolio evaluation form)* | | Final Live Text Portfolio<br><br>*(portfolio evaluation form)* | Licensure (Standard) |
| | Faculty Disposition Assessment of Candidate (Disposition Assessment I—During Foundation's Class)<br><br>*(Disposition Assessment I)* | Faculty Disposition Assessment of Candidate (Disposition Assessment III—Advisor's Letter of Recommendation to Professional Semester)<br><br>*(Disposition Assessment III)* | Recommendation for Licensure (Initial)<br><br>*(licensure application)* | |
| | Admission to SOE Interview (Disposition Assessment II)<br><br>*(Disposition Assessment II)* | Admission interview to the Professional Semester (Disposition Assessment IV)<br><br>*(Disposition Assessment IV)* | | |
| | | Candidate Self-Assessment (Disposition Assessment V)<br><br>*(Disposition Assessment V)* | | |
| | | S-AEA Membership | | |

**Table 2: Transition Point Assessments (Graduate--Traditional)**

| **<u>TRADITIONAL</u> Master's Degree Programs** | **Entry Level (Admission)** | **Mid Level (Retention Assessments)** | **Exit Level (Graduation)** | **Follow-Up (Post Graduation)** |
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| Early Childhood Education<br><br>*<u>Secondary Education</u>*—<br><br>English Education<br><br>General Science Education<br><br>(Life/Earth Science or Physical/Earth Science Specialties)<br><br>Mathematics Education<br><br>Physical Education<br><br>Social Studies Education | Baccalaureate Degree (from regionally accredited 4-year higher education institution)/Awarding of Graduate Status Minimum 3.0 GPA<br><br>*(transcript)* | Successful Completion of 12 Hours of Graduate Program Requirements<br><br>*(transcript or degree audit)* | Satisfactory Completion of SOE Graduate Comprehensive Exam in Core and Specialty Areas<br><br>*(3 Passing Exam Grading Sheets)* | Graduate Follow-Up Survey (Unit)<br><br>*(Survey Data)* |
| | Formal Application for Admission<br><br>*(application)* | <u>Admission to Degree Candidacy</u><br><br>--completion of 12 graduate degree hours with minimum 3.0 GPA<br>--an Arkansas initial or standard teacher's license OR<br>b. passing scores on Praxis I<br><br>*(admission to degree candidacy form and teacher's license or form and passing Praxis I scores)* | Completion of Minimum of 36 graduate degree program hours with a minimum of 3.0 GPA<br><br>*(transcript or degree audit; passing scores on SOE Graduate Comprehensive Examination)* | Additional Follow-Up Activities<br><br>*a. Employer Satisfaction Survey*<br>*b. Title II Report*<br>*c. Passing of Praxis III*<br>*d. Receipt of Arkansas Standard Teaching License* |
| | **<u>Disposition Assessment I</u>**<br>Two Reference Letters— (from professors/ employers assessing academic performance, potential for graduate study, and professional skills)<br><br>*(reference letter cover sheets & reference letters)* | 3.0 Cumulative GPA<br><br>*(transcript or degree audit)* | Awarding of Exit Status<br><br>*(AREC Letter)* | |
| | Completion of Recommended Undergraduate Education Prerequisites<br><br>*(transcript or degree audit)* | Successful Completion of <u>Additional</u> 15 Hours of Graduate Degree Program Requirements<br><br>*(transcript or degree audit)* | | |

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| | Degree or 30 hours in the Teaching Content Area (mathematics or science education majors only)<br><br>*(transcript or degree audit)* | | | |
| | **<u>Disposition Assessment II</u>**<br>Candidate Self-Assessment: Letter of Interest<br><br>*(candidate's letter with philosophy, educational experiences with P-12 students, reason for selecting degree)* | | | |
| | Resume (Highlighting Experiences with P-12 Students)<br><br>*(resume)* | | | |
| | **<u>Disposition Assessment III</u>**<br><br>Admission Interview | | | |
| | Admission to a Degree Program by a Department | | | |

