2.4.b – Evidence to support correction of areas for improvement, if any

The EPP has one area for improvement to be addressed in Standard 2 from the 2006 NCATE accreditation visit:

1. The assessment system does not ensure that faculty regularly and systematically analyze data to improve programs and unit operations. (ITP and ADV)

To address this area for improvement, the following processes are now in place for all ITP and ADV programs in the EPP at ECU.

Annual Unit Reporting Process
In preparation for the University’s 2013 SACS Reaffirmation visit, each educational unit (degree, certificate and stand-alone minor program) was required to develop a Unit Assessment Plan to report annually. Each Unit Assessment Report at the University must comply with the policy regarding student learning outcomes (SLO’s). As a result, the EPP has leveraged the reporting cycle for SACS to ensure review of student learning outcomes is completed annually, if not more often. As part of University policy, each program is required to have five SLO’s: 1) global outcome, 2) leadership outcome, and 3) three program learning outcomes.

Sample reports from the EPP highlight the regular and systematic analysis of student learning. Each report includes data from 2011-12, 2012-13, and 2013-14:

- Birth-kindergarten Education, MAED
- Counselor Education, MS
- Elementary Education, BS
- History Education, BS
- Instructional Technology, MAED
- School Administration, MSA
- School Health Education, BS

Council for Teacher Education (CTE) focus on assessment
CTE’s monthly-agenda documents a regular and systematic focus on data use at all levels of the EPP. Data shared here is focused on the needs of the EPP as it relates to program approval from the NCDPI and NCATE/CAEP accreditation. In particular, updates from the Office of Assessment and Accreditation (OAA) to CTE document a focus on regular and systematic data use in the EPP.

Sample CTE agenda:
- September 2013
- October 2013
- November 2013
- December 2013
- January 2014
2.4.b – Evidence to support correction of areas for improvement

- February 2014
- March 2014
- April 2014

Sample OAA updates to CTE:
- February 2014
- March 2014
- April 2014

**edTPA Data Summits**
As noted in Section 2.1, the significant changes in key assessments such as edTPA, have led to more valid and reliable data at the point of program completion for faculty to utilize, in order to promote continuous improvement. The edTPA Data Summit unites faculty from across the EPP surrounding the common language and architecture of edTPA, thus building assessment literacy and solidifying an inquiry stance toward edTPA data. The edTPA Data Summit is now an annual event in which EPP faculty anticipate for collaborative analysis of unit-level data and unit-level decision making.

The Data Summit concept was so well received that faculty now look forward to the opportunity to engage with colleagues about unit and program-level data. The model was adopted by the Co-Teaching innovation of the Pirate CODE in spring 2014.

**Faculty Research Presentations and Publications**
Faculty at all levels of the EPP document how the assessment system supports data usage for program improvement and faculty research. The highlights of faculty utilization of data for Pirate CODE innovations is presented in Section 5.3.

**Exit Surveys**
On behalf of the EPP, the OAA reviews, revises, and deploys exit surveys for initial and advanced programs. After program completion, all candidates complete a program exit survey for initial, advanced, and “other” school personnel programs. OAA monitors response rates and communicates with program faculty to implement strategies to increase response rates. Data from exit surveys is disseminated to program faculty regularly and included in annual data summits. Survey data provides feedback on how programs developed candidate knowledge, skills and dispositions. Data is collected each semester, compiled by OAA, and then distributed to all EPP programs for use in discussions for program improvement and unit operations.

Exit survey data also supports unit operations in direct and indirect ways. For example, the EPP relies on candidate exit surveys for feedback on advising, clinical placements, instructional technology resources, and comprehensive program effectiveness.

The ITP exit survey (Evaluation of Teacher Education Programs) was revised and validated in 2011 as part of the Teacher Quality Partnership (TQP) grant efforts. Items on the exit survey are designed to assess candidates’ perceptions of their ITP’s and related experiences.
Data for the ITP exit survey is available for:
- Fall 2011
- Spring 2012
- Fall 2012
- Spring 2013
- Fall 2013
- Spring 2014

The Advanced Programs Exit Survey was revised in 2012 and its content is reviewed each spring. Items on the Advanced Programs Exit Survey are designed to assess the program’s impact on candidate development.

Data for the Advanced Programs exit survey is available for:
- Fall 2011
- Spring 2012
- Fall 2012
- Spring 2013
- Fall 2013
- Spring 2014

Workload Analysis
The approval of new Workload Policies in spring 2014 represents several years of workload analysis development at the Institution. The University and its colleges use data from student credit hour (SCH) generation, class size, and degree program level (undergraduate, graduate, doctoral) in the UNC General Administration funding model to determine targets for FTE (full time equivalent) generation. While workload analysis is very contextual to the individual program or college, in general, workload analysis is used to address the following questions:

- Which course or course sections are under-loaded? And why?
- Are faculty able to maintain scholarly productivity if workloads/teaching loads increase?
- Can courses and/or sections be combined without negatively impacting candidate learning?
- Which programs or department are under- or over-producing FTE based on current enrollments?
- How are reassignments impacting SCH and/or FTE generation?

In Exhibit 6.4.f, all recently approved workload policies for the EPP are presented.