Student Outcomes Assessment and Success Report AY2020-21   *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

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Part 1a: Summary of Student Learning Outcomes Assessment

NOTE: If data is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? *Can expand on this in Part 2.*
1. Demonstrate professional communication proficiencies.	SAHE 680: Professional Seminar in Student Affairs and Higher Education is the culminating course for the Student Affairs and Higher Education program. As such, each student is required to demonstrate their knowledge and application of theory in appropriate contexts within student affairs and higher education through leading an educational workshop session.	Students are expected to write a comprehensive paper covering an innovative student affair initiative. They are tasked with connecting theory to the initiative and demonstrating how it applies in practice. They write a paper as well as present an educational workshop to demonstrate their aptitude, comprehension, and ability in this area.	The grade breakdown for the capstone course were as follows: 9 A's. 4 B's, 1 C, and 1 F. Higher education faculty as well as select student affairs professions completed a scorecard providing feedback of each student's presentation. I have attached the faculty feedback form.	Our curriculum will be launching its new curriculum in fall 2021. This will allow for some revised assessment protocols and reexamination of the faculty feedback form.
2. Recognize and act on professional and ethical	Students were asked to compile an informational document for a	The expectations were that they were able to identify the important takeaways	Students were very successful. The average grade was 95.5/100.	Students found the assignment helpful and asked that I (Dr. Iftikar) do

challenges that arise in their field or discipline.	hypothetical colleague in student affairs on the topic of free speech. They drew from the content in our higher education law textbook and translated the information in such a way that a colleague with no knowledge could understand it. Student affairs professionals often confront ethical issues that touch upon issues of free speech. This assignment was thus helpful for students to better understand the major takeaways related to free speech in higher education. This occurred in EDLR 655-Legal Aspects of Educational Administration.

In an essay assignment, students were asked to read an online discussion forum where scholars, practitioners, and activists engaged in an ethical debate around whether higher educational institutions and student affairs could be engines for positive societal change or whether they were complicit in reproducing | on freedom of speech for a practicing student affairs professional, to translate them in a way that a colleague with no background knowledge in law could understand it, and be concise (they had to distill the textbook content into a 2-page document).

For the SAHE 641 assignment, Dr. Iftikar was expecting students to demonstrate active engagement with the arguments made in the colloquium, and to then be able to articulate their own positions while drawing on the theories we had learned in class. | Overall, they demonstrated understanding of the topic by identifying the major free speech takeaways.

For the SAHE 641 class, Students were successful. The average grade was 92.9/100. For the most part, students demonstrated that substantive engagement with the ethical arguments others made in the forum and seriously considered whether their own work in higher education could contribute to positive societal change. | more of them. I am considering how to incorporate more such assessments in future law courses.

For the SAHE 641 class, I (Dr. Iftikar) don't plan to make any changes yet, but will continue to assess how students respond to the assignment. |

	societal and educational inequities. Students were asked to join the conversation and, drawing on course readings and their own experiences, describe whether student affairs and higher education can be an engine for positive societal change. Racism offers several ethical challenges for student affairs practitioners. This assignment required that students consider a major ethical question: whether their work challenged or supported racism by drawing on the theories we learned throughout the semester. This occurred in SAHE 641- The Multicultural Campus.			
3. Achieve mastery of the knowledge required in their discipline or profession.	In SAHE 634: Practicum in Student Affairs and Higher Education, students complete a portfolio that captures the learning objectives set forth by their practicum contract. Their site supervisor provides a written evaluation of practicum student performance.	Students were expected to perform at a Good (3) or Excellent (4) ratings within the "overall demeanor" categories as well as the individual practicum learning objectives co-created between the student and site supervisor. The ACPA and NASPA professional competencies	For the distance SAHE 634 results, 5/6 students scored 4/4 in all overall demeanor areas. 1 student scored 3/4. The areas included in overall demeanor are: Active involvement in assigned tasks; Development of skills needed to complete assignments; Positive attitude toward work;	One area for improvement will be within communication regarding professional decorum, applying theory to practice within their site placements, and renewed efforts to demonstrate mastery of working in student affairs functional areas. An additional area for growth is to enhance

| | Lastly, an exit interview was conducted at the conclusion of the program that gauged their knowledge and preparedness for the work. | were utilized during the exit interview. | Interaction with co-workers; and Appropriate reaction to supervision

For the on campus spring 2020 SAHE 634 course, the breakdown was as follows: Active involvement of tasks-5 scored 4/4, (2) 2/4, (1)1/4; Skill development- (5) scored 4/4, (2) 1/4 in skill development with 1 not scored; Positive Attitude- (5) 4/4, (2) 3/4, (1) 1/4; Coworker interaction- (4) 4/4, (2) 2/4, (1) 1/4; Appropriate reaction to supervision- (5) 4/4, (1) 3/4, (2) 2/4. Valuable feedback was provided to the students regarding ways to improve, with specific examples.

