

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.

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>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?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>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.</p>
<p>1. how to understand and conduct research</p>	<p>Students conducted a historical research project during their first semester of courses. They had to use both primary and secondary sources (EDLR 687). They also learned how to assess and design qualitative and quantitative research in EDLR 761. In that course, the learning assessment tool was the literature review assignment related to the students' dissertation topics.</p>	<p>Faculty expectations for the history project was for students to write a near publishable paper. Furthermore, we expect this course and assignment to help students begin contemplating their dissertation topics (EDLR 687). The next inquiry course was to push students to solidify their dissertation topics by conducting the start of the literature review (EDLR 761).</p>	<p>There were eight students in that cohort (high attrition due to the pandemic). Of the eight, three are using the history project as a foundation for their dissertations. The other students are using elements of the topics for their studies.</p>	<p>We are utilizing recent graduates to assist with the dissertation process as editors, debriefers, and mentors. Faculty continue to host dissertation writing retreats to provide more support for completion.</p>
<p>2. Conduct practical consultations</p>	<p>In groups, the students were assigned a real time consultation project with an institution, department, program, or division. The consultee gave the students a problem/issue that was in need of a solution. The students researched the specific problem and provided</p>	<p>That students would be able to apply theory to practice. Students would develop the skill set of a consultant using and team and leadership approaches.</p>	<p>Three organizations received plans and documents to assist them with resolving an issue.</p>	

	a workable solution for the area (EDLR 752).			
3. Expand practical knowledge of functional areas within the context of higher education	Students spent two semesters, during their first year taking courses, shadowing and interning in functional areas outside of their familiar professional spaces. The first semester was for breadth. Each student spent time leaning about three functional areas on campus that they were unfamiliar with and attended meetings, events, and other activities that connect to the students' personal learning objectives. The second semester was for depth. Each student chose one functional area to learn more deeply the inner workings. They were required to conduct a project at the internship site and provide a deliverable as the culminating experience (EDLR 891)		Students utilized the experience gained through the internship to propel them to other job possibilities, build a stronger professional network, or to inform their dissertation projects.	

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

- Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- 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.
- 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.)
- 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: Fall 2020= 8, Fall 2021 = 12
- 2) Year-to-Year Retention
- 3) 5-Year Graduation Rate (undergraduate); Average time to completion (graduate) 3.8 years

What worked well in supporting student success this year? The use of hybrid delivery for working professionals has always been one of the best ways to support doctoral student success. Because of the pandemic, some course delivery times were changed to accommodate emergency work needs for students. Many students were being called upon by supervisors and co-workers to troubleshoot and attend emergency meetings during class time, which disrupted the flow. The evening hours worked slightly better; however, students were emotionally drained during the evening hours.

Students who are writing their dissertation proposals and final drafts of their research are invited to attend a writing retreat during the fall semester. Many of the students who attend have been unproductive since completing course work. The moment they attend the retreat, their productivity increases exponentially. We will work to hold a retreat during the spring semester as well.

What are the most significant opportunities for improvement upon which to focus in the coming year? We have an opportunity to extend recruitment efforts. We are also considering curriculum restructuring around course sequencing. However, faculty availability will play a role in developing a different ordering of the courses.

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**
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- 1) Students enrolled in the Higher Education Leadership Doctoral Program are required to demonstrate several proficiencies throughout their time in courses. Those proficiencies include: Quantitative statistical analysis and comprehension; research methodologies and design; communication and presentation skills; real life problem solving; broader understanding of the higher education landscape. Many of our students receive significant promotions at their current institutions or they are recruited and hired at a different university during their time in the program.
 - 2) We will continue to provide additional support to students in the dissertation phase of the program through completion. We have also developed a mission statement that aligns with the curriculum. It reads: *The Student Affairs and Higher Education Program and the Higher Education Leadership Program at Indiana State University stresses the importance of social justice, anti-racism, diversity, and educational equity and these components are central to our mission, vision, and values. Preparing student affairs practitioners and higher education administrators how to advocate for marginalized groups to eradicate systemic oppression in higher education could be the pivotal link in empowering colleagues to be proactive and paving a way for students to be justice and equity allies.* Additionally, we are preparing to create an advisory board. The purpose: *The Department of Educational Leadership Student Affairs Program and Higher Education Program Advisory Board will be comprised of individuals who have expertise and experiences in leadership, fund raising, organizational development, and/or educational systems at the k-12 or post-secondary levels. The board members will provide*

support and advice on the direction of the program areas, assist in the visualization of strategic initiatives, as well as lend their expertise to assist in promoting the continued growth and sustainability of the program areas.

