

COLLEGE ANNUAL ASSESSMENT REPORT

Assessed Year: 2017

College: College of Education and Public Policy

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ASSESSMENT

INDIANA UNIVERSITY–PURDUE UNIVERSITY FORT WAYNE



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TIPS AND HINTS

Tips and Hints

When you click on tip text, the whole tip is selected so that you can revise the placeholder instructional text. Edit the placeholder text and format it any way you want or cut and paste into the form field. The table of contents updates automatically as you add pages to each section in your document. To see the updates, right-click anywhere in the table of contents and select *Update field*.

Report Expectations:

The finished report should be about 4 -5 pages in length. Include as attachments:

1. Either letters to colleges describing your evaluation of their annual assessment report or the completed Appendix D Rubrics for all departments/programs in your college.
2. Attach all Departmental/Program Annual Assessment reports so that these can be published at <http://www.ipfw.edu/offices/assessment/reports/reports-program.html>.

Assistance:

If at any point you have questions about completing or submitting this report, please contact the Office of Assessment and Program Review.

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Section 1: Summary of Findings for all Departments/Programs

Instructions: In this box, please summarize your review of all departments. You can either do a narrative or summarize all departments within each of the departmental review rubrics and paste in this box.

The College of Education and Public Policy (CEPP) is comprised of the departments of Educational Studies, Professional Studies, and Public Policy. The CEPP Assessment Committee reviewed assessment reports from programs in each of these departments. A summary of these reviews is below.

Educational Studies:

Early Childhood and Elementary

In the Department of Educational Studies, the Assessment Committee evaluated the Early Childhood Education (ECE) program and Elementary Education (ELEM) program. Using the university's rubric we found that ECE and ELEM's work has met the quality level of exemplary (3.0) in 12 out of 19 criteria on the rubric. One area was rated as developing (1.0). Please see the table below:

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity		X	
Student centered	X		
Expectation level		X	
Programmatic curriculum map			
Content alignment	X		
Developmental aspect of SLO	X		
Student engagement	X		
Alignment of Bacc. Framework	X		
Assessment plan I			
Relate assessments and SLO	X		
Types of measures	X		
Assessment plan II			
Established results	X		
Data collection and design integrity	X		

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Evidence of Reliability of measures		X	
Reporting results			
Present results		X	
Historical results		X	
Interpretation of results	X		
Report dissemination and collaboration			
Shared with faculty	X		
Shared with stakeholders		X	
Programmatic change: curriculum	X		
Programmatic change: assessment	X		

Middle and Secondary

In the Department of Educational Studies, the Assessment Committee evaluated the Secondary programs. Using the university's rubric we found that the Secondary programs' work has met the quality level of exemplary in 8 out of 19 criteria on the rubric. Eight were scored between exemplary (3.0) and acceptable (2.0) at 2.5, and none received developing.

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity	X	X	
Student centered	X		
Expectation level	X		
Programmatic curriculum map			
Content alignment	X	X	
Developmental aspect of SLO	X	X	
Student engagement	X	X	
Alignment of Bacc. Framework		X	
Assessment plan I			
Relate assessments and SLO	X	X	

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Types of measures	X	X	
Assessment plan II			
Established results	X		
Data collection and design integrity	X		
Evidence of Reliability of measures	X		
Reporting results			
Present results	X		
Historical results	X	X	
Interpretation of results	X	X	
Report dissemination and collaboration			
Shared with faculty	X		
Shared with stakeholders		X	
Programmatic change: curriculum	X		
Programmatic change: assessment	X		

Professional Studies:

Educational Leadership

In the Department of Professional Studies, the Assessment Committee evaluated the Educational Leadership (EDLD) program. Using the university's rubric we found that EDLD's work has met the quality level of exemplary in 10 out of 18 criteria on the rubric. Eight were scored acceptable and none was rated as developing. One criterion, on alignment with the *IPFW Baccalaureate Framework*, was not rated as it is not applicable to graduate programs.

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity		X	
Student centered	X		
Expectation level	X		
Programmatic curriculum map			
Content alignment	X		

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Developmental aspect of SLO	X		
Student engagement	X		
Alignment of Bacc. Framework	n/a	n/a	n/a
Assessment plan I			
Relate assessments and SLO	X		
Types of measures	X		
Assessment plan II			
Established results	X		
Data collection and design integrity	X		
Evidence of Reliability of measures		X	
Reporting results			
Present results	X		
Historical results	X		
Interpretation of results	X		
Report dissemination and collaboration			
Shared with faculty	X		
Shared with stakeholders		X	
Programmatic change: curriculum	X		
Programmatic change: assessment	X		

School Counseling

In the Department of Professional Studies, the Assessment Committee evaluated the School Counseling (CE) program. Using the university's rubric we found that CE's work has met the quality level of exemplary in 10 out of 18 criteria on the rubric. Eight were scored acceptable, and none was rated as developing. One criterion, on alignment with the *IPFW Baccalaureate Framework*, was not rated as it is not applicable to graduate programs.