Some overall feedback during the group exit interview pertained to incorporating the capstone topic throughout the program rather than only at the conclusion of the program. One student reported, "it was mentioned at different points throughout, but it | the student and site-supervision learning objectives. Additional examples and in class training will occur to hopefully increase the clarity and measurability.

With the revised curriculum, the program will infuse some specific exercises throughout the program that begin to prepare students for the capstone course.

The COVID-19 pandemic impacted the practicum experience. Some practicums were required to occur in virtual platforms rather than in the physical functional spaces on college campuses. I infer that the virtual environmental contributed to coworker interaction, positive and the reaction to supervision. In fact, site supervisors shared a lack of preparedness and training in virtual supervision. |
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			would have been helpful to have specific exercises directly linked to the capstone earlier than in the last spring."	

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

Helpful Hints for Completing this Table
   a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
   b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
   c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
   d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities
Use Blue Reports to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:
   1) Cohort Sizes   2) Year-to-Year Retention   3) 5-Year Graduation Rate (undergraduate); Average time to completion (graduate)

   1) Cohort size- For AY 2020-2021 the total enrollment for SAHE was 46; 25 continued toward degree completion, 1 returned after stopping out, and 25 were new to the program. There were 30 on campus students and 16 distance, with 28 enrolled full time and 18 part time. The demographics of our students include: 60.87% White, 23.91% Black, 4.35% Hispanic, 2.17% Asian, and 6.52% Mixed Race. The university does not collect data on gender and sexual diversity beyond sex assigned at birth, therefore I will not provide the data inaccurately represents this area of diversity within our student population.
   2) Retention- 21 students graduated in AY 2020-21 in December and May with 3 additional degrees conferred in August. Retention for the graduate program remains strong, with few exiting the program before graduation. The on campus program touts 100% retention from year to year, with 2 dropping out of the distance program in the fall of each year after enrolling in their first semester of classes. This is due to students recognizing the rigor of the program and opting out of the program.
   3) The average time to completion for on campus students is 2 years. The average time to completion for distance students is 3 years.

What worked well in supporting student success this year?

Listening to student needs and responding with flexibility and empathy seemed to work to support the students this year, particularly due to the ongoing pandemic. Checking in with students during class to find out how they were doing proved valuable in addressing academic access challenges due to the pandemic as well as to provide student support services when appropriate. Continued outreach to partners in the field and remaining and strong connection with our alumni served us well this year. The program disseminated a survey to alumni of the program and used the results to connect alumni with current students. This served as an effective professional training opportunity, secured practicum placement for the majority of the on campus students, and job placement for a two students following degree completion.

What are the most significant opportunities for improvement upon which to focus in the coming year?
The most significant opportunities for improvement that the program will focus on in the coming year is comprised of ensuring an effective rollout for the new curriculum that begins in Fall 2021. This new curriculum provides an opportunity to enhance professional development opportunities, revise the practicum and experiential education course design, and encumber more intentional assessment opportunities within the program to ensure this is an ongoing process. By maintaining a theory-to-practice approach, the program will infuse theory throughout the courses, continue its focus on professional preparation, and continue the commitment to offer critical perspectives, ethical practice, and legal applications within the curriculum.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:
1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
3) **what your assessment plan will focus on in the coming year**
4) *how this information will be shared with other stakeholders*

AY 2020-2021 was a tumultuous year to be in graduate school, yet thanks to the hard work of our faculty and the dedication of our students, we discovered through this assessment that students continued demonstrating their understanding of the material taught to them throughout the program through successful capstone papers and presentations. The capstone occurs during the last semester of the program and students overwhelmingly met expectations and many exceeded expectations. Capstones were held in a virtual environment using Zoom, which required students to not only demonstrate their command of the scholarship they learned throughout the duration of the program, but also showcase their mastery of leading a professional educational workshop in an online setting. Student embraced the technological opportunity to try new educational tools for distance engagement, spent extra time practicing presentations to boost confidence, and faculty met with the students one-on-one multiple times throughout the semester to ensure that the students were appropriately applying theory to practice, relying on recent and relevant literature, and connecting this to their professional portfolios. Many of the students used the capstone presentations for job talks during interviews and secured jobs. The number of students struggling or not passing the capstone presentations or class has decreased. The faculty who engage in the capstone presentation process discuss the work of the students who fail and the student has a one-on-one conversation with the

program coordinator (also the instructor for the capstone course). An opportunity to revise the paper is offered, allowing students the opportunity to receive in-depth feedback as well as support.

