Unit Assessment System (UAS) Evaluation Fall 2010
Summary of Data

1. Years affiliated with CED

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>62.7%</td>
<td>64</td>
</tr>
<tr>
<td>11-20</td>
<td>32.4%</td>
<td>33</td>
</tr>
<tr>
<td>21-30</td>
<td>3.9%</td>
<td>4</td>
</tr>
<tr>
<td>31 or more</td>
<td>1.0%</td>
<td>1</td>
</tr>
</tbody>
</table>

answered question 102
skipped question 0

2. Program: Although you may participate in multiple programs, please select the program that you will identify with as you complete this survey.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
<th># of Program Faculty¹</th>
<th>% Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted PE</td>
<td>1.0%</td>
<td>1</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>Counseling</td>
<td>5.9%</td>
<td>6</td>
<td>20</td>
<td>30%</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>5.0%</td>
<td>5</td>
<td>11</td>
<td>45%</td>
</tr>
<tr>
<td>Designated Subjects</td>
<td>0.0%</td>
<td>0</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>Dual Language Development</td>
<td>1.0%</td>
<td>1</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>1.0%</td>
<td>1</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Educational Leadership (EdD)</td>
<td>4.0%</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Specialist</td>
<td>11.9%</td>
<td>12</td>
<td>26</td>
<td>46%</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>2.0%</td>
<td>2</td>
<td>13</td>
<td>15%</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>3.0%</td>
<td>3</td>
<td>25</td>
<td>12%</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>4.0%</td>
<td>4</td>
<td>5</td>
<td>80%</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>5.0%</td>
<td>5</td>
<td>21</td>
<td>24%</td>
</tr>
<tr>
<td>Librarianship</td>
<td>1.0%</td>
<td>1</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>Marriage and Family Therapy</td>
<td>0.0%</td>
<td>0</td>
<td>11</td>
<td>0%</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>3.0%</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Subject Credential Program</td>
<td>7.9%</td>
<td>8</td>
<td>65</td>
<td>12%</td>
</tr>
<tr>
<td>Reading and Language Arts</td>
<td>2.0%</td>
<td>2</td>
<td>6</td>
<td>33%</td>
</tr>
<tr>
<td>School Counseling</td>
<td>2.0%</td>
<td>2</td>
<td>6</td>
<td>33%</td>
</tr>
<tr>
<td>School Nurse</td>
<td>0.0%</td>
<td>0</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>School Psychology</td>
<td>3.0%</td>
<td>3</td>
<td>5</td>
<td>60%</td>
</tr>
<tr>
<td>School Social Work</td>
<td>0.0%</td>
<td>0</td>
<td>63</td>
<td>0%</td>
</tr>
<tr>
<td>Single Subject Credential Program</td>
<td>30.7%</td>
<td>31</td>
<td>120</td>
<td>26%</td>
</tr>
<tr>
<td>Social and Cultural Analysis of Education</td>
<td>1.0%</td>
<td>1</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>Speech Language Pathology</td>
<td>3.0%</td>
<td>3</td>
<td>20</td>
<td>15%</td>
</tr>
<tr>
<td>Student Development in Higher Education</td>
<td>3.0%</td>
<td>3</td>
<td>8</td>
<td>38%</td>
</tr>
</tbody>
</table>

Total Responses 101
skipped question 1

¹ Uses most recent annual report data for each program. #s are best estimate.
² Based on estimate of 174 email recipients overall. College FT Faculty = 80; ASEC PT faculty = 44; Liberal Studies PT faculty = 15; Single Subject faculty = 25; Teacher Education PT faculty = 10.
### 3. When did you last teach one or more courses in the program you identified above?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am currently teaching a course for the program</td>
<td>88.1%</td>
<td>89</td>
</tr>
<tr>
<td>I taught a course for the program in 2009-10</td>
<td>6.9%</td>
<td>7</td>
</tr>
<tr>
<td>I do not teach courses for the program</td>
<td>3.0%</td>
<td>3</td>
</tr>
<tr>
<td>I last taught for the program before the 2009-10 academic year</td>
<td>2.0%</td>
<td>2</td>
</tr>
</tbody>
</table>

