Assessment Committee Members
Dawn Sandt, chair Early Childhood, Physical, and Special Education
Susan Parks Curriculum and Instruction
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Lynne Hamer Educational Foundations and Leadership
Nancy Staub Educational Foundations and Leadership
Noela Haughton UAC Liaison (Spring 2014)
Rebecca Schneider UAC Liaison (Fall 2013)

The Assessment Committee focused its efforts in helping faculty develop and carry out effective program assessment plans. Academic year 2013-14 was the committee’s first year in existence since the transition to the new Judith Herb College of Education. The committee spent the first portion of the year educating itself on assessment procedures of the University Assessment Committee and its impact on faculty and programs. Throughout the year, the committee initiated interaction with faculty and administration that could explain why the assessment process or parts of the assessment process were not effectively working. While there are few products generated by this committee, we are confident that the recommendations offered to College Council in Spring 2013 are a step in the right direction.

Works accomplished - Recommendations to College Council

1) For programs that already produce SPA, NCATE or other accrediting agency reports, department chairs will
   a. ask for volunteers to become program assessment leaders. This should be done in workload negotiations and include proper incentives and rewards (release time, remuneration, other).
   b. help the faculty leader with program faculty, establish procedures that make use of the already mandated reports and translate them into the form expected by the University Assessment Committee (UAC)
   c. help faculty leaders(s) submit program-level reports to the University Assessment Committee Liaison in a timely manner.

2) For programs that do not already produce accrediting agency reports (Non-licensure undergraduate, Masters, Ph.D, Ed.D. and Ed Specialist programs), department chairs will
   a. ask for volunteers to become program assessment leaders. This should be done in workload negotiations and include proper incentives and rewards (release time, remuneration, other).
   b. help the faculty leader establish a set of procedures with criteria and measurements that can be used to accurately assess the efficacy of each program. This would probably include a review of the appropriate scholarly literature for assessing like programs as well as carrying out a benchmarking study of peer institutions. It would then include finding out what accurate data the college already has, establishing procedures, data categories and data sets that could be collected to assess the efficacy of the programs in terms of student learning outcomes and other appropriate criteria.
c. help the faculty leader carry out the procedures in a process of institutionalization and on-going reflection and assessment.
d. submit these reports to the UAC in a timely manner.

3) This committee also recommended that the UAC set up mechanisms and support systems for training if faculty request them. Faculty-centered workshops might help faculty solve problems in order to create a viable assessment plan.

Goals for AY 2014-15
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.
   o 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 training powerpoints.
   o Rationale: In Fall 2013, 24% of programs did not submit a program report documenting their assessment process for AY 2012-13.
   o Strategic Alignment: Public Perception

2. The committee will continue to serve as a communication conduit from the UAC liaison to department faculty.
   o Initial Actions: Members of the committee will request that they be given an opportunity to report out during each department faculty meeting.
   o 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.
   o Strategic Alignment: Teacher Preparation

3. The committee will provide support to non-accredited program so they may improve their program-level reports
   o 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.
   o 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.
   o Strategic Alignment: Public Perception

May 1, 2014
Dawn Sandt, Chair, Assessment Committee 2013-14