Fall 12-2009

Teacher Education Preparation Assessment System and the National Council for Accreditation of Teacher Education Accreditation

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The University of Southern Mississippi

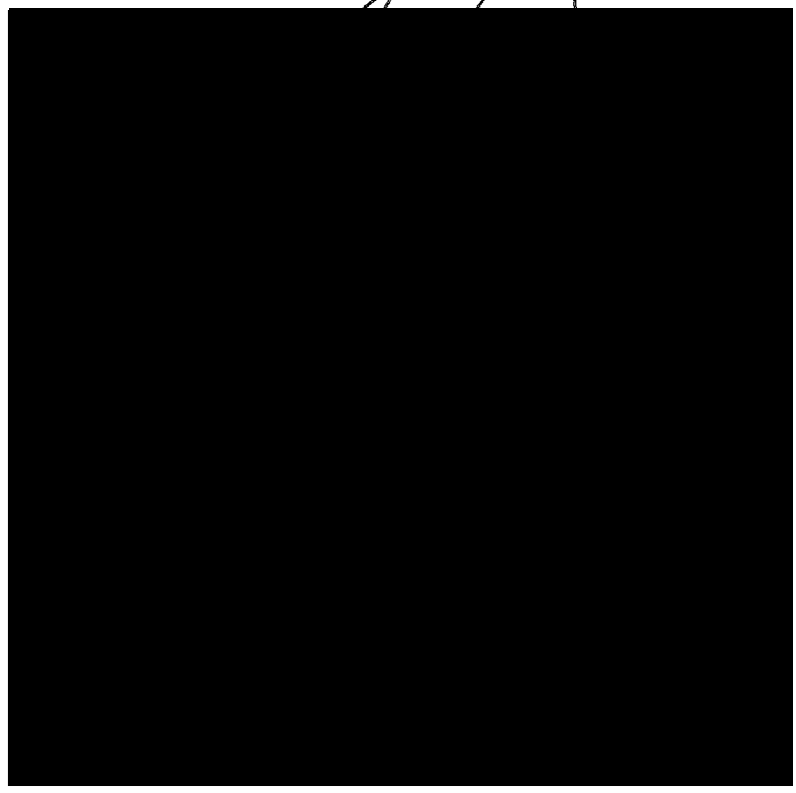
TEACHER EDUCATION PREPARATION ASSESSMENT SYSTEM AND THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION ACCREDITATION

by

Deborah Lynn Vaughan Stoulig

A Dissertation
Submitted to the Graduate School
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

Approved:



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ABSTRACT

TEACHER EDUCATION PREPARATION ASSESSMENT SYSTEM AND THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION ACCREDITATION

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The purpose of this study was to investigate how the assessment systems of teacher preparation programs have changed since the new NCATE Standards were implemented in 2004, what methods of data collections are being used, and to measure coordinators' perceptions of the assessment systems. An electronic survey was developed by the researcher based upon a review of related literature, the researcher's personal experience, and years of reviewing data collection software. An invitation to the survey was emailed to 631 NCATE Coordinators or equivalent as identified from their institution's website with 221 participants completing the survey for a return rate of 35%.

Descriptive statistics were used to report the data. Results showed that institutions were collecting more data about the candidate's preparation than was collected a decade ago most notably in the area of dispositions and that institutions are using a combination of commercial software packages to help in the data collection process. While some respondents reported dissatisfaction about their software, others reported that the collection process was adequately collecting data for them. Many believed that they would not be collecting the amount of data if it had not been for the NCATE accreditation standards requirements while others wished that they had a dedicated person at their institution to manage and analyze the data for them.

DEDICATION

This dissertation is dedicated to my parents and my siblings who have always believed in me and encouraged me throughout this degree. To my children who have had to sacrifice quality time with their mom, you are getting your mom back. Watch out!

ACKNOWLEDGMENTS

I have learned that a dissertation cannot be completed without the assistance, encouragement, and support of my family, friends, and colleagues. To each of these I am indebted for their generous use of their time during this project.

I would first like to acknowledge my God who has given me strength and perseverance. I can truly do all things through Christ who strengthens me.

I could not have completed this project without my distinguished dissertation committee. As dissertation chair, Dr. W. Lee Pierce answered my endless questions for which I am sincerely grateful and who had always believed in what I could do. In doing so, allowed me the awesome task of researching for our unit the different types of assessment software that were available which started this project. Dr. Diane Fisher, whose phenomenal expertise in editing skills and technology, was greatly appreciative. As my advisor during my doctoral program, Dr. Wanda Maulding offered sound advice as well as, wit and charm during the process. Dr. James T. Johnson whose love of data made statistics seem so easy.

I would not have started down this path if it had not been for Dr. Carole de Casal. She saw in me someone who could do great things and strongly encouraged me to take on this project. There was many a night that we worked around the clock preparing for our NCATE visit. I have learned so much and have grown in my knowledge of NCATE assessments because of the hours we have spent together.

I would be remiss if I did not acknowledge my cadre of fellow doctoral students who have completed their dissertations and those who are about to complete their dissertations. We have stood by each other and have collectively sympathized with each other. If it had not been for my weekly Saturday meetings with Gaye Winters, I would have never gotten this far. Each week we met and worked on our dissertation in the "NCATE room." Many problems were solved while we were working together.

Lastly, I would like to acknowledge all the faculty and staff in our college. I am forever grateful for those who I have worked with and have been grateful for all the support during my coursework and the dissertation process. I would especially like to thank Dr. Casey Turnage for being a friend, a boss, and whatever was necessary to keep me on track. It truly takes a team.

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PROBLEM

Introduction

The National Council for Accreditation of Teacher Education (NCATE) was created in 1954 to act as an independent accrediting agency for the accreditation of institutions of teacher education. The groups that were influential in creating NCATE were the American Association of Colleges for Teacher Education (AACTE), the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Education Association (NEA), the Council of Chief State School Officers (CCSSO), and the National School Boards Association (NSBA). NCATE replaced AACTE as the agency responsible for accrediting teacher education. These groups "recognized the need for a strong, independent, quality assurance mechanism composed of all key stakeholders in education" (NCATE, 2008a, ¶ 3). This accreditation process assures those entering the teaching field have been prepared to practice in their profession. Accreditation also indicates that institutions have external reviews, teacher candidates' performance have been assessed before licensure is awarded, and that standards set by the Specialized Professional Associations (SPAs) have been met.

Until 2000, NCATE's accreditation had been based on a curriculum-oriented system. The standards were mainly focused on the quality of the curriculum or what was offered and how it was implemented. In 2000, NCATE revised their accreditation process to align with a new performance process based on accountability and improvements in teacher education preparation with an implementation date of 2005. Now, the standards are focused on the quality of the teacher candidates and how the programs utilize assessment data for program change.

The Professional Education Unit (Unit) at The University of Southern Mississippi (Southern Miss) has prepared quality personnel to work in schools for almost a century. Founded in 1910, Southern Miss was known as the state's first state-supported teacher training school, Mississippi Normal College. Southern Miss was the thirteenth institution in the nation to attain NCATE accreditation status and has held continued accreditation since 1954 when it was first implemented (NCATE, 2008b).

During the academic year 2003-2004, Southern Miss reorganized its nine colleges to the present five colleges. The Unit is comprised of licensure programs from four of the five colleges: College of Arts and Letters, College of Education and Psychology, College of Health, and College of Science and Technology. In 2004, the Unit was scheduled for its accreditation visit but asked for an extension requesting time to restructure the programs. The Unit asked for a second extension in 2005 due to a change in leadership at the college level.

The new dean recognized the need to support the Unit by creating an office to assist with data collection and documentation of program improvements. The NCATE Office was created to help coordinate efforts and create continuity within the Unit's performance assessment procedures. Data are regularly and systematically collected, compiled, summarized, analyzed, and reported to faculty for the purpose of improving candidate performance, program quality, and Unit operations. The NCATE Office also works collaboratively with others in the Unit to develop and share data in support of accreditation efforts.

Many challenges arise when gathering and reporting data for accreditation purposes. One of these challenges is the data collection process since data must be gathered from several sources (i.e. faculty, course data, institutional research, etc.) NCATE Standard 2 addresses assessment systems as "collecting and analyzing data on

applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs" (NCATE, 2008c, Standard 2 section, ¶ 1).

During the 2006 accreditation visit, Southern Miss was granted Accreditation with conditions and four areas for improvements were sited:

- The unit's assessment system does not collect, aggregate, and analyze data at the unit level.
- Little evidence exists that the unit uses data to evaluate and improve programs and unit operations.
- Assessments are not consistently aligned with national standards or with the learning proficiencies articulated in the conceptual framework.
- The unit does not use technology effectively to collect data across the unit.

In a report given by Gollnick (2008b) at the Fall 2008 NCATE Conference, 68% of the institutions that had an accreditation visit in 2005 were accredited, while 27% were accredited with conditions. Some improvement was noted in 2006, with 79% of the institutions being accredited and 21% receiving accreditation with conditions. In 2007, 80% of the institutions received accreditation and 18% received accreditation with conditions. NCATE learned that since implementing the new standards in 2001, institutions were using technology to manage their data and to develop assessment systems. On the other hand, institutions were not ready to implement assessment systems at the start of 2005. Inadequate data in the reports from institutions did not prove that standards were being met. NCATE wants compelling evidence that candidates have knowledge, skills, and dispositions to become a teacher. Of the institutions that were not fully accredited, the standard that institutions most often did not meet was Standard 2. Southern Miss did not pass Standard 2 during its accreditation visit in 2006.

Theoretical Foundation

To understand the assessment system, one would first have to understand evaluation models. One predominant model for evaluation was developed by Daniel Stufflebeam in 1971 (Fitzpatrick, Sanders, & Worthen, 2004). Stufflebeam's model, called the CIPP Evaluation Model, was a response to the "need for evaluations to be more informative for the decision maker" (p. 39). This model is used as a framework for directing the evaluation of the programs, projects, personnel, and student work. Evaluations guided by the CIPP model evaluate context, input, process, and product of the organization's program and examines recommendations for change. The CIPP model's primary goal will aim at effecting long-term program improvement and will guide the question of whether or not using the institution's assessment system adequately helps the Professional Education Unit pass the NCATE accreditation visit.

NCATE accreditation promotes high values in the preparation of teacher education programs based on its six standards: 1) Candidate Knowledge, Skills, and Dispositions, 2) Assessment System and Unit Evaluation, 3) Field Experiences and Clinical Practice, 4) Diversity, 5) Faculty Qualifications, Performance, and Development, and 6) Unit Governance and Resources. "The accreditation efforts help to ensure that the education programs within an institution of higher education meet the needs and expectations of the entire professional community" (Schnackenberg, Zadoo, & Aubrey, 2007, Introduction section ¶ 3).

Just who is the professional community? The professional community is composed of many constituents: faculty who teach licensure classes, faculty who supervise field experiences and clinicals, university administrators, P-12 cooperating teachers, pre-service candidates, teacher candidates (also known as student teachers), and others who are involved in the teacher preparation program. In order for the assessment

system to be successful, all stakeholders must play some part in designing the system and developing problem-solving strategies. Communication lines must stay open between all stakeholders in order for the system to work (Sandoval & Wigle, 2006).

In order to understand the assessment system, one must know its purpose. Data are collected from multiple assessment measures across the licensure programs. The Unit is "responsible for managing their assessment system" (Gollnick, 2006, ¶ 3) and for "continuously conducting, evaluating, and revising procedures to eliminate bias, as well as to establish fairness, accuracy, and consistency of performance assessment procedures" (Schnackenberg, et al., 2007, Purpose of Assessment System section, ¶ 3). The assessment system "must document the curricula and assessments of the teacher education candidate" (Schmid & Kiger, 2003, p. 6) and this process of accountability needs to be shared with all stakeholders.

Why should one use multiple assessments in your program? Weisenbach (2000) states three reasons for using multiple assessments at transition points and evaluation of assessments:

1. Programs should evaluate candidate performances over time because of the developmental nature of learning.
2. Assessments should be ongoing and provide feedback.
3. Ongoing data provide information for programmatic improvement (p.5).

What are transition points? NCATE describes transition points as "the key points in a program when a unit assesses candidate knowledge, skills, and professional dispositions to determine if candidates are ready to proceed to the next state in the program. Standard 2 requires transition points upon program entry, at appropriate point(s) during the program, and upon program completion" (NCATE, 2008d).

What type of data should be collected? Databases should be created to collect

candidates' information entering the program, such as GPA, demographic data, and standardized test scores. Evaluations given to candidates at the conclusion of the program should be collected. Examples of this type are cooperating teacher formative and summative evaluations, university supervisor evaluations, and student evaluations. Candidates also create professional portfolios during their field experiences and internships. The portfolios include lesson plans, reflections, classroom management, assessments of student learning, and information about the class's culture and climate that the teacher candidates are assigned to during their candidacy. Additional data should be gathered using information from surveys completed by candidates, employers, and alumni.

Many factors go into making up the assessment system including multiple pieces of information that must be gathered from the professional community. Bits of data come from every part of the teacher preparation program and must be evaluated systematically so that candidates are assured they are receiving the best education. The figure below illustrates the process of collecting information for program review. Data are collected and analyzed from different areas. Summaries are sent to unit review committees for evaluation. Once the information has been reviewed, decisions concerning program improvement plans are prepared.

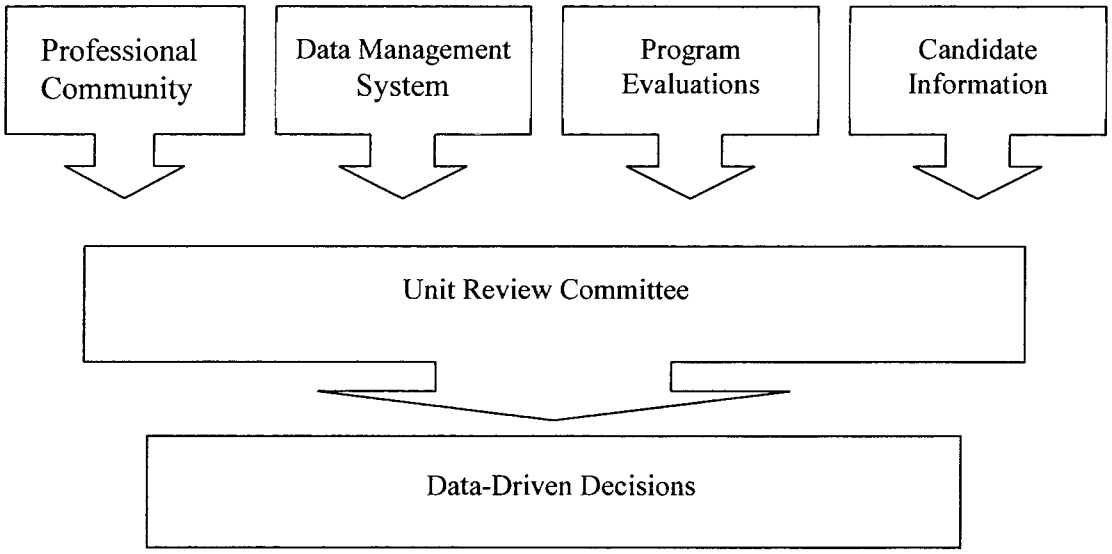


Figure 1. Key Assessments are collected from multiple areas that result in data driven decisions.

Purpose

Methods of accountability are still being developed. Baker and Linn (2004) offer the following standards for system components:

1. Accountability systems should employ different types of data from multiple sources.
2. The weighting of elements in the system, different test content, and different information sources should be made explicit.
3. Accountability systems should include data elements that allow for interpretations of student, institution, and administrative performance.
4. Accountability expectations should be made public and understandable for all participants in the system.
5. Accountability systems should include the performance of all students, including subgroups that historically have been difficult to assess (pp.63-64)

The purpose of this study is to investigate how the assessment systems of teacher

preparation programs have changed since the new NCATE Standards were implemented in 2004, what methods of data collections are being used, and to measure coordinators' perceptions of the assessment systems. Information from this research will serve as a guide to other institutions who are seeking to refine their assessment process.

Research Questions

This study will investigate the differences between teacher education preparation programs' assessment systems and data collection processes. In choosing an appropriate assessment system, the instrument will address these questions:

1. What are the factors that contribute to institutions changing their data assessment system?
2. What changes are being made in the data assessment systems?
3. What methods of data collection are institutions using?
4. How do administrators perceive the effectiveness of the assessment system that collects the data currently in place in their Unit?

Variables to be identified will be the assessment system and the institutions' NCATE coordinators' perception of the data collection process.

Definitions

For the purpose of this study, the following terminology will be used in this paper.

American Association of Colleges for Teacher Education (AACTE) - A national alliance of educator preparation programs dedicated to the highest quality professional development of teachers and school leaders in order to enhance PK-12 student learning. The 800 institutions holding AACTE membership represent public and private colleges and universities in every state, the District of Columbia, the Virgin Islands, Puerto Rico, and Guam. AACTE's reach and

Accountability – Consistent, reliable information about academic quality and student achievement to foster continuing public confident [*sic*] and investment about result of educational efforts (Eaton, 2008, p. 28).

Accreditation – (1) A process for assessing and enhancing academic and educational quality through voluntary peer review. NCATE accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality. (2) The decision rendered by NCATE when an institution's professional education unit meets NCATE's standards and requirements (NCATE, 2008d).

Accreditation with Conditions – An NCATE accreditation decision rendered by the Unit Accreditation Board (UAB) following a continuing visit that indicates that the unit has not met one or more of the NCATE standards. When the UAB renders this decision, the unit maintains its accredited status but must satisfy conditions by meeting the unmet standard(s) within 18 months (NCATE, 2008d).

Accreditation with Probation – An NCATE accreditation decision rendered by the Unit Accreditation Board following a continuing visit that indicates that the unit does not meet one or more of the NCATE standards and has pervasive problems across standards that limit its capacity to offer quality programs that adequately prepare candidates. If accreditation with probation is granted, the unit must schedule an on-site visit within 18 months of the semester in which the probationary decision was rendered (NCATE, 2008d).

Adjunct faculty – Part-time faculty in the professional education unit who are not full-time employees of the institution. See Part-time Faculty and Professional Education Faculty (NCATE, 2008d).

Advanced Preparation – Programs at postbaccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other school professionals. Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the postbaccalaureate level. Examples of these programs include those for teachers who are preparing for a second license at the graduate level in a field different from the field in which they have their first license; programs for teachers who are seeking a master's degree in the field in which they teach; and programs not tied to licensure, such as programs in curriculum and instruction. In addition, advanced programs include those for other school professionals such as school counselors, school psychologists, educational administrators, and reading specialists (NCATE, 2008d).

Area for Improvement (AFI) – A statement cited by the Board of Examiners or the Unit Accreditation Board indicating that a unit has not met expected levels of achievement in one or more elements of a standard. The Board of Examiners may cite one or more areas for improvement and still recommend that the standard is met (NCATE 2008d).

Assessment – An evaluated activity or task used by a program or unit to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by candidates. Assessments usually include an instrument that details the task or activity and a scoring guide used to evaluate the task or activity (NCATE, 2008d).

Assessment Data – Quantified information communicating the results of an evaluative activity or task designed to determine the extent to which candidates meet specific learning proficiencies, outcomes, or standards (NCATE, 2008d).

Assessment System – A comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators (NCATE, 2008d).

Avoidance of bias in assessment – The assurance that the unit has addressed any contextual distractions and/or problems with key assessment instruments that introduce sources of bias and thus adversely influence candidate performance. Contextual distractions include inappropriate noise, poor lighting, discomfort, and the lack of proper equipment. Problems with assessments include missing or vague instructions, poorly worded questions, and poorly reproduced copies that make reading difficult (NCATE, 2008d).

Benchmark – A description or example of candidate or institutional performance that serves as a standard of comparison for evaluation or judging quality (NCATE, 2008d).

Board of Examiners (BOE) – On-site evaluators who review institutions based on the NCATE Unit Standards. BOE members are nominated by NCATE member organizations and must successfully complete the NCATE training NCATE, 2008d).

Board of Examiners (BOE) Report – The report prepared by the Board of Examiners team that conducts the on-site accreditation review of a unit. The report describes how the unit meets the NCATE standards and recommends any areas for improvement in relation to the standards (NCATE, 2008d).

Candidate Performance Data – Information derived from assessments of candidate proficiencies, in areas of teaching and effects on student learning, candidate knowledge, and professional dispositions. Candidate performance data may be derived from a wide variety of sources, such as projects, essays, or tests demonstrating subject content mastery; employer evaluations; state licensure tests; and mentoring year *portfolios* as well as assessments, projects, reflections, clinical observations, and other evidence of pedagogical and professional teaching proficiencies (NCATE, 2008d).

Candidates – Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals. Candidates are distinguished from *students* in P–12 schools (NCATE, 2008d).

Certification – The process by which a non-governmental agency or association grants professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association (NCATE, 2008d).

Clinical Faculty – P–12 school personnel and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice. *See Professional Education Faculty.* (NCATE, 2008d).

Clinical Practice – Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing (NCATE, 2008d).

Conceptual Framework – An underlying structure in a professional education unit that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability (NCATE 2008d).

Consistency in assessment – The assurance that key assessments produce dependable results or results that would remain constant on repeated trials. Institutions can document consistency through providing training for raters that promote similar scoring patterns, using multiple raters, conducting simple studies of inter-rater reliability, and/or comparing results to other internal or external assessments that measure comparable knowledge, skills, and/or professional dispositions (NCATE 2008c).

Contemporary Professional Experiences – Meaningful and structured activities in a P–12 school setting within the last five years. Examples include structured observation, working in schools as a teacher or other school professional, action research, research projects that are school-based, and participating in professional development school activities (NCATE 2008d).

Content – The subject matter or discipline that teachers are being prepared to teach at the elementary, middle, and/or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood education, school psychology, reading, or school administration) (NCATE, 2008d).

Cooperating Teachers – See P-12 School Personnel.

Curriculum – Courses, experiences, and assessments necessary to prepare candidates to teach or work with students at a specific age level and/or to teach a specific subject area (NCATE, 2008d).

Dispositions – See Professional Dispositions.

Diversity – Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The types of diversity necessary for addressing the elements on candidate interactions with diverse faculty, candidates, and P–12 students are stated in the rubrics for those elements. (NCATE, 2008d).

Evaluation – Methods and measures to judge student learning and understanding of understanding of the material for purposes of grading and reporting (Illinois Central College, 2007, ¶ 1).

Excel – Microsoft Office Excel is a tool that can be used to create and format spreadsheets, and analyze and share information to make more informed decisions. With the Microsoft Office Fluent user interface, rich data visualization, and PivotTable views, professional-looking charts are easier to create and use (Microsoft, 2009, ¶ 1).

Exceptional Expertise – Skill or knowledge surpassing what is common, usual, or expected, as a result of experience or training. Refers to professional education faculty who may not have a doctorate but who possess outstanding knowledge and skills that bring conceptual understanding and real-world sensitivities to teaching in the unit [*sic*]. Examples include teachers certified by the National Board for Professional Teaching Standards and former school superintendents who have been recognized for outstanding service (NCATE, 2008d).

Faculty – See Professional Education Faculty.

Fairness (professional disposition) – The commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner (NCATE, 2008d).

Fairness in assessment – The assurance that candidates have been exposed to the knowledge, skills, and dispositions that are being evaluated in key assessments and understand what is expected of them to complete the assessments. To this end, instructions and timing of the assessments should be clearly stated and shared with candidates. In addition, candidates should be given information on how the assessments are scored and how they count toward completion of programs (NCATE, 2008d).

Field Experiences – A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters (NCATE, 2008d).

Full-time Faculty – Professional education faculty with full-time assignments in the professional education unit as instructors, professors at different ranks, and administrators. *See Professional Education Faculty* (NCATE, 2008d).

Higher Education Faculty. Full-time or part-time employees of an institution of higher education. *See Professional Education Faculty* (NCATE, 2008d).

Hyper Texted Markup Language (HTML) – A type of computer language that is primarily used for files that are posted on the internet [*sic*] and viewed by web browsers (wiseGeek, 2009, ¶ 1).

Information Technology – Computer hardware and software; voice, data, network, satellite and other telecommunications technologies; and multimedia and

application development tools. These technologies are used for the input, storage, processing, and communication of information (NCATE, 2008d).

Initial Teacher Preparation Programs – Programs at the baccalaureate or postbaccalaureate levels that prepare candidates for the first license to teach. They include five-year programs, master's programs, and other postbaccalaureate and alternate route programs that prepare individuals for their first license in teaching (NCATE, 2008d).

Institutions – Schools, colleges, or departments of education in a university, or non-university providers (NCATE, 2008d).

Institutional Report – A report that provides the institutional and unit contexts, a description of the unit's conceptual framework, and evidence that the unit is meeting the NCATE unit standards. The report serves as primary documentation for Board of Examiners teams conducting on-site visits (NCATE, 2008d).

Institutional Standards - Standards set by the institution that reflect its mission and identify important expectations for candidate learning that may be unique to the institution's professional education unit (NCATE, 2008d).

Internship – Generally, the post-licensure and/or graduate clinical practice under the supervision of clinical faculty; sometimes refers to the preservice clinical experience (NCATE, 2008d).

Licensure – The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. (Some state agencies call their licenses certificates or credentials.) (NCATE, 2008d).

Multicultural Perspective – An understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (NCATE, 2008d).

Nationally Recognized Program – A program that has met the standards of a specialized professional association that is a member organization of NCATE. An institution's state-approved program also will be considered a *nationally recognized program* if the state program standards and the state's review process have been approved by the appropriate national association. (Nationally recognized programs are listed in Appendix A.) (NCATE, 2008d).

NCATE Coordinator – The person(s) identified by the unit to manage preparations for the NCATE visit. The NCATE coordinator, along with the unit head, is NCATE's contact at an institution. At some institutions, the unit head is the NCATE coordinator (NCATE, 2008d).

P–12 School Personnel – Licensed practitioners in P–12 schools who provide instruction, supervision, and direction for candidates during field-based assignments. *See Professional Education Faculty and School Faculty* (NCATE, 2008d).

Part-time faculty – Professional education faculty who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty. *See Adjunct Faculty and Professional Education Faculty* (NCATE, 2008c).

Performance Assessment – A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge, skills, and professional dispositions, including their abilities to have positive effects on student learning. (NCATE, 2008d).

Performance-based accreditation System – A practice in accreditation that makes use of assessment information describing candidate proficiencies or actions of professional education units as evidence for determining whether professional standards are met. It contrasts with accreditation decisions based solely on course offerings, program experiences, and other "inputs" as the evidence for judging attainment of professional standards (NCATE, 2008d).

Performance Criteria – Qualities or levels of candidate proficiency that are used to evaluate candidate performance, as specified in *scoring guides* such as descriptions or *rubrics* (NCATE, 2008d).

Performance Data – Information that describes the qualities and levels of proficiency of candidates, especially in application of their knowledge to classroom teaching and other professional situations. Sometimes the phrase is used to indicate the qualities and levels of institutional practice, for example, in making collaborative arrangements with clinical schools, setting faculty professional development policies, or providing leadership through technical assistance to community schools (NCATE, 2008d).

