

Student Outcomes Assessment and Success Report AY2017-18

Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.

Unit/Program Name: _M.Ed. Administration & Supervision

Contact Name(s) and Email(s) _Bobbie Jo Monahan bmonahan@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

Part 1a: Summary of Assessment Activities

<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?</p>
<p>1. Diversity Outcomes</p> <p>Graduate Student Learning Outcomes:</p> <ul style="list-style-type: none"> G2 Students engage in and meaningfully contribute to diverse and complex communities and professional environments. G4 Students achieve mastery of the knowledge required in their discipline or profession. 	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal Internship</p>	<p>Students are encouraged and expected to work with diverse populations of learners and incorporate diverse multicultural perspectives of competency of knowledge and skills in teaching and learning. Students are encouraged and expected to work with diverse families and develop plans to improve teaching and learning.</p>	<p>See Data Table -Diversity 2017-2018-M.Ed. EDLR-K-12</p>	<p>Developing, articulating, implementing, and stewarding a building level leadership vision to include diverse and multicultural perspectives has been an intentional part of all course discussions, including the planning, facilitating, and expectations of the monthly Saturday Seminar's, Action Research, Individual Journaling, and On-site Visits.</p>
<p>2. Disposition Outcomes</p>	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal Internship</p>	<p>Professional Department regarding: -dress and appearance -attendance and punctuality</p>	<p>See Data Table - Disposition- 2017-2018-M.Ed. EDLR-K-12</p>	<p>Developing, articulating, implementing, and stewarding a building level leadership vision to include the importance of being a</p>

<p>Graduate Student Learning Outcomes:</p> <ul style="list-style-type: none"> • G1 Students demonstrate professional communication proficiencies. • G3 Students recognize and act on professional and ethical challenges that arise in their field or discipline. • G4 Students achieve mastery of the knowledge required in their discipline or profession. 		<ul style="list-style-type: none"> -preparedness for class and meetings -courtesy and respect -positive influence and attitude <p>Educational Philosophy regarding:</p> <ul style="list-style-type: none"> -desire to contribute to the profession through research -participate in reflection and improvement -understand the importance of values and beliefs -be proactive in school and individual's change and improvement -practice and be collaborative <p>Commitment to Ethical Practice regarding:</p> <ul style="list-style-type: none"> -honesty -being credible and responsible -being trustworthy -promoting a safe environment -creating an environment for opportunities for trust 		<p>Professional Educational Leader has been an integral part of all course content and discussions, including the planning, facilitating, and expectations of the monthly Saturday Seminar's, Action Research, Individual Journaling, and On-site Visits.</p>
<p>3. Technology Outcomes</p> <p>Graduate Student Learning Outcomes:</p> <ul style="list-style-type: none"> • G4 Students achieve mastery of the knowledge required in their discipline or profession. • G5 Students achieve mastery of the skills 	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal Internship</p>	<p>Students are expected to be proficient in using a variety of educational technologies to aid in teaching and learning and to problem solve.</p>	<p>See Data Table - Technology-2017-2018-M.Ed. EDLR-K-12</p>	<p>Developing, articulating, implementing, and stewarding a building level leadership vision which includes an expectation of the utilization of educational technologies has been a part of all courses, including the planning, facilitating, and expectations of the monthly Saturday Seminar's, Action Research, Individual</p>

(including using appropriate tools required in their discipline or profession.				Journaling, and On-site Visit discussions.
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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.

Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must 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 must 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.
- 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: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

(1) Discoveries assessment has allowed us to make about student learning: The assessment examines both the knowledge and skills students possess at the end of the program. The assessment, as well as the indirect measures of conversations with the students and with field supervisors, and the employers’ survey indicate our students come from undergraduate programs not only from Indiana State University, but from mainly the other university programs in Indiana and beyond, that have provided them a solid background of knowledge in regard to each of the ELCC standards. But the students come from various settings which can result in varying opportunities for professional experiences that enhance or inhibit their knowledge and proficiencies. Some school districts provide the experiences and focus on the standard elements, while others simply do not. But overall the students coming into the M.Ed. program are here because of their desire to learn and become stronger professionals, as well as teacher leaders. Anecdotally, students will often comment they chose this program because it historically has provided a strong experience in the proficiencies needed to be successful at the building level of leadership. The results of the assessments demonstrate that the students consistently reach a high level of competence with very few falling into the scores of 1 or 2 on the rubric. We expect to see our students rated as 3s and 4s on the rubric.

