

Wichita State University
Professional Education Unit
UNIT ASSESSMENT SYSTEM

Adopted 2004, Last updated 11-12-09 by UAC, Approved by 11-19-2009

The Unit Assessment System (UAS) for the Professional Education Unit at Wichita State University consists of a review cycle and implementation mechanisms for the collection and examination of data/information about program candidate performance and unit operations to make judgments about and guide candidates, programs and the Professional Education Unit. The Professional Education Unit includes programs and faculty in the College of Education, the College of Fine Arts and the Fairmount College of Liberal Arts and Sciences. Data and related data reviews in the UAS have two foci – one on program, the other on the Unit. In program level assessment, data relevant to individual candidates are reviewed in order (a) to make decisions and provide feedback to candidates on their program progress as well as (b) in the aggregate, to judge the efficacy of specific programs and guide program improvement. Unit level assessment utilizes data on overall unit operations and aggregate candidate performance to examine overall unit effectiveness and guide unit improvement.

System Overview

Wichita State's UAS is diagrammatically presented in Figure 3. Operationally, data from candidate and graduate assessments and on unit operations, as facilitated through the Data Management System, are examined by Program Committees and the Unit Assessment Committee. These committees review aggregated candidate performance data as well as data on unit operations to make judgments about program and unit effectiveness. Program Committees each create a Program Assessment Plan which specifies assessments for examining individual performance at various transition points across each program to make judgments about candidate progress through programs. Reviews focusing on program and unit effectiveness are guided by a common set of Core Review Questions (see Figure 2). At least once each year, the Program Committee examines program data to ascertain program effectiveness. The program Advisory Councils are groups made up of various program constituents, but predominately practitioners, responsible for providing advice, input and assistance to Program Committees or the Unit.

Although conceptualized as a single assessment system, program and unit level assessments exist as interrelated subsystems that share data on candidate performance and unit operations. The results of program level assessments serve also as input for unit level assessment, and the results of unit level assessment may be directed toward individual programs. The unit's Assessment Coordinator (in concert with the Unit Assessment Committee) reviews/monitors program assessments to ensure program assessment quality, to provide constructive feedback, and to ensure key assessments and operations are fair, accurate, consistent and free of bias. Besides facilitating program and unit level assessments, Assessment Coordinator responsibilities include coordinating follow-up surveys, training and technical studies to ensure reliable and valid data.

System Components

Figure 3 identifies the major components of the UAS. These include data derived from program and unit assessments, a data management system, unit and program assessment committees, program and unit advisory councils, an assessment coordinator and the unit head.

Unit Operations and Program Assessments are intended to systematically collect information/data useful in reviewing unit operations and/or programs. In the case of unit operations assessments, this includes data on such factors as

Advisement – e.g., program, career

Instruction – e.g., teaching, evaluation, clinical experiences, course logistics

Records – e.g., programs of study, checksheets, licensure

Resources – e.g., facilities, personnel, equipment/technology, funding

Faculty Matters—e.g., workload, evaluation/performance reviews, diversity, development, voice

Candidate Matters – e.g., diversity, complaints, candidate performance, communications

Staff Matters – e.g., diversity, workload, evaluation/performance reviews, development, voice

Organization—e.g., governance, management, climate

In the case of program assessment, this includes candidate performance data relative to the following:

Learning Products—institutional, state and professional society standards, professional knowledge/skills/dispositions and impact on student learning, and specified proficiencies.

Transition Points – pre-specified program transition points (e.g., program admission or exit)

Program Components – learning products aggregated by courses, field experiences, and other such curricular elements

Post-Program Assessments – follow-up surveys of program completers and their employers as well as results from state licensure tests and external reviews (e.g., state licensure reviews).

The Data Management System is the central database and report generator for data from the various program and unit operations assessments. Maintained in the College of Education, this database is electronic and data entry automated, where possible. This data management system is intended ultimately to connect to the university student information/records system to ensure the most up-to-date candidate information available to the university.

The Assessment Coordinator is the designated unit administrator providing overall leadership and support for unit and program assessments. Specifically, the Assessment Coordinator is responsible for

1. ensuring that unit and program assessments are in place and operational.
2. providing support in the development, maintenance and redevelopment of Program Assessment Plans,
3. providing assessment related technical support for program, faculty and unit leadership, including conducting studies of assessment instruments -- e. g., validity, reliability, and assisting programs with inter-rater reliability studies,
4. facilitating input/reports from the Data Management System for program and unit operations assessments,
5. supporting and facilitating the work of the Unit Assessment Committee, including monitoring/conducting reviews of program assessment plans and reports,
6. organizing or working with relevant committees or individuals to provide needed professional development related to assessment,
7. housing official records of assessment plans and assessment-related minutes and reports,

8. representing the unit on the university's assessment committee.