*answered question 101
skipped question 1*

### 4. Program category:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>64.6%</td>
<td>62</td>
</tr>
<tr>
<td>Initial</td>
<td>35.4%</td>
<td>34</td>
</tr>
</tbody>
</table>

*answered question 96
skipped question 6*

### 5. Position:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer (Part-time Appointment)</td>
<td>37.3%</td>
<td>38</td>
</tr>
<tr>
<td>Professor</td>
<td>27.5%</td>
<td>28</td>
</tr>
<tr>
<td>Lecturer (Full-time Appointment)</td>
<td>12.7%</td>
<td>13</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>12.7%</td>
<td>13</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>9.8%</td>
<td>10</td>
</tr>
</tbody>
</table>

*answered question 102
skipped question 0*

### 6. Please rate your level of agreement with the following.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree/Agree</th>
<th>No Opinion/Neutral</th>
<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the basics of how the UAS works.</td>
<td>79</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>I am clear on what is expected of me as a faculty member in regards to assessment.</td>
<td>72</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>The main goal of the UAS is to support teaching and learning in the college.</td>
<td>68</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>The assessment process has become easier with time and experience.</td>
<td>64</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>The assessment system we have is something we can sustain in the future.</td>
<td>60</td>
<td>28</td>
<td>8</td>
</tr>
</tbody>
</table>
#6 Comments:

- Does not tell us anything we already don't know about teaching and learning in the advanced graduate programs.
- Yes the assessment process has improved during the past 3 years and there is a more cohesive system in place.
- The current assessment system has several iterations and ways to report data to the Assessment Office. While TaskStream rubrics directly report signature assignment scores to the Assessment Office without any additional steps; other systems such as filling out difficult to read spreadsheets make the process harder.
- There is little evidence that I can find in the literature that rubrics actually increase student achievement. However, I understand and appreciate that they are to help administrators make decisions about courses and to highlight the type of student "achievement" based on something more substantial than grades. Rubrics are actually easier to use for grading but I believe they diminish a student's ability to be creative and do the hard work of outlining their ideas for themselves. They ask for rubrics for everything. At the graduate level they should do their own work. Also, without these rubrics when I did the hard-work of individual feedback on papers I found students grew more and had a more innovative work-product, then when they are boxed into a rubric. The course outlines go thru a rigorous department and college process. That should be enough when it comes to the clarity of assignments. I spend more time on the rubrics than I do on giving feedback to my students now. I cut assignments if it won't fit the rubric. Personally, I could do without ANOTHER rubric. Course outlines are enough. Let me teach.
- I agree that we can sustain the assessment system as long as we have the resources (both human and fiscal) to support the assessment work of the college. I do not think that the current resources are sufficient to sustain the assessment system long term and to truly do the work well.
- We need to be made aware of the value of the UAS beyond simple compliance with external policy.
- we can only sustain the UAS if we continue to have infrastructure support. Parts of the UAS seem to have taken over classes (perhaps it's just UAS coupled with TPAs that make me say this).
- Too much tedious data entry for faculty members at the end of the term.
- Difficult to find time to do justice to what I understand is expected.
- I don't see evidence that we have a commitment to technology that will support the sustainability of the UAS.
- It has not become easier because we (program faculty) keep changing it - partially due to new professional standards, partly to continuously improve. I think we have too many signature assignments - the bookkeeping with the SAs and subscales is a lot of work and we are a relatively small program.
- I have limited experience on which to base my answers, but I was not at all clear about the assessments expected of me. I thought the complete assessment required after I had taught only one class was unnecessarily complicated. The next time, I didn't realize there was anything I needed to do other than turn in my student surveys. It seems a bit much to me to require a part-timer with one class to spend unrecompensed time completing her own evaluation, and believe me, it takes a long time if one tries to do it properly. Isn't that your job?
- The assessment system is a waste of time that employs petty bureaucrats at wastefully high wages, which would be spent on actually teaching our students. The UAS promotes evaluation over education, giving way to a system that is essentially a diploma mill not an institution of higher learning. This is all BS built around a fearful administrators who value their jobs more than they values genuine student learning.
- There needs to be more coordination on a regular basis across disciplines about the assessments.
- Not sure how well we can sustain it unless Don is coordinating this effort.
- The UAS is relevant and useful to us as a CED faculty. We are using the data to think about our courses and taking stock. It's an organic process that needs to be tweaked annually. Great job.
Don!