- 3) At the conclusion of the preliminary exams, we ask students to provide feedback about the program – strengths and areas of improvement. We will continue to take that moment of reflection to improve our work. Next, the faculty will continue to work during our programmatic meetings to find ways to improve the curriculum structure.
- 4) This information will be disseminated to advisory board members, students, departmental, ex-officio, affiliate, and adjunct faculty; the mission and vision will be posted to the website and other recruitment materials and shared with the aforementioned stakeholders.

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: Higher Education Leadership Ph.D.	Overall Rating: Developing (1.63/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Multiple aspects of student learning/production are evaluated using data from multiple courses across the curriculum. High-impact research and experiential learning opportunities are included in the assignments and measures that are selected to provide the data. • Good information is provided about how previous trends in time to dissertation completion are being addressed through partnerships with recent graduates, faculty writing retreats, and scaffolding within the curriculum. • Additional sources of data, such as indirect assessments from post-prelim student feedback and monitoring of career advancement of current students and recent grads, is tracked by the program. • Clear information is provided about how results will be shared, and how external partners and students are included. Great information about a vision for adding an advisory board is shared. 	<ul style="list-style-type: none"> • The outcomes, as written, are hard to measure in terms of degree of student mastery compared to just student completion, and this is reflected in the way the assignments are evaluated as well – mostly in did they or did they not do the assignment. Consider editing the outcomes to focus specifically on what the students will master and to what degree, and I think that will help clarify the types of data you will want to examine to answer the question of whether the degree of mastery expected has been achieved. You have a great foundation in the proficiencies students are expected to demonstrate, as listed in Part 2, 1. • For the second outcome – conduct practical consultations – you might consider using the expectation – students will be able to apply theory to practice – as your learning outcomes, with conducting practical consultations as the activity/measure for demonstrating their mastery. • An example of the above would be for the first outcome – how to understand and conduct research. The activities and measures are definitely suited to some of aspects of conducting research, but miss others. Even in the EDLR 761 class where methods are described, the assessment tool is limited to the literature review rather than the methods section. • Once the alignment between outcomes and measures is more clearly defined, establishing clearer expectations for performance and reporting actual performance in terms of those expectations will

give you better data from which to draw conclusions about mastery of each outcome. The first expectation – that students will write a near publishable paper – is pretty clear, and will be strengthened by clarity in focus (e.g. just literature review, or also making an argument, establishing research questions, developing methods, etc.). The second expectation is a little vague. What should students demonstrate in their completion of consulting activities to show they can apply theory to practice? Once this is clear, a rubric or checklist could be developed to provide faculty and students with clear information on the dimensions in which they excel and those in which they can continue to develop.

- The clearer expectations and actual data are reported, the more useful data will be for making decisions about how to support student learning. You know from the actual data on outcome 1, for instance, that all students have produced something in the class, and some, as intended are able to use it toward their dissertations. This doesn't clearly tell about student mastery of elements of the research process, which makes it hard to know where to go from here with the data you have.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p>Student Learning Outcomes</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated. <i>(some cases – see notes)</i></p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<p>Performance Goals & Measures</p>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>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.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>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.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures. <i>(some cases – see notes)</i></p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

<p>Analysis & Results</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided.</p>
<p>Sharing & Use of Results for Continuous Improvement</p>	<p>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.</p> <p>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.</p> <p>Reflection is 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.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>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.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results is provided.</p>
<p>Overall Rating</p>	<p><input type="checkbox"/> Exemplary</p>	<p><input type="checkbox"/> Mature</p>	<p><input checked="" type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>