

**University of Dayton  
School of Education and Allied Professions  
Assessment Plan Draft  
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## **General**

The University of Dayton follows an assessment plan, approved by the Board of Trustees in 2008, for the general assessment process at UD. Additionally, each individual unit follows its own assessment plan, designed to best meet its particular needs yet congruent with the UD plan. In its unit assessment plan, the School of Education and Allied Professions (SOEAP) is committed to the assessment of student learning not just for the purposes of documentation or accreditation but, more importantly, for continuous improvement as well. This document, then, constitutes the SOEAP assessment plan. The university assessment committee (UAC), comprised of unit Assessment Coordinators, will review these plans, establish best practices for university-wide assessment, and ensure overall compliance with the UD assessment plan. The SOEAP Assessment Coordinator is responsible for implementation of the SOEAP assessment plan. The Dean, SOEAP, will ensure compliance with the SOEAP Assessment Plan. In this plan, the “unit” will be all SOEAP students from its four departments: Educational Leadership, Teacher Education, Counselor Education and Human Services, and Health and Sport Science.

Each year, the SOEAP Assessment Coordinator, in collaboration with the SOEAP Deans Council, will determine, plan, and execute at least one assessment of a specific student learning element (e.g., student scholarship, critical reflection skill development, etc.) directly tied to one of the four SOEAP learning outcomes. Results will be reported to the Dean Council, the SOEAP Congress, and the UAC. The primary deliverable will be the Actions Taken as a Result of Assessment (Appendix A), a short report that explains how the assessment results were acted upon within the SOEAP.

The balance of this document explains the SOEAP learning outcomes, how they are assessed, the timelines, and the procedural details of this assessment plan.

## **Mission and vision of the SOEAP mapped to those of the University of Dayton**

The University of Dayton is a comprehensive Catholic university, a diverse community committed, in the Marianist tradition, to educating the whole person and to linking learning and scholarship with leadership and service. Based on this mission statement, its vision has been articulated in the 2005 Vision of Excellence document. The Vision’s primary tenets are to:

- Strengthen our distinctive Catholic and Marianist identity
- Enrich undergraduate and graduate education
- Emphasize scholarship, research and the arts
- Support our campus learning environment
- Develop leadership in and beyond our community
- Promote multicultural and international learning
- Build regional relationships and emphasize service to society

The mission of the SOEAP is “building learning communities through critical reflection.” The vision of the School is to prepare distinctive graduates who will effectively and efficiently utilize the highest quality of learning, leadership and scholarship to build strong learning communities and develop collaborative, caring partnerships. This mission and vision statements dovetail well with those of the university especially in the areas of scholarship, leadership, learning environment, and community building.

## **SOEAP Outcomes and how they are mapped to University outcomes**

The SOEAP’s *conceptual framework* grounds all of its academic programs. Common to all departments are certain outcomes that are expected of SOEAP graduates. Those outcomes are organized into four conceptual categories: embracing diversity for the promotion of social justice, facilitating the

development of scholarly practitioners, building community, and engaging in critical reflection. Each of these conceptual categories is further broken into subcategories that relate to specific knowledge and performance areas essential for effective professional practice. Because of the unique nature of each of the program areas, faculty members have endeavored to create parallel themes that are grounded on the School's broader theme but reflect in a more particular way the uniqueness of the professional preparation that occurs within each of the program units of the SOEAP.

*Social justice* is promoted by ensuring that candidates can work effectively with diverse populations. *Scholarly practitioners* are those who know discipline, content, understand how to foster student learning, know how to use instructional strategies that make content understandable, and help students learn the problem solving skills required for 21<sup>st</sup> century success. *Building community* requires effective communication and collaboration. Finally, *engaging in critical reflection* through the use of formative and summative assessment, scientifically based research findings and thoughtful, purposeful professional development is an essential and distinctive characteristic of University of Dayton candidates. The learning community in the context of the School of Education and Allied Professions also consists of persons functioning in several different professional roles: Administrators who fulfill their educational leadership role by becoming scholar practitioners; teachers who make decisions based on a critical understanding of the classroom dynamics, especially within a pluralistic society; and human service practitioners who must deal with and appreciate the multiplicity of forces that impact the schools and social agencies.

These SOEAP outcomes can be mapped to the University of Dayton's student learning outcomes (the seven Habits of Inquiry) as follows:

University Outcome 1: Scholarship – All undergraduates will develop and demonstrate advanced habits of academic inquiry and creativity through the production of a body of artistic, scholarly or community-based work intended for public presentation and defense.

SOEAP Outcome: Develop as a Scholar Practitioner

University Outcome 2: Faith Traditions – All undergraduates will develop and demonstrate ability to engage in intellectually informed, appreciative, and critical inquiry regarding major faith traditions.

SOEAP Outcome: Engage in Critical Reflection

University Outcome 3: Diversity – All undergraduates will develop and demonstrate intellectually informed, appreciative, and critical understanding of the cultures, histories, times and places of multiple others, as marked by class, race, gender, ethnicity, religion, nationality, sexual orientation, and other manifestations of difference.