- Not sure I even know what it is...
- I am not exactly sure what UAS refers to. I know there are the course evaluations students complete and there are the self evaluations faculty conduct each Spring. But I am not sure what UAS entails.

### 7. Please rate your level of agreement with the following.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree/Agree</th>
<th>No Opinion/Neutral</th>
<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have collaborated with colleagues to identify one or more signature assignments for my program.</td>
<td>90</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>I have taught a class that assigns one or more signature assignments.</td>
<td>89</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>I have discussed SLOs, signature assignments, and/or student performance data with students in my classes.</td>
<td>86</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>I have created one or more signature assignments/rubrics for my program, either alone or with colleagues.</td>
<td>85</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>I have participated in discussions of student performance data related to student learning outcomes at the program level.</td>
<td>82</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>I have participated in the creation or revision of my program's student learning outcomes.</td>
<td>77</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

**#7 Comments:**

- Our program would do this without or without the rubrics or signature assignments. We constantly do this.
- This (unrecompensed) time is at least worth while. It helps me with my classroom responsibilities.
- There have been collaborations but not on a consistent and continuing basis.
- N/A
- I have spent many hours in workshops/meetings regarding these questions but see no answer other than agree or disagree.

### 8. Please rate your level of agreement with the following.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree/Agree</th>
<th>No Opinion/Neutral</th>
<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to use program and course assessment data to improve my teaching.</td>
<td>80</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>I see our assessment efforts as relevant to overall program improvement activities.</td>
<td>77</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>I know how to use program and course assessment data to improve my program/the curriculum.</td>
<td>77</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>I see our assessment efforts as relevant to curriculum changes.</td>
<td>76</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>I see our assessment efforts as relevant to my teaching.</td>
<td>74</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Program faculty collaborate to make decisions related to SLOs, signature assignments, and interpretation of data.</td>
<td>70</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>I have used data on SLOs to inform my teaching.</td>
<td>70</td>
<td>17</td>
<td>9</td>
</tr>
</tbody>
</table>
Our signature assignments and other program assessments measure what they are intended to measure.  69  11  15

Working with colleagues on our assessment efforts has been productive.  68  20  7

Our assessment efforts are likely to result in improved student learning/success.  68  19  10

Our signature assignments and other program assessments distinguish students who have mastered the corresponding SLO from those who have not.  64  18  14

Program faculty drive decisions related to SLOs, signature assignments, and interpretation of data.  61  21  14

My program has used data on SLOs to make changes to the program (e.g., enhance support for students, refine curriculum).  61  23  12

Our SLOs, signature assignments, and decision-making about program improvement are all aligned.  58  24  13

#8 Comments:

- For many of the items rated "Agree" I would have rather had a "Somewhat" item option. Although I think the UAS provides important information regarding program and student success, the level of data that need to be reported out is not beneficial and I question the reliability and validity of decisions made based on data from individual items or criterion.
- Our program goes through the process of data evaluation and the SLOs, signature assignments, and college goals are all aligned. However, the data that are most effective are not necessarily what is provided through the rubric assessed signature assignments. I am not convinced that the data provided by the SLOs and signature assignments help us address strategic needs of the college. Rather, they appear to be aligned to college goals post hoc.
- If the UAS could shake the notion that this system is driven more by compliance to NCATE than a consensus effort to improve the program, it would be more widely embraced.
- I don't know about a lot of this. As it was, before the College wide assessment system, we were having conversations about our assessments. Even if all the College wide assessment stopped, we would be having conversations about this due to our NCATE, CCTC, and NASP standards requirements as well as our own data sets. We are school psychologists as professionals so we love looking at data. Our SLO's are based on things we are already doing.
- Perhaps I'm confused here. I do think information on how our students have done which we shared in meetings has helped inform our program and lessons. My own assessments do not seem relevant. Much of the information asked in the complete one was already in my syllabus, and student responses are hard to interpret as some always think me wonderful, while some think me terrible -- and most are somewhere in the middle.
- The assessment process takes a considerable amount of time. (strongly agree)
- Math Ed program will receive the report of the data analysis in 2011.
- I think we need to have conversations about the relationship between signature assignments to TPAs. Students are complaining about the paradox of passing signature assignments and retaking TPAs specifically 2.

