STANDARD 5 TABLES

*The provider **maintains a quality assurance system** comprised of **valid data from multiple measures**, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider **supports continuous improvement** that is **sustained** and **evidence-based**, and that evaluates the effectiveness of its completers. The provider **uses the results** of inquiry and data collection **to establish priorities**, **enhance program elements and capacity**, and **test innovations to improve completers' impact on P-12 student learning** and development*

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5.1: Quality Assurance System

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Assessment		Transition Points	

Domains and Related Goals of the Conceptual Framework		1 Entrance to BA Program *Applicant Qualifications*	*Mentorship*	2 Entry to Clinical Practice I & II	*Mentorship*	3 Exit from Clinical Practice	*Mentorship*	4 Graduate	*EPP Operations*
		Assessment Measures *Candidate and Graduate Performance*							**Data Sources**
I. EXTERNAL Knowledge; Effective Communication Analytical Ability; Professionalism		*NYSTCE Education for All* *NYSTCE-CST- MS*		*NYSTCE CST (Sw/D)*		*EdTPA*		*Employer Surveys* *Employer Annual Teacher Evaluations*	
II. PORTFOLIO Knowledge; Effective Communication; Personal and Global Consciousness; Analytical Ability; Creativity, Collaboration, Professionalism, Commitment and Care INTASC/SPAs		*Initial Portfolios*		*Developing Portfolio*		*Professional Portfolios*		Graduate Survey	*Employer Surveys* *NYC Annual Teacher Evaluations (Danielson)* *Field/ Clinical Site Evaluations*
III. EARLY FIELD AND CLINICAL Knowledge; Effective Communication; Creativity; Professionalism; and Collaboration		Assessment 504: *Webquest*		Assessments 505: *Reading Assessment and Instructional Plan for Struggling Reader* Assessment 506: *Guided Reading Lesson Implementation Video and Reflection*		*Clinical Practice Experience Assessment* *Clinical Practice Value-Added Assessments*			*Graduate/Alumni Surveys* *Candidate Questionnaire* *Peer/ Candidate Evaluations of Faculty* *Graduating Senior Questionnaire* *Faculty Annual Course Assessments & Reflection*
IV. PROGRAM Knowledge; Personal and Global Consciousness; Analytical Ability; Effective Communication; Collaboration; Professionalism; Commitment and Care		Program Assessments are measures administered in courses and characterized by (1) assessment measures administered to all candidates and (2) specific measures administered to candidates based on their programs of study which provides information on their competencies relative to the standards of their Specialized Professional Associations. <u>Assessments administered to all candidates</u>: Assessment 152 *Disability Awareness Project* Assessment 312 *Textbook Critique* Assessment 315 *Modified Lesson Plan* Assessment 381 *Reading Intervention* Assessment 457 *Interdisciplinary Curriculum Unit (Childhood and Childhood Special Education)* *Assessment 301: Principles of Early Childhood Education* *Assessment 302: Interdisciplinary Curriculum Unit (Early Childhood Special Education)* *Assessment 252: Early Intervention Needs of Infants/Toddlers* *Assessment 253: Assessment, Treatment and Services for Infants, Toddlers and Children with Developmental Disabilities (Early Childhood Special Education)* *Assessment 310: Behavioral Intervention Project (Early Childhood & Childhood Special Education)*						*Alumni Survey*	

V. DISPOSITIONS Personal and Global Consciousness; Commitment and Care		Dispositions Assessment Form (Self)	Student Teacher Observation Disposition Checklist	Student Teacher Observation Disposition Checklist		

