ASSESSMENT COMMITTEE MINUTES 7 December 2009
1-3pm

Members present: Dean Fueyo, Bonnie Braun, Alejandro Brice, Malcolm Butler, Jennefer Khattabi, Andy Reeves, George Roy, Gwyn Senokossoff, Zafer Unal, Susan Holderness

Not present: Brie Reck, Terry Rose

1. Approval of minutes from 16 November 2009 meeting

2. Annual Schedule for Reporting to the Assessment Committee
   a. Update on UG admission system and PHCC coding issues – Zafer Unal reported that BANNER cannot separate existing PHCC students, but a special code can be used in the future to distinguish them. It will soon be possible to run admission reports with live data so it can be accessed at any time. Dean Fueyo pointed out that reviewing these data on a regular basis will inform strategic decisions on recruiting and other issues.

   b. ESOL training report – Alex Brice said that four full-time faculty members are working to complete ESOL credentialing; all should be complete by the end of January. One faculty member initiated the process under the old system and will complete under that system, the other three are working with the new online system of eight different modules which include articles and quizzes aligned with the five standards areas and meet together weekly to review and complete. Dr. Brice also reported that two adjunct faculty members, who are teaching this fall, need to complete the training; they have received a $500 stipend from the COE to support their participation. There was discussion about adding an ESOL training section on the Faculty Credentialing Form for SACS. The committee reviewed the on-line course at www.cdnportfolio.net/esolcourse and discussed making the resources available to all faculty.

   • Action Item: Alex Brice will provide a copy of the ESOL training report to Susan Holderness, for the record. SEE ATTACHMENT
   • Action Item: Susan Holderness will email Deanna Michael about adding an ESOL credentialed section on the Faculty Credentialing Form for SACS, cc Dean Fueyo. email text: Deanna, As a follow-up to the Assessment Committee meeting of 7 December 2009, I was asked to email you about adding an ESOL-credentialed section on the Faculty Credentialing Form for SACS. Thank you. Susan
   • Action Item: Alex Brice will create a link for posting ESOL articles to be shared with all faculty, using the quizzes in the training as a reading guide.

   c. Math/Science, including disposition data and mid-course monitoring – Andy Reeves reported on a meeting 18 November 2009 with counterparts in Pinellas County Schools, Laurel Rotter, new elementary math supervisor, and Julie Poth, elementary science supervisor. Andy Reeves said we do not have as many students as we would like to have in our programs, and provided some information on the University of Florida’s new MA programs at no cost to teachers, targeting teachers in Title I schools. There is a general elementary education program with 36 teachers, and a new math/science program for 100 middle and high school teachers. Those have and will continue to impact our programs.
Dean Fueyo said she is continuing conversations with the PCS Superintendent about the proposed math/science Masters. Andy Reeves said he and Malcolm Butler reviewed dispositions for 10 students who are completing the program; there were no concerns. They also identified all students who are mid-program, and reported that the dispositions form is working as intended.

- Action Item: Andy Reeves will update the dispositions review form created by Kathe Rasch and send to Susan Holderness, for the record. Because the dispositions review form includes student names it will not be attached to the minutes. Instead a redacted report is attached.

d. Internship data on admissions to Spring 2010 – Final internship applications closed 1 December; 95 students applied from UG, MAT and Dual-Track programs. Bonnie Braun reported that 37 of the applicants did not meet final requirements; 23 of those are UG, 6 of which had already requested transferring their internship applications to another semester. Certified letters were sent to applicants on 4 December 2009. Because the UG program has been suspended, students not completing the final internship in Spring 2010 will have to transition to the new program. This will require approximately 15-17 more credit hours for elementary education majors and 9 additional credit hours for ESE majors, but students will graduate with two certifications and two endorsements instead of one of each.

The committee reviewed data and looked at a few candidates individually. Some concerns were expressed, but Dean Fueyo assured the committee that every candidate was given the same opportunities to complete the requirements. Very specific correspondence about the need to complete requirements has been sent over an extended period of time, including a series of face-to-face and group meetings with all candidates. At this time, there can be no exceptions. The program requirements are published in the catalog; most candidates met them, some did not.

Malcolm Butler pointed out that more than one-third of the total applicants (and 18% of UGs) will not advance into the internship, and this may be a possible issue for NCATE. Dean Fueyo said this year’s data are confounded by the suspension of existing undergraduate programs and the transition into a new program, to which the students had not initially applied.