Discoveries assessment has allowed us to make about curriculum: The results of the assessment indicate the curriculum is addressing the expectations of both the ELCC standards and the Indiana Building Level Leadership professional standards. These standards and the curriculum focus on the essential needs to develop specific skills in Human Capital Management, Instructional Leadership, Personal Behavior and Building Relationships, Culture of Achievement, and Organizations, Operational, and Resource Management, as well as emphasizing the

essentials of professionalism, ethics, interpersonal skills, problem solving, and critical thinking. The curriculum must focus on developing leaders who not only demonstrate, but practice transformational leadership as well as servant leaders. Students from the M.Ed. program must be leaders that are transparent and visible, as well as be role models for their community and the profession. The courses' curriculum emphasizes these skills along with the higher-order thinking skills and the need to use these skills to be proactive. Communication skills are an essential part of the program as well. In recent years the communication skills have expanded into the areas of becoming technologically savvy in using social media, and the development of marketing and branding skills. Leaders must be able to be advocates for education at all levels. This includes being the advocate for their district, being the spokesperson on all educational issues in the community, taking active roles in state and community organizations and being active at the legislative level including the ability to testify to the legislature or to support educational platforms. While courses may be specifically designed to cover a specific part of the curriculum, every course must cross-walk with others to assure the all knowledge and skills are developed and maintained.

Discoveries assessment has allowed us to make about departmental processes: Educational leadership, especially at the building level is essential in today's society. For the Indiana State M.Ed. program in Educational Leadership to be effective, the program instructors and the program leadership must stay in constant contact with both district and building level leaders, state leaders, and state organizations and be an active part of their programs. The majority of our Saturday Seminar content is presented by experts throughout the state. As a faculty, we are not able to continue to have the knowledge the practitioners have in all of these areas. We have learned the critical need to continue to bring speakers of special topics to our programs. We have also learned to attend more professional development to keep our knowledge current. And of course we must continue to develop our curriculum so that we are most current with what is happening in education. We have become a statewide program, with principals throughout the entire state of Indiana. Many of our graduates continue in the Ed.S. and Ph.D. programs due to the fluid curriculum building upon each foundational level to the next. The M.Ed., Ed.S., and Ph.D. programs have the potential to reach beyond Indiana and continue to address national and international leadership. We must have a growth mindset.

Discoveries regarding the Assessment Plan itself: We still struggle to manage two sets of Standards (one mandated by Indiana and another mandated by our Specialized Program Association (SPA) National Recognition Group), and then to select one over the other for purposes of internal reporting. The assessment allows us to examine what we are to do, and how we are to do it. Our monthly program meetings, and department meetings provide us the opportunity to discuss our assessment results and make adjustments to our curriculum and instruction. The assessment plan helps us continue to learn and grow.

(2) Changes and Improvements – We have continued to examine the M. Ed. program and make adjustments where needed. Presently, efforts are to finalize curriculum mapping to assure all students experience the same knowledge and opportunities in every course, regardless the instructor. We have also increased our efforts to involve the building and district level site supervisors to have greater input on the final assessment of students' knowledge and skills in each of the ELCC standards. We have redesigned all components of the program to assure they match the ELCC standards and the Indiana Building Level Standards to a level that cannot be matched by any other program. We continue to examine the courses coming from other departments to assure these courses are meeting the present needs of Building Level leadership. The Educational Leadership Department has created and submitted surveys to seek feedback regarding program candidate knowledge and skills. Through the Educational Council Meetings, Superintendent Breakfasts, and Internship Field Visits we continue to share changes and successes.

(3) Assessment Plan, Next Year: By August 2019 we hope to assess what changes and their levels of success.

Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
<p>1. Faculty will examine each other's course assignments and provide feedback with an intent of fostering higher rigor, deepened relevance, and positive relationships in classes. The intent would be to address student performance to the outcome.</p>	<p>-EDLR K-12 Monthly Meeting Updates and Discussion -Qualitative data will be collected from both EDLR K-12 Surveys and Meeting Discussions -Student Evaluations -Program Director will be responsible for initiating the discussions and meetings</p>	<p>The intent would be to address student performance outcomes. The discussion and data should inform as to if the needs of the students are first being taught in a manner that the student can comprehend and develop at a higher level thinking skill and if the instructional methods are addressing the professional standards.</p>	<p>It is hoped that the outcomes will be demonstrating successful instructional practices by all faculty and that the curriculum and instruction are meeting the expectations of the standards. If assignments are not doing so, then proper adjustments can be made.</p>	<p>These are new goals.</p>
<p>2. Faculty will seek the assistance of instructional designers for review of online courses and consultation regarding best practices in student online engagement and success.</p>	<p>Faculty/Program Director will seek the assistance of instructional designers for review of online courses and consultation regarding best practices in student online engagement and success.</p>	<p>The intent would be to address student performance outcomes. The discussion and data should inform as to if the needs of the students are first being taught in a manner that the student can comprehend and develop at a higher level thinking skill and if the instructional methods are</p>	<p>It is hoped that the outcomes will be demonstrating successful instructional practices by all faculty and that the curriculum and instruction are meeting the expectations of the standards. If assignments are not doing so, then proper adjustments can be made.</p>	<p>This is a new goal.</p>