Table 5.1ci: Summary Data on Key Assessments: 2017

Data Use	Programs	N	Assessment	% Exemplary A – to A+	% Competent B- to B+	% Emerging C to C+	% Unsatisfactory D-F
Program	**ALL**	30	BA Entry Requirements	**17%**	**50%**	**17%**	**16%**
Program	ALL	67	Pre-Professional Portfolios	**43%**	**52%**	**5%**	**0%**
Inst/Prog	ALL	24	NYSTCE EAS	**12%** (531>)	**21%** (521-530)	**63%** (500-520)	**4%** (<500 Fail)
Program	ALL	98	Assessment 152	**45%**	**40%**	**10%**	**5%**
Program	ECSE	25	Assessment 252	**48%**	**52%**	**0%**	**0%**
Program	ECSE	24	Assessment 253	**33%**	**54%**	**13%**	**0%**
Program	ALL	79	Assessment 504	**56%**	**23%**	**15%**	**6%**
Program	ALL	18	Assessment 505	**78%**	**11%**	**0%**	**11%**
Program	ALL	19	Assessment 506	**38%**	**62%**	**0%**	**0%**
Inst/Prog	ALL	17	NYSTCE CST-MS	**53%** [3 Parts)	**6%** (2 parts)	**35%** (1 part)	**6%** (Fail)
Program	CSE/ECSE	26	Assessment 310	**38%**	**54%**	**8%**	**0%**
Program	ALL	19	Assessment 312	**100%**	**0%**	**0%**	**0%**
Program	ALL	18	Assessment 315	**50%**	**28%**	**11%**	**11%**
Program	ALL	16	Assessment 381	**0%**	**81%**	**19%**	**0%**
Program	CE/CSE	23	Assessment 457	**78%**	**22%**	**0%**	**0%**
Program	ECSE	6	Assessment 302	**67%**	**33%**	**0%**	**0%**
Program	ALL	32	Dispositions Self-	**31%**	**56%**	**13%**	**0%**

			Assessment (1)				
Program	ALL	12	Clinical Practice I	17%	66%	17%	0%
Program	ALL	12	Clinical Practice II	25%	58%	17%	0%
Program	ALL	12	Cooperating Teacher Disposition Assessment	58%	42%	0%	0%
Program	ALL	12	College Supervisor Disposition Assessment	50%	50%	0%	0%
Program	CE/CSE/ ECSE	12	Professional Portfolio	54%	38%	8%	0%
Inst/Prog	CSE/ECSE	21	NYSTCE SwD	5% (561>)	48% (540-560)	33% (520-539)	14% (< 520)
Inst/Prog	ALL	17	NYSTCE edTPA	18% (Mastery)	76% (Pass)		6% (Fail)
Inst/Prog	ALL	12	Graduate Survey	50% [6] Very Effective	50% [6] Effective	0% Somewhat effective	0% No Answer/ not effective
Inst/Prog	ALL	4	Employer Survey *(Mastery of Content)*	25% [1] Very Effective	50% [2] Effective	25% [1] Somewhat effective	0% No Answer/ not effective

Table 5.1cii: Summary Data on Key Program Assessments: 2016

Data Use	Programs	N	Assessment	% Exemplary A – to A+	% Competent B- to B+	% Emerging C to C+	% Unsatisfactory D-F
Program	**ALL**	27	BA Entry Requirements	22%	45%	22%	11%
Program	ALL	31	Pre-Professional Portfolios	42%	48%	10%	0%
Inst/Prog	ALL	17	NYSTCE EAS	6% (531>)	35% (521-530)	41% (500-520)	18% (<500 Fail)
Program	ALL	100	Assessment 152	26%	36%	19%	19%
Program	ECSE	26	Assessment 252	58%	0%	38%	4%
Program	ECSE	20	Assessment 253	30%	60%	10%	0%
Program	ALL	25	Assessment 504	64%	8%	12%	16%
Program	ALL	22	Assessment	36%	59%	5%	0%

