The Capacity of Teacher Education Institutions in North Carolina to Meet Program Approval and Accreditation Demands for Data

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A statewide survey of the infrastructure of teacher education program assessment systems in North Carolina, which include electronic portfolios as a component in the assessment system, measured their ability to meet current and anticipated future data demands for state approval and national accreditation. Almost two-thirds of the 46 teacher education programs in the state responded to questions about the personnel, hardware, and software resources needed to meet current and future demands for data collection, management, analysis, and reporting. Although public and private institutions have common concerns, there were differences in response. While 78% of public teacher education institutions indicated that they had adequate to excellent overall infrastructure to meet current and future needs, only 53% of private or independent institutions reported adequate to excellent overall infrastructure. Public and private institutions indicated different resource needs to address program approval and accreditation demands.

The viability of quality teacher education programs in North Carolina is dependent upon their ability to make improvements based on the performance data of teacher education candidates. To meet this need, institutions of higher education in North Carolina must each develop an assessment system that includes procedures, data systems, policies, and supporting technology. In North Carolina, teacher education programs submit evidence generated by teacher candidates through the electronic portfolio system of their choosing. The electronic portfolios are submitted to the North Carolina Department of Public Instruction (NC DPI) as part of program approval. The electronic portfolio system is one piece of an overall institutional assessment system that provides data on teacher education program quality. The assessment system also serves as a means for communicating program performance data to other accrediting bodies, such as NCATE and TEAC (now CAEP).

The purpose of this assessment effort is to produce quality teachers. The evidence that the quality of teachers is linked closely to the quality of education in the nation's K-12 schools is strong (Brophy & Good, 1986; Darling-Hammond, 2000; Ingersoll, Merrill, & May, 2012; Osguthorpe, 2008; Schacter & Thum, 2004; Thompson, 2009). There is less agreement about the optimal source of quality teachers or how to produce quality teachers in the numbers demanded by the school population. Currently, the nation's schools are staffed by not only those who have completed teacher education programs at colleges and universities but also those who followed alternate paths, such as completing liberal arts degrees and seeking training through special training programs (e.g., Teach for America), and those who completed non-teaching degrees and returned for graduate university training in pedagogical knowledge and skills, often called Masters of Arts in Teaching (MAT).

The traditional path of teacher preparation programs at colleges and universities has been criticized in recent years (Levine, 2006; Tucker, 2011), and institutions are continuing to evaluate the effectiveness of programs for producing high quality teachers and to develop ways to strengthen teacher education programs. One of the major means of holding teacher preparation programs at colleges and universities accountable for meeting quality standards and for encouraging continuous improvement is the approval process by state departments of education and the awarding of national accreditation to those programs that meet specific quality standards and show evidence of improving their programs. Until the beginning of the twenty-first century, approval and accreditation relied largely on static data presented at multi-year intervals showing that the teacher education program had adequate resources, such as qualified faculty, facilities, curriculum, and adequate field and clinical experiences to produce quality teachers.

In 2002, the National Council for the Accreditation of Teacher Education adopted standards that relied more on outcome data to demonstrate meeting the standards (NCATE, 2002). Teacher preparation programs had to show that graduates passed licensing exams at an acceptable rate and to document in measurable ways their impact on the students with whom they interacted (NCATE, 2008; Sanders & Horn, 1998). Assessment became critical in approval and accreditation processes, and this continues to the present.

New approval requirements at the state and national level require more quantifiable data than ever before (Imhof & Picard, 2006; Pecheone, Pigg, Chung, & Souviney, 2005). The data required include performance evaluations of university students in teacher education programs throughout their academic career and beyond. The need to design performance

evaluations of key course requirements, field and clinical experiences, and follow-up evaluations of in-service graduates has put new demands on teacher education programs to develop efficient data collection systems (Brown, Chen, & Jacobson, 2012; Everhart & Gerlach, 2011; Kirchner, 2012; Martindale & Bartell, 2010). Evaluations must be multi-faceted and utilize current technologies to collect, manage, analyze and report results beyond previous paper-based systems (Fiedler, Mulligan, & Finnegan, 2009; Prus & Strein, 2011). Many institutions struggle to meet those demands. Indeed, some teacher preparation programs, including one program in North Carolina (Sandford, 2012), have found that they cannot provide the necessary resources to meet demands for data (Coupland, 2011).

A Statewide Perspective

Currently, North Carolina teacher education programs at colleges and universities approved by the North Carolina State Board of Education to prepare PreK-12 teachers are changing their processes for retaining approval at the state and national levels. Beginning in 2009, teacher education programs have implemented mandated program revisions, and in the summer of 2012, NC DPI piloted a test of a new program approval process that, beginning in 2014, will help to determine final processes for program approval and accreditation. These processes exemplify a trend toward longitudinal outcomes-based assessment data and the use of digital technology, including electronic portfolios, to store, retrieve, analyze, and report these data.

The purpose of this study is to ascertain the infrastructure capacity of teacher education programs in North Carolina to meet current and future demands for data collection, management, analysis, and reporting related to program approval and accreditation.

Methodology

In light of the new program approval process using digital technology that is taking place in North Carolina, we created a survey to probe how institutions of higher education (IHEs) are responding to current and future demands for data. In particular, we investigated the infrastructure of teacher education assessment systems in place at the IHEs.

Subjects

There are 46 IHEs in North Carolina offering at least one academic program in teacher education approved by NC DPI to recommend graduates for a North Carolina teaching license. As all IHEs are required to collect electronic evidence evidences for teacher candidate graduates, the investigators contacted each of the personnel responsible for the electronic assessment system to respond to the survey.

