

# **Program Outcomes Assessment**

**MA/MS in Student Affairs**

**Created on: 06/18/2009 10:08:00 AM CDT  
Last Modified: 11/24/2015 04:14:28 PM CDT**



# Table of Contents

|                                   |           |
|-----------------------------------|-----------|
| <b>General Information</b>        | <b>1</b>  |
| <b>Standing Requirements</b>      | <b>2</b>  |
| Mission Statement.....            | 2         |
| Outcomes Library.....             | 2         |
| Curriculum Map.....               | 3         |
| Communication of Outcomes.....    | 3         |
| <b>Archive</b>                    | <b>4</b>  |
| Archive.....                      | 4         |
| <b>2009-2010 Assessment Cycle</b> | <b>5</b>  |
| Action Plan.....                  | 5         |
| Status Report.....                | 5         |
| <b>2010-2011 Assessment Cycle</b> | <b>6</b>  |
| Assessment Plan.....              | 6         |
| Assessment Findings.....          | 6         |
| <b>2012-2013 Assessment Cycle</b> | <b>7</b>  |
| Assessment Plan.....              | 7         |
| Assessment Findings.....          | 10        |
| Action Plan.....                  | 21        |
| Status Report.....                | 23        |
| <b>2013-2014 Assessment Cycle</b> | <b>27</b> |
| Assessment Plan.....              | 27        |
| Assessment Findings.....          | 30        |
| Action Plan.....                  | 39        |
| Status Report.....                | 45        |
| <b>2014-2015 Assessment Cycle</b> | <b>50</b> |
| Assessment Plan.....              | 50        |
| Assessment Findings.....          | 53        |
| Action Plan.....                  | 62        |
| Status Report.....                | 65        |

|                                   |           |
|-----------------------------------|-----------|
| <b>2015-2016 Assessment Cycle</b> |           |
| Assessment Plan .....             | 68        |
| Assessment Findings .....         | 71        |
| Action Plan .....                 | 76        |
| Status Report .....               | 76        |
| <b>2016-2017 Assessment Cycle</b> | <b>77</b> |
| Assessment Plan .....             | 77        |
| Assessment Findings .....         | 77        |
| <b>2017-2018 Assessment Cycle</b> | <b>78</b> |
| Assessment Plan .....             | 78        |
| Assessment Findings .....         | 78        |
| <b>2018-2019 Assessment Cycle</b> | <b>79</b> |
| Assessment Plan .....             | 79        |
| Assessment Findings .....         | 79        |
| <b>2019-2020 Assessment Cycle</b> | <b>80</b> |
| Assessment Plan .....             | 80        |
| Assessment Findings .....         | 80        |
| <b>Appendix</b>                   | <b>81</b> |

## **General Information (Program Outcomes Assessment)**

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# Standing Requirements

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## Mission Statement

The mission of Indiana State University's Student Affairs and Higher Education program is threefold:

- \* Educational - to provide a forum for students where learning, educational discussions, and development can occur.
- \* Experiential - to promote leadership opportunities for our students through assistantships, practicum experiences, volunteer work, and interaction with student affairs professionals.
- \* Personal - to promote an environment where students have the opportunity to explore individual interests, analyze their own skills, and develop personal strategies to manage individual strengths.

## Outcomes Library

### Student Affairs and Higher Education Outcomes Set

#### Objective 1: Students demonstrate professional written and oral communication proficiencies.

| Outcome  | Mapping    |
|--|------------|
| • Students will be able to use APA format and writing style.   | No Mapping |
| • Students will be able to make clear, organized, and engaging presentations that make effective use of presentation software. | No Mapping |
| • Students will be able to communicate complex, theoretical, research, and practice concepts in a clear and effective manner.  | No Mapping |

#### Objective 2: Students engage in and meaningfully contribute to diverse and complex communities and professional environments.