			505				
Program	ALL	8	Assessment 506	**12.5%**	**75%**	**12.5%**	**0%**
Inst/Prog	ALL	17	NYSTCE CST-MS	**53%** (3 parts)	**12%** (2 parts)	**12%** (1 part)	**23%** (Fail)
Program	CSE/ECSE	19	Assessment 310	**11%**	**63%**	**26%**	**0%**
Program	ALL	12	Assessment 312	**50%**	**50%**	**0%**	**0%**
Program	ALL	19	Assessment 315	**42%**	**47%**	**11%**	**0%**
Program	ALL	8	Assessment 381	**0%**	**75%**	**25%**	**0%**
Program	CE/CSE	7	Assessment 457	**43%**	**57%**	**0%**	**0%**
Program	ECSE	9	Assessment 302	**56%**	**33%**	**11%**	**0%**
Program	ALL	25	Dispositions Self-Assessment (1)	**20%**	**60%**	**20%**	**0%**
Program	ALL	23	Clinical Practice I	**13%**	**56%**	**22%**	**9%**
Program	ALL	23	Clinical Practice II	**30%**	**61%**	**9%**	**0%**
Program	ALL	23	Cooperating Teacher Disposition Assessment	**17%**	**83%**	**0%**	**0%**
Program	ALL	23	College Supervisor Disposition Assessment	**13%**	**87%**	**0%**	**0%**
Program	CE/CSE/ ECSE	23	Professional Portfolio	**60%**	**28%**	**12%**	**0%**
Inst/Prog	CSE/ECSE	15	NYSTCE SwD	**7%** (561>)	**27%** (540-560)	**46%** (520-539)	**20%** **(< 520)**
Inst/Prog	ALL	12	NYSTCE edTPA	**17%** (Mastery)	**75%** (Pass)		**8%** **(Fail)**
Inst/Prog	ALL	19	Graduate Survey	**69%** [13] Very Effective	**26%** [5] Effective	**5%** [1] Somewhat effective	**0%** No Answer/ not effective
Inst/Prog	ALL	8	Employer Survey *(Mastery of Content)*	**25%** [2] Very Effective	**63%** [5] Effective	**12%** [1] Somewhat effective	0% No Answer/ not effective

Table 5.1ciii: Summary Data on Key Program Assessments: 2015

Data Use	Programs	N	Assessment	% Exemplary A – to A+	% Competent B- to B+	% Emerging C to C+	% Unsatisfactory D-F
Program	**ALL**	18	BA Entry Requirements	33%	17%	33%	17%
Program	ALL	37	Pre-Professional Portfolios	41%	46%	13%	0%
Inst/Prog	ALL	17	NYSTCE EAS	23% (531>)	24% (521-530)	47% (500-520)	**6% (<500 Fail)**
Program	ALL	117	Assessment 152	32%	54%	8%	6%
Program	ECSE	24	Assessment 252	33%	54%	4%	9%
Program	ECSE	10	Assessment 253	25%	50%	25%	0%
Program	ALL	44	Assessment 504	59%	34%	7%	0%
Program	ALL	10	Assessment 505	40%	40%	0%	20%
Program	ALL	14	Assessment 506	71%	29%	0%	0%
Inst/Prog	ALL	16	NYSTCE CST-MS	75% (3 parts)	6% (2 parts)	13% (1 part)	6% (Fail)
Program	CSE/ECSE	17	Assessment 310	35%	47%	6%	12%
Program	ALL	14	Assessment 312	71%	29%	0%	0%
Program	ALL	22	Assessment 315	41%	27%	32%	0%
Program	ALL	14	Assessment 381	93%	7%	0%	0%
Program	CE/CSE	15	Assessment 457	67%	20%	13%	0%
Program	ECSE	4	Assessment 302	75%	25%		
Program	ALL	16	Dispositions Self-Assessment (1)	56%	38%	6%	0%
Program	ALL	16	Clinical Practice I	38%	44%	18%	0%
Program	ALL	16	Clinical Practice II	38%	56%	6%	0%
Program	ALL	16	Cooperating Teacher Disposition Assessment	38%	44%	18%	0%
Program	ALL	16	College Supervisor	38%	44%	18%	0%