Program Committees are the primary faculty entities responsible for specific programs and examining their effectiveness (at least annually) in accordance with the Core Review Questions (see Figure 2) and in consultation with program-specific advisory councils.

The Unit Assessment Committee is the primary unit entity designated for

1. providing faculty oversight in implementing the Unit Assessment System and associated plans.
2. reviewing/monitoring program assessment plans and annual reports to advise the Assessment Coordinator about quality and to provide constructive feedback for Program Committees (each program reviewed at least every 5 years),
3. recommending and reviewing assessment policies (on-going),
4. reviewing aggregated unit assessment data, especially on Unit operations, to make recommendations in accordance with Core Review Questions (see Figure 2) defined in then Unit Assessment System,
5. conducting periodic reviews of the Unit Assessment System, recommending modifications as appropriate (on-going, but at least once every 3 years), and
6. periodically reviewing the Unit Assessment Committee's responsibilities to update as needed.

The Advisory Councils are groups made up of various program constituents, but predominately relevant practitioners, responsible for providing advice, input and assistance to Program Committees or the Unit Head.

Governance

The overall purpose of the Unit Assessment System is to improve program and unit effectiveness. If the system is effective, assessment committees will at least occasionally recommend various changes in programs or unit operations. To review and potentially implement these recommendations requires that the UAS connect with unit and college governance/curriculum approval processes.

For all programs, proposed changes in courses (number, title, credit hours, prerequisites, description), course additions/deletions and degree/major changes are recommended through the appropriate academic department and college curriculum committees. Some recommendations (e.g., deleting a course or adding new courses to meet an additional program standard) require processing through both the Undergraduate Teaching Programs Committee (UTPC) and Advance Program Committee (APC) and relevant academic departments/curriculum committees.

Recommendations for change resulting from unit level assessments are directed to the Unit Head, who will consider their recommendations, may confer with the unit's advisory council and/or refer these through appropriate administrative or governance channels, depending upon the issue.

For more details on unit governance, see the document "Professional Education Unit Governance".

Unit Assessment

The Unit Assessment System is designed to facilitate judgments about and guide candidates, programs, and the Professional Education Unit. Separate but interrelated subsystems exist as part of the UAS that address program and unit level assessments. Unit level assessment

specifically examines aggregate data on unit operations as well as aggregate data on candidate, graduate and program performance to improve unit effectiveness.

As described earlier unit level assessment involves nearly every component of the UAS. Information/data on unit operations, assessment instruments and candidate performance resulting from program level assessments (in the aggregate by unit) are reviewed in accordance with a set of guiding Core Review Questions (see Figure 2).

Organizationally, the Unit Assessment Committee (UAC) examines data from unit operations assessments and program assessments of candidate performance (in the aggregate) the previous academic year for trends and other possible observations about the unit and considers possible recommendations for improving the overall effectiveness of the unit. Besides examining data specific to unit operations, data on candidate performance from program assessments is aggregated across programs and disaggregated to address unit-wide candidate attainment of knowledge/skills/dispositions and conceptual framework principles and proficiencies and other relevant Core Review Questions (figure 2).

Whereas program level assessment, for example, examines data relative to candidate mastery of pedagogical knowledge within a particular program, unit level assessment examines data relative to candidate pedagogical knowledge across programs. The UAC makes data-based summary observations about candidate pedagogical knowledge, and shares any relevant recommendations.

The UAC and Assessment Coordinator also periodically examine the characteristics of assessment instruments and other elements of the UAS for evidence of bias and reliability/validity problems.

Resulting reports and recommendations from unit assessment are shared with the Unit Head. The Unit Head reviews these and may refer them to relevant leadership or faculty for possible action.

Program Assessment

Besides unit level assessment, the UAS is also designed to facilitate program level assessment. Program level assessment examines program specific data on the performance of candidates and graduates, as well as unit operations relevant to that program.

In program level assessment, data on program candidate and graduate performance (in the aggregate by program) and relevant unit operations (disaggregated by program) are examined in accordance with the set of guiding Core Review Questions (see Figure 2). At least *once each year*, relevant data on each program is reviewed by its Program Committee for trends or other possible observations and (in consultation with its advisory council) for possible recommendations for program improvement. As part of its program assessment and based upon mechanisms of its own choosing, each program inspects candidate performance for adequate progress at the various program transition points.

