

COLLEGE ANNUAL ASSESSMENT REPORT

Assessed Year: 2021

College: School of Education

Contact: Dr. Wylie Sirk, Associate Director

Report Date: November 30, 2021

PURDUE
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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

The process for compiling and reporting 2021 Annual Assessment Reports for undergraduate and graduate programs in the School of Education (SOE) was organized by the SOE Assessment Committee and Academic Program Assessment Team. A formal process to complete program reviews implemented in 2020 to improve continuity to the Annual Assessment Review process, was continued for the current annual review process. The process involves a series of three technical assistance workshops that were delivered in early fall 2021 by Dr. Wylie Sirk, Associate Director, Dr. Brad Oliver, CAEP Accreditation Coordinator, and Dr. Michael Flory, Analytics and Planning Director.

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. The 2021 Annual Assessment Report Kick-off Meeting can be viewed through Kaltura Streaming video as listed below:

Workshop Recording Kick-off Meeting (from 9.24.2021)

All programs within the School of Education submitted 2021 Annual Assessment Reports on October 29, 2021. During the month of November, faculty peer review of each programs was facilitated following the Program Review Rubric provided by the Office of Assessment.

[Click here to view a copy of the School of Education process for conducting faculty peer review for each program.](#)

NOTE: In the Appendix to the School of Education's Annual Assessment Report, a table has been provided with hyperlinks to each program's Annual Assessment Report for 2021 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.

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

	EC	ELEM	SEC	EDLE	SPED	CE	HS
Clearly Stated Programmatic Student Learning Outcomes	3	3	3	3	3	3	2.67
Programmatic Curriculum Map	3	3	3	3	3	3	3
Alignment with PFW Baccalaureate Framework	3	3	3	NA	NA	NA	3
Assessment Part 1 - Measures of Outcomes	3	3	2.5	3	3	3	2
Assessment Part 2 - Analysis of Results	2.67	2.67	2.67	2.67	2.67	3	1.67
Report Results	3	3	3	3	2.67	3	2.33
Dissemination and Collaboration	3	3	3	3	3	3	3
Programmatic Change Part 1 – Curricular Improvement	3	3	3	3	3	3	3
Programmatic Change Part 2 – Assessment Revisions	3	3	3	3	3	3	3

NOTE: In the table above: EC = Early Childhood, ELEM = Elementary Education, SEC = Secondary Education, EDLE = Educational Leadership, SPED = Special Education, CE = Counselor Education, HS = Human Services

The following are general findings compiled after reviewing all programs in the School of Education:

- The lack of technology to support assessment management presents challenges for programs in the School of Education to systematically gather, analyze, and report on evidence associated with program assessments. However, steps are underway to collaborate with the Office of Assessment and Program Review to acquire an assessment management system.

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

- All programs need to work toward using historical data to facilitate conversations around the need for program innovation and/or student intervention.
- All programs except the Counselor Education 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. Modeling the process used by Counselor Education should be considered by the other programs.

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 School of Education’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
<p>School of Education* (Unit Level)</p> <p>*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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Develop protocols to ensure program key assessments have strong validity and reliability. It was noted that the Counselor Education faculty could serve as an exemplar on how to approach this need.
<p>Early Childhood</p>	<ul style="list-style-type: none"> A minor in Early Childhood was added Spring 2021 with anticipation of adding a concentration in Early Childhood. 	<ul style="list-style-type: none"> More work will be needed to establish validity of key assessment measures (i.e., key assessments measures are new and there is currently insufficient data to determine validity.) Faculty training is needed to improve inter-rater reliability of student performance data collected from key assessments.
<p>Elementary Education</p>	<ul style="list-style-type: none"> Curriculum changes were made that were based on data in the last 12 months intended to improve student learning. Program faculty continue to take opportunity for meeting monthly to review data and recommend changes based on evidence for improvement of program. 	<ul style="list-style-type: none"> Due to new national program standards, program key assessments need to be evaluated and possibly revised to insure strong alignment. Based on the elementary licensure content knowledge pass rates (of the state licensing exam), faculty will work with the subject matter experts in the Colleges of Liberal Arts and Sciences to ensure coherence between tested domains and core content knowledge.