Program faculty will collaborate in completing the assessment grid annually. Program faculty will attend assessment day sponsored by the Bayh College of Education and will meet afterwards to review the SAOS report and determine curricular areas in need of improvement or revision so that all SAHE students can successfully complete the capstone, and the program. Additionally, a SAHE student conducted a curricular audit of the SAHE program from a decolonization in higher education lens. The results of that assessment will be forthcoming. Preliminary findings suggest the need to highlight the social justice lens and critical perspectives relied on throughout the program within advertising materials and within course descriptions, as these perspectives are covered consistently throughout the program and make the program unique. Diversity, inclusion, and equity remain a focus of the program and the audit expressed a need to expound upon this fact within programmatic materials in an authentic and genuine manner.

The SAHE program will be launching a new curriculum in Fall 2021. The curricular updates were based on external review recommendations, national trends, and student feedback. The program is moving from a 39 credit hour program to a 33 credit hour program. This is to align more closely with national student affairs trends. As part of rolling out the new curriculum, a new curricular map and assessment plan will be designed. This plan will be designed to be achievable for the program coordinator to be able to collect data effectively and efficiently given the fact that the Student Affairs Higher Education has few full time faculty teaching in the program. Over the last 5 years adjuncts have provided a significant portion of the course delivery. AY 2021-2022 provided for some relief with the ability to hire a lecturer. This has eased some reliance on adjuncts and will assist with program continuity. However, there is no guarantee this position will be available for AY 2022-2023 or if a full time position will be possible.

Program faculty will participate in the assessment process by administering assignments, evaluating students' skills, dispositions, and knowledge; generating course and program assessment evaluations; examining assessment outcomes; and revising the assessment process as required.

Program faculty will make changes to the course offerings and pedagogical approaches based on assessment outcomes. We will remain committed to assisting students to develop and succeed in the student affairs field post graduation.

The information about the assessment process and the outcomes will be shared (1) in an annual report at the end of each academic year (2) in the Educational Leadership Department newsletter and (3) with the newly created Advisory Board that was created in 2021.

Thank you so much for sharing your assessment process and findings for AY 2020-21 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Student Affairs & Higher Education M.S.	Overall Rating: Mature (2.69/3.00)
Strengths	Recommendations
• Use of CGPS Grad Student LOs demonstrates alignment of program outcomes with expected graduate level rigor. • Assessment measures yielded data from a variety of points across the curriculum and a from a variety of learning demonstrations, including high impact experiential learning activities and opportunities for students to reflect their learning and experiences in the program. • Expectations are less clear as to the number of student expected to achieve a specific level of mastery, but they are very descriptive as to what the target threshold for student performance looks like. • Data about actual student performance is clearly reported and in some cases broken down by scoring level on the rubric to better show distribution. • Thoughtful discussion explores usefulness of assignments, areas for student improvement and potential strategies, tools used for evaluation, covid impacts, and plans that may shift as new curriculum is implemented in the coming year. It is clear that faculty engage in conversations about student learning data and how to use it to inform practice. • Clear information is provided about how results are shared.	• In addition to the CGPS Graduate Student LOs, be sure to include which specific SAHE LOs were assessed. I can't give useful feedback on alignment with measures without them. • For assignments related to LO2, just include a note about how performance was evaluated that shows direct alignment to LO.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
Student Learning Outcomes	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. ==Outcomes directly integrate institution or college-level learning goals.== Outcomes are consistent across modes of delivery (if applicable). ==More than one== outcome ==is assessed this cycle==, and rationale is provided for why they were selected for assessment.	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals. Outcomes are consistent across modes of delivery (if applicable). At least one outcome is assessed this cycle.	Learning outcomes are identified and alignment with courses is demonstrated. Outcomes are consistent across modes of delivery (if applicable). At least one outcomes is assessed this cycle.	No learning outcomes are identified, and/or ==alignment of learning outcomes to courses is not demonstrated== (e.g. – curriculum map).
Performance Goals & Measures	==Performance goals are clear and appropriate, and rationale is provided for why these were selected.== ==Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.== ==Licensure exams and high-impact practices are reflected in measures (if applicable).==	Performance goals are clear and appropriate. Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.	Performance goals are identified with little rationale or clarity. Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.	No goals for student performance of learning outcomes are identified, and/or no measures are provided.

Analysis & Results	Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data. Data is collected and analyzed with clear rationale and description. Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.	Data collection process is clear and designed to produce valid/trustworthy results. Data is collected and analyzed with clear rationale and description. Results are provided with some discussion of analysis. *(one example – see notes)*	Description of data collection is unclear as to process and quality. Some data is collected and analyzed with little rationale or description. Some results are provided with no discussion of analysis.	No information is provided about the data collection process, and/or no data is being collected. No results are provided.
Sharing & Use of Results for Continuous Improvement	A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.	A plan for sharing information broadly across program faculty is detailed and enacted. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection is offered about results or plans moving forward.	Information is provided about sharing results, but sharing is limited in scope or content. Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results. Little reflection is offered about results or plans moving forward.	No information is provided about sharing results and/or plans for improvement or change based on results. No evidence of reflection on results in provided.
Overall Rating	□ **Exemplary**	□ **Mature**	□ **Developing**	□ **Undeveloped**