NC DPI compiled a list of the support personnel at all of the 46 IHEs participating in the summer 2012 pilot review of the electronic evidence. These personnel were identified as the contact persons for assistance at each IHE's electronic assessment system. The list includes mainly technology managers, though some have other primary roles in their IHE. Since these personnel had significant involvement in the assessment process and this pilot study, they would most likely be able to respond to the survey questions. The investigators distributed the survey to all 46 personnel identified as the primary contact for their IHE.

Survey Design

The survey asked three major categories of questions, including the nature of the North Carolina IHE, the roles of the personnel and resources involved in the IHE's assessment system, and how well the personnel and resources committed to the assessment system are able to collect, manage, and report the necessary data.

The first section of the survey, the nature of the IHE, identifies the IHE as public or private and identifies in which academic units teacher education programs are housed. Due to anecdotal evidence, investigators suspected that differences might be seen in this dimension.

The second section, the nature of the personnel and resources involved in each IHE's assessment system, identifies the official roles of personnel involved and their level of involvement in the system. It also includes questions on the type of electronic assessment system used, how long it has been used, and how users are supported.

The third section asks how well the infrastructure of personnel and software meet accreditation requirements and the extent to which more resources (if any) are needed.

Appendix A at the end of the paper contains a copy of the survey used in the research.

Survey Administration

The survey was administered using the online Qualtrics survey tool. A link to the survey was sent via email to the 46 identified personnel. After an initial period of two weeks, those who had not responded were sent a reminder. A final reminder was sent four weeks after the survey was initially administered.

Respondents

Of the 46 IHEs surveyed, 29 responded, for an overall 63% response rate. Eleven public IHEs responded, and 18 private IHEs responded. This

compares with 15 public and 31 private IHEs total that were surveyed. Thus, 73% of personnel representatives at public institutions and 58% of those at private ones responded.

Most of those responding to the survey reported that they were part of a School or College of Education (71%), while 14% were located in a department within Arts and Sciences or a program within a department (4%). While the majority of those responding reported being from a school or college of education, the primary role of those completing the survey varied. Approximately 30% responding reported that their role was either as department chair, teacher education director, or as dean, assistant dean, or associate dean. Slightly over 25% reported their role as assessment coordinators or directors, while fewer reported their roles as technology coordinators or directors or as faculty members.

Results

In order to determine to what extent institutions can meet the demands of data collection, management, analysis, and reporting, we asked those completing the survey what percentage of their job function is devoted to data management and what types of personnel are associated with the data collection, management, analysis, and reporting process. Figure 1 shows the percentage of time devoted to data management by those completing the survey. As Figure 1 shows, given the roles of those completing the survey, the majority have multiple job responsibilities and data management is just one function within their position.

In looking at the varied resources of institutions, we asked respondents to report on the personnel resources involved in maintaining their assessment systems. Respondents reported the number of administrative assistants, technology coordinators or directors, assessment coordinators or directors, department chairs, teacher education directors, deans, associate deans, assistant deans, and student assistant personnel utilized for their assessment systems. They also reported whether the personnel positions worked with the assessment system full-time or part-time. The majority (57%) reported utilizing at least one part-time administrative assistant to assist with the assessment system. While 50% or less reported a teacher education director, a department chair, dean, and associate dean as being involved part-time with the assessment system, the majority reported that technology coordinators/directors (56%), assessment coordinators/directors (60%), and teacher education directors (62%) worked full-time with the assessment system.

Figure 2 indicates institutional perception about the adequacy of personnel supporting their assessment

system. Only 24% identified the personnel supporting their assessment system as being adequate or excellent. With the majority reporting personnel as being minimal or inadequate, the increased demand of reporting will strain IHE's ability to meet increased reporting demands.

Survey respondents were also asked to indicate the primary software used for data collection, management, analysis, and reporting by their assessment systems. Since the question asked them to check all that apply for their institution, many of the respondents reported using multiple software packages for their primary assessment system. The major component of the primary assessment system for most institutions is an electronic portfolio. In North Carolina, those responding to the survey reported TaskStream, LiveText, TK20, and Foliotek electronic portfolio software as a component of their assessment system. Responses for all software resources can be seen in Figure 3. Several software packages were listed only once by institutions; these include Digication, TracDat, Weave, Digital Measures, LAMP, Informer, Colleague, SPSS, Sakai, and Qualtrics.

Responses are similar to a previous informal survey, conducted last year, to determine what software North Carolina institutions were using for their assessment systems. Results from the informal survey indicated that of the 44 responses from both public and private institutions, 34 institutions used electronic portfolios, including TaskStream (22), LiveText (5), FolioTek (4), and TK20 (3); one institution reported using free software, Moodle. Some institutions also reported using a different package, including Chalk and Wire electronic portfolio software, TracDat, Google Sites, WordPress, Mahara, and one home-grown system.

The majority of respondents reported having used their current assessment systems for two years or longer (67%), while 25% reported having used their systems for one to two years. Eight percent reported using their software less than a year or reported that they have yet to implement a system.

When asked what resources support the assessment system, the majority (71%) reported that the survey completers themselves or personnel from the teacher education unit provide support for the assessment system, while half reported that the vendor of the software provides support to users directly or that the institutions provide instructional handouts for users. Approximately one-third (36%) reported receiving support from unit or campus instructional or institutional technology departments and live workshops, while less than one-third reported support websites, instructional videos, or webinars. Figure 4 represents the perceptions by North Carolina institutions of the adequacy of software that is utilized for their assessment systems. Eighty-four percent

