COLLEGE ANNUAL ASSESSMENT REPORT

Assessed Year: 2019

College: College of Professional Studies

Contact: Dr. Brad Oliver, Chair, CPS Faculty Governance Committee

Report Date: April 6, 2020

PURDUE UNIVERSITY FORT WAYNE

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PURDUE UNIVERSITY FORT WAYNE

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

For the 2019-2020 academic year, the responsibility for studying the Annual Assessment Reports submitted by Departments within the College was delegated to the College's Faculty Governance Committee. The Faculty Governance Committee determined that a standing committee of faculty members (i.e., here after referred to only as the "Committee") was needed to effectively review Annual Assessment Reports submitted at the end of 2019 and to report their findings and recommendations to Department Chairs and the Faculty Governance Committee. The Committee's membership included:

Dr. Brad Oliver – School of Education (Committee Chair)
Dr. Jospeter Mbuba – Department of Public Policy
Dr. Haeik Park – Department of Hospitality and Tourism Management
Ms. Melissa James – Department of Human Services
Dr. Michael Flory – Analytics and Planning Director, College of Professional Studies

This Committee met during the months of January and February 2020 to evaluate the Annual Assessment Reports submitted by Department Chairs and Program Coordinators within the College. The Committee utilized the Appendix D Rubrics to provide feedback to Departments on all submitted programs. The Appendix D Rubrics completed by the Committee are included in an appendix at the end of this report.

During the month of March 2020, the Committee further analyzed/aggregated this data and provided recommendations to the College's Faculty Governance Committee at their April 6, 2020 meeting. A table summarizing the Committee's ratings (i.e., as based on criteria from the Appendix D Rubrics) are reported below:

Appendix D Rubric Criteria:	HTM	HS	PP*	SOE - IL	EDEL	SPED	SC	CPS AVG.
Clearly Stated Programmatic Student Learning Outcomes	1.67	2.67	1	2.67	2.67	2	2	2.10
Programmatic Curriculum Map	2.33	3	1	2.33	2.67	2	2	2.19

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Alignment with PFW Baccalaureate Framework	3	3	1	3	N/A	N/A	N/A	2.50
Assessment Part 1 - Measures of Outcomes	2	3	1	3	1.5	3	3	2.36
Assessment Part 2 - Analysis of Results	1.33	2.67	1	2.67	2	2.33	2	2.00
Report Results	1	2.67	1	3	2.33	2.67	1.33	2.00
Dissemination and Collaboration	1	3	1	3	3	2.5	3	2.36
Programmatic Change Part 1 - Curricular Improvement	1	2	1	2	3	3	3	2.14
Programmatic Change Part 2 - Assessment Revisions	3	2	1	2	3	3	3	2.43

Ratings Explanation: 3 = Exemplary, 2 = Acceptable, 1 = Developing

HTM = Hospitality & Tourism Management
HS = Human Services
PP = Public Policy*
SOE-IL = School of Education Initial Licensure Programs
EDEL = Educational Leadership
SPED = Special Education
SC = School Counseling

*No Reports were submitted from Public Policy for the 2019 Annual Assessment Report.

At the April 6th meeting of the College's Faculty Governance Committee, Dr. Brad Oliver reported that the Committee found that programs have made efforts over the last 12 months to improve the quality of student learning outcomes and most programs have mapped these outcomes to courses. The Committee found evidence that the College is largely emerging in its ability to gather and report assessment data for the purposes of improving student learning and making important program revisions. Of the four Departments, the School of Education has the most matured assessment system, while Human Services follows with the second-best system in the College. Hospitality and Tourism Management is at the early stages of revising student

learning outcomes and identifying program assessments for gathering evidence in the future. Similarly, the Department of Public Policy has just begun the task of mapping program student learning outcomes and developing program assessments. For these reasons, Public Policy did not submit an Annual Assessment Report for 2019. They did, however, have faculty representation and participation in the Annual Assessment review process reflected in this report.

Dr. Oliver shared at the April 6th meeting of the Faculty Governance Committee that one of the positive outcomes from the College's 2019 Annual Assessment Review process was an alignment of expectations across the College with regarding to outcome mapping and the importance of program assessments to gather evidence on candidate performance and program effectiveness. Dr. Oliver shared that during the month of February 2020, he led three professional development workshops at the request of the Dean's Office that included faculty participation from all Departments of the College. These professional development workshops for faculty were based on materials provided by the Office of Assessment and Program Review. Dr. Oliver expressed optimism that these workshops, combined with greater oversight from the Faculty Governance Committee in 2020, would result in gains when the next Annual Assessment Report is prepared in spring 2021.