| Outcome   | Mapping    |
|---|------------|
| • Students will be able to describe their own cultural, gender, ethnic, religious, and social class background.                           | No Mapping |
| • Students will be able to identify the cultural, gender, ethnic, religious, and social class origins of their own and others' behaviors. | No Mapping |
| • Students will be able to communicate in ways that reduce intercultural misunderstandings.   | No Mapping |

#### Objective 3: Students recognize and act on professional and ethical challenges that arise in their field or discipline.

| Outcome | Mapping |
|---------|---------|
|---------|---------|



- |   |            |
|---|------------|
| • Students will be able to identify ethical issues within contemporary events in higher education.                    | No Mapping |
| • Students will be able to apply the ethical standards of professional organizations to ethnical problems.            | No Mapping |
| • Students will be able to deconstruct statements of ethical standards to explore the values on which they are based. | No Mapping |

**Objective 4: Students achieve mastery of the knowledge required in their discipline or profession.**

| Outcome  | Mapping    |
|--|------------|
| • Students will know models of leadership and will be able to articulate their own position on leadership. | No Mapping |
| • Students will know models of diversity.  | No Mapping |
| • Students will know models of student growth, learning, and development.                                  | No Mapping |

**Objective 5: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.**

| Outcome  | Mapping    |
|--|------------|
| • Students will have effective interpersonal communication skills. | No Mapping |
| • Students will have effective presentation skills.                | No Mapping |
| • Students will have effective written communication skills.       | No Mapping |

 Curriculum Map

**Active Curriculum Maps**

-  **New Curriculum Map 4-30-13** (See appendix)  
**Alignment Set:** Student Affairs and Higher Education Outcomes Set  
**Created:** 04/30/2013 9:36:11 am CDT  
**Last Modified:** 04/30/2013 3:39:52 pm CDT
-  **Test** (See appendix)  
**Alignment Set:** MA/MS in Student Affairs&Higher Educat  
**Created:** 12/17/2012 9:26:56 am CDT  
**Last Modified:** 12/17/2012 9:28:42 am CDT

 Communication of Outcomes

Our learning outcomes for students are communicated to them through our web pages (<http://coe.indstate.edu/edlr/sahe/index.htm>), in new student orientation, and through each course syllabus. Further, as part of the Practicum class each student has the Council for the Advancement of Standards in Higher Education handbook of standards, which includes standards for Master’s Level Student Affairs Administration Preparation Programs.

## **Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)**

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 **Archive**

## 2009-2010 Assessment Cycle

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### Action Plan

#### Actions

#### MA/MS in Student Affairs&Higher Educat Outcome Set

##### **OBJ 1: Advising and Helping**

Skills related to providing support, direction, feedback, critique, and guidance to individuals and groups.

**Outcome 1.1: Exhibit active listening skills**      *No actions specified*

(e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying).

### Status Report

#### Action Statuses

#### MA/MS in Student Affairs&Higher Educat Outcome Set

##### **OBJ 1: Advising and Helping**

Skills related to providing support, direction, feedback, critique, and guidance to individuals and groups.

**Outcome 1.1: Exhibit active listening skills**      *No actions specified*

(e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying).

#### Status Summary

*No text specified*

#### Summary of Next Steps

*No text specified*

## 2010-2011 Assessment Cycle

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### **Assessment Plan**

**Outcomes and Measures**

### **Assessment Findings**

**Finding per Measure**

**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*

## 2012-2013 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### Student Affairs and Higher Education Outcomes Set

#### Objective 1: Students demonstrate professional written and oral communication proficiencies.

• Students will be able to use APA format and writing style.

▼ **Measure:** 1. Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education  
Direct - Student Artifact

**Details/Description:** This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

▼ **Measure:** 2. Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Student Artifact

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty. This assignment will serve as a post learning experiences measure.

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• Students will be able to make clear, organized, and engaging presentations that make effective use of presentation software.

