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

Purpose

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

Table 3. Average score on all Collaboration, Teamwork, and Leadership criteria on scale of 1-4

|  | University | CBE | CEAS | CLASS | CSCI |
|---|---|---|---|---|---|
| Average score | 3.68 | N/A | - | - | - |

1 – Major Gaps     2 – Some Gaps     3 – Competent     4 – Fully Competent

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 high, programs suggested concrete plans for improving them further, many of which were already in the process of being implemented.
- In all cases, programs which identified concerns specified that those concerns could and would be addressed within the programs themselves.   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.
- Several programs experienced difficulties mapping accreditation organization rubrics and results to address the university ILOs, in aligning their PLO assessment schedule with 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 Leadership ILO, 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 scholar-practitioner 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 supports achievement of student learning objectives, program learning goals and the University's institutional learning objectives."

Example Challenges
- "Due to the challenges raised by the Covid-19 pandemic, about 20% of the MS students were unable to complete all the data collection phases. As a result, these students modified their empirical research projects to some theoretical 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 improvement, and will need customized advising and academic support from their faculty members".

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

Support for College and Graduate Advisory Council Discussions
Please see the University Summary Report for contacts and potential meeting format.   Possible additional graduate-specific discussion questions include:

1. How do results of graduate assessment compare to undergraduate assessment in departments with both undergraduate and graduate programs?  Were 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 the importance of each criteria 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?)