The Wilmington University, College of Education has a three-tiered assessment system that allows faculty in the College to analyze, make decisions about, and improve the performance of candidates and the performance of the preparation programs in the College.

The **first tier**, the institutional student assessment system called CECRAM (Course-Embedded Criterion-Referenced Assessment Measures) provides for the measurement and evaluation of programs based on the University’s **graduation competencies**.

In preparation for NCATE accreditation, the Division (now College) of Education included a **second tier** in its unit assessment system by adding its **program competencies** to that system. Program-based Outcomes Assessment Maps (originally developed in preparation for an earlier State Approval visit in 1999) reflect this model and provide for analysis of candidate attainment of the graduation and program competencies. In this process, the Division/College also made provisions for assessment at the candidate level as opposed to the course level originally established by CECRAM. An e-folio has been implemented as a tool for assisting candidates and College faculty collect, maintain, track, and verify candidate attainment of competencies.

This second tier of the College assessment system focuses on the program level. Programs in the College of Education not specifically associated with a Specialized Professional Association (SPA) use the modified CECRAM model described above for their program assessment systems. These programs include the Master’s Program in Elementary and Secondary School Counseling; the Bachelor’s and Master’s Programs in Career and Technical Education; the Master’s Degree Program in Instruction: Teaching of Reading; the Master’s Program in Applied Technology in Education; the Master’s Program in Instruction: Teaching and Learning; and the Master’s Program in Instruction: Gifted and Talented Education. The assessment systems of the programs associated with NCATE SPAs include the modified CECRAM model, but have been further refined to focus very specifically on the **standards of the professional associations**. These programs include the Bachelor’s Programs in Early Care and Education/0-Grade 2, Elementary Education/K-6, and Middle Level Education/6-8; the Master’s Program in Elementary Education/K-6; the Master’s Program in Secondary Teaching/7-12; the Master’s Program in Elementary Special Education; the Master’s Program in School Leadership; the Master’s Program in Reading; the Master’s Program in ESOL/Literacy; and the Doctoral Program in Educational Leadership.

A **third tier** of the College of Education assessment system links the institutionally-based CECRAM system and the separate program assessment systems at the unit or college level.
College faculty members, as a unit, regularly review and analyze multiple sources of data to make determinations about candidate performance, faculty effectiveness, and program quality. CECRAM and SPA assessment data are reviewed during summer retreats to evaluate candidate performance as it reflects upon program performance. Many other sources of data are reviewed throughout the academic year at the unit level during College faculty meetings. These sources of data include, but are not limited to (1) candidate seat counts, (2) candidate GPAs, (3) candidate grades, (4) IDEA and practicum/student teaching evaluation results, (5) the results of student evaluations from the ten extra IDEA questions that assess the Program Attributes of the Conceptual Framework, (6) alumni survey results, (7) employer survey results, (8) ACT student completer results at the institutional level, (9) institutional and division-wide demographic data, and (10) results from various surveys of candidates completed periodically (for example, the survey of middle level candidates in 2004 relative to their interest in secondary programs). The compilation of all of these assessments and other sources of data allows College faculty to regularly evaluate candidate and program performance.

Program Assessment Systems

In the College of Education, programs associated with Specialized Professional Associations (SPAs) collect (1) CECRAM and program-specific data to verify candidate attainment of Graduation and (in some cases) Program Competencies and (2) SPA assessment data to confirm candidate success on the SPA standards. The unique assessment systems of each of the SPA-related programs include the following:

Bachelor of Science Program in Early Care and Education/0-2

CECRAM data, verifying candidate attainment of Graduation competencies, are collected from activities/assessments in the following courses: ENG 102, ENG 111, EDU 401, EDU 499, and ECE 450. Data are also collected from PRAXIS I (mathematics sub-test II).

