









Online Assessment Tracking Database


Sam Houston State University (SHSU)
2014 - 2015

Higher Education Administration MA

Goal	Practical Application  Develop a plan of action for keeping current, critically evaluating, and using research in higher education administration
Objective (L)	Identify And Evaluate Research  Students will identify and evaluate research in the field of higher education
Indicator	HIED 5379 - Research In Higher Education  Activities in this course will emphasize how to locate and evaluate current research in the field of higher education.
Criterion	Display Adequate Skills In Identifying And Evaluating Research  80% of students completing all course activities will exhibit adequate research skills (at least a B average in the course).
Finding	89% Of Students Completed Course Activities With A B Or Higher Average  The HIED 5379 course was redesigned for Spring 2015 so new students could learn how to research topics, synthesize data, and generate recommendations for practice based on the research. 89% of students in the redesigned course completed all course activities with a B or higher average. The redesign included an Academic Community Engagement project where students selected a real-world topic to assist a client. This project will be part of the course moving forward so students can learn research skills while providing support for higher education leaders.
Action	Continue The HIED 5379 Success With Other Instructors  The redesigned course is being passed to a new instructor for Fall 2015. This new instructor has been encouraged to continue the improvements made for the course and to maintain the ACE project as a focus for the course. Follow-up will be done throughout the 2015-2016 school year to ensure this course, which all new students take, will continue preparing students for the research and writing required throughout the rest of the program.

Goal **Writing** 
 Students will effectively communicate.

Objective (L) **Writing** 
 Students will effectively communicate through writing.

Indicator **Comprehensive Exam Rubric** 

The "Writing Style" element of our comprehensive exam rubric has 3 levels and descriptions of work in each level.

Criterion	Effectively Communicate 🔑 80% of students completing the comprehensive exam will demonstrate writing at the "acceptable" or higher level of our rubric.
Finding	100% Of Students Demonstrated Acceptable Writing 🔑 8 students took comprehensive exams in Fall 2014. All passed with at least an acceptable rating for their writing. 16 students took comprehensive exams in spring 2015. 5 had rewrites. All passed with at least an acceptable rating for their writing.
Action	Continue Focusing On Writing Early In The Program 🔑 We will continue to look for improvement in writing for comprehensive exams. With the focus on addressing writing skills with the very first course taken, we should continue to see more students obtaining acceptable ratings on their writing on their first attempt.

Previous Cycle's "Plan for Continuous Improvement"

Our plan for improvement includes:

- a) Focusing on goal 5, objective e of our assessment plan in the 2014 calendar year. This objective focuses on students' abilities to advocate for their professional development plans. This action was chosen because organizational theory offerings were evaluated at an acceptable level.
- b) Continue to advance the APA Academies and HIED 5379 (Introduction to Higher Education Research; first class in newly sequenced curriculum) to support students' abilities to write. While the last semester of data were at an acceptable level, we anticipate sustaining and increasing this level of performance in the 2014 calendar year.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

An emphasis on professional development was incorporated into the HIED 6372 practicum course. In addition, career advising and professional mentoring continues even after students graduate from the program.

Great strides have been made with HIED 5379 and student skills with APA requirements and research-writing are improving quickly. The next step in the process is to ensure this progress continues regardless of who is teaching the course.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

Our plan for improvement includes:

- a) Communicating expectations for all instructors of HIED 5379 that writing and research skills should be the primary focus. In addition, we need to maintain the ACE status by keeping the real-world research project as an essential part of the course.
- b) Continue tracking student performance on comprehensive exams. While improvement is

noticeable, we still have students who are required to provide rewrites to enhance their exam responses. We would like to see 90% of students passing comprehensive exams on their first attempt throughout the entire school year. We will continue working towards that goal.

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