Figure 1
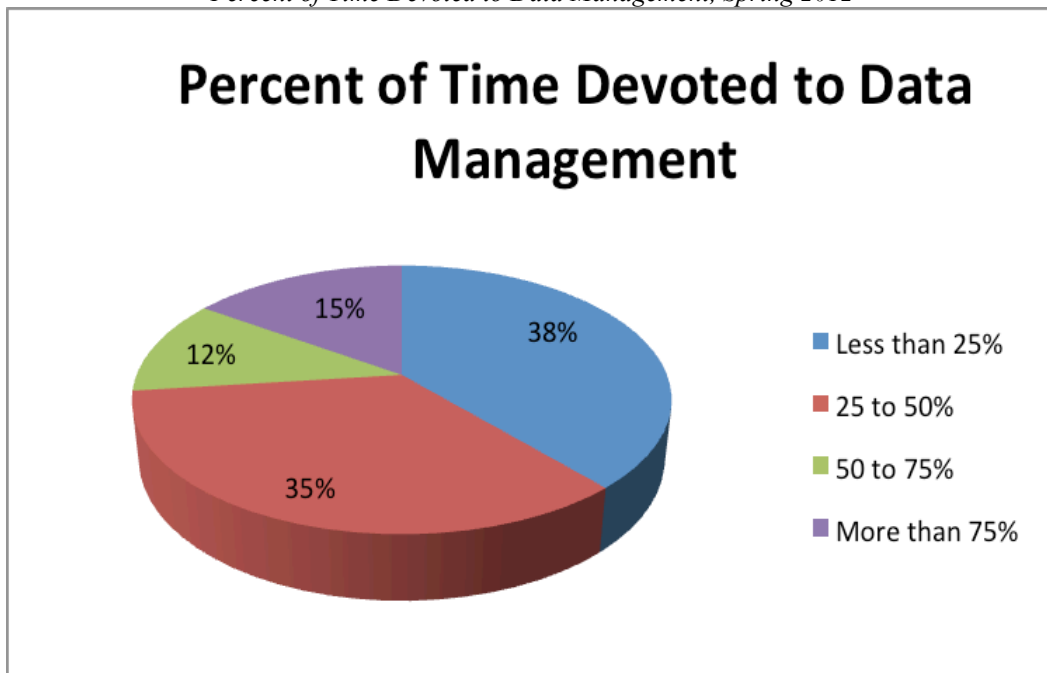*Percent of Time Devoted to Data Management, Spring 2012*

Percent of Time Devoted to Data Management

- 38% Less than 25%
- 35% 25 to 50%
- 12% 50 to 75%
- 15% More than 75%

Figure 2
North Carolina Institutional Perception of Adequacy of Personnel Assistance, Spring 2012

