

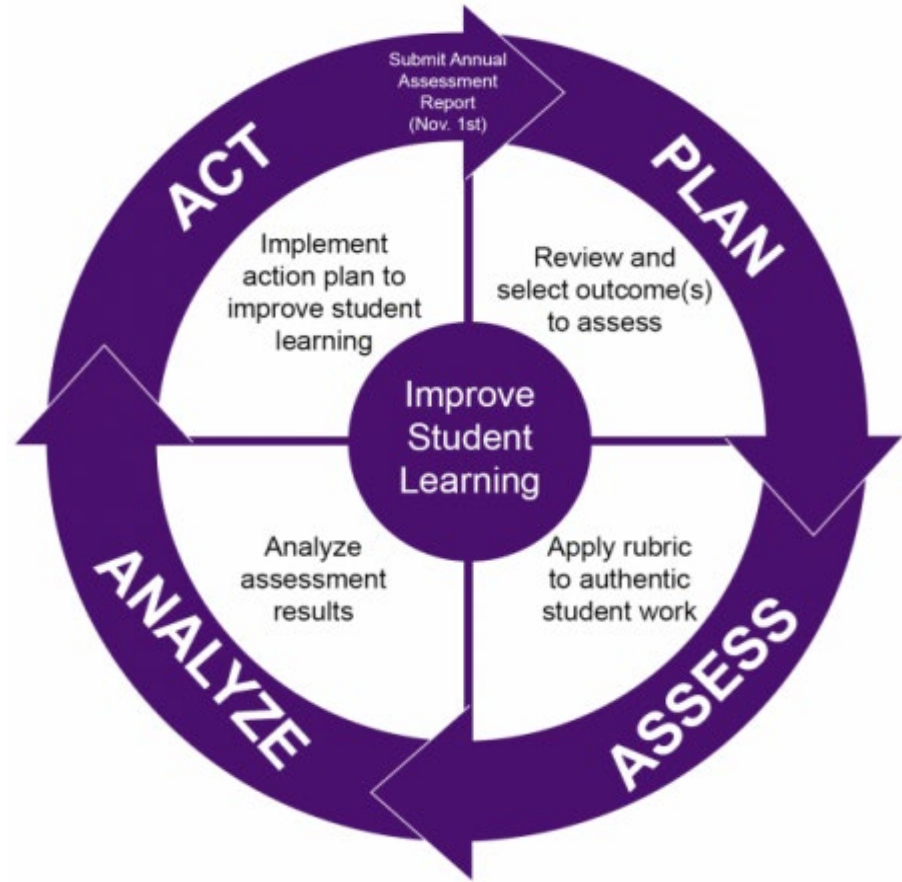
Leadership and Collaboration: Key Ingredients for Successful Program Assessment

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Our Presentation

- Program Assessment at UNI
- Our college's approach to a year-long cycle of program assessment
- Findings (so far) from our work and next step possibilities for improved student learning
- The role of leadership from our college in program assessment

UNI PROGRAM REVIEW CYCLE



Program Assessment at UNI: Context

Accredited by the Higher Learning Commission (M1 Carnegie Classification)

- Primary component: Evidence of an active program of assessment of student learning across academic and co-curricular programs
- Two of the guiding principles for assessment of student learning:
 - It should be meaningful for stakeholders; and
 - If educational goals and objectives are clearly defined and measured, then students are better positioned to be responsible for own learning.

Program Assessment at UNI: Process

Expectation: Academic programs engage in continuous and direct assessment of student learning

- Process:
 - Programs establish measurable student learning outcomes (SLOs) which should be connected to University level SLOs:

UNI SLOs

Critical Thinking. Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.