SOEAP Outcome: Engage in Critical Reflection, Embrace Diversity for the promotion of Social Justice

University Outcome 4: Community – All undergraduates will develop and demonstrate understanding of and practice in the values and skills necessary for learning, living, and working in communities of support and challenge.

SOEAP Outcome: Engage in Building Community

University Outcome 5: Practical Wisdom – All undergraduates will develop and demonstrate practical wisdom in addressing real human problems and deep human needs, drawing upon advanced knowledge, values, and skills in their chosen profession or major course of study.

SOEAP Outcome: Develop as a Scholar Practitioner, Engage in Critical Reflection

University Outcome 6: Critical Evaluation of Our Times – Through multidisciplinary study, all undergraduates will develop and demonstrate habits of inquiry and reflection, informed by familiarity with Catholic Social Teaching, that equip them to evaluate critically and imaginatively the ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past.

SOEAP Outcome: Engage in Critical Reflection, Embrace Diversity for the promotion of Social Justice

University Outcome 7: Vocation – Using appropriate scholarly and communal resources, all undergraduates will develop and demonstrate ability to articulate reflectively the purposes of their life and proposed work through the language of vocation.

SOEAP Outcome: Engage in Critical Reflection, Engage in Building Community

**Outcomes assessment: method, timing and collaborations**

The following table illustrates the how, when, and with whom, the four key learning outcomes will be assessed for students in the SOEAP.

<b>Assessment of SOEAP Learning Outcomes</b>				
<b>TRANSITION POINT</b>	<b>DIVERSITY</b>	<b>COMMUNITY</b>	<b>SCHOLAR PRACTITIONER</b>	<b>CRITICAL REFLECTION</b>
<b>Assessment Measures</b>	Prof courses journals Portfolio evals Internship journal NSSE results Praxis II Alumni Survey 5 yr follow-up survey	Prof courses journals Portfolio evals Internship journal NSSE results Alumni Survey 5 yr follow-up survey	ACT/SAT UD GPA Praxis I Methods course grades Professional course grades Portfolio evals Internship journal UD GPA Completed course of study Grad school entry success Student publications/presentations Licensure/certification success	Prof courses journals Self-report via course evals Benchmark evals Portfolio evals Internship journal NSSE results Student publications/presentations
<b>Collaborations</b>	Office of Institutional Research Alumni Affairs	Office of Institutional Research Alumni Affairs	Honors and Scholars Program Stander Steering Committee Internship Site	Honors and Scholars Program Stander Steering Committee Internship Site
<b>Assessment Schedule</b>	2011-2012	2010-2011	2008-2009	2009-2010

### **Annual assessment timetable**

- May 30: SOEAP Deans Council determines item(s) to be assessed.
- June 30: SOEAP assessment coordinator determines assessment process to include measurements, subjects, and timing.
- Aug 30: Data collection begins for previous academic year, to include, as appropriate, the previous summer.
- Nov 30: Data collection complete.
- Dec 31: SOEAP Assessment Report draft presented to SOEAP Faculty for review.
- Feb 15: SOEAP Deans Council determines possible courses of action as a result of assessment.
- April 30: SOEAP Deans Council members report actions taken as a result of assessment to the SOEAP assessment coordinator.
- June 30: SOEAP Actions Taken as a Result of Assessment and report results for the annual assessment submitted to UAC, SOEAP Congress, and SOEAP Dean

### **Documentation of the Assessment Plan and results**

This SOEAP Assessment Plan will be approved by the SOEAP Congress in Fall, 2008 and archived with SOEAP Constitution documents. It will be reviewed annually by the UAC primarily for the purposes of inclusion of best practices, and recommendations for change will be shared with the SOEAP Congress once annually. If changes warrant, SOEAP Congress approval will be obtained for revisions. Otherwise, minor revisions will be documented in SOEAP Congress minutes as an information item. The details of each annual assessment will be prepared into a report by the SOEAP Assessment Coordinator. Each report, along with the Actions Taken as a Result of Assessment document, will be submitted FYI to the UAC, SOEAP Congress, and the SOEAP Dean.

**How assessment results will be used.** SOEAP Deans Council members will be encouraged, as appropriate, to seek, track, and report actions that could be taken as a result of that particular year's assessment by April 30 of each year. *This will be the key element of the SOEAP Assessment Plan.* So that actions taken are not a static, one-time event in the spring of each year, Deans Council members will be encouraged by the SOEAP Assessment Coordinator to consider results of actions taken later in the fall and even in subsequent years. In this way, results can be tracked over time.

For example, if the SOEAP wishes to assess student scholarship (based on its ties with the Scholarship Practitioner learning outcome) in 2008-09. Certain actions will undoubtedly be taken as a result of the assessment in the fall. This may include goal-setting for Stander Symposium presentations of original research. In subsequent years, this item can and should be assessed systematically, to not only measure an important indicator of student learning, but to measure changes in this indicator. Conceivably, then, a well-executed assessment plan over the next five years, will yield tracking of multiple indicators of student learning – even though only one new item was assessed each year.