In addition to components identified as part of the overall UAS, program level assessment involves several other components. These are:

1. Transition Points: designated points in the curriculum where candidate progress is reviewed by applying adopted criteria to information from identified assessments/data sources to arrive at a decision as to whether a candidate may proceed to the next program component or complete/exit the program. Each program specifies four transition points

as a minimum: program admission, admission to clinical practice (e.g., student teaching, practicum, or internship), exit from clinical practice, and program exit. Associated with each transition point are potential program options (or mechanism to establish options) for candidates who fail to meet established criteria. In some advanced programs (e.g., where clinical practice occurs throughout the program), some of these four transition point may be merged

2. Assessments and Criteria/Rubrics: specific assessments/performance data and related criteria/rubrics on which to base candidate program progress decisions, especially as related to program standards.
3. Progress Review Mechanisms: a process and/or organizational entity for reviewing candidate performance at transition points and for making associated program progress decisions about each candidate. Such mechanism (a) is well-defined and consistent across program candidates, (b) includes maintaining records of candidate reviews and the resulting decisions, and (c) provides for candidate appeals and options for candidates who fail to make adequate progress.

Relevant to an undergirding program level assessment is the unit's Conceptual Framework. The unit's Conceptual Framework spells out the general vision, philosophy, and knowledge base collectively for unit programs as well as defines general proficiencies that unit programs seek for their candidates to attain.

Figure 1 illustrates how components for program level assessment interrelate. As candidates transition through the program's curriculum, data on their performance is examined at predetermined points to make decisions about individuals' program progress through the Progress Review Mechanism. Candidates receiving positive decisions at each transition point progress through and complete the program. Aggregated and disaggregated data from these transition points plus aggregated and disaggregated data from follow-up assessments of program graduates and their employers, from any external reviews, and from state required licensure testing are examined annually by the Program Committee to review program effectiveness and (in consultation with the program's advisory council) make relevant recommendations, where appropriate. [Note: These reviews and recommendations also serve as data/input for Unit Assessment Committee deliberations concerning overall unit effectiveness.]

Program Assessment Plan

To guide and structure program level assessment, each Wichita State University program in the unit established and maintains a Program Assessment Plan. Program Assessment Plans include as a minimum:

1. A Program Assessment Plan Figure (Figure 1) plus Attachment detailed specific to the program,
2. A Narrative Describing the Operation of the Program Assessment Plan
3. A Master Program Standards Alignment Table (Table 2).

The following sections describe the plan elements:

Program Assessment Plan Figure and Attachment. Figure 1 serves as the master document/template for defining program assessment. Each program provides a copy of Figure 1 with details unique to that program specified and an attachment expanding upon the information in Figure 1 (see Figure 4 for an example). Together with the Narrative Describing the Operation of the Program Assessment Plan, it details how program assessment is conducted in that program.

Figure 1 and its attachment outline what, when, how and by whom assessment information is collected and examined. It also demonstrates how a program insures its graduates meet program standards/outcomes, and how candidates' progress toward program completion is reviewed. Information on candidate performance is examined at major transition points across a program. The major transition points in a program generally include:

1. Program Admission,
2. Admission to Clinical Practice,
3. Completion of Clinical Practice, and
4. Program Completion.

Elementary, middle level, PK-12 and secondary teacher education programs include those transition points identified for the Professional Education component. However, these programs supplement Professional Education transition point information with assessments and related criteria/rubrics that are specific to these fields (especially for admission to student teaching and program exit transition points). A program may also identify other transition points (and relevant assessments/rubrics) where decisions are routinely made about a candidates' program progress. In some advanced programs (for example, where clinical practice occurs throughout a program), some of these four transition points may be merged and others created.

Information about candidate performance associated with each transition point is examined through a defined Progress Review Mechanism to decide whether a candidate continues/completes the program. This mechanism may be an individual (e.g., program coordinator), a specified group (e.g., program review or special advancement committee), or some automated mechanism (e.g., a score above an established cutoff). Progress Review Mechanisms, the identification of who makes the decisions, who informs the candidates of the decisions, the nature of the appeals process, and the process for suggesting remedial options are part of the Program Assessment Plan and are described in the Narrative Describing the Operation of the Program Assessment Plan.

Information used for deciding whether individual candidates may continue in the program is aggregated and used to assess program effectiveness in helping all candidates meet Conceptual Framework proficiencies as well as standards and knowledge/skills/dispositions adopted for the program. The lines in Figure 1 leading from the "Criteria" boxes (with "Results" written on them) to the Program Committee indicate that these aggregated data are examined by the Committee to investigate program effectiveness as well as identify any concerns with the Conceptual Framework, or assessments. In consultation with the program advisory council, the Committee considers potential changes and pursues wider faculty approval for such changes, as appropriate. Data collected after the changes are implemented are later examined by the Committee to see if the changes did indeed produce improved results.