			Disposition Assessment				
Program	CE, CSE, ECSE	16	Professional Portfolio	**58%**	**42%**	**0%**	**0%**
Inst/Prog	CSE/ECSE	18	NYSTCE SwD	**0% (561>)**	**17% (540-560)**	**67% (520-539)**	**16% (< 520)**
Inst/Prog	ALL	18	NYSTCE edTPA	**39% (Mastery)**	**44% (Pass)**		**17% (Fail)**
Inst/Prog	ALL	14	Graduate Survey *(Mastery of Content)*	**43% [6]** Very Effective	**28% [4]** Effective	**14% [2]** Somewhat effective	**14% [2]** No Answer/ not effective
Inst/Prog	ALL	6	Employer Survey *(Mastery of Content)*	**50% [3]**	**50% [3]**	**0%**	**0%**

Table 5.1f: Grant Projects: 2015-2017

Project Title and Summary	Amount	Funding Source	Outcomes
My Brother's Keeper Teacher Opportunity Corps II 2016-2021 To prepare 50 teacher candidates from freshman to Graduation through a clinically-rich program **Enrollment:48** CE: 5 CSE: 15 ECSE: 28	$1.65M over 5 years	New York State Education Department (NYSED)	Partnered with NYCDOE and Buffalo Public Schools: 5 high need public schools in Brooklyn and 5 high need schools in Buffalo Provided Scholarships of $3,375/student each year towards tuition Established a Teacher Academy in Buffalo (PS 76) Ongoing Professional Development Activities: Hosted Culturally Responsive Pedagogy Workshop and Social Emotional Learning Workshop for candidates, partner sites Master Teachers and other in-service participating teachers from Brooklyn and Buffalo: Spring 2018 Hosted Early Field Experiences in EDUC 501 and EDUC 502: Fall 2017 and Spring 2018

			Established a Teacher Academy in Brooklyn (PS 181) Ongoing Professional Development Activities: Hosted PD Days for candidates, master teachers and in-service teachers from Brooklyn's 5 partner schools: Fall 2016 Hosted Early Field Experiences in EDUC 501 and EDUC 502: Fall 2016 and Spring 2017 Restructured Early Field and Clinical Practice Experiences to be conducted at both sites Supported 3 EPP faculty (summer salary, travel & accommodations, release time)
Change Agents in Special Education Enhancement Project (e-CASE) To prepare 60 teachers in the ECSE and CSE degree programs with enhanced preparation in *Foreign Languages* and *the Arts* to serve students with low incidence disabilities **Total Enrollment: 25** CSE: 7 ECSE: 10 **Graduated: 8** CSE: 6 ECSE: 2	$1.25M over 5 years	US Dept. of Education Office of Special Education Programs	Provided tuition support for 15 credits in Foreign Language up to Foreign Language Level 4 Provided tuition support for 15 additional credits in the Arts: Art, Dance, Music, Drama Supported Student Research Presentations at Conferences (Travel and Accommodations) Provided reimbursement for NYSTCE Exams and Membership with CEC Provided Scholarships of $2,500 /student Supported individual and small group tutoring in Academic Writing and Mathematics Supported Mentoring & Counseling for candidates Supported 3 EPP faculty (summer salary, travel & accommodations, release time) Supported 5 departmental faculty from Department of World Languages, School of Education and Department of Mass Communications, Performing Arts & Speech.
CASE 2013 – 2017 *To prepare 100 special education teachers with enhanced skills in RtI, Early Intervention, UDL*	$1.25M over 5 years	US Dept. of Education Office of Special Education Programs	Provided scholarships of $7,000 to each candidate during clinical practice (1 year). Provided funding for test prep Online modules. Provided tutoring support in Academic Writing and Mathematics.