North Carolina Institutional Perception of Adequacy of Personnel Assistance

- 24% Inadequate
- 52% Minimal
- 20% Adequate
- 4% Excellent
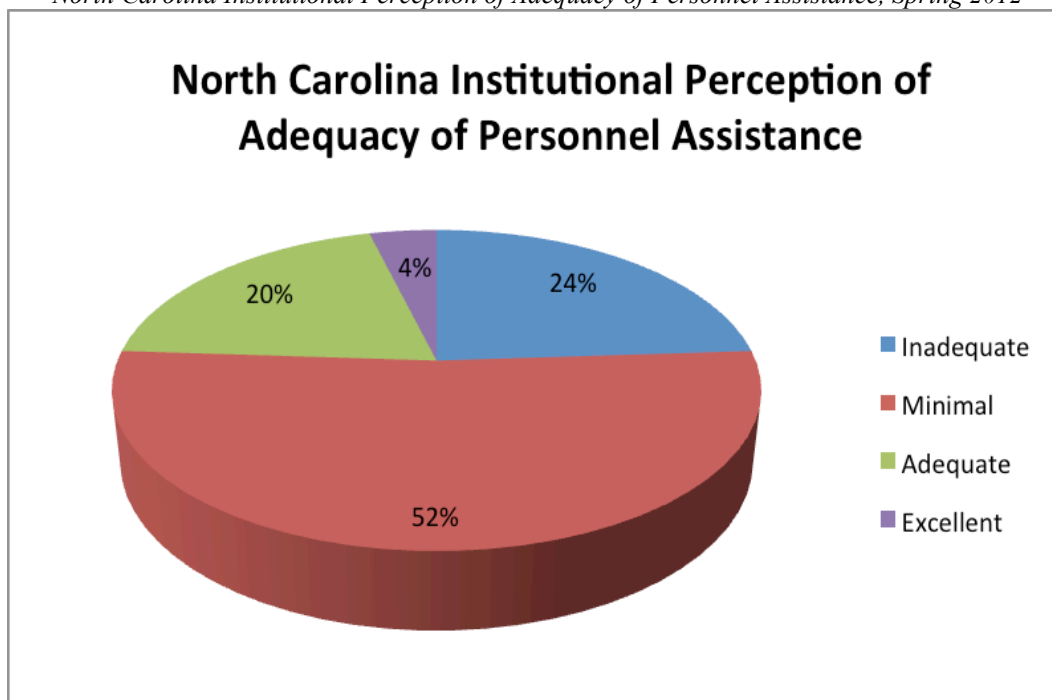
Figure 3
Software Utilized by North Carolina Institutions for Assessment Systems, Spring 2012
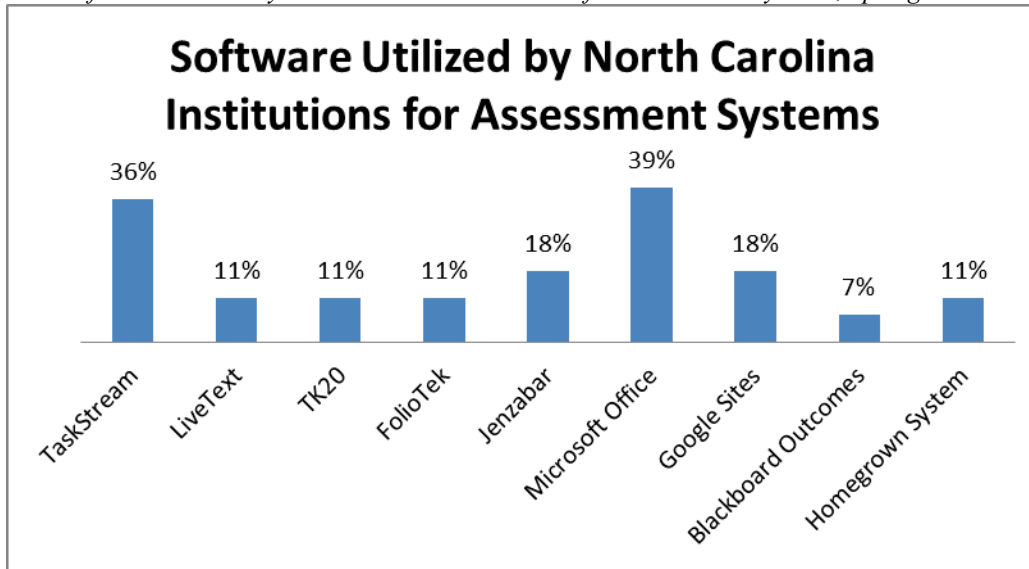
Figure 4
North Carolina Institutional Perception of Adequacy of Software for Assessment System, Spring 2012
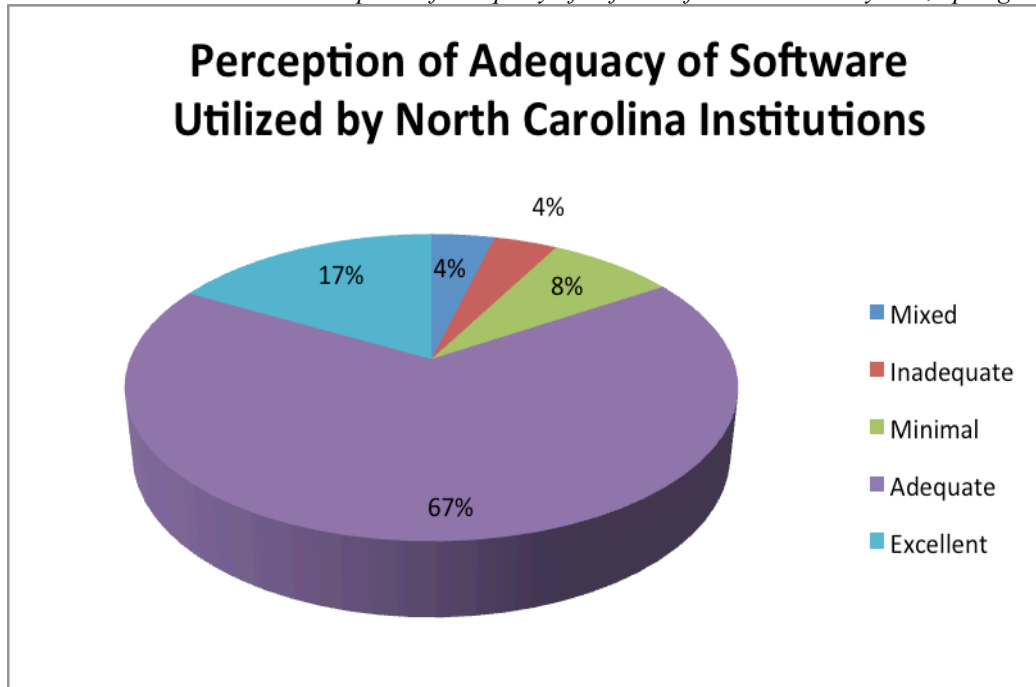

reported that the software utilized by North Carolina institutions for their assessment systems is excellent or adequate.

Survey participants were asked about their overall satisfaction with the current infrastructure of the assessment system for data collection, data management, analysis, and reporting. As seen in Figure 5, over half (54%) reported their infrastructure as being adequate, while 33% reported their overall satisfaction as minimal with the current infrastructure, which was seen as either barely coping with or as not meeting the increased demands. Only 8% reported their infrastructure as excellent.

Figure 5
North Carolina Institutional Overall Infrastructure Satisfaction, Spring 2012
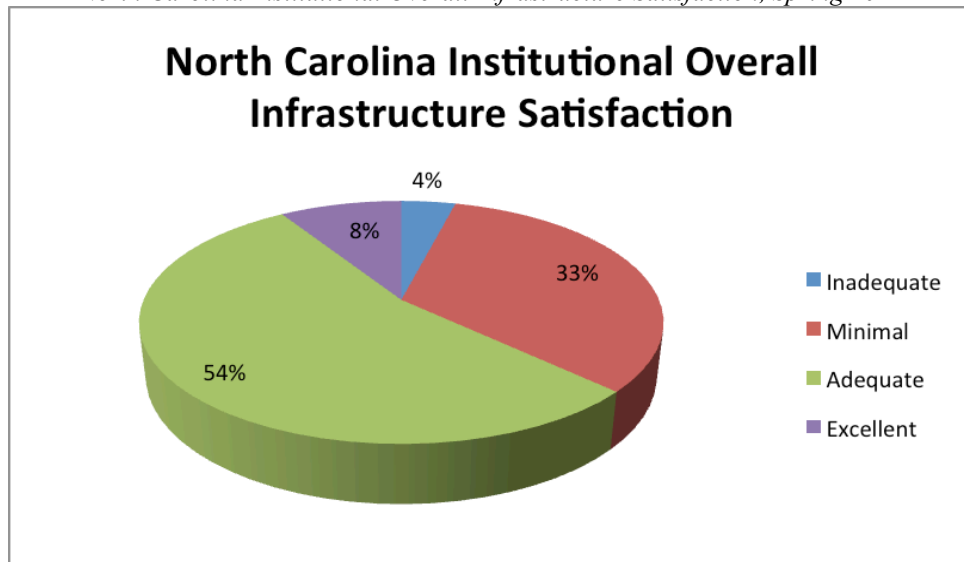
Finally, survey participants were asked to rate the level of need for resources to support the assessment system as high, moderate, or low. The majority of those responding reported a moderate to high need for support for system administrators (62%), more support for users of the system (75%), more personnel (83%), and more assistance from faculty (58%). While survey respondents rated several resources as moderate or high need areas, they also rated several resources as a low need or as not needed for institutions, including better software functionality (54%) and better hardware (50%).