9. Please rate your level of agreement with the following.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree/Agree</th>
<th>No Opinion/Neutral</th>
<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The channels for receiving and submitting assessment-related materials are clear.</td>
<td>60</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td>The data reports prepared by the Assessment Office are effective in informing our program data</td>
<td>56</td>
<td>29</td>
<td>11</td>
</tr>
</tbody>
</table>
The assessment process (data collection, reporting) in the college is streamlined and efficient.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree/Agree</th>
<th>No Opinion/Neutral</th>
<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have visited the Assessment Office web site.</td>
<td>41</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>I find the Assessment Office web site a useful resource.</td>
<td>30</td>
<td>58</td>
<td>7</td>
</tr>
</tbody>
</table>

#9 Comments:
- I did not know about the web site.
- We have a small number of students completing signature assignments each year making it difficult to make assumptions regarding overall student performance. It would be more useful if data tables were aggregated over 2-3 years so we can see how students are performing over time.
- Very efficient process. It's as easy as it can be. Thanks.
- The Assessment Office staff do a marvelous job of helping faculty and streamlining the reporting process.
- I am really mild on the whole process. Often by the time I have submitted the scores for a signature assignments, I am onto other changes for the assignments or course based on issues with Item Response, difficulty in data collection, or finding that what we wanted to measure was not actually measured. Having a centralized rubric is just funny to me, because 1 year we want to measure something, then we try it out, and realize it was just a bad measurement item or did not work at all. Is it that we are wagging our tail or our tail is wagging us? All I know is that a centralized system is too cumbersome for the entire COE to maneuver. Maybe a department or 2 or 3 program comparison so folk can change quickly, share ideas, but not the entire COE (e.g. school counselors, MFT, ed psych, and school psych). Heck, if this data gets us our own new department I would stop complaining. However, again by the time I am ready to make changes folk are asking me for my rubric scores, and I have to measure my time, of refining what I have vs. submitting rubric scores. I often choose to refine what I have based on my own data and submit what I can.
- The system we currently have for data collection and data reports could be much more efficient with technology and a large data system. Right now the process works but it is not as streamlined or efficient as it could be.
- The Assessment Office does wonders with an archaic technological infrastructure to support their work. I think the channels for receiving and submitting assessment-related materials and data collection and reporting would be vastly improved if the college had an online submission system or a integrated file sharing, email and calendaring system would support greater efficiency.
- We particularly found the alumni survey to be helpful.
- My experience is limited, so you must consider that when you weigh my comments.

10. Please rate your level of agreement with the following.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree/Agree</th>
<th>No Opinion/Neutral</th>
<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know where to seek help, or support, regarding assessment if I need it.</td>
<td>81</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Assessment work is recognized by my department.</td>
<td>70</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>Assessment work is valued by the culture of my college.</td>
<td>68</td>
<td>22</td>
<td>7</td>
</tr>
<tr>
<td>Assessment work is valued by my department.</td>
<td>68</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>Assessment work is recognized by my college.</td>
<td>66</td>
<td>23</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>There are a sufficient number of workshops and support activities related to assessment.</td>
<td>58</td>
<td>32</td>
<td>6</td>
</tr>
<tr>
<td>The workshop topics are relevant to my needs regarding assessment.</td>
<td>42</td>
<td>45</td>
<td>9</td>
</tr>
<tr>
<td>It is valuable to have the opportunity to invite “data coaches” to help our program data discussions.</td>
<td>39</td>
<td>46</td>
<td>12</td>
</tr>
<tr>
<td>Assessment work is recognized the RTP process.</td>
<td>24</td>
<td>58</td>
<td>14</td>
</tr>
</tbody>
</table>

