KLASSI represents a unit-wide assessment and accountability system that is built upon a continuous improvement model. Astin’s (2002) input, processes, output conceptual model for assessment provides the frame for presenting our Unit Assessment System depicted in the Unit Assessment graphic.

Our Unit assessment is a cyclical process aimed at improving teaching and learning. The system follows the Nine Principles of Good Practice for Assessing Student Learning adopted by the American Association of Higher Education (AAHE). Assessment is an on-going, goal-oriented process, viewed as a vehicle for continuous improvement. Our Unit assessment attends to not only outcomes, but to the experiences that lead to achievement of those outcomes. Since learning is a complex process, Unit assessment includes not only what students know, but also what students can do with what they know. Questions of our decision-makers guide the assessment process, and then involve them in gathering, interpreting data that helps inform and guide continuous improvement.

KLASSI
KREMEN LEARNING ASSESSMENT SYSTEM to SUSTAIN IMPROVEMENT
How We Select, Admit, and Prepare Candidates; Measure Our Success; Use Data to Close the Loop; and Make Decisions about Program Improvement

Candidate Preparation
How, When and What We Do

Benchmark 1: Candidate Admission Criteria
- GPA
- Prior Coursework
- Basic Skills & Competency Tests (i.e. CBEST, CSET, MAT, GRE)
- Interviews*
- Live Scan Clearance*
- Reference/Rec. Letters*
- Statement of Purpose*
- Credential/Certificate/License

Benchmark 2: Candidate Performance in Coursework
- Teacher Education: FAST (TPA)
- Key/Signature Assignments
- Work Product Samples
- Transcript Analysis
- Biennial Reports
- Annual Reports
- Portfolios
- Graduate Writing Requirement
- Qualifying Exam and Comprehensive Exams*

Benchmark 3: Candidate Performance in Clinical/Fieldwork Settings
- Teacher Education: Student Teaching & Practicums
- Fieldwork Assignments
- Master’s Thesis
- Master’s Projects
- Comprehensive Exams
- Doctoral Dissertation Rubric

Benchmark 4: Program Completion and Graduation
- Teacher Education: CO Survey of Completers
- CO Survey of Employers
- Exit Surveys (w/Dispositions)

Benchmark 5: Qualified Faculty/Performance and Contributions
- Student Evaluations (IDEA)
- Peer Evaluations
- Community Service/Partnerships
- Syllabi & Vitas

Candidate, Program, and Unit Success
How We Measure Our Success

Key Assessment Measures

Initial Programs:
- Disposition Survey Results
- Signature Assignments Scores
- Fresno Assessment of Student Teachers (FAST) Scores
- Fieldwork Observations

Advanced Programs:
- Signature Assignments Scores
- Fieldwork Observations
- Comprehensive/Qualifying Exam Results
- Masters Project/Thesis Rubric
- Doctoral Dissertation Rubric

Post-Graduation Measures

Initial Programs:
- Exit Survey Results
- One-year out Survey Results
- Employer Survey Results

Advanced Programs:
- Exit Survey (with Dispositions) Results
- Employer Survey Results

Other Measures
- Course Evaluations Scores
- Peer Evaluations Scores & Comments
- Syllabi Review Results

Use of Candidate, Program, & Unit Data
How We Reflect, Share, Analyze and Study

Department Meetings
- Faculty
- Department Chairs

Program Review Committees
- Multiple Subject
- Single Subject
- Education Specialist
- Program Committees
- Graduate Committee

Faculty Assembly
- All Kremen Faculty
- Standing Committees
- Ad Hoc Committees

Unit Level
- Undergraduate Review Committee
- Graduate Committee
- Learning Assessment Team
- NCATE/CCTC Unit Coordinators
- President’s Commission on Teacher Education

Community Councils
- Dean’s Advisory Board
- Community Council
- Kremen Alumni Chapter
- Superintendents’ Advisory Board

Continuous Improvement Cycle

How We Decide to Make Change
- Resource Needs
- Curriculum Shifts
- Resource Effectiveness
- Antecedents to Success
- Policy and Procedure
- Innovation

As we promote
“Leadership for Diverse Communities”

External Environment Influences on Decision Making
- Accreditation Bodies
- Legislation
- Political, Legal, Economic and Cultural Shifts/Changes

Candidate Selection
- Pre-entry Academic Preparation
- GPA
- Basic Skills & Competency Test Scores
- Interviews
- Live Scan Clearance
- Reference Letters
- Statement of Purpose

Mission
Vision
Target
How We Decide to Make Change

Inputs
Processes
Outcome Measures
Processes Closing Loop
Decisions