To assess program effectiveness, data are examined in the aggregate across individuals. This may require summarizing data from parts of evaluation instruments (e.g., subsets of items within one assessment instrument) or from several assessment instruments. Table 2, described below, in the Program Assessment Plan identifies which proficiencies, types of knowledge and professional society standards (if any) are associated with each standard associated assessment/s, thereby guiding relevant data aggregation to assess program effectiveness in helping program candidates attain target knowledge and proficiencies and meet professional standards.

In addition to information about the effectiveness of a program collected from program candidates, information is also gathered from sources outside the program. As indicated in Figure 1, these include information from Program Follow-Up (graduates, employers of graduates), from External Reviews (e.g., Kansas State Department of Education licensure reviews, program reviews conducted by professional organizations), and from State Required Assessments (e.g., Praxis II “content” tests). Such aggregated data are also used to assess program effectiveness (again note the lines in Figure 1 leading back to the Program Committee).

The information for the boxes down the left hand side of Figure 1 (provided in the attachment to the figure) lists assessments, factors or artifacts being examined at each transition point. In the information for the corresponding center box (also provided in an attachment), the criteria used to decide whether a candidate may continue in the program or has successfully completed the program are identified. Figure 4 provides an example of the attachment for the Program Assessment Plan figure. Transition-point criteria (for example, for clinical practice admission or completion) indicate among other things whether mastery of all or only some of the program standards and their indicators is necessary. In the Figure 4 example, the Practicum Skills Rating Scale is listed as requiring knowledge, performance, and disposition indicator mastery (rating of 3 or higher) for some standards to be *admitted* to clinical practice, but requires mastery for all standards to *complete* clinical practice.

Narrative Describing the Operation of the Program Assessment Plan. Included with each Program Assessment Plan is a Narrative describing how the plan is being implemented by the program. It includes descriptions of (a) how assessment of individual candidates’ progress is conducted including a description of the Progress Review Mechanism and (b) how program assessment is accomplished. Additionally it provides the timeline or schedule followed by the Program Committee. It includes any other information program faculty believe help explain the operation of the Program Assessment Plan.

A Master Program Standards Alignment Table (Table 2)

Information included in specific columns of Table 2 shows the alignment of program standards with (a) KSDE standards, (b) the Unit’s Conceptual Framework Proficiencies, (c) “content, pedagogical and professional knowledge, skills and dispositions necessary for all students to learn”—NCATE, Standard 1--and (d) the standards of relevant professional organizations (if further addressed), as follows:

The *first column* of Table 2 lists Common Assessments adopted for each program standard. The second column indicates passing criteria for the assessment. The third column indicates Course Where Assessment is administered. The fourth column indicates Transition Point Where Used, The fifth column lists guiding principles and proficiencies identified in the Unit’s Conceptual Framework that are addressed by the listed assessment. The *sixth column* specifies the type of knowledge (per NCATE Standard 1) reflected by the assessments. Options for these are as follows:

For Initial and Continuing Preparation of Teachers: Content Knowledge, Dispositions, Pedagogical Content Knowledge and Skills, Professional and Pedagogical Knowledge and Skills, and Student Learning.

For Other Professional School Personnel: Dispositions, Professional Knowledge and Skills, and Student Learning.

Any *subsequent columns* in Table 2 list the standards of professional societies that are relevant to the program (e.g., ASHA, NASP, CACREP). While a given Program Assessment Plan may choose to list these, it should be noted that, as an NCATE “partner state,” professional society standards are already integrated into state (KSDE) standards.

Figure 1
Program Assessment Plans
 <Program Title>
 <insert date last changed entries>
 Approved 11-19-2009