#10 Comments:
- I am in a different college (HHS) and I am not convinced that my college always understands the assessment work completed through the College of Education. Perhaps more communication from the College of Ed with CCHS administration of what is required of faculty who conduct this data collection and report writing. Much of this work can be time intensive.
- No, program staff should get extra time to discuss assessment results in a meaningful way. For example, do we know per department if all the rubrics for the many pedagogy, counseling, and/or leadership type courses we teach have some level of consistency? Are our students in the ASEC department at all the same level of rigor? Finally, I am still waiting for peer-reviewed journal sources that state that rubrics actually promote mastery learning over performance, increase long-term retention of information, and/or provide more authentic assessment of undergraduate or graduate level student work? I stopped looking a while ago and assumed that folk are just on a bandwagon because it raises teacher evaluations. There is evidence that there is some work that is intrinsically hard and we can mitigate the challenges but we cannot take it away. Cognitive Load Theory has a great deal to offer on this.
- Although assessment is necessary, it is an added responsibility, particularly for program coordinators, but also for all faculty. I do not see an acknowledgment of assessment work in the RTP process -- of the work itself or of the impact taking time for assessment may have on other activities, such as scholarship.
- NOTE -- I am NOT a member of CED.
- I am not clear whether you mean assessment of our students' performance by the university, or assessment of me as an instructor.
- I selected "Disagree" for the statement "Assessment work is valued by the culture of my college". I wanted to explain why...I feel that the program I currently teach with does value the assessment process. I also feel that many people in the CED value the assessment process. However, I don’t know that I would say that the "culture" of the college values it. I feel that many people (professors) just "go along with the process" because that is what they are required to do. Based on feedback from students, it seems as if many professors in the CED would be content to maintain status quo and continue doing things "as they have always done them" rather than truly examining what the assessment data tells us and making changes based on the data to improve our student’s learning and preparation as educators. It’s kind of sad when you think about it...but, difficult to change attitudes.

11. What do you see as the main elements facilitating effective assessment work in the College of Education?
- support from the assessment office
- The Assessment Office is doing a wonderful job of assisting with data input to SPSS, formating and filling-in data templates, and being flexible with changes to rubrics, SLOs, etc. Don, Meredith, and the AO data assistants are patient, responsive, and pleasant regardless of my confusion and exasperation with program assessment.
- collaboration among program faculty members; support in terms of time and resources for the assessment work to be done in a timely and an effective fashion
- Effective use of assessment data to inform practice
- Leadership from the Assessment Coordinator
  Active work by the College Assessment Committee
  Well-organized website
- Supporting faculty to help them collect data
- Faculty being part of actively improving programs. Leadership is not a concept that is well imposed from above.
- When it is useful and related to the courses and valued.
- The assessment office and Don Haviland.
- Don Haviland has a positive attitude about it and my Kristi Hagans program coordinator does such a thorough job of keeping my program on track.
- Strong coordination from the assessment office, clear communication, and support from the assessment office
- Faculty willingness to engage with their colleagues. The infrastructure is there.
- The opportunity to collaborate on assessment development, talk about the data, and revise as needed
- Good, effective, leadership.
- Positive attitude.
- Patience.
- Don Haviland and his office are great.
  Discussions with SSCP faculty colleagues and MSCP faculty associated with courses are helpful.
- Calibration among faculty
- Making sure that the process is transparent and opportunities to share
- The collaboration between faculty members who teach the same course
- Great support from Assessment Office, realizing positive changes in our program
- Time is not provided or rewarded for part-time faculty who teach the courses to prepare assignments etc. well enough in advance do to last minute scheduling
- Don is awesome! The assessment office team is awesome! The process of data-based decision making is working and making our programs better.
- Having an Assessment Coordinator who has always been available and willing to assist, College deadlines for assessment and necessary workshops
- Dr. Don Haviland's leadership and collegiality. His strong leadership, intellectual knowledge base of assessment and organizational change are why the assessment system is an exemplar at our university.
- Don and his shop, The Dean's emphasis on assessment, our own professional accreditation requirements.
- Collaboration, and ongoing modifications to best meet the needs of the students
- If you mean assessment of our students' achievement, I think there is good work being done there. I was given information about how they were doing and where they were stumbling. That is productive and did direct our discussions of class goals and design before the semester began.
- Letting faculty teach without the need for asinine tools of assessment. Our students are people with brains that need to be exercised, not numbers on someone's spreadsheet or data point on the map of college success.
- The head of the program is dedicated and capable, but the communication and coordination of these assessments across programs to involve all instructors need to be enforced.
- Clear process; some support for things like making charts
- Support from the assessment office and faculty interest.
- Students have an opportunity for in-depth writing on common assessments across subjects.
- On-going professional development and the Assessment Office.
- Support from the Assessment office is very helpful and it is essential element.
- I see them as part of the national assessment frenzy. It is a regression, unfortunately, in the US
history of education.

