

INSTITUTIONAL EFFECTIVENESS COMMITTEE REPORT
REVIEW OF ASSESSMENT INFORMATION FOR
ACADEMIC PROGRAMS IN THE
COLLEGE OF EDUCATION

The Institutional Effectiveness Committee met on Monday, May 19, 2008 to review assessment information for 17 academic programs in the College of Education. The IEC offered the following comments on these programs.

<u>Early Childhood (P-3)</u>	Program assessment could be effective with fewer student learning outcomes. More precise data in actual assessment column would be helpful. Expectations in column one simply repeated in the assessment outcomes column.
<u>Elementary Education (K-6)</u>	Data was available on July 1, 2007, but has not yet been entered.
<u>Collaborative Teacher (K-6)</u>	Very good assessment reporting and results.
<u>Psychology Major</u>	Add the n number to student learning outcome number 4.
<u>Early Childhood (P-3) Traditional, Alt. Phenix City</u>	Needs actual data
<u>Elementary Education (K-6) Traditional</u>	Overall, very good. Add n numbers.
<u>Elementary Education (K-6) Alternative</u>	State locations of students. Provide pass scores for Praxis II
<u>M.S. in Education Traditional</u>	Define “passing” – give a criteria
<u>Interdisciplinary Education P-12, Gifted Dothan</u>	Good assessment information
<u>Interdisciplinary Ed P-12 Reading Specialist</u>	Provide an n number

<u>School Counseling</u>	Interpretation of outcomes is vague Use percentages
<u>Education Administration & Leadership</u>	Needs an n number Internship portfolio experiences not addressed Number the actual outcomes to match the expected outcomes.
<u>School of Psychometry</u>	Excellent
<u>MS in Adult Education</u>	Good assessment information
<u>MS in Post-Secondary Education</u>	Good use of a survey question
<u>Social Services Counseling</u>	Very good – covers all locations
<u>Elementary Ed EdS</u>	Closes the loop well. Must assume there are rubrics to back up the meaning of the letter grades.

Prepared by:

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