SPA data, verifying candidate attainment of Program Competencies and SPA standards, are collected from the following activities/assessments:

- Assessment 1 – PRAXIS II State-Required Test; (new)**
- Assessment 2 – Revised Locally-Developed Content Knowledge Test; (new)*
- Assessment 3 – Portfolio Task for PC#6 in ECE 450;**
- Assessment 4 – Student Teaching (ECE 450) Clinical Evaluation (by PC);**
- Assessment 5 – Portfolio Task for PC#8, Element 2 in EDU 499;**
- Assessment 6 – Program Portfolio (PCs not noted above) in ECE 450;**
- Assessment 7 – Dispositions Survey in EDU 390; Portfolio Task, PC #13 and Clinical Evaluation, PC #13 in ECE 450; (new)*
- Assessment 8 – Portfolio Task for PC#10 in ECE 450; (new)*
Bachelor of Science Program in Elementary Education/K-6

CECRAM data, verifying candidate attainment of Graduation Competencies, are collected from activities/assessments in the following courses: ENG 102, ENG 111, EDU 401, EDU 451, and EDU 499. Data are also collected from PRAXIS I (mathematics sub-test II).

SPA data, verifying candidate attainment of Program Competencies and SPA standards, are collected from the following activities/assessments:

  Assessment 1 – PRAXIS I;*
  Assessment 2 – PRAXIS II;*
  Assessment 3 – Portfolio Task for PC#6 in EDU 451;**
  Assessment 4 – Student Teaching (EDU 451) Clinical Evaluation (by PC);**
  Assessment 5 – Portfolio Task for PC#8, Element 2 in EDU 499;**
  Assessment 6 – Program Portfolio (PCs not noted above) in EDU 451;**
  Assessment 7 – Dispositions Survey in EDU 390; Portfolio Task, PC #13 and Clinical Evaluation, PC #13 in EDU 451; (new)*
  Assessment 8 – Candidate Grades in EDU 304 and in Fine Arts electives.(new)*

Bachelor of Science Program in Middle Level Education/6-8

CECRAM data, verifying candidate attainment of Graduation Competencies, are collected from activities/assessments in the following courses, as specified by the Outcomes Assessment Map for the program: ENG 102, ENG 111, EDU 401, EDU 451, and EDU 499. Data are also collected from PRAXIS I (mathematics sub-test II).

SPA data, verifying candidate attainment of Program Competencies and SPA standards, are collected from the following activities/assessments:

  Assessment 1 – PRAXIS II;*
  Assessment 2 – Candidate Grades in Content Concentrations;**
  Assessment 3 – Portfolio Task for PC#6 in EDU 451;**
  Assessment 4 – Student Teaching (EDU 451) Clinical Evaluation (by PC);**
  Assessment 5 – Portfolio Task for PC#8, Element 2 in EDU 499;**
  Assessment 6 – Scored Assignments in EDU 312/313 Integrated Curriculum/Classroom Culture – Middle Level;*
  Assessment 7 – Dispositions Survey in EDU 390; Portfolio Task, PC #13 and Clinical Evaluation, PC #13 in EDU 451*
  Assessment 8 – Program Portfolio (PCs 1-5 and 7-12) in EDU 451.*

Master of Education in Elementary Studies/K-6

CECRAM data, verifying candidate attainment of Graduation Competencies, are collected from activities/assessments in the following courses: MEE 7603, MEE 7604, MEE 8800, and MEE 8801.
SPA data, verifying candidate attainment of Program Competencies and SPA standards, are collected from the following activities/assessments:

- Assessment 1 – PRAXIS I;
- Assessment 2 – PRAXIS II,*
- Assessment 3 – Portfolio Task for PC#6 in MEE 8801;**
- Assessment 4 – Student Teaching (MEE 8801) Clinical Evaluation;**
- Assessment 5 – Portfolio Task for PC#8, Element 2 in MEE 8800;**
- Assessment 6 – Program Portfolio (PCs not noted above) in 8801;**
- Assessment 7 – Dispositions Survey in MEE 7996; Portfolio Task, PC #13 and Clinical Evaluation, PC #13 in MEE 8801; (new)**
- Assessment 8 – Multicultural/Diversity Content Test in MEE 8801.*

**Master of Arts in Secondary Teaching/7-12**

CECRAM data (for the Graduation Competencies) are collected from activities/assessments in the following courses: MAT 7603, MAT 7604, MAT 8800, and MAT 8801.