- Don Haviland and Assessment Office staff
- I think Candidate level analysis should drive both the program and unit level analysis.
- Assessment must be on-going and routine that the purpose of assessment is to improve the delivery of education.
- Involving all stakeholders
- I don't know.
- Consistency.
- This survey is a start. Please follow through with results.
- Effective communication with part-time faculty too.
- More workshops or more communication.
- Assessment should drive instruction. The assessment process is perceived as an administrative edict (which it is).
- Develop assessments, implement, review and analyze data, progress monitoring, refine assessments
- Workshops; meeting with lecturers to coordinate coursework
- Faculty Buy in, relevant data, support to do authentic assessment
- Alignment among courses and programs.
- Signature assignments and TPAs
- The training and discussions we've had.
- Collaboration with others
- Helpful leadership
- Collaboration amongst colleagues
- More collaboration with faculty and data personnel.

12. What do you see as the main challenges to effective assessment work in the College of Education?

- Time needed to collect and analyze data from multiple sources
- Time and level of detail required for reporting signature assignment data. All the different program assessment reports that are required (e.g., CTC, CED, University, NCATE), with differing timelines - it's difficult to keep them straight.
- Since so much content needs to be infused into many courses, how can we assess effectively about the content that is not designated as a signature assignment.
- Faculty workload issues
- Development of assessment measures that can effectively help guide the college in the process of improvement of curriculum and instruction to meet student (and community) needs at the level of college, not strictly at the level of program.
- Finding a way to automate inputting signature info
- Move away from compliance to outside agencies to deciding what is best for our programs. I would think that communicating the notion that signature assignments can be formative assessments or summative is a challenge.
- Being mandated, without honest faculty input and discussions.
- I do not see any at the present time.
- Staff motivation, lack of literature base to support rubrics, and time.
- Lack of time and sufficient resources
- Time
- Support for faculty who do the work, especially part-timers.
- Time to do the work
- Time, time, time......to hear yet another discussion/request for more data, more assessment, more discussion, more surveys, more changes, more time, etc. etc. etc.
Differing points of view from faculty of different ranks.

