COLLEGE ANNUAL ASSESSMENT REPORT

Assessed Year: 2020

College: College of Professional Studies

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PURDUE UNIVERSITY FORT WAYNE

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PURDUE UNIVERSITY FORT WAYNE

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

Section 1: Summary of Findings for all Departments/Programs

The process for compiling and reporting 2020 Annual Assessment Reports for undergraduate and graduate programs in the College of Professional Studies (CPS) was organized by the Faculty Governance Committee of the College. A formal process to complete program reviews was adopted and as part of an effort to improve continuity to the Annual Assessment Review process, a series of technical assistance workshops were developed and delivered in early fall 2020 by Dr. Wylie Sirk, Associate Dean and Dr. Brad Oliver, Chair of the Faculty Governance Committee.

These workshops provided ongoing technical assistance to program coordinators on how to best utilize the Annual Assessment Report template and Program Review Rubric (i.e., resources provided by the Office of Assessment at Purdue University Fort Wayne). These workshops resulted in critical faculty conversations around continuous improvement. Each workshop was delivered virtually and recorded. These sessions can be viewed through Kaltura streaming video as listed below:

Workshop Recording #1: Orientation, Sections 1 & 2 (from 9.18.2020):
https://mediaspace.itap.purdue.edu/media/Annual+Assessment+Report+-+Orientation+Meeting-20200918+1600-1_53216561/1_lprq1rwb

Workshop Recording #2: Section 3 (from 9.28.2020):
https://mediaspace.itap.purdue.edu/media/AAR+Check-In+Meeting+++September+28%2C+2020+Section+3+-+Assessment/0_zkx049g3

Workshop Recording #3: Section 4 (from 10.10.2020):
https://mediaspace.itap.purdue.edu/media/Annual+Assessment+Report+-+Check+In+Meeting+3+from+10.12.2020/0_hadmgcy0

Workshop Recording #4: Section 5 (from 10.26.2020):
https://mediaspace.itap.purdue.edu/media/Annual+Assessment+Report+-+Final+Check+In+Meeting+10.26.2020/0_piqkt85r

All programs within in the College of Professional Studies submitted 2020 Annual Assessment Reports to the Dean's Office on November 2, 2020. During the month of November, faculty

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

peer review of each program was facilitated following the Program Review Rubric provided by the Office of Assessment.

Click here to view a copy of the College of Professional Studies process for conducting faculty peer review for each program.

NOTE: In the Appendix to the College's Annual Assessment Report, a table has been provided with hyperlinks to each program's Annual Assessment Report for 2020 and the completed Program Review Rubric that documents faculty feedback for each reviewed program.

Summary of Findings

Utilizing the three-point descriptive Program Review Rubric (i.e., 3 = Exceeding, 2 = Acceptable, and 1 = Developing) provided by the Office of Assessment, program faculty participated in scheduled peer reviews of each program. The table below reflects a summary of rubric scores provided to each program.

	EC	ELEM	SEC	EDLE	SPED	SC/MH	HTM	HS	PA	CJ
Clearly Stated Programmatic Student Learning Outcomes	3	3	3	3	3	3	2	2.67	3	1.67
Programmatic Curriculum Map	3	3	3	3	3	3	2.67	3	2.33	1.3
Alignment with PFW Baccalaureate Framework	3	3	3	NA	NA	NA	3	3	NA	2
Assessment Part 1 - Measures of Outcomes	3	3	2.5	2.5	3	3	2	2	1	1
Assessment Part 2 - Analysis of Results	2.67	2.67	2.67	2.67	2.67	3	1	1.67	1	1
Report Results	3	3	3	2	2.67	3	1	2.33	1	1
Dissemination and Collaboration	3	3	3	3	3	3	2	3	1	1

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Programmatic Change Part 1 - Curricular Improvement	3	3	3	3	3	2	2	3	1	1
Programmatic Change Part 2 - Assessment Revisions	3	3	3	3	3	3	2	3	1	1

NOTE: In the table above: EC = Early Childhood, ELEM = Elementary Education, SEC = Secondary Education, EDLE = Educational Leadership, SPED = Special Education, SC = School Counseling & Mental Health, HTM = Hospitality & Tourism Management, HS = Human Services, PA = Public Administration, and CJ = Criminal Justice.