NCATE/SPA data, verifying candidate attainment of Program Competencies and NCATE/SPA standards, are collected from the following activities/Assessments:

- Assessment 1 – PRAXIS II;*
- Assessment 2 – Assessment (at beginning of program) of Coursework Completed By Candidate in Field of Secondary Content Major;*
- Assessment 3 – Portfolio Task for PC#6 in MAS 8801;**
- Assessment 4 – Student Teaching (MAS 8801) Clinical Evaluation;**
- Assessment 5 – Portfolio Task for PC#8, Element 2 in MAS 8800;**
- Assessment 6 – Program Portfolio in 8801;**
- Assessment 7 – Dispositions Survey in MAS 7996; Portfolio Task, PC #13 and Clinical Evaluation, PC #13 in MAS 8801;**
- Assessment 8 – Multicultural/Diversity Content Test in MAS 8801.*

**Master of Education in Special Education**

CECRAM data (for the Graduation Competencies) are collected from activities/assessments in the following courses: MSE 7401, MSE 7403, MSE 8103, and MSE 8802.

SPA data, verifying candidate attainment of Program Competencies and SPA standards, are collected from the following activities/assessments:

- Assessment 1 – PRAXIS II (0352);*
- Assessment 2 – Content Assessment/Introduction to Spec.Educ.in MSE 7401;* (modified Fall’09)
- Assessment 3 – Unit Planning Assessment in MSE 7401;*
- Assessment 4 – Student Teaching (MSE 8802) Clinical Evaluation;**
Assessment 5 – Teacher Work Sample/Assessment Guide in MSE 8802;*
Assessment 6 – Case Study/Language Development in MRD 7801/Elements 8.1-8.4 scoring rubric);* (modified Fall'09)
Assessment 7 – Behavior Management Plan in MSE 7402;*
Assessment 8 – Clinical Evaluation Program Competency #10 – Collaboration/Professional Responsibilities and Assessments in MSE 8101, MSE 8102, and MSE 8103.** (modified Fall’09)

**Master of Education in Reading**

**CECRAM data**, verifying candidate attainment of Graduation Competencies, are collected from activities/assessments in the following courses, as specified by the Outcomes Assessment Map for the program: MRD 7903, MRD 7920, and MRD 7950.

**SPA data**, verifying candidate attainment of Program Competencies and SPA standards, are collected from the following activities/assessments:

- Assessment 1 – PRAXIS II;*
- Assessment 2 – Research Based Content Knowledge Project in MRD 7950;*
- Assessment 3 – Planning Interactive Units in MRD 7803;*
- Assessment 4 – Developing School/District Reading Programs in MRD 7920;*
- Assessment 5 – Case Studies Student Learning/Diagnosis in MRD 7902;*
- Assessment 6 – Professional Development Planning in MRD 7815;*
- Assessment 7 – Creating Literate Environments Project in MRD 7804;*
- Assessment 8 – Self-Analysis as Literacy Coach in MRD 7815.*

**Master of Education in ESOL Literacy**

**CECRAM data**, verifying candidate attainment of Graduation Competencies, are collected from activities/Assessments in the following courses, as specified by the Outcomes Assessment Map for the program:

**SPA data**, verifying candidate attainment of Program Competencies and SPA Standards, are collected from the following activities/assessments:

- Assessment 1 – Content Area Test;*
- Assessment 2 – Evaluation of Content Knowledge in MLL 7401;*
- Assessment 3 – Interactive Unit/Spelling instruction in MRD 7802/MLL 7406;*
- Assessment 4 – Project: Classroom Library Center in MRD 7804;*
- Assessment 5 – Case Study/Spelling Assessment in MLL 7403/MLL 7802;*
- Assessment 6 – Paper and Presentation in MLL 7402;*
- Assessment 7 – Research and Paper/Literacy Environments in MLL 7405;*
- Assessment 8 – Action Research Project in MRD 7950.*
Master of Education in School Leadership

CECRAM data, verifying candidate attainment of Graduation Competencies are collected from activities/assessments in the following courses: MED 6490, MED 7503, MED 7590, MED 7705, and MED 7708.