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Clarity & specificity		X	
Student centered	X		
Expectation level	X		
Programmatic curriculum map			
Content alignment	X		
Developmental aspect of SLO		X	
Student engagement	X		
Alignment of Bacc. Framework	n/a	n/a	n/a
Assessment plan I			
Relate assessments and SLO	X		
Types of measures	X		
Assessment plan II			
Established results	X		
Data collection and design integrity	X		
Evidence of Reliability of measures		X	
Reporting results			
Present results		X	
Historical results		X	
Interpretation of results	X		
Report dissemination and collaboration			
Shared with faculty	X		
Shared with stakeholders		X	
Programmatic change: curriculum		X	
Programmatic change: assessment		X	

Special Education Undergraduate

In the Department of Professional Studies, the Assessment Committee evaluated the Special Education (SPED) Undergraduate program. Using the university's rubric we found that SPED's work has met the

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

quality level of exemplary in 17 out of 19 criteria on the rubric. Two were scored acceptable and none was rated as developing.

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity	X		
Student centered	X		
Expectation level	X		
Programmatic curriculum map			
Content alignment	X		
Developmental aspect of SLO	X		
Student engagement	X		
Alignment of Bacc. Framework	X		
Assessment plan I			
Relate assessments and SLO	X		
Types of measures	X		
Assessment plan II			
Established results	X		
Data collection and design integrity	X		
Evidence of Reliability of measures		X	
Reporting results			
Present results	X		
Historical results	X		
Interpretation of results	X		
Report dissemination and collaboration			
Shared with faculty		X	
Shared with stakeholders	X		
Programmatic change: curriculum	X		
Programmatic change: assessment	X		

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Special Education Graduate

In the Department of Professional Studies, the Assessment Committee evaluated the Special Education (SPED) Graduate program. Using the university's rubric we found that SPED's work has met the quality level of exemplary in 16 out of 18 criteria on the rubric. Two were scored acceptable and none was rated as developing. One criterion, on alignment with the *IPFW Baccalaureate Framework*, was not rated as it is not applicable to graduate programs.

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity	X		
Student centered	X		
Expectation level	X		
Programmatic curriculum map			
Content alignment	X		
Developmental aspect of SLO	X		
Student engagement	X		
Alignment of Bacc. Framework	n/a	n/a	n/a
Assessment plan I			
Relate assessments and SLO	X		
Types of measures	X		
Assessment plan II			
Established results	X		
Data collection and design integrity	X		
Evidence of Reliability of measures		X	
Reporting results			
Present results	X		
Historical results	X		
Interpretation of results	X		
Report dissemination and collaboration			
Shared with faculty		X	
Shared with stakeholders	X		

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Programmatic change: curriculum	X		
Programmatic change: assessment	X		

Public Policy:

In the Department of Professional Studies, the Assessment Committee evaluated the Bachelor of Science in Public Affairs (B.S.P.A.) Undergraduate program. Using the university's rubric we found that B.S.P.A.'s work has met the quality level of exemplary in 5 out of 19 criteria on the rubric. Fourteen were scored acceptable and none was rated as developing.

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity	X		
Student centered	X		
Expectation level	X		
Programmatic curriculum map			
Content alignment		X	
Developmental aspect of SLO		X	
Student engagement		X	
Alignment of Bacc. Framework	X		
Assessment plan I			
Relate assessments and SLO		X	
Types of measures		X	
Assessment plan II			
Established results		X	
Data collection and design integrity		X	
Evidence of Reliability of measures		X	
Reporting results			
Present results		X	
Historical results	X		
Interpretation of results		X	

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Report dissemination and collaboration			
Shared with faculty	X		
Shared with stakeholders		X	
Programmatic change: curriculum		X	
Programmatic change: assessment		X	

In the Department of Professional Studies, the Assessment Committee evaluated the Master of Public Management (M.P.M.) Graduate program. Using the university's rubric we found that M.P.M.'s work has met the quality level of exemplary in 3 out of 18 criteria on the rubric. Fifteen were scored acceptable and none was rated as developing. One criterion, on alignment with the *IPFW Baccalaureate Framework*, was not rated as it is not applicable to graduate programs.

	Exemplary (3)	Acceptable (2)	Developing (1)
Clearly stated SLO			
Clarity & specificity	X		
Student centered		X	
Expectation level		X	
Programmatic curriculum map			
Content alignment		X	
Developmental aspect of SLO		X	
Student engagement		X	
Alignment of Bacc. Framework	n/a	n/a	n/a
Assessment plan I			
Relate assessments and SLO		X	
Types of measures		X	
Assessment plan II			
Established results		X	
Data collection and design integrity		X	
Evidence of Reliability of measures		X	
Reporting results			

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Present results		X	
Historical results	X		
Interpretation of results		X	
Report dissemination and collaboration			
Shared with faculty	X		
Shared with stakeholders		X	
Programmatic change: curriculum		X	
Programmatic change: assessment		X	

SECTION 2: RECOMMENDATIONS FOR ACADEMIC DEPARTMENTS

Section 2: Recommendations for Academic Departments

In this box either report on the recommendations made to each department, or, describe how you provided feedback to the departments and append letters sent to the departments.