Differences by Type of Institution

Although public and private institutions have similar concerns, there were differences in response between public and private institutions. The infrastructure for assessment processes of public and private institutions varies considerably. Public institutions were much more likely to have their assessment infrastructure located in a school or college of education (91%), while 59% of private institutions reported the same. All those responding from public institutions reported their roles as either technology and assessment coordinators or directors, while no one completing the survey from the private institutions reported as being in those roles. Fifty percent of private institutions reported their roles as department chair or teacher education director, dean, associate dean, or assistant dean, 25% reported their roles as faculty, and 19% reported their roles as administrative assistants.

Smaller private institutions are more likely to have personnel serving in multiple roles. While half of public institutions reported that 50% or more of their time is devoted to data collection, management, analysis, and reporting, half of private institutions reported that they spent less than 25% of their time devoted to the same duties in their current role.

While 50% of both public and private institutions reported having one teacher education director, public institutions were much more likely to report associate and assistant deans as being involved with the assessment system. When asked about their perception of the adequacy of personnel assistance for data collection, management, analysis, and reporting, 56% of public and 50% of private institutions reported their personnel assistance as minimal, indicating that their current personnel are stretched to meet current demands and could not meet increased demands. Figure 6 shows the differences in public and private response for personnel assistance for data collection, management, analysis, and reporting.

Public and private institutions vary in their response concerning the type of software that they use for their assessment systems. While both public and private institutions use TaskStream, TK20, FolioTek, Microsoft Word, Excel and Access, or homegrown systems, several software systems were reported as being used only in specific public or private institutions. Private institutions reported using Jenzabar, LiveText, Digication, Google, and Blackboard Outcomes, while public institutions reported using TracDat, Weave, and Digital Measures as part of their assessment system. Seventy-eight percent of public and 60% of private institutions reported using their assessment system software for two years or more.

Figure 6
Perception of the Adequacy of Personnel Assistance by Type of Institution, Spring 2012
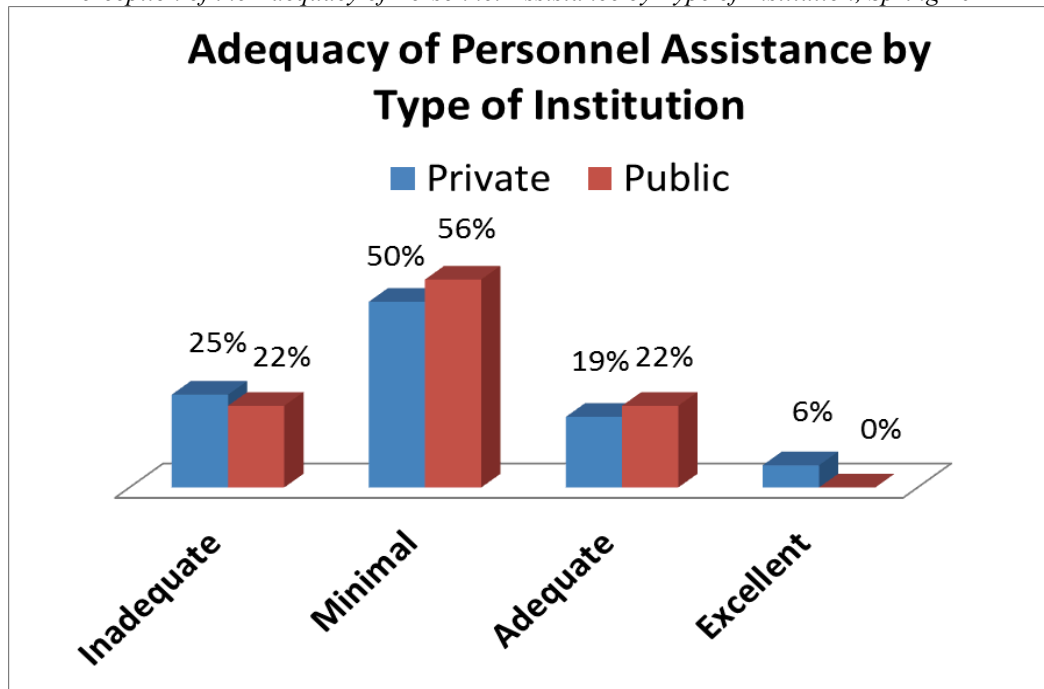
Public and private institutions both provide similar support for their assessment systems. Fifty-four percent of public institutions support their assessment systems through the software vendor, while 47% of private institutions reported the same. Over 70% of both public and private institutions reported that the survey respondent or personnel from the teacher education unit provides support for the assessment system. Private institutions differ from public institutions in support from Institutional Technology (IT) resources. Forty-one percent of private institutions reported using their campus IT units, while only 9% of public institutions reported the same. One-third or less of both public and private institutions reported using websites, instructional videos, live workshops, or webinars as supporting resources for their assessment system. When asked about their perception of the adequacy of current primary software for data collection and management of the assessment system, all public institutions reported their software resources as adequate or excellent, while 73% of private institutions reported the same. Twenty-six percent of private institutions reported minimal, inadequate, or mixed adequacy in rating the current primary software of their assessment system.

