

Date: September 9, 2008
TO: Dr. Eileen Evans, Vice Provost for Institutional Effectiveness
FROM: Dr. Gary Wegenke, College of Education Dean
RE: Annual Assessment Report

The Assessment Committee Chairs from each of the six academic departments in the College of Education were asked to submit a report outlining the assessment-related activities that had occurred in the 2007-2008 academic year. Their responses provide the foundation for the following responses to the questions posed in your memo requesting the college assessment reports.

1. Unit-by-unit evaluation of program improvement and assessment:

Counselor Education and Counseling Psychology (CECP):

CECP faculty were engaged in preparing the department's Academic Program Plan during the 2007-08 academic year. As part of that process, they generated assessment reports for each program area within the department. Those reports, along with the full Academic Program Plan, provided information on curriculum needs for the future. Programs within CECP are also engaged in maintaining accreditation by the appropriate professional organization. The Rehabilitation Counseling program underwent an accreditation review in Spring 2008. Program improvements may be driven by accreditation reports as well as the internal assessment process.

Educational Leadership, Research, and Technology (ELRT):

Faculty in ELRT successfully completed two external reviews in the 2007-08 year. They received approval from the Michigan Department of Education for their graduate certification programs in Educational Administration. The programs also received National Recognition from their Specialized Professional Association (SPA) as part of the on-going NCATE accreditation process. Both of these efforts were driven by assessment activities, with the SPA report calling for a clearly defined assessment system and the use of assessment results in program improvements. As a result, the department defined core assessments for each required course and clinical experience. The department made 17 curriculum changes that were the result of assessment and 4 changes that were the result of certification or accreditation requirements. (see the *Annual Report on Assessment and Curricular Change-2008*).

Family and Consumer Sciences (FCS):

The Department of Family and Consumer Sciences includes multiple program areas accredited by professional organizations. In keeping with the mandates of those accrediting agencies, the department has established an assessment system focused on student performance. The department assessment committee indicated that they will undertake revisions of their assessment plan based on results from the 2007-08 school year. Among those changes will be an

increased use of TracDat to collect and store assessment data. The department committee is also considering a more program-specific plan to provide data for their various accreditations and constituencies.

Health, Physical Education, and Recreation (HPER):

The Assessment Committee for the Department of HPER was engaged in a process to simplify data collection, management and analysis in 07-08. Faculty members expressed dissatisfaction with the cumbersomeness and length of the data collection process. The committee met and revised the items, identifying most reliable sources for each item data collection. Several sources were identified namely: Faculty members, Committee chairs, program coordinators and Department chair. For each of these sources of data collection, a simplified data collection items were developed. The new collection tool was forwarded to faculty members for pretesting. The faculty voted to approve the instrument which was then used for data collection at the end of the academic year. Data collected from the instrument are being entered and managed by the Committee secretary, Dr. Christopher Cheatham.

Special Education and Literacy Studies (SPLS):

Both the Special Education program and the Literacy Studies program were engaged in responding to reviews by their respective Specialized Professional Association (SPA). The Special Education program received National Recognition with conditions and continues to use their assessment plan to determine student progress in the program and address internal program improvements. The program has identified specific areas for improvement to be addressed within the next academic year. The Literacy Studies program (graduate only) will submit a new report to their SPA in early 2008-09. Their assessment plan must be fully implemented, with results identified and summarized, prior to re-submission. Both program areas within SPLS will benefit from greater use of TracDat's data collection utilities to manage their assessment processes.

Teaching, Learning, and Educational Studies (TLES):

The Assessment Committee chair has entered assessment data into TracDat and has updated the findings and action steps for the department. While most criteria were deemed as being "met," it also appeared that the reporting had been somewhat uneven. Data were missing from several aspects of the Elementary Education program and very little data from graduate programs were included in the annual report. Data have been used to make improvements in all programs, although none of the changes required revisions to the curriculum. Faculty have worked to educate students about the standards from state and national organizations to assure that students will be able to articulate their own accomplishments in each area. The electronic portfolio continues to be a capstone assessment for students in programs leading to teacher certification. Based on feedback from students and graduate advisors, the master's programs clearly identify expectations for performance in capstone projects.

2. Exemplars of Best Practices

The following list represents some of the work within the College of Education exemplifying best practices:

The Educational Leadership program revised its curriculum and classroom expectations to highlight, teach, and assess specific aspects of each national standard from the NCATE SPA. As a result, both principalship and superintendency programs were nationally recognized in 2008.

The HPER Assessment committee worked to simplify data collection and management to assure the continued engagement of faculty and students with the assessment process. The committee responded to faculty and student feedback concerning both the process and content of the assessment program.

TLES provides an excellent example of the potential uses of TracDat to manage assessment over time. Information in TracDat reflects assessment efforts from 2004 through 2008 and includes findings and action steps.

CECP and FCS were especially successful at engaging their faculty in the continued improvement of their assessment system. Assessment results were shared during faculty meetings and were used by faculty members in program planning.

Programs in SPLS demonstrate the relationship between accreditation and assessment in the continuous improvement of their plans and assessment activities.

3. Departments ready to examine/revise plans in 2008/09

Although all six departments will continue to revise and improve their assessment systems during the coming year, the committees in HPER, TLES, and FCS should be ready to work with the UASC review process.

4. Challenges Addressed

During the 2007/08 academic year, the challenges identified previously have been explicitly addressed. The alignment of assessment plans with the new department configuration has been completed, with the plans entered into the appropriate new department accounts in TracDat. The need for a fully articulated assessment system has been addressed in several ways, including the close alignment of assessment plans with national standards, the sharing of data via TracDat, and the participation of faculty in development of assessments. The system must now be expanded to include departments in the College of Arts and Sciences, particularly at the advanced (graduate) level. Community-based programs (those not preparing school personnel) are being addressed through the further refinement of the assessment systems in FCS and HPER, as noted in the summary of each department. Graduate programs within the COE have been included in all assessment plans. Graduate programs for teachers offered in other colleges must also be integrated within the Professional Education Unit to address NCATE requirements.

5. Resource allocation to support assessment

College and department resources supported assessment during 2007-08 through support for faculty travel to national meetings of SPA reviewers, inclusion of assessment duties within the expectations for those faculty who were given re-assigned time to act as heads of program units, financial support for the implementation of a survey of students concerning undergraduate advising, time for the associate dean to provide assessment assistance to departments within the college and across the university, and support for travel to meetings of national and regional organizations to disseminate the results of assessment efforts. Faculty in the College of Education also worked with a number of assessment-related grants in collaboration with the Mallinson Institute and the Evaluation Center.

6. Assessment Goals for 2008-09

- a) Improvement of the assessment system for the Professional Education Unit through collaboration with the College of Arts and Sciences
- b) Revision and improvement of department assessment plans
- c) Expansion of the implementation of TracDat in all departments to manage and maintain assessment processes and data
- d) Recruitment of a department chair for SPLS and a college dean who have assessment expertise