



Equip, Transform, Empower

SECTION B

INSTITUTIONAL SUMMARY AND PLAN OF ACTION

This section reflects the institution's review of the reports from all Commission-approved educator preparation programs at Point Loma Nazarene University. The summary is submitted by the unit leader: Dr. Deb Erickson, Dean. The unit leader must provide verification that s/he has read the Biennial Reports and responded to this section by completing the information in the table below:

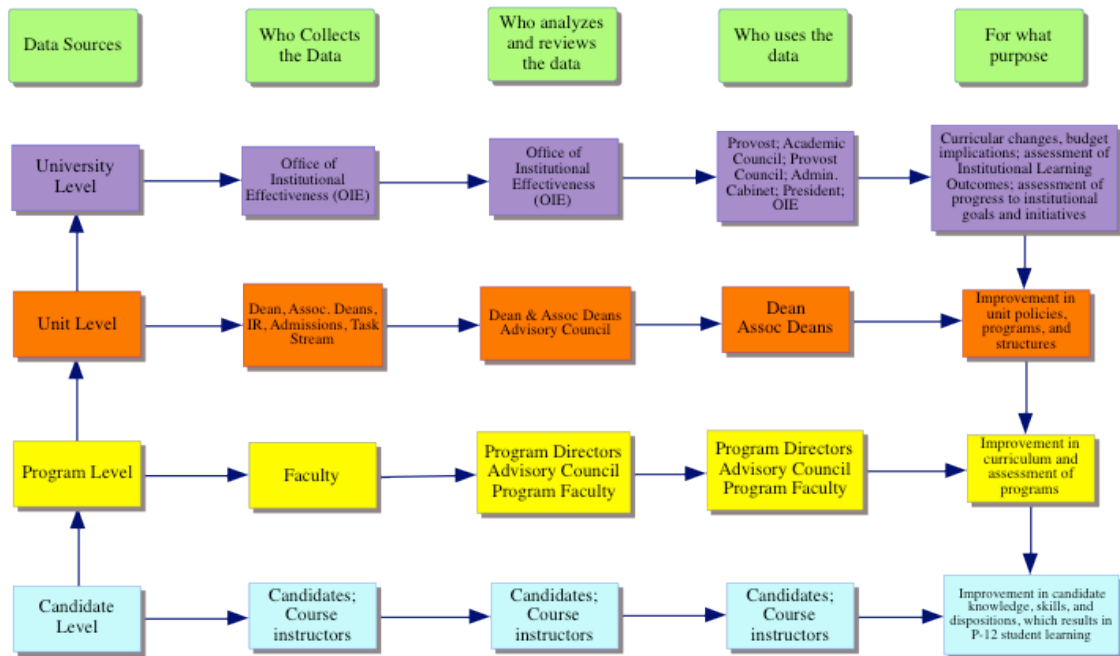
I hereby signify my approval to transmit this document to the Commission on Teacher Credentialing	
Name/Title: Dr. Deb Erickson, Dean, School of Education, Point Loma Nazarene University Contact Information: derickso@pointloma.edu 619.849.2332	Date: 11.14.14

The assessment system used by the School of Education at Point Loma Nazarene University serves three primary functions: 1) assessing candidate's knowledge, skills, and dispositions, 2) reviewing specific programs within the School of Education, and 3) evaluating the entire unit—the School of Education. The assessment system is not just a program responsibility. It is also a community-wide (internally and externally) responsibility. Ultimately, the unit is cognizant of its responsibility to its candidates and the public at large.

The assessment system is multi-dimensional, ongoing, and cyclical with data used in formative and summative ways for decisions with respect to the candidates and for meaningful programmatic change within the unit. The candidate-based assessments are drawn from both internal and external sources. In all of the SOE's programs, these assessments are recognized as key assessments, and entered in to the data management system, *Taskstream*. This system is used to assist in data entry, evaluation, maintenance, and aggregation efforts.

The assessment system is designed to determine eligibility for admission into the SOE and to provide continuous monitoring of the candidates' professional growth toward proficiency at the initial and advanced levels. This system is structured to require candidate assessments at critical points within a given program. With all regional centers and programs utilizing common assessment points and measures, consistency is ensured within the unit.

Flowchart of SoE Assessment System



**1) Documentation of the Unit Assessment System Based on Analysis of Data
2012-13 and 2013-14
SAMPLES**

Action Taken	Date	Data Source(s)	Analysis leading to the Action
Revisions were made in the number of SOE dispositions assessed. The methods of data collection were aligned across programs having common courses. Professors now assess dispositions in the same courses as candidates self-assess.	Fall, 2013	Scroll down to see “Current” Biennial Reports for all programs. Find changes in the program since the last Biennial Report http://assessment.pointloma.edu/academic-assessment/school-of-education/school-of-education-graduate-studies/points-of-distinction/	Analysis of data in all credentialing programs in 2012-13 showed and inconsistency in the patterns of author submission and evaluator assessment. <i>CS2: Unit and Program Assessment and Evaluation</i> <i>CS9: Assessment of Candidate Competence</i>
The SOE has aligned and deposited their data with the university’s transparent data collection process, analysis, and development of program improvement actions.	Fall, 2012	Requirement of University: http://assessment.pointloma.edu/ School of Education page (See assessment wheels by clicking on graduate credentialing programs. Data has been archived since 2011.) http://assessment.pointloma.edu/academic-assessment/school-of-education/	Although the SOE had the required data, it was embedded within the CTC Biennial Reports. <i>CS2: Unit and Program Assessment and Evaluation</i> <i>CS9: Assessment of Candidate Competence</i>
The SOE has started the process of changing signature assignments to “key assessments.” These assessments respond to a series of individual writing prompts which more accurately reflect	Fall, 2013	Samples GED 672 (see pages 3-4) https://w.taskstream.com/ts/nazareneuniversity/MasterSyllabi2010.html/apzkzv00aczqzqzgzfzezizbzq	Discussion at faculty meetings regarding analysis of data found that some Signature Assignments were skill-based and at times submitted by a team of candidates.

