

August 1, 2007

To: Bassam Harik, Provost
Eileen Evans, Vice Provost

From: Gary Wegenke, Dean of the College of Education
Katharine Cummings, Associate Dean

RE: 2006-07 Assessment Memorandum

Each of the departments is discussed below, followed by a summary of plans for the college as a whole.

Counselor Education and Counseling Psychology:

Programs within this department are accredited by APA and CACREP. As accredited programs, they undergo continuous assessment processes as required in their national standards. Recent accreditation reports have resulted in changes in curriculum, program governance, and internship practices. Recommended changes have progressed through the WMU faculty governance process and have been implemented.

The department assessment committee will review the current assessment plan and make revisions during the 2007-08 academic year. Emphasis will be placed on providing specific evidence of candidate performance in critical areas as defined by national standards. Both APA and CACREP are moving to performance-based reviews.

Educational Leadership, Research, and Technology:

Programs in Educational Leadership were included in the 2006 NCATE accreditation review. Assessment materials were shared with the visiting team and with the Specialized Professional Association (SPA) as mandated by the Michigan Department of Education's NCATE partnership agreement. Faculty within the program are working closely with SPA personnel to clarify the necessary performance measures to demonstrate candidates' knowledge, skills, and dispositions. Assessment summaries will be re-submitted to the SPA during the 2007-08 academic year.

Programs in Educational Research and Educational Technology were not submitted for SPA review although they were included in the NCATE site visit materials. NCATE unit standards call for an articulated assessment system that includes all programs preparing candidates for careers in K-12 schools.

The department was formed in the fall of 2006 and continues to refine its departmental assessment plans. An assessment committee consisting of faculty from all three academic areas within the department is being charged with overseeing the review and revision of the departmental assessment plan. The department's current plan has been entered into TracDat which will assist the committee in its work and provide a means for managing and maintaining the assessment efforts of the programs.

Family and Consumer Sciences:

Programs within the department are accredited or approved by their respective professional accrediting bodies. The departmental assessment plan acknowledges the diversity among programs while emphasizing the common goals among the programs. The department has used the TracDat program to maintain its assessment data summaries.

The departmental assessment committee will review and revise the department's assessment plan during the 2007-08 academic year in order to clarify the expectations for each program area and revisit the common outcomes. Faculty within each program area are being encouraged to compare the current assessment plan with the specific requirements of their professional accreditation to ease the dual efforts required for assessment and accreditation.

Health, Physical Education, and Recreation:

The HPER department assessment committee has worked to collect, analyze, and use assessment data for program improvement. Each of the program areas within the department have established specific measures to address the department's assessment plan and the learning outcomes common across the department.

Both Health Education and Physical Education submitted their assessment materials to their Specialized Professional Associations (SPAs) as part of the 2006 NCATE review of teacher preparation at WMU. Health programs have been nationally recognized by the SPA. Physical education programs are continuing to collect and refine data for re-submission to the SPA in late 2007.

The department assessment committee is encouraged to review the assessment plan during the 2007-08 academic year to clarify the relationships between and among program areas. The department may wish to make further use of TracDat to establish program-specific outcomes directly linked to accreditation standards. Whenever possible, data used to address the department's assessment plan should be linked to professional standards to ease faculty workload related to both assessment and accreditation efforts.

Special Education and Literacy Studies:

Programs in Special Education and Reading were submitted to their appropriate SPA as part of the 2006 NCATE review. SPA reports included evidence of candidate performance related to the professional standards of the Council on Exceptional Children (CEC) and the International Reading Association (IRA). Programs are being re-submitted to clarify the specific measures addressing each standard.

The current assessment plan for the department does not include outcomes for Literacy Studies. SPLS was formed in the fall of 2006 and has not yet finalized its departmental policies. As a result, no assessment committee has been created to review and revise the assessment plan. The Literacy Studies program was part of the master's program in Education and Professional Development until early 2007. A department committee will be created in fall 2007 and will be charged with revising the assessment plan to include Literacy Studies. In addition, the committee will review the current plan to assure that it reflects accreditation standards. Special Education outcomes have been entered into TracDat, providing a starting point for the revised department plan.

