**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department’s choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Educational Leadership/ Higher Education Administration and Leadership

Degree: M.A. in Higher Education Administration and Leadership

Assessment Coordinator:

1. Please list the learning outcomes you assessed this year.

SLO: Analyze historical documents and events that influence higher education and student affairs leadership

1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

HEAL 225 Leadership Case Study: The purpose of this assignment is for students to collaboratively analyze a current higher education leadership case, identifying the major points and issues of the case, centering the issues of the case in relevant leadership theories, and offering recommendations for the leadership to follow. The assignment required students to assess a leadership issue in higher education via a case. Students reviewed historical and contemporary documents, articles, and news sources related to the issue and offered an analysis of the information and situation, with implications for understanding leadership in higher education and student affairs.

The rubric used to assess this SLO was developed to (1) understand the quality of the historical information and events students relied upon in their assignment and (2) to assess the level of insights in analyzing this information to offer implications and recommendations for leadership.

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| **Component** | **Foundational** | **Intermediate** | **Advanced** |
| Evidence of use and application of various historical documents and information to assess the case | Cites some articles, sources, and events with limited application of the information to develop a clear understanding of the case with limited analysis. | Cites multiple articles and documents and/or events with preliminary skillfulness in presenting the issue or case clearly; Some analysis of the issue or case and implications | Cites a significant number of various sources and historical information to develop a clear understanding of the issue or case; Offers implications and recommendations that are clearly connected to the information. |

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

18 students were assessed in total for the Fall 2020 term. The students were in their second year in the graduate program. It was expected that at least 80% of the students meet the Intermediate or Advanced levels in the rubrics.

After review of their assignments, the assessment results included 3 students in the foundational, 12 students in intermediate, and three students in the advanced ranges. The total percentage of students in the intermediate and advanced ranges was 83.3%.

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| **Component** | **Foundational** | **Intermediate** | **Advanced** |
| Evidence of use and application of various historical documents and information to assess the case | 3 | 12 | 3 |

Students are able to clearly identify relevant scholarly-based historical information and events to support their assertions in clearly defining a case or issue within higher education and student affairs. Students in the intermediate and advanced stages were better able to skillfully integrate this information in their writing while those in the foundational stage cited this information more sparingly, indicating insufficient application and integration of this information to support their assertions. The integration of this information was also more developed for students in the intermediate and advanced stages with multiple references to the information throughout their work. Additionally, to meet the advanced assessment of the SLO, students’ analysis and implications or recommendations sections referred to the historical information and events in meaningful ways, relying on scholarly sources to support their assertions more so than offering opinions or perspectives without support.

1. What changes, if any, do you recommend based on the assessment data?

Based on the analysis of the direct measures of SLO 1, while the students generally meet the benchmark for the SLO, HEAL faculty will review how each HEAL course can offer additional support and resources to help students better integrate the historical information and important events into their writing and analysis. It is critical that our students can skillfully leverage scholarly research, historical information, and significant events to support the application of their learning. Our program strives to produce practitioner-scholars who understand the utility of relying on both historical and contemporary information from scholarly sources to guide their praxis as leaders. This requires that they make sound judgements on how to assess an issue using appropriate sources and information to guide their analysis and to rely and integrate this information in advanced ways so they can make appropriate decisions in their leadership.

We need to also review our syllabus to determine how each course supports the development of SLO 1 with increasing frequency so that they are advanced in their ability to integrate scholarly and historical information into their work. It should be expected that second year students be in the intermediary and advanced stages of this SLO. This may mean that in semesters one and two, the courses need to be reviewed to offer more opportunities for students to practice integration of this SLO. Relatedly, in reviewing the 2020-2021 SOAP, we need to revisit where this SLO is introduced in HEAL 225 within the curriculum map.

Additionally, we will review whether this SLO may need to be revised to better encapsulate the learning outcomes necessary for HEAL students to become proficient, successful higher education and student affairs leaders upon graduation.

1. If you recommended any changes in your response to Question 4 in your 2018-19 assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

N/A

1. What assessment activities will you be conducting during AY 2021-22?

We will be assessing our second SLO: Evaluate and critique higher education systems and leadership structures.

Assessment activities will include:

* Direct measures: Review of written assignments, including the HEAL 220 Institutional Comparison, Analysis of a Higher Education System or Institutional Type
* Indirect measures will include HEAL 225 Leadership Philosophy Statement and the HEAL 298 ePortfolio.

1. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

The M.A. in Higher Education Administration and Leadership (HEAL) program recently elevated to a stand-alone program in 2020-2021. We have not undergone a Program Review yet.