AY 21-22 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT
TABLE FORMAT

OPTION A:

Academic Program:	MEd School Administration & Supervision		Date:	11/10/2022
Author(s):	Bobbie Jo Monahan, Ph.D.			
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu.			___ Learning Outcomes ___ Curriculum Map ___ Assessment Plan	
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.			___ Yes ___ No __X_ Hybrid	

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used		Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.	Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	**Assignment/Activity**				
A building level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing	EDLR 758-Principal Internship	During the internship, EDLR 758 interns undertake one major action research project that will help a school wide issue at the host school of their internship.	Action Research Grade	80% of students will score a B or above.	**Fall 2021** 100% scored a B or above **Spring 2022** 100% scored a B or above	NA

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emerging trends and initiatives in order to adapt school based leadership strategies						
Candidates understand and can monitor and evaluate school management and operational systems	EDLR 656- School and Community	Building a School and Community relations plan. The purpose of education is a strong motivator for the beliefs and values people hold toward their schools. After completing the *Purpose of Education* activity (see below), using this data set, complete your portion, then describe what the next moves might be regarding the school and its capacity to build partnerships with the community.	Rubric	80% of students will earn a Meets or Exceeds.	**Fall 2021** 70% of students were at the Meets or Exceeds level.	NA
A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining	EDLR 681- The School Principal	Assignment Instructions 1)Vision/Mission Activity: Students are to research the Vision and Mission of their school districts/and or schools. The student will then summarize the process of the creation and implementation of their schools' current Vision and Mission statements. The student should include a discussion of how the Vision and Mission statements reflect the district/schools community in areas of diversity and equity. Students may include interviews from district, school, and classroom leaders. (APA, 5-8 page essay, double-spaced). 2)Analysis of New Teacher Induction Process: Students should analyze the new teacher induction process at their school and write an analysis of your current school's Induction Process using the following examples from this article	Rubric	80% of students will be at the meets or exceeds level.	**Spring 2022** 4/9 Meets Expectations 5/9 Exceeds Expectations 100% of students were at the Meets or Exceeds level **Summer 2022** 6/9 Meets Expectations	

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positive school relationships with families and caregivers; and cultivating productive school relationships with community partners		http://www.ascd.org/publications/books/104138/chapters/The-Principal%27s-Role-in-New-Teacher-Induction.aspx 3) Analysis of School Improvement Plan and/or Professional Learning Community: The student will then summarize the process of the creation and implementation of their schools' current School Improvement Plan and/or Professional Learning community. Students may include interviews from district, school, and classroom leaders. (APA, 5-8 page essay, double-spaced).			3/9 Exceeds Expectations 100% of students were at the Meets or Exceeds level	

Student Success Activities

Use the "Academic Chair" tab in Blue Reports to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	Not only did the national standards change, but the licensure assessment changed 2021. Curriculum, Instruction, and Assessment discussions will continue in K-12 meetings, stakeholder meetings and student feedback will all play an important part in future program planning. In addition, a recruitment plan has been developed and is being implemented that evidences our commitment to diversifying the educational leadership ranks in Indiana. Although program enrollments remain healthy, it is largely due to self-selection and predominately white in terms of race. Program selectivity criteria should be addressed with heightened expectations for GPA (i.e., from 2.5 to 3.0). Recently, the Indiana Department of Education updated their agreement with CAEP. Indiana no longer requires programs to do a SPA report. Programs now have a choice of submitting a SPA report or a State Review. The EDLR K-12 Department Faculty have decided collectively to utilize the State Review in place of the SPA reporting. Time and planning will be focused on the submission of the IN State Review. This migration will entail changing all rubrics and course syllabi in which the Standards are addressed.
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	The program is currently year-round open enrollment. The culminating experience is at the end of the program-The Internship. At this time, the students in the program become a cohort of interns for both fall and spring consecutive semesters. Several students may have summer courses to complete the program after the internship experience. In

	addition, several students in the program have a master's degree and are seeking certification only, so they may not need as many courses as those seeking the Master of Education.
	Blue Reports does not identify the Non-Degree students who are part of the internship cohort as separate, therefore, it is difficult to identify those students who are either on the Non-Degree track or have courses to complete the program after the internship.
	One way to improve the tracking of the program completers and retention rate, would be to track all students internally and identify those who complete and when, and those who are Non-Degree seeking certification only.

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*	Revisit and revise current Curriculum Map to align with Indiana standards. Reviewing the assessment date, overall most students are meeting the benchmark. But, one specific assessment 30% of students did not meet the benchmark. Program director initiated a discussion with EDLR K-12 faculty regarding assessment data and trends.
What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	-Re-evaluate assessment plan and key assessments -Identify students who are low performing and provide interventions earlier in the program Continuous Improvement will include updating the three key assessments to align with changes in accreditation
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	The program will focus on the following Student Learning Outcomes next year LO #1-4.1 LO #2-5.4 LO #3-6.1
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	As the program director and instructor, I have consistently continued to develop, articulate, and discuss the importance of a professional working relationship between the site supervisor/mentor and the intern. I will continue to collaborate with all EDLR faculty, including adjunct experts who teach in the program. In addition, the EDLR Internship Supervisors will facilitate the relationship between the site supervisor/mentor and the intern by communicating internship expectations. Student feedback regarding this assessment has been positive due to the practicality and current usefulness to enhance the candidates' knowledge and preparedness for the Pearson Building- Level Assessment and future leadership positions. As we plan for next years' curriculum, instruction, and assessment alignment with the student learning objectives, we will

	review student feedback, course grades, and make data-drives decisions and changes as needed. At the events listed below, data shall be collected from attendees relative to; 1) the state of educational matters in their region, 2) the state of diversity in selecting administrators, 3) reasons administrators leave the profession, and 4) potential strategies we may take away from those in the field as we build our knowledge base of how to better serve the State of Indiana and continue to report-out current program and department strengths and opportunities for growth. We shall incorporate this information into our future strategies, building a baseline for this academic year to be compared with 2022-2023 data, relative to the stated goals. -EDLR Department Meetings -Annual State Superintendent Breakfast -Intern/Supervisor On-site Visits -BCOE Assessment Day -Recruitment Functions

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	Some of the LOs are very long with multiple performances of student learning described. This isn't necessarily a problem, but more complex LOs require more complex assignments and assessment tools to determine if all aspects of the LO are being met and to what degree. Faculty should work to ensure this in order to yield data that provides comprehensive insight into LO mastery.	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.	Clear, descriptive information provided about assignments used for assessment. Multiple rich displays of student learning in relevant professional settings are incorporated in assessment strategy.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	It is hard to tell from the evaluation tools whether they are multi-part analytical rubrics to encompass the complexity of the LOs, or if they are holistic and general in nature. Both are good tools, but the former will help faculty to determine if there are areas within the LO that students are stronger/weaker in performance on. It's noted in the Continuous Improvement section that there is a desire to identify low-performing students earlier. Consider adding small assessments from earlier in the curriculum for each LO, as well as student self-report indirect measures, to help with this for early intervention and remediation.	Mature

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.	Good delineation between "meets" and "exceeds" levels on the rubric in the actual student data. This is a really simple and helpful way to report data that can really aid with performance comparison over time.	The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used The threshold for proficiency reflects reasonably high expectations for the program Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used Thoughtful discussion of faculty insights gained from findings is included When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Exemplary
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	Good incorporation of multiple stakeholders in the assessment process and analysis.	Multiple program faculty are involved in the assessment process Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders	Let me know if I can be of any assistance in curriculum map revisions due to standard updates. It will be really insightful to see how prior data compares with data in the future given the new standards.	Mature

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.