Both public and private institutions described their overall satisfaction with their current infrastructure for data collection, management, analysis, and reporting as adequate or minimal. About half of private institutions reported their satisfaction as adequate (47%) or minimal (40%), while most public institutions reported their satisfaction as adequate (67%) or minimal (22%). Figure 7 shows public and private institutional satisfaction with their current institutional infrastructure for data collection, management, analysis, and reporting.

Finally, institutions were asked about their level of need for increased resources. While both public and private institutions reported a moderate to high need for more support for users (78% and 73% respectively) and more personnel (public 67%, private 53%), responses varied for other moderate to high needs, including more support of system administrators (public 78%, private 53%) and assistance from faculty (public 89%, private 50%). Small private institutions were more likely to report system administrators as being not applicable to their institution. The authors speculate that the larger an institution, the more removed faculty are from the data collection and reporting process because more personnel resources are available to assist in the collection, reporting, and managing of data. Private institutions, by contrast, typically have personnel, many of them faculty, who serve in multiple roles, including the collection, reporting, and managing of data. Figure 8 shows public and private responses for the need for more assistance from faculty.

Figure 7
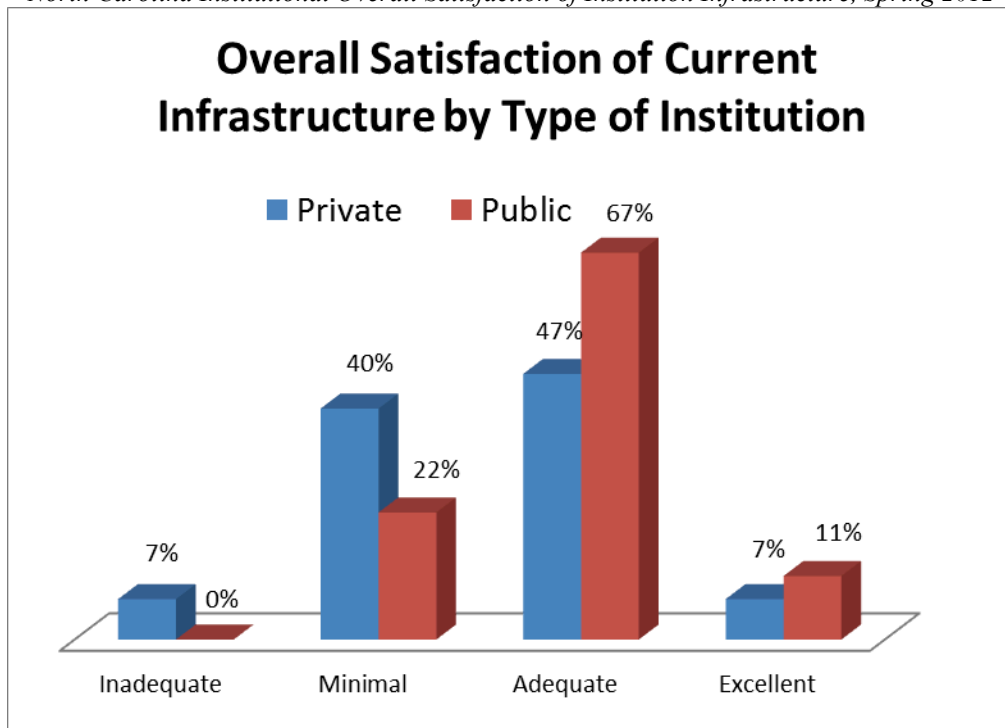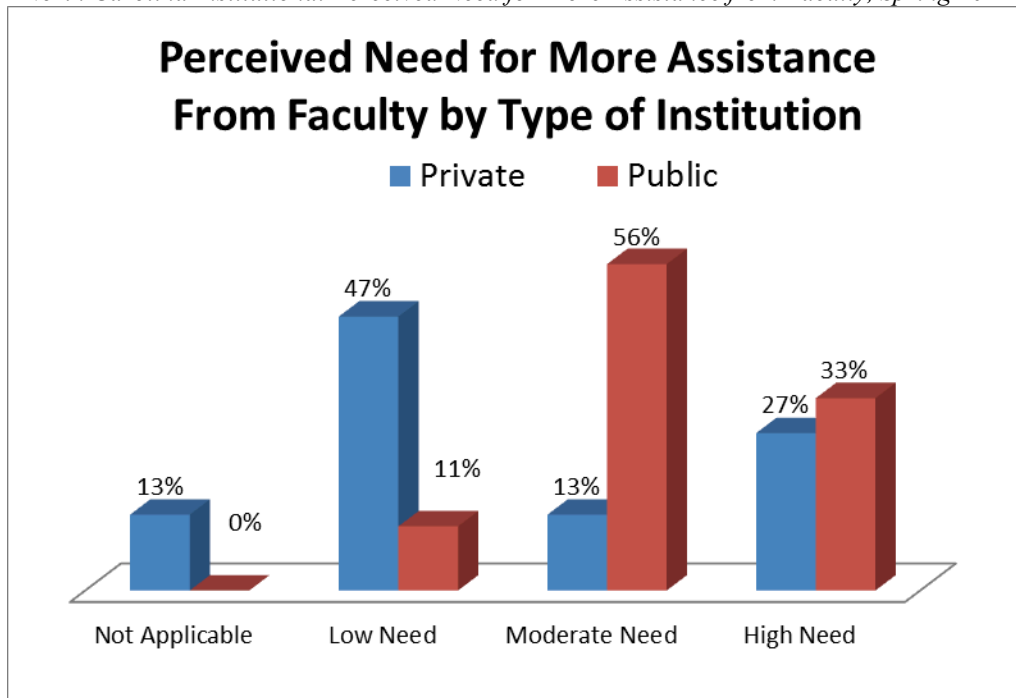*North Carolina Institutional Overall Satisfaction of Institution Infrastructure, Spring 2012*

