Members

Dawn Sandt, Chair, Early Childhood, Physical, and Special Education
Charles Rop, Curriculum and Instruction
Lynne Hamer, Education Foundations and Leadership

Ex-Officio members (non-voting): Nancy Staub (UAC Liaison), Lori DeShetler (Dean’s designee), Mingyang Liu (graduate student), Kristen Robertson (Undergraduate student)
Past Goals
The assessment committee had three goals for the 2014-2015 year.

A. Goal #1: The committee will take actions to help all programs submit program reports in Fall 2014. These reports will document each program’s assessment process for AY 2013-2014.
   • Initial Actions: The committee will meet with department chairs and program leaders to discuss issues in August, such as (a) providing reminders about reports being due in September and (b) providing links for training powerpoints.
   • Rationale: In Fall 2013, 24% of programs did not submit a program report documenting their assessment process for AY 2012-13.
   • Strategic Alignment: Public Perception

B. Goal #2: The committee will serve as a communication conduit from the UAC liaison to department faculty.
   • Initial Actions: Members of the committee will request that they be given an opportunity to report out during each department faculty meeting.
   • Rationale: Low faculty participation was cited as a problem during the last NCATE visit. Anecdotal evidence suggests that a small number of faculty are involved in program level assessment, leaving a majority of faculty unaware that program level assessments occurs.
   • Strategic Alignment: Teacher Preparation

C. Goal #3: The committee will provide support to non-accredited program so they may improve their program-level reports
   • Initial Actions: (1) During department meetings, committee members will ask faculty for feedback regarding what type of support they need in order to complete the reports. (2) Another tentative possibility is to offer faculty different workshop titles that they might be interested in attending. The results may be passed on to the Office of Assessment so they can implement those workshops to faculty.
   • Rationale: Workshops by the Office of Assessment are available on the Provost website; however, these workshops are not interactive nor are they customized to meet the needs of individual programs.
   • Strategic Alignment: Public Perception

Works Accomplished –Aligned with AY 2014-15 Goals
The outcomes of the 2014-15 goals are as follows.

A. Outcome for Goal #1: In Fall 2014, 82% of programs submitted program plans documenting their assessment process.
• Although the JHCOE Assessment Committee had no UAC liaison for the first few months of the Fall semester, we were able to communicate directly with the UAC faculty representative. Dr. Chris Roseman offered JHCOE-only training workshops on multiple occasions and offered training to JHCOE Assessment Committee members so they may score the reports and plans in collaboration with the UAC liaison.

• The JHCOE Assessment Committee Chair provided reminders as early as September to department chairs regarding assessment plan and report due dates. Such reminders were repeated as needed. Additional emails, such as flyers to workshops, were sent out as needed.

B. **Outcome for Goal #2:** The JHCOE Assessment Committee is not an effective conduit for communication between the liaison and faculty.

• The JHCOE Assessment Committee is only allowed to send communications to faculty via department chairs. In some cases, these communications were not relayed to faculty. The most effective way to communicate with faculty about due dates is via the UAC liaison. This liaison may communicate directly with faculty since it is an appointed position.

• Committee faculty members may report out activities in department meetings, but it is unclear how consistently this happens since departments may not include such reporting in their agenda.

C. **Outcome for Goal #3:** The committee will provide support to non-accredited program so they may improve their program-level reports

• The committee and UAC liaison set up workshops in the Fall for programs who needed help.

**Works Accomplished (not a part of 2014-15 goals)**

D. The JHCOE Assessment Committee adopted a new model for reviewing annual program plans and reports for the UAC assessment cycle.

• In the past, the UAC Liaison bore the burden of reviewing over 40+ assessment plans and reports. This task is too large for a single individual, and it did not promote faculty involvement.

• Starting in Fall 2014, the JHCOE Assessment Committee helped the UAC Liaison score plans and reports.

• The UAC Liaison led the writing of the report to the UAC Committee, and the JHCOE Assessment Committee served as a support.

E. The JHCOE Assessment Committee submitted to College Council a “Judith Herb College of Education Academic Program Assessment Status Report.”

• The JHCOE Assessment Committee chair led the writing of the report and the members of the committee served as supports.

• The UAC Liaison led the writing of the report to the UAC Committee while the JHCOE Assessment Committee chair led the writing of the report to college council. The JHCOE Assessment Committee members served as a support for writing these reports to both lead writers.
Goals for AY 2015-16

A. Goal #1: The JHCOE Assessment Committee will maintain its involvement of program assessment.
   • Initial Actions: The JHCOE Assessment Committee will participate in training, as needed, in how to score plans and reports and then help the UAC liaison evaluate program plans and reports.
   • Rationale: Faculty involvement is critical to successful accreditation and program evaluation. It is more likely to promote faculty engagement if we ask a group of faculty to complete this task rather than one person.
   • Strategic Alignment: Teacher Preparation

C. Goal #2: The committee will assist the UAC liaison in locating resources for writers of program plans and reports so they may submit quality products.
   • Initial Actions: The committee will help the UAC liaison set up workshops for faculty.
   • Rationale: Although more program submitted plans and reports for Fall 2014, programs continue to struggle with meeting all criteria in a quality way.
   • Strategic Alignment: Teacher Preparation

A. Goal #3: The JHCOE Assessment Committee will discuss possible changes to the most current college-level assessment plan after (a) review of the two last plans, (b) CAEP completes their site visit and provides a final report to the JHCOE, and (c) the committee reviews the JHCOE self-study. These activities will not begin until December, thus the committee suspects this goal will not be completed until the 2016-17 year due to its heavy workload with the UAC liaison in the Fall semesters.
   • Initial Actions: The JHCOE Assessment Committee will confirm with the JHCOE Accreditation and Assessment Director on whether a college-level assessment report is needed for the CAEP self-study. At the time of this writing, there seems to be some confusion among CAEP team members and administration whether a college assessment plan is actually necessary for CAEP since the UAC does not require it.
   • Rationale: This report may be needed for accreditation purposes. The committee asks College Council how it perceives the JHCOE using the assessment plan beyond accreditation purposes.
   • Strategic Alignment: Teacher Preparation

May 5, 2015
Dawn Sandt, Chair, Assessment Committee 2014-15