SPA data, verifying candidate attainment of Program Competencies and SPA standards, are collected from the following activities/assessments:

- Assessment 1 – Comprehensive Content Knowledge Exam,*
- Assessment 2 – Content Knowledge Position Paper in MED 7590;*
- Assessment 3 – Instructional Leadership Assessments – 4 Assignments/Courses;*
- Assessment 4 – Internship Checklist in MED 8900;*
- Assessment 5 – Analysis of Impact WU School Leadership Graduates;*
- Assessment 6 – Program Portfolio Assessment in MED 8900;*
- Assessment 7 – Operations/Community Relations Projects – 4 Courses;*
- Assessment 8 – Analysis of SLLA Results.*

Doctor of Education in Educational Leadership

CECRAM data, verifying candidate attainment of Graduation competencies, are collected from activities/assessments in the following courses, as specified by the Outcomes Assessment Map for the program: EDD 7106, EDD 7107, EDD 7300, EDD 7402, EDD 9002.

SPA data, verifying candidate attainment of Program Competencies and SPA standards, are collected from the following activities/assessments:

- Assessment 1 – Scenario-Based Content Assessment;*
- Assessment 2 – Assessment of Content Knowledge – 5 Assignments;*
- Assessment 3 – Assessment of Instructional Leadership – 3 Assignments;*
- Assessment 4 – Internship Experience Evaluations;*
- Assessment 5 – Survey/Longitudinal Assessment/Leadership Competency;*
- Assessment 6 – Dissertation Assessment across ELCC Standards;*
- Assessment 7 – Assessment of Operations/Community Relations;*
- Assessment 8 – Internship Portfolio Assessment.*

Programs in the College of Education not associated with Specialized Professional Associations base their assessment systems on CECRAM data collected to verify candidate attainment of the University Graduation Competencies and of (all or some of) the Program Competencies unique to the individual programs. CECRAM data in those programs document candidate attainment of the Graduation and (simultaneously) of some, specified Program Competencies. Additional data in those programs document candidate attainment of additional Program Competencies. These assessment systems include the following:
Bachelor of Science Program in Career and Technical Education

CECRAM data are collected for documentation of the Graduation Competencies from activities/assessments in the following courses: ENG 102, ENG 111, EDC 401, EDC 403, and EDC 414.* Data are also collected from PRAXIS I (mathematics sub-test II).

Additional data are collected for documentation of Program Competencies from activities/assessments in the following courses, as specified by the Outcomes Assessment Map for the program: EDC 400, EDC 405, EDC 410, EDC 411, EDC 412, and EDC 413.*

Master of Education Program in Career and Technical Education

CECRAM data are collected for documentation of the Graduation Competencies from activities/assessments in the following courses: MCT 6401, MCT 6413, and MCT 6420.*

Additional data are collected for documentation of Program Competencies from activities/assessments in the following courses, as specified by the Outcomes Assessment Map for the program: MCT 6400, MCT 6410, MCT 6411, MCT 6412, MCT 6413, and MCT 6420.*

Master of Education in Elementary and Secondary School Counseling

CECRAM data are collected for documentation of the Graduation Competencies (and some Program Competencies) from activities/assessments in the following courses: MEC 6401, MEC 7203, MEC 7502, MEC 7781/7782, and MEC 8001-8003.*

Additional data are collected for documentation of Program Competencies from activities/assessments in the following course, as specified by the Outcomes Assessment Map for the program: MEC 6503.*

Master of Education in Instruction: Gifted and Talented

CECRAM data are collected for documentation of the Graduation Competencies (and some Program Competencies) from the following courses, as specified by the Outcomes Assessment Map (Matrix) for the program: MED 6490, MSE 7400, MED 7503, MED 7705, and MED 8802.