Overall Satisfaction of Current Infrastructure by Type of Institution

Legend: Private (blue), Public (red)

Category	Private	Public
Inadequate	7%	0%
Minimal	40%	22%
Adequate	47%	67%
Excellent	7%	11%

Figure 8
North Carolina Institutional Perceived Need for More Assistance from Faculty, Spring 2012

Perceived Need for More Assistance From Faculty by Type of Institution

Legend: Private (blue), Public (red)

Category	Private	Public
Not Applicable	13%	0%
Low Need	47%	11%
Moderate Need	13%	56%
High Need	27%	33%

Summary and Conclusions

A few conclusions can be drawn from the data. Teacher preparation institutions in North Carolina have minimal to adequate overall infrastructure to collect and manage the current data demands for program approval and accreditation. This finding was expected, given the coincidence between increased demands for data in recent years and the economic downturn that since 2008 has seriously impacted institutional budgets. Private institutions expressed less satisfaction with overall infrastructure than did public institutions:

1. Teacher preparation institutions in North Carolina are generally satisfied with the software they are using to collect and manage data, and most have been using their current software for two or more years. Both independent and public institutions saw a relatively low need for better software, indicating that they were satisfied with the software packages that they were using. Regarding software support for assessment systems, both public and private institutions indicated that either the person completing the survey or someone in the teacher education unit acted as the primary support for the assessment system. Similarly, both public and private institutions used support from third-party vendors, instructional handouts, and live workshops. Private institutions differ in that they are more likely to use their campus IT units and webinars for support, while public institutions reported not utilizing their campus IT resources and using fewer webinars. Related to software, public institutions reported low or no need for hardware, while almost half of private institutions reported a moderate or high need.

2. Private and public institutions expressed a high need for personnel and moderate to high need for more support for users. Both private and public institutions identified that their primary need for resources was personnel (private IHEs, 53%; public IHEs, 67%). Both private and public institutions expressed a moderate to high need for support for users. The survey did not ask institutions to identify whether the need for support was primarily for students, faculty, or other users, such as PreK-12 school partners. Again, it is not surprising to see both public and private institutions reporting a need for more personnel given that many support staff and administrator job positions have been eliminated since the budget cuts began in 2008. Both public and private institutions also identified a high or moderate need for more support for system administrators (public IHEs, 78%; private IHEs, 53%).

3. Private and public institutions expressed different needs for better resources to meet data demands for teacher preparation program approval and accreditation. Private institutions identified a need for better hardware; public institutions identified a need for more support from faculty. While smaller private institutions may have faculty serving in multiple roles to support teaching and the assessment system, public institutions are more likely to have technology and assessment coordinators that support data collection and management, leaving faculty potentially more isolated from the data collection and management processes.

These results show that most teacher education programs in North Carolina have a minimal to adequate assessment system to meet current accreditation demands, though it is noted that a few do not even have a minimal level of capability. Public and private institutions differ in some ways in their needs, possibly reflecting the different sizes and natures of these institutions. However, the data overall reflect a need for more personnel assistance to support the institution's assessment system; thus, a future increase in demands for teacher education data without additional resources will strain institutions' ability to meet these demands.

In particular, private institutions in North Carolina are funded differently from public institutions. Privates are funded through small state stipends, tuition, endowments, and possibly grants, while public institutions have a more stable funding model. Personnel are more likely to serve in multiple roles within the private college or department, leading the authors to speculate that additional reporting requirements with limited resources will further strain their infrastructure.

It should be noted that this survey took place in the context of a statewide pilot study of a single academic program (i.e., elementary education), in which data from only one or two teacher candidates was required to be presented. Infrastructure demands for this process will increase in the coming years as it includes more candidates across more programs. In addition, the state is moving to a system of using longitudinal data in conjunction with candidate data, emphasizing performance in field and clinical settings and impact on PreK-12 student performance. Further, all teacher preparation institutions in North Carolina are required to maintain national accreditation, and this process becomes uncertain as the two major teacher education

accreditors (NCATE and TEAC) merge to form one unit (CAEP).

In light of this context in North Carolina, our state IHEs must invest more resources, particularly personnel, in their assessment systems to even maintain their current capacity for accreditation reporting. Given the scrutiny of teacher education nationally, it has become even more critical for teacher education preparation programs to invest wisely in resources for data collection, reporting, and management in order to demonstrate high-quality teacher education preparation and candidate performance. If the resources cannot be made available or demands for data collection, storage, and reporting increase beyond current predictions, some IHEs may not be able to provide all that is required. In the worst case scenario, quality programs may have to close because of a lack of resources to maintain accreditation. To add to the problem, in the past decade in North Carolina, there has been a teacher shortage, and North Carolina IHEs who supply teachers have not been able to meet even the current demand for public school teachers. With the potential of IHEs closing teacher education programs because of a lack of resources to maintain accreditation, the authors speculate that in the future the demand for public school teachers will increase, especially in the critical need areas of math, science, special education, and middle grades. The authors also speculate that smaller private institutions with small enrollments in teacher education are particularly vulnerable because they lack the resources necessary to maintain accreditation. Further research studies by type of institution and program would provide more insight into the resiliency of assessment systems and their ability to meet potential future demands and maintain stability of teacher education programs in the future.

