

Academic Program:	Student Affairs & Higher Education	Date:	November 11, 2012
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Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelsey.woods-johnson@indstate.edu .		<input checked="" type="checkbox"/>	Learning Outcomes
		<input checked="" type="checkbox"/>	Curriculum Map
		<input checked="" type="checkbox"/>	Assessment Plan
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Hybrid

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Articulate a Philosophy: Ability to articulate an integrated philosophy of education and leadership in a manner that evidences reflective leadership proficiency.	SAHE 637: Introduction to Student Affairs and Higher Education.	Personal Philosophy of Leadership Model Final Project -	Evaluation	The personal philosophy of the leadership model serves as the student's final project. The assignment is comprised of a final paper and a PowerPoint presentation. In addition, the students were provided a list of 13 questions that helped guide them during the working process. In each of their response to the question raised in each of the steps in the model, they are to provide a rationale for their response that is derived from the various readings and research that they have been exposed to in this course and as student affairs professional (graduate assistantship, previous employment, etc.). The paper should be limited to 10 double-spaced pages (excluding references) with a minimum of eight citations from the required and outside readings.	Benchmark: 75% Actual: 98%	N/A

				<p>The personal leadership philosophy will be shared with the class. Each student will have 10-15 minutes for their presentation. They are asked to be creative by naming their philosophy, providing a metaphor for the organization they are leading, and having a diagram or model for their philosophy. In addition, during the semester, the students interviewed a student affairs and higher education professional, and they were asked to draw upon that interview for inspiration for their philosophy. The assignment is worth 40% of their final grade. The presentation is 10% and the final paper is 30%.</p>		
<p>Plan and Evaluate Policies and Programs: Ability to plan and evaluate policies and programs within student affairs in a manner that evidences field content area proficiency.</p>	<p>SAHE 651: Program Evaluation</p>	<p>Assessment Group Project</p>	<p>Rubric</p>	<p>The project breaks down into multiple graded parts with different deadlines: logic model (5%, 25 pts), proposal (5%, 25 pts), data collection tool (5%, 25pts), presentation (10%, 50pts), infographic (5%, 25pts), reflection (10%, 50pts), and rubric (5%, 25pts).</p>	<p>Benchmark: 80% Actual: 95%</p>	<p>N/A</p>
<p>Exercise Leadership: Ability to exercise leadership within an educational setting, in a manner that evidences reflective leadership proficiency.</p> <p>Critical Reflection: Ability to reflect</p>	<p>SAHE 650: Leadership and Administration in Student Affairs and Higher Education</p>	<p>Lombardi Leadership Reflection Paper</p>		<p>John Lombardi provides key insights into how leaders work within the university structure. Students must be able to identify some of the salient issues or insights after reading How Universities Work? They must identify any "surprises" in the book? Was the information and strategies provide some insight into the type of skills and attributes leaders should embody in order to manage the daily tasks in a university environment? Students will write a reflection paper on the leadership,</p>	<p>Benchmark: 90% Actual: 100%</p>	<p>N/A</p>

critically on historical and contemporary issues within education and to relate them to leadership and practice, in a manner that evidences reflective leadership proficiency.				administrative, managerial, problem-solving financial, and legal aspects of student affairs and higher education that are covered with attention to how these affect student development and learning. This assignment required a 6-8 page, double-spaced paper reflecting on what they learned from Lombardi's lessons, their work experience, and new found perspective. After this assignment, their leadership and consultation skills should be strengthened. This paper was 20% of their grade.		
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Student Success Activities

