Advanced Programs Assessment Committee (APAC)

Annual Report 2019-2020

For the 2019-2020 school year, the Advanced Programs Assessment Committee has been focused on reviewing and analyzing programs, assessments, artifacts, and procedures of the unit in preparation for the upcoming CAEP virtual visit in 2021 and the subsequent full visit in 2023. Specifically, APAC worked to identify and create key assessments.

**Unit Assessment Artifacts**

 The Advanced Programs Assessment Committee (APAC) reviewed:

 **Praxis II scores** – were analyzed per program

 Curriculum and Instruction: Candidates took the SLLA. The pass-ratefor the candidates from Arkansas State University for the three-year period 2016-2019, is 88%. During that time span, 663 candidates attempted the exam with a total of 472 passing.In Cycle One (2016-17), 260 candidates attempted the exam with 231 passing for a pass rate of 93%. In Cycle Two (2017-18), 313 candidates attempted the exam with 272 passing for a pass rate of 85%. In Cycle Three (2018-19), 90 candidates attempted the exam with 78 passing for a pass rate of 88%.

 Educational Leadership: Regarding the SLLA, the pass-ratefor the candidates from Arkansas State University for the three-year period 2016-2019, is 88%. During that time span, 663 candidates attempted the exam with a total of 472 passing.In Cycle One (2016-17), 260 candidates attempted the exam with 231 passing for a pass rate of 93%. In Cycle Two (2017-18), 313 candidates attempted the exam with 272 passing for a pass rate of 85%. In Cycle Three (2018-19), 90 candidates attempted the exam with 78 passing for a pass rate of 88%.

 School Psychology: School Psychology Exam Specialty Exam - Six school psychology graduate students in the 2018-2019 intern cohort took the exam. All students passed the exam (i.e., 100% pass rate). Scores ranged from 151-171. The cut score for passing is 147. The mean was 163.

In terms of area/subtests scores for this cohort:

I. Professional Practices that Permeate all Aspects of Service Delivery the average raw score was 71%.

II. Direct and Indirect Services for Children & Families & Schools the average raw score was 78%.

III. System Level Services the average raw score was 72%.

IV. Foundations of School Psychology Service Delivery the average raw score was 78%.

We are still awaiting the official printout of scores for the 2019-2020 intern cohort. Having this data should assist us in examining trends across the last two academic years.

School Counseling: None of our School Counseling students have taken the Praxis yet as the program is still in its beginning stages. Our first cohort will take the Praxis II this summer as they prepare for August 2020 graduation.

 Analyses from other programs have not come in as of the time of this report.

 **Dispositions**: Programs will utilize EDA/EDLDA except for School Psychology which has developed a dispositional assessment (Dr. Wayne Wilkinson assisted with validity measures for School Psychology disposition assessment). Faculty went through calibration training during April.

 **Completer and Employer Surveys**: During the 2019-2020 school year, the Advanced Programs Assessment Committee (APAC) focused on preparation for the CAEP virtual visit. Subcommittees were developed to focus on each of the CAEP standards. Each subcommittee was comprised of representatives from each of the Advanced Programs. Completer and Employer Satisfaction Surveys from other institutions as well as the AState Alumni Survey were examined at the APAC meeting on 09/09/2019. The standard 4 subcommittee decided to align the Completer and Employer Satisfaction Surveys to the CAEP proficiencies. Dr. John Hall, member of the standard 4 subcommittee, provided generalized statements for each of the 6 proficiencies and sent them to the subcommittee on November 18, 2019. The surveys were then discussed and amended with input from all members of the Advanced Programs Assessment Committee (which includes all program directors).

Program directors (with input from faculty) submitted names of current practitioners in each field to be included as members of EPAC. EPAC membership includes AState faculty and program directors, superintendents, principals, curriculum directors, special ed directors, reading specialists, school counselors, and school psychologists. The membership of EPAC is reviewed annually by program directors and faculty to ensure that representation is adequate and appropriate for each field.

The Standard 4 committee met on May 12, 2020 to make edits to the surveys, specifically addressing employment trajectory issues. The committee determined to fully address the employment trajectory aspect in the Completer Satisfaction Survey rather than the Employer Satisfaction Survey. We should be able to receive more accurate information from the completer as to employment trajectory. Due to the fact that some districts employ many AState graduates, and not wanting to overtax those districts with surveys, the Employer Satisfaction Survey gauges the employer’s satisfaction with AState graduates of the past year rather than a specific graduate. Therefore, the employer only needs to fill out one survey. This should help increase the return rate of surveys. This is another reason to include the employment trajectory information on the Completer Satisfaction Survey.

Members of EPAC and the Standard 4 committee met on May 19 to serve as a validation panel for the developed Employer and Completer Satisfaction Surveys. (See Validation Panel Writeup for Employer and Completer Surveys.) Final edits were made at this time.

 **Ethics**: Programs will begin using Proethica in the summer of 2020.

**Assessment System (Quality Assurance Plan)**

**Assessment Procedures**: to ensure compliance with CAEP requirements, Proficiency Charts were developed to demonstrate that each program had assessments which addressed all 6 proficiencies with at least 3 proficiency areas containing assessments that are valid and reliable. Each program director, with input from faculty within each program, selected appropriate assessments. While most of the selected assessments were unit assessments such as Praxis II scores, Completer and Employer Surveys, and Disposition Assessments, some course embedded assessments were also selected. These assessments will be validated through content validity measures via the Lawshe method and interrater reliability established through the use of the program specific focus groups.

**Strengths, Weaknesses, Concerns, Areas to be Addressed:**

-School Psychology concern: Dr. Hall mentioned completers have to be one year out and they only graduate in the spring. Discussion on how to establish reliability with smaller groups, distant groups, etc.

-Faculty will need to go through calibration training for EDA and EDLDA. Done online but can be done in labs, etc.

-To assist with meeting CAEP Standard 3, the Diversity Committee met with AOS representatives and Susan Dukes. It was determined that the AOS diversity recruitment plan was not robust enough. So, the committee continues to work on a plan that will enhance the current practices for diversity recruitment.

-A Minority Graduate Administrator Consent Form is to be included in the graduate admissions packet to address A.C.A. § 6-61-124 which requires universities to report to ADE a list of minority graduates who have been recommended for licensure.

-Stakeholder Engagement: although EPAC, an advisor council, was previously used, advanced programs re-identified individuals at partner schools, per program, to assist with reviewing courses, co-creating assessments, and ensuring validity and reliability of key assessments. The new Partnership Committee? will meet biannually with the new revised committee first meeting on June 11. Also, to assist with addressing CAEP standard 2, a revised partnership agreement has been developed.

-Integration/Triangulation of Data:

Committee Members: Rob Williams (Chair), LaToshia Woods, Lance Bryant, Jackie McBride, Ryan Kelly, Meagan Medley, John Hall; Ex-Officio members – Kimberley Davis, Audrey Bowser, Prathima Appaji, Mary Jane Bradley, Joan Henley, Annette Hux

Meeting dates: 9/9/19, 9/23/19, 10/14/19, 10/28/19, 11/11/19 (all APAC as well as CAEP subcommittee members), 1/27/20, 2/24/20, 3/16/20, 4/20/20, 4/24/20 (Spring Assessment Day – all EPP members), 5/11/20