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**Assessment Hand in Hand:**

**Institutional and CEP Assessment Reporting Crosswalk**

**Purpose:**

The purpose of this document is to streamline assessment reporting for CEP programs undergoing CAEP accreditation. The tables below align response items contained within the institutional (Office of Academic and Institutional Excellence) and CEP’s assessment reporting templates, thus eliminating duplicate efforts in reporting.

***Please Note:*** Although some items will not have a corresponding element, each form must have  **a response to all elements contained within for compliance**. N/A items do not have a direct item-to-item correlation. If you require any assistance, please contact CEP’s Assessment Coordinator at: Luis.Azpeitia@utrgv.edu

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| **Office of Academic and Institutional Excellence** | **College of Education and P-16 Integration** |
| **Form Section** | **Institutional Item**  | **Form Section** | **CEP Item** |
| ***Measures and Results*** | Outcome Brief Title | **Individual Sources & Summary Statement** | N/A |
| Outcome Statement | N/A |
| Measure Description | Data Source |
| Measure Type (Direct or Indirect) | N/A |
| N/A | Semester |
| N/A | Validity & Reliability Status ( Established, In progress or Undetermined) |
| N/A | Standard Alignment ( TEA, SPA, or Other) |
| Benchmark | Data Summary Statement |
| Measure Results |
| ***Summary of Results*** | Outcome Status of Current Results (met, not met, or partially met) | Summary of Principal Findings |
| Outcome Status for Current Results (Describe) | ***Analyze and Synthesize Collective Findings*** |
| Current Results Compared to Prior Results  |
| Academic year(s) for Prior Results |
| Dissemination of Results | Inclusion of P-12 Partners |
| ***Analysis*** | Student Achievement Pattern of Strengths (Describe)  | Areas of Strength  |
| Student Achievement Pattern of Weaknesses (Describe)  | Areas of Weakness |
| Assessment Process Strengths (Describe)  | Areas of Strength (Note: If included, these should be in addition to identified items for student performance) |
| Assessment Process Weaknesses ( Describe)  | Areas of Weakness (Note: If included, these should be in addition to identified items for student performance) |
| N/A | New Questions |
| ***Improvements*** | Programmatic Changes (List) | ***Identify Individual Changes*** | Outcome Statement (Change)& Indicator of Success |
| Programmatic Changes (Describe) | How Measured  |
| Programmatic Changes Stage (Proposed, in progress, implemented) | When Measured |
| Timeline for Implementation of Programmatic changes (list and describe) | Indicator of Success& When Measured |
| Lessons Learned from Programmatic Change  | ***Verify Individual Improvements*** | Change |
| Evidence of Action Steps for Change (List and Describe) |
| Assessment Changes (List) | ***Identify Individual Changes/Plans for Next Reporting Cycle*** | Outcome Statement (Change)(Note: If included, these should be in addition to identified items for student performance) |
| Assessment Changes (Describe) | How Measured (Note: If included, these should be in addition to identified items for student performance) |
| Assessment Changes Stage (Proposed, in progress, implemented) | When Measured (Note: If included, these should be in addition to identified items for student performance) |
| Timeline for Implementation of Assessment changes (list and describe) | Indicator of Success (Note: If included, these should be in addition to identified items for student performance) |
| Lessons Learned from Assessment Change  | ***Verify Individual Improvements/Utilize Collective Data for Improvement*** | Change & Use of Assessment Results to Improve Candidate and Program Performance |
| Evidence of Action Steps for Change (List and Describe) |