

Gallaudet University
Unit Assessment System Five Year Plan

Goal	Element/Tasks	Individuals Involved	Current Status	NEXT STEPS	Target Date
A. Institutionalize continuous planning for assessment and evaluation	-Determine structures and roles through which continuous planning for assessment and evaluation can occur	- Unit Head (GSPP Dean) - GSPP Associate Dean - PEP Officers	- Resources identified within GSPP to support Unit Assessment System (e.g., Office of Technical Support, Certification Office) -Associate Dean reviewed policies, processes, and procedures	- Pilot use of these resources for data aggregation	Fall, 2003
	-Identify resources available and needed	- GSPP Office of Technical and Support Services - Department Chairs	-Professional Education Planning-Committee has been functioning as a curriculum review committee since 1996. Criteria for review were revised in Fall, '01 for better fit with NCATE 2000 standards - Gallaudet is beginning to establish an institutional Data Warehouse to centralize data collection and aggregation. Office of Technical Support and Services has been communicating with them to support interface with UAS.	-Continue to implement revised standards for PEP-C curriculum review	Ongoing
				- Continue conversations between PEP Unit and Institutional Research/Data Warehouse for compatibility	Ongoing
	Formation of PEP Assessment & Technology Planning Committee	- Unit Head (GSPP Dean) - Associate Dean - PEP Officers - PEP Partners	-PEP-C has been functioning as PEP curricular committee but not charged with design, implementation, or evaluation of assessment systems - Ad hoc PEP Planning Committees Assessment/Technology and Diversity/Field Experiences formed by PEP as Ad Hoc committee; began examining current strengths and issues in Fall, '02	- The expectation is that by Spring, '03 PEP Planning Committees for Assessment/Technology and Diversity/Field Experiences will be incorporated into PEP By-Laws as standing committees.	Spring, 2003
	Define “institutional standards” based on Conceptual Framework	- PEP Programs - PEP Assessment and Technology Committee	- Institutional standards have been described conceptually as part of the process of developing Conceptual Frameworks - “Valued Dispositions” have been defined based on Conceptual Framework - Initial candidate knowledge and skills outcomes have been defined by PEP faculty	- Valued Dispositions incorporated into assessments	2001 to 2002 Fall, 2002
				-Review and define candidate knowledge and skills outcomes more specifically	Spring, 2003

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B. Develop a plan for systematic program-level assessment	Describe 5-year assessment plan	- Assessment Task Force - Office of Technical Support and Services - Associate Dean	- Initial plan developed		Spring and Fall, 2002 Spring, 2003
	- Define/describe program transition points for candidates	- Program faculty	- Program transition points have been defined for most programs	- Continue efforts to operationalize transition points and revise as needed through pilot testing	Dec. 2003
	- Define/describe assessment information (to be) collected and reviewed at transition points	- Program faculty - Office of Technical Support and Services - PEP Assessment & Technology Committee	- Assessment information has been defined for most programs	- Continue efforts to operationalize assessment data and revise as needed through pilot testing -Investigate technology-based means for aggregating candidate data - To be reviewed by PEP Assessment Committee in Spring, 2003	Spring and Fall of 2003 -Spring, 2003 Ongoing
	- Define/describe criteria for candidates at programmatic transition points	- Program faculty -PEP Assessment & Technology Committee	Criteria for assessment has been defined for most programs	-Candidate work samples will be reviewed in Spring and Fall of 2003 to pilot criteria and to establish initial benchmarks - To be reviewed by PEP Assessment Committee in Spring, 2003	Spring and Fall of 2003 Ongoing
	Define/describe programmatic response for students who are not meeting criteria at transition points	- Program faculty -GSPP Associate Dean - PEP Assessment & Technology Committee	Responses have been defined for some decisions in programs but not all	-Cases will be reviewed in Spring and Fall of 2003 to establish pilot responses - To be reviewed by PEP Assessment Committee in Spring, 2003	Spring and Fall of 2003 Ongoing

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C. Explicitly align institutional and professional standards with curricular experiences, and with assessments	-Align curriculum with standards	-All unit faculty	-Curriculum has been aligned at the course level through syllabi alignment charts - Certification programs have aligned curriculum with standards as part of the Program review process in developing Folios - Technology support for curriculum alignment is being investigated	-Review for gaps and overlap needed -Program-level alignment of curriculum with standards to be completed for all programs -School partners will share curriculum mapping software with PEP Assessment Committee	-February, 2003 -Spring, 2003
	- Curricular review of performance-based assessments in courses and programs	- All unit faculty	- Review of program performance assessments begun at the program and PEP level; assessments used are external and internal, are formative and summative, and are embedded into curriculum; some, but not all, have performance criteria	-Review for gaps and overlap needed -As new performance assessments are being developed they need to be incorporated into the review	Fall, 2002
	Curricular scan of performance assessment and relationship to professional standards (e.g., Conceptual Framework; Education = INTASC)	-All unit faculty	- Preliminary alignment begun	-Continue alignment -Review for gaps and overlap needed	Spring and Fall of 2003