SECTION 2: RECOMMENDATIONS FOR ACADEMIC DEPARTMENTS

Section 2: Recommendations for Academic Departments

The College utilized the Appendix D Rubrics provided by the Office of Assessment and Program Review to evaluate all 2019 Annual Assessment Reports submitted by Department Chairs of the College. Copies of the Annual Assessment Reports of each program were shared with Committee members prior to their first meeting in late January 2020. Throughout the month of February 2020, Committee members evaluated all submitted reports. Each Committee member individually rated the submitted Annual Assessment Reports utilizing the Appendix D Rubric. Committee members then shared their findings collectively prior to assigning a shared final rating as a Committee (i.e., for all criteria evaluated in the Appendix D Rubric). The Committee's final ratings and written recommendations for improvement were returned to Department Chairs at the end of February 2020. The completed Appendix D Rubric reports on each program are included as an appendix to this report.

SECTION 3: RESULTS OF ACTIVITIES RELATED TO PRIOR YEAR FINDINGS

Section 3: Results of Activities Related to Prior Year Findings

Perhaps the biggest change from the 2018 to 2019 Annual Assessment Review involved delegating the responsibility for conducting the Annual Assessment Review to the Faculty Governance Committee of the College. This provided the opportunity to name a standing committee of faculty from across the College to conduct formal reviews of program reports submitted by the Department Chairs. Moreover, this decision resulted in critical conversation among Committee members on the importance of developing the capacity of the College to insure programs are governed by strong program student learning outcomes, that evidence is regularly gathered through aligned program assessments, and that processes and procedures exist within each College for using data to improve student learning and make program revisions.

The second biggest change from 2018 to 2019 involved the efforts of the Associate Dean of the College to encourage the use of the Annual Assessment Report template provided by the Office of Assessment and Program Review. For the most part, Department Chairs followed the recommended template. The template continues to pose some challenges for nationally accredited programs that already spend significant hours gathering and reporting evidence as part of their ongoing program accreditation process. Nevertheless, the College is working to find a way to better align the Annual Assessment Review process with program accreditation activities specifically within the School of Education. Our goal would be to consolidate efforts and place greater emphasis on faculty of the College engaging in data-driven conversations around student performance (aligned to program student learning outcomes) and program effectiveness.

For 2020, the College anticipates starting earlier with the Annual Assessment Review process, including holding orientation meetings with Department Chairs and Program Coordinators to review the reporting template and the Appendix D Rubric to be used in the evaluation of 2020 Annual Assessment Reports. It is also anticipated that professional development workshops, similar to those led by Dr. Brad Oliver in February 2020, will be offered again in the fall semester as part of the College's continuous improvement strategy.

SECTION 4: CONCLUSIONS AND FUTURE DIRECTIONS

Section 4: Conclusions and Future Directions

At the April 6, 2020 meeting of the Faculty Governance Committee, Dr. Brad Oliver made a formal presentation of the standing Committee's findings and recommendations:

1. At the start of the fall 2020 term, Faculty Governance Committee should appoint the standing Committee to review the 2020 Annual Assessment Reports and jointly hold an orientation session with Department Chairs and Program Coordinators prior to Annual Assessment Reports begin submitted to the Dean's Office at the end of November 2020. This will help in the alignment of expectations associated with reporting and continue to promote critical conversations among College faculty around the importance of data-driven continuous improvement.

2. At the proposed 2020 Annual Assessment Report Orientation, the Dean's Office should review the required reporting format for the 2020 Annual Assessment Reports, along with due dates, clarifying which programs must submit an Annual Assessment Report. It should also be clarified who is responsible for submitting the report so that this individual can attend the Annual Assessment Review of the Committee in spring 2021. This will help the Committee when program-specific questions arise based on the evaluation of submitted reports. Lastly, the criteria of the Appendix D Rubric should be reviewed together to promote shared understanding of what is to be evaluated.

3. The Faculty Governance Committee should work over the next academic year to establish the College's process and expectations for how data is to be used to improve programs. The Committee noted the use of an Advisory Council in the School of Education that meets twice a year to share gathered program evidence/data with community partners, practitioners in the field, alumni, and current students. These data-driven conversations are then summarized into action points for program improvement. It is recommended that such a system be replicated by Departments across the College.

4. Finally, the Committee noted that programs lack sufficient information technologies to easily collect, manage and report program assessment data aligned to program student learning outcomes. The School of Education presently requires their students to subscribe to TaskStream, but the other Departments of the College currently must track evidence of student performance (based on outcomes) via Excel spreadsheets or in some cases, manually. The Faculty Governance Committee should study a collective solution for the College to insure that a strong assessment system exists, supported by appropriate information technologies, to simplify the process for annually gathering, analyzing and reporting program student learning outcome data.

ATTACHMENTS

Attachments

1. Completed Appendix D Rubrics for all departments/programs in our College are attached as an appendix (i.e., PDF Portfolio) to this report.

2. Below, please find a One Drive link to all Departmental/Program Annual Assessment reports (and related documentation) so that these can be published by the Office of Assessment and Program Review:

    a. CPS Departmental/Program Annual Assessment Reports for 2019 can be found (organized by Program folder) at the following URL: https://ind657-my.sharepoint.com/:f:/g/personal/oliverb_pfw_edu/Eo66c_dMqjhDjzDCJGmbCwYB5MSqTrav6o3ROF8rjxknTA?e=iu0eIA