

College of Education and Human Development
Annual Assessment Report
August 2010

A. Activities of the college in support of assessment:

During the 2009-10 school year, the College of Education and Human Development (CoEHD) has provided support to the departments in several ways. All departments were invited to meet with the Associate Dean to review their current assessment plans, determine strategies for improving their assessment efforts, and determine on-going needs related to assessment. The assessment committees in Counselor Education and Counseling Psychology; Family and Consumer Sciences; Health, Physical Education, and Recreation; and Teaching, Learning, and Educational Studies responded to the invitation and have begun to make changes in their assessment plans and activities to address concerns raised about the usefulness of their previous plans. Units within each of those departments have updated their TracDat information to reflect the changes. Assessment committees in our other two departments, Special Education and Literacy Studies and Educational Leadership, Research, and Technology, have also engaged in examining their assessment activities as they relate to professional accreditation.

The dean's office also provided funding for faculty members in several departments to attend national and regional meetings focused on assessment and accreditation. For example, all faculty within the Literacy Studies unit in Special Education and Literacy Studies attended a meeting of the International Reading Association to participate in training related to their accreditation. The unit also engaged the services of an external consultant to improve their assessment efforts related to accreditation. Research staff and faculty in the college have presented findings from their assessment activities at meetings of the American Evaluation Association, CREATE, the Nuventive User's Conference, and the American Educational Research Association. Support was provided to the Director of Advising for CoEHD to participate in the assessment workshop sponsored by NACADA.

Support for the use of TracDat and iWebfolio have been provided by the dean's office, with updates to assessment portfolios as well as training for faculty and staff. The college has recently hired an additional technology support person who will be trained to provide support for users of these two products within the college.

The college communicates its expectations for assessment activities and the importance of using assessment results during monthly meetings of the department chairs and through the use of data-driven models for decision making. Decisions related to budgets, personnel, and distribution of resources are increasingly driven by assessment results. To support these efforts and to provide greater clarity about the goals and vision of the college, the college's administrative council is

developing a process of self study and planning that will draw from program and department assessments as well as issues such as need for graduates, economic viability of programs, and best practices in professional preparation.

B. Strengths and opportunities for improvement:

The programs within the college are designed to prepare candidates for specific professional roles in schools, healthcare systems, businesses, and community agencies. Because of the focus on professional preparation, the academic units within the college have developed assessment plans that reflect accreditation standards and professional practice. Often, the assessment plans are linked directly to accreditation requirements and to the guidance provided by advisory committees. Two units within the college have been recognized for their assessment efforts by the National Council for the Accreditation of Teacher Education (NCATE). NCATE's website includes sample assessments from our Educational Leadership program and our Health Education program as part of a library of best practices.

Another strength of the college lies in its faculty who both understand and model assessment practices. This is evidenced in their teaching, service and research. For example, in the past academic year faculty members in the college have provided workshops and presented papers focused on the assessment of student learning for local, regional, and national meetings. Several faculty have published journal articles related to assessment and data-driven decision making. Faculty members in the college have received grant funding to assist K-12 school leaders in their use of data for decisions.

The college's use of the TracDat system has not been as consistent as in some previous years. Faculty and department chairs have sometimes failed to recognize the capabilities of TracDat for recording and reporting—and have instead summarized assessment activities and results in narrative form. In the 2010-11 academic year, the college's administrative team and assessment committees will need to be encouraged to use the support provided through TracDat.

Greater ownership of the templates and measures in iWebfolio has been demonstrated by some programs. For example, the department chair of Teaching, Learning, and Educational Studies has worked with the exit portfolio for teacher education candidates to assure that the template can be used throughout the professional education curriculum rather than being used only at the conclusion of the program.

Two departments have begun modifying their departmental assessment plans to make assessment processes more useful for the programs. These efforts have resulted in the development of program-specific assessment processes for several areas, but other areas have not followed

through with their plans at this time. The college will need to monitor the progress of each program area and assist faculty to create and implement assessments that reflect program goals.

The engagement of department chairs in the assessment activities within their departments varies across the six academic departments in CoEHD. The dean's office needs to take greater responsibility in monitoring the assessment activities within the departments and reminding department chairs of their responsibilities. Several department chairs rely on individual academic program area faculty to respond to all assessment-related requests, resulting in little coordination within the department itself. The attached chairs reports reflect this variation.

C. Assistance needed

The college would benefit from assistance in transferring information from current assessments to the TracDat system. The identification of specific times and places to receive assistance in entering data would be helpful even for faculty who have used TracDat in the past.

Continued support from all levels of university administration would also help the college move its assessment efforts forward. Faculty, staff, students, and administrators need to believe that assessment is valued by the "upper administration," from the Board of Trustees down to the department level. Efforts of the UASC to recognize and celebrate good assessment work on campus has helped raise the visibility and valuing of assessment. These efforts need to continue and need to be recognized along with excellence in the traditional areas of teaching, research, and service.