

CHFA Calendar for Graduate Outcomes Assessment

Semester	Activities	Logistics for SOA Documentation
Fall 2006	<p>Workshop on Developing Graduate Outcomes:</p> <ul style="list-style-type: none"> • Introduced key principles and processes of graduate level assessment. • Shared a strategy for faculty engagement with graduate assessment. • Enabled participants to create a structurally sound framework for graduate SOA that they can embellish later in conversation with program colleagues. 	
Spring 2007	<ul style="list-style-type: none"> • Refine graduate outcomes in departments (90-minute meeting of interested graduate faculty) working from drafts started in Fall workshop. <ul style="list-style-type: none"> • Achieve consensus on 3-5 program goals. • Select 3-5 outcomes for each goal. • For programs using rubrics for grad assessment, grad reps attend rubrics workshop for analyzing graduate SOA outcomes using artifacts (90 minutes). For programs not using rubrics, grad reps meet to determine mechanism for analyzing artifacts. • Looking at graduate goals/outcomes, interested graduate faculty and the graduate coordinator identify program activities in which students will acquire knowledge or practice skills. <ul style="list-style-type: none"> • Ex. Writing sample from application; graduate seminar artifact, comprehensive exams, thesis prospectus, thesis. • Time needed: 15-20 minutes in a meeting or e-mail discussion. 	<ul style="list-style-type: none"> • SOA graduate coordinator, dept. head, and office staff have a consultation to develop mechanism for collecting SOA artifacts and storing them in department or on department computer. (30 minutes) • Start collecting artifacts. • Start storing artifacts. <ul style="list-style-type: none"> • Ex. Maintain a file for each student. Staple a check list to folder to record submissions. Dept. secretary reviews each file once a year and collects missing data. • List could include items such as: writing or creative work sample at application, artifact from graduate seminar, comprehensive exams, thesis prospectus, thesis (on file in office).

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Fall 2007	<ul style="list-style-type: none"> • Graduate SOA workshops from 2006-07 repeat this fall. • Graduate faculty complete method of analysis for artifacts (e.g., rubrics). Time: 60-90 minutes drawing on spring workshop and drafts. • Per calendar selected (see “Logistics” in adjacent column), CHFA graduate programs will “close the feed-back loop” through evaluating SOA results in a meeting: <ul style="list-style-type: none"> • Analyzed data will be presented. • Program changes in response to the findings will be discussed as well as when/how to implement those program changes. • Recommendations (if any) to change learning goals and/or outcomes will be offered. • Improvements in the process (e.g., gather different artifacts) will be suggested. 	<ul style="list-style-type: none"> • Artifact collection continues, per plan developed in Spring, 2007. • Sub-committee of interested graduate faculty determine calendar for graduate SOA assessment. Calendar planning time: one hour. • This calendar will list a Graduate Assessment report each year in October (on same schedule as undergraduate SOA) for every graduate program in CHFA. Depending on program size, some program calendars will not list a yearly analysis of data. Large programs will be able to analyze data yearly; small programs will analyze data two or three times between each Program Review. • Goal for all programs: Close the “feed-back loop” (see column to the left) at least once before a program review OR before HLC visit. • Storage recommendations: artifacts will be kept from time of collection until the conclusion of a program review (7 years). SOA reports will be kept on file through a complete accreditation cycle (10 years).
Future Semesters	<ul style="list-style-type: none"> • Based on recommendations made in their SOA discussions, graduate faculty will meet as needed for such activities as: <ul style="list-style-type: none"> • Updating rubrics. • Retaining interrater reliability in the use of rubrics. • Modifying learning goals/outcomes. • Modifying the graduate curriculum. 	<ul style="list-style-type: none"> • Artifact collection continues each year, per plan developed in Spring, 2007. • Assessment continues each year per calendar developed in Spring, 2007. Reports on the assessment process are due in October each year. All programs will report each year on <i>what</i> graduate SOA work they did in the previous year. Not all programs will report <i>analyses</i> of SOA each year. Smaller programs may elect alternate years.

Possible Options for Graduate SOA Implementation:

- I. SOA rubrics are used by faculty reading/hearing comprehensive exams.
SOA rubrics are used by thesis committees while they are reading the theses.
SOA rubrics are used by faculty while they are grading artifact papers/performances/creative work.

Subsequently: all above artifact rubrics are collected, aggregated and evaluated by an SOA committee yearly in large programs or every other year in small programs.
- II. Some programs may have all outcomes on a single rubric. Others may recreate specific rubrics for exams, theses, recitals, creative work, etc.
- III. Some programs may collect all data in individual student files and then pull random files and/or artifacts from files for analysis per assessment schedule.

Note: faculty will need to meet before using rubrics to assess sample works in order to establish interrater reliability. This exercise will build clarity and cohesion into the program and therefore has value in its own right. Handout on how to hold a meeting to establish interrater reliability is on the CHFA SOA web site.

Some questions to reflect on: will artifacts from students who drop out of the program because of low gpa, failed exams, be part of assessment? How or how not? In departments that permit multiple takes on comprehensive exams, will all exams be assessed or just the first try?