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D. Communicate standards, criteria, and assessments to candidates	- Develop policies and guidelines for when and how candidates' proficiencies and performances will be communicated and documented	<ul style="list-style-type: none"> - GSPP Associate Dean - Dept. Chairs - Program directors - Program team faculty - PEP Assessment & Technology Committee 	Completed: <ul style="list-style-type: none"> - Checklists for evaluating syllabi - Orientation - Handbooks - Revised PEP-C review criteria - Orientations - Regular program meetings for candidates 	<ul style="list-style-type: none"> - Associate Dean is meeting with Department Chairs to establish consistent Unit-wide policies -Continued orientations for new students and faculty 	Fall, 2002 Fall, 2002-Spring, 2003 Ongoing
	- Integrate information re. standards, criteria, and assessments into program materials, courses, and other processes (e.g., Orientations)	<ul style="list-style-type: none"> - GSPP Associate Dean - Dept. Chairs - Program directors 	Completed for standards, and some criteria and assessments: <ul style="list-style-type: none"> - Checklists for evaluating syllabi - Orientation - Handbooks - Revised PEP-C review criteria - Orientations - Regular program meetings for candidates 	<ul style="list-style-type: none"> - As criteria and benchmarks continue to be developed and refined these will be incorporated into program materials and processes 	Spring and Fall, 2003 Ongoing

Gallaudet University
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E. Collect data, analyze data, aggregate data, use data for candidate and program improvement	- Identify relevant data, users, timelines, and potential use	- Associate Dean - GSPP Office of Technical Services and Support -- Certification Officer - Department Chairs - Program Directors - Unit faculty (via course-related technology) - PEP Assessment & Technology Committee	-Consultant worked with Department Chairs to clarify data use - Data and users identified for most programs - Data aggregated, analyzed, disseminated, and discussed within programs up to 2001	- Develop annual timelines for data collection, aggregation, and dissemination - Identify personnel and procedures for consistent and timely data collection, aggregation, and dissemination	Fall, 2002 Summer, Fall, and Spring, 2002 Summer, 2003 Summer, 2003
	- Identify information management systems (roles, processes, and structures) for data collection, aggregation and use	- Unit head - GSPP Office of Technical Support and Services - Program faculty	-Consultant hired to examine interface of PeopleSoft with UAS database, and establish initial parameters with faculty for a UAS database - Interface between Peoplesoft and UAS database explored; some assessment information available as a result of a pilot project in CLAST - User-friendly technology systems have been identified to support A&E (e.g., My.Gallaudet, LiveText, and, to a lesser extent, PeopleSoft) - LiveText workshops have been held throughout Fall, '02 for candidates and faculty - Program-level databases begun in teacher preparation programs	- Assess compatibility of technology supported assessment systems - Pilot an initial Unit-wide database for data collection and aggregation	Spring & Fall of 2003 Spring or Fall of 2003 Fall, 2003
	- Develop a plan to systematically review data for candidate decisions and program revision	- Associate Dean - GSPP Office of Technical Support and Services - Dept. Chairs - Program Directors - Program teams	- Plans for systematic, unit-wide review developed (9/02); piloted in teacher preparation in 2001-2002	- Unit wide plan to be developed	Summer, 2004

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	<p>-Incorporate regular, systematic cycle of data review and decision making into yearly calendars at Unit, Department, and Program levels</p>	<ul style="list-style-type: none"> - Associate Dean - Dept. Chairs - Program Directors - Program teams 			<p>2003-2004 academic year</p>
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Gallaudet University
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F. Develop a plan for evaluating validity, reliability, limitation of bias of assessments	- Collect baseline data related to new assessments and criteria - Review relationship between aggregated data and candidate decisions - Review relationship between aggregated data and candidate success in the program - Review relationship between aggregated data and employer assessment data	- Associate Dean with Department Chairs - Program Directors - GSPP Office of Technical Support and Services - Graduate Research Institute (GRI) - PEP Assessment committee	- Beginning to collect data that is readily accessible	- Collect data for new assessments, using new technology supported tools - Request technical support from GRI - Review data	Now until Summer, 2005 Fall, 2005
	- Review assessments for reliability	- Associate Dean's Office - GSPP Office of Technical Support and Services - Graduate Research Institute -External resources	-Will initially pilot the use of assessments in 02-03	- Collect data for new assessments, using new technology supported tools - Review data	Fall, 2005
	- Request input from external experts on bias of pilot assessments	- GSPP Office of Technical Support and Services - Graduate Research Institute - External resources	-Will initially pilot the use of assessments in 02-03	- Collect data for new assessments, using new technology supported tools - Review data	Fall,, 2005