

### **Assessment Plan Part 3: Indirect Measure (Group Assignment)**

*Created by HIED 840 GROUP 1 (Michelle Kendrick, Emily Lane, Mary Rinker, Sarah Turnblom)*

#### Part One: Description of the indirect measure

##### **Selected program learning outcomes**

1. Research, analyze, and apply theoretical, empirical, and policy material in higher education to synthesize concepts into useful insights.
2. Apply appropriate theories, concepts, and frameworks to analyzing problems in the practice of higher education.

##### **Describe the indirect measure and explain why it is appropriate for assessing the selected outcomes**

Our indirect measure is a survey which we will use to collect information helpful to the assessment of SLOs one and two. This method can obtain both quantitative and qualitative information from respondents. Responses to the survey will provide insight into students' perception of their current level of mastery of SLOs one and two, which can then be cross-referenced with completed courses, and the M.Ed. curriculum map, to identify whether the student is progressing as expected.

The survey will also take into account the students' enjoyment of the class and their perception of the applicability of its content to their future career goals in Higher Education. Surveys also allow for anonymity, which increases the likelihood that students will feel comfortable answering questions honestly and without concern about revealing negative feelings or a lack of engagement with the course. This will help avoid potential problems in validity.

##### **Describe the assessment/data collection process: where, when, who and what process? Describe recruiting strategies, if appropriate. The data collection process needs to be realistic and appropriate for the measure.**

All students in each section of the HIED capstone will be required to complete the survey for a pass/fail grade during the final week of the course. Responses will be routed to a program administrative staff member(s) and then summative insights will be sent to appropriate administrators for utilization towards improving the course alignment with SLOs. Completion of the survey will be tracked by the program administrative staff member(s) responsible. The survey will be administered through a tool such as google forms or survey monkey which can collect data anonymously. A link will be provided to students on an assignment page in the final module of the course. The survey will be administered with parameters set to prevent instructor access to data until after course grades have been submitted.

##### **How does the indirect measure complement your direct measure(s) for the same learning outcome(s)? (optional)**

The questions asked in the survey are directly related to their perceived acquisition of the skills assessed in the direct measure.

### **What are some limitations of the measure? (optional)**

Students may not invest much time or thought into the responses because of the anonymity of the survey format. The placement of the survey at the end of a semester, when students are likely at their busiest, and with only a pass/fail grade attached, might also limit student investment of time or thought into their answers.

## Part Two: The Indirect Assessment Survey

### **HIED 842 Course Questionnaire**

#### ***Instructions:***

This questionnaire is intended to help administrators of the M.Ed. in Higher Education program understand student experiences and perceptions of learning in the program. Responses will be completely confidential. We would greatly appreciate you taking the time to respond to each question as thoroughly as possible, as any insight will help us improve the effectiveness of this course and the M.Ed. in Higher Education program as a whole. The questionnaire has a total of 12 questions and should take approximately 15 minutes to complete. If you have questions about this questionnaire, please email Susan Bass (sgb13@psu.edu), Administrative Support Assistant for the Higher Education Program.

#### ***Questions:***

#### **Demographic Information**

1. How many semesters have you completed in the M.Ed. in Higher Education program?  
(Please select an option from the pull-down menu.)

Semesters in Program

2. What is your declared or intended concentration in the M.Ed. program? (Please select an option from the pull-down menu.)

Program Concentration.

3. Which courses have you completed in the program? (Please select all that apply)

<input type="radio"/>	HIED 545. Foundations in Higher Education and Student Affairs
<input type="radio"/>	HIED 808. Professional Seminar: Career Exploration in Higher Education
<input type="radio"/>	HIED 801. Foundations of Institutional Research
<input type="radio"/>	HIED 842. Administration in Higher Education
<input type="radio"/>	HIED 846. Higher Education Students and Clientele
<input type="radio"/>	HIED 596. Capstone
<input type="radio"/>	HIED 849. Legal Issues in Higher Education and Student Affairs
<input type="radio"/>	HIED 810. Planning and Resource Management in Higher Education
<input type="radio"/>	HIED 830. Designing Institutional Research Studies
<input type="radio"/>	HIED 850. Analyzing Faculty Workload, Performance and Compensation
<input type="radio"/>	HIED 860. Conducting Enrollment Management Studies
<input type="radio"/>	HIED 840. Assessing Student Outcomes and Evaluating Programs
<input type="radio"/>	HIED 806. Teaching and Learning in Higher Education
<input type="radio"/>	HIED 807. Foundations of Academic Advising
<input type="radio"/>	HIED 843. Foundations of Student Affairs
<input type="radio"/>	HIED 595. Internship in Higher Education (Optional)
<input type="radio"/>	Other HIED Elective
<input type="radio"/>	Elective Outside of HIED

4. Would you agree or disagree that the M.Ed. in Higher Education Program is useful for individuals planning to work in Higher Ed?

Strongly Agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Would you agree or disagree that the M.Ed. in Higher Education Program was useful for **your specific** career goals in Higher Ed?

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How well would you say the program has prepared you in the following areas of research?

	Very Prepared	Prepared	Neither Prepared nor Unprepared	Unprepared	Very unprepared
Researching appropriate materials to apply to problems in Higher Ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing materials to determine applicability to Higher Ed problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizing concepts from multiple sources to create useful insights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying frameworks to analyze problems in Higher Ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. If you selected “Neither Prepared nor Unprepared”, “Unprepared” or “Very Unprepared” for any of the above, please comment on how you think the program could be improved to better prepare you in that/those area(s).

8. For areas you selected “Prepared” or “Very Prepared” for, please comment on how you can utilize those research skills in your current or future work.

9. How well would you say the program has prepared you in the following areas of writing?

	Very Prepared	Prepared	Neither Prepared nor Unprepared	Unprepared	Very unprepared
Forming an argument/thesis for a paper or presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logically organizing the development of an argument in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting an argument/thesis with evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining your analyses of research and evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulating synthesis of researched concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing application of your research insights to a problem in Higher Ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using APA guidelines in your writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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10. If you selected “Neither Prepared nor Unprepared”, “Unprepared” or “Very Unprepared” for any of the above, please comment on how you think the program could be improved to better prepare you in that/those area(s).

11. For areas you selected “Prepared” or “Very Prepared” for, please comment on how you can utilize those writing skills in your current or future work.

12. Do you have any overall suggestions for changes to courses or the overall curriculum that you believe would improve the research and writing skills of graduates of the M.Ed in Higher Ed program?