Policymakers – Representatives of public and governmental agencies with public education responsibility at the national, state, and local levels (NCATE, 2008d).

Portable Document Format (PDF) – A file format created by Adobe Systems for document exchange. The PDF is a stand being established to set guidelines for archiving and preserving digital documents (Adobe, 2009, ¶ 4).

Portfolio – An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or other school professional. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, comments by cooperating teachers or internship supervisors, and samples of student work (NCATE, 2008d).

Professional Community – Full- and part-time faculty (including clinical faculty) in the professional education unit, faculty in other units of the college/university, P–12 practitioners, candidates, and others involved in professional education (NCATE, 2008d).

Professional Development – Opportunities for professional education faculty to develop new knowledge and skills through activities such as inservice education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P–12 schools (NCATE, 2008d).

Professional Dispositions – Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are *fairness* and the belief that all students can learn. Based on their mission and

conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions (NCATE, 2008d).

Professional Education Council (PEC) – The body responsible for all policy decisions regarding the development and implementation of the unit assessment system. The PEC and all its subcommittees are required to have members representing public school and/or state agency partners and candidates from all of the unit's programs (Gollnick, 2008a).

Professional Education Faculty – Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical experiences, or administer some portion of the unit. See Adjunct Faculty, Clinical Faculty, Full-time Faculty, Higher Education Faculty, and Part-time Faculty (NCATE, 2008d).

Professional Education Unit – See Unit.

Professional Standards – Standards set by the specialized professional associations (SPAs) and adopted by NCATE for use in its accreditation review. Professional standards also refer to standards set by other recognized national organizations/accrediting agencies that evaluate professional education programs (e.g., the National Association of Schools of Music). (NCATE, 2008d).

Proficiencies – Required knowledge, skills, and professional dispositions identified in the professional, state, or institutional standards (NCATE, 2008d).

Program - A planned sequence of courses and experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings. Programs may lead to a degree, a recommendation for a state license, both, or neither (NCATE, 2008d).

Program Completers – NCATE uses the Higher Education Act, Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements (NCATE, 2008d).

Provisional Accreditation – An NCATE accreditation decision rendered by the Unit Accreditation Board following a first accreditation visit that indicates that the unit is provisionally accredited, and has significant problems related to one or more standards. When the UAB renders this decision, the unit maintains its accredited status but must satisfy conditions by meeting the unmet standard(s) within 18 months (NCATE, 2008d).

Rubrics – Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment. See Performance Criteria and Scoring Guide (NCATE, 2008d).

Scholarship – Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation (NCATE, 2008d).

School Faculty – Licensed practitioners in P–12 schools who provide instruction, supervision, and direction for candidates during field-based

assignments. See P–12 Schools Personnel and Professional Education Faculty (NCATE, 2008d).

School Partners – P-12 schools that collaborate with the higher education institution in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research (NCATE, 2008d).

Scoring Guide – A tool such as a *rubric*, evaluation form, etc. used by faculty to evaluate an assessment. Scoring guides should differentiate varying levels of proficiency on performance criteria (NCATE, 2008d).

Service – Faculty contributions to college or university activities, P–12 schools, communities, and professional associations in ways that are consistent with the institution and unit's mission (NCATE, 2008d).

Service Learning – A teaching/learning method that integrates community service into academic courses, using structured reflective thinking to enhance learning of course content. Through meaningful service, candidates are engaged in problem solving to create improved schools and communities while developing their academic skills, their sense of civic responsibility, and their understanding of social problems affecting children and families. When used as a pedagogical strategy, service learning can help candidates understand the culture, community, and families of students, as well as the connections between the school and the community (NCATE, 2008d).

Skills – The ability to use content, professional, and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning (NCATE 2008d).

Specialized Professional Associations (SPAs) – The national organizations that represent teachers, professional education faculty, and other school

professionals who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are member organizations of NCATE and have standards for both students in schools and candidates preparing to work in schools (NCATE, 2008d).

Standards – Written expectations for meeting a specified level of performance (NCATE, 2008d).

Structured Field Experiences – Activities designed to introduce candidates to increasingly greater levels of responsibility in the roles for which they are preparing. These activities are specifically designed to help candidates attain identified knowledge, skills, and professional dispositions outlined in professional, state, and institutional standards (NCATE, 2008d).

Student Teaching – Preservice clinical practice in P–12 schools for candidates preparing to teach (NCATE 2008d).

Students – Children and youth attending P-12 schools as distinguished from teacher candidates (NCATE, 2008d).

Support Personnel – Individuals other than faculty employed by an institution of higher education to ensure the functioning of the unit. Support personnel can include professionals in non-faculty roles as well as individuals providing administrative support, including work-study students (NCATE 2008d).

Teacher Candidacy – see student teaching.

Technology, Use of – What candidates must know and understand about information technology in order to use it in working effectively with students and professional colleagues in (1) the delivery, development, prescription, and assessment of instruction; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; and (6) personal and professional productivity (NCATE, 2008d).

Transition Point – Key points in a program when a unit assesses candidate knowledge, skills, and professional dispositions to determine if candidates are ready to proceed to the next stage in a program. Standard 2 requires transition points upon program entry, at appropriate point(s) during the program, and upon program completion (NCATE, 2008d).

Unit – The college, school, department, or other administrative body in colleges, universities, or other organizations with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution. Also known as the "professional education unit." The professional education unit must include in its accreditation review all programs offered by the institution for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings (NCATE, 2008d).

Unit Head – The individual officially designated to provide leadership for the unit (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation (NCATE, 2008d).

Unit Review – The process by which NCATE applies national standards for the preparation of school personnel to the unit (NCATE, 2008d).

Web Based – A software application that can be assessed on any computer through a browser and an Internet connection.

Wiki – A database of pages which visitors can edit live. One can edit a page in real time, search the wiki's content, and view updates since the last visit. In a "moderated wiki," wiki owners review comments before addition to the main body of a topic. Additional features can include calendar sharing, live AV conferencing, RSS feeds and more (Wiki, 2009).

Limitations

A few limitations exist in this study. Since the questionnaire will be an anonymous, institutions might be categorized and not correctly grouped with institutions on one or more variables such as size of program and institution. Another limitation may result from the administrator's perception or attitude towards the accreditation process. Also, this person might not have been involved in the assessment system process or the last unit review either directly or indirectly at this institution. A richer research would occur if faculty and students from each institution were available to complete the survey.

Delimitations

This study confined itself to study institutions that have NCATE accreditation status. The study will focus on the data collection process of the assessment system rather than the actual assessments and evaluations that institutions collect for accreditation. The study will attempt to understand the data collection needs of institutions in relation to the types of software that is used for documenting candidate knowledge, skills, and dispositions.

Assumptions

Several assumptions exist in this study. Out of respect of those with negative perceptions, the questionnaire will be sent without any identifiers in hopes that all

responses will be truthfully answered. Another assumption to this study would be that since questionnaires will be sent to all institutions that are NCATE accredited, there will be enough responses to draw adequate conclusions about the institutions' assessment system data collection process.

Significance

Creating a culture of evidence that documents performance outcomes of an institution's teacher preparation program is paramount when gathering and reporting data for accreditation purposes. The professional education community which consists of administrators, faculty, cooperating teachers, and area stakeholders must examine the type of successful teacher candidate that they hope to produce and design an assessment system that will collect the data to document that performance at entry level to the licensure program, mid-point, candidacy, and licensure. The focus of an assessment system should be on the candidate's knowledge, skills, dispositions, and how candidates impact the P12 community. In essence, the assessment system must be developed as a backwards-type design.

The problem is determining how to document candidate performance during candidacy and what methods to use to collect that data. To get a clear understanding of candidate performance, data must be collected using different methods, collected regularly and systematically. No single method of collecting data meets this purpose. Accreditation is not contingent on the documentation of the curriculum of the teacher preparation program, but stresses the practical application of the content through performance evaluations from different sources. The curriculum and instructional practices are centered on the desired outcomes based on the institution's framework. Each institution is as different as the data that they collect.

The significance of this study is to provide a better understanding of the assessment system that will help to produce highly qualified teachers. This study will also help to identify which database and information management systems assist in successfully documenting candidate performance in teacher preparation programs for accreditation status. In addition, the research will also help to identify themes and challenges in the implementation of the assessment system.

Related Research

A computer-based search from Proquest's Dissertations and Thesis was conducted during the months of January to April, 2008, through The University of Southern Mississippi's online Library services. Using Boolean search descriptors, the results displayed several studies that were related to accreditation (Ferrara, 2007; Saunders, 2007), portfolio assessments (Lodewyck 2007; Morgan, 2002), documenting performance outcomes (Taylor, 2007), and online documentation (Crawford, 1998; Morelan, 2006; Schillinger, 2004; Swan, 2004). Most literature studies about assessments tend to fall under three categories: policy studies and policy recommendations related to assessment, how-to literature, and examining case studies (Wall-Smith, 2008).

The study completed by Mebratu (2004) was found to have had a direct relationship with this study. Mebratu conducted a qualitative case study on two institutions in the New York area on the challenges of implementing the NCATE's 2000 standards. At the time that Mebratu wrote his dissertation, he had found new challenges that both institutions had in implementing their assessment system. At the conclusion of his research, he had suggested further research to be conducted on database and information management systems that help teacher education programs implement NCATE's performance standards.

CHAPTER II

REVIEW OF RELATED LITERATURE

Accreditation is necessary. Accountability in higher education to students, parents, community leaders, and grant providers has become a growing concern over the last few decades. Accreditation is an assurance to the community that an institution has gone through peer and self evaluation. "Accreditation is a process of external quality review used by higher education to scrutinize colleges, universities, and education programs for quality assurance and quality improvement" (CHEA, 2008b, Accredited Institutions and Programs section, ¶ 1). The process forces institutions to examine its programs and to look for areas that are deficient to make its program better. Accreditation is not permanent. The process occurs on a regular cycle usually three to ten years depending on the accrediting agency and typically involves three activities:

- A self-study by an institution or program using the standards or criteria of an accrediting organization
- A peer review of an institution or program to gather evidence of quality
- A decision or judgment by an accrediting organization to accredit, accredit with conditions or not accredit an institution or program (CHEA, 2006, p. 2).

Accreditation is voluntary. The whole process of accreditation should be ongoing and established in the day-to-day operations of the institution or program. The procedure should also reflect upon the mission of the institution or program and reflect what they believe is being accomplished. Continuous accreditation should answer these questions:

- What are we trying to do and why?
- What is my program supposed to accomplish?

- How well are we accomplishing our stated goals? How do we know?
- How do we use the information gathered to improve or celebrate success?
- Do those improvements work (Bresciani, 2003, p. 4)?

Good assessment begins with clear and measurable outcomes. Assessment should build on not only student work but also student achievement across all curriculums while supporting the mission of the institution. Assessments not only identify student achievements and weakness, but they also provide information for staffing needs, budget requirements, and target areas for improvements. The results of these outcomes are used to affect a positive change in operations and student learning. A committee of twelve from the American Association for Higher Education (1992) assembled nine principles to help in examining their current practices in measuring student learning:

1. The assessment of student learning begins with educational goals.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing not episodic.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public (Assessment Forum section, no ¶).

Choban (2005) also offers suggestions for implementing a useful educational outcomes assessment:

1. Identify goals and objectives
2. Measure outcomes to determine degree of success
3. Examine program process to identify variables responsible for identified weaknesses and make adjustments to program, and
4. Collect follow-up data to see if adjustments eliminate weaknesses (p.2).

Accreditation Accountability

To guarantee that educational excellence is given by institutions of higher education, accrediting organizations are recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). USDE is "governed by federal law and regulations" and the CHEA is a private organization "governed by policies adopted by a 17 member board of directors" (CHEA, 2002, p. 2).

USDE was first created in 1867 as an independent agency to gather data about education. The agency was then transferred to the Department of the Interior from 1869 to 1939 and was called the Bureau of Education. In 1939 to 1953 the bureau was part of the Federal Security Agency. In 1953 the agency became the United States Department of Health, Education, and Welfare. Then in 1980 the department was divided and the

United States Department of Education became a cabinet level department (Academic American Encyclopedia, 1984). USDE sets policy, acts as a gatekeeper for federal funding, and verifies which accrediting agencies that have been determined as reliable authorities to accredit institutions or programs (USDE, 2008b).

CHEA assumed the duties of recognizing accrediting bodies from the Commission on Recognition of Postsecondary Accreditation (CORPA) in 1996. CORPA had assumed its duties in 1993 following the dissolution of Council of Postsecondary Accreditation (COPA). COPA was first established in 1974 with the purpose of promoting and improving the quality of accreditation (CHEA, 2008a). CHEA works with the entire higher education community as an advocator of voluntary accreditation and self-regulation (McMurtrie, 1999). "CHEA recognition confers an academic legitimacy on accrediting organization, helping to solidify the place of these organizations and their institutions and programs in the national higher education community" (CHEA, 2002, p. 6). Organizations recognized by CHEA are required to go through an accreditation process every five years. CHEA also reserves the right to review an organization if operations change within an accreditor. Three types of accrediting levels are recognized: regional, national, and programmatic accrediting organizations. (NCATE is recognized as one of the programmatic accrediting organizations (CHEA, 2008c)).

Subject of Debate

The obvious benefit of being accredited is that it proves that the institution or program has gone through a rigorous scrutiny process to pass its accreditation. Accreditation also lets the community know that a degree earned at the accredited institution is worth something to employers. The degree equates to a quality education and that it is something to be desired. Accreditation also shows that the institution

operates with supervision of a professional agency and grants diplomas which are valuable (USDE, 2008a).

If accreditation is good, then why has it been the subject for debate for the last two decades (Jaschik, 2009)? Reports are being disseminated that the accreditation process is a misguided failure and that federal government should "judge colleges on the basis of performance outcomes such as graduation rates, rather than on the basis of inputs or processes" (Basken, 2007). Levine's (2006) findings on the education of school teachers were inadequate preparation, a curriculum in disarray, faculty disconnected, low admission standards, insufficient quality control, disparities in institutional quality, and effects on student achievement. Are we measuring the wrong thing? Are institutions writing their own standards so they can pass accreditation (Basken, 2008a)? Should institutions not measure academic success by their own definitions (Basken, 2008b)? Since the federal government has relied on institutions and accreditors for setting the standards, should the government take control of accountability issues (Eaton, 2007)?

Neal (2008) believes that part of the problem deals with the very accreditation process. Policy makers and trustees have given too much power to the accreditors assuming that successful accreditation means a quality program. Only the opposite has happened. Standards and hidden agendas have been imposed on the process in the name of accreditation. Institutions have been forced to conform in order to be federally funded.

Another part of the problem involves lack of faculty involvement in the process (Perley & Tanguay, 2008). Accreditation should begin with a self-evaluation of the program. Too often the process is given to a few faculty members in the form of release time. Meetings are held and the results of data collected are not distributed to the departments or faculty thus making the procedure seem more as an administrative process. The self-study should be a cooperative effort not only with faculty and

administrators, but with students and community stakeholders as well. Having an atmosphere of collaboration will have a far greater effect than any other measure.

Accreditation is not perfect. The rules are still changing. The focus in the last decade was on what was being taught, how many books in the library, and the credentials of the faculty. The shift now places the responsibilities of learning on the student in the area of student achievement, student outcomes, and student success. The big challenge in this is "maintaining a self-regulatory system in an era of increasing regulation" (Brittingham, 2008, p. 35).

Accreditation and Teacher Preparation

At the heart of accreditation is assessment. Assessment comes from the Latin word *assidere* which means to sit beside. "Sitting beside implies dialogue and discourse, understanding the other's perspective before making judgments of quality and integrity" (Braskamp, Poston, & Wergin, N.D., ¶ 6). The definition conjures images of Aristotle discussing philosophy of natural science, practical science, and politics with Plato, his teacher.

Even though students have been assessed for centuries, assessment in teacher preparation is relatively new. Up until the 20th century, a teacher was hired by the local authority that could pass an oral examination. The only qualifications for the position were to have had at least an eighth grade education, to be a person of high moral character, and to have the same religious beliefs as the community. Being hired as a teacher was not based on training or experience. Many times the teacher was a student in the classroom and returned the following year as the teacher (Roames, 1987). Numerous female teachers were hired in their teens and taught only a few years before leaving the profession for marriage. The belief held by many during this time period was that the woman's place was in the home, so married women could not teach, let alone work.

By the second half of the 19th century, interest in the state-supported normal schools had risen. "Reformers sought to increase the number of teachers, to establish more schools for a growing population and to extend the school year" (Havira, 2006, p. 653-654). Students who attended normal schools had entrance requirements: age (female – 16, male – 17), written exam, verification of attending a 4-year high school, and a letter of good character. Students had to also promise to teach upon graduation. Normal schools had 2- and 4-year curriculum depending on the level of education of the student. Even at best, these schools were not regulated. Curriculum differed from school to school.

Many attempts were made to establish a council to regulate normal schools through the first half of the 20th century. The first council organized in 1902 at the Normal School Oratorical Association. The North Central Council of State Normal School Presidents and Principals met annually until 1917 and grew from an organization of 6 to 40 members. From 1917 to 1922 the name changed to the National Council of State Normal Schools and held their first formal meeting in Chicago, Illinois. The first topic that was discussed was the establishment of an honor society for future teachers and 4 year courses for teacher preparation. Another organization called the American Association of Teachers Colleges (AATC) was created in 1917. This organization (made up of representatives from degree granting colleges) met annually in Chicago at the National Education Association (NEA)'s Department of Superintendence Meeting. In 1923, these two councils merged to combine with the Normal School Session of NEA (Ducharme & Ducharme, 1998).

Although many attempts at setting up standards for normal schools by the various councils, it was actually AATC's recommendation for standards to be adopted in 1926

with an implementation date of 1928. These were based on the following fifteen criterions:

1. Definitions of Teacher's College
2. Requirements for admission
3. Standards for graduation
4. Size of the faculty
5. Preparation of the faculty
6. Teaching load of the faculty
7. Training school and student teaching
8. Organization of the curriculum
9. Library, laboratory, and shop equipment
10. Location, construction, and sanitary conditions of buildings
11. Limits and registration of students
12. Financial support
13. General requirements: dealt with professional atmosphere of the institution and prohibited a teachers' college from offering any "strictly secondary school academic work"
14. Classification of colleges: teacher training institutions
15. Accrediting and classify procedures (Roames, p. 134).

What is interesting about this set of standards, is that AATC used this process for the next twenty years. In addition to the standards, a committee was created to administer the standards, "develop an institutional report form, review annually submitted reports from institutions seeking accreditation or already accredited, and, at the discretion of the committee, to administer on-site institutional inspections" (Roames, p. 136). Even though site visits were reserved for institution with many deficiencies, accreditation was

mainly a paper process. Reports were reviewed twice a year and a list of accredited institutions was drafted for publication. A successful report enabled the institution for membership as well as accreditation status. The first accreditation list published in 1929 mentioned that not one of the institutions listed had met all standards. In 1932, accreditation was limited to two standards not being passed and by 1939 all standards had to have been successfully completed in order to receive continued accreditation for both the institution and program level.

By 1938, AATC had proposed standards for graduate studies leading to a master's degree. Criterions were categorized as follows:

1. Nature of graduate work in a teachers college
2. Admission requirements
3. Standards for graduate degrees
4. Preparation of the graduate faculty
5. Teaching Load
6. Laboratory school facilities
7. Graduate Curricula
8. Student health and living conditions
9. Library, Laboratory and shop equipment
10. Financial support. (Roames, p. 147)

Institutions were able within the following year to suggest revisions to these standards.

AATC's accreditation was limited to normal schools and teacher training institution but did not include colleges, schools, and departments of education in a liberal arts school. By 1947, many normal schools had changed to become state colleges and AATC realized that it, too, must change to include institutions that had a primary interest in the education of teachers. The organization merged with the National Association of

Colleges and Departments of Education and the National Association of Teacher Education Institutions to become the American Association of Colleges for Teacher Education (AACTE). After strong resistance by institutions of higher education, AACTE decided in 1952 that it was best to give up institutional accreditation and concentrate on program evaluation so that they could better the organization for those institutions that were not seeking accreditation. In 1954, the National Council for the Accreditation of Teacher Education (NCATE) was created as the first professional accrediting agency for the accreditation of teacher preparation. For the first three years, NCATE took AACTE's accredited institution list, spent three to four days at each institution, and used the 1951 revised standards developed by AACTE until such a time when NCATE could establish their own standards (Ducharme & Ducharme, 1998).

For the next five years, NCATE made revisions to the standards developed by AACTE. As a result of the revisions, the standards were fewer in number (from nine to seven) by deleting the standards on financial support and faculty appointment, academic freedom, and tenure. The new standards were also less qualitative in nature:

1. Objectives of teacher education
2. Organization and administration of teacher education
3. Student personnel programs for teacher education
4. Faculty for teacher education
5. Curricula for teacher education
6. Professional laboratory experiences for prospective teachers
7. Facilities and library materials for teacher education. (Roames, p. 228)

Standards continued to be revised. During the next decade, standards were revised to include provisions to specialized area; classification of standards into categories of preparation of elementary teachers, secondary teachers, and school service personnel;

guidelines to help in inconsistencies in applying standards; standards for two-year graduate administration programs; and the responsibility for the institutions to place the teacher training program within a "single agency interpreted as the professional education school, department, or college" (Roames, p. 246).

For the most part NCATE's focus on teacher preparation had been on the quality of the program and not the end result. In 1983, *A Nation at Risk* was published and shocked the nation. The report reported that "the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation" (National Commission on Excellence in Education, 1983, ¶ 1). The results of the report generated new ideas in redesigning the thinking of education and greatly impacted educational policy. Three new standard movements developed as a result of the report: content knowledge, student standards, and performance-based standards for teachers. NCATE's redesign in 1987 focused on developing a knowledge base for programs (Wise & Leibbrand, 2000).

Before the No Child Left Behind Act of 2001 forced schools and teachers to be held more accountable for student success, NCATE pushed for the implementation of candidate performance-based standards. The focus of NCATE's 2000 standards was on candidate's mastery of content knowledge, assessment, and impact of P-12 student learning (Banta, 2000). Under these new standards, verification had to be provided through documentation that the candidate was adequately prepared to teach successfully. In order to do this, assessment systems must collect data on candidates from the time that they enter the program to the conclusion of the program. In examining candidate data, strengths and weaknesses in the program can be identified and adjusted to meet the desired outcome. Data from the programs have to be examined on an ongoing basis in order to cultivate a climate of data-informed decision making (Honawar, 2006).

Data Management Platforms

Many challenges arise when gathering and reporting data for accreditation purposes. One of these challenges is the data collection process since data must be gathered from multiple sources and analyzed in a variety of ways when reporting student qualifications. Solely reporting student GPA and the classes students take is not enough. Data have to be analyzed according to the different levels of transition points and performance of students in their program of study and mapped to the professional, state, and program standards based on the candidate's effective teaching and learning. Accrediting bodies must examine undergraduate and graduate performance not only at the end of their program but all along the way. Questions that have to be answered include: Where they are now and how are they doing in the transitions? NCATE Standard 2 addresses assessment systems as "collecting and analyzing data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs" (NCATE, 2008c, Overview section ¶ 3).

Data also have to be examined at the unit or administrative level. This data include faculty qualifications and monetary support from the institution. The report also tells about the individual issues within the program, how it is supported, and changes made as a result of the data collected.

One of the data collection issues includes multiple warehouses. Many questions have to be answered. Who keeps the data? Where does it go? How often is it analyzed? Who is going to tell whom about what needs to be upgraded, changed, etc.? Traditionally, information was kept on paper which sat on someone's desk. Student work was placed into binders that took up much space and also made it difficult to spot trends. The size of the institution or how many programs that has to be tracked does not matter. A collection system must be in place to effectively gather the data from all the various

departments to see if goals have been met and to create methods for improvement.

Faculty buy-in is another area of concern. Without the support of the faculty, data are not collected routinely. Faculty must be aware of the importance of implementing an improvement process in the program. By creating a sense of ownership, faculty will fully commit their support to the course of action. Having the data readily accessible, allows faculty proof of progress and quality. "Open and honest communication facilitates in creating an atmosphere of collaboration and productivity" (Schnackenberg, Zadoo, & Aubrey, 2007, Collaborating with Colleagues and the Institution section, ¶ 3).

After the collection system is set up, decisions must be made to address the different data requests from the program areas. What are you going to do with the data? What kind of program changes will result in this data? If the numbers collected are just numbers, it will not mean anything. No reason exists if the data that has been collected is not going to change something.

Another issue with data collection is the requests from different departments that require different data and analyses. Data from department and campus wide information have to be collected and reported from one system. A system has to be in place that can examine all the collected data and disseminate it back to the individual departments. This storage repository must be easy to use and be able to recall data from each candidate at any stage during their program (Cavanaugh, 2004). Most accrediting bodies require the same kind of data.

The next issue is duplication of data. Institutions collect grade point averages (GPA) but often in different formats. A knowledge base of what students are supposed to learn may also be in different formats. Syllabi are updated each semester. Although this information is useful it is often irrelevant when reporting data.

What happens when data is lost? This major issue must be addressed in accreditation. Faculty members come and go. Committee members are replaced. Data are recorded on a person's computer and then the computer crashes. Data requests are never received. An electronic depository is needed to keep the collected data in one place.

The last issue is departments joining together to report common elements. Many faculty believe that what their department does is vastly different from other departments. Faculty have to come together to discuss commonalities. Furthermore, faculty are not as different as they seem. The language is just different. Students still turn in assignments and grades are recorded. Everyone has to agree on the collection process.

Because data from outcome based assessment is being collected for accreditation, many software packages have been developed. Not all companies are helpful in data collection. Most software platforms that have been developed are based on electronic portfolios. Electronic portfolios have become an acceptable practice in documenting student work, but how does producing electronic portfolios meet the standards that are set up by the accrediting body? Student work has to be tied to standards. Data have to be imported and analyzed. Transition points have to be tracked to see if our students have the "knowledge, skills, and dispositions ready to proceed to the next stage. The NCATE standards require transition points upon entry, prior to entering clinical practice, prior to exiting clinical practice, and upon program completion" (NCATE, 2001, ¶ 3). In essence, institutions need a software "super" package that can address standards, collect and evaluate student coursework, collect faculty and student demographics, send surveys, and contain a place for documentation for accreditation.

Common Software Features

Since significant amount of data is now required for all institutions of learning wishing to be accredited for the NCATE process, the number of vendors that have developed software packages are growing. Each of the assessment software presents a series of ideas to assess a variety of areas for the solution to the assessment needs of the university. Most of the data collection software is built around an electronic portfolio system. These portfolios are a collection of artifacts of individual's best works that reflect growth and change over time. Although most features are the same, the vendors go about displaying them differently. Common features include advisement, artifacts, assessments and evaluations, communication, course management, data collection, file sharing, mapping, reporting, server hosting, standards library, surveys, templates, user roles, and vendor support.