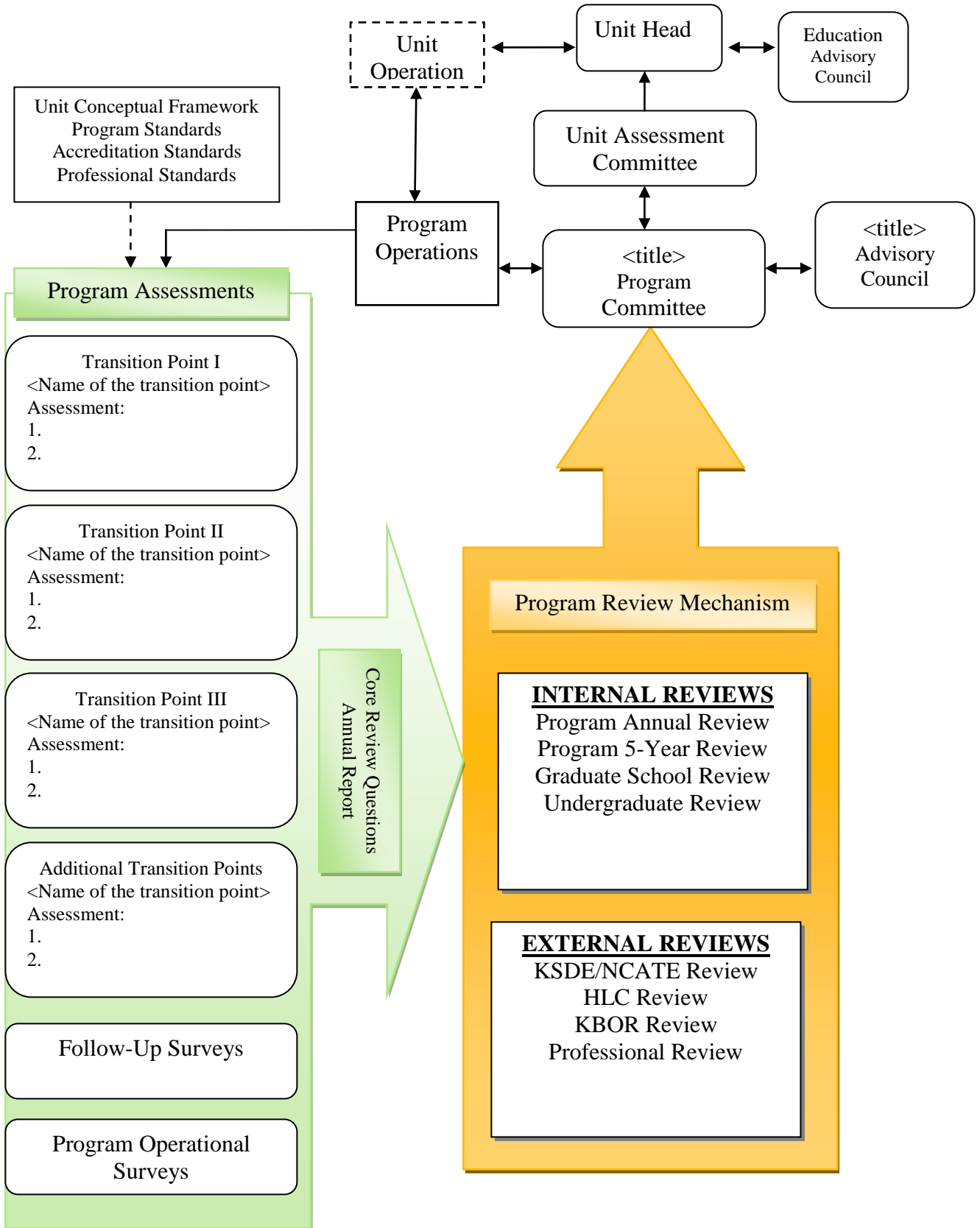


Figure 2

Core Questions for Program Assessment Committees

Approved by Unit Assessment Committee 5-4-07, Revised 1-18-08, Revised, 9-10-09

1. Is the program overall effective in preparing candidates to meet the expected outcomes:
 - a. program standards and, if an initial program, professional education standards (refer to KSDE Template);
 - b. Unit Conceptual Framework Guiding Principles; and,
 - c. if an education personnel program, types of NCATE Knowledge as set forth in Standard 1?
2. Are candidates' performances at transition points predictive of their ultimate success/exit performance (i.e., predictive validity)?
3. What conclusions do data at transition points lead to concerning program effectiveness?
4. What differential program performance is there, if any, for candidates from different backgrounds (e.g., ethnicity, gender)?
5. Is the program effective in preparing graduates for state licensure exams (if required) in both the total scores and the category scores? (KSDE Template IV)
6. What changes, if any, do the results of assessments suggest for the Conceptual Framework (if any)?
7. What changes, if any, do data and/or information suggest for (a) the program, (b) the assessments and/or criteria/rubrics, and/or (c) operational elements-- advisement, instruction, assessments, faculty, field/clinical placements, field/clinical supervision, record keeping, or resource? (KSDE Template V)
8. Are the assessments in Table 2 administered by faculty in every section and every semester the course is taught?
9. During their program do all candidates have experiences (e.g., student/client, setting) in settings that meet the Unit's diversity requirements?
10. Is the program successful in preparing candidates for effective practice? (KSDE Template IV)
11. How are data used by candidates and faculty to improve candidate performance? Have changes made by the Program Committee in prior years led to desired improvements? (KSDE Template Section V)
12. How are assessment data shared with candidates (individual and/or aggregated), faculty, and other stakeholders?
13. Is the Program Committee consulting with the Advisory Council in appropriate ways?
14. Is the Program Committee following Unit and/or WSU procedures for making changes in the Program's Approved Assessment Plan?
15. Are any faculty development needs apparent from faculty performance assessments (e.g., from SPTE reports, advisement evaluations, faculty technology use surveys, student technology use surveys)? (Unit Assessment Committee only—faculty development activities are undertaken by departments and/or a college, not individual program faculty groups.)
16. Are there similarities among program-level reviews/recommendations that suggest issues or factors that maybe generalized to the Unit? (Unit Assessment Committee only—a single program committee sees results for one program only so cannot detect this.)

