

## **College of Education State of Assessment Report**

### **2013-2014 Assessment Period**

#### **Overview:**

The UNM College of Education currently consists of 5 departments that house 46 active programs for purposes of learning outcomes assessment. This includes 32 degree programs, 12 concentrations (with different SLO's and assessments) that exist within 4 degree programs, 1 active certificate program, and 1 interdisciplinary doctoral program. The College utilizes the Tk20 Campus Wide assessment reporting system to collect the annual progress report data from each program.

Procedurally, the faculty program coordinators from each program are responsible for entering the annual progress report information into Tk20 Campus Wide. Program coordinators are advised to meet collectively and/or consult with program faculty to review the learning outcomes assessment data from their program and determine what, if any, changes need to be made to improve student learning outcomes. In the College of Education, we also use the Tk20 Higher Ed course based and field experience assessment system to collect data on direct assessments that program coordinators and faculty can review, analyze and use to inform their annual progress report. For our NCATE accredited educator preparation programs, the COE Center for Student Success also provides programs with detailed data analysis reports on course and field based assessments. This information is then available to faculty to assist in creating the annual progress report on assessment in Tk20 Campus Wide.

The College utilizes a College Assessment Review Committee (CARC), with one faculty representative from each department, to review and score the program reports in Tk20 Campus Wide. Department chairs and program coordinators are then given access to Tk20 Campus Wide where they can see the results of the CARC evaluation (AMI rubric) for their programs and review any comments indicating areas of strengths or areas for improvement.

#### **Academic Program Maturity Rubric Scoring and Evaluation**

Based on the AMI maturity scores, there is evidence of overall progress toward a culture of continuous assessment among College of Education programs for this cycle. Evaluation of programs by the CARC resulted in 5 programs achieving a perfect score of exemplary (4.0) on the assessment maturity rubric and 25 programs scoring 3.5 or higher, indicating continuous progress toward exemplary. Ten programs had AMI scores between 2.5 and 3.4 indicating progress but with specific areas in need of improvement. Four programs scored from 0 - 2.5 with issues ranging from programs currently in the process of complete revision of their assessment plans or with progress reports not meeting the deadline for submission. Three programs had no students to assess in this cycle.

Several overall strengths were discussed by the CARC after their evaluation of programs and are noted for this report. For example, many COE programs added SLO's and/or improved the

clarity of those SLO's. Many programs also included multiple assessments (direct and indirect) for their SLO's. Programs overall did a better job than in previous years of analyzing and reflecting on their data as well as providing recommendations and actions for how to make improvements based on results. Regarding weaknesses or challenges revealed in the CARC evaluation, although participation overall in the process was good and while some programs are embracing a proactive culture of assessment, there are still several programs where the depth of analysis and reflection on assessment data indicates significant areas in need of improvement. To address this issue for the 2014-15 cycle, there will be close monitoring and consultation from the associate dean level with program coordinators and faculty in programs where the AMI scores are below 3.0. Plans are also in progress for the 2015-16 cycle, as part of restructuring efforts in the College of Education, that would assign two associate deans to the role of monitoring program assessment outcomes across the College, one for educator preparation programs and one for non-educator preparation programs. This approach is intended to provide more focus on creating a culture of continuous improvement and to support proactive assessment practices and reflective dialogue among program faculty across the College.