Advisement. A few accreditation management systems include an advisement module feature. These systems allow advisors full academic access to student's progress and program requirements. Advisors are able to view test scores, view transcripts, and make notes on student's progress to make certain that the requirements for graduation are met and documented.

Artifacts. Students submit documentation of their work through an artifact that they create to show competency of the course's learning objective. Depending on the assignment, students are able to choose the artifact type that they would want to use or the student will use the artifact that the instructor has determined for the assignment. Faculty can also create artifacts to document activities such as teaching, research, service, and grant information. The artifact template can be generic or fully customized. Depending on the system, there may or may not be limitations on the file types and file size of the document that the student attaches to the artifact.

Assessments and Evaluations. Systematically collecting, reviewing, and using data about programs and student learning is integral to improving the overall education program. These can be tied to assignments, portfolios, course binders, and observations. The advantages of completing a web-based evaluation is that there is little cost involved, scoring is reliable, results can be quickly aggregated, and data can be readily available.

Communication. Most systems support asynchronous communication in that communication can be at the user's convenience and are not in real time. The user can log on, send and receive email, post to discussion boards, and share information. The advantage of this is that the user can log in at any time to complete the task. Only a few systems support a real-time chat.

Course Management. Although some systems require an additional course management module to be purchased, other systems include the product. This feature includes the ability to post handouts, submit assignments, post grades, schedule online chat sessions, and post to a message forum.

Data Collection. Having an electronic repository is essential to tracking bits of information to make informed decisions. Bits of data come from every part of the teacher preparation program and must be evaluated systematically in order to make informed decisions instead of impressionistic decisions. Data are collected at the program level, unit level, and institution level. In addition to collecting student demographic information, data are collected using multiple types of assessments such as lesson plans, evaluations, student work samples, student assessments with work samples, and reflections. Data collected over a period of time can help to identify trends in the program.

File Sharing. Frequently, data are viewed by more than one person for reporting purposes. Being able to view these files will help to alleviate duplication of data requests from departments.

Mapping. Connecting the institutional strategic plan and goals to content, skills, assessments, and resources to state and national standards helps to gain valuable insight to the overall program. This feature is extremely helpful in that it can help to address questions of why the task is being required, the purpose of the task, and its expected outcomes.

Reports. Reports can be collected on individuals as determined by role, or aggregated at course, program or unit levels and can be collected over time to show trends or relationship between two or more parameters. Using data that has been collected helps to make data driven decisions. Reports can be generated in the form of Microsoft Excel or PDF documents.

Server Hosting. Some institutions choose to host their own server while others opt to outsource the service to the vendor. Advantages of the institution hosting their own server are usually associated with startup cost. The disadvantage is that the institution has to provide the support (data back-up and updates), security issues, and system crashes to the server. The advantages that the server is vendor hosted are less work for the campus' IT staff (RiCharde, 2008).

Standards Library. Being able to access state and national standards in addition to linking them to assignments, evaluations, or surveys is important for the professional community. Having access to standards helps candidates as well as the professional community to focus on expected outcomes by providing a quick resource in one convenient place.

Surveys. Customized surveys can be created to gather opinions of students, alumni, faculty, cooperating teachers, and/or administrators. Some surveys can be scheduled automatically. Reports from surveys can show how many surveys were sent and the number of completers in addition to the aggregate and detailed results.

Templates. No one wants to reinvent the wheel and having the ability to edit an existing template is a great starting point so that the format does not have to be repeated. Templates can be created for lesson plans, assignments, evaluations, quizzes or exams, resumes, portfolios, surveys, syllabi, applications, degree plans, transition points, etcetera.

User roles. A user role defines what particular user can have access to in the system. Usually the administrator of the system can define the information that a user role has can view and edit. Typical roles are administrator, student, faculty, alumni, and cooperating teacher. More roles can be created depending on the privileges related to the function of the user.

Vendor support. No one wants to purchase something that they cannot use. End user support from the vendor is one of the most important features of the product. Vendors must be able to step in and help when necessary. Most of the support services are explained in the contract with the vendor. Typical support involves ongoing training, tech support, and updates to the product. Depending on the vendor, these can be included in the license contract or purchased annually.

Commercial Software Platforms

Universities need to review and update their policies and practices so that they are current and can better inform and provide relevant information for the professional community. Successful practices then become the point of relevancy for the implementation of programs at the university level that prepare the candidates to meet the

needs of today and future children. By reviewing what software packages offer brings to light the need for the most relevant practices to be integrated into all university programs. Institutions must develop their own criterion that takes into account of what they expect the software to be able to collect and report for accreditation. A vendor matrix is presented in Appendix A that will provide a side-by-side comparison of the feature offered. Screenshots of the homepages of the products are displayed in Appendix B.

Blackboard. Since 1997, Blackboard has been the leading course management system provider. The company offers three product suites: the Blackboard Academic Suite the Blackboard Commerce Suite, and the Blackboard Connect. The Blackboard Academic Suite consists of Blackboard Learning System, Blackboard Content System, Blackboard Community System, Blackboard Portfolio, Blackboard School Central, and Blackboard Outcomes System. The Outcomes System is a separate product and when one licenses the outcome system, the community and content system is licensed as well. The Academic Suite is an add-on module to be used in addition to the course management system.

Within the last year, Blackboard launched the Outcomes System to address the growing need of program assessment. The module helps to pull in multiple pieces from other parts of the suite and is designed to coordinate assessment on multiple levels: institution, program or unit, and the classroom. The platform focuses on curriculum planning; quality initiatives; regular program reviews and assessments; classroom assessments for face-to-face, blended, and online courses; strategic planning; regional accreditation; specialized accreditation; state reporting; and institutional research.

The program has a discover area that is a centralized place for the outcomes information. This section is divided into three areas: plan, measure, and improve. The plan area consists of the institution's hierarchical organization, standards catalog, unit

and program goals, collaborative workspace, course objectives, course information, information on educational field experiences curriculum maps, and rubrics. The measure area contains collecting and organizing tools for direct evidence gathering: improvement projects, templates, surveys, course evaluations, and distribution lists. In the improve section, reports can be summarized and reported for all levels of the institution. Although standard reports are included, customized reports can be created.

The system does not track individual students or plot transition points. The module is aligned more to assess a group of students and their outcomes.

Blackboard offers a variety of training opportunities. Available training formats include online courses, regional workshops, onsite workshops, training materials, as well as customized training. Training is available for system administrators, faculty, trainers, support personnel, and course designers.

Licensing of the product is based on institution size, number of users, and prior adoption of a Blackboard course module. License is based on a 12-month subscription. Exact price was not available. Blackboard's main office is located in Washington, D.C. (Blackboard, 2008).

Chalk & Wire. Chalk & Wire started as a Canadian educational research based company in 2000 at St. Catharines, Ontario. Its product ePortfolio2 is a digital authoring portfolio that now includes a CWReporter. The ePortfolio2 allows the user to upload artifacts such as writing samples, projects, and reflections into a themed template that can be customized for a presentation portfolio, field experience portfolio, or for distribution. The finished work can then be easily transferred to any multimedia for storage. The CWReporter is the reporting mechanisms that allows customized aggregate, disaggregate, and analyzed reporting. Data are gathered from student artifacts, exhibits, and student information and reported in statistical reports filtered on parameters by standard, rubric,

criterion, department, demographics, or time period. The reports also allow users to run t-tests to determine trends and significance for the data requested. Chalk & Wire does not support chats, blogs, wikis, quizzes, discussion boards, transition point, or academic advisement.

The company offers a 24-hour help line and email support. Training is given in the form of online videos, onsite training, or three- to four-day core deployment group/system administrator sessions.

Chalk & Wire will fully host the service or partially host your server depending on whether the institution would like to archive all assessment work samples and reporting on their own server. Institutions can also elect to fully host their own server(s). Fees are based on the number of accounts purchased by academic year. Student fees for the ePortfolio2 start at $47.75 for 10-500 users for one year to $89.75 for four plus one year (fifth year accounts), $44.50 for 501-1000 users for one year to $83.75 for four plus one year, and $40.74 for 1001-8000 users for one year to $77.75 for four plus one year. Accounts can be purchased for one, two, three, or four plus one years. Institutions can elect to only purchase the CWReporter. The fees for this are 10-500 accounts at $8.50 for one year and $29.50 for four years, 501-1000 accounts $6.95 for one year and $23.75 for four years, and 1001-8000 accounts $5.50 for one year and $19.95 for four years (Chalk & Wire, 2008).

Digital Measures. Created in 1999 as an online course evaluation system for the University of Wisconsin, Digital Measures is designed to meet the reporting needs of an institution by documenting student activity, faculty activity, and a course response or evaluation module. The faculty's Activity Insight allows faculty to document activity, productivity, and load for promotion and tenure, performance and merit appraisals, and create standardized curriculum vitas. Published vitas can be automatically updated in

real-time and posted on the institution's web site. The system also allows other faculty or someone on their behalf to enter data about teaching, research and service activity. The student's Activity Insight records services that they perform, research, jobs held, and other forms of student engagement. Both students and faculty can create portfolios of their work. Custom reports can be generated on desired criteria and used for regional and professional accreditation. The user has the option of selection page size and file type (HTML, Word, or PDF) of the report.

Digital Measures also has two survey features. Survey Connect can create surveys that can be sent to incoming freshmen, graduating students, alumni, employers, faculty, and staff on topics such as satisfaction, campus climate, and safety issues. The surveys use Likert-type scale, multiple choice, and open-ended questions. Users can select elements from the survey to be included in the report instead of the report displaying all data from that survey. The Course Response feature allows course evaluations to be created with the option of additional questions supplied at all levels: campus, dean's office, department, or instructor.

Digital Measures does not support chats, blogs, wikis, message systems, discussion boards, academic advisement, transition points, or internship evaluations.

Email and phone support is offered in addition to online demonstration (by request). The license is $4000 and hosted on the company's IBM servers (no information on student cost or a yearly maintenance fee was found). Digital Measures is partnered with IBM, Iron Mountain, and Sun Microsystems. The home office is located in Milwaukee, Wisconsin (Digital Measures, 2008).

Foliotek. Lanit Consulting, a computer networking system, developed Foliotek in 2001 to address the need to build three different types of portfolios. The student can create an assessment portfolio which allows the student to demonstrate competency and

link work to regional and national standards, a presentation portfolio showcases the student's best work and allows the student to attach his/her resume, and a scrapbook or developmental portfolio. Faculty are able to assign assistant role, build vita, report professional development, and other related activities. Rubrics can be built and attached to student work for formative and summative evaluations. Institutional portfolios can be built to store, organize, and share information for accreditation. Users are able to share their portfolios with their peers and faculty by sending an email with the access code to view the work and have the option of leaving a comment. All reports can be aggregated or disaggregated and exported to an Excel or ASCII file. Student information is uploaded in a batch file through a data exchange called eduDataCenter. Foliotek also has the ability to send surveys to its students and alumni.

Foliotek has an online messaging system that notifies students and faculty of pending tasks or assessment. Located on the home page is an announcement section and a popup help feature. Folioteck does not have academic advising, discussion boards, blogs, and wikis.

Support is given by phone and a "send us your question" feature within the account. Training support includes video demos and a user conference. Student accounts are available for 6 years for $125 with no cost to the institution. Foliotek hosts the server in Columbia, Missouri (Foliotec, 2008).

LiveText. Located in LaGrange, Illinois, LiveText was initially designed in 1997 to showcase elementary students' work in a digital format. LiveText has grown to a comprehensive suite of web-based tools that primarily supports colleges and universities to develop, manage and assess student achievements, and program evaluations. Its portfolio has a share option that allows students to invite instructors to view assignments created and a visitor option to allow the user the ability to create a code to grant access to

an artifact or portfolio for viewing (visitor does not have to have subscription to use visitor's pass). Customized templates can be created for assignments and other coursework and aligned to standards or benchmarks.

The Accreditation Management System includes assessments that can be created to measure goals and objectives for the program, unit, or institution level; student information data that is loaded into the system to help in reporting student milestones in the program; outcomes that can be mapped to curriculum; and a reporting mechanism that can identify, align, and report standards. The system also has a survey feature. The Exhibit Center within LiveText allows all accreditation documentation to be stored in a customized area. Documents in this area can be grouped for easy access to the reviewer. Data is reported in a table view or in a graph format and can be drilled down to the source. LiveText does not support chats, blogs, wikis, or academic advisement.

Support that is offered is through email and phone support. Training is delivered through online training (WebEx), onsite training, regional training, and users' conference. Student subscription is available for a fee of $89 for the term that the student is enrolled in an educational institution plus one year. Subscriptions are renewable. The servers are hosted in a facility in Chicago, Illinois, which also hosts servers for Google, BankOne and Citigroup. LiveText is partnered with About Learning, Inc, united streaming™, Unicon inc., International Assembly for Collegiate Business Education, Accrediting commission for Senior Colleges and Universities, and Kappa Delta Pi (LiveText, 2008).

PASS-PORT. In 2000 the Louisiana Board of Regents funded a state-wide project to provide the Louisiana Colleges of Education an electronic assessment management system in order to pass NCATE's Standard Two. By 2005, Innovative Learning Assessment Technologies (ILAT) was created to license PASS-PORT in addition to managing the product. PASS-PORT offers a valuable record of knowledge, skills, and

dispositions as a teacher candidate and uses a portal approach to track student milestones. Candidates can create lesson plans and artifacts, build portfolios, and burn the files to a CD for easy distribution. Two types of portfolios can be created: a working portfolio and a portal folio for submitting artifacts related to each transition point (candidates can choose a "skin" to apply to the portfolio). Candidates can easily customize their account by uploading their photo, manage their password, view their demographics, and create a resumé or biography. Information about field experiences are entered into artifacts for documentation of placements: demographics about the class, grade level, how long they were there, who they worked with, and learning levels of the P-12 students they were assigned to teach. Included in the portfolio is a section for a reflective journal to document the candidate's experiences. Rubrics and surveys can be emailed to all participants and assigned to faculty for grading. PASS-PORT also gives the tools needed to align documents to standards and aggregate the data for reporting purposes.

PASS-PORT does not support chats, blogs, wikis, quizzes, discussion boards, or academic advisement. The software does allow the institution the ability to create portfolios for documentation of evidence for accreditation.

ILAT provides the hosting for its web-based solution in Lafayette, Louisiana. Support services include email support, user listserv, online manuals, video tutorials, and an annual user group meeting. Student subscription is available for $38 - 1 year, $65 - 2 years, $85 - 3 years, $96 - 4 years, $100 - 5 years, $104 - 6 years, and $108 - 7 years. Faculty are not charged for their accounts (Passport, 2008).

TaskStream. Founded in 1997, TaskStream was created as an affordable system for web-supported portfolios. The system is hosted and maintained by TaskStream through a company login system. The company offers two products: Learning Achievement Tools (LAT - formerly known as Tools of Engagement) and the

Accountability Management System (AMS). The two products can be used independently of each other but when combined, produce a much more robust product for data documentation.

Upon login, the LAT offers the user the option to create three types of portfolios: working portfolio, showcase portfolio, and an assessment portfolio. With the help of the Web Folio Builder and the Web Page Builder, these portfolios can be published to the Web for sharing or burnt to a CD. Students can create portfolios to organize and showcase their work and faculty members can publish their course materials to Web pages to distribute to their classes. The status of the student's work can be tracked and made available to peers and administrators. Individual artifacts or entire portfolios can be assessed. The Webmarker instructor makes it easy for faculty to add comments on a web-based document and save it as PDF file. Instructional design include a lesson and unit builder in which the user can create his/her own lesson plans or access a lesson plan database (from all TaskStream users), a standards manager, and a rubric wizard. Rubrics can be customized or created by selecting the criterion from state or national standards. Communication tools include announcements, discussion board, message center, instant messaging, email, and a calendar. TaskStream does not support chats, blogs, wikis, transition points, or student advisement. The field experience module is scheduled to be launched in the next release (This was to be December 2008).

In spring of 2008, TaskStream released AMS to document, analyze, manage, and archive data at the institutional level. AMS offers curriculum mapping, operational planning, importing of goal sets, goals and outcomes alignment, and documentation and publication options. Reports are created in a PDF file from aggregate scores and will drill down to the source. A key feature on every page is a contextual help button that uses a software program called RoboHelp. RoboHelp is a searchable help index that that

uses the system's database features to display tables of contents, indexes, glossaries, and more.

TaskStream offers faculty/student online help from 8 am to 11 pm. Email, up-to-date online and downloadable help is also available. The company offers on-site training for a fee of $2000 per day, a yearly users' conference, and free online demonstrations (WebEx).

TaskStream is located in New York City. Higher Education student subscription rates are available for one semester - $25, 1 year - $42, 2 years - $69, 3 years - $91, 4 years - $105, 5 years - $119, and 6 years - $129. The adopting institution is not charged any fee for the license. TaskStream has also partnered with Moodle and Blackboard (TaskStream, 2008).

Tk20. Founded in 2002 and located in Austin, Texas, Tk20 is a web-based assessment, accountability and reporting system designed for collecting performance data. Tk20 offers three different types of reporting solutions: HigherEd – designed for colleges of education to help meet NCATE accreditation, CampusWide RE – designed for meeting institutional effectiveness, and CampusWide COMP – combines both products for overall performance data. Tk20 is completely customizable from its banner for the institution down to all documents aligned to state and national standards. Student and faculty data are imported into the system for setting up class shells and for generating reports.

HigherEd offers a complete solution documenting data for accreditation. The course management system organizes assignments, projects, quizzes and exams, course-based portfolios, gradebook, and handout in a convenient place. Courses are designed by using a template that can be tied to standards and used with other courses or in another semester. Portfolios can be created for presentation, transition points, or documentation

of field experiences. The Field Experiences module organizes student placement, cooperating teacher, district and school information in addition to the teacher candidates' evaluations. All student work in the system can be assessed by one or multiple faculty members, teaching assistants and cooperating teachers. An academic advising module contains full information about the teacher candidate and program requirements in addition to recording the candidate's progress in the program. Included in this section is a tab that faculty can document advising notes made about the candidate. Surveys can be created and sent to existing students, recent graduates, faculty, school district personnel, and other groups that include open-ended responses, multiple choice questions, and Likert scale responses. A full catalog of seventy plus built-in reports are included as well as the ability to have other reports customized. Included also is a Document Room for organizing, sharing and exhibiting documents for accreditation and a complete library of state and national standards that can be attached to artifacts, conceptual framework, rubrics, and evaluations.

The CampusWide platform collects performance data and compares it with customized outcomes or objectives for academic or non-academic programs at the college or institutional level. The institution's mission, goals, and objectives can be mapped to other goals and objectives and tied to student learning outcomes. Reports can be generated to analyze and based on the results, recommendations can be made for program improvement. In addition, this platform includes the ability to create artifacts, portfolios, surveys, and document field experiences as well as include a document room. Modules that can be added to CampusWide include a faculty activity system, course management, student advisement, and job placements.

Both HigherEd and CampusWide platforms include internal and external communications. Messages can be sent within the system with the option of sending the

same message to an external mailbox. Other sections include a news section, pending tasks section, discussion boards, calendar, and a chat room. The system does not support blogs or wikis.

Tk20 provides online user guides, video tutorials, and online training. Additional training for administrators is given in a two- to three-day session and the company also sponsors a users' convention. Email and phone support are provided.

Institutional licensing for HigherEd starts at $10,000 and includes all upgrades for the life of the system, company support, and customization of reports and forms. The license for CampusWide is based on the number of students enrolled at the institution. A discounted rate is available for institutions already licensing the HigherEd platform. The system is hosted on the institution's server at their site or Tk20 will maintain the institution's server at Tk20's site for no additional cost. Student subscription is available at $100 for seven years. Tk20 is an acronym for tools for k (kindergarten) through 20 (graduate school) (Tk20, 20008).

TrueOutcomes. Located in Belmont, California, TrueOutcomes was created in 2000 to support institutional wide measurement of student learning outcomes across different disciplines and student services. The portfolio allows the user the ability to create a comprehensive collection of coursework or projects with the option to create a presentation folio to showcase highlights of academic and professional work. The user has the ability to invite a guest to view the portfolio by generating a code to send to the guest. The user can then view the number of guests who have viewed their work. Academic and professional objectives can be articulated as well as reflections for assignments or work completed.

Faculty manage the Juried Portfolio in which students submit work for evaluation. The instructor verifies the work submitted is the student's work. The portfolio is then

scored by a group of evaluators using a rubric. Results of the work are scored and displayed in a graph or table with the ability to drill down to the source. Faculty are also able to check on student submission status.

Surveys can be sent to students, faculty, and alumni to measure satisfaction, alumni achievement, and perception of academic experiences. Results of the surveys are presented in graphs and tables.

The key feature of this product is the curriculum record module. Courses can be mapped to outcomes of the major. The retention alert system can identify at-risk students by tracking student use of support services such as academic advising, tutoring, career counseling, emotional counseling, and financial counseling. Program learning objectives can also be mapped to assessments and assignments and a chronological report of curriculum changes and when they occurred can be generated for reporting purposes. TrueOutcomes does not support chats, message system, blogs, wikis, and discussion boards.

The service can be hosted by the company using the institution's server. Online and email support is available. On-site training is available for a fee. Subscription prices and licensing of program was not available. TrueOutcomes was acquired by Thomson Learning now Cengage Learning in 2007 (TrueOutcomes, 2008).

Tracdat. Tracdat is a data repository that helps to manage data from multiple sources. Records of observations are entered into the program to document planning and assessment efforts of an institution, unit, or program. Information about assessment plans that record student learning outcomes can be linked through curriculum mapping to university goals. Supporting documents can be attached to the assessment plans in the system. Faculty are also able to report activity involvement descriptions and connect this description to mission statements. Report results can be run by using parameters of time

period, currently assessing, no longer assessing, and not currently assessing as well as by category such as capstone, comprehensive exam, internship, portfolio review, research paper, etc. Dashboard features show percentage completed. Each field can be drilled down to data source to see what is missing or completed. Reports are printed to a PDF or HTML documents. Action plans and data decisions are entered as a date stamp for history of actions.

Trackdat does not support academic advising, student assessments, chats, blogs, wikis, student advisement, transition points, and discussion boards. The software does have a messaging system and email reminders work with iCal and Outlook.

The company offers an online user manual, on-site training, phone support, and a user conference. Hosting services are provided by Expedient or the institution can choose to host their own server. This license is good for the lifetime of the version that is purchased. Included in the initial cost is a two day on-site training plus additional training within the first nine months. The initial cost ranges anywhere from $50,000 up depending upon the size of the institution and the number of departments using it. Yearly consulting contracts are available for $5000 per year.

Trackdat is owned by Nuventive that started in 1998 in Pittsburg, Pennsylvania. Nuventive is partnered with SunGard Banner, Alberta Association in Higher Education for Information Technology (AAHEIT), Admissions Lab, European Institute for E-Learning (EIfEL), and S1 Consulting and Software Services (Nuventive, 2008).

WEAVEonline. A data repository, WEAVEonline is used for institutional reporting, managing assessments, creating an action plan, reflecting on strengths or progress towards outcomes or objectives, and indicating if an area needs continued attention. Mission statements, objectives, and outcomes can be mapped to introduce and reinforce learning outcomes. In reporting the effectiveness of the program, indicators

record the success criteria and results of the findings of the departments or units. In reporting findings, users are able to give a full description, report related outcomes or objectives, target performance levels and achievements, and record actions planned based on the data. Information from findings will be used to plan actions that make a real difference in student learning in the effectiveness of the program. Users are able to describe their action plan and state recommendations for the element that needs tracking. Persons or groups can be assigned to the action plan as well as to record target data, priority level, and to list additional resources needed. All reporting features provide the option to note if data entry is complete. For annual reporting it provides a summary, contributions to the institution, highlights of teaching activities, public and community service, international activities, and challenges of the institution. The system does track last updates to plan and when changes were made. Reports are exported to Microsoft Word and Excel documents.

WEAVEonline does not support academic advising, student assessments, transition points, track individual students, internship evaluations, chats, blogs, wikis, and discussion boards. The software does have a messaging system.

WEAVEonline offers phone and email support. The initial license fee is $10,000 to $40,000 depending on the size of the institution with an annual fee of $10,000. Initial training is given to the institution's administrator. WEAVEonline hosts the server.

WEAVEonline was created in 2001 in preparation of Virginia Commonwealth University's affirmation visit. At the time they dubbed the program WEAVE which is an acronym for write expected outcomes/objectives, establish criteria for success, access performance against criteria, view assessment results, and effect improvements through actions. In 2006, WEAVE partnered with Centrieva and became an independent company called WEAVEonline. This partnership allowed the company to offer the

platform to a wider audience. WEAVEonline is based in Richmond, Virginia (WEAVEonline, 2008).

Conclusions

Outcome based assessment is a "necessary evil" and has become a mandatory result of accreditation requirements. The focus is no longer on teacher-centered assessment, but on student performance. We can no longer arbitrarily state that candidates are performing at a certain level, instead we must document and show evidence of our candidates' performance. No longer will reports be written and shelved for seven years or when the next accreditation cycle begins. Accreditation is now an ongoing process. Not only does it effect institutions of higher education, but P-12 schools as well. Accreditation affects every educational level. If schools do not obtain accreditation, then the degrees and qualifications that candidates receive are meaningless. Therefore, institutions must have a collection system in place to provide the necessary documentation to meet their accreditation requirements.

By examining the different platforms of software packages, a suitable solution for reporting data tied to state and national standards, documentation of student work, results of surveys, and collection capabilities makes the process for accreditation easier. Having a reliable data collection process creates a way to streamline workloads and makes informed program decisions instead of costly mistakes. Examining data shows a commitment to student learning by examining places for growth and closing the loop on weaknesses in the program. The evidence is in the revisions of program, policies, and practices for the development of relevant curriculum, activities, and rubrics for student success. Documentation and evidence can be used as verification to be presented to administrators when justifying revisions, needs, or modification in the program, hiring

decisions, and further research activities both focused in and outside the university setting. The power is in the data.

CHAPTER III

METHODOLOGY

Overview

The incorporation of a well-designed assessment system improves the data collection process in the ability to collect data on a routine schedule. By creating a schedule of review, data will inform the professional community of the gaps in their programs and identify strengths and weaknesses in the programs. The purpose of this study is to investigate how the assessment systems of teacher preparation programs have changed since the new NCATE Standards were implemented in 2004, what methods of data collections are being used, and to measure coordinators' perceptions of the assessment systems. Methods utilized in this chapter will help to discover, interpret, and understand the assessment systems of accredited institutions.

Research Design

This study used a causal comparative design to test the hypothesis. Wasson (2003) explains that causal comparative designs are "used to identify a causal relationship between an independent variable and a dependent variable" (Causal-Comparative Research section ¶ 1). The difference between a causal comparative study and a true experimental study is that the researcher does not have absolute power over the independent variable. The study is suggestive in nature.

Participants

Selected for this study are the assessment coordinators from the AACTE website in the members' section and the 650 public and private accredited institutions listed on the NCATE website. Contact information for the coordinators was obtained from the individual institution's website. For contact information not listed, the survey will be sent to the dean of education. (See Appendix C for the list of institutions.)