The following are general findings compiled after reviewing all programs in the College of Professional Studies:

- The lack of technology to support assessment management presents challenges for programs in the College to systematically gather, analyze, and report on evidence associated with program assessments.
- All programs need to better define what is meant by the term Expected Level of Learning (i.e., "Meets Standard" is axiomatic and doesn't provide any real information). Program faculty should consider establishing standardized thresholds with regard to defining what constitutes mastery on program assessments (e.g., Score of 3 on a four-point scale, standardize percentages utilized as pass rates, etc.).
- All programs need to consider how to best report historical data. While in many instances historical data exists, there was inconsistent evidence on the capacity of programs to analyze data longitudinally (i.e., to identify trends and patterns with respect to student performance or program efficacy).
- All programs need better processes for establishing reliability of program metrics, over time and across faculty. This does not have to be a robust statistical analysis; but in reviewing programs, it was rare to find clearly established processes and procedures for insuring reliability of program assessments. The one exception was the School Counseling & Mental Health program that could serve as an exemplar to other programs on establishing reliability of program metrics.

SECTION 2: RECOMMENDATIONS FOR ACADEMIC DEPARTMENTS

Section 2: Recommendations for Academic Departments

The following table is a summary of observed strengths and opportunities that were developed from the College's Peer Review process. Specific program feedback can be found in reviewing each program's completed Peer Review Rubric form (i.e., available as a hyperlink in the Appendix section of this report).

Department/Program	Strengths	Opportunities
School of Education* (Unit Level) *Strengths and opportunities identified for the School of Education (SOE) are applicable to the three undergraduate and three graduate programs reviewed for this reporting cycle. These are in addition to individual strengths and opportunities noted for each SOE program listed in this table.	• Evidence of strong alignment between program SLO's and key assessments. • Evidence is regularly reviewed by internal and external stakeholders to make determinations about student performance and program efficacy.	• Develop protocols to ensure program key assessments have strong validity and reliability. It was noted that the School Counseling faculty could serve as an exemplar on how to approach this need.
Early Childhood	• New NAEYC standards from 2020 have been incorporated and mapped to core courses.	• Program needs to identify areas of redundancy (i.e., standards are often repeated excessively across core courses). Program faculty should work to streamline alignment of new NAEYC standards to core courses and revised/new key assessments.
Elementary Education	• The pass rate on the state licensure exam that measures pedagogical knowledge was observed to be a strength and the program is encouraged to think about how to leverage this as a marketable feature of the program.	• Due to new national program standards, program key assessments need to be evaluated and possibly revised to insure strong alignment. • While it was noted the state of Indiana is moving to a new test, there are concerns that the pass rates for content knowledge are lower than expected. Faculty are encouraged to examine this trend further.

SECTION 2: RECOMMENDATIONS FOR ACADEMIC DEPARTMENTS

Secondary Education	• There is evidence that program faculty have done an excellent job of assigning faculty to core courses who have subject matter expertise within their discipline that has contributed to high pass rates measuring pedagogical knowledge on the state licensure exam. • The program demonstrates strong evidence of providing remediation to students struggling to meet standard.	• Program faculty are encouraged to further study the alignment of secondary course courses to the PFW Baccalaureate Framework. It was noted every box was checked against every course in their report. • As Indiana moves to a new state examination, it will be important that secondary education faculty work with general education faculty to insure strong alignment of content knowledge. Pass rates associated with the partition of the state licensure exam measuring content knowledge demonstrates this is an area of need for 2021.
Educational Leadership	• New NELP standards from 2019 have been integrated into core courses and program key assessments have been identified/aligned to these new standards.	• Assignment descriptions and revised rubrics (i.e., with NELP aligned criteria) should be the focus of 2021. It was noted the EDLE program will pilot collection of key assessment data in Brightspace beginning in January 2021.
Special Education	• There was strong evidence demonstrating the program has contributed to increased student engagement by providing meaningful activities and course assignments aligned to current standards.	• New standards from the Council on Exceptional Children (CEC) will be forthcoming in 2021, requiring core courses and key assessments to be realigned. • Program faculty noted the need to utilize historical data to drive continuous improvement conversations in 2021.
School Counseling	• Evidence of a strong process for establishing reliability with key assessments.	• The program currently utilizes no centralized assessment management system. As the program continues to grow, the process of managing large data sets could become problematic.

