University Summary Report: Collaboration, Teamwork, and Leadership Assessment of Student Learningor Graduate Programs December 18, 2023 version 1

INTRODUCT ION

Purpose

Institutional Learning Outcomes (ILOa) to those learning outcomes that are expected of every graduate of the institution, both undergraduate and graduate, and are closely aligned with <u>General Educatio</u> requirements. ILO Assessment follows the Long Term Assessment Plan which aligns the assessment schedule for undergraduate, graduate, <u>General Education</u> Assessment Plan

	Universitv	CBE	CEAS	CLASS	CSCI
Average	3.68	N/A	-	-	-
score					
1 – Major Gaps 2 – Some Gaps 3 – Competent 4 – Fully Competent					Competent

Table 3. Average score on all Collaboration, Teamwork, and Leadership criteria on seale of 1

Perhaps more useful are some themes that emerged throughout the ILO assessment reports.

• Most programs were satisfied with the Collaboration, Teamwork, and Leadership skill proficiency of their students across most of the criteria that they assessed.

- While proficiency scores were generally highograms suggested concrete plans improving them furthermany of which were already in the process of being implemented.
- In all casesprograms which identified concerspecified that those concerns could and would be addressed within the programmemselves. This is in contrast to comments made when reviewing results of the Written Communication ILO assessment from 2018-2019 where many programs suggested solutions that would need to be implemented at the University level.
- Severalprograms experienced difficulties mapping accreditation organization rubrics and results to address the university ILOsin aligning their PLO assessment schedule the university ILO assessment schedule

Program Feedback Highlights for Collaboration, Teamwork, and Leadership

Highlights of feedback from programs which aligned to the Collaboration, Teamwork, and LeadershipLO, taken from their ILO assessment reports, included:

Example Successes

- "In the spring the same cohort scored 21.6 out of 24 points indicating that they have successfully completed a schoparactitioner research project on leadership for social justice in educational settings
- "Data from the assessments indicate that candidates are successfully meeting the Program Standards, Teaching Performance Expectations, and Program Learning Outcomes."
- "In general, the curriculum design supportsievement of student learning objectives, program learning goals and the University is titutional learning objective's.

Example Challenges

- "Due to the challenges raised by the CoV9dpandemic, about 20% of the MS students were unable to complete all the data collection phases a result, these students modified their empirical research projects to semeioretical studies
- "Additionally, we recognize that some candidates require multiple opportunities for feedback. We also recognize that some candidates need additional support to remain engaged and participate in classes, including submitting assignments
- "Individual students will continue to show strengths and areas for ovement, and will need customized advising and academic support from theiry face theres".

discussions about improving student performance in Collaboration, Teamwork, and Leadership skills.

Support for College and Graduate Advisory Council Discussions Please see theniversity Summary Report for contacts and potential meeting format. Possible additional graduatepecific discussion guestions include:

- 1. How do results of graduate assessment compare to undergraduate assessment in departments with both undergraduate and graduate programe results as expected?
- 2. Were there commonalities between programs in areas of student proficiency or gaps? Can common solutions for addressing gaps be suggested?
- 3. What is theimportance of eachriteria within a rubric Should weights be assigned?
- 4. Are expectations for proficiency for similar criteria different between programs or colleges? Should they be?
- 5. Which Collaboration, Teamwork, and Leadership interventions are working well, and which are not, for 0 (e)4 (?)]TJ 10.92 0 Td ()T (a)4 (s)--2 (e)4 (d?)