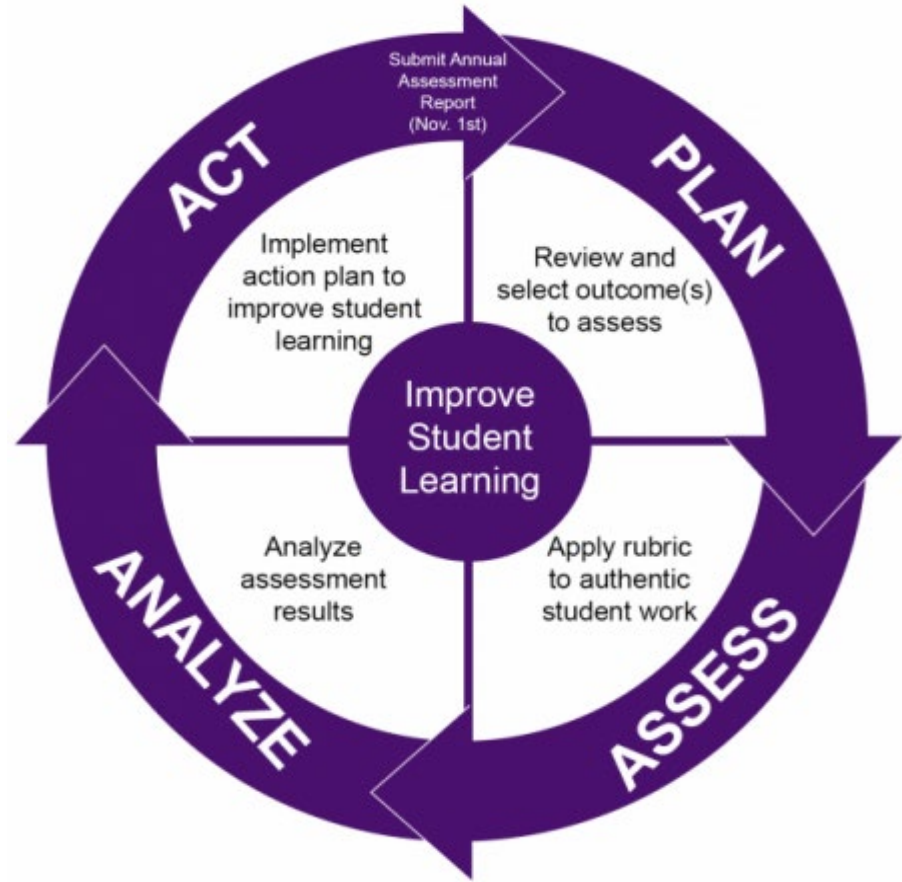
Communication. Graduates will display competence in oral, written, and visual communication, as appropriate for their discipline.

Program Content Knowledge. Graduates will demonstrate discipline-specific knowledge and skills in their major fields of study.

Program Assessment at UNI: Process, cont.

- Process, cont.:
 - Programs complete annual assessment reports AND update assessment plans by November 1st of each year;
 - College of Education: 27 SOA reports in 2019-2020
 - Review of program documentation by college deans, associate deans, and department heads; and
 - Feedback is developed and provided to programs for upcoming cycles.

UNI PROGRAM REVIEW CYCLE



Outline of Program Assessment Report



Learning Outcome(s)

Identify the learning outcome(s) that you are measuring. (In Appendix A, include a list of all Program Learning Goals and Outcomes.)

Assessment Plan

Name and brief description of the artifacts assessed and the instruments/rubrics used for the assessment. (In Appendix B, include an overview of the Assessment Plan for all Learning Goals and Outcomes. In Appendix C, attach a copy of the assignment; in Appendix D and the instrument/rubric).

Date(s) of administration.

Sample (number of students, % of class, level, demographics).

Data Analysis

Direct Assessment (Include a narrative and a summary table of the data here; include all scores in Appendix E.)

Indirect Assessment (Optional. Include a narrative and a summary table of the data; include all scores in Appendix F.)

Inter-rater Reliability

Use of Assessment Findings to Improve Student Learning

In the appendix, include minutes from department meetings and an outline of the plan for sending substantive changes to college and university curriculum teams.

Plan to Address this Year's Program Assessment Results for Continuous Improvement

Appendix A – Program Learning Goals and Outcomes

Appendix B – Overview of Program Assessment Plan

Program assessment is an ongoing and integral part of the University of Northern Iowa's efforts to continuously improve teaching and learning. On an annual basis, every program assesses at least one student learning outcome through direct measures, analyzes the information gathered, shares that information with the program faculty, and determines a course of action for improvement. These efforts are captured in the Annual Program Assessment Report.