**Table 3--Transition Point Assessments (Graduate—Non-Traditional Licensure Program)**

| **Non-Traditional Master's Degree Programs** | **Entry Level-Admission Assessments** | **Mid Level-Retention Assessments** | **Exit Level-Assessments** | **Follow-Up--Assessments** |
|---|---|---|---|---|
| Master of Arts in Teaching (MAT)—Middle Level<br><br>Master of Art in Teaching—Secondary Level | Baccalaureate Degree (from regionally accredited 4-year higher education institution)<br><br>*(official transcript)* | Admission to Degree Candidacy<br><br>Completion of 12 graduate hours Including the Master of Arts in Teaching Institute<br><br>*(degree candidacy form; transcript or degree audit)* | Satisfactory Completion of SOE Graduate Comprehensive Exam<br><br>*(Passing Scores on 3-Part Test)* | Graduate Follow-up Survey<br><br>*(Survey data)* |
| | Minimum 3.0 GPA<br><br>*(official transcript)* | 3.0 Cumulative GPA<br><br>*(transcript or degree audit)* | Satisfactory completion of degree program<br><br>*(degree audit and degree plan)* | Additional Follow-Up Activities<br><br>*a. Employer Satisfaction Survey*<br>*b. Title II Report*<br>*c. Receipt of Arkansas Standard Teaching License* |
| | Formal Application for Admission<br><br>*(application)* | Completion of 2-Semester Teaching Internship as a First Year Teacher (6 hours)<br><br>*(University Supervisor Evaluation Forms)* | Exit Portfolio<br><br>*(portfolio grading sheet)* | |
| | **Disposition Assessment I**<br>Two Reference Letters—(from professors/ employers assessing academic performance, potential for graduate study, and professional skills)<br><br>*(reference letter cover sheets & reference letters)* | Successful Completion of Additional 9 Hours of Graduate Program Requirements<br><br>*(transcript or degree audit)* | Successful Completion of Praxis II-Principles of Teaching and Learning (middle or secondary according to candidate's degree)<br><br>*(score report)* | |
| | Resume (Highlighting Experiences with P-12 Students) | | Awarding of Exit Status by AREC | |

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| | *(Resume)* | | *(AREC Letter)* | |
| | **<u>Disposition Assessment II</u>**<br>Candidate Self-Assessment: Letter of Interest<br><br>*(candidate's letter with philosophy, educational experiences with P-12 students, reason for selecting degree)* | | Recommendation for Licensure (Standard 5-Year)<br><br>*(licensure application)* | |
| | Successful Completion of Praxis I<br><br>*(Score Reports)* | | | |
| | Successful Completion of Praxis II<br><br>*(Score Reports)* | | | |
| | Letter of Hire or Contract from a Regional Public School District<br><br>*(letter or contract)* | | | |
| | Provisional License from Arkansas Department of Education<br><br>*(licensure application)* | | | |
| | <u>Middle Level Only</u><br>Completion/Enrollment in Required Undergraduate Courses<br><br>a. Methods of Teaching Reading<br>b. Arkansas History<br><br><u>Secondary Level Only</u><br>Degree or 30 Hours in Teaching Content Area<br><br>*( transcript or degree audit)* | | | |
| | **<u>Disposition Assessment III</u>** | | | |

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| | Admission Interview<br><br>*(Interview Form)* | | | |
| | Admission to a Degree Program by a Department<br><br>*(signed degree plan)* | | | |

The unit systematically uses multiple internal and external sources to collect, analyze and evaluate assessment data from these assessments on candidates, faculty, programs, and the unit. Measures and evaluations of these performances include the appraisals of all stakeholders—the candidates, the graduates, the faculty, and the professional community. The unit has an established collection system **(Table 4).** Most of the assessment data are collected by March 15 during the spring semesters and by October 20 during the fall semesters **(Table 4).** The Admission, Retention and Exit Committee (AREC) has a major role in the collection of data for the unit's assessment system. This committee consists of representatives from undergraduate and graduate faculty, the coordinator of field experiences, department chairs within the School of Education and public school teachers and administrators who evaluate and make decisions about candidates using the undergraduate and graduate candidate admission, retention and exit data. This committee receives the summarized data and uses it to make admission, retention and exit decisions. Other University personnel also assist with data collection—the unit's department chairs; the director of Student Counseling, Assessment and Development; the portfolio committee chair, the licensure officer (**Table 4).** These individuals (and the committees they represent) collect and summarize data and give to the assessment research associate, data manager and assessment secretary for input into Microsoft Excel. This team of assessment inputs data into Microsoft Excel and Survey Monkey and the disaggregated data into the School of Education Assessment Database.

**Table 4: Assessment Data Collection Schedule for Data on Initial Candidates**

| **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**<br>**a. Course Requirements**<br>**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)** | | |

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| **Completed Formal Application** | **March 15 / October 20** | **AREC** |
| **Praxis II Results (specialty & subject area)** | **March 15 / October 20** | **AREC** |
| **OFFICIAL TRANSCRIPT**<br>**a. Course Requirements**<br>**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**<br>**University Supervisor**<br>**Cooperating Teacher** | **End of each semester** | **Coordinator – Field Experiences** |
| **OFFICIAL TRANSCRIPT**<br>**a. Course Requirement Review**<br>**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 Licensure** | **End of each semester** | **Licensure officer** |
| **IV. Follow-up (Post Graduation Assessment Data)** | | |
| **Employer Satisfaction Survey** | **Each Fall semester** | **Title II Coordinator** |
| **Student Teacher Exit Interview Form** | **End of each semester** | **Coordinator – Field Experiences** |
| **Graduate Follow-up Survey** | **Each Fall semester (1st and 3rd 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 1st & 3rd yr of teaching** | **Arkansas Department of Education (ADE)** |
| **Licensure (Standard)** | **Upon completion of requirements (Praxis III)** | **Arkansas Department of Education (ADE)** |