Teaching, Learning, and Educational Studies

Programs in Elementary Education, Early Childhood Education, and all content areas (math, science, social studies, foreign languages, English) were submitted to the appropriate SPA as part of the 2006 NCATE review. Nationally-recognized programs include those in Elementary Education, Elementary and Secondary Mathematics, and Secondary Science. Programs not yet nationally recognized will re-submit assessment materials to the SPA in fall 2007. NCATE Unit Standards are also linked to the department's assessment plan which reflects the conceptual framework of the professional education unit. The department was formed in fall 2006 as part of the reorganization of the College of Education. The Educational Studies program has not been included in the departmental assessment plan. This will be rectified in 2007 as part of the department's review and revision of its assessment plan.

The current departmental plan has been entered into TracDat. The department assessment committee has been using TracDat to manage and maintain its assessment data. The committee is encouraged to make use of the various reporting and notification options in TracDat 4 during the 2007-08 academic year to assist in assessment efforts.

College of Education Plans for 2007-2008

It is recognized that assessment and accreditation both require a great deal of faculty time and energy. Programs in the college are guided by professional standards from a wide variety of accrediting bodies. Department assessment efforts should reflect accreditation expectations whenever possible ease faculty workload as they engage in both assessment and accreditation.

All department assessment committees are being asked to review and revise assessment plans and processes during the 2007-08 academic year. This review process will provide the basis for the upcoming UASC review of departmental plans and will permit the departments to make use of the new features of TracDat 4. Moreover, those programs included in the NCATE review process will clarify the relationship between the department plan and the overall assessment system for the Professional Education Unit. In fall 2006, the college established a standing committee on assessment and accreditation. The college level committee will assist the departments as they review and revise their plans.

The following areas of focus will guide College of Education assessment efforts in 2007-08:

Assessment system(s): The 2006 NCATE review of professional education programs at WMU found that the unit's assessment system was incomplete. Comments from reviewers indicated that assessment, especially in advanced programs, was not being used to address the professional education unit as a whole. Rather, programs and departments tended to create and manage their assessment efforts independently of the unit. Additionally, at the time of the NCATE team visit, the three new departments (established in fall 2006 as part of the COE reorganization) had not finalized their policies and procedures related to assessment. In the coming year, the college and the PEU will participate in an internal review of all assessment plans and results. The college assessment committee will work with the PEU and the departments to clarify the systemic and systematic nature of assessment and the relationships among the various "reporting units" (departments, programs, college, PEU).

Technology support for assessment: The College of Education has served as a leader in the implementation of TracDat and iWebfolio at WMU. The use of these tools, however, has been inconsistent across departments in the college. Working with the college, PEU, and department

assessment committees, the COE Associate Dean will assist faculty in determining whether electronic portfolios might be better integrated within courses and programs. The Associate Dean will also provide opportunities for faculty and staff to develop fluency with TracDat and iWebfolio.

School and Community Based Professionals: The College of Education encompasses programs preparing candidates for work in diverse professional fields. While the majority of undergraduate and graduate students in COE are preparing for school-based professions, COE programs preparing candidates for community-based professions are an integral part of the vision and mission of the college. COE assessment systems must include opportunities for all programs to contribute to the college's performance measures. COE and departmental assessment committees will be asked to use TracDat 4 to assist in preparing assessment reports that reflect the strength and diversity of our programs.

Assessment for Learning (AFL): The College of Education is committed to integrating formative assessments throughout the learning experience and to helping candidates develop their knowledge, skills, and dispositions related to self-assessment. Information about "Assessment for Learning" (AFL) will be provided to faculty members during the 2007-08 academic year along with opportunities to develop strategies for using AFL in the university setting. Data from AFL activities will contribute to the refinement of candidate performance assessments linked to professional standards.