Every seven years, each program completes an Academic Program Review which includes an analysis of the completed student learning outcomes assessments and other outcomes measures.

These reviews include external reviewers and allow the program faculty to take a longitudinal look at the strength of their programs, as well as areas that need attention.

The Program Assessment Plan provides an overview of learning outcome assessment, including, for each outcome, the way in which the outcome will be assessed and the year of evaluation, which is always iterative in order to ensure continuous improvement. Please use the following template to guide the articulation of your plan.

Appendix C – Assignments from Appendix B

Appendix D – Instruments/rubrics for Assessment from Appendix B

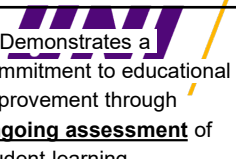
Appendix E – Direct Assessment Scores

Appendix F – Indirect Assessment Scores

Appendix G – Sample Student Work across a Range of Scores

Appendix H – Minutes from Meetings documenting Collaborative Continuous Improvement Efforts

Based on the evidence provided in the SOA report , the program	Exemplary	Meets expectations	Some evidence provided or alluded to, but generally unclear or incomplete. (Does not yet meet expectations)	Information does not allow for evaluation of assessment	No information provided
1. Has clearly stated, measurable goals for student learning	<i>ALL goal statements are clearly measurable</i>	<i>Goal statements are present and measurable. It could be that not all goals statements are measurable, but the one selected for this year is.</i>	<i>Goal statements are present, but not all of them are measurable. Goal statements are present, but those goals are not being clearly measured.</i>	<i>Goal statements aren't really goal statements. Goal statements are WAY too general to be measured</i>	<i>Goal statements not provided</i>
2. Implements effective processes for direct assessment of student learning and achievement of learning goals	<i>Multiple outcomes have been clearly measured on an on-going basis.</i>	<i>Direct assessment is clearly taking place, even if it is on a small scale basis at this point</i>	<i>Some type of direct assessment that involves the analysis of student work seems to be taking place, but the report doesn't provide enough evidence or data; or the assessment doesn't clearly align with the goals/outcomes</i>	<i>Report claim that direct assessment is taking place, but it may actually be indirect assessment.</i>	<i>No info provided</i>
3. Involves faculty in the assessment of student learning	<i>The assessment process clearly involves all program faculty</i>	<i>The assessment process clearly involves the majority of program faculty; and Assessment results are discussed by faculty</i>	<i>The evidence provided suggests that only a few of the program faculty are involved in the assessment process. No evidence to suggest that assessment results are discussed by faculty as a whole</i>	<i>Unclear who exactly is participating in assessment work</i>	<i>No info provided</i>
4. Uses the information gained from assessment to improve student learning	<i>Student learning has clearly been improved thanks to the assessment process</i>	<i>The evidence provided clearly shows that efforts were made to use assessment data to improve student learning</i>	<i>While there is evidence that assessment is taking place, it is unclear how the assessment process is being used to improve student learning</i>	<i>No evidence that assessment used to improve student learning</i>	<i>No info provided</i>
5. Demonstrates a commitment to educational improvement through ongoing assessment of student learning	<i>Development history of assessment used to improve student learning</i>	<i>Clearly engaged in multiple cycles of assessment</i>	<i>In the midst of completing a cycle of assessment that is based on best practices</i>	<i>Evidence that assessment efforts have begun but in early stages</i>	<i>No evidence</i>



Elementary Education - Teach (K-6), B.A.