- So many mandates about what gets included in courses -- it feels like we are losing the soul of our classes to all the time and energy that TPAs and signature assignments take up. Not sure what we can do about that (unless we substitute TPA data for SLO data gleaned from Sig, assignments - - - not sure I like that idea as the sig assignments tend to better fit our program and SLOs than the TPAs).
- faculty attitudes
- making sure we are assessing what we have agreed upon to include in our classes
- I'm not finding many of the numbers useful. They don't really tell me what I want or need to know. I would advise the use of more qualitative measures, to examine student writing samples across the program and college, and more focus groups to try to assess student learning at various points in the program.
- It is having time for collaboration.
- Lack of time, absolutely.
- Time is not rewarded for part-time instructors to meet and calibrate their assignments -- there are no rewards for staying calibrated when evaluating student work
- Not having software and a large server
- Lack of technological infrastructure to support efficient use of faculty time.
- Developing psychometrically sound assessments. Currently, there is a lack of variability in our rubric scores. There is also a lack of inter-rater agreement analysis and one of our main sources, supervisor evaluations, are not calibrated at all.
- collaboration, uniform teaching methods/strategies
- Lack of time
- Breaking the cycle of assessment madness on this campus and returning the focus back to the traditions of a liberal arts education.
- Lack of coordination.
- It takes time, especially report writing. Perhaps that could be streamlined.
- None
- Student plagiarism and at-home component of assessments.
- Time to be more dedicated to interpreting and implementing outcomes based on the data. We do what we need to do but it would be more meaningful if we did not feel pulled in other directions. Probably not an issue that can be solved.
- Keeping same rubric for various areas of studies
- 1. Faculty's collaborative work and knowledge on it.
   2. Consistent scoring on the same type of work, such as literature review, and research proposal, and research paper across the programs.
   3. It will be nice to have an exhibition of the assessment that shows different program's excellent student work.
- Only when assessment is holistic.
- Lack of available time of FT/PT faculty to devote to this important work;
  Insufficient faculty specific to program (i.e., major discrepancies exist in number of FT faculty across programs with similar needs; in fact, even among related programs (i.e. counseling programs), the only counseling program responsible for both master’s degree and credential (which is also the only highly competitive combined master's and credential program in the College!) has consistently had fewer FT faculty than the others (2 has been the max - ever!)
- I think keeping it authentic, organic and useful
- Time to grade huge assignments...
- Are we measuring the outcomes accurately and providing the data to enhance learning and evaluations
- involving all stakeholders
- Information tends not to reach part-time faculty, or decisions are made without them.
- Ongoing training.
- Inclusion of part-time lecturers in the effective assessment conversation.
• Collaboration between faculty
• For part time instructors to be expected to fill out the forms requested. This is additional responsibilities for part-time faculty.
• I think simply the collection of the data. We use the data each semester to make changes so that our instruction is effective. However, when we change things...the rubrics change...and then the data is difficult to compare. Its a good thing...that we are making improvements based on the data...but, can be tricky.
• We’re looking for a one size fits all approach in order for the College of Education to complete reports. Especially in the Single Subject area the types of assessments differ enormously across programs. However we all do the same basic assessments.
• calibrating rubric scoring among instructors time
• Having all PT and FT faculty available to discuss assessment and make decisions.
• Mandated assessment systems, irrelevant data, appropriate assessment instrument design
• At the end of the day, everyone gets similar marks on signature assignments.
• Grading time for essays is challenging
• TPA’s take too much time to correct..
• Lack of calibration opportunities / time
• Time
• resistance to change
• Time to work together.

13. Please provide any other comments you wish related to assessment efforts in the College of Education.

• I appreciate Dean's and the College Assessment Committee's leadership and support in our college-wide effort to perfect our UAS.
• There is a tension between uniformity and creativity. Some aspects of the UAS although easier from an administrative perspective are perceived as impositions from an instructional perspective. For example, TaskStream makes administration much easier, but it complicates the instructional side of the process.
• The assessment office has made a major contribution to our college.
• I have said TOO much already. LOL.
• already said this: assessment efforts seem to be externally imposed, therefore performed as 'duty' and marginalized as busy work.
• The Assessment Office and its work is absolutely a college highlight.
• I have appreciated the opportunity to be involved
• It's nice that the CED (and our chair) have finally been able to find small pockets of money to provide a bit of support for leadership and scorers involved in TPA work. For so many years there were only verbal thank-yous to so many faculty for the volunteered time that is required to comply with that miserable mandate.....
• people are resistant to change
• The work that has been done is great, I think folks are largely committed (or resigned) to assessment, there is still work to be done on making the assessment results as meaningful as possible. With the new strategic plan, I look forward to work/research on assessing candidate's actual (not perceived) effectiveness with K-12 students.
• They are a ridiculous waste of time.
• I would like to see the ROE at the same time at the TPA on taskstream.
• A totally appreciate Don and Meredith and Hiromi. I could not do what I do with program assessment without their instruction and support!
• None
• Great support! I appreciated Don's excellent help and prompt feedback.
• try to find a balance between the assessment crazy culture and education for the goodness of
• Our success as a unit in the past couple years would not have happened without Don's leadership, skill, availability, approachability, and of course, expertise. He is the best!
• I think Don and Steve have developed and helping us implement an organic system and we should work in our departments to keep the system honest....
• N/A
• In the beginning I believe many were overwhelmed by the process. However, at least to me, things have gotten much easier. As a former student in the program that I now teach in, I think the collection of the data has strengthened the courses and assignments. Its really made us examine “what do we want our students to know?”...and has held us accountable for teaching what we need to teach.
• Don is doing an excellent job.
• Limit assessment instruments, keep them relevant and well designed with sufficient user (faculty) input
• This program has high expectations and rigorous assessment pieces that have helped to establish our strong and positive reputation in the community and profession. I am honored to be associated with this effective faculty and program.