Permission to send the electronic survey was submitted to The University of Southern Mississippi's Institutional Review Board (IRB) upon approval of the researcher's dissertation committee (See Appendix D).

Instrument

An electronic survey was developed by the researcher using a software called Survey Monkey and is based on the review of related literature, the researcher's personal experience, and three years of reviewing data collection software. This survey was emailed to the NCATE Coordinator, Assistant Dean of Assessment, or the Dean of Education. Respondents were asked to describe their institution's assessment system and data collection process.

There are three sections to the survey. To answer the first research question, "What are the strongest factors that contribute to institution's changing their data assessment system," the first section contains primary identifying factors using a multiple choice format. Questions asked were based on institution's years of accreditation (question 1), programs offered and evaluated (initial and advanced) (questions 2 and 3), institution's type and Carnegie ranking (questions 4, 5, and 6), average number of teacher candidates per year (questions 7 and 8), institution's size (question 9, and 10), institution's last full accreditation visit (questions 11, 12, 13, 14, and 15), respondent's participated in the last NCATE review (question 16), respondent's level of responsibility in the data collection process (questions 17, and 18), and data collection support personnel (questions 19, 20, and 21).

The second section answers the research questions "What changes are being made in the data assessment system?" and "What methods of data collection are the institutions using?" This section also uses multiple choice answers to respond to the question on the

institution's change in the data collection process (questions 22 – 39) and assessment software (questions 40 – 43).

The last section of the survey uses a Likert scale to indicate levels of agreement or disagreement for respondent's perception of the effectiveness of the assessment system currently in place at their unit (questions 43 – 58). This section answers the research question "How do administrators perceive the effectiveness of the assessment software." Respondents were asked in an open-ended response what they would change about the software the institution is using (question 59). An additional text box for comments was added at the conclusion of the survey in case a respondent wanted to elaborate on any given topics. To ensure truthful answers, the questionnaire will be completed anonymously (See Appendix E for list of survey questions).

An expert panel was used in place of a pilot test to determine the instrument's content validity. The panel was composed of individuals who are members of Southern Miss's Unit Review Committee. This committee reviewed the instrument for clarity and content relevance. Changes in the instrument were based according to the recommendations from the panel.

Procedures

A cover letter explaining the purpose of the survey and inviting the respondent to complete the survey was emailed to each respondent identified in the membership list (see Appendix F). The email contained a hyperlink to the survey so that the respondent would not have to type the URL address to complete the survey. Included in the cover letter was the Human Subjects Approval statement from the Institution Review Board at The University of Southern Mississippi (see Appendix D). After the survey was sent to the respondents, a follow-up email was sent invitation as a reminder to complete the survey (see Appendix G).

An estimated timeline for the survey process is as follows:

- Expert panel contact/ approval/ feedback – two weeks
- Revisions to instrument based on feedback – one week
- Initial emailing to participants – three weeks
- Follow-up email – one weeks after initial mailout

Analysis of Data

Data was analyzed by using the SPSS Version 16.0 statistical software package. Descriptive quantitative analysis (means and frequencies) was used to analyze the data. Responses for the open-ended question were coded by sorting into categories and using themes to report the results.

CHAPTER IV

RESULTS AND ANALYSIS OF DATA

Introduction

The purpose of this study is to investigate how the assessment systems of teacher preparation programs have changed since the new NCATE Standards were implemented in 2004, what methods of data collections are being used, and to measure coordinators' perceptions of the assessment systems. In choosing an appropriate assessment system, the survey instrument addressed these questions:

1. What are the factors that contribute to institutions changing their data assessment system?
2. What changes are being made in the data assessment systems?
3. What methods of data collection are institutions using?
4. How do administrators perceive the effectiveness of the assessment system that collects the data currently in place in their unit?

Descriptive statistics were used to identify each set of responses. The survey was divided into four sections. The first section requested demographic information about the respondent's institution type, number of years accredited, programs offered, number of completers, faculty size, last accreditation visit, respondent's level of duties, and support personnel. In section two, the respondents were asked about the factors that contributed to changing the data assessment system and institution's data collecting practices before 2000 and after 2004. The next section inquired about the data collection system and the software that the institutions are using to collect the data. Section four asked the respondents to record their level of satisfaction on the assessment system's effectiveness. Included in the survey were two qualitative style questions seeking information about what the respondent would change about his/her assessment system and general comments about his/her assessment system.

Participants

A database containing the institutions, NCATE coordinator or equivalent, and email addresses was created using the 650 institutions that were accredited by NCATE. The database was uploaded to Survey Monkey which was used to create and send out the survey. A message explaining the purpose of the survey and inviting the assessment coordinator or equivalent to complete the survey was emailed to 632 recipients from institutions as identified in the NCATE membership list that had email addresses listed on their school website. The email contained a hyperlink to the survey so that the respondent would not have to re-type or copy/paste the URL address into the browser address bar to complete the survey (see Appendix F). After one week, a follow-up email was sent as a reminder to those who had not completed the survey (see Appendix G). Out of the 632 emails that were sent, 40 undeliverable addresses and 27 automatic "out of office" replies bounced, 29 recipients indicated that they would forward the invitation to the correct person at their institution, 6 replied that they were not the right person to answer the survey, and 6 replied to say that they were on sabbatical or had retired. Over 221 participants started the survey with 201 participants completing the survey. This made a response rate of 35% with a completion rate of 91%.

Presentation of Findings

The first section will answer Research Question 1: What are the factors that contribute to institutions changing their data assessment system?

Table 1 classifies the respondent's institution type by identifying the type of institution, Carnegie Classification Level, accrediting region, and number of years accredited by NCATE. In reporting what type of institutions respondents were representing, 59.0% were from public institutions and 40.6% were from private institutions. Institutions surveyed represented 2.8% Historically Black Colleges and Universities (HBCU). Respondents identified their institutions' Carnegie Classification Level as Master's (50.7%), Baccalaureate (26.3%), and Doctoral (23.0%) levels.

Respondents were from all six accrediting regions with the biggest group represented in the North Central Region (35.4%) and the smallest from New England Association (2.4%).

The number of years that the individual institutions were accredited varied. The majority of the respondents (31.4%) reported that they had only been accredited 1 – 10 years and 19.1% had been accredited over fifty years. The lowest number of respondents represented the 21 – 30 year bracket (6.8%). The number that was unsure of how long their institution had been accredited by NCATE was 10%. The researcher left off the category of Not Accredited, because it was assumed that respondents answering the survey and listed on NCATE's Accredited Institution List were accredited. The percentage of institutions that had withdrawn from NCATE accreditation and were now seeking Teacher Education Accreditation Council (TEAC) accreditation was 1.8%.

Table 1

Institution Type

	Responses	
	n	Percent
Institution		
Public Institution	125	59.0%
Private Institution	86	40.6%
HBCU	6	2.8%
Carnegie Classification Level		
Baccalaureate	55	26.3%
Master's	106	50.7%
Doctoral	48	23.0%
Accrediting Region		
Middle States	44	20.8%
New England Association	5	2.4%
North Central	75	35.4%
Northwest Commission	6	2.8%
Southern Association	69	32.5%
Western Association	13	6.1%
Years accredited by NCATE		
1 – 10 years	69	31.4%
11 – 20 years	34	15.5%
21 – 30 years	15	6.8%
31 – 40 years	18	8.2%
41 – 50 years	20	9.1%
More than 50 years	42	19.1%
Unsure	22	10.0%

Table 2 shows the various licensure programs offered at the respondents' institution. The top three programs offered are Mathematics (93.5%), English (90.3%), and History/Social Studies (89.4%). Other programs not identified in the selection were Agricultural Sciences, Bilingual Education, Broadfield Science, Composite Science, Coaching, Composite Social Studies, Driver's Education, Earth Science, Economics, Geography, Gifted, MAT programs, Political Science, Physical Science, Reading and Writing.

Table 2

Programs Offered at Institution

	Responses	
	n	Percent of Cases
Art	135	62.2%
Biology	181	83.4%
Business Technology Education	48	22.1%
Chemistry	160	73.7%
Dance	20	9.2%
Early Childhood	164	75.6%
Education of the Deaf	28	12.9%
Educational Leadership	19	8.6%
Elementary	193	88.9%
English	196	90.3%
Family & Consumer Science	32	14.7%
Foreign Language	147	67.7%
Health	85	39.2%
History/Social Studies	194	89.4%
Instructional Technology	7	3.2%
Library	35	15.9%

Table 2 (cont.)

Programs Offered at Institution

	Responses	
	n	Percent of Cases
Mathematics	203	93.5%
Middle Grades	20	9.2%
Music	155	71.4%
Physical Education	141	65.0%
Physics	126	58.1%
Religious Studies	3	1.4%
School Counseling	16	7.3%
School Psychology	12	5.5%
Speech/Theater	13	6.0%
Speech Pathology	6	2.8%
Special Education	181	83.4%
TESOL	8	3.7%
Trade and Industrial Education	5	2.3%
Unsure/Other	43	19.8%

Note: Multiple responses were allowed.

Numerous Specialized Professional Associations (SPA) reports are submitted from each institution. Respondents were asked to select all the SPA reports that their institution submits. Table 3 shows that the top three reports submitted are the National Council of Teachers of Mathematics (NCTM) (68.4%), National Council of Teachers of English (NCTE) (67.1%), and Council for Exceptional Children (CEC) (64.5%). An additional 15.8% reported that they were unsure of which SPA reports were submitted for program review.

Table 3

Specialized Professional Associations Submitted

	Responses	
	n	Percent of Cases
AAHPERD/AAHE	16	10.5%
AAHPERD/NASPE (Initial)	50	32.9%
AAHPERD/NASPE (Advanced)	13	8.6%
ACTFL	63	41.4%
ALA/AASL	20	13.2%
ACEI	86	56.6%
AECT	9	5.9%
CEC	98	64.5%
ELCC	60	39.5%
IRA	67	44.1%
ISTE	15	9.9%
ITEA/CTTE	8	5.3%
NAEYC (Initial)	84	55.3%
NAEYC (Advanced)	28	18.4%
NAGC/CEC	10	6.6%
NASP	36	23.7%
NCSS	97	63.8%
NCTE	102	67.1%
NCTM	104	68.4%
NMSA	32	21.1%
NSTA	92	60.5%
NAAEE	0	0.0%
TESOL	30	19.7%
Unsure	24	15.8%

Note: Multiple responses were allowed

Respondents represented different sizes of institutions in Table 4. The majority of program completers were from institutions that graduated more than 350 candidates from their initial licensure program (23.0%). On the other hand, the majority of advanced licensure programs were representatives of the less than 50 group (27.0%).

Table 4

Program Completers

	Responses	
	n	Percent
Initial Licensure Programs		
Less than 50	38	18.2%
50 - 99	46	22.0%
100 - 149	31	14.8%
150 – 199	14	6.7%
200 – 249	11	5.3%
250 – 299	6	2.9%
300 – 349	14	6.7%
More than 350	48	23.0%
Not applicable	1	0.5%
Advanced Licensure Programs		
Less than 50	55	27.0%
50 - 99	38	18.6%
100 - 149	26	12.7%
150 – 199	14	6.9%
200 – 249	7	3.4%
250 – 299	7	3.4%
300 – 349	4	2.0%
More than 350	13	6.4%
Not applicable	40	19.6%

Listed in Table 5 is the number of full- and part-time faculty from the respondent's institutions. The majority of the respondents were from institutions that employed 10 – 24 full-time faculty (26.3%) and part-time faculty (29.8%).

Table 5

Number of Faculty at Institution

	Responses	
	n	Percent
Full-time Faculty		
Less than 10	40	19.1%
10 – 24	55	26.3%
25 – 49	42	20.1%
50 – 74	21	10.0%
75 – 99	20	9.6%
100 – 124	12	5.7%
125 – 149	6	2.9%
150 – 174	4	1.9%
175 – 199	0	0.0%
More than 200	9	4.3%
Part-time Faculty		
Less than 10	61	29.3%
10 – 24	62	29.8%
25 – 49	30	14.4%
50 – 74	17	8.2%
75 – 99	7	3.4%
100 – 124	12	5.8%
125 – 149	6	2.9%
150 – 174	1	0.5%
175 – 199	2	1.0%
More than 200	10	4.8%

In order to fully understand the changes in the institution's assessment system, the respondents were asked to identify their last accreditation visit and status. Table 6 shows that the majority's last accreditation visit was in 2008 (18.1%). The status of the last accreditation visit was Nationally Recognized (87.4%) by the majority.

Table 6

Last Full NCATE Accreditation Visit

	Responses	
	n	Percent
Year		
2001	3	1.4%
2002	11	5.2%
2003	17	8.1%
2004	31	14.8%
2005	34	16.2%
2006	33	15.7%
2007	30	14.3%
2008	38	18.1%
2009	10	4.8%
Accreditation Status		
Nationally Recognized	181	87.4%
Accreditation with Conditions	21	10.1%
Accreditation with Probation	3	1.4%
Provisional Accredited	2	1.0%
Not Accredited	0	0%

Identified in Table 7 is the distribution of Areas for Improvement (AFIs) that were sited during the institution's last NCATE accreditation visit. An overwhelmingly

majority stated that there were AFIs cited for their accreditation visit (96.3%) with the highest AFIs reported for Standard 2 (88.0%).

Table 7

Areas for Improvement (AFI)

	Responses	
	n	Percent
Institutions Sited AFIs		
Yes	26	96.3%
No	1	3.7%
Standard Sited for AFI		
Standard 1	8	32.0%
Standard 2	22	88.0%
Standard 3	6	24.0%
Standard 4	11	44.0%
Standard 5	3	12.0%
Standard 6	4	16.0%
Did not receive an AFI	1	4.0%

Note: Multiple responses were allowed.

In Table 8, respondents were asked to state their opinion on the top four reasons that they thought were responsible for the AFIs in Standard 2 using a the following scale arranged with *1 – Most Important, 2 – More Important, and 3 – Important, and 4 – Less Important*. The top reasons responsible for AFIs were that the unit did not understand what an assessment system was (RA=1.78), the unit had key personnel change (RA=2.00), the assessment system was difficult to implement (RA=2.25), and the information that the team was looking for was not documented (RA=2.33).

Table 8

Top Reasons for Areas for Improvement in Standard 2

	Responses					
	Most Important	More Important	Important	Less Important	n	Rating Average
Key personnel change	0	3	0	0	3	2.00
Did not understand what the assessment system was	5	2	1	1	9	1.78
Assessment system was difficult to implement	3	4	4	1	12	2.25
Lack of faculty buy-in	0	1	5	3	9	3.22
Faculty perceived it as a threat to academic freedom	0	0	0	1	1	4.00
Lack of training in research methods for evaluating school programs	0	2	1	1	4	2.75
Too time consuming	1	2	1	2	6	2.67
Lack of resources	3	1	1	4	9	2.67
Fear of negative outcomes based on findings	0	0	0	0	0	0.00
Information that the team was looking for was not documented	5	1	3	3	12	2.33
Did not receive any AFIs for Standard Two	0	0	0	0	0	0.00

Note: Respondents were asked to choose their top four choices.

To better understand the responses of the respondents, Table 9 indicates the respondent's participation level of the last full accreditation visit, level of NCATE responsibilities within the unit, and workload. The majority admitted that they were a major player (59.9%) at the last full accreditation visit. The majority are also employed as administrators (77.2%) with full-time responsibilities (69.1%).

Table 9

Respondent

	Responses	
	n	Percent
Level of participation during last full accreditation visit		
Major player	124	59.9%
Wrote all or part of a standard	90	43.5%
Collected data	103	49.8%
Committee Member	89	43.0%
Administrator	75	36.2%
Advisor	20	9.7%
Did not participate in the last full visit	39	18.8%
Level of NCATE responsibility within the unit		
Administrator	159	77.2%
Faculty	103	50.0%
Staff	25	12.1%
Graduate Assistant	0	0.0%
Work load		
Full-time duties	143	69.1%
Part-time duties	28	13.5%
Added responsibilities (overload)	22	10.6%
Other	14	6.8%

Additional information was collected on the support personnel for data collection. Table 10 shows that 61.5% of the institutions have support personnel hired or reassigned specifically to help in data collection. Of these, 51.6% employed one full-time support personnel while 45.3% reported no part-time support personnel.

Table 10

Support Personnel

	Responses	
	n	Percent
Support personnel hired or reassigned specifically to help in the data collection		
Yes	128	61.5%
No	80	38.5%
Full-time support personnel		
None	28	21.9%
One	66	51.6%
Two	25	19.5%
Three	5	3.9%
Four	1	0.8%
More than four	3	2.3%
Part-time support personnel		
None	58	45.3%
One	41	32.0%
Two	22	17.2%
Three	3	2.3%
Four	3	2.3%
More than four	1	0.8%

Tables 11 through 20 answer Research Question 2: What changes are being made in the data assessment system?

Table 11 compares the types of data reviewed regularly at the unit level before 2000 and that was collected after 2004. The biggest difference in the type of data that are collected now as to what was collected before 2000 is the collection of candidate's dispositions. Before 2000, 18.1% of the institutions were collecting data on dispositions and 92.2% of the institutions are collecting dispositions after 2004. The collection of essays before 2000 (13.7%) and after 2004 (32.5%) did not show much difference. Other data collected and reviewed are state requirements, candidate perception of the licensure program, surveys, and teacher work samples.

Table 11

Types of Data Reviewed Regularly at the Unit Level

	Before 2000		After 2004	
	n	Percent	n	Percent
Admissions criteria	135	66.2%	191	92.7%
Advisement	75	36.8%	120	58.3%
Advising council	36	17.6%	90	43.7%
Alumni surveys	108	52.9%	183	88.8%
Course evaluations	130	63.7%	175	85.0%
Coursework	89	43.6%	147	71.4%
Dispositions	37	18.1%	190	92.2%
Employer surveys	99	48.5%	181	87.9%
Essays	28	13.7%	67	32.5%
Faculty qualifications	121	59.3%	172	83.5%
Faculty review	76	37.3%	125	60.7%
Field experience evaluations	118	57.8%	193	93.7%
GPA	136	66.7%	187	90.8%

Table 11 *(continued).*

	Before 2000		After 2004	
	n	Percent	n	Percent
P-12 evaluation of teacher candidates	67	32.8%	155	75.2%
Performance evaluations	71	34.8%	170	82.5%
PRAXIS scores (or equivalent)	114	55.9%	188	91.3%
Professional development	37	18.1%	93	45.1%
Rubrics	52	25.5%	178	86.4%
Syllabi	121	59.3%	167	81.1%
Student coursework/projects/portfolios	97	47.5%	187	90.8%
Student demographics	85	41.7%	162	78.6%
Student reflections	55	27.0%	136	66.0%
Technology competency	55	27.0%	137	66.5%
Did not/Do not review data	7	3.4%	0	0.0%
Do not know if data was collected	47	23.0%		
Other	11	5.4%	10	4.9%

Note: Multiple responses were allowed.

The types of assessments identified at transition points before 2000 and that was identified after 2004 are shown in Table 12. The biggest difference in the type of assessments that are collected now as to what was collected before 2000 is the collection of candidate's dispositions. Before 2000, 12.8% of the institutions have identified dispositions as a type of assessment at the transition point and 83.3% of the institutions have identified dispositions after 2004. The use of ACT for transition points as an assessment before 2000 (15.3%) and after 2004 (25.5%) did not reveal much difference. Other assessments identified were comprehensive exam, field placement hours,

interviews, observations, California Basic Educational Skills Test (CBEST), performance assessments, recommendations, state teacher tests, and teacher work samples.

Table 12

Types of Assessment Used at Transition Points

	Before 2000		After 2004	
	n	Percent	n	Percent
ACT	31	15.3%	52	25.5%
SAT	35	17.2%	57	27.9%
PRAXIS	98	48.3%	146	71.6%
Coursework	96	47.3%	177	86.8%
Dispositions	26	12.8%	170	83.3%
Essays	27	13.3%	68	33.3%
Faculty review	56	27.6%	122	59.8%
GPA	132	65.0%	189	92.6%
Portfolio	49	24.1%	152	74.5%
Technology competence	24	11.8%	91	44.6%
Did/Do not use assessments	13	6.4%	3	1.5%
Do not know if assessments were used	51	25.1%		
Other	16	7.9%	32	15.7%

Note: Multiple responses were allowed.

Table 13 compares the types of data collected for action taken if the candidate is not ready to proceed to clinical practice before 2000 and after 2004. The biggest difference in the type of data that are collected now as to what was collected before 2000 is the re-taking of assessment. The percentage of institutions collecting data on re-taking assessments, before 2000, was 40.8% with 75.9% of the institutions collecting data on re-taking assessments after 2004. Interestingly, no action taken before 2000 (3.0%) went down after 2004 (0.5%). Other data collected for failure of candidate admissions criteria

prior to clinical practice are re-taking of classes (low GPA), removal from teacher education program, suspension, plan of improvement, and re-submission of teacher work samples.

Table 13

Type of Action Taken If Candidate is Not Ready to Proceed to Clinical Practice

	Before 2000		After 2004	
	n	Percent	n	Percent
Remediation	96	47.8%	167	82.3%
Re-taking assessments	82	40.8%	154	75.9%
Denial of advancement	117	58.2%	181	89.2%
Academic probation	29	14.4%	60	29.6%
No action taken	6	3.0%	1	0.5%
Candidate was/is not evaluated	4	2.0%	1	0.5%
Do not know of evaluation	50	24.9%		
Other	13	6.5%	11	5.4%

Note: Multiple responses were allowed.

Candidates are evaluated in a number of different ways before proceeding to clinical practice. Table 14 shows that the biggest difference occurred in the category of group assembling for the purpose of examining criteria prior to 2000 (22.6%) and after 2004 (82.3%). The results show that more people are involved in evaluating candidate's readiness for clinical practice. The table also portrays that staff are more involved in the evaluations prior to 2000 (14.1%) as compared to after 2004 (10.8%).

Table 14

Evaluation of Candidate Before Proceeding to Clinical Practice

	Before 2000		After 2004	
	n	Percent	n	Percent
Group assembled for the purpose of examining all criteria	45	22.6%	76	37.3%
Different faculty and staff assigned to evaluate different parts of candidate's readiness	37	18.6%	67	32.8%
A faculty person assigned to evaluate	28	14.1%	38	18.6%
A staff person assigned to evaluate	28	14.1%	22	10.8%
All criteria not reviewed	3	1.5%	1	0.5%
Do not know if candidate was evaluated	58	29.1%		

Table 15 examines the components for which the assessment system collects to meet NCATE's standards. The biggest difference between components collected prior to 2000 and after 2004 is candidate's impact on student learning in P-12 schools. The percent that collected this type of data prior to 2000 was 10% as opposed to 93.1% after 2004. As noted in the table, more institutions are collecting this type of after 2004 than they did before 2000 (18.4% did not collect this type of data prior to 2000 and 1.0% does not collect it now). Other components identified were portfolios meeting state standards, electronic portfolio of evidence, ability to plan, knowledge of content, program standards, and proficiencies of the conceptual framework.

Table 15

Components for Which Assessment System Collects Data

	Before 2000		After 2004	
	n	Percent	n	Percent
Candidates' knowledge of state standards	63	31.3%	178	87.3%
Candidates' knowledge of national standards	37	18.4%	142	69.6%
Candidates' assessment of students	41	20.4%	184	90.2%
Candidates' impact on student learning to P-12 schools	20	10.0%	190	93.1%
Candidates' ability to reflect	67	33.3%	187	91.7%
Did/Do not collect this type of data	37	18.4%	2	1.0%
Do not know if collected	73	36.3%		
Other	8	4.0%	8	3.9%

Note: Multiple responses were allowed.

Institutions collect employment data in a number of ways as depicted in Table 16. The biggest difference was noted in the category of alumni survey. While almost 42.0% of the institutions collected this type of data prior to 2000, 81.3% collected this type of data after 2004. The number of institutions not collecting this type of data was greatly reduced after 2004 (10.5% to 2.5%). Other methods to collect employment data included survey of specific employers, Career Services Office, visiting first year teachers in the state, focus groups, principal surveys, and report supplied by Board of Regents.

Table 16

Collection of Candidates' Employment Data

	Before 2000		After 2004	
	n	Percent	n	Percent
Survey sent to school districts	40	20.0%	99	48.8%
Report supplied by the state education department	35	17.5%	67	33.0%
Alumni survey	84	42.0%	165	81.3%
Alumni self-reporting	58	29.0%	99	48.4%
Did/Do not collect this type of data	21	10.5%	5	2.5%
Do not know if collected	55	27.5%		
Other	8	4.0%	12	5.9%

Note: Multiple responses were allowed.

Table 17 shows the types of data used to promote improvement of assessments through examination of fairness, accuracy, and consistency. The biggest improvement was in the category of key assessment judged by more than one person. Respondents reported 19.5% prior to 2000 and 81.7% after 2004. Other methods include assessment committee that reviews key assessments, faculty hold summer retreats to review data, candidates complete self-evaluations, performance assessments are evaluated by various roles, and training on inner rater reliability.

Table 17

Type of Data Used to Promote Improvement of Assessments Through Examination of Fairness, Accuracy, and Consistency

	Before 2000		After 2004	
	n	Percent	n	Percent
Class syllabus provided at the beginning of semester with expectations outlined and a grading rubric	94	47.0%	196	97%
Faculty jointly design activities and assessment tools to be used in all sections of the same class	33	16.5%	155	76.7%
Key assessments judged by more than one person	39	19.5%	165	81.7%
Candidates receive timely feedback	81	40.5%	184	91.1%
Grievance policy	88	44.0%	176	87.1%
Course evaluations	106	53.0%	197	97.5%
Feedback from courses reviewed and assessment tools and courses redesigned	38	19.0%	136	67.3%
Do not know	85	42.5%		
Other	5	2.5%	10	5.0%

Note: Multiple responses were allowed.

The primary sources of data collection changed drastically prior to 2000 and after 2004 as reported in Tables 18 and 19. Table 18 depicts the method of choice for data collection prior to 2000 was faculty (58%) and paper documents (56.5%). Other methods of collection were annual reports and Access database (3.0%).

Table 18

Source of Data Prior to 2000

	Responses	
	n	Percent
Student Information System	83	41.5%
Institutional Research	84	42/0%
Faculty	116	58.0%
Cooperating teachers	102	51.0%
Students	90	45.05
Portfolios	69	34.5%
Paper documents	113	56.5%
Commercial software	17	8.5%
Open source software	3	1.5%
Decisions were not based on data	12	6.0%
Do not know if data was collected	57	28.5%
Other	6	3.0%

Note: Multiple responses were allowed.

After 2004, institutions made many changes in their data collection process. As noted in Table 19, the highest change was made in the category of unit using a variety of assessment measures (93%). Only 1% of the respondents reported no change in their data collection process with 2% reporting that they did not know of any changes that were made. Other changes that respondents listed were that data are readily available to faculty, an annual two-day retreat is held to analyze data, and institutions creating their own data management systems (6.0%).