Figure 3
WSU Unit Assessment System
 10/27/03

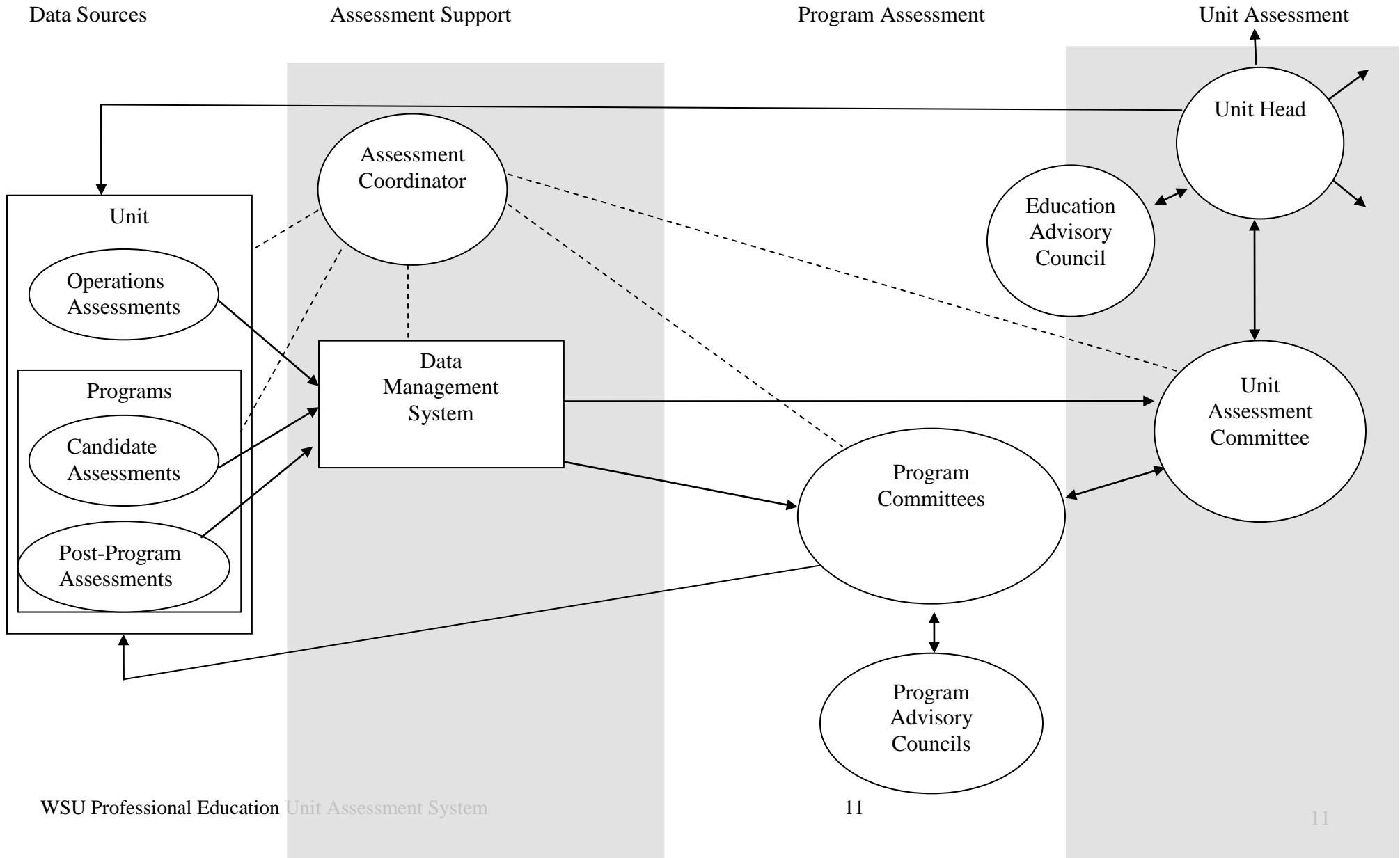


Figure 4
An Example Explanation of the Attachment to Figure 1
Last Revised January 11, 2004

A. OUTLINE FORMAT

I. Transition Point: Program Admission

A. Assessments/Factors: Criteria

1. Undergraduate GPA: 3.0 for last 60 hours
2. GRE General Tests: 460 or higher on both Verbal and Quantitative Scores plus an 3.5 or higher on Writing Score
3. Letters of Reference: Absence of “red flags” as indicated by the rubric used by members of the Admissions Committee

B. Related Progress Review Mechanism. The decision is made by the Program Admissions Committee and the candidate is informed of the decision by a letter from the Department Chair.