SECTION 2: RECOMMENDATIONS FOR ACADEMIC DEPARTMENTS

Department/Program	Strengths	Opportunities
Hospitality & Tourism Management	• The program has worked to revise program SLOs from last year, resulting in well-articulated student outcomes mapped to core courses. • There was evidence of strong student engagement activities aligned to program SLOs.	• Program faculty need to identify, develop, and implement key assessments that will allow evidence to be gathered, analyzed, and reported (aligned to the programs new SLOs).

Department/Program	Strengths	Opportunities
Human Services	• The program has worked to significantly reduce the number of program SLOs and have made significant progress in identifying and/or revising program key assessment used to gather evidence on student performance and program efficacy. • Program SLOs are well-aligned to core courses and there was evidence of faculty using new SLOs to make decisions about revisions to programs (e.g., recently revised Human Services minors).	• Program faculty are encouraged to further deconstruct broadly worded SLOs into standard indicators focused on student learning. This will allow the program to better synthesize large data sets, improving data-driven conversations around student performance and program efficacy. It will also contribute to improved descriptive criteria for program key assessments utilizing rubrics.

Department/Program	Strengths	Opportunities
Public Administration	• Program faculty has made substantial process in developing program SLOs, aligning these to identified core courses, and successfully mapping SLOs to include faculty expectations for student learning.	• The program is encouraged to continue working to identify remaining key assessments (aligned to SLOs) and develop a system for gathering, analyzing and reporting on key assessment data. This will permit faculty to make determinations regarding student performance and program efficacy. • As the program continues to make progress in aligning core courses to new SLOs, efforts should be made to continue to align student activities

		and course assignments to support strong student engagement.
Criminal Justice	• The program has established six SLOs to better articulate student learning expectations and have begun the process of mapping SLOs to core courses.	• The program needs to finalize a curriculum map showing the relationship of newly established SLOs to core courses. • The program needs to develop program key assessments. There was no evidence that the program regularly collects, analyzes, or reports assessment data related to their stated SLOs (nor was there anything indicating a plan or timeline for doing so).

SECTION 3: RESULTS OF ACTIVITIES RELATED TO PRIOR YEAR FINDINGS

Section 3: Results of Activities Related to Prior Year Findings

The table below provides a summary of results of activities related to prior year findings:

Recommend Actions from Section 4 of the 2019 Annual Assessment Report	Results of Activities/ Current Status in 2020
"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."	**Completed.** Faculty Governance adopted a process for conducting 2020 Annual Assessment Reports at its first meeting of the 2020-2021 academic year. An orientation meeting was held on September 18th and all program reports followed a standardized reporting process and all reports were submitted on November 2, 2020.
"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. "	**Completed.** The College utilized the Annual Assessment Report template to complete all program reports in 2020. This significantly improved the quality of submitted program reports, improving the process of conducting peer review and allowing for multiple faculty members to provide peer review feedback around continuous improvement.
"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.	**Completed.** As evidenced in this year's report, all programs have developed student-centric SLOs and either have or are in the process of developing aligned program assessments. Each Department has also created an Advisory Council of external stakeholders who provide input and recommendations on program revisions and help to insure programs are relevant and aligned with regional social, economic, and educational needs.
Finally, the Committee noted that programs lack sufficient information technologies to easily collect,	**In process.** The need for information technologies to systematically collect, analyze and report on program

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 ensure 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."	assessment data still exists. At present, conversations have begun between the College of Professional Studies and CELT regarding the potential use of Brightspace as an electronic assessment system. It is too early to reach any conclusions if Brightspace has the capacity to serve as an IT solution for assessment management.

