

OFFICE OF ASSESSMENT SUPPORT

Overview

The Office of Assessment Support is involved in the work of SOLES in the following ways:

- provides leadership and guidance concerning the assessment of academic programs and student learning outcomes;
- coordinates SOLES' assessment for academic programs, ensuring that they are designed, implemented, analyzed and reported in a manner that is useful for curricular development and program improvement;
- assists faculty and administration in the collection of data that provides evidence of student learning and opportunities for program improvement;
- coordinates with Institutional Research and Planning to ensure accurate data for external and internal reporting;
- provides timely and accurate responses to the informational needs of various external and internal constituencies;
- analyzes trends and outcomes in SOLES' academic programs;
- supports program accreditation for SOLES' programs.

The Office is comprised of one full time Assessment Specialist and one 20-hour per week doctoral student. In addition, the Office receives some administrative assistant support from a Dean's office assistant.

Mission

The Office of Assessment Support is dedicated to working ethically, fairly, collaboratively, and reflectively, and to ensuring that the methods of assessment used by the school meet or exceed the standards and best practices of the academic assessment community.

Relationship to Conceptual Framework (ACE)

The Office of the Assessment Support plays a key role in supporting all faculty and administrators with program evaluations, assessment of student learning outcomes from programs and assessment of special initiatives (e.g., internationalization). The Office strives to treat all faculty, staff, and students with respect. It is the philosophy of this Office, as well as for all personnel in SOLES, to be service-oriented. This office respects, values, and celebrates the diversity of our faculty and student body, as well as and our greater community.

Relationship to Transformation Initiative (TI)

SOLES has set two goals for our TI.

1. To articulate our coursework with field experiences and align both more closely to the needs of urban schools; and,
2. To strengthen and align the Professional Education Unit through collaboration in the preparation of teacher, school counselor and principal candidates.

In order to accomplish these goals collaboration is crucial, therefore, that the Office of Assessment Support participates in numerous meetings, retreats, professional development

activities. Assessment Support maintains databases SOLES (including TaskStream's Accountability Management System) that support NCATE accreditation, CTC program approval, and the TI goals. For example, the Office of Assessment Support played a pivotal role in early conversations about PACT and in the development of the Action Research rubric for the Masters candidates. Our assessment specialist calibrated as a PACT assessor and has assessed teacher education candidates. At the request of faculty, she conducted an inter-rater reliability exercise for the Action Research Rubric. In both cases, she prepared reports for debriefing results of candidate performance with faculty. In addition, since SOLES is striving to avoid preparing educators in silos, the Office supports the second TI goal by helping faculty and other administrators to strengthen preparation for all candidates and integrate the Professional Education Unit beyond its current level.

Links:

Office of Assessment Support:

<http://www.sandiego.edu/soles/about/assessment/>

Faculty Program resources:

http://www.sandiego.edu/soles/about/assessment/faculty_program_assessment_resources/index.php

Student Resources

http://www.sandiego.edu/soles/about/assessment/student_resources.php