5B COE ASSESSMENT AND CONTINUOUS IMPROVEMENT
TIMELINE

2008-2011

- The Department of Counseling and Human Services reviewed new CACREP standards and developed two new required DCHS courses to address new standards (Practice of Crisis Counseling, Trauma and Disaster Work and Principles of Addiction)
- DCHS developed new elective courses to enhance student expertise (Sexuality in Counseling, Play Therapy); designed Introduction to the Counseling Profession to attract/recruit UCCS undergraduate students; created the Human Services minor for UCCS undergraduate students; and established additional undergraduate coursework in Human Services including elective courses
- Teacher Education Licensure Program and Alternative Licensure Program set up folios organized around accreditation standards for Core Classes
- TELP and ALP implemented Teacher Work Sample and electronic portfolio requirement for Elementary and Secondary candidates, created a handbook, introduced regular monthly meetings for Site Professors, designed and implemented orientation and monthly seminars for TELP students
- TELP and ALP moved all forms, data, lessons to TaskStream, created a more detailed job description for site professors to clarify expectations and designed an advising handbook for TELP

2011-2012

- The College of Education began a series of “Conversations” involving all employees to provide a forum for discussion on the College’s direction, to build community, and determine priorities. From the first meeting in September, 2011, assessment and accreditation processes were on the agenda and remained a constant topic of discussion at all subsequent College meetings.
- The NCATE Conceptual Framework Committee reviewed the previous CF and a writing team of faculty from across the unit made substantial revisions to reflect current practices and since the previous draft.
- The College approved the updated goals, mission, vision, and unit Candidate Learning Outcomes.
- The Assessment and Accreditation Committee compiled a comprehensive list representing all the student data sources being kept throughout across the College. The document’s errors, redundancies, and omissions highlighted the need for a systemized approach to collecting, entering, and utilizing accurate data. This exercise eventually led to the implementation of Cherwell.
- Department chairs reported that they estimated at least 25% of applicants were lost because of inadequate student tracking processes within the College and across campus. This was the impetus for the creation of the Student Resource Office. The SRO is a one-stop, customer-service oriented office that facilitates student advising, applications, and communication. The most critical role of the SRO is that it provides oversight of the student data.
- The College began writing student and employee policies and procedures that provided greater equity, expectations, communication, and transparency. These cover a wide range
of topics, including background checks, faculty load, grade submission, and independent study. The policies are posted on the College’s website (http://www.uccs.edu/coe/faculty-staff-resources/policies-and-procedures.html) and published in its Handbook.

- The Assessment and Accreditation Committee facilitated work by departments to define their programs’ alignment to Colorado and SPA standards, identify key assignments and signature assessments.
- Department chairs collaborated on the creation of a common application form and process for graduate programs.
- The Associate Dean worked with Admissions and Records to correctly identify accurate program plans and subplans for all COE programs. To our knowledge, these were never correct and the College received erroneous program assignment and student enrollment information from the campus until these were corrected.

2012-2013
- COE representatives began meeting with IT staff to conceptualize an electronic data collection process that would allow for tracking of student records, facilitate faculty advising, and interface with existing campus programs to provide real-time data without introducing redundancies. With IT’s guidance, the College began to pursue development of the Cherwell platform. Months of planning went into determining what data needed to be collected, how, when and by whom. Cherwell was launched in late spring, 2013.
- The College hired an Assessment and Operations Specialist to assist programs in data collection and analysis and the submission of SPA, national, state, and AACTE reports. The AOS has been instrumental in helping departments set up portfolio management on Blackboard, providing advice on developing and implementing rubrics for grading and later reporting within the Bb platform, survey implementation support, and helping the College utilize data in more powerful ways.
- The Assessment and Accreditation Committee facilitated the agreement of common transition (gatekeeping) points that apply across all programs, creating an outline that documents decision outcomes.
- Faculty from the Department of Leadership, Research and Foundations interviewed local superintendents to determine their perceptions of the Principal Licensure program. The LEAD 5230: Instructional Leadership course was developed to address concerns and to respond to SB-191.
- The SRO began a central repository for placement data.
- The Department of Special Education restructured their program into a cohort model, realigned curriculum to match state and national standards; structured practica to align with coursework; redesigned the assessment plan for the program; implemented transition points and semestery student meetings; added an instructional technology course; and broadened the scope of positive behavioral support course to include preventative and relationship-building strategies.
- The College worked with the campus’s office of Web Services to create a new website that provides accurate, current, and readily accessible information for users. CAEP data and the e-doc center are housed on the new COE webpage (http://www.uccs.edu/~coe/).
- Programs submitted SPA reports to their national professional associations (ACEI, ELCC, NCSS, NCTE, NCTM, and NSTA). Eight of the nine program submissions received national recognition.
• DCHS developed the Addiction Focus coursework and formed a partnership with the Colorado Department of Behavioral Health to offer academic preparation for the Certified Addiction Counselor (CAC) Level II

• CAEP Standards Committees were created in April, 2013. Thirty-seven of the College’s 42 employees participated on at least one committee. Of the participants, 21 (57%) were tenure-track faculty, 14 (38%) were non-tenure-track, and 2 (5%) were staff. Committees created an inventory of artifacts that documented candidate/program/unit success in meeting each of the five standards.

• Special Education and Curriculum and Instruction faculty attended workshops on edTPA and began preparing for implementation for spring 2014 semester. Videotapes, informational sessions, and training of site supervisors began.

2013-2014

• Cherwell was launched by the SRO staff. Staff began scanning then shredding thousands of hard copies of paper files. Faculty and staff completed training on the electronic record platform, completed certification for FERPA, use of DARS, Singularity, Cherwell, and ISIS.

• The College Advisory Board (CAB) was constituted. Members include internal and external representatives, including community and district representation. CAB approved the Board’s Function and Role at an early meeting. CAB members provide feedback about new COE programs and initiatives and information on community/district needs.

• LRF added a new course to the PhD program titled LEAD 8600: American and Comparative Foundations of Education to address students’ lack of historical and international perspectives on education

• Fourteen faculty participated in training for CLASS. Two programs, UCCSTeach and the BI in Inclusive Early Childhood Education, will introduce the domains and pilot the instrument during spring 2014 semester. Results will be shared across the College for consideration of broader adoption of the practices for TELP and the proposed Bachelor of Arts degree in Inclusive Elementary Education in 2014-15.

• TELP, ALP, and UCCSTeach candidates were involved in the piloting of edTPA spring 2014.

• Faculty and OAS obtained approval from the Colorado Legacy Foundation for implementation of the Student Perception Survey for grades 3-12 in spring, 2015.

• The College creates an Office of Assessment and Accreditation to provide more continuity and better access to systematic data collection, analysis, and dissemination.

• The Department of Counseling and Human Services developed COUN coursework for the Compass Curriculum. Total of four courses approved.

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