There was discussion about an additional requirement for completion of ESOL clusters prior to the final internship. Bonnie Braun suggested looking at the rubrics, perhaps making them more achievable and incorporating language in use by NCATE of ‘not met, met, exemplary.’ Andy Reeves suggested having students who were successful with the process hired by the academic success center to help other students. The committee shared ideas for professors to be more involved in helping students complete CDN requirements, such as giving extra credit for critical assignments if they are submitted to the CDN. Students could be better served if every faculty member went over CDN assignments, not just to ensure more successful students, but to emphasize how applying the knowledge meets standards of the profession. Malcolm Butler also asked whether successfully meeting CDN requirements has any predictive validity for success in teaching. This discussion will be continued at the next meeting.

The committee looked at the four questions of the annotation form in the CDN, and voted to make #4 optional, beginning in Spring 2010. Candidates will be allowed to provide their response for question #4 and evaluators will read if they do; however, no points will be taken if
candidates do not respond.

Question 4: 4. Reflect on what you learned about this Accomplished Practice. (Write a reflection about what it means to you now that you’ve selected evidence(s) and have written this annotation about it.)

- Action Item: Bonnie Braun will update the committee on the 17 UGs and the decisions they make, e.g., transition into the new program, or change fields.
- Action Item: Alex Brice and Jennefer Khattabi will provide a recommendation to the committee on how many ESOL clusters should be completed before the final internship and recommend language for the new graduate and undergraduate catalogues. In a proxy vote following the meeting, the committee accepted the recommendation: the following language will be included in the undergraduate and graduate catalogues for 2010-2011: “In order to be eligible to enter the final internship, candidates must achieve Bridging on 3 of 5 ESOL clusters.”
- Action Item: The committee will develop recommendations for changes in the CDN requirements, including rubrics, and bring them to the faculty to be considered in August.

3. Updates
   a. Academic Dishonesty and CDN Plagiarism – Deanna Michael met with the students suspected of plagiarism in the CDN over the issue of duplicative CDN entries and determined the case was not malicious. Both students were required to take the FL DOE online ethics course this semester. Language will be added to the new catalog to expand academic dishonesty beyond courses to include program and graduation requirements. There was discussion about CDN evaluators being careful not to use cut-and-paste comments that could be construed by students as duplicative.

- Action Item: Dean Fueyo asked the committee to look at existing procedures and expand upon them at a Spring meeting

   b. Meetings with Pasco County curriculum leadership to begin planning master’s degrees in Reading and Ed Leadership are not yet scheduled.

   c. Discussion with Pinellas elementary and secondary reading coordinators will be held next week.
REPORTS FOR NEXT MEETING (based on December Action Items and January-February items from master schedule)
Bonnie – Update on 17 UG candidates not qualifying for final internship
Alex & Jennefer – Recommendation on requiring completion of selected ESOL clusters before final internship (ATTACHED)
Gwyn – Reading data on dispositions and mid-program auditing
Brie – Educational Leadership report – practicum evaluations, practicum demographics, CDN portfolio (J)
Zafer – undergraduate admissions data – BANNER (J)
Zafer – Standards-based education completers previous spring/summer, CDN data base (J)
Action Research: MAT, Dual Track, Reading, Curriculum and Literacy (J)
Dean Fueyo – InfoMart data on transfer students
Alex & Jennefer – report on program submissions, report on faculty training (F)
Bonnie – TWS work sample results
Bonnie – Practicum demographic data report for spring final interns (F)
Zafer – Graduate admissions data from fall 2009 (F)

DATES FOR UPCOMING MEETINGS

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ESOL Credentialing Report to the Assessment Committee

December 7, 2009

Four full time faculty need to complete their ESOL Credentialing; they have asked for an extension (to be completed by the end of Spring 2010 semester). Three professors have indicated that they will meet every week next semester and complete the credentialing by the end of next semester. Dean Fueyo agreed to this extension. The fourth professor will complete her ESOL credentialing using the Tapestry videos.

Two adjunct instructors have not completed their on-line ESOL Credentialing. Both have completed the first module and have 6 additional modules and quizzes to complete by January 11, 2010. They will be sent reminders that they must complete the course as a part of Florida DOE requirements, and they received a stipend for their time and efforts in order to complete the online ESOL course.
Email 12.7.09

Fall 2009 math/science program meeting and portfolio review

5 portfolios were reviewed. 1 passed without revision and 4 were revised and passed 2 weeks later.

10 mid-program students were reviewed in terms of Professional Behavior and Disposition. All 10 received satisfactory evaluations.

We also discussed the commitment letter that our PCSB supervisors instituted and have been maintaining during academic year 2008-2009. It has worked very well and will be continued. We discussed our program being impacted by UF's master's degree program being offered by the Lastinger Center--no decisions were made, but we predict this initiative has negatively impacted our numbers of students, and will continue to do so.