

**Annual Report on the Measurement of Student Learning Outcomes
For Ongoing Program Improvement**

**College of Education
Gary Wegenke, Dean
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1. TRACDAT assessment impact report from each department. (see pdf files)
2. Memoranda from chairs/directors of departments/units submitting assessment reports to the dean. (see documents from each chair)
3. Memorandum from the dean to the provost. (attached)

Dean's Report

A. Evaluation of Each Department:

Counselor Education and Counseling Psychology

The department assessment committee determined that a major revision of the current assessment plan is needed in order to address accreditation standards within the department assessment process. Their plan, to align assessments with CACREP and APA standards, should provide a much stronger and more sustainable process of candidate assessment. Currently, the overall department plan is too general to provide useful information in making program improvements or addressing accreditation standards. We note that candidates are currently being assessed throughout the various programs within the department, but the structure for monitoring the assessments and documenting program improvements based on those assessments is informal. The faculty are commended for their decision to revise and improve their assessment system.

Educational Leadership, Research, and Technology

Faculty in ELRT have provided findings for all of their stated student learning outcomes. Currently, the findings are quite general and do not appear to provide the level of detail needed to make curriculum or other program decisions. It was noted that the department's TracDat account includes several documents which provide greater detail. Educational Leadership has organized their assessment plans around their NCATE SPA requirements. This alignment should provide the structure needed to manage and sustain their program assessment efforts, especially if greater detail is included in the description of assessment methods, the criteria for meeting program expectations, and the findings reported from assessment results. Educational Leadership has a strong foundation upon which they can build a more robust assessment system. EDT and EMR have organized their assessment efforts around internally-designed outcomes. The faculty are encouraged to provide greater detail in the description of their assessment methods to support their findings. The department is commended for its continuing work to develop an assessment system to address internal and external calls for accountability.

Family and Consumer Sciences

The department's previously approved assessment plan attempted to provide global information that could be used for the very diverse set of programs housed in FCS. Their efforts were in response to the university's original call for the development of departmental assessment plans. During Spring 2009, the department's assessment committee decided to create several distinct assessment plans that would better address the needs of each program area. As can be seen in the assessment impact reports for the department, the results have varied across programs. Textile and Apparel Studies has the most fully developed assessment plan that currently includes multiple findings. Two program areas within the department, however, have not begun the process. They will need to move quickly in the fall to assure that their plans and processes are fully implemented in time for end-of-semester assessments. In proposing the more targeted approach to their assessment plans, the department's assessment committee has taken an important step toward making their assessment system useful, detailed, and sustainable.

Health, Physical Education, and Recreation

During the 2008-09 academic year, the department's assessment committee focused their work on program measures not directly linked to student learning outcomes. They provided information about faculty productivity, student retention, and other measures that had been included in the overall department plan as "department outcomes." While their efforts have provided information for operational decisions within the department, they did not sustain their previous efforts to collect, analyze, and use the results of student learning assessments. As noted in the chair's report, the department will return to a focus on student learning outcomes in the coming year. Recent accreditation reports from several agencies should provide additional guidance for the department faculty to improve their assessment system and sustain it over time.

Special Education and Literacy Studies

The Assessment Impact Report from SPLS provided limited evidence of the multiple assessments they had implemented in the last year. The results of those assessments have been analyzed and used to inform the SPA reports for both the Council on Exceptional Children and the International Reading Association. The SPA reports have been attached as documents within the department's TracDat account and will provide information for additional findings as well as revisions to the plans currently housed in TracDat. The faculty are commended for their work to revise and improve their assessment system to reflect the standards of their SPAs. They are encouraged to make use of the structure provided in TracDat to build a sustainable system of assessment for the department as a whole, based on the assessments developed for their SPA reports.

Teaching, Learning, and Educational Studies

The department's Assessment Impact Report includes updated findings for most outcomes. The department has engaged multiple faculty in improving their assessment process and in analyzing data to make decisions. The department included multiple measures for each of their outcomes. They are commended for using course-embedded measures as a means for sustaining assessment efforts over time and across the programs. The department has begun to build a curriculum map to demonstrate where outcomes are introduced, supported, and measured. The map will provide guidance for further refinement of the assessment process. It is noted that the TLES department's assessment system draws from the NCATE unit assessment system as well as from the SPA reports of specific program areas. The department is encouraged to continue their efforts to integrate standards from state, national, and internal sources.

B. Leadership and Support

The College of Education has committed resources to assessment in a variety of ways, including the following:

- The COE has a professional staff member whose position is focused on data management. In her role, she has assisted the departments and student service offices as well as the college as a whole. She has developed specific databases and files to provide the structure for on-going assessment and has been available to respond to queries from faculty and staff.
- Many of our programs undergo rigorous external reviews as part of national accreditation and state program approval. Preparation for these reviews and the development of

responses to the reviews require fiscal as well as human resources. The results have been overwhelmingly positive for our programs.

- Student learning is at the core of the professional programs offered at the undergraduate and graduate level in the College of Education. This is evidenced by the performance-based assessments of candidate progress and the documentation of candidate improvement over time. Performance-based assessments require the use of human, fiscal, and technological resources. The faculty have used technologies including TracDat and iWebfolio to support their assessment efforts. Faculty also use these technologies to enhance productivity, especially in the work of various committees.

Resources have been allocated to academic units based on a set of measures including student enrollment numbers, credit hour production, faculty engagement in funded research, and curricular needs. Changes to curricula have been informed by the results of assessments of student learning.

The College of Education's Office of Advising has completed a survey of students to determine how well its services are addressing student needs. The directors of advising for all colleges are currently working to define plans for continued assessment as well as documentation of student learning outcomes. Improvements to services have included expanded hours for advising, greater use of email and online scheduling of appointments, and the addition of a term appointment advisor to assist with EUP programs.

As educators, the dean and associate dean of the college have been actively engaged in assessment efforts within the college and throughout the university. They are regularly called upon to provide assistance to faculty and administrators in other colleges. In addition, they have consulted with colleagues at other Michigan campuses and at campuses in other states. Most importantly, the dean and associate dean have provided expertise to guide the continuing development and improvement of assessment activities in the college.

C. 2009-10 College Goals

Among the assessment-related goals for the College of Education in 2009-10 are the following:

- Complete a plan for the assessment of student learning outcomes for the College Advising Office and begin to develop plans for the other student service offices.
- Transition the assessment plans in CECP, HPER, and FCS from the current global plans to specific plans that address program needs and accreditations.
- Streamline some of the time-intensive assessments being used in the teacher preparation program through the development of more detailed rubrics that can be used by the university coordinators.
- Encourage college-wide committees (curriculum, diversity, professional educators' board) to develop assessment plans addressing operations, resources, activities, and where appropriate student learning.
- Increase the involvement of COE faculty in funded research related to assessment issues.