		addressing the professional standards.		
3. Program Director will work with all Educational Leadership Faculty and Adjuncts who teach in the M.Ed. program to create a Curriculum Map that will include consistent syllabi and a resource data base with assignments and activities aligned with collaborated syllabi.	Program Director will meet with each Educational Leadership Faculty and Adjuncts to create a data base with consistent syllabi. In addition, a data base will be created with assignments and activities aligned to collaborated syllabi.	Assessment based on the proficiency standards (ELCC Standards for the program, and Indiana Content Standards for Educators-School Leader-Building Level) should reflect all standards are being covered intentionally and successfully.	We should see consistency from assessments indicating all students are receiving the same content so the standards are consistently addressed bin a course regardless of the instructor.	This is a new goal.

Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

Part 2b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

As all goals are new this year, the discoveries will be made during the year and reported next year. It is hoped that the data results are consistent and improved student performance and completion prove to be successful. Retention has not been an issue in this program. The goal is always to assure all students are ready to take positions of leadership in the schools and possess both the theoretical knowledge and practical skills to assure their schools are successful and they, as leaders are providing the leadership to assure success for the school organization. The goals include developing a true professional who can demonstrate the skills and characteristics needed to support students, families, and staff.

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.

Dear Bobbie Jo,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are 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 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: MEd Administration & Supervision	
Assessment Practice Overall Rating: Developing (1.50/3.00)	
Student Success Practice Overall Rating (notes below in blue): Developing (1.00/3.00)	
Strengths	Recommendations
<ul style="list-style-type: none">• Data tables present findings clearly for further analysis and discussion.• Congrats to your students and faculty for strong performance!• Good discussion of the various ways pedagogy, curriculum, and assessment have been/will be shaped by findings.• Good description of strategies and assignment of responsibilities.	<ul style="list-style-type: none">• It is hard to tell from the language used in the accompanying Excel spreadsheets, but it does not appear that your program learning outcomes were part of this assessment (I noted the CGPS outcomes in the report and what appear to be accreditor or licensure outcomes in the Excel spreadsheets). Make sure that your program learning outcomes assessment is the focus of this report in the future, and note which CGPS and accreditor/licensure outcomes/criteria map to which of your program outcomes.• In the table in Part 1a, the column about student performance expectations refers to the level of achievement you expect students to achieve. You note this in your comments in Part 1b, saying: "We expect to see our students rated as 3s and 4s on the rubric."• To better understand the progress and depth of student learning in the program it may be helpful to consider collecting data on your learning outcomes from more than one touchpoint and with the addition of more direct performance measures to accompany the evaluations currently used.• Provide information regarding the sharing of findings with faculty and their involvement in decisions based on findings.

	<ul style="list-style-type: none"> • Since these are new goals, it would be helpful to have context for why they were selected (ex: student learning deficits, retention concerns for distance students, etc.). What is listed as goals sound like specific strategies for the larger goals (potentially) related to learning, retention, and persistence to graduation. • For your third goal clarify what is meant by “assessment based on proficiency standards.” Is this one specific assessment or one type of evaluation (ex: rubric) that can be used across courses?
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Assessment Scoring Rubric is included below. Student Success Scoring Rubric is included on the last page for reference only.

Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Student Outcomes Assessment & Success Report Rubric
Office of Assessment & Accreditation, Indiana State University

Unit/Program: M Ed Admin & Supervision
Evaluation Date: Fall 2018

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
Student Learning Outcomes	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measureable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measureable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
Performance Goals & Measures	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

	<p>learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Tools or processes for evaluating student performance on measures are not described.</p>	
Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
Sharing & Use of Results for Continuous Improvement	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Mature	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)

Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
Action Steps	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
Data that Informs Progress on Each Goal/Objective	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
Assessment of Outcomes and Continuous Improvement	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
Overall Rating	<input type="checkbox"/> Undeveloped	<input type="checkbox"/> Developing	<input type="checkbox"/> Mature	<input type="checkbox"/> Exemplary