and PBIS. **Total Graduates: 108** CSE:64 ECSE: 44 **Certified: 53** CSE: 36 ECSE: 17 **Employed: 80** ECSE: 30 CSE: 50			Supported Mentoring & Counseling for candidates Supported individual and small group tutoring in Academic Writing and Mathematics Supported 3 EPP faculty (summer salary, travel & accommodations, release time)
Another resource that was provided by the institution based on assessment of EPP operations as it related to retention of candidates through its rigorous programs, was support for mentoring and tutoring activities for struggling candidates. This support came in the form of a PBI grant of $3M, managed by the Office of Academic Affairs. A significant portion of this grant provides one-to-one tutoring and in-class support for candidates. One of the major goals of this project is to increase candidate proficiencies in critical reading and writing and mathematics. In the Spring 2017 semester, 12 BA candidates enrolled in tutoring. Four of the 12 students subsequently took and passed the Multisubject exams; and other students are continuing to access workshops and tutoring sessions in preparation for future examinations. Continuing impact of these tutoring sessions on candidates meeting the requirements for professional practice by the time of graduation are evaluated each semester			

Evidence #3.3: Governance and Personnel

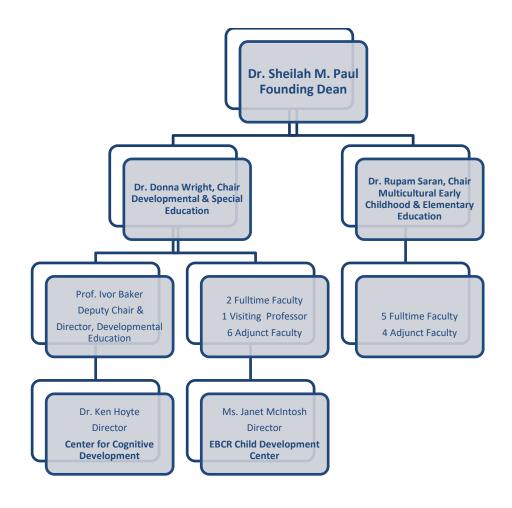*Fig. 5.1a: EPP Organizational Chart*

Dr. Sheilah M. Paul
Founding Dean

Dr. Donna Wright, Chair
Developmental & Special Education

Dr. Rupam Saran, Chair
Multicultural Early Childhood & Elementary Education

Prof. Ivor Baker
Deputy Chair &
Director, Developmental Education

2 Fulltime Faculty
1 Visiting Professor
6 Adjunct Faculty

5 Fulltime Faculty
4 Adjunct Faculty

Dr. Ken Hoyte
Director
Center for Cognitive Development

Ms. Janet McIntosh
Director
EBCR Child Development Center

Table 5.1g: Summary of Self-Study Assessment of EPP Operations & Program Quality

	EPP Operations	Program Quality	Data Sources	EPP Response
Admissions, Retention and Graduation	Rates; Policies	Program Enrollment; Student Performance (GPAs); Faculty Status Candidate Professional Preparation	Snapshots; Pipeline Analysis Report (OIRA) Graduate Surveys	Strengthened faculty mentoring of candidates; Provided financial support for candidates Included tutoring in Mathematics and English; Established e-Portfolio Workshops, and reinforced the use of Professional Portfolio as a job and grad school interview tool, Implemented Simulated interviews with partner employers
Budget, Resources	College Allocations and	Faculty Support; Student Support;	Departmental Annual Report;	Develop EPP Budget with Finance

and Facilities	Resources; University Grants; External Grants	Faculty Professional Development; Student Performance	Student Evaluations; Graduate Surveys	Department; Provide faculty support for Grants and Professional Development Conferences; Establish new Faculty Peer-Mentoring; Assessment Retreats; Faculty-Candidate Orientations, Town Halls, and Specialty PD Workshops
Governance and Personnel	EPP, College, and University Assignments; Qualifications and Scholarship	Advisement; Mentoring; Teaching and Learning	Chair Evaluations; Faculty-Peer Evaluations; Faculty Self-Appraisals; Student Evaluations; Graduate Surveys; Employer Surveys	Hired New Faculty Personnel; Annual Mentoring and Advisement; Appointments; reappointment; Promotions; Annual Faculty College Assignments; TEPAC Attendance and Participation
Graduate Outcomes	Partnership Agreements/ Shared Interests; Professional Development	Mentoring; Professional Development; Program Reviews	Employer Surveys Alumni Surveys Focus Groups Testimonials Partner School Report Cards	Improve response rates on both alumni and employer surveys'