Additional Observations on Activities Related to Last Year's Findings

Following the 2019 Annual Review Process, the College of Professional Studies took steps to offer a series of professional development workshops that focused on developing Student Learning Outcomes (SLOs), mapping SLOs to core courses, and developing SLO-aligned program assessments. The results of these efforts were realized in reviewing 2020 Annual Assessment Reports, particularly for Departments and programs outside of the School of Education (i.e., for programs that may not have established national outcomes or accreditation requirements).

The Department of Criminal Justice and Public Administration demonstrated significant growth. Last year, programs within this Department were unable to submit Annual Assessment Reports due to the lack of having established SLOs. By contrast, both programs submitted student-centric SLOs and the Public Administration program had gone so far as to complete a curriculum map of SLOs to core courses and identified and developed its first program assessment.

The Department of Human Services utilized peer review feedback from 2019 and successfully revised and reduced the number of overall program SLOs. By reducing the number of SLOs, faculty report improvements to previously experienced challenges that were experienced in the collection, analysis, and reporting of program assessment data. Faculty in the Human Services Department continues to make strides in focusing on program quality and that was clearly evidenced and documented in their 2020 Program Annual Assessment Report.

The Department of Hospitality and Tourism Management demonstrated growth from 2019 in the scope and quality of student-centric SLOs. Faculty have successfully integrated significantly strengthened SLOs into core courses and mapped expectation levels of learning

for all SLOs. Moreover, faculty are currently finalizing the development of program assessments that will make the systematic collection, analysis and reporting of annual assessment data possible. This will further promote ongoing data-driven conversations among faculty and external stakeholders around issues of student performance and program efficacy.

The School of Education continues to exceed expectations with regard to having a strong program assessment system. Efforts continue within the School to find technologies to simplify the process of collecting, analyzing, and reporting program assessment data. The School of Education continues to utilize TaskStream for the electronic storage of key assessment data, but not all programs have experienced success in managing program assessment through this platform. During the fall semester of 2020, faculty from the School have engaged representatives from CELT about utilizing Brightspace for assessment management purposes. Additionally, the School of Education continues to look at ways to better establish reliability with respect program assessments.

SECTION 4: CONCLUSIONS AND FUTURE DIRECTIONS

Section 4: Conclusions and Future Directions

Although the College of Professional Studies is being dissolved at the completion of the 2019-2020 academic year, the following conclusions and future directions are recommended for all programs:

- Additional professional development is needed around the creation of program assessments and the use of assessment data to make decisions related to student performance and program efficacy.

- Continued exploration on the potential use of Brightspace as an Assessment Management System is needed. This would support all program in the systematic collection, analysis and annual reporting of data gathered from program assessments. This will contribute to improved, data-driven conversations that are essential to the continuous improvement of programs.

- Further examination on how to establish reliability of program key assessments is needed. This includes faculty training on activities to promote interrater reliability and the use of basic statistical analyses to demonstrate reliability of specific program assessments.

ATTACHMENTS

Attachments

The table below includes links to all program-level Annual Assessment Reports and completed Program Peer Reviews.

2020 Annual Assessment Report	2020 Program Peer Review
Early Childhood Education	Early Childhood Education
Elementary Education	Elementary Education
Secondary Education	Secondary Education
Educational Leadership	Educational Leadership
Special Education	Special Education
School Counseling & Mental Health	School Counseling & Mental Health
Hospitality & Tourism Management	Hospitality & Tourism Management
Human Services	Human Services
Public Administration	Public Administration
Criminal Justice	Criminal Justice