

Student Outcomes Assessment and Success Report AY2019-20 *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.*

Unit/Program Name: Student Affairs and Higher Education **Contact Name(s) and Email(s)** Amy French- amy.french@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

<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>1.2 Critical Reflection: ability to reflect critically on historical and contemporary issues within education and to relate them to leadership and practice in a manner that evidences reflective leadership proficiency.</p>	<p>EDLR 655 – Legal Aspects of Educational Administration – Course readings and class discussions included consideration of the roles that sexism and racism play in current higher education legal issues such as sexual assault/harassment and campus hate speech. Additionally, as part of the midterm assessment, students applied key concepts from Critical Race Theory and Feminist Legal Theory to their own practice in student affairs. As part of the course students were also required to attend the annual ISU Educational Leadership Law Conference where experts presented</p>	<p>Students were expected to demonstrate both understanding of complex social-legal theory, and the ability to consider how the theory might inform higher education policy and their own practice within the constraints of law and policy. Additionally, students were expected to put knowledge from class into conversation with the workshops and panel information and experiences at the Law Conference.</p>	<p>Students' comments and questions during class discussions showed complex and nuanced reflection about the relationship between social inequities, the law, and higher education. Students were able to demonstrate sufficient knowledge and application of the social-legal concepts (the average score on the midterm was an "A"). Students made explicit connections with the Law Conference during class discussions.</p>	<p>We will continue to infuse critical reflection about socio-political contexts and application of theory into coursework, and will have students attend the ISU Law Conference again.</p>

	<p>information on the latest legal, mental health, and educational issues related to bullying and harassment in schools and campuses. They also participated in a case study exercise focused on the application of legal knowledge to practice.</p>			
<p>2.2 Employ Multiple Perspectives and Theoretical Frames: facility to employ multiple perspectives and theoretical frames to assess educational and organizational structures, policies, and practices in a manner that evidences analytic inquiry and research proficiencies.</p>	<p>In SAHE 638:Student Development Theory, students completed a “Voices of SAHE” video reflective project. They were tasked with reflecting on their identities, the intersections of those identities, and how their identities connect to their future roles as leaders in student affairs and higher education. Students in SAHE 638 also completed autoethnographies wherein they shared their stories of development and connected those stories to student development theories, history, power, oppression, and privilege. The video was shared at a public form in University Hall. The students conducted focus groups with attendees to discuss identity development, connections of theory to practice, critique of theory, and</p>	<p>Students were expected to explain a minimum of 3 theories, connect those theories to their narrative, and identify ways those theories can be applied in professional practice. They were able to conduct the focus groups effectively using a guide that the class designed together. Additionally, there was a paper attached to the voices of SAHE project, wherein they had to describe the theories.</p>	<p>100% of students completed the Voices of SAHE project. Each student was filmed and recorded and shared their identities, the ways in which they describe those identities for themselves. 18/18 students effectively met the expectations for this assignment and received A’s for the assignment.</p>	<p>We are pleased with this new assignment and look forward to continuing to utilize it in the future. This has not been previously assessed and so there is little to compare it to.</p>

	understanding of historical context.			
4.1 Understanding of K-12 or Higher Education: understanding of the appropriate educational system and the ability to relate theory to practice.	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.	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.	All students passed their capstone presentations and the course with a B or above. (7 received A's and 3 received B's on the educational workshop session.) The entire higher education faculty completed a scorecard providing feedback of each student's presentation. For the overall course grades, there were 3 B's and 7 A's. I have attached the faculty feedback form.	We will continue being mindful to collect data on the learning throughout the capstone experience and to demonstrate additional ways that students are applying theory to practice.

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):

- Cohort Sizes- 42
- Year-to-Year Retention - 95.45%
- 2-Year Graduation Rate- 90%

The 2 year graduation rate considers the distance and on-campus student groups. It is important to distinguish the two, as the on-campus students are advised on a 2 year schedule and the distance students are advised on a 3 year schedule.

What worked well in supporting student success this year?

- The department provided them with financial support to attend regional and national conferences for professional development.
- We hosted the “Voices of SAHE” event that involved the Office of Multicultural Services and Programs through the Division of Student Affairs. This event was facilitated by faculty, staff, and the graduate students. Undergraduate students from a variety of majors participated.
- Dr. French maintains group advising in addition to one-on-one advising sessions, when necessary.
- We host a welcome cookout each fall to encourage comradery between the faculty and students.
- We engaged in scholarly discussion with faculty and student affairs professionals through the culminating capstone project. Many programs across the country cancelled the presentation component of the capstone due to COVID-19. Due to the student’s preparation, when given the option, they opted to move forward and present their educational sessions to a broader audience than would have been involved due to the virtual space.
- A peer mentorship program is in its second year. This program involves 2nd year SAHE students mentoring incoming 1st year students. The pairing is announced at the annual “welcome cookout”, which is another student success effort.
- We collected site supervisor evaluations from SAHE 634 in a comprehensive manner this year, which allowed us to gather data more efficiently and report those findings back to the necessary campus entities regarding field placement

What are the most significant opportunities for improvement upon which to focus in the coming year?