Expand participation of employers and alumni in EPP PD activities

Develop a more reliable mechanism for data collection, analysis, and sharing on alumni impact on students learning and development. |

Table 5.1h: CSE Portfolio Assessment -DATA TABLES

CSE Candidate Performance Summary Data Table: Professional e-Portfolio Assessment

DATA YEAR	% EXEMPLARY (3)	% COMPETENT (2)	% EMERGING (1)	UNSATISFACTORY (0)
2017 (N:5)	40% [2]	60% [3]	0%	0%
2016 (N:14)	57% [8]	36% [5]	7% [1]	0%
2015 (N:12)	50% [6]	42% [5]	0%	8% [1]

Disaggregated Data Table: CSE Candidate Performance on Professional e-Portfolio Assessment: 2017 (N=5)

DIMENSIONS	EXEMPLARY (3)	COMPETENT (2)	EMERGING (1)	UNSATISFACTORY (0)
PROGRAM EVIDENCE				
CEC 1. **LEARNER DEVELOPMENT AND INDIVIDUAL LEARNING DIFFERENCES**	**2**	**3**	**0**	
CEC 2. **LEARNING ENVIRONMENTS**	**2**	**3**	**0**	
CEC 3. **CURRICULAR CONTENT KNOWLEDGE**	**2**	**2**	**1**	
CEC 4. **ASSESSMENT**	**4**	**1**	**0**	
CEC 5. **INSTRUCTIONAL PLANNING AND STRATEGIES**	**4**	**1**	**0**	
CEC 6. **PROFESSIONAL LEARNING AND ETHICAL PRACTICE**	**3**	**1**	**1**	
CEC 7. **COLLABORATION**	**5**	**0**	**0**	
REFLECTIONS				
Reflective Essay	**3**	**2**	**0**	

Disaggregated Data Table: CSE Candidate Performance on Professional Portfolio Assessment: 2016 (N=14)

DIMENSIONS	EXEMPLARY (3)	COMPETENT (2)	EMERGING (1)	UNSATISFACTORY (0)
PROGRAM EVIDENCE				
CEC 1. **LEARNER DEVELOPMENT AND INDIVIDUAL**	**7**	**5**	**2**	

LEARNING DIFFERENCES				
CEC 2.
LEARNING ENVIRONMENTS	8	5	1	
CEC 3.
CURRICULAR CONTENT KNOWLEDGE	8	5	1	
CEC 4.
ASSESSMENT	8	5	1	
CEC 5.
INSTRUCTIONAL PLANNING AND STRATEGIES	8	5	1	
CEC 6.
PROFESSIONAL LEARNING AND ETHICAL PRACTICE	9	4	1	
CEC 7.
COLLABORATION	12	2	0	
REFLECTIONS				
Reflective Essay	9	4	1	