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Appendix
WCU Capacity Research Study Spring 2012

The purpose of this brief survey is to ascertain the current infrastructure in North Carolina teacher preparation units to support required program approval and accreditation efforts and to survey perceived resource needs. Results will be reported in summary and you may receive a copy of the results if you will provide your email address at the end of the survey. Your information is confidential and you will not be identified in any way. Participation is voluntary and survey data will be stored on a secured website with a username and password. The survey should only take three minutes of your time and if you have questions or comments about the survey, please contact Dr. Dale Carpenter at 828-227-3328. Your response is greatly appreciated. There are no foreseeable risks for participating in the survey. If you have concerns about your treatment as a participant in this study, contact the chair of WCU's Institutional Review Board through the office of Research Administration at WCU (828-227-7212).

Please describe your college or university:

- ○   Public 4 year university or college
- ○   Private 4 year university or college
- ○   Other, Please list _____

Which best describes where teacher education is located in your institution?

- ○   School or College of Education
- ○   Department within Arts and Sciences
- ○   Department located elsewhere
- ○   Program within a department
- ○   Other, Please list below _____

PERSONNEL Which best describes your primary role?

- ○   Faculty member
- ○   Technology coordinator/director
- ○   Assessment coordinator/director
- ○   Department chair/teacher education director/dean/assistant dean/associate dean
- ○   Administrative assistant
- ○   Other, Please list below _____

Approximately what percentage of YOUR time is devoted to data collection, management, analysis, and reporting related to program approval and accreditation efforts?

- ○   Less than 25%
- ○   25 to 50%
- ○   50 to 75%
- ○   More than 75%

Please identify others besides yourself who are DIRECTLY involved in data collection, management, analysis, and reporting related to program approval and accreditation efforts. In the second column identify whether others are devoted full-time or part-time to accreditation efforts. If the role listed does not apply to your accreditation efforts, click on "N/A" for Not Applicable.

	Number of People							Full-time or Part-Time	
	0	1	2	3	4	>4	N/A	Full-time	Part-time
Administrative Assistant	❍	❍	❍	❍	❍	❍	❍	❍	❍
Technology Coordinator	❍	❍	❍	❍	❍	❍	❍	❍	❍
Assessment Coordinator	❍	❍	❍	❍	❍	❍	❍	❍	❍
Dept. Chair	❍	❍	❍	❍	❍	❍	❍	❍	❍
Teacher Education Director	❍	❍	❍	❍	❍	❍	❍	❍	❍
Dean	❍	❍	❍	❍	❍	❍	❍	❍	❍
Associate Dean	❍	❍	❍	❍	❍	❍	❍	❍	❍
Assistant Dean	❍	❍	❍	❍	❍	❍	❍	❍	❍
Student Assistant	❍	❍	❍	❍	❍	❍	❍	❍	❍
Other, Please list below	❍	❍	❍	❍	❍	❍	❍	❍	❍

Indicate YOUR perception of the adequacy of personnel assistance for data collection, management, analysis, and reporting related to program approval and accreditation efforts.

❍   Excellent - exceeds current requirements and would meet increased demands
❍   Adequate - good match with current requirements
❍   Minimal - current personnel are stretched to meet current demands and could not meet increased demands
❍   Inadequate - personnel are not adequate to meet current requirements

SOFTWARE What software do you use for data collection, management, analysis, and reporting related to program approval and accreditation efforts? Check all that apply.

❑   TaskStream
❑   LiveText
❑   TK20
❑   Chalk and Wire
❑   FolioTek
❑   Nuventive iFolio
❑   Jenzabar
❑   Microsoft Word or Excel or Access
❑   Digication

❑   Google Sites
❑   Moodle
❑   Mahara
❑   TracDat
❑   WordPress
❑   WEAVE
❑   Xitracs
❑   Compliance Assist
❑   Digital Measures
❑   BlackBoard Outcomes
❑   Dataliant
❑   Homegrown System
❑   Other _____

How long have you been using your primary assessment system software?

○   2 years or more
○   1-2 years
○   Less than 1 year
○   Have yet to implement software

Check all methods you use to support your local users for your primary assessment system software (faculty and students):

❑   Vendor provides support to users directly
❑   Campus IT department
❑   Unit IT department
❑   You or personnel from your teacher education unit
❑   Support website
❑   Social media
❑   Instructional handouts
❑   Instructional videos
❑   Live workshops
❑   Webinars
❑   Other _____

Indicate YOUR perception of the adequacy of your current primary software for data collection, management, analysis, and reporting related to program approval and accreditation efforts.

○   Excellent - exceeds current requirements and would meet increased demands
○   Adequate - good match with current requirements
○   Minimal - current software is barely coping and could not meet increased demands
○   Inadequate - current software is not adequate to meet current requirements
○   Mixed - current software may be adequate but has not been proved to be helpful thus far

INFRASTRUCTURE Describe your overall satisfaction of the current infrastructure for data collection, management, analysis, and reporting related to program approval and accreditation efforts.

○   Excellent - exceeds current requirements and would meet increased demands
○   Adequate - good match with current requirements
○   Minimal - current infrastructure is barely coping and could not meet increased demands
○   Inadequate - current infrastructure is not adequate to meet current requirements

Given your current system, indicate the areas where your teacher education unit needs to increase resources to meet (or exceed) your requirements:

	High Need	Moderate Need	Low Need	No Need	Not Applicable
More support for system administrators	❍	❍	❍	❍	❍
More support for users	❍	❍	❍	❍	❍
More personnel	❍	❍	❍	❍	❍
Better software functionality	❍	❍	❍	❍	❍
More assistance from faculty	❍	❍	❍	❍	❍
More training/consultation	❍	❍	❍	❍	❍
Better hardware	❍	❍	❍	❍	❍
Other	❍	❍	❍	❍	❍

Overall Comments. Please provide any comments below you wish to elaborate on from your responses to any of the questions in the survey.

If you wish to receive a copy of the survey results, please provide an email address where we may email a copy of the results.

Thank you for completing the survey!