SECTION 2: RECOMMENDATIONS FOR ACADEMIC DEPARTMENTS

Secondary Education	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Faculty are encouraged to look at multiple measures to better determine candidate performance against REPA 3 content Standard #7, Content Literacy. • 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 2022.
Educational Leadership	<ul style="list-style-type: none"> • First attempt licensing pass rate has increased with higher than 90% over two years. • Program key assessments are implemented. 	<ul style="list-style-type: none"> • More work will be needed to establish validity of key assessment measures (i.e., key assessments measures are new and there is currently insufficient data to determine validity.) • Faculty training is needed to improve inter-rater reliability of student performance data collected from key assessments.
Special Education	<ul style="list-style-type: none"> • As a result in developing Transition to Teaching Special Education, program curriculum maps have been further updated and expanded over last year. • The new program key assessments have been revised and implemented fall 2021. 	<ul style="list-style-type: none"> • Program faculty are encouraged to scale their historical trend data to make improvements. • Based on data being collected revisions to courses may be needed in 2022. • More work will be needed to establish validity of key assessment measures (i.e., key assessments measures are new and there is currently insufficient data to determine validity.) • Faculty training is needed to improve inter-rater reliability of student performance data collected from key assessments.
Counselor Education	<ul style="list-style-type: none"> • The program continues to exhibit a strong assessment plan. • The program is strongly aligned evidenced by their curriculum 	<ul style="list-style-type: none"> • 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

	<p>map and demonstrate the ability to use data to make program changes and improve student learning.</p> <ul style="list-style-type: none"> • Faculty have implemented training with LTL's to improve and maintain high level of reliability among key assessments. • Other programs in the SOE would benefit from studying counseling's exemplary approach to ensure reliability of findings. • The program responded to last year's recommendation in such there is evidence of using assessment data to make curricular and/or pedagogical changes. 	
Human Services	<ul style="list-style-type: none"> • 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). • Faculty have made significant progress in revising key assessments to allow for better evaluation, candidate progress, and program innovation. • Human Services program has demonstrated efforts to make significant ongoing program changes in light of collected data and feedback. 	<ul style="list-style-type: none"> • Human Service faculty are encouraged to continue moving forward with implementing revised program assessments around their seven SLO's. • Encourage ongoing collaboration and technical assistance with the other departments within the School of Education (e.g., Unit Advisory Council). • Include any existing reliability work within next year's report. • 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 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 2020 Annual Assessment Report	Results of Activities/ Current Status in 2021
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.	Ongoing. In 2021, we had worked with individual program coordinators on as needed basis. The SOE would still benefit from professional development workshops that focus on best practices and design of program assessments.
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	Completed. A pilot was completed in the spring of 2021 at which time it was determined that Brightspace lacks the ability to manage data across multiple programs. Subsequently we are now working with the Office of Assessment and Programs to evaluate Taskstream as a possible solution.
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.	Ongoing. In 2021, the SOE added a new Accreditation Coordinator who is currently collaborating with the SOE Analytics and Planning Director. It is anticipated that an outgrowth of this collaboration will include work with program coordinators on reliability and validity of program key assessments.

SECTION 4: CONCLUSIONS AND FUTURE DIRECTIONS

Section 4: Conclusions and Future Directions

The new School of Education officially began July 1, 2021. New and updated unit and departments policies and guidelines have been initiated. The following conclusions and future directions are recommended for all programs:

- Continued 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.
- Identify comprehensive, technology-based solution for managing key assessments across all programs.
- Engage and coordinate with content faculty in other academic units to assure alignment between core content courses (taught outside the SOE) and Praxis content licensure exams.

ATTACHMENTS

Attachments

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

2021 Annual Assessment Report	2021 Program Peer Review
<u>Early Childhood Education</u>	<u>Early Childhood Education</u>
<u>Elementary Education</u>	<u>Elementary Education</u>
<u>Secondary Education</u>	<u>Secondary Education</u>
<u>Educational Leadership</u>	<u>Educational Leadership</u>
<u>Special Education</u>	<u>Special Education</u>
<u>School Counseling & Mental Health</u>	<u>School Counseling & Mental Health</u>
<u>Human Services</u>	<u>Human Services</u>