Table 19

Changes in the Data Collection Process After 2004

	Responses	
	n	Percent
Position(s) created for data collection	137	68.5%
Assessment software purchased/created	142	71.0%
Faculty meet regularly to discuss data and make recommendations that are data informed	169	84.5%
P-12 stakeholders are more involved/informed	144	72.0%
Unit uses a variety of assessment measures	186	93.0%
Data are readily available to faculty and administrators	156	78.0%
A clear process for advisement is defined	125	62.5%
A consultant was hired	31	15.5%
No changes made to the collection process	2	1.0%
Do not know of any changes	4	2.0%
Other	12	6.0%

Note: Multiple responses were allowed.

Institutions examined their program data differently before 2000 than they did after 2004 as depicted in Table 20. Before 2000, respondents reported that they did not know if unit examined program data (47.0%) or that the unit did not use data for program changes (21.2%). After 2004, there was a noted difference in that institutions were using aggregate scores, as well as summarized key findings and analyzed comments on strengths and weaknesses, are presented in a report to the unit who interprets the data and

draws conclusions about the implications of the data for program improvement as well as areas to be strengthened (78%).

Table 20

Unit Examination of Data

	Before 2000		After 2004	
	n	Percent	n	Percent
Does not use data for program changes	42	21.2%	3	1.5%
Aggregate scores presented in a report to unit	29	14.6%	18	9.0%
Aggregate scores, as well as summarized key findings and analyzed comments on strengths and weaknesses, presented in report to unit	17	8.6%	23	11.5%
Aggregate scores, as well as summarized key findings and analyzed comments on strengths and weaknesses, presented in report to unit. Unit interprets data and draws conclusions about the implications of data for program improvement as well as areas to be strengthened	17	8.6%	156	78.0%
Do not know if program data was examined	93	47.0%		

Tables 21 through 24 will answer Research Question 3: What methods of data collection are institutions using?

Table 21 shows a variety of ways that institutions are using technology for collecting and assessing data. The majority of respondents reported that use of combination commercial software was being used to collect data (59.6%). Almost 3.9% of the respondents report that paper-based assessment is still being used to collect data.

Table 21

Type of Assessment Software Used

	Responses	
	n	Percent
Primarily paper-based	8	3.9%
Completely developed in-house from scratch	25	12.3%
Combination in-house	49	24.1%
Combination commercial software	121	59.6%

Listed in Table 22 is the most common commercial assessment software. The majority of respondents listed Microsoft Office Suite (42.0%) as their commercial assessment software of choice. Others (20.5%) use Angel, Banner, CARS, Datatel, FileMaker Pro, Jenzabar, Moodle, PeopleSoft, rGrade, Survey Monkey, and Zoomerang.

Table 22

Commercial Software Used

	Responses	
	n	Percent
Blackboard	45	40.2%
Chalk & Wire	7	6.3%
Digital Measures	4	3.6%
Foliotek	3	2.7%
LiveText	45	40.2%
Microsoft Office Suite	47	42.0%
Nuventive – Trackdat	3	2.7%
Pass Port	3	2.7%
TaskStream	22	19.6%
Tk20	16	14.3%
True Outcomes	0	0%
WEAVE	5	4.5%
Do not use commercial software product	4	3.6%
Other	23	20.5%

Note: Multiple responses were allowed.

Table 23 asked respondents to rate their top three factors that influenced the decision to purchase their commercial software using the following scale arranged with *1 – Most Important, 2 – Important, and 3 – Consideration.* The top three important reason for choosing the software was that the respondents believed that the software offered what they believed was needed to collect data (RA=1.13), presentation to the faculty (RA=2.1), and customer service reputation (RA=2.19). Other reasons (RA=1.73) includes no choice since the entire institution uses the same software, review of several software programs, presentation at a national meeting, and decision was made without consultation from others.

Table 23

Factors That Influenced the Decision to Purchase Commercial Software

	Responses				
	Most Important	Important	Consideration	n	Rating Average
Salesman was convincing	1	1	4	6	2.50
Software offered what we believed we needed to collect data	67	8	1	76	1.13
Recommendation from another institution	2	17	11	30	2.30
Vendor's website	0	0	4	4	3.00
Vendor's demo site	0	2	8	10	2.80
Presentation from vendor to faculty	8	19	12	39	2.10
Price	5	19	16	40	2.28
License agreement	1	4	6	11	2.45
Customer service reputation	5	16	11	32	2.19
Do not use a commercial assessment software	7	0	4	11	1.73
Other				12	

Note: Respondents were asked to choose their top three choices.

Respondents were asked to rate their top three strengths of their assessment system as displayed in Table 24. Respondents were asked to rank their responses using the following scale arranged with *1 – Best Strength, 2 – Better Strength, and 3 – Strength.* The best strength was identified as review, assess, and improve strengths and weaknesses in the program (RA=1.51), the better strength was satisfying accreditation standards (RA=2.05) and the third strength was accountability (RA=2.08). Two respondents stated that they were unsure as they had only been in the position for one month and the other response was that the assessment system was not fully in place so they did not know how to answer the question.

Table 24

Main Strengths of Institution's Assessment System

	Responses				
	Best Strength	Better Strength	Strength	n	Rating Average
Accountability	33	45	43	121	2.08
Feedback on effectiveness	11	37	15	93	2.37
Review, assess, and improve strengths and weaknesses in the program	96	53	15	164	1.51
Student perspective	6	6	18	30	2.40
Satisfying accreditation standards	43	38	50	131	2.05
Graduates have reciprocity to teach in other states	4	6	12	22	2.36
Camaraderie between disciplines	3	7	10	20	2.35
Other				2	

Note: Respondents were asked to choose their top three choices.

The next section will answer the fourth question: How do administrators perceive the effectiveness of the assessment system that collects the data currently in place in their unit?

For the next set of questions, respondents were asked to rank their responses using a Likert-type scale arranged with *1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, and 5 – Strongly Agree.* Generally, most respondents were happy with their assessment system. None of the rating averages dipped below 3.40 except for the question dealing with assessment at the unit level would have taken place to this extent without NCATE accreditation (RA=2.83). The full listing of the satisfaction ratings can be found in Table 25.

Table 25

Perception of Effectiveness of Institution's Assessment System

	Responses						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	n	Rating Average
Our current assessment software meets our needs.	9	24	33	94	42	202	3.67
Our institution has well defined acceptable levels of performance as defined in the rubrics that are used for evaluation.	0	8	19	113	62	202	4.13
Key assessments are assigned to specific courses.	6	9	22	80	83	200	4.13
Data are collected/analyzed each time the course is taught.	2	19	23	95	62	201	3.98
Expectations and rubrics clearly articulating how candidates are assessed are provided to all candidates at the beginning of the semester in the course syllabi.	0	6	16	110	69	201	4.20
Faculty participate in the assessment process including part-time faculty (face-to-face and online classes).	1	11	25	92	69	198	4.10

Table 25 *(continued).*

	Responses						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	n	Rating Average
Data are regularly analyzed to make decisions about student proficiency and program effectiveness.	2	4	13	108	74	201	4.23
All data are reviewed once a semester.	10	49	39	71	32	201	3.33
All data are gathered using one assessment system.	13	47	18	63	52	193	3.49
Faculty are given a substantial level of support for data collecting.	13	36	44	73	34	200	3.40
Faculty are given a substantial level of support for data reporting.	12	36	47	71	34	200	3.40
Reports are made public to the professional community.	8	39	45	75	31	198	3.41
Most key assessments are evaluated by more than one evaluator.	3	39	27	92	40	201	3.63

Table 25 *(continued).*

	Responses						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	n	Rating Average
Assessment at the unit level would have taken place to this extent without NCATE accreditation.	28	66	41	43	22	200	2.83
Candidates have an opportunity to provide feedback at the end of every course.	1	5	9	66	120	201	4.49
Candidates' feedback are reviewed at the unit level.	3	28	27	66	76	200	3.92
Candidates' feedback are reviewed at the department level.	0	14	22	81	81	198	4.16
Successful assessment is a continuous cycle that identifies outcomes, gathering and analysis of data, collaboration, implementing changes, and reflections.	1	2	6	62	130	201	4.58

Note: Respondents were asked to choose their level of agreement.

Ancillary Findings

Participants were asked two open-ended questions at the conclusion of the survey. The first question asked the respondents if they could change any part of their assessment system, assessment software, or data collection process, how would they? The respondents' answers generally fell into six categories: assessments, faculty, coordinator, assessment system, reporting, and support. The majority of the respondents reported that there were too many assessments with little consistency across departments and institutions, the need for better assessments and self-evaluations, the necessity to keep changing the system, and removal of the state reporting and approval step. The respondents also wished that they could change their faculty by making them more knowledgeable about technology, giving them better attitudes about collecting data, placing more responsibility on faculty to gather and analyze data, and making faculty more accountable for data submissions. The assessment system also made the list of changes in that the respondents wanted to simplify their systems, make the conversion to commercial software easier, develop a process for commercial software to be able to talk between systems, ease the input and organization of data, create a better tracking system of alumni, and make the system user friendly. In reporting data, the respondents felt the need for their assessment systems to develop timelines, create customized data reports, and make available flexible collection/reporting systems. The respondents also stated the need for support in the following areas: funding, software purchases/licensing, and detailed upgrade documentation from vendors. The need for a full-time dedicated assessment coordinator to gather and analyze the data also made their wish list.

The last question gave respondents the opportunity to share additional comments about their data collection process or assessment software. The respondents left comments that fell into seven categories: accrediting agencies, assessment system, software, faculty, data collection, benefits of an assessment system, and the disadvantages.

The respondents claimed that the requirements from accrediting agencies were excessive, pushed towards homogeneity and stifled creative thinking. Accreditation had become an overwhelming chore that required too much time and took away from teaching and research. Others stated that it was a challenge to insure that NCATE's requirements were met. The focus should be on the outcome and not the process. Still others felt that accreditation was often seen as a political requirement and not program improvement.

Most respondents are happy with their assessment system and had good things to say about it. Institutions have to review their assessment annually and try to make it better each year. The assessment system is a work in progress. On the other hand, some responses were that there was too much planning and not enough doing. A steep learning curve exists in regards to implementing a new system although it gets better as you go.

Much was said about the software that is being used to collect the data. Some were happy with the software that they had while others thought it drove them crazy even though it was the best solution to what was available to them. Others said that they had not taken full advantage of the software's capabilities and that it was labor intensive. A few stated that the software was too expensive for small institutions. One lasting remark was, "if you build it, they will buy."

The next main topic was faculty. No system works without faculty buy-in and preparation by administrators. Faculty expect the system to give them information without having to do the work to input the data into the system. Without commitment and engagement from the faculty, a system loses credibility if information is not used for program revision and improvement.

Data collection was the next topic of discussion. Data are easier to collect than to aggregate and analyze. Respondents stated that their unit had little time to review the data collected for review. Too much data is collected without any idea of how to use or what to do with it. The challenge is demonstrating effectiveness and finding out where

improvements are needed. Some even questioned the data as relating to the importance of the candidate's performance.

Respondents had mixed reactions about the benefits and disadvantages of the assessment system. Accreditation drains funds from teaching and student support and resources are drawn off program delivery. Too many times cost is pushed off on the student to support the system. Teacher education holds itself less accountable for its own practice than the interns that are prepared. Others state that the benefits do not justify the costs of the data collection, assessment software, and increased workloads. The only thing that can strengthen the assessment system is the faculty. Institutions are in a fork in the road. One leads to better use of assessment system and the other takes us back to how it has always been done.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

After the new performance based assessments for NCATE accreditation were announced in 2000, institutions of higher education have been looking for ways to collect and refine their electronic assessment system. In seeking to improve the process, many factors had to be examined before such a process could be implemented. Bresciani (2003) stated that our accreditation process should reflect the institution's mission, purpose, and the accomplishment of the goals through self-examination from data that has been collected and reviewed.

The purpose of this study was to investigate how the assessment systems of teacher preparation programs have changed since the new NCATE Standards were implemented in 2004, what methods of data collections are being used, and to measure coordinators' perceptions of the assessment systems. In order to understand how the assessment system of the NCATE accredited institutions had evolved, the following major questions guided the study:

1. What are the factors that contribute to institutions changing their data assessment system?
2. What changes are being made in the data assessment systems?
3. What methods of data collection are institutions using?
4. How do administrators perceive the effectiveness of the assessment system that collects the data currently in place in their unit?

An electronic survey was developed by the researcher based upon a review of related literature, the researcher's personal experience, and three years of reviewing data collection software. An invitation to the survey was emailed to the NCATE Coordinator or equivalent as identified from their institution's website. A focus group was used in lieu of a pilot study to determine the validity of the content with individuals in the focus

group representing the population to which the survey would be sent. Included in this group were an associate dean, an NCATE coordinator, two field experience directors, a licensure officer, and a statistician. All were members of the Unit Review Committee. Descriptive statistics were used to analyze and interpret the data. Findings were discussed in the previous chapter with the discussion of the data presented below.

Discussion

Contributing Factors to Changing the Data Assessment System

When the American Association of Teacher's Colleges first implemented their accreditation standards in 1928, many of the criterions were based on institutional inputs based on the size of the institution, admission requirements, faculty and their teaching loads, curriculum, facilities, and financial support. At the time NCATE was created in 1954, the standards became less qualitative in nature and based on the objectives, organization and administration of teacher education programs, faculty, curriculum, laboratory experiences, and the facilities (Roames, 1987). Then in 2000, NCATE's focus shifted to standards on candidate's mastery of content knowledge, assessment, and impact of P-12 student learning (Banta, 2000). Institutions then had to collect data on candidates from the point of entry into the program to the conclusion of the program. Continual examination of data for strengths and weaknesses had to be identified and fine-tuned in order to nurture an atmosphere of data-informed decision making (Honawar, 2006).

The findings of the study suggest that even though all institutions have experienced an accreditation visit since the new standards were implemented, institutions are still being cited for Areas for Improvement especially in Standard 2 (Assessment System). The most popular reason was "not understanding what the assessment system was" and "information that the team was looking for was not documented." The results could be explained by the fact that well over half of the respondents were faculty and less than half had part-time duties as the NCATE coordinator for their institution. The

majority of the institutions did have support personnel hired or reassigned specifically to help in the data collection process.

Changes Made in the Data Assessment Systems

NCATE's Standard 2 (2008c) states that the assessment system "collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs." More data are collected on the candidate's readiness for clinical practice and the teacher education preparation program now than was collected almost a decade ago. Institutions are collecting and examining regularly admissions criteria, transition points assessments, exit program interviews, alumni surveys, as well as, course assessments and evaluations. Institutions are also collecting additional data on candidate's knowledge of state and national standards, assessment of students, impact on P-12 student learning, and ability to reflect. Institutions have been charged to develop and retain their unit assessment system with continuous and organized collection, aggregation, and analyzation of assessment data on candidate and unit operations. The data should support evidence that the candidates are meeting the standards.

Data Collection Methods

With the changes in technology, the way that institutions have collected data on their candidates and unit operations changed drastically since 2000. Before, the primary source of collection was faculty and paper documents. After 2004, institutions changed to a variety of assessment measures which made data readily available to all stakeholders in the community. Aggregate scores can be summarized quicker and presented in a report for the unit to interpret and engage in data informed changes to improve and strengthen their programs.

Institutions are using a variety of methods to help them collect data. The majority of the respondents reported that the unit is using a combination of commercial software programs which can lead to duplication of data if not managed correctly. There is no

perfect one-size-fits-all software. Each department is different and each institution is different. If it were the same, then everyone would be happy with the same software. As reported in the results, institutions are using Microsoft Office Suite for documentation and believe that the software is what is needed to collect data. Those that have purchased assessment software have viewed the vendor's presentation to the faculty. Each institution also believes that the main strength of their assessment system will help them review, assess, and improve strengths and weaknesses in their programs.

One noticeable fact was that when respondents were asked to name their commercial software, the category of "other" was chosen. This forced the respondents to name what other software the institution was using. In most cases, the software was listed as one of the choices.

Perception of the Effectiveness Related to the Assessment System

For the most part, respondents are happy with their assessment system and are making it work based on their needs. Rubrics have been created and key assessments have been assigned to specific courses for evaluation. Data are collected at the end of the semester and analyzed in a group setting surrounded by a rich discussion of the results.

What is not surprising is that many respondents believe that assessment at the unit level would have not taken place to this extent without NCATE accreditation. Many stated that collecting data had become a chore because of having to chase down faculty in order to have the data submitted in a timely matter. Faculty are aware of the importance of data collection, but like all humans tend to procrastinate because of other priorities higher on their list. Other respondents believed that having a dedicated person to manage, gather, and analyze the data would take loads of responsibilities off of faculty and administrators. Even with this best case scenario, faculty still have to have input as to the collection, decision making process, and what to do with the data that was collected.

Limitations

In a perfect world, there would be a perfect study and like all studies, there were a few limitations. Even though the study had an adequate number of representatives across the nation, the results would have been different had more completed the survey. The biggest challenge was finding the correct person listed on the institution's website to send the survey. Many institutions' websites needed to be updated and finding staff/faculty listings in the departments of education were difficult because they were not always listed or in the place that one would expect the directory to be.

Regarding the survey itself, some of the logic (skip) questions were not correctly set up. Not knowing how the program was created, it was assumed that if a respondent answered a certain way, the question would skip to another question if the next answer was not needed. Little did the researcher realize that on one of the questions that the skip logic was applied skipped some very important information. This happened to the question pertaining to reasons for AFIs. When the researcher realized what had happened, seventy-five participants had already responded. This was the reason for the low number count for this question.

One piece of the survey that will be hard to represent is the semester by semester review of course assessments. Given the size of the program and the number of teacher education faculty of small institutions, data is reviewed annually. That was not an option on several key questions that was asked. Therefore, the forced response marked on some was no review occurs, which is not an accurate representation of the program's actions toward internal/external assessments as indicated by two of the respondents.

Another limitation to the study was that some of the participants in their present position really did not know about procedures or the history of accreditation at their institution. Without this knowledge, how will they know how much their program had progressed? The results would have been rich had the respondents known the answers.

Still another limitation was due to timing. The survey was sent during Labor Day weekend and a week during the NCATE Accreditation, Accountability, & Quality Conference. It was hoped that this would have been a "down" time in data collection processes especially since it was at the beginning of the semester.

Recommendations for Policy or Practice

Regardless of the limitation, the investigation does provide useful information about the data collection system. The purpose of this study was to investigate how the assessment systems of teacher preparation programs had changed since the new NCATE Standards were implemented in 2004, what methods of data collections are being used, and to measure coordinators' perceptions of the assessment systems. The rationale was to find ways to help assessment coordinators have a better understanding of the processes in place and how they might streamline their data collection process. The result of this study is that all institutions collect more data than is necessary. With careful planning and preparation of unit assessments, data and its processes can be streamlined for accreditation purposes. The key is working together as a unit to improve the institution's program and preparation of teachers.

Recommendations for Future Research

The purpose of this study was to investigate how the assessment systems of teacher preparation programs have changed, what methods of data collections are being used, and to measure coordinators' perception of the assessment system. This study shows that multiple types of data are collected for documentation of accreditation and that institutions are using a variety of methods in order to gather the necessary data. Stufflebeam's CIPP Evaluation Model was used as a framework for this study to help evaluate the context, input, process, and product of the organization's program for improvement. As institutions continue to update and improve their assessment system, the researcher would like to suggest recommendations for future study.

A reoccurring theme throughout the survey was the need for a full-time coordinator to manage the institution's assessment system. Since the majority of the respondents indicated their position as faculty or administrator with little time to devote to supervision of the assessment system, future research could be to investigate faculty and their collaboration in the collection of data. This could also include best practices in data collection and promoting an assessment culture within the institution.

Another recommendation would be to explore assessment systems as learning communities. With all the data that will be collected from stakeholders by means of the new NCATE transformation initiative track, will it help to close the gap between theory and practice? How will it affect coursework and subject content knowledge while creating a positive effect on learning for all students? Will it help to reshape expectations for educator preparation?

Implementation of assessment software and the learning curve would be another recommendation for research. No matter which software that has been selected to help one collect data, there has to be time set aside for administrator, faculty, and student training. Given that each platform is different in its collection tools, are the amount of training different for each role, how often is the training done, and what works best one-on-one or group training?

With the current focus in the Obama administration, this researcher would also like to recommend development of longitudinal data systems in regards to student achievement data, program characteristics (length of practice), and data on teaching practices (how graduates are teaching in the classroom). This would help to recognize the reasons for low performing schools and create accountability in both the local school districts and institutions of higher education.

Lastly, the researcher would like to recommend research on the evolution of assessment software. Since most software platforms have only been around less than a decade, each new version of the software has been tailored to better suit its customers' or

potential customers' needs. What kind of decisions go into planning a new upgrade and are there policies in place that would help in the decision to add new features? Do vendors have their own assessment system or are they accountable only to their board of directors?

APPENDIX A

VENDOR MATRIX

Electronic Assessment System	Tools	Blackboard	Chalk & Wire	Digital Measures	Foliotek	LiveText	Pass Port	Taskstream	Tk20	Tracdat Nuventive	True Outcomes	WEAVE
Link to Standards	National Standard	X	X		X	X	X	X	X	X		X
	Regional Standards	X	X		X	X	X	X	X	X		X
	State Standards	X	X		X	X	X	X	X	X		X
Data Collecting	Customize forms/rubrics	X		X		X		X	X			
	Report your data	X	X	X	X	X	X	X	X	X	X	X
	Extract data	X	X	X	X	X	X	X	X	X	X	X
	Praxis/Test scores				X			X	X			
	Surveys	X	X	X	X	X	X	X	X			
	Transition Points/milestones					X	X		X		X	
	Track student's progress	X	X		X		X	X	X		X	
	Transcripts								X			
	Reminder mechanism	X					X	X	X	X		X
	Announcements	X	X		X		X	X	X		X	X
	Advisement		X						X		X	
	Archive artifacts		X	X	X		X	X	X		X	X
	Student demographics		X		X	X	X		X	X	X	
	Statistical reporting	X	X	X	X	X	X	X	X	X	X	
Portfolios	Portfolio	X	X	X	X	X	X	X	X	X	X	Possible future release
	Share templates	X						X	X			
	Access other portfolio		X		X	X	X	X	X	X	X	

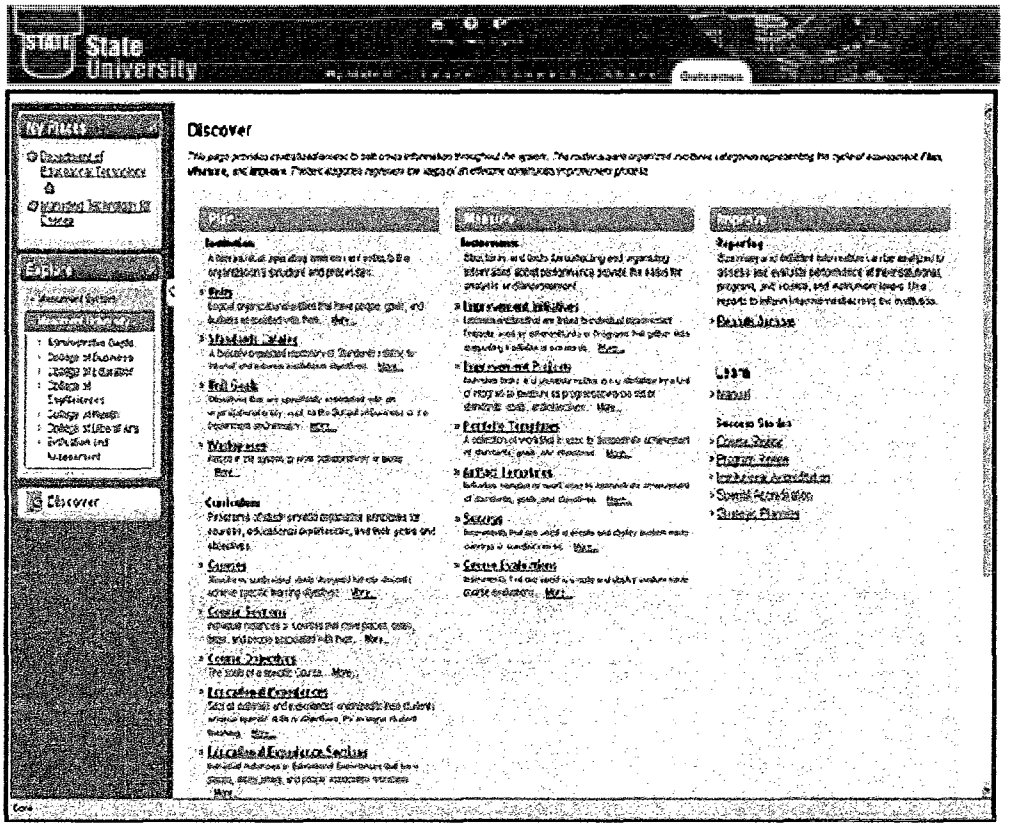
Electronic Assessment System	Tools	Blackboard	Chalk & Wire	Digital Measures	Foliotek	LiveText	Pass Port	Taskstream	Tk20	Tracdat Nuventive	True Outcomes	WEAVE
Coursework	Assignments	X	X		X	X	X	X	X		X	
	Course syllabi	X			X	X	X	X	X			
	Gradebook	X			X	X			X			
	Quizzes	X				X			X		X	
Coursework	Feedback from instructor	X		X	X			X	X	X	X	
	Peer Review or visitor pass				X	X				X	X	
	Reflections	X	X		X	X	X	X	X	X	X	X
	Rubric	X	X		X		X	X	X		X	
	Discussion boards	X				X		X	X			
	Upload documents to course	X		X	X	X	X	X	X	X	X	
	Resource library					X			X			
	Standard align course materials		X		X	X	X	X	X	X	X	
	Curriculum mapping	X				X		X	X	X	X	X
	Chat	X						X	X			
	Whiteboard	X										
	Calendar	X							X	X		
Reports	Create/share assmt templates	X	X			X			X			
	Student data	X	X	X	X	X	X	X	X	X	X	X
	Course data	X	X	X	X	X	X	X	X	X	X	X
	Program data	X	X	X		X	X	X	X	X	X	X
	Departmental data	X	X	X		X	X	X	X	X	X	X
	Unit data	X	X			X	X	X	X	X	X	X
	Institutional data	X	X			X	X		X	X	X	X
	Export to Excel	X			X	X	X		X	X	X	X
	Export to Adobe	X	X	X			X	X	X			