Outcome(s) Assessed

- During a sixteen-week student teaching practicum, students will demonstrate their content knowledge and skills in accordance with the InTASC Standards through classroom-based performance

Methods & Artifacts

Artifacts include a Student Teaching Practicum Assessment completed by the supervising teacher

Data-Informed Action Plan

- Support student growth in assessment
 - Students will reflect on assessment based on their Level III field experience
 - Introduce students to multiple methods of assessment in ELEMCMML 4213 and emphasize how assessment guides and informs teachers' decision-making
- Support student growth in the application of content
 - Sustain, expand, and develop partnerships with local schools and community organizations where students can teach Social Studies and Science
- Support student growth in learning differences
 - Encourage students to complete their Level III field experience in Houston, TX
 - Sustain partnerships with schools and community organizations that serve racially and economically diverse student populations
 - Develop a pilot program for professional development



University of Northern Iowa

College of Education

Principalship, M.A.E.

Outcome(s) Assessed

- Students will demonstrate in writing a thoughtful understanding, application and analysis of specific Iowa Standards for School Leaders - shared vision, culture of learning, management, family & community, ethics, and societal context.

Methods & Artifacts

The artifact assessed for this year's student outcome assessment is the student's core value paper, "The Principal's Role as a Leader of Learning."

Data-Informed Action Plan

- Instructors in EDLEAD 6284 will be more centered about the standards and need for details/examples, demonstration of exemplars, and appropriate feedback from draft copies.
- Faculty will discuss the educator preparation standards as they are being changed by the state to provide additional opportunities to refine student work that meets prepared leader assessment.

Initial College Feedback

After two years through this process...still disconnected!

- Assessment reports ranged from poor to satisfactory;
- Program coordinators were completing assessment reports with respective faculty members BUT
 - It was unclear how such assessment was part of program and department's culture;
- Department heads delegating work to coordinators and not involved with nuanced detail - neither was dean's office.

Recent College Feedback

Review of Student Outcome Assessment (SOA) reports in November 2019:

- Departments Heads participated in this review for all College of Education programs;
- Using designated rubric, department heads collaborated with others on the University Assessment Council to rate each area;
- Primary results:
 - Realization that required pieces either missing, misinterpreted, and/or responses were brief/vague or unrelated to program outcomes; and
 - Programs were in “different places” with engage in program assessment.

Development of a College SOA Timeline

At a following Leadership Team meeting, college leaders debriefed:

- Department Heads discussed importance of meeting with each program, especially to talk through program goals and objectives;
- How to assist programs in selecting and/or developing rubrics for rating student assessments according to designated criteria;
- How to account for students from “multiple places” within the programs;
- What assessments should be used? Grades? Master’s papers/theses/dissertations? Other?

Development of a College SOA Timeline, cont.

Based upon reviews and discussions, college leaders:

- Determined a uniform, year-long timeline to support programs (and departments):
 - Accurately reflect on program goals and SLOs;
 - Identify, develop, and utilize data collection measures and evaluation rubrics;
 - Complete analysis of the data; and
 - Determine program strengths and needs.
- Recognized a need for balance between College and University needs AND providing programs flexibility to determine needed supports.

Month	Activity of Accountability
December	Feedback returned from Assessment Council. Programs review feedback and discuss with Department Heads.
January-February	Review program goals and outcomes: Do they currently reflect program goals? Do they align with University goals?
March	Assessment planning: Determine assessments to be used; development and/or refinement of evaluation rubrics; logistics (who, what, when, organization for analysis); interrater reliability.
April-May	Data collected and organized for analysis. Programs may start analysis
August-September	Data analysis continued and/or reviewed. Implications for programs?
October 1	SOA reports to Dean's office for review; feedback returned prior to University deadline.
November 1	SOA reports to University Council for review



Challenges

- COVID, tensions and leadership changes
 - Momentum lost due to pandemic
 - Successful HLC visit complete - what's next?
 - New Provost/EVP of Academic Affairs: What will be potential changes? What investment will this provost have in the current process?
 - COE department heads: Several changes in leadership AND different views on their involvement in process.
 - Many nationally and state accredited programs in COE already

Our Next Steps

- **Post-COVID: Implementation of the Timeline**
 - Last year, programs could choose to complete an SOA waiver
 - Updating Assessment plan only
 - Only 5/27 COE programs completed assessment report
 - With a year off, where are programs? What supports will be needed?
 - After this year, assess our timeline and revise as necessary

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