Use the "Academic Chair" tab in [Blue Reports](#) to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	<p>The cohort model is consistently strong for our program. By its definition, a cohort is a group of people engaged in a shared set of experiences together. Apply this concept to the learning environment and you'll start to see some of the benefits of this style. In a cohort graduate program, students typically begin and end a program at the same time. Students' work is enriched by sharing perspectives and insights among trusted fellows. Cohorts build leadership skills as each member is called on to actively contribute to the group, and the close bonds formed by working together result in a professional network that can last throughout their careers. Everyone learns differently, but active, collaborative group learning allows people to explore concepts and apply them together in live discussions. The cohort-based approach promotes learning and information retention compared to isolated self-study methods. Being in a cohort can allow you to make connections with others in a similar work field. Meeting others in person could lead to new opportunities and help you build your network. By joining a cohort, you might meet an individual who can help you grow in your career or connect you to other individuals in the field. Because there is a decline in enrollment for graduate schools across the country, there might be a need to consider a hybrid model.</p>
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<p>Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?</p>	<p>Diversity is one of the primary areas that need improvement. Currently, for the 2022-2023 we are more diverse than what we have been in the past. Unfortunately, the demographics of our students include 61% White, 24% Black, 4% Hispanic, 1% Asian, and 5% Mixed Race. The university does not collect data on gender and sexual diversity beyond sex assigned at birth, therefore I will not provide the data inaccurately represents this area of diversity within our student population.</p>
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If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

<p>Describe primary insights gained from analysis of findings. <i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i></p>	<p>Our findings suggest that are program is effective. However, there is a need make changes so that our program and institution remains relevant and competitive. Students appear to enjoy our intimate class settings and faculty availability. We worked to accommodate students as much as possible post-covid. However, graduate programs, advisors, faculty, and students need to throw out their typical expectations of what a graduate school looks like and help each other reframe their perspectives. This means active, hands-on mentoring instead of letting students brainstorm ideas in isolation.</p>
<p>What findings-based actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p>Our continued focus on social justice and career readiness is significant to students overall performance. Students are in class looking for real-life scenarios that they might face in the real world to ensure they are prepared. Early exposure to career planning/growing helps. Continuing to inform students about the career opportunities associated with SAHE and introduce them to alumni who graduated from the program. In addition, we might continue to collaborate across campus to offer skills workshops to help students develop high demand skills and provide pre-professional advising and activities to better prepare them for advanced education or the job market.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>Understanding of Student Affairs & Higher Education: Understanding of the appropriate educational system and the ability to relate theory to practice.</p> <p>Communication, Interpersonal and Process Skills: Communication, interpersonal, and process skills necessary to function effectively in academic and professional situations, including written and oral communication, listening to and working collegially with diverse groups, and facilitating intra - and inter- group relations, in a manner that evidences communication proficiency.</p> <p>Construct and Support Interpretations and Arguments: Ability to apply knowledge, comprehension, and application in analyzing, synthesizing, and evaluating persuasive information and claims regarding the application of research.</p>

Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?

Because our class sizes are so intimate, faculty can devote more time to individualized attention, engage in more time-on-task instruction and identify precisely and early those student learning problems that can be remediated before a student falls too far behind. Smaller classes increase students' sense of belonging. Student behavior and achievement benefit from improved classroom environments.

Student Outcomes Assessment & Success Report Evaluation AY 21-22

Program: MS Student Affairs & Higher Education Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
<p>Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.</p>		<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>		Mature
<p>Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.</p>	<p>Good use of rich, professionally relevant experiences for assessment.</p>	<p>Assessment measure(s) is designed for precise alignment to designated outcome(s) <i>–in some cases; see notes</i></p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>	<p>Consider how well the measures align with some of the LOs. For LO2, “Plan and Evaluate Polices and Programs...” does the assessment group project actually get involved in planning, or just in evaluation? Is there an additional assessment from another class that could be taken to ensure planning is covered and assessed? For LO3, “Ability to exercise leadership within an educational setting...” – could something like Prac evals be used as an additional point of assessment to supplement the really good critical reflection done in the Lombardi paper? Multi-point assessments rather than single-point assessments often provide more insightful data.</p>	Mature

<p>Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The threshold for proficiency reflects reasonably high expectations for the program</p> <p>Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used</p> <p>Thoughtful discussion of faculty insights gained from findings is included</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>If there are online and in-person cohorts taught separately, data for each cohort should be presented separately to track whether difference exist between modalities.</p> <p>Consider how rubrics and other evaluation tools can be used to identify strengths and weaknesses within overall assessment performances to more precisely pinpoint LO mastery.</p>	Developing
<p>Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	<p>Provide a little more insight into how program faculty are involved in the assessment process and discussion of what assessment results are suggesting needs to be adjusted within the program. This is a small program, so it is understood that there are limitations to this, but consider how different stakeholders in the larger department may also be able to support continuous improvement.</p>	Developing

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.