Electronic Assessment System	Tools	Blackboard	Chalk & Wire	Digital Measures	Foliotek	LiveText	Pass Port	Taskstream	Tk20	Tracdat Nuventive	True Outcomes	WEAVE
Reports (cont.)	Export to Word	X		X			X		X			X
	Customize language/fields							X		X		
Field Experiences	Evaluation forms		X					Scheduled for December 2008 release	X			
	Placement tracking data	X	X				X		X			
	P-12 District data						X		X			
	P-12 School data								X			
	Cooperating teacher data								X			
Document Room	File sharing	X						x	X			X
	Evidence room	X			X				X			
Training	Faculty online training	X	X	X		X	X	X	X			
	Student online training		X				X	X	X			
	Onsite training	X	X			X	X	X	X	X	X	X
	Yearly conference	X			X	X		X	X			
Support	24/7 support	X	X	X		X	X	X	X	X		X
	Free updates		X					X	X			
Job	Resume		X	X	X		X	X	X		X	
	placement - openings								X		X	
Storage	Their server	X	X	X	X	X	X	X		X	X	X
	Your server	X	X		X		X		X	X	X	X
	Web based	X	X	X	X	X	X	X	X	X	X	X
	User storage space	not stated	unlimited	not stated	100 mg	unlimited	not stated	100 mg	100 mg	not stated	not stated	not stated
Other	Single sign-on available	X	X					x	X			

APPENDIX B

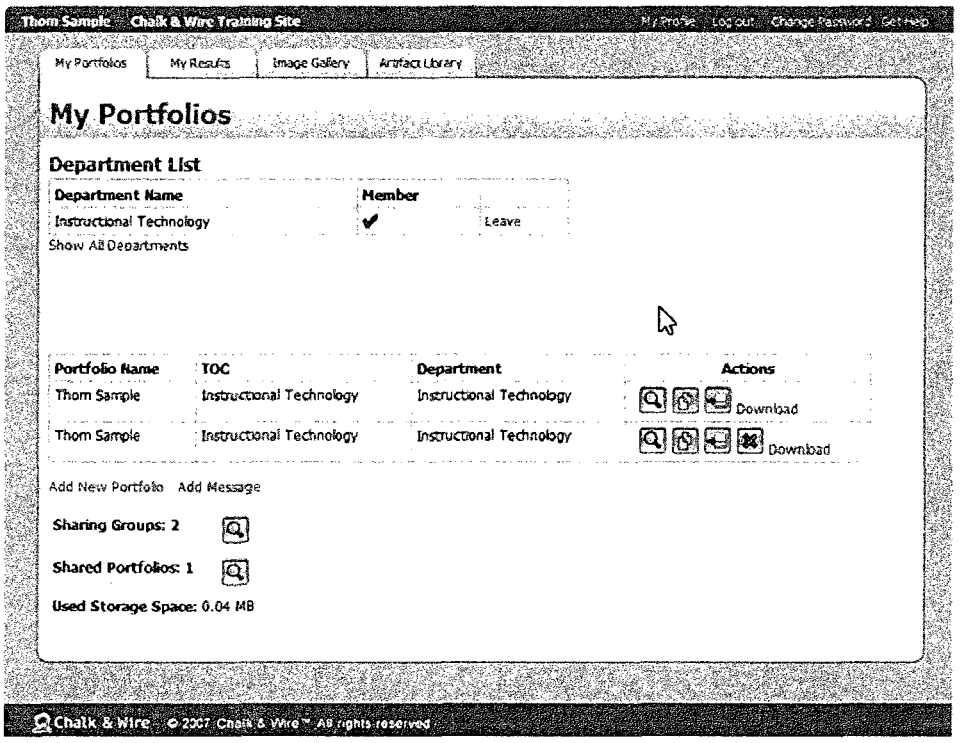
VENDER SCREENSHOTS

Blackboard Version 9.0



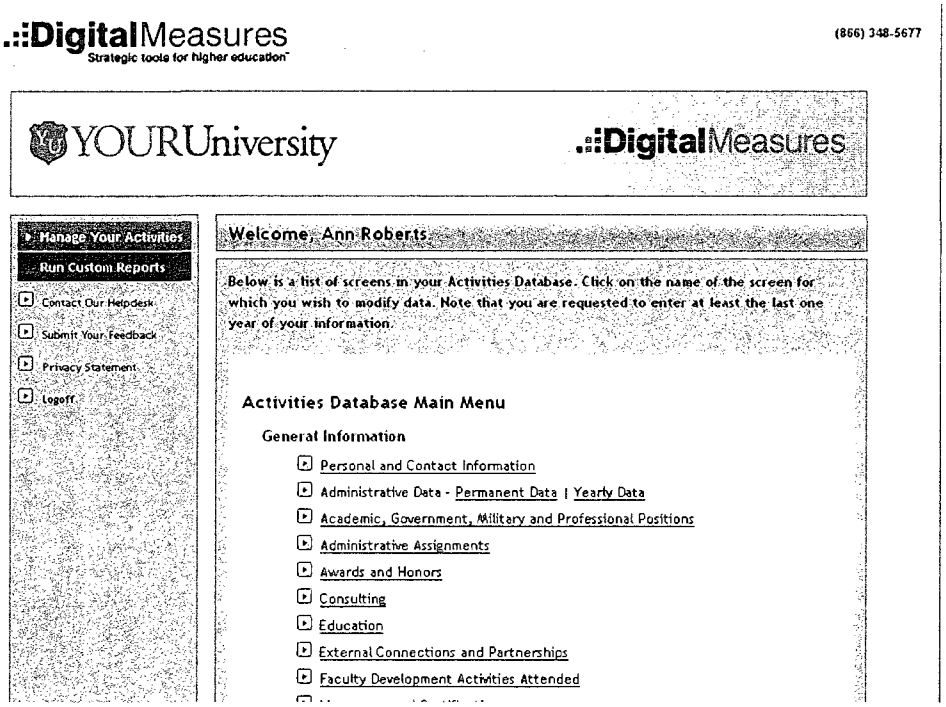
Note. From http://www.blackboard.com/Teaching-Learning/Learn-Resources/Webinars-and-Demos.aspx. Retrieved May 25, 2009.

Chalk & Wire



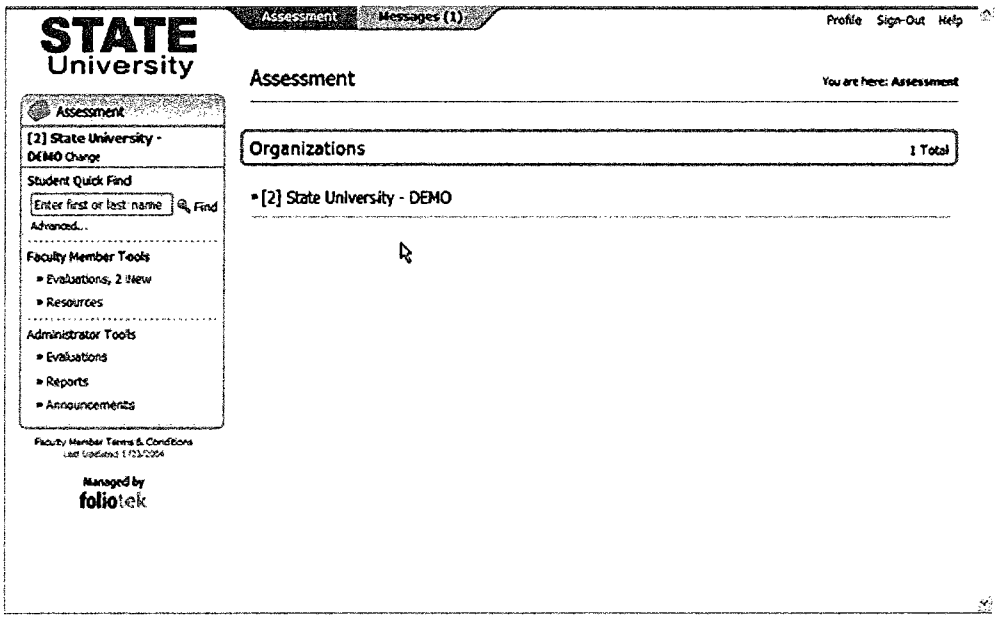
Note. From http://www.chalkandwire.com/eportfolio/index.php?p=demo. Retrieved December 2, 2008.

Digital Measures



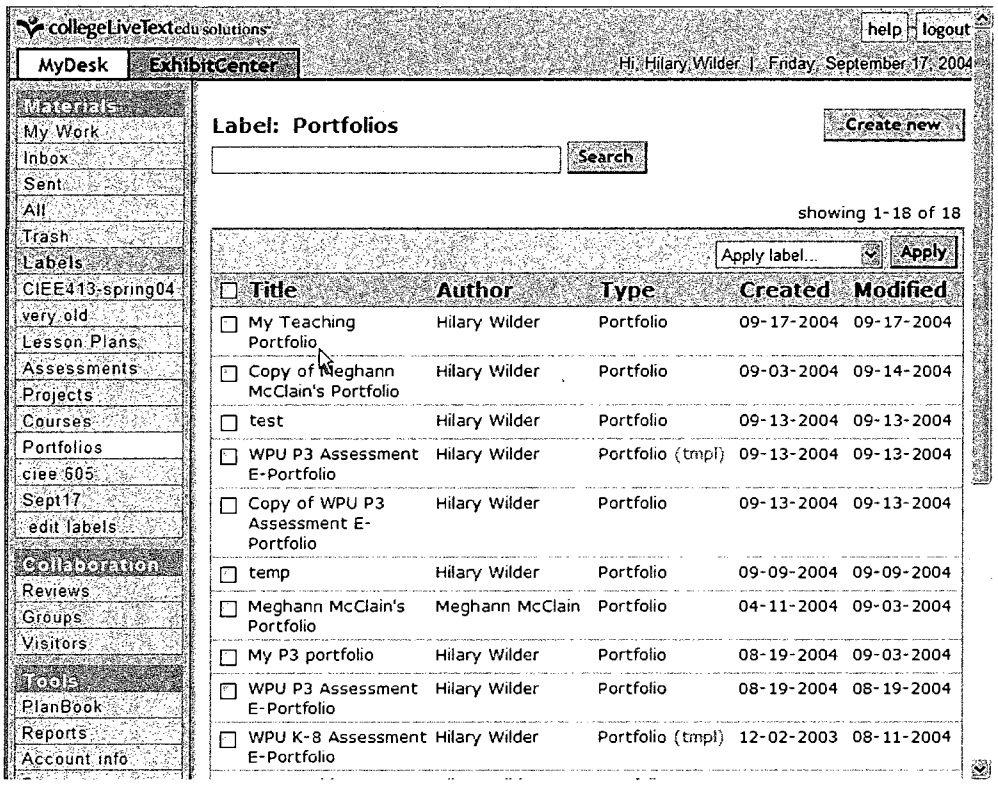
Note. From http://www.digitalmeasures.com/activity_insight/flash_demo.html. Retrieved December 12, 2008.

Foliotek



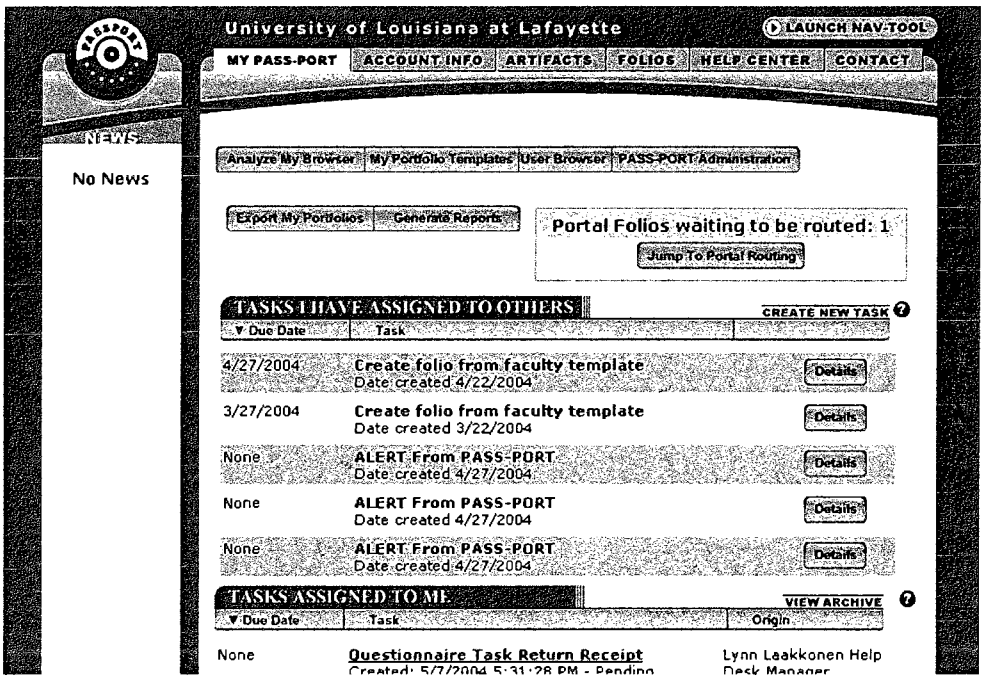
Note. From http://www.foliotek.com/demo/. Retrieved July 26, 2009.

LiveText



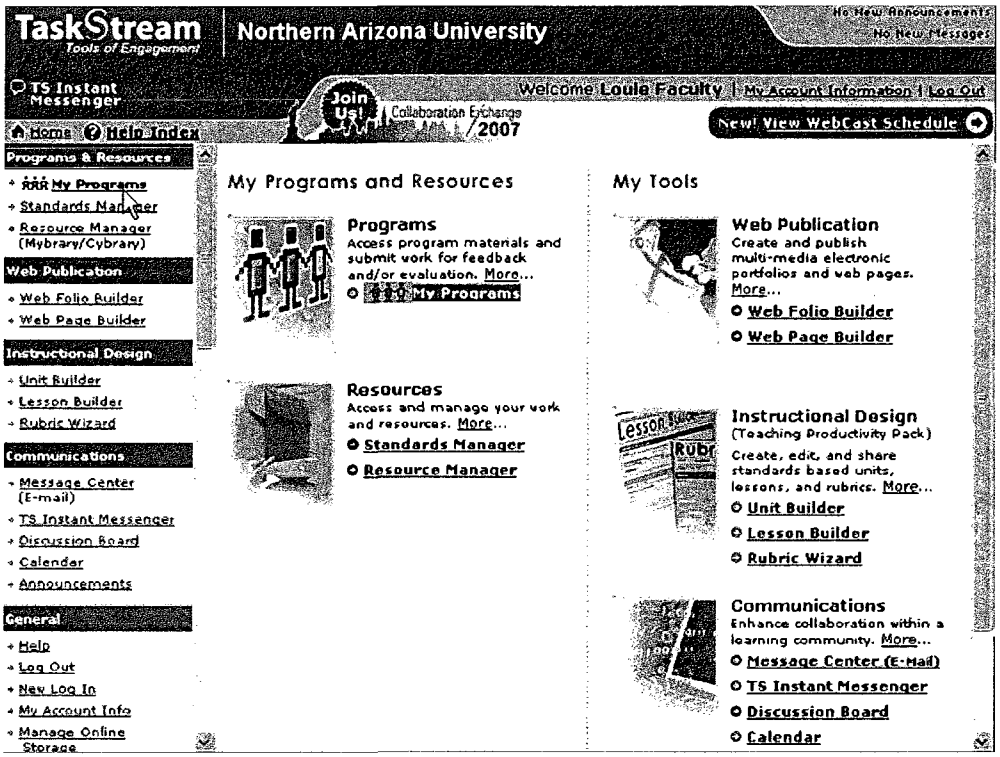
Note. From https://college.livetext.com/help/index.html#training. Retrieved December 20,2008.

Pass Port



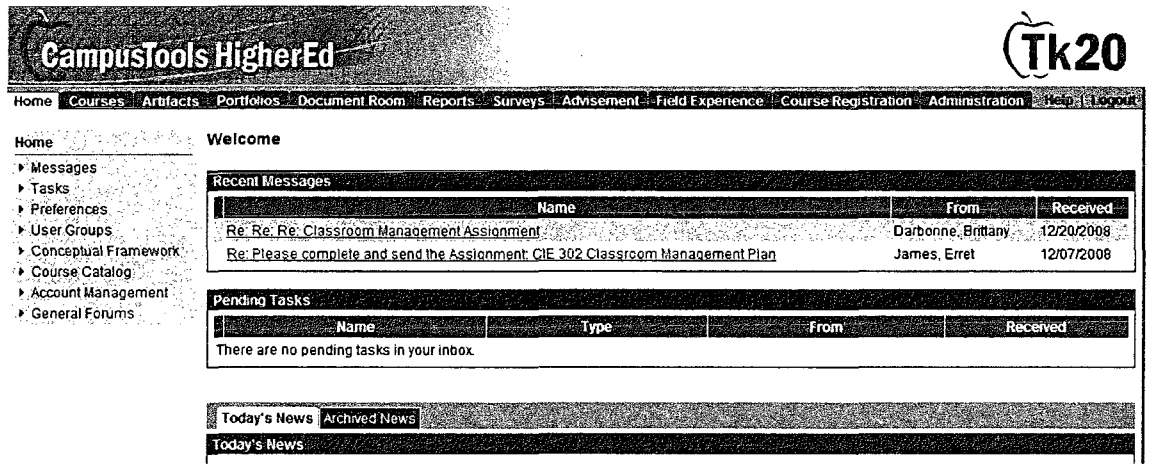
Note. From http://pass-port.org/training/faculty/Faculty%20Manual/Faculty%20Manual.pdf. Retrieved December 28, 2008.

Taskstream



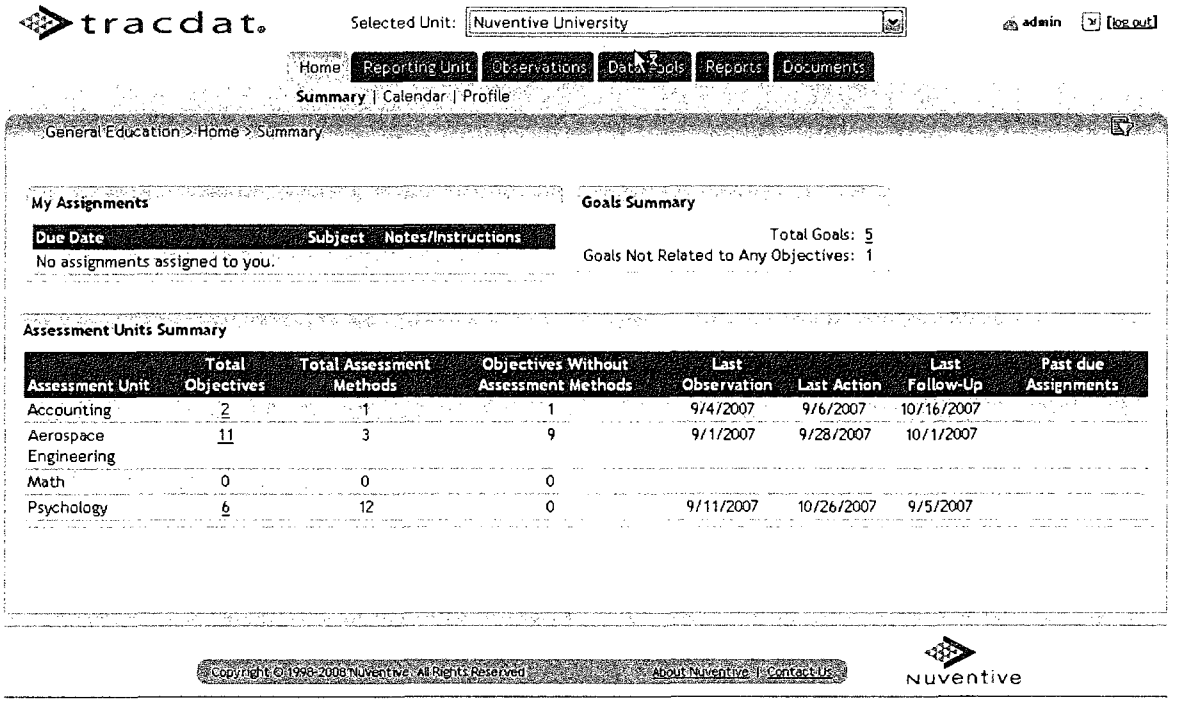
Note. From http://portfolio.coe.nau.edu/tutorials/evaluator/online_ts_module/player.html. Retrieved December 22, 2008.

Tk20 Version 4.0



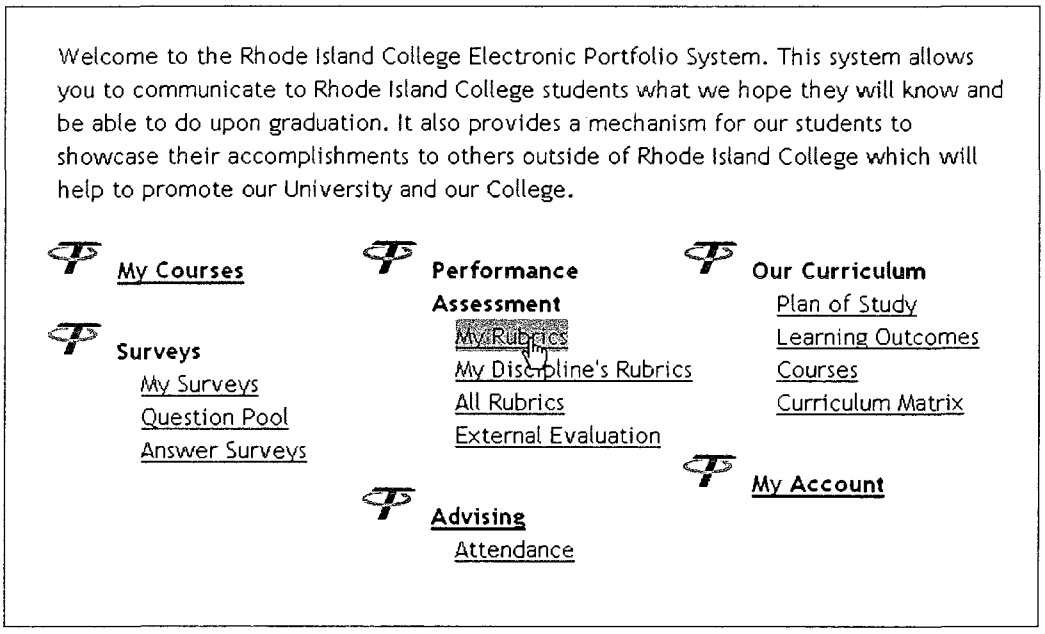
Note. From https://usm.tk20.com. Retrieved December 20, 2008.

Tracdat Version 4.0



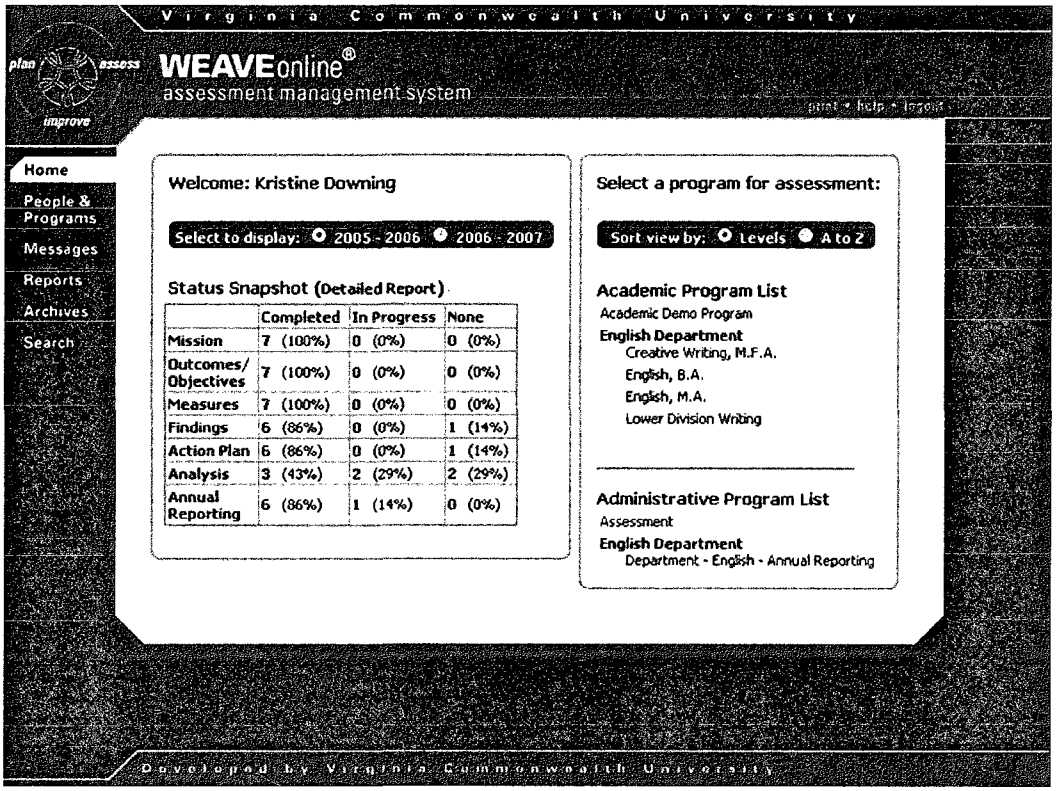
Note. From TracDat Webinar, by Denise Raney, June 25, 2008.

TrueOutcomes



Note. From http://www.ric.edu/toolbox/Guides/TrueOutcomes/TO%20Faculty%20Login.pdf. Retrieved December 23, 2008.

WEAVEonline



Note. From http://www.weaveonline.net/welcome/WEAVEonline_spec_sheet.pdf. Retrieved December 25, 2008.