The College Assessment Committee reviewed all of the programs described above using the official University rubric (SD 15-06 Appendix D Rubrics) including recommendations. In addition, the Departments received a memo summarizing performance on the rubric and detailing specific recommendations to improve assessment practices.

The committee was surprised by the extent of the the commonalities among education programs. Some of the patterns that emerged among the various education program rubrics, as well as the themes among the resulting recommendations, are described below.

Education programs were almost universally strong in the relationship between learning outcomes and measurement tools, and in the overall quality of assessments. As these assessments have been reviewed and revised based on feedback from the specialized professional associations that are part of their accreditation process, these results are not surprising.

Assessment targets are carefully set, and progress toward those goals is meticulously tracked, again as required by accreditation demands. However, programs scored lower on their methods of ensuring reliability of findings. This is a recent addition to the Council for the Accreditation of Educator Preparation (CAEP) standards, and a growth area for education programs. A corresponding recommendation is: Programs should more clearly describe their methods to ensure reliability including having multiple faculty assess for student outcomes.

Education programs also have room for growth in their reporting of results. Clear and accessible presentation of student achievement relative to learning outcomes was only scored a 2 in most programs. Another area of mostly 2 scores was sharing the historical result that make for ease of comparison. These concerns could be addressed through the following recommendation: Education programs should prepare an assessment report accessible to colleagues outside of the field rather than submitting accreditation materials for assessment committee review.

A final common area of concern, which applied to both education and public policy programs, was a weakness in report dissemination. While assessment results are shared regularly with and discussed among program faculty, these results are not with other stakeholders, such as community partners. We make the following recommendation to address this: Departments are encouraged to share the assessment outcomes with a wider range of stakeholders.

Program learning outcomes in public policy were noted to be especially well aligned with the *IPFW Baccalaureate Framework*. This is a criterion on which education programs were weak, and public policy can be a model here. A further area of growth for programs in public policy was the need for the

SECTION 2: RECOMMENDATIONS FOR ACADEMIC DEPARTMENTS

development of a curriculum that would clarify the expected progression of learning goals for students at various stages of the process.

SECTION 3: RESULTS OF ACTIVITIES RELATED TO PRIOR YEAR FINDINGS

Section 3: Results of Activities Related to Prior Year Findings

In this box, describe changes in your review process based on last year's review and changes you expect to make in coming years based on the current year review.

Last year's Assessment Committee reviewed the College (CEPP) as a whole rather than examining each program's assessment outcomes. While it was beneficial to have an overview of assessment practices, this did not provide the Departments with detailed feedback that could help further strengthen their own programs. For this reason the current Assessment Committee revised the process to ensure careful evaluation at the Department and Program level. In the future, we plan to continue these focused reviews that can provide actionable feedback and have a meaningful impact on teaching and learning in the College.

The above should not be taken to mean that programs in the CEPP have not made significant changes to their assessment practices over the past year. During this time, education programs received the results of their reports to the various specialized professional associations (SPAs) whose approval are required for national accreditation. These SPAs mandated significant changes to our program assessments for all but one licensure area. These revisions have led to better alignment between content area standards and program curricula, as well as more effective measures of student mastery.

SECTION 4: CONCLUSIONS AND FUTURE DIRECTIONS

Section 4: Conclusions and Future Directions

Describe, based on this years' experience, the overall quality of assessment in your college, provide recommendations for improving the assessment process at the department/program, college, and institutional level, and any additional resources your college might need to ensure that assessment is being used to improve student learning.

Overall Quality

The majority of the programs described within this report are accredited by the Council for the Accreditation of Educator Preparation (CAEP), which relies on the evaluation of professional associations for each area of specialized licensure. These national bodies have comprehensive and rigorous standards on which programs are evaluated over a multi-year process. Education programs submitted 16 separate reports to 11 SPAs, each of which received detailed feedback. All but one of these mandated improvements to assessments and assessment practices. Programs in the Department of Public Policy, while not CAEP accredited, also have carefully designed assessment systems with regular reporting processes.

Recommendations

Because the various accreditation reports that education programs are required to submit are much broader in focus than university assessment reports, they can be unwieldy for members of a college assessment committee to review—especially those in disciplines outside of education. For this reason, we can work to more closely align our reporting of accreditation-mandated assessment requirements with the expectations of the University's assessment system. Another area for improvement is strengthened communication and collaboration around assessment across departments. At the college level we might create a structure for departments and programs to share their students' accomplishments more regularly with each other and outside stakeholders.

Needed Resources

Expertise and experience is critical. For example, our new data manager position has been invaluable to our assessment work at the college level. More professional development of both faculty and professional staff to strengthen faculty with assessment would improve our practices further. In addition, stronger enrollment in all our programs would bring us the resources to support improvement in every aspect of teaching and learning, including assessment. Funding targeted for marketing and promotion would be a fruitful avenue of enhanced investment.

ATTACHMENTS

Attachments

1. Provide either letters to departments describing your evaluation of their annual assessment report or the completed Appendix D Rubrics for all departments/programs in your college.
2. Attach all Departmental/Program Annual Assessment reports so that these can be published at <http://www.ipfw.edu/offices/assessment/reports/reports-program.html>.