Disaggregated Data Table: CSE Candidate Performance on Professional Portfolio Assessment: 2015 (N=12)

| DIMENSIONS | EXEMPLARY
(3) | COMPETENT
(2) | EMERGING
(1) | UNSATISFACTORY
(0) |
|---|---|---|---|---|
| **PROGRAM EVIDENCE** | | | | |
| CEC 1.
LEARNER DEVELOPMENT AND INDIVIDUAL
LEARNING DIFFERENCES | 6 | 4 | 1 | 1 |
| CEC 2.
LEARNING ENVIRONMENTS | 5 | 5 | 1 | 1 |
| CEC 3.
CURRICULAR CONTENT KNOWLEDGE | 6 | 5 | | 1 |
| CEC 4.
ASSESSMENT | 6 | 5 | | 1 |
| CEC 5.
INSTRUCTIONAL PLANNING AND STRATEGIES | 6 | 5 | | 1 |
| CEC 6.
PROFESSIONAL LEARNING AND ETHICAL PRACTICE | 7 | 4 | | 1 |
| CEC 7.
COLLABORATION | 9 | 2 | | 1 |
| **REFLECTIONS** | | | | |
| **Reflective Essay** | 6 | 5 | | 1 |

5.2: Quality Assessment Measures

Table 5.2a: Assessment Plan Reviews and Revisions

Assessment Domain	Transition Point	Review Results	Data Sources	EPP Response 2015-2017
External	2	Multisubject Exam	Performance on Licensure Tests	Move to later in the program sequence; provide tutoring support and more workshops (2016)
Program	1, 2, 3	EAS CST-SwD edTPA	Performance on Licensure Tests	Deepen knowledge of and skills in Early Intervention Needs of Infants and Toddlers (2016)
External	4	Lack of data on completers' value-added dimensions	Danielson MOTP MOSL	Added measure as another external source of data on Assessment Plan (2017). Work with TEPAC to devise plan for accessing data.

5.3: Continuous Improvement

Evidence #1: Entry Level Transcript Reviews – Developmental Education

Table 5.3a: Progress of Program Completers with Developmental Education Needs

Year	n	# Need Develop. English	# Need Develop. Math	# Need Both English and Math	Range of Cum GPA at Exit	Certification Status	Teacher Employment Status
2015:	**9**	**2**	**2**	**5**	**3.0 – 3.5**	**7**	**7**
N: 16	7	NA	NA	NA	2.8 – 3.4	5	5
2016	**14**	**0**	**7**	**7**	**2.8 – 3.7**	**4**	**4**
N=23	9	NA	NA	NA	3.0 – 3.4	4	4
2017	**5**	**0**	**5**	**0**	**2.7 – 3.2**	**0**	**0**
N=12	7	NA	NA	NA	2.6 – 3.4	5	5

Table 5.3b: Summary of EPP Improvements

Annual Review of Findings & Recommendations	Changes Made	Implementation Dates
Candidates with GPAs of below 2.9	**The EPP revised its admission to the**	**Fall 2015**

have more difficulty completing certification requirements **Change in GPA admissions requirement**	**BA program criteria in 2015 to reflect a change from 2.7 overall GPA to 3.0 and above, in line with the CAEP requirements:** *Flexible arrangements can be made for individual candidates – conditional acceptance with agreement to improve GPA*	**With intentional tutoring and mentoring support**
Transfer students performance in professional level early field experiences were below standard when compared to MEC candidates **Transfer Students need to complete the pre-professional early field experiences**	**The EPP agreed that transfer candidates participate in the pre-professional field experiences, a portfolio workshop, and submit a portfolio during the first semester of enrollment in the BA degree program.**	**Fall 2016**
CEC Standards were changed from 10 to 7. **Curriculum Mapping and revisions to be made across programs**	**Conducted working Retreats to:** **Review and rework curriculum maps** **Revised Syllabi** **Revise Assessment Rubrics**	**Fall 2015 – Fall 2017**
College Assessment Platforms are not adequate for our program growth. **The School of Education needs a separate and more sophisticated platform that can improve collection, storage, analysis, and reporting of data**	**Researched several options** **Purchased Chalk and Wire Platform in Spring 2018**	**Fall 2018 – in process**

5.5: Partnerships and Shared Responsibility in EPP Quality Assurance

Table 5.5a: TEPAC Membership (On site review)
Table 5.5b: Grant-funded Advisory Boards (On site review)