APPENDIX C

LIST OF NCATE ACCREDITED INSTITUTIONS

	Accred Level	Next visit		Status*
Alabama				
Alabama A&M University	I&A	Fall	2010	
Alabama State University	I&A	Fall	2015	
Athens State University	I	Fall	2014	
Auburn University	I&A	Fall	2014	
Auburn University Montgomery	I&A	Fall	2013	
Birmingham-Southern College	I	Spring	2014	
Faulkner University	I	Spring	2012	
Jacksonville State University	I&A	Fall	2013	
Miles College	I	Spring	2014	
Oakwood University	I	Fall	2015	
Samford University	I&A	Fall	2011	
Stillman College	I	Fall	2008	
The University of Alabama	I&A	Spring	2016	
The University of Alabama in Huntsville	I&A	Fall	2012	
The University of West Alabama	I&A	Fall	2014	
Troy University	I&A	Fall	2008	
Tuskegee University	I	Spring	2016	
University of Alabama at Birmingham	I&A	Fall	2013	AC
University of Montevallo	I&A	Spring	2009	
University of North Alabama	I&A	Fall	2013	
University of South Alabama	I&A	Spring	2012	
Alaska				
Alaska Pacific University	I	Fall	2008	PA
University of Alaska Anchorage	I&A	Spring	2010	
University of Alaska Fairbanks	I&A	Fall	2009	
University of Alaska Southeast	I&A	Fall	2010	
Arkansas				
Arkansas State University	I&A	Fall	2009	
Arkansas Tech University	I&A	Spring	2013	
Harding University	I&A	Spring	2016	
Henderson State University	I&A	Spring	2011	
Hendrix College	I	Fall	2011	
John Brown University	I&A	Spring	2011	
Lyon College	I	Spring	2011	
Ouachita Baptist University	I	Spring	2009	
Philander Smith College	I	Fall	2012	
Southern Arkansas University	I&A	Spring	2011	
University of Arkansas - Fort Smith	I	Spring	2010	
University of Arkansas at Little Rock	I&A	Fall	2009	

University of Arkansas at Monticello	I&A	Spring	2009	
University of Arkansas at Pine Bluff	I&A	Fall	2012	
University of Arkansas, Fayetteville	I&A	Fall	2012	
University of Central Arkansas	I&A	Fall	2011	
University of the Ozarks	I	Fall	2009	
Williams Baptist College	I	Fall	2013	
California				
Azusa Pacific University	I&A	Spring	2014	
California Lutheran University	I&A	Spring	2009	
California State University at Chico	I&A	Spring	2012	
California State University Dominguez Hills	I&A	Fall	2011	
California State University East Bay	I&A	Spring	2009	
California State University San Marcos	I&A	Spring	2014	
California State University, Bakersfield	I&A	Fall	2012	
California State University, Fresno	I&A	Spring	2012	
California State University, Fullerton	I&A	Fall	2012	
California State University, Long Beach	I&A	Fall	2009	AC
California State University, Los Angeles	I&A	Fall	2011	
California State University, Monterey Bay	I&A	Fall	2008	PA
California State University, Northridge	I&A	Fall	2009	
California State University, San Bernardino	I&A	Spring	2009	
California State University, Stanislaus	I&A	Spring	2010	
Loyola Marymount University	I&A	Spring	2010	
San Diego State University	I&A	Fall	2009	
San Francisco State University	I&A	Fall	2009	AC
San Jose State University	I&A	Spring	2010	
Sonoma State University	I&A	Spring	2011	
Stanford University	I	Spring	2014	
University of San Diego	I&A	Fall	2010	
University of the Pacific	I&A	Spring	2011	
Colorado				
Colorado State University	I&A	TBD		
Mesa State College	I	Spring	2011	
Metropolitan State College of Denver	I	Fall	2013	
University of Colorado At Boulder	I&A	Spring	2012	
University of Colorado at Colorado Springs	I&A	Fall	2012	
University of Colorado Denver	I&A	Spring	2012	
University of Northern Colorado	I&A	Fall	2010	
Connecticut				
Central Connecticut State University	I&A	Spring	2010	
Eastern Connecticut State University	I	Fall	2009	
Fairfield University	I&A	Spring	2014	
Quinnipiac University	I	Fall	2013	
Southern Connecticut State University	I&A	Spring	2009	
The University of Hartford	I&A	Fall	2010	
University of Connecticut	I&A	Spring	2010	

Delaware				
Delaware State University	I&A	Spring	2011	
University of Delaware	I&A	Fall	2011	
Wesley College	I&A	Fall	2009	AP
Wilmington University	I&A	Spring	2013	
District of Columbia				
American University	I	Spring	2015	
Gallaudet University	I&A	Fall	2011	
George Washington University	I&A	Spring	2014	
Howard University	I&A	Spring	2010	
The Catholic University of America	I&A	Fall	2014	
Trinity (Washington) University	I&A	Spring	2011	
University of the District of Columbia	I	Fall	2010	
Florida				
Bethune-Cookman University	I	Spring	2011	
Florida A&M University	I&A	Fall	2010	
Florida Atlantic University	I&A	Spring	2014	
Florida International University	I&A	Fall	2009	
Florida Memorial University	I&A	Fall	2009	AP
Florida State University	I&A	Spring	2010	
Stetson University	I&A	Spring	2014	I:AC F09
University of Central Florida	I&A	Fall	2012	
University of Florida	I&A	Spring	2010	
University of North Florida	I&A	Spring	2011	
University of South Florida	I&A	Spring	2013	
University of West Florida	I&A	Fall	2010	
Georgia				
Albany State University	I&A	Spring	2011	
Armstrong Atlantic State University	I&A	Spring	2010	
Atlanta Christian College	I	Fall	2012	
Augusta State University	I&A	Spring	2012	
Berry College	I&A	Fall	2012	
Brenau University	I&A	Fall	2011	
Brewton-Parker College	I	Spring	2009	PA
Clark Atlanta University	I&A	Spring	2011	
Clayton State University	I	Fall	2012	
Columbus State University	I&A	Spring	2013	
Emory University	I	Fall	2014	
Georgia College and State University	I&A	Fall	2012	
Georgia Southern University	I&A	Spring	2013	
Georgia Southwestern State University	I	Fall	2010	
Georgia State University	I&A	Spring	2013	
Kennesaw State University	I&A	Fall	2012	
Mercer University	I&A	Fall	2012	
North Georgia College and State University	I&A	Spring	2012	
Paine College	I	Spring	2012	

Spelman College	I	Fall	2010	
The University of Georgia	I&A	Spring	2013	
University of West Georgia	I&A	Spring	2011	
Valdosta State University	I&A	Fall	2013	
Guam				
University of Guam	I&A	Spring	2009	PA
Hawaii				
University of Hawaii at Manoa	I&A	Spring	2014	A:AC F09
Idaho				
Boise State University	I&A	Spring	2009	
Idaho State University	I&A	Fall	2008	
Lewis-Clark State College	I	Fall	2013	
Northwest Nazarene University	I&A	Spring	2014	
University of Idaho	I&A	Spring	2012	
Illinois				
Augustana College	I	Fall	2011	
Aurora University	I&A	Spring	2014	
Bradley University	I&A	Fall	2014	
Chicago State University	I&A	Spring	2012	
Concordia University	I&A	Fall	2010	
DePaul University	I&A	Spring	2012	
Eastern Illinois University	I&A	Fall	2010	
Elmhurst College	I&A	Spring	2013	
Governors State University	I&A	Spring	2011	
Illinois State University	I&A	Spring	2012	
Lewis University	I&A	Spring	2009	AC
Loyola University Chicago	I&A	Fall	2011	
McKendree University	I&A	Spring	2009	PA
National-Louis University	I&A	Fall	2012	
Northeastern Illinois University	I&A	Fall	2012	
Northern Illinois University	I&A	Fall	2010	
Olivet Nazarene University	I&A	Fall	2011	
Roosevelt University	I&A	Spring	2011	
Saint Xavier University	I&A	Spring	2015	
Southern Illinois University at Carbondale	I&A	Fall	2012	
Southern Illinois University at Edwardsville	I&A	Spring	2015	
University of St. Francis	I&A	Spring	2014	
Western Illinois University	I&A	Fall	2010	
Wheaton College	I	Fall	2014	
Indiana				
Anderson University	I&A	Fall	2008	
Ball State University	I&A	Spring	2011	
Bethel College	I	Fall	2009	
Butler University	I&A	Fall	2012	
DePauw University	I	Fall	2014	
Franklin College	I	Fall	2011	

Goshen College	I	Spring	2013	
Grace College	I	Spring	2015	
Hanover College	I	Spring	2014	
Huntington University	I	Spring	2013	
Indiana State University	I&A	Fall	2012	
Indiana University - Purdue University Fort Wayne	I&A	Spring	2010	
Indiana University at Bloomington/Indianapolis	I&A	Spring	2010	
Indiana University East	I	Spring	2012	
Indiana University Kokomo	I	Fall	2009	
Indiana University Northwest	I&A	Spring	2013	
Indiana University South Bend	I&A	Fall	2012	
Indiana University Southeast	I&A	Fall	2013	
Indiana Wesleyan University	I&A	Fall	2010	
Manchester College	I	Spring	2012	
Marian College	I	Fall	2013	
Oakland City University	I&A	Spring	2011	
Purdue University	I&A	Spring	2012	
Purdue University Calumet	I	Fall	2008	
Purdue University North Central	I	Spring	2012	
Saint Joseph's College	I	Fall	2013	
Saint Mary's College	I	Fall	2010	
Saint Mary-of-the-Woods College	I	Fall	2008	
Taylor University	I	Fall	2014	
Trine University	I	Spring	2011	
University of Evansville	I	Spring	2016	
University of Indianapolis	I&A	Fall	2010	
University of Saint Francis	I&A	Spring	2010	
University of Southern Indiana	I&A	Fall	2008	
Valparaiso University	I&A	Fall	2012	
Wabash College	I	Fall	2013	
Iowa				
Graceland University	I&A	Fall	2015	
Luther College	I	Spring	2013	
Northwestern College	I	Fall	2008	
Wartburg College	I	Spring	2015	
Kansas				
Baker University	I&A	Fall	2009	
Benedictine College	I&A	Fall	2013	
Bethany College	I	Fall	2013	
Bethel College	I	Spring	2011	
Emporia State University	I&A	Fall	2011	
Fort Hays State University	I&A	Spring	2010	
Friends University	I&A	Fall	2008	
Kansas State University	I&A	Spring	2009	
Kansas Wesleyan University	I	Fall	2015	
McPherson College	I	Fall	2015	

MidAmerica Nazarene University	I&A	Spring	2011	
Newman University	I&A	Fall	2013	
Ottawa University	I	Fall	2013	
Pittsburg State University	I&A	Fall	2010	
Southwestern College	I&A	Spring	2015	
Sterling College	I	Spring	2013	
Tabor College	I	Spring	2011	
University of Kansas	I&A	Spring	2014	
University of Saint Mary	I&A	Fall	2011	
Washburn University	I&A	Spring	2011	
Wichita State University	I&A	Spring	2010	
Kentucky				
Asbury College	I&A	Spring	2915	
Bellarmine University	I&A	Fall	2012	
Berea College	I	Spring	2012	
Campbellsville University	I&A	Fall	2012	
Eastern Kentucky University	I&A	Fall	2010	
Georgetown College	I&A	Fall	2013	
Kentucky State University	I	Spring	2013	
Morehead State University	I&A	Fall	2011	
Murray State University	I&A	Fall	2008	
Northern Kentucky University	I&A	Spring	2011	
Spalding University	I&A	Fall	2011	
The University of Kentucky	I&A	Fall	2015	
Transylvania University	I	Spring	2014	
University of Louisville	I&A	Fall	2008	
Western Kentucky University	I&A	Spring	2011	
Louisiana				
Centenary College of Louisiana	I	Spring	2009	PA
Dillard University	I	Fall	2010	
Grambling State University	I&A	Spring	2010	
Louisiana College	I	Spring	2013	
Louisiana State University and A&M College	I&A	Fall	2011	
Louisiana State University in Shreveport	I&A	Spring	2011	
Louisiana Tech University	I&A	Spring	2010	
McNeese State University	I&A	Fall	2010	
Nicholls State University	I&A	Fall	2008	
Northwestern State University of Louisiana	I&A	Fall	2011	
Our Lady of Holy Cross College	I&A	Spring	2010	
Southeastern Louisiana University	I&A	Spring	2015	
Southern University and A&M College	I&A	Spring	2011	
Southern University at New Orleans	I&A	Fall	2008	
University of Louisiana at Lafayette	I&A	Fall	2009	
University of Louisiana at Monroe	I&A	Fall	2009	
University of New Orleans	I&A	Fall	2014	
Xavier University of Louisiana	I&A	Fall	2010	

Maine				
University of Maine	I&A	Fall	2013	
University of Maine At Farmington	I	Fall	2010	
University of Southern Maine	I&A	TBD		
Maryland				
Bowie State University	I&A	Spring	2012	
College of Notre Dame of Maryland	I&A	Spring	2013	
Coppin State University	I&A	Spring	2014	
Frostburg State University	I&A	Spring	2015	
Loyola College in Maryland	I&A	Spring	2015	
McDaniel College	I&A	Spring	2009	
Morgan State University	I&A	Spring	2015	
Mount St. Mary's University	I&A	Spring	2014	
Salisbury University	I&A	Fall	2013	
Stevenson University	I	Spring	2011	
The Johns Hopkins University	I&A	Spring	2015	
Towson University	I&A	Fall	2014	
University of Maryland Baltimore County	I&A	Fall	2011	
University of Maryland College Park	I&A	Spring	2012	
University of Maryland Eastern Shore	I&A	Fall	2008	
Massachusetts				
Bridgewater State College	I&A	Spring	2012	
Fitchburg State College	I&A	Fall	2010	
Salem State College	I&A	Fall	2010	
University of Massachusetts Amherst	I&A	Spring	2013	A: AC (TBD)
University of Massachusetts Lowell	I&A	Fall	2009	
Westfield State College	I	Fall	2009	
Wheelock College	I&A	Fall	2012	
Michigan				
Andrews University	I&A	Fall	2011	
Calvin College	I&A	TBD		
Central Michigan University	I&A	Spring	2011	
Concordia University	I&A	Fall	2009	AC
Eastern Michigan University	I&A	Fall	2010	
Grand Valley State University	I&A	Spring	2012	
Hope College	I	Spring	2011	
Madonna University	I&A	Spring	2009	
Northern Michigan University	I&A	TBD		
Saginaw Valley State University	I&A	Spring	2009	
Spring Arbor University	I&A	Spring	2011	
Western Michigan University	I&A	Spring	2009	AC
Minnesota				
Augsburg College	I	Spring	2011	
College of St. Benedict/St. John's University	I	Fall	2012	
Concordia University	I&A	Spring	2015	
Gustavus Adolphus College	I	Spring	2013	

Hamline University	I&A	Spring	2012	
Minnesota State University, Mankato	I&A	Fall	2011	
Minnesota State University-Moorhead	I&A	Spring	2009	
Saint Cloud State University	I&A	Spring	2015	
Saint Olaf College	I	Fall	2009	
The University of Minnesota, Morris	I	Fall	2008	
University of Minnesota, Duluth	I&A	Fall	2010	
University of Minnesota-Twin Cities	I&A	Fall	2012	
University of Saint Thomas	I&A	Fall	2008	AP
Winona State University	I&A	Fall	2010	
Mississippi				
Alcorn State University	I&A	Fall	2014	
Delta State University	I&A	Fall	2014	
Jackson State University	I&A	Fall	2008	AC
Millsaps College	I	Spring	2014	
Mississippi College	I&A	Fall	2013	
Mississippi State University	I&A	Fall	2014	
Mississippi University for Women	I&A	Fall	2012	
Mississippi Valley State University	I&A	Fall	2013	
The University of Mississippi	I&A	Spring	2015	
The University of Southern Mississippi	I&A	Spring	2011	
Missouri				
Drury University	I&A	Fall	2013	
Evangel University	I&A	Fall	2012	
Fontbonne University	I&A	Spring	2016	
Harris-Stowe State University	I	Spring	2010	
Lincoln University	I&A	Fall	2012	
Maryville University of Saint Louis	I&A	Fall	2008	
Missouri Baptist University	I&A	Spring	2011	
Missouri Southern State University	I	Fall	2008	
Missouri State University	I&A	Fall	2011	
Missouri Western State University	I	Spring	2015	
Northwest Missouri State University	I&A	Spring	2013	
Saint Louis University	I&A	Fall	2009	
Southeast Missouri State University	I&A	Fall	2010	
Truman State University	I&A	Fall	2011	
University of Central Missouri	I&A	Spring	2009	
University of Missouri-Kansas City	I&A	Spring	2012	
University of Missouri-Saint Louis	I&A	Fall	2012	
Webster University	I&A	Fall	2012	
Montana				
Montana State University-Billings	I&A	Spring	2010	
The University of Montana Western	I	Fall	2008	
University of Montana-Missoula	I&A	Spring	2012	
Nebraska				
Chadron State College	I&A	Fall	2008	AC

Concordia University	I&A	Spring	2013	
Creighton University	I&A	Spring	2011	
Dana College	I	Fall	2012	
Doane College	I&A	Spring	2012	
Hastings College	I	Spring	2011	
Nebraska Wesleyan University	I	Fall	2013	
Peru State College	I&A	Fall	2008	
Union College	I	Fall	2010	
University of Nebraska At Kearney	I&A	Fall	2010	
University of Nebraska At Lincoln	I&A	TBD		
University of Nebraska At Omaha	I&A	Fall	2008	
Wayne State College	I&A	Spring	2010	
York College	I	Fall	2010	
Nevada				
University of Nevada, Las Vegas	I&A	Spring	2012	
University of Nevada, Reno	I&A	Fall	2012	
New Hampshire				
Keene State College	I&A	Fall	2009	AC
Plymouth State University	I&A	Spring	2011	
New Jersey				
Kean University	I&A	Fall	2010	
Monmouth University	I&A	Fall	2009	PA
Montclair State University	I&A	Spring	2013	
New Jersey City University	I&A	Spring	2012	
Rider University	I&A	Spring	2012	
Rowan University	I&A	Spring	2014	
Seton Hall University	I&A	Fall	2009	
The College of New Jersey	I&A	Fall	2008	
William Paterson University	I&A	Spring	2012	
New Mexico				
Eastern New Mexico University	I&A	Spring	2011	
New Mexico State University	I&A	Fall	2009	
The University of New Mexico	I&A	Fall	2015	
Western New Mexico University	I&A	Spring	2011	
New York				
Adelphi University	I&A	Fall	2012	
Brooklyn College of the City University of New York	I&A	Spring	2010	
Buffalo State College	I&A	Spring	2010	AC
Canisius College	I&A	Fall	2009	
College of Staten Island/CUNY	I&A	Spring	2010	
Concordia College	I&A	Fall	2010	
Dowling College	I&A	Spring	2009	
Five Towns College	I&A	Fall	2008	
Fordham University	I&A	Spring	2009	
Hofstra University	I&A	Spring	2010	
Hunter College of the City University of New York	I&A	Spring	2009	

Iona College - New Rochelle	I&A	Spring	2015	
Lehman College-CUNY	I&A	Spring	2014	
Manhattanville College	I&A	Spring	2011	
Medgar Evers College, CUNY	I&A	Spring	2011	
Molloy College	I&A	Fall	2010	
Mount Saint Mary College	I&A	Spring	2010	
New York City College of Technology	I&A	Spring	2011	
New York Institute of Technology	I&A	Fall	2010	
Niagara University	I&A	Spring	2010	
Nyack College	I&A	Fall	2011	
Pace University	I&A	Fall	2010	
Queens College	I&A	Fall	2011	
Saint Bonaventure University	I&A	Fall	2008	
Saint Thomas Aquinas College	I&A	Fall	2008	
Siena College	I&A	Fall	2010	
St. John Fisher College	I&A	Fall	2011	
State Univ of New York at Potsdam	I&A	Fall	2014	
State University College at Oneonta	I&A	Spring	2013	
State University of New York at Fredonia	I&A	Fall	2008	
State University of New York at Geneseo	I&A	Fall	2012	
State University of New York at New Paltz	I&A	Spring	2015	
State University of New York at Oswego	I&A	Spring	2014	
State University of New York College at Brockport	I&A	Spring	2015	
State University of New York College at Cortland	I&A	Spring	2011	
State University of New York College at Old Westbury	I	Fall	2012	
Stony Brook University	I&A	Spring	2009	
Syracuse University	I&A	Spring	2011	
Teachers College Columbia University	I&A	Spring	2011	
The City College of New York	I&A	Spring	2009	
The College of Saint Rose	I&A	Spring	2009	
The Sage Colleges	I&A	Spring	2013	
University of Rochester	I&A	Spring	2009	
Wagner College	I&A	Spring	2012	
York College/CUNY	I	Spring	2011	
North Carolina				
Appalachian State University	I&A	Spring	2014	
Barton College	I	Fall	2011	
Belmont Abbey College	I	Fall	2011	
Bennett College for Women	I	Fall	2011	
Campbell University	I&A	Fall	2008	
Catawba College	I&A	Fall	2015	
Chowan University	I	Fall	2012	
Duke University	I	Fall	2011	
East Carolina University	I&A	Spring	2014	
Elizabeth City State University	I&A	Fall	2008	

Elon University	I&A	Spring	2015	
Fayetteville State University	I&A	Spring	2015	
Gardner-Webb University	I&A	Fall	2012	
Greensboro College	I&A	Spring	2016	
Guilford College	I	Spring	2012	
High Point University	I&A	Spring	2016	
Johnson C. Smith University	I	Spring	2011	
Lees-McRae College	I	Spring	2012	
Lenoir-Rhyne College	I&A	Spring	2012	
Livingstone College	I	Fall	2012	
Mars Hill College	I	Spring	2013	
Meredith College	I&A	Fall	2015	
Methodist University	I	Spring	2011	
Montreat College	I	Fall	2009	AC
North Carolina A & T State University	I&A	Spring	2015	
North Carolina Central University	I&A	Spring	2015	
North Carolina State University	I&A	Fall	2009	AC
North Carolina Wesleyan College	I	Fall	2015	
Pfeiffer University	I&A	Spring	2014	
Queens University of Charlotte	I&A	Spring	2016	
Saint Andrews Presbyterian College	I	Spring	2012	
Saint Augustine's College	I	Fall	2012	
Salem College	I&A	TBD		AC
Shaw University	I	Fall	2012	
The University of North Carolina at Asheville	I	Fall	2013	
The University of North Carolina at Pembroke	I&A	Fall	2015	
University of North Carolina at Chapel Hill	I&A	Fall	2008	
University of North Carolina at Charlotte	I&A	Fall	2013	
University of North Carolina at Greensboro	I&A	Fall	2014	
University of North Carolina at Wilmington	I&A	Spring	2014	
Wake Forest University	I&A	Spring	2016	
Western Carolina University	I&A	Fall	2015	
Wingate University	I&A	Fall	2011	
Winston-Salem State University	I&A	Spring	2015	
North Dakota				
Dickinson State University	I	Fall	2010	
Mayville State University	I	Spring	2013	
Minot State University	I&A	Fall	2010	
North Dakota State University	I&A	Spring	2012	
University of North Dakota	I&A	Spring	2015	
Valley City State University	I	Fall	2008	
Ohio				
Antioch University McGregor	I&A	Fall	2011	
Ashland University	I&A	Fall	2009	
Baldwin-Wallace College	I&A	Spring	2011	
Bluffton University	I&A	Fall	2010	

Bowling Green State University	I&A	Fall	2008	
Capital University	I	Fall	2011	
Central State University	I&A	Fall	2009	PA
Cleveland State University	I&A	Fall	2009	
John Carroll University	I&A	Fall	2011	
Kent State University	I&A	Fall	2008	
Marietta College	I&A	Fall	2009	
Miami University	I&A	Spring	2009	
Mount Union College	I	Fall	2009	
Mount Vernon Nazarene University	I&A	Spring	2013	
Muskingum College	I&A	Fall	2009	
Notre Dame College of Ohio	I&A	Spring	2010	
Ohio Northern University	I	Spring	2012	
Ohio University	I&A	Fall	2009	AP
Ohio Wesleyan University	I	Spring	2011	
Otterbein College	I&A	Spring	2009	
Shawnee State University	I	Fall	2009	
The Ohio State University	I&A	Fall	2012	
The University of Dayton	I&A	Fall	2009	
The University of Toledo	I&A	Spring	2010	
University of Akron	I&A	Fall	2009	
University of Cincinnati	I&A	Fall	2011	
University of Findlay	I&A	Fall	2011	
University of Rio Grande	I&A	Fall	2010	
Ursuline College	I&A	Spring	2013	
Wittenberg University	I&A	Spring	2015	
Wright State University	I&A	Fall	2008	
Youngstown State University	I&A	Spring	2010	
Oklahoma				
Cameron University	I&A	Fall	2015	
East Central University	I&A	Fall	2013	
Langston University	I&A	Fall	2013	
Northeastern State University	I&A	Fall	2011	
Northwestern Oklahoma State University	I&A	Fall	2012	
Oklahoma Baptist University	I	Fall	2010	
Oklahoma Christian University	I	Spring	2013	
Oklahoma Panhandle State University	I	Fall	2008	
Oklahoma State University	I&A	Spring	2014	
Oklahoma Wesleyan University	I	Spring	2016	
Oral Roberts University	I&A	Fall	2014	
Southeastern Oklahoma State University	I&A	Spring	2010	
Southern Nazarene University	I&A	Spring	2011	
Southwestern Oklahoma State University	I&A	Spring	2013	
The University of Oklahoma	I&A	Spring	2012	
The University of Science and Arts of Oklahoma	I	Fall	2008	
University of Central Oklahoma	I&A	Spring	2015	

Oregon				
George Fox University	I&A	Fall	2013	
Lewis & Clark College	I&A	Spring	2012	
Oregon State University	I&A	Spring	2009	
Pacific University	I&A	Spring	2014	
Portland State University	I&A	Fall	2009	
University of Portland	I&A	Fall	2012	
Western Oregon University	I&A	Fall	2014	
Pennsylvania				
Bloomsburg University of Pennsylvania	I	Fall	2012	
California University of Pennsylvania	I&A	Fall	2008	AC
Cheyney University of Pennsylvania	I&A	Fall	2009	AC
Clarion University of Pennsylvania	I&A	Spring	2012	
Duquesne University	I&A	Spring	2012	
East Stroudsburg University	I&A	Fall	2013	
Edinboro University of Pennsylvania	I&A	Fall	2012	
Indiana University of Pennsylvania	I&A	Fall	2011	
King's College	I&A	Spring	2013	
Kutztown University of Pennsylvania	I&A	Spring	2013	
Lock Haven University of Pennsylvania	I&A	Spring	2009	
Mansfield University	I&A	Spring	2014	
Marywood University	I&A	Spring	2014	
Millersville University of Pennsylvania	I&A	Fall	2013	
Penn State Capital College	I&A	Spring	2013	
Shippensburg University of Pennsylvania	I&A	Spring	2014	
Slippery Rock University of Pennsylvania	I&A	Spring	2015	
The Pennsylvania State University	I&A	Spring	2012	
The University of Scranton	I&A	Fall	2012	
West Chester University	I&A	Spring	2014	
Puerto Rico				
Universidad De Puerto Rico Ponce	I	Spring	2013	
Universidad De Puerto Rico-Rio Piedras Campus	I&A	Fall	2010	
Rhode Island				
Rhode Island College	I&A	Fall	2011	
University of Rhode Island	I&A	Spring	2013	
South Carolina				
Anderson University	I	Fall	2014	
Benedict College	I	Spring	2015	
Charleston Southern University	I&A	Spring	2015	
Claflin University	I	Fall	2012	
Clemson University	I&A	Spring	2013	
Coastal Carolina University	I&A	Fall	2011	
Columbia College	I&A	Spring	2013	A: AP F08
Converse College	I&A	Fall	2012	
Erskine College	I	Spring	2011	
Francis Marion University	I&A	Fall	2012	