- A welcomed opportunity for the program is that Dr. Jon Iftikar will begin to support the online students with advising.
- Curricular revisions will be going into effect in spring 2021. The credit hour requirement and program of study have successfully moved through the curricular revision process.
- This curricular revision has been several years in the making and will offer a perfect time to create a new assessment plan. One of our graduate assistants will be collaborating with Dr. French on developing this new assessment plan. We will be seeking the counsel of Malea Crosby and Dr. Woods-Johnson as we move forward with this plan.

Part 1c: Summary of Career Readiness Activities (OPTIONAL FOR GRADUATE PROGRAMS)

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. The template was sent to you with this form via email.

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?)**
 - This year we met with Dr. Molly Hare for a SAHE faculty summit that focused on student learning and the curriculum. This was important due to our program's heavy reliance on adjunct and part-time faculty. The goal with this summit was to discuss student learning, objectives, and continuity between courses.
 - Students are exceptionally well versed in written and oral communication skills, as well as inter- and intra-personal communication. This manifests in their coursework within the SAHE 634, SAHE 650, and EDLR 655. They are able to think

critically, analyze cases, and demonstrate leadership skills. Successful completion of their coursework, in addition to the high success rate of job placement post-graduation, indicate success. Our collaboration with student affairs practitioners within the curricula also allows for appropriate career readiness overlap.

2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)

- We will continue collecting data on the assignments and activities to enhance student learning. The faculty will continue to collect artifacts and discuss assessment protocols that align with the program's vision.

3) What your assessment plan will focus on in the coming year

- Our assessment plan will be completely reinvented this coming year. We have been working from an assessment model that is cumbersome. This year Dr. French will be collaborating with one of the EDLR graduate assistants, Malea Crosby, and Dr. Woods-Johnson on developing an assessment protocol that accounts for the sparse full-time faculty dedicated to the program (1 faculty) and the numerous adjuncts. This new plan will need to be manageable, accessible, and beneficial for assessing learning and student success. **One suggestion may be to create an assessment rubric for those key assignments or courses that measure student learning outcome**

4) how this information will be shared with other stakeholders

- We will provide information to all stakeholders on an annual basis. Through conversations with current students, alumni, and prospective students, we will demonstrate our proficiency in student learning. Annually, the program coordinator meets with the graduate student assistantship supervisors to share programmatic information. Additionally, the data will be shared and disseminated at department and program meetings.

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials
(e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Thank you so much for sharing your assessment process and findings for AY 2019-20 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: M.S. Student Affairs & Higher Education	Overall Rating: Mature (2.00/2.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are clear and generally measureable. • Great narrative descriptions of the measures used for assessing student outcome achievement. Measures are direct and include formative and summative opportunities, as well as diverse opportunities for student expression, for gauging student learning. • Excellent information about the scorecard used by program faculty to evaluate capstone performance (see note in recommendations about scorecard). • Good notes on the program focus on curricular alignment, faculty dialogue, and assessment plan restructuring. • This is good work overall! I look forward to working with you and your GA on the new assessment plan – call anytime! 😊 	<ul style="list-style-type: none"> • Note alignment of learning outcomes to the Graduate Student Learning Outcomes – this will help demonstrate the rigor of the outcomes, as well as make it easier to report data in future Grad Program Reviews. These can be found at: https://indstate.edu/assessment/learning-outcomes-library. • Great narrative description of how students should perform – it is noted that students were able to demonstrate “sufficient” knowledge in the actual results section. Noting what is sufficient would be a helpful baseline (e.g., 4/5 on the case study, score above 80% on the midterm, etc.). You don’t have to do this for more formative, informal types of assessment, such as professor observation of class discussion, but it is useful for tracking achievement and improvement using more formal measures. • Additionally, providing a note as to how non-test measures are evaluated (e.g. checklist, rubric, etc.) can help with interpreting results, ensuring alignment with the intended outcome, and uncovering any areas for improvement (Voices of SAHE assignment). • For the Capstone scorecard – you may want to only report the scores from the items on the card that directly relate to the aligned learning outcome. For instance, the utility of the handout and quality of the presentation might not be as directly related as the rest of the criteria, depending on how the faculty scoring interpret these statements.

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| | <ul style="list-style-type: none">• With smaller cohorts the average score is generally good data to report, but it might be helpful to include the range or the percentage of students falling below sufficient performance to pinpoint areas where you might spend energy toward improvement.• Question – does this data include both the on-campus and distance cohorts? If so, it might help to disaggregate these scores to uncover any differences. If not, be sure to include both in the future. |
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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, and rationale is provided for why it was selected for assessment.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No (program) 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.</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 checked="" type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>

Please see reviewer notes for more details.