II. Transition Point: Admission to Clinical Practice

A. Assessments/Factors: Criteria

1. Graduate GPA (assesses all knowledge and performance indicators for KSDE Standards 1-3): Minimum of 3.0 in all program courses
2. CESP 824 Counseling Skills Rating Scale (assesses all performance indicators for KSDE Standards 1-7 and all dispositions): Minimum of 2.0 for all dimensions
3. Program Standards Rating Scale (assesses all knowledge and performance indicators for KSDE Standards 1-5, and all dispositions): Minimum of 2.0 for all dimensions specified for pre-practicum accomplishment

B. Related Progress Review Mechanism. The decision is made by the Practicum coordinator and candidates are informed of the decision by a letter from the Program Coordinator.

III. Transition Point: Completion of Clinical Practice (CESP 856)

A. Assessments/Factors: Criteria

1. Practicum Skills Rating Scale completed by WSU faculty member (assesses all performance indicators for KSDE Standards 1-7 and all dispositions): Minimum of 3.0 for all dimensions
2. Practicum Skills Rating Scale completed by field supervisor (assesses all performance indicators for KSD Standards 1-7 and all dispositions): Minimum of 3.0 for all dimensions
3. Reports from field supervisor (assesses all knowledge and performance indicators for KSDE Standards 1-7, and all dispositions): No requests that candidate be withdrawn from placement

B. Related Progress Review Mechanism. The decision is made by the faculty member teaching the practicum and the candidate is informed of the decision by the letter grade assigned from the practicum.

IV. Transition Point: Program Completion

A. Assessments/Factors: Criteria

1. Overall program GPA (assesses all knowledge and performance indicators for KSDE Standards 1-7 and all dispositions): Minimum of 3.0
2. GPA in CESP 802 and 824 (assesses all performance indicators for KSDE Standards 107 and all dispositions): Minimum of 2.0
3. CESP 856 Practicum (assesses all knowledge and performance indicators for KSDE Standards 1-7 and all dispositions): See “End of Practicum (CESP 856) Criteria listed for Clinical Practice Completion)
4. Comprehensive Exams (assesses all knowledge indicators for KSDE Standards 1-7): Correctly answer 80% of the multiple-choice items and pass all essay items as judged by two program faculty
5. Program Standards Rating Scale (assesses all knowledge and performance indicators for KSDE Standards 1-7 and all dispositions): Minimum of 3.0 on all dimensions

B. **Related Progress Review Mechanism.** The decision is made by the Committee of Program Faculty and the candidate is informed of the decision in a letter from the Department Chair.

V. Other Review Data: Program Follow-Up

A. Assessments/Factors

1. Survey of Graduates one year after graduation
2. Survey of Employers of Graduates one year after graduation

VI. Other Review Data: External Reviews

A. Assessments/Factors

1. Kansas Department of Education
2. National Association of School Psychologists

VII. Other Review Data: State Required Licensure Tests

A. Assessments/Factors

1. School Psychology Content Test

B. COLUMN FORMAT

Transition Point: Program Admission

Assessments/Factors

1. Undergraduate GPA
2. GRE General Tests

3. Letters of Reference

Criteria

1. 3.0 for last 60 hours
2. 460 or higher on both Verbal & Quantitative
3.5 or higher on Writing
3. Absence of “red flags” as indicated by the rubric used by members of the Program Admissions Committee

Related Progress Review Mechanism

Decision made by Program Admissions Committee

Candidate informed of decision by letter from Department Chair

Transition Point: Admission to Clinical Practice (CESP 856)

Assessments/Factors

1. Graduate GPA (assesses all knowledge and performance indicators for KSD Standards 1-3)
2. CESP 824 Counseling Skills Rating Scale (assesses all performance indicators for KSDE Standards 1-7 and all dispositions)
3. Program Standards Rating Scale (assesses all knowledge and performance indicators for KSDE Standards 1-5, and all dispositions)

Criteria

1. Minimum of 3.0 in all program courses
2. Minimum of 2.0 for all dimensions
3. Minimum of 2.0 for all dimensions specified for pre-practicum accomplishment

Related Progress Review Mechanism

Decision made by Practicum Coordinator

Candidate informed of decision by letter from Program Coordinator

Transition Point: Completion of Clinical Practice (CESP 856)

