

College of Education
Summary Report
on
Program Assessment
Calendar Year 2005

Prepared by the
College of Education Assessment Committee

Spring 2005

I. Introduction

The College of Education (COE) is genuinely focused on student learning outcomes. To that end, assessment plays an important role in guiding program and college decisions. For purposes of program assessment and improvement, the College of Education is comprised of 23 program areas plus 3 non-program areas. All areas are based on the Conceptual Framework of the College, state approved principles, and specific program standards provided by state, national, and professional organizations.

The commitment of the COE to effective assessment is demonstrated by the substantial support that it provides for the assessment process. The College has an in-house, dedicated server, as well as a web-based tracking system, for assessment purposes. The College employs an assessment coordinator and a database administrator. The Assessment Committee is comprised of nine faculty members, three from each department within the College, plus the Assessment Coordinator, the chair and co-chair of the committee, the Associate Dean and the Dean. The Committee members serve on revolving terms, thus encouraging broad participation while ensuring continuity of the Committee.

Counseling, Adult & Rehabilitation Education (CARE)	Ed. Leadership	Teacher Education	Dean's Office
Bill Garner	Pamela Broadston	John Burgin, Chair	Angela Sewall, Dean
Sherry Shaw	Gail Weems, Co Chair	Pauline Moley	Candace Burns, Associate Dean
Myra Taff-Watson	Carolyn Pearson	Michelle Linch	Deborah Goodwin Assessment Coordinator
	Sue Ann Strom	Jennifer Hune	

Table A: Committee Members

II. COE Assessment Highlights

During the calendar year 2004, the COE has continued to move forward with faculty driven assessment activities. These activities included increased participation in the UALR Assessment Expo, assessment-related research. These efforts resulted in:

- 1) two international presentations and a publication by the Assessment Coordinator;
- 2) COE participation in UALR's Assessment Expo;
- 3) the Chair and Co-Chair of the Committee attending the AAHE conference in June 2004
- 4) continued implementation of program and department specific on-line assessment through Chalk and Wire.

III. Assessment Committee activities

The Assessment Committee met monthly during the academic year. The Committee focused on two main topics:

- 1) revising the Employer Survey process
- 2) researching types of End of Program evaluations

The committee continued to improve the annual Progress Report system. The system was implemented in January, 2003 with the distribution of a new Program Report Writer's Guide. The use of this guide resulted in clearer expectations for program reports so that fewer reports had to be revised. Additionally, the Committee felt strongly about the success of the rater training that was conducted prior to the report reading this year. The final ratings of the Progress Reports are indicated in Table B.

Program	#	Program Improvement	Faculty and Stakeholder Involvement	Approach
Teacher Education				
BS Early Childhood Ed. (ECED)	38	Reasonable	Reasonable	Excellent
BS Middle Childhood Ed. (MCED)	37	Reasonable	Reasonable	Reasonable
M. Ed. Reading	102	Excellent	Excellent	Excellent
Ed. S Reading	77	Excellent	Excellent	Excellent
M. Ed. ECED	75	Program terminated/CCF for New Program Submitted		
M. Ed. MCED	76	Reasonable	Reasonable	Reasonable
M. Ed. Secondary Ed.	78	Excellent	Excellent	Excellent
M. Ed. Special Ed. Instructional Specialist grades P-4 Instructional Specialist grades 4-12 Deaf and Hard of Hearing Teaching Student's with Visual Impairment	80	Excellent	Excellent	Excellent
Secondary Minor	none	Excellent	Excellent	Excellent
Educational Leadership				
Ph.D.; Ed.S; M. Ed. in Ed. Administration & Supervision	72, 99, 104	Excellent	Reasonable	Excellent
M. Ed. Teaching the Gifted & Talented	84	Excellent	Excellent	Excellent
M. Ed. Higher Education (HIED)	105	Reasonable	Reasonable	Reasonable
HIED Two-Yr Col.	113	Excellent	Excellent	Reasonable
M.A. College Student Affairs	120	Reasonable	Reasonable	Reasonable
M. Ed. Learning Systems Technology Ed.	70	Reasonable	Reasonable	Reasonable
Ed. Foundation (non program)	none	Excellent	Reasonable	Reasonable
Counseling, Adult & Rehabilitation Ed.				
Interpretation AA Interpretation: ASL/English BA Interpretation: ASL/English	4, 107	Excellent	Excellent	Excellent
Counseling Rehab.	114	Excellent	Excellent	Excellent
Orientation & Mobility	73a	Reasonable	Excellent	Excellent
Rehabilitation Teaching	73b	Reasonable	Excellent	Excellent
Adult Education	74	Excellent	Excellent	Excellent
School Counseling	71	Excellent	Excellent	Excellent
Center for Developmental Skills (non Program)	none	Excellent	Excellent	Excellent

Table B: 2004 Assessment Progress Report Ratings by Program

IV. Assessment Progress Reports Highlights and Summary

The College is continuing to develop common data collection pieces. This will facilitate aggregation of data across the Unit for college-wide improvement

Strengths:

- programs use rubrics that have been refined over time
- the Assessment Committee has demonstrated inter-rater reliability in reviewing progress reports
- the Assessment Committee uses a calibration training for readers
- the Assessment Coordinator has had greater involvement this year
- NCATE programs have begun entering data in Web-Based Chalk and Wire
- Follow-up graduate surveys are now web-based

Areas of concern:

- programs are continually required to meet changing standards, thus creating difficulties in collecting consistent data
- return rates for surveys of graduates and their employers must either be increased or replaced with something comparable and more accessible
- assessment plans must be updated to reflect Chalk and Wire

Future:

- data will be continue to be collected on web-based Chalk & Wire
- graduate survey is being revised
- programs are being asked to initiate a Capstone program evaluation through student surveys
- faculty evaluation under consideration for revision