

Developed
August 2007

**College of Education and Human Services
Assessment Plan
2007-2010**

RATIONALE. The College of Education and Human Services has four disparate departments: School of Criminal Justice (CJ); School of Education (SOE); Recreation, Leisure Services and Wellness (RLSW); and Television and Digital Media Production (T&DMP). Only Television and Digital Media Production has one program and does not receive program approval or accreditation from an external agency. The other departments have multiple programs at graduate and undergraduate levels (Recreation, Leisure Services, and Wellness collaborates with the School of Education to offer the Master of Education in Curriculum and Instruction with an option in Experiential Education). Consequently, outcomes and assessments for the College of Education and Human Services should first be articulated at the department and program level, rather than at the college level. Specifically, T&DMP outcomes and assessments are at the department level while in the other departments the outcomes and assessments are at the program level. However, in CJ, SOE, and RLSW, there are some outcomes that are common across programs.

Timeline of Activities. During the 2007-2008, the four departments will identify and clarify the department and program outcomes to ensure that they are measurable. Furthermore, the departments will identify multiple assessments that align to the measurable outcomes. For the programs with external accreditation and approval, the agencies have specific required assessments; however, the program assessments should go beyond those required by other agencies. The program assessments follow several structures including, portfolios, products, performances, written documents, and traditional tests.

In May 2008, the four departments will have program outcomes and assessments posted Internet/Intranet and ready to implement during the 2008-2009.

Throughout the 2008-2009 academic year, the departments and programs will:

1. Gather data about outcomes and assessments at the program level to inform decisions about necessary curricular changes;
2. Provide evidence in the syllabi that the outcomes and assessments for the programs are in place; and
3. Identify measurable course outcomes that are aligned to a) program outcomes and assessment and b) course assessments.

By May 2009, the course outcomes and assessments will be posted on the Internet/Intranet as they relate to the programs and ready to implement in the 2009-2010 academic year.

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Throughout the 2009-2010 academic year, the departments and programs will:

1. Gather data about the course outcomes and assessments to inform decisions at the course and program levels related to curricular decision making;
2. Provide evidence in the syllable that the course outcomes and assessment are aligned to the program outcomes and assessments; and
3. Begin an evaluation cycle to make formative adjustments in the curricula, outcomes, and assessments.

EXCEPTIONS, EXPECTATIONS, AND OPERATING PROCEDURES. Some departments and faculty members have identified course and program outcomes and assessments and are working in advance of the Assessment Plan Timeline of and are making significant progress. Their efforts to proactive is commendable. They can start gathering data to inform their decisions and help their colleagues make curricular adjustments.

The expectation is that all of the programs will adhere to the Assessment Plan Timeline of Activities.

The department heads and chairs will be available to assist with the inclusion of outcomes and assessments during syllabi development phases and with syllabi audits. Additionally, they will support any professional development necessary for the faculty members for syllabi or curriculum audits, outcomes and assessment development, and program/course evaluations.

The College of Education and Human Services Assessment Committee will provide guidance to the faculty members in their programs and departments, represent their programs and departments and the College at university-wide assessment meetings or assessment academies, and encourage professional development opportunities for their colleagues.