Assessments/Factors

1. Practicum Skills Rating Scale completed by WSU faculty member (assesses all performance for KSDE Standards 1-7 and all dispositions)
2. Practicum Skills Rating Scale completed by field supervisor (assesses all performance for KSDE Standards 1-7 and all dispositions)
3. Reports from field supervisor (assesses all knowledge and performance indicators for KSDE Standards 1-7 and all dispositions)

Criteria

1. Minimum of 3.0 for all dimensions
2. Minimum of 3.0 for all dimensions
3. No requests that candidate be withdrawn from placement

Related Progress Review Mechanism

Decision made by faculty member teaching practicum

Candidate informed of decision by letter grade assigned for the practicum

Transition Point: Program Completion

Assessments/Factors

1. Overall program GPA (assesses all knowledge and performance indicators for KSDE Standards 1-7 and all dispositions)
2. GPA in CESP 802 and 824 (assesses all knowledge and performance indicators for KSDE Standards 1-7 and all dispositions)

Criteria

1. Minimum of 3.0
2. Minimum of 3.5

- | | |
|---|---|
| <ul style="list-style-type: none"> 3. CESP 856 Practicum (assesses all knowledge and performance indicators for KSDE Standards 1-7 and all dispositions) 4. Comprehensive Exams (assesses all knowledge indicators for KSDE Standards 1-7) 5. Program Standards Rating Scale (assesses all knowledge and performance indicators for KSDE Standards 1-7 and all dispositions) | <ul style="list-style-type: none"> 3. See Completion of Clinical Practice Criteria listed above 4. Correctly answer 80% of the multiple-choice items and pass all essay items as judged by two program faculty 5. Minimum of 3.0 on all dimensions |
|---|---|

Related Progress Review Mechanism

Decision made by committee of program faculty
Candidate informed of decision by Department Chair

Other Review Data: Program Follow-Up

Assessments/Factors

- 1. Survey of Graduates one year after graduation
- 2. Survey of Employers of Graduates one year after graduation

Other Review Data: External Reviews

Assessments/Factors

- 1. Kansas Board of Education
- 2. National Association of School Psychologists

Other Review Data: State Required Licensure Tests

Assessments/Factors

- 1. School Psychology Content Test

Master Program Standards Alignment Table
10-8-09 Template: Last Revised <insert date last changed entries>

- NOTE:** The Attachment to Figure 1 lists additional assessments used to evaluate this program.
NOTE: If program standards have been adopted that are not KSDE standards, they are preceded by an asterisk (*).
NOTE: Summary assessments that are reported to KSDE are preceded by a number listed in the first column.

Transition Points in this Program:

- I: <list the name of the first transition point>
 II: <list the name of the second transition point>
 III: <list the name of the third transition point>
 IV: <list the name of the fourth transition point>
 V: <IF there is a fifth transition point, list its name>

KSDE Assessment #	Common Assessment	Criterion	Course Where Assessment is Administered	Transition Point Where Used	Conceptual Framework Predominant Proficiency/ Disposition	Predominant Type of Knowledge (Per NCATE Standard 1)
	Standard 1:					
	1.					
	2.					
	3.					
	4.					
	Standard 2:					
	1.					
	2.					
	3.					
	4.					
	Standard 3:					
	1.					
	2.					
	3.					

Wichita State University
<Name of Program>, Table 2

KSDE Assessment #	Common Assessment	Criterion	Course Where Assessment is Administered	Transition Point Where Used	Conceptual Framework Predominant Proficiency/ Disposition	Predominant Type of Knowledge (Per NCATE Standard 1)
	4.					
	Standard 4:					
	1.					
	2.					
	3.					
	4.					
	Standard 5:					
	1.					
	2.					
	3.					
	4.					
	Standard 6:					
	1.					
	2.					
	3.					
	4.					
	Standard 7:					
	1.					
	2.					
	3.					
	4.					
	Standard 8:					
	1.					
	2.					
	3.					
	4.					
	Standard 9:					
	1.					
	2.					

Wichita State University
<Name of Program>, Table 2

KSDE Assessment #	Common Assessment	Criterion	Course Where Assessment is Administered	Transition Point Where Used	Conceptual Framework Predominant Proficiency/ Disposition	Predominant Type of Knowledge (Per NCATE Standard 1)
	3.					
	4.					
	Standard 10:					
	1.					
	2.					
	3.					
	4.					
	Standard 11:					
	1.					
	2.					
	3.					
	4.					
	Standard 12:					
	1.					
	2.					
	3.					
	4.					
	Standard 13:					
	1.					
	2.					
	3.					
	4.					
	Standard 14:					
	1.					
	2.					
	3.					
	4.					