Furman University	I&A	Spring	2014	
Lander University	I&A	Fall	2012	
Morris College	I	Fall	2010	
Newberry College	I	Fall	2011	
North Greenville University	I	Spring	2011	
Presbyterian College	I	Spring	2014	
South Carolina State University	I&A	Spring	2012	
Southern Wesleyan University	I&A	Fall	2013	
The Citadel	I&A	Spring	2013	
The College of Charleston	I&A	Fall	2012	
University of South Carolina	I&A	Fall	2010	
University of South Carolina Beaufort	I	Spring	2010	PA
University of South Carolina Upstate	I&A	Spring	2011	
University of South Carolina-Aiken	I&A	Spring	2012	
Winthrop University	I&A	Fall	2011	
South Dakota				
Augustana College	I&A	Fall	2013	
Black Hills State University	I&A	Spring	2011	
Dakota State University	I&A	Spring	2009	
Northern State University	I&A	Spring	2014	
South Dakota State University	I&A	Fall	2012	
University of Sioux Falls	I&A	Spring	2009	
University of South Dakota	I&A	Spring	2013	
Tennessee				
Austin Peay State University	I&A	Spring	2009	AC
Belmont University	I	Spring	2014	
Carson-Newman College	I&A	Fall	2011	
Christian Brothers University	I&A	Spring	2013	
East Tennessee State University	I&A	Fall	2013	
Freed-Hardeman University	I&A	Fall	2011	
LeMoyne-Owen College	I	Spring	2014	
Lipscomb University	I&A	Spring	2012	
Middle Tennessee State University	I&A	Fall	2014	
Milligan College	I&A	Fall	2014	
Southern Adventist University	I	Spring	2011	
Tennessee State University	I&A	Spring	2010	
Tennessee Technological University	I&A	Spring	2011	
The University of Memphis	I&A	Spring	2015	
The University of Tennessee	I&A	Fall	2013	
Union University	I&A	Spring	2013	
University of Tennessee at Chattanooga	I&A	Fall	2012	
University of Tennessee at Martin	I&A	Fall	2010	
Vanderbilt University	I&A	Spring	2010	
Texas				
Baylor University	I	Fall	2009	
Lamar University	I&A	Fall	2012	

Prairie View A&M University	I&A	Fall	2008	AC
Sam Houston State University	I&A	Fall	2009	
Stephen F. Austin State University	I&A	Spring	2014	
Texas A&M University	I&A	TBD		
Texas Tech University	I&A	Spring	2009	AC
The University of Texas at Arlington	I&A	Fall	2008	
Trinity University	I&A	Spring	2011	
University of Houston	I&A	Spring	2014	
University of Houston-Clear Lake	I&A	Spring	2014	
University of North Texas	I&A	Spring	2010	
University of Texas of the Permian Basin	I&A	Spring	2012	
Utah				
Brigham Young University	I&A	Spring	2011	
Southern Utah University	I&A	TBD		
Weber State University	I&A	Fall	2013	
Western Governors University	I&A	Spring	2011	
Vermont				
The University of Vermont	I&A	Fall	2009	
Virginia				
Eastern Mennonite University	I&A	Fall	2013	
George Mason University	I&A	Fall	2011	
Hampton University	I&A	Spring	2010	
James Madison University	I&A	Spring	2012	
Liberty University	I&A	Spring	2010	AC
Longwood University	I&A	Fall	2011	
Marymount University	I&A	Fall	2013	
Norfolk State University	I&A	Spring	2015	
Old Dominion University	I&A	Spring	2012	
Radford University	I&A	Fall	2011	
The College of William and Mary	I&A	Spring	2011	
Virginia Commonwealth University	I&A	Fall	2008	AC
Virginia Polytechnic Institute & State University	I&A	Spring	2012	
Virginia State University	I&A	Fall	2012	
Virginia Union University	I	Spring	2013	
Washington				
Central Washington University	I&A	Fall	2009	AC
Eastern Washington University	I&A	Fall	2008	
Gonzaga University	I&A	Spring	2011	
Pacific Lutheran University	I&A	Fall	2012	
Seattle Pacific University	I&A	Spring	2013	
Seattle University	I&A	Spring	2012	
University of Puget Sound	I&A	Spring	2010	
Washington State University	I&A	Spring	2009	
Western Washington University	I&A	Spring	2012	
Whitworth University	I&A	Spring	2011	
West Virginia				

Bethany College	I	Spring	2011	
Bluefield State College	I	Spring	2012	
Concord University	I&A	Fall	2013	A:PA F08
Fairmont State University	I	Fall	2012	
Glenville State College	I	Spring	2012	
Marshall University	I&A	Fall	2011	
Shepherd University	I	Fall	2010	
West Liberty State College	I	Spring	2010	
West Virginia State University	I	Spring	2014	
West Virginia University	I&A	Spring	2011	
West Virginia University at Parkersburg	I	Fall	2012	
West Virginia Wesleyan College	I	Spring	2011	
Wisconsin				
Alverno College	I&A	Spring	2012	
Cardinal Stritch University	I&A	Spring	2012	
Edgewood College	I&A	Spring	2011	
Marian University	I&A	Spring	2014	AC
Marquette University	I&A	Fall	2010	
Silver Lake College	I&A	Fall	2010	
University of Wisconsin At Whitewater	I&A	Spring	2009	
University of Wisconsin-Platteville	I&A	Fall	2010	
Viterbo University	I&A	Fall	2010	
Wyoming				
The University of Wyoming	I&A		2016	

**A – Advanced*
AC – Accredited with conditions
I - Initial
PA – Provisional Accreditation

Note. From http://www.ncate.org/public/institlist.aspx?ch=106. Retrieved October 10, 2008.

APPENDIX D

INSTITUTIONAL REVIEW BOARD MATERIALS

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Institutional Review Board

118 College Drive #5147
Hattiesburg, MS 39406-0001
Tel: 601.266.6820
Fax: 601.266.5509
www.usm.edu/irb

TO: Deborah L. Stoulig
118 College Drive #5023
Hattiesburg, MS 39406-0001

FROM: Lawrence A. Hosman, Ph.D.
HSPRC Chair

PROTOCOL NUMBER: 29060401
PROJECT TITLE: Teacher Education Preparation Assessment System and NCATE Accreditation

Enclosed is The University of Southern Mississippi Human Subjects Protection Review Committee Notice of Committee Action taken on the above referenced project proposal. If I can be of further assistance, contact me at (601) 266-4279, FAX at (601) 266-4275, or you can e-mail me at Lawrence.Hosman@usm.edu. Good luck with your research.

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Institutional Review Board

118 College Drive #5147
Hattiesburg, MS 39406-0001
Tel: 601.266.6820
Fax: 601.266.5509
www.usm.edu/irb

HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE
NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: **29060401**
PROJECT TITLE: **Teacher Education Preparation Assessment System and NCATE Accreditation**
PROPOSED PROJECT DATES: **04/13/09 to 10/20/09**
PROJECT TYPE: **Dissertation or Thesis**
PRINCIPAL INVESTIGATORS: **Deborah L. Stoulig**
COLLEGE/DIVISION: **College of Education & Psychology**
DEPARTMENT: **Educational Leadership & Research**
FUNDING AGENCY: **N/A**
HSPRC COMMITTEE ACTION: **Expedited Review Approval**
PERIOD OF APPROVAL: **07/23/09 to 07/22/10**

Lawrence A. Hosman
Lawrence A. Hosman, Ph.D.
HSPRC Chair

7-24-09
Date

HUMAN SUBJECTS REVIEW FORM
UNIVERSITY OF SOUTHERN MISSISSIPPI
(SUBMIT THIS FORM IN DUPLICATE)

Protocol # 29060401
(office use only)

Name Deborah L. Stoulig Phone 601-266-4539

E-Mail Address deborah.stoulig@usm.edu

Mailing Address 118 College Dr. #5023
(address to receive information regarding this application)

College/Division College of Education & Psychology Dept Edu Leadership & Research

Department Box # 5027 Phone 601-266-4579

Proposed Project Dates: From April 13, 2009 To October 20, 2009
(specific month, day and year of the beginning and ending dates of full project, not just data collection)

Title Teacher Education Preparation Assessment System and NCATE Accreditation

Funding Agencies or Research Sponsors

Grant Number (when applicable)

_____ New Project

X Dissertation or Thesis

_____ Renewal or Continuation: Protocol #

_____ Change in Previously Approved Project: Protocol #

Deborah L. Stoulig — April 13, 2009
Principal Investigator — Date

W. Lee Pan — April 13, 2009
Advisor — Date

Thomas V. O'Brien — 6/2/09
Department Chair — Date

RECOMMENDATION OF HSPRC MEMBER

_____ Category I, Exempt under Subpart A, Section 46.101 ( ) ( ), 45CFR46.

✓ Category II, Expedited Review, Subpart A, Section 46.110 and Subparagraph (~~7~~).

_____ Category III, Full Committee Review.

HSPRC College/Division Member — 7/7/09
DATE

Lawrence A. Hosman — 7-24-09
HSPRC Chair — DATE

APPENDIX E

SURVEY QUESTIONS

Related to research question	Question
Q1	1. How many years has your institution been accredited by NCATE? (select one) a. 1-10 years b. 11-20 years c. 21-30 years d. 31-40 years e. 41-50 years f. More than 50 years g. Unsure
Q1	2. Licensure Programs offered at your institution (select all that apply): a. Art b. Biology c. Business Technology Education d. Chemistry e. Dance f. Early Childhood g. Education of the Deaf h. Elementary i. English j. Family & Consumer Science

	k. Foreign Language l. Health m. History/Social Studies n. Library o. Mathematics p. Music q. Physical Education r. Physics s. Religious studies t. Special Education u. Other (please specify):
Q1	3. SPA reports submitted (select all that apply): a. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/American Association for Health Education (AAHE) b. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE) (Initial) c. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE) (Advanced) d. American Council on the Teaching of Foreign Languages (ACTFL) e. American Library Association (ALA)/ American Association of School Librarians (AASL) f. Association for Childhood Education International (ACEI)

	g. Association for Educational Communications and Technology (AECT) h. Council for Exceptional Children (CEC) i. Educational Leadership Constituent Council (ELCC) j. International Reading Association (IRA) k. International Society for Technology in Education (ISTE) l. International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE) m. National Association for the Education of Young Children (NAEYC) (Initial) n. National Association for the Education of Young Children (NAEYC) (Advanced) o. National Association of Gifted Children/Council for Exceptional Children p. National Association of School Psychologists (NASP) q. National Council for the Social Studies (NCSS) r. National Council of Teachers of English (NCTE) s. National Council of Teachers of Mathematics (NCTM) t. National Middle Schools Association u. National Science Teachers Association (NSTA) v. North American Association for Environmental Education w. Teachers of English to Speakers of Other Languages (TESOL) x. Unsure of which SPA reports are submitted

Q1	4. Institution Type (select all that apply): a. Public institution b. Private institution c. HBCU
Q1	5. Carnegie Level (select one): a. Baccalaureate b. Master's c. Doctoral
Q1	6. Regional Accrediting Organization (select one): a. Middle States b. New England Association c. North Central d. Northwest Commission e. Southern Association f. Western Association
Q1	7. Number of completers in initial licensure program per year (select one): a. Less than 50 b. 50-99 c. 100-149 d. 150-199 e. 200-249 f. 250-299 g. 300-349 h. More than 350 i. Not applicable

Q1	8. Number of completers in advanced licensure program per year (if applicable)(select one): a. Less than 50 b. 50-99 c. 100-149 d. 150-199 e. 200-249 f. 250-299 g. 300-349 h. More than 350 i. Not applicable
Q1	9. Unit size: Full-time faculty (select best guess): a. Less than 10 b. 10-24 c. 25-49 d. 50-74 e. 75-99 f. 100-124 g. 125-149 h. 150-174 i. 175-199 j. More than 200
Q1	10. Unit size: Part-time faculty (select best guess): a. Less than 10 b. 10-24

	c. 25-49 d. 50-74 e. 75-99 f. 100-124 g. 125-149 h. 150-174 i. 175-199 j. More than 200
Q1	11. Date of last full accreditation visit (select one): a. 2001 b. 2002 c. 2003 d. 2004 e. 2005 f. 2006 g. 2007 h. 2008 i. 2009 j. Have not had an initial NCATE visit
Q1	12. Accreditation status from this visit (select one): a. Nationally Recognized b. Accreditation with Conditions c. Accreditation with Probation d. Provisional Accredited e. Not Accredited

Q1	13. Did you receive any AFIs (Areas for improvement) during this visit (select one)? a. Yes b. No
Q1	14. If so, which standard(s) (select all that apply): a. Standard One b. Standard Two c. Standard Three d. Standard Four e. Standard Five f. Standard Six g. Did not receive an AFI
Q1	15. In your opinion, what would have been the main reasons that your institution received an AFI? Please rank your top 4 choices. a. Key personnel change b. Did not understand what the assessment system was c. Assessment system was difficult to implement d. Lack of faculty buy-in e. Faculty perceived it as a threat to academic freedom f. Lack of training in research methods for evaluating school programs g. Too time consuming h. Lack of resources i. Fear of negative outcomes based on findings j. Information that the team was looking for was not documented k. Other (if other, list)

	l. Did not receive any AFIs for Standard Two
Q1	16. Respondent's level of participation during the last full visit (select all that apply): a. Major player b. Wrote all or part of a standard c. Collected data d. Committee member e. Administrator f. Advisor g. Did not participate in the last full visit
Q1	17. Respondent's level of NCATE responsibility within the Unit (select all that apply): a. Administrator b. Faculty c. Staff d. Graduate Assistant
Q1	18. Respondent's work load (select one): a. Full-time duties b. Part-time duties with release time c. Added responsibilities (overload) d. Other (please specify):
Q1	19. Are there support personnel hired specifically to help in the data collection process (select one)? a. Yes b. No

Q1	20. How many full-time support personnel were hired to help in the data collection process (select one)? a. None b. One c. Two d. Three e. Four f. More than four
Q1	21. How many part-time support personnel were hired to help in the data collection process (select one)? a. None b. One c. Two d. Three e. Four f. More than four
Q2	22. Before 2000, select the types of data that were regularly reviewed at the unit level (select all that apply): a. Admissions criteria b. Advisement c. Advising Council d. Alumni surveys e. Course evaluations f. Coursework g. Dispositions

	h. Employer surveys i. Essays j. Faculty qualifications k. Faculty review l. Field Experience evaluations m. GPA n. P-12 Community Evaluation of teacher candidates o. Performance evaluations p. PRAXIS scores (or equivalent) q. Professional Development r. Rubrics s. Syllabi t. Student coursework/projects/portfolios u. Student demographics v. Student reflections w. Technology competency x. Did not review data y. Do not know if data was regularly reviewed at the unit level before 2000 z. Other (please specify):
Q2	23. After 2004, select the types of data that are regularly reviewed at the Unit level (select all that apply): a. Admissions criteria b. Advisement c. Advising Council

	d. Alumni surveys e. Course evaluations f. Coursework g. Dispositions h. Employer surveys i. Essays j. Faculty qualifications k. Faculty review l. Field Experience evaluations m. GPA n. P-12 Community Evaluation of teacher candidates o. Performance evaluations p. PRAXIS scores (or equivalent) q. Professional development r. Rubrics s. Syllabi t. Student coursework/projects/portfolios u. Student demographics v. Student reflections w. Technology competency x. Do not review data y. Other (please specify):

Q2	24. Before 2000, what types of assessments were used at transition points (select all that apply)? a. ACT b. SAT c. PRAXIS I d. Coursework e. Dispositions f. Essays g. Faculty review h. GPA i. Portfolio j. Technology competence k. Did not use assessments for transition points or have transition points l. Do not know if assessments were used at transition points before 2000 m. Other (please specify):
Q2	25. After 2004, what types of assessments are used at transition points (select all that apply)? a. ACT b. SAT c. PRAXIS I d. Coursework e. Dispositions f. Essays

	g. Faculty review h. GPA i. Portfolio j. Technology competence k. Do not use assessments for transition points or have transition points l. Other (please specify):
Q2	26. Before 2000, if a candidate fails to meet any of the admissions criteria prior to entering clinical practice, what type(s) of action is/are taken if a candidate is not yet ready to proceed (select all that apply)? a. Remediation b. Re-taking assessments c. Denial of advancement d. Academic probation e. No action was taken. f. Candidate is not evaluated. g. Do not know if there were admissions criteria before 2000 h. Other (please specify):
Q2	27. After 2004, if a candidate fails to meet any of the admissions criteria prior to entering clinical practice, what type(s) of action is/are taken if a candidate is not yet ready to proceed (select all that apply)? a. Remediation b. Re-taking assessments c. Denial of advancement d. Academic probation e. No action is taken.

	f. Candidate is not evaluated. g. Other (please specify):
Q2	28. Before 2000, how was the candidate evaluated before the candidate can proceed to clinical practice (select one)? a. A group assembles for the purpose of examining all criteria b. A faculty person is assigned to evaluate candidate's readiness c. A staff person is assigned to evaluate candidate's readiness d. All criteria was not reviewed e. Do not know if candidate was evaluated for entry to clinical practice before 2000
Q2	29. After 2004, how is the candidate evaluated before the candidate can proceed to clinical practice (select one)? a. A group assembles for the purpose of examining all criteria b. Different faculty and staff are assigned to evaluate different parts of candidate's readiness c. A faculty person is assigned to evaluate candidate's readiness d. A staff person is assigned to evaluate candidate's readiness e. All criteria are not reviewed
Q2	30. Prior to 2000, select all the components for which your assessment system collected data on the following for unit review (select all that apply)? a. Candidates' knowledge of state standards b. Candidates' knowledge of national standards c. Candidates' assessment of students d. Candidates' impact on student learning in the P-12 schools

	e. Candidates' ability to reflect f. Did not collect this type of data g. Do not know if this type of data was collected before 2000 h. Other (please specify)
Q2	31. After 2004, select all the components for which your assessment system collects data on the following for unit review (select all that apply)? a. Candidates' knowledge of state standards b. Candidates' knowledge of national standards c. Candidates' assessment of students d. Candidates' impact on student learning to P-12 schools e. Candidates' ability to reflect f. Do not collect this type of data g. Other (please specify)
Q2	32. Prior to 2000, how did your institution collect candidates' employment data (select all that apply)? a. Through a survey sent directly to all the school districts in the state or a select part of the state b. Through a report supplied by the state Education Department c. Alumni survey d. Alumni self-reporting e. Did not collect this type of data f. Do not know if candidates' employment data was collected before 2000 g. Other (please specify)

Q2	33. After 2004, how does your institution collect candidates' employment data (select all that apply)? a. Through a survey sent directly to all the school districts in the state or a select part of the state b. Through a report supplied by the state Education Department c. Alumni survey d. Alumni self-reporting e. Do not collect this type of data f. Other (please specify)
Q2	34. Prior to 2000, how did your institution promote improvement of assessments through examination of fairness, accuracy and consistency (select all that apply)? a. Candidates were provided a class syllabus at the beginning of the semester with expectations outlined and a grading rubric. b. Faculty met and jointly designed activities and assessment tools to be used in all sections of the same class. c. Key assessments were judged by more than one evaluator (Field Experiences, clinical evaluations, portfolios, dispositions, etc.) d. Candidates received timely feedback. e. Grievance policy was provided for candidates. f. Candidates provide feedback through course evaluations. g. Feedback from courses were reviewed and assessment tools and courses were redesigned at the end of the semester. h. Do not know how my institution promoted improvement of assessments through examination of fairness, accuracy, and

	consistency before 2000. i. Other (please specify)
Q2	35. After 2004, how does your institution promote improvement of assessments through examination of fairness, accuracy and consistency (select all that apply)? a. Candidates are provided a class syllabus at the beginning of the semester with expectations outlined and a grading rubric. b. Faculty meet and jointly design activities and assessment tools to be used in all sections of the same class. c. Key assessments are judged by more than one evaluator (Field Experiences, clinical evaluations, portfolios, dispositions, etc.) d. Candidates receive timely feedback. e. Grievance policy is provided for candidates. f. Candidates provide feedback through course evaluations. g. Feedback from courses are reviewed and assessment tools and courses are redesigned at the end of the semester. h. Other (please specify)
Q2	36. Prior to 2000, what source(s) of collecting data did your institution use (select all that apply)? a. Student Information System b. Institutional Research facts c. Faculty d. Cooperating teachers e. Students f. Portfolios

	g. Paper documents h. Commercial software i. Open source software j. Decisions were not based on data k. Do not know if data was regularly collected before 2000 l. Other (if other, list)
Q2	37. After 2004, what changes were made in the data collection process (select all that apply)? a. Position(s) were created for data collecting/reporting. b. Assessment software was purchased/created. c. Faculty meet regularly to discuss data and make recommendations that are data informed. d. P-12 stakeholders are more involved/informed. e. Unit uses a variety of assessment measures. f. Data are readily available to faculty and administrators. g. A clear process for advisement is defined. h. A consultant was hired. i. No changes were made to the collection process. j. Do not know of any changes. k. Other (please specify)
Q2	38. Before 2000, how did your unit examine program data (select all that apply)? a. Unit did not use data for program changes. b. Aggregate scores were presented in a report to the unit. c. Aggregate scores as well as summarized key findings and analyzed

	comments on strengths and weaknesses were presented in a report to the unit. d. Aggregate scores as well as summarized key findings and analyzed comments on strengths and weaknesses were presented in a report to the unit. Unit interpreted data and drew conclusions about the implications of the data for program improvement as well as areas to be strengthened. e. Do not know if unit examined program data before 2000.
Q2	39. After 2004 how does your unit examine program data (select one)? a. Unit does not use data for program changes. b. Aggregate scores are presented in a report to the unit. c. Aggregate scores as well as summarized key findings and analyzed comments on strengths and weaknesses are presented in a report to the unit. d. Aggregate scores as well as summarized key findings and analyzed comments on strengths and weaknesses are presented in a report to the unit. Unit interprets data and draws conclusions about the implications of the data for program improvement as well as areas to be strengthened.
Q3	40. What type of assessment software does your institution use (select one)? a. Primarily paper-based b. Completely developed in-house from scratch c. Combination in-house (supported with Microsoft Office, Corel, etc.) d. Combination commercial software (i.e., assessment software, student information system, and Microsoft Office, etc.)

	e. Other (please specify)
Q3	41. If commercial software is used, which apply (select all that apply)? a. Blackboard b. Chalk & Wire c. Digital Measures d. Foliotek e. LiveText f. Microsoft Office Suite g. Nuventive – Tracdat h. Pass Port i. TaskStream j. Tk20 k. True Outcomes l. WEAVE m. Do not use a commercial software product n. Other (please specify)
Q3	42. Please rank the top 3 factors that influenced the decision to purchase the commercial software that your institution is using to collect data. a. Salesman was convincing b. Software offered what we believed we needed to collect data c. Recommendation from another institution d. Vendor's website e. Vendor's demo site f. Presentation from vendor to faculty g. Price

	h. License agreement i. Customer service reputation j. Do not use a commercial assessment software k. Other (please specify)
Q3	43. What are the main 3 strengths of your assessment software? a. Accountability b. Feedback on effectiveness c. Review, assess, and improve strengths and weaknesses in the program d. Student perspective e. Satisfying accreditation standards f. Graduates have reciprocity to teach in other states g. Camaraderie between disciplines h. Other (please specify)

Related to research question	Likert Questions Using the following scale, please select your level of agreement 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree	Level of agreement
Q4	1. Our current assessment software does everything that we need for it to do.	1 2 3 4 5
Q4	2. Our institution has well defined acceptable levels of performance as defined in the rubrics that are used for evaluation.	1 2 3 4 5
Q4	3. Key assessments are assigned to specific courses within our assessment software.	1 2 3 4 5
Q4	4. Data are collected/analyzed each time the course is taught.	1 2 3 4 5
Q4	5. Expectations and rubrics clearly articulating how candidates are assessed are provided to all candidates at the beginning of the semester in the course syllabi.	1 2 3 4 5
Q4	6. Faculty participate in the assessment process including part-time faculty (face-to-face and online classes).	1 2 3 4 5
Q4	7. Data are regularly analyzed to make decisions about student proficiency and program effectiveness.	1 2 3 4 5
Q4	8. All data are reviewed once a semester.	1 2 3 4 5
Q4	9. All data are gathered using one assessment system.	1 2 3 4 5
Q4	10. Faculty are given a substantial level of support for data collecting.	1 2 3 4 5

	11. Faculty are given a substantial level of support for data reporting.	
Q4	12. Reports are made public to the professional community.	1 2 3 4 5
Q4	13. Most key assessments are evaluated by more than one evaluator.	1 2 3 4 5
Q4	14. Assessment at the Unit level would have taken place to this extent without NCATE accreditation.	1 2 3 4 5
Q4	15. Candidates have an opportunity to provide feedback at the end of every course.	1 2 3 4 5
Q4	16. Candidates' feedback are reviewed at the unit level.	1 2 3 4 5
	17. Candidates' feedback are reviewed at the department level.	1 2 3 4 5
Q4	18. Successful assessment is a continuous cycle that identifies outcomes, gathering and analysis of data, collaboration, implementing changes, and reflections.	1 2 3 4 5

Related to research question	Open-ended Questions	
Q4	If you could change any part of your assessment system, assessment software, or data collection process, how would you?	
	Please share additional thoughts/ comments about your data collection process or assessment software here.	

APPENDIX F

COVER LETTER

To: Participant

Subject: Teacher Education Preparation Assessment System Survey

I am a doctoral student in the Department of Educational Studies and Research studying Higher Education Administration with a certificate in Institutional Research at The University of Southern Mississippi. I am collecting data for my dissertation study and would like to invite you to complete a survey about assessment systems in teacher preparation programs.

The purpose of this study is to investigate how the assessment systems of teacher preparation programs have changed since the new NCATE Standards were implemented in 2004, what methods of data collections are being used, and to measure coordinators' perceptions of the assessment systems. Information from this research will serve as a guide to other institutions who are seeking to refine their assessment process.

It is not anticipated that any risks will be associated with this project. The survey will take approximately 15 minutes. Participation is on a voluntary basis and participants may exit from the survey at any time. Completion of the survey will constitute informed consent. Data will be reported in a summary form with no reference to individual participants.

This project has been reviewed by the Human Subjects Protection Review Committee, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research subject should be directed to the chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406-0001, (601) 266-6820."

As a thank you for completing the survey, respondents will have the opportunity to enter into a drawing for a chance to win a $100 gift card from Starbucks.

If you have any questions or concerns, please contact me at deborah.stoulig@usm.edu. Thank you for your time and consideration of this request.

Sincerely,

Deborah Stoulig
The University of Southern Mississippi
Graduate Student

P.S. This survey is being sent to the NCATE coordinator at your institution. If this is not you, please forward this invitation to that person.

To begin the survey, please click on the hyperlink below:
http://www.surveymonkey.com

If you would like to op out of this survey, please click on the Remove Link below:
http://www.surveymonkey.com

APPENDIX G

FOLLOW-UP EMAIL

To: Participant

Subject: Teacher Education Preparation Assessment System

Last week, I sent you an invitation to complete a survey about the Teacher Education Preparation Assessment System for my doctoral research. The purpose of this study is to investigate how the assessment systems of teacher preparation programs have changed since the new NCATE Standards were implemented in 2004, what methods of data collections are being used, and to measure coordinators' perceptions of the assessment systems. If you have not submitted the survey, please take the time to submit your responses.

As a thank you for completing the survey, respondents will have the opportunity to enter into a drawing for a chance to win a $100 gift card from Starbucks.

Sincerely,
Deborah Stoulig
The University of Southern Mississippi
Graduate Student

Here is a link to the survey:
http://www.surveymonkey.com

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
http://www.surveymonkey.com

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