individual candidate learning outcomes and program effectiveness.		GED 628 (see pages 7-8 https://w.taskstream.com/ts/nazareneuniversity/MasterSyllabi2010.html/fpzkv00f_zeznzgzfzezizbzx	<i>CS2: Unit and Program Assessment and Evaluation</i> <i>CS9: Assessment of Candidate Competence</i>
In the Education Leadership (Administrative Services Clear Credential) a new DRF will be developed to address analysis findings as well as to respond to new CTC standards.	In the development phase. Fall, 2014	Scroll down to see “Current” Ed. Leadership Clear Biennial Report’s action plan. http://assessment.pointloma.edu/academic-assessment/school-of-education/school-of-education-graduate-studies/points-of-distinction/	Ed. Leadership data analysis found inconsistent patterns in the number of author submissions. This resulted from the use of 2 active DRFs collecting data. <i>CS2: Unit and Program Assessment and Evaluation</i> <i>CS9: Assessment of Candidate Competence</i>
Task force is working on developing a “crosswalk” for common assessments within the preliminary credentialing program to ensure consistent numbers are represented in each credential program.	In the development phase. Fall, 2014	Scroll down to see “Current” Biennial Reports for all preliminary programs’ action plans. http://assessment.pointloma.edu/academic-assessment/school-of-education/school-of-education-graduate-studies/points-of-distinction/	Analysis in all <i>preliminary</i> credentialing programs show use separate DRFs. However, most candidates are dual credentialed resulting in inconsistent numbers of authors in signature assignments <i>CS2: Unit and Program Assessment and Evaluation</i> <i>CS9: Assessment of Candidate Competence</i>
All preliminary credentialing programs will be reviewed to ensure adequate instruction and assessment in the common core standards.	Fall 2014	Sample: EDU 602, table on page 4. This table is in every syllabus addressing the how the courses integrate the common core standards. https://w.taskstream.com/ts/nazareneuniversity/MasterSyllabi2010.html/kbf9eu00k7e5egfdffdf5e6ec	Analysis of current syllabi and assessment data in preliminary credentialing programs show that the implementation of the common core standards for education nationwide had not been integrated into coursework and assessments. <i>CS1: Educational Leadership</i>
In the Literacy and Reading Added Authorization credentialing program, an exit survey will be developed to capture	In progress Fall, 2014	Scroll down to see “Current” Biennial Reports for the LRAA action plan. http://assessment.pointloma.edu/academic-assessment/school-of-education/school-of-education-graduate-studies/points-of-distinction/	Analysis of data showed that this added authorization was embedded in the Masters in Teaching and Learning DRF. It did not capture those specific reading authorization exit survey data.

specific LRAA exit data.			<i>CS2: Unit and Program Assessment and Evaluation</i> <i>CS9: Assessment of Candidate Competence</i>
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2) Common Standard Implications Fall 2014

3)

Identified Issue	Program(s) Involved	Area of Strength or Area to Improve	Applicable Common Standard (s)
<i>Validity and Reliability of Data:</i> In reviewing the data across all programs, it is evident that there is unclear or insufficient data or delineation to know whether or not all data has been extracted from TaskStream and whether data is measuring what has been indicated. Plan of Action: In Spring of 2015, all programs will review key assessments to ensure validity and reliability. Sample benchmarks will be developed for each key assessment in order to ensure reliability of scoring.	All	Area to Improve	<i>CS1: Educational Leadership</i> <i>CS2: Unit and Program Assessment and Evaluation</i> <i>CS9: Assessment of Candidate Competence</i>
<i>Fieldwork and Clinical Practice:</i> Although the data is not specifically included in this report, an extensive study of the fieldwork and clinical practice processes was undertaken in January. Data showed that the fieldwork and clinical practice placement particularly at one campus needed clearer processes in place. Plan of Action: During the 2014-2015 academic year, several school partnerships were developed to strengthen placements of candidates in appropriate learning environments. Additional requirements and processes are being added this fall (2014).	Initial Teacher Preparation	Area to Improve	<i>CS7: Field Experience and Clinical Practice</i>

Appendix A
Point Loma Nazarene University School of Education
Biennial Report Response, For Reports Submitted in Summer/Fall 2014

General Comments: (remove if not used)

Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √/- Present, but Insufficient 0 Missing/Not Evident N/A Not applicable		Comments/Additional Information Required
	<u>Data Presented</u> • <u>Assessments/Data discussed but not presented</u> •	Context		
		Changes since last BR/SV		
		Assessments tied to CTC Competencies		
		Sufficient # of assessments		
		Aggregated data		
		Disaggregated data by delivery model/pathway		
		Analyzed/Discussed data		
		Modifications linked to data		
		Modifications identified by Commission Program and/or Common Standards		
Part B: Institutional Summary and Plan of Action		Verification of unit lead provided		
		Graphic/outline of unit assessment system		
		Actions taken based on data and analysis		
		Implications related to Common Standards based on data		
<i>Submission of a Biennial Report for each approved educator preparation program is required as part of the Commission’s accreditation activities but does not, in and of itself, imply that any of the Commission’s Common or Program Standards are Met. The decision if each standard is met or not is the responsibility of the site visit team.</i>				