Additional data for verification of candidate attainment of Program Competencies are collected from activities/assessments in the following courses, as specified by the Outcomes Assessment Map (Matrix) for the program: MED 7701, MSE 7702, MED 7710, MED 7802, MED 7803, MED 7804, and MED 8803.*

Master of Education in Instruction: Teaching and Learning

CECRAM data are collected for documentation of the Graduation (and some Program Competencies) from activities/assessments in the following courses, as specified by the
Outcomes Assessment Map (Matrix) for the program: MED 6490, MED 7503, MED 7590, MED 7799, and MED 8802.*

Additional data for verification of candidate attainment of Program Competencies are collected from activities/assessments in the following courses, as specified by the Outcomes Assessment Map (Matrix) for the program: MED 7701, MED 7702, MED 7703, MED 7704, MED 7705, MED 7708, MED 7710, and MED 8803.*

**Master of Education: Applied Technology in Education**

CECRAM data are collected for documentation of the Graduation (and some Program Competencies) from activities/assessments in the following courses, as specified by the Outcomes Assessment Map (Matrix) for the program: EDT 6000, EDT 6020, MED 6490, MED 7503, and MED 7705.*

Additional data for verification of candidate attainment of Program Competencies are collected from activities/assessments in the following courses, as specified by the Outcomes Assessment Map (Matrix) for the program: EDT 6010, EDT 6030, EDT 6040, MED 7701, MED 7702, and MED 7708.*

*Data which the Program and Clinical Chairs are responsible for collecting and forwarding to the Administrative Chair (Barkley) for maintenance.

**Data which the Administrative Chair is responsible for collecting and maintaining.
Program Review Process/Schedule

Review Process

Throughout the academic year, educator preparation programs are continuously monitored for the purpose of program improvement by the coordinators of the programs, College of Education faculty, and program advisory and adjunct faculty groups. More formally, programs are reviewed for quality and needed improvements according to a specified schedule (below) at summer retreats. During those retreats, faculty members in the College review CECRAM, SPA, and other relevant data, draw conclusions based on those data, and make recommendations to the program coordinators relative to their findings. Coordinators then implement necessary changes and report those changes back to the faculty. As necessary, such changes are institutionalized through the Faculty Senate Curriculum Committee and the Faculty senate itself. Below is the program review cycle or schedule leading up to the next series of reviews by the NCATE specialized professional associations and the Delaware Department of Education. All programs were similarly reviewed in preparation for our initial NCATE visit.

Schedule

Summer, 2008

Bachelor of Science in Early Care and Education/0-2;
Master of Education in Special Education/Elementary;
Master of Education in Reading.

Summer, 2009

Bachelor of Science in Middle Level Education/6-8;
Master of Education in Elementary Education/K-6;
Master of Arts in Secondary Teaching/7-12;
Doctor of Education in Educational Leadership.

Summer, 2010

Bachelor of Science in Elementary Education/K-6;
Bachelor of Science and Master of Education in Career and Technical Education
(Postponed until Summer, 2011);
Master of Education in School Leadership (and related options);
Master of Education in Elementary and Secondary School Counseling.

Summer, 2011

Bachelor of Science in Early Care and Education/0-2;
Master of Education in Special Education/Elementary;
Master of Education in Reading (and related options).
Summer, 2012

Bachelor of Science in Middle Level Education/6-8;  
Master of Education in Elementary Education/K-6;  
Master of Arts in Secondary Teaching/7-12;  
Doctor Education in Educational Leadership.

Summer, 2013

Bachelor of Science in Elementary Education/K-6;  
Bachelor of Science and Master of Education in Career and Technical Education;  
Master of Education in School Leadership (and related options);  
Master of Education in Elementary and Secondary School Counseling.

Summer, 2014

Bachelor of Science in Early Care and Education/0-2;  
Master of Education in Reading (and related options);  
Doctor Education in Educational Leadership.

Summer, 2015

Bachelor of Science in Middle Level Education/6-8;  
Master of Arts in Secondary Teaching/7-12;  
Master of Education in ESOL.

Summer 2016

Program Review Bachelor of Science in Elementary Education/K-6;  
Bachelor of Science and Master of Education in Career and Technical Education;  
Master of Education in Elementary Education/K-6;  
Master of Education in School Leadership (and related options).