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**Responsible Individual(s):** Dr. Ryan Donlan

● **Students will be able to communicate complex, theoretical, research, and practice concepts in a clear and effective manner.**

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**Responsible Individual(s):** Dr. Ryan Donlan

**Objective 2: Students engage in and meaningfully contribute to diverse and complex communities and professional environments.**

• Students will be able to describe their own cultural, gender, ethnic, religious, and social class background.

▼ **Measure:** 1. Where I am From Assignments from SAHE 641 The Multicultural  
Campus  
Direct - Student Artifact

**Details/Description:** This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class, religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

▼ **Measure:** 2. Cultural Immersion Assignment from SAHE 641 The Multicultural  
Campus  
Direct - Student Artifact

**Details/Description:** This experiential and writing assignment requires students to participate in at least three distinctly different experiences with the same US cultural group. This immersion experience requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent descriptions and reflections.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

• Students will be able to identify the cultural, gender, ethnic, religious, and social class origins of their own and others' behaviors.

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**Responsible Individual(s):** Dr. Ryan Donlan

• **Students will be able to communicate in ways that reduce intercultural misunderstandings.**

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## 📄 Assessment Findings

### Finding per Measure

#### Student Affairs and Higher Education Outcomes Set

##### Objective 1: Students demonstrate professional written and oral communication proficiencies.

• **Students will be able to use APA format and writing style.**

▼ **Measure:** 1. Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education  
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**Details/Description:** This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

### Findings for 1. Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows: Students seem to increase proficiency in their communication skills as they progress through the program. Part of this is they get exposed to clearer and more organized presentation expectations, as well as faculty's discussing complex research and concepts, and they get much feedback on APA. Faculty expectations increase as students progress through the curriculum.

A few students still have difficulty after 5 terms of the program, reading and interpreting professional literature that involves significant statistical information. The specific kind of students that has trouble is the student who has not been exposed to these experiences as undergraduates. In those instances, faculty have found that they have difficulty reading literature and understanding the statistical implications of the information. Compounding this concern is that they avoid the reading and avoid disclosure about their deficiencies or apprehensions.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations: To consider implementing highly structured reading assignments, where students find and summarize A, B, or C – targeted, assisted training for content-area reading assignment. Strategies, including Think-Pair-Share, may assist here for content reinforcement.

**Reflections/Notes :** Reflections/Notes: Bringing diverse abilities together in the classroom brings with it both challenges and opportunities. Faculty embrace the obligation to recognize and nurture the healthy diversity that exists and will capitalize on this to better assist students at all ends of the achievement spectrum.

**Substantiating Evidence:**

 Aggregated Data Spreadsheet 2012-2013 (Excel Workbook (Open XML)) (See appendix)

### ▼ Measure: 2. Final paper and presentation from SAHE 680 Professional Seminar Direct - Student Artifact

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty. This assignment will serve as a post learning experiences measure.

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**Responsible Individual(s):** Dr. Ryan Donlan

### Findings for 2. Final paper and presentation from SAHE 680 Professional Seminar

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows: Students seem to

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**Responsible Individual(s):** Dr. Ryan Donlan

**Findings for 1. Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education**

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows: Students seem to increase proficiency in their communication skills as they progress through the program. Part of this is they get exposed to clearer and more organized presentation expectations, as well as faculty's discussing complex research and concepts, and they get much feedback on APA. Faculty expectations increase as students progress through the curriculum.

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 Aggregated Data Spreadsheet 2012-2013 (Excel Workbook (Open XML)) (See appendix)

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**Responsible Individual(s):** Dr. Ryan Donlan

**Findings for 2. Final paper and presentation from SAHE 680 Professional Seminar**

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows: Students seem to increase proficiency in their communication skills as they progress through the program. Part of this is they get exposed to clearer and more organized presentation expectations, as well as faculty's discussing complex research and concepts, and they get much feedback on APA. Faculty expectations increase as students progress through the curriculum.

A few students still have difficulty after 5 terms of the program, reading and interpreting professional literature that involves significant statistical information. The specific kind of students that has trouble is the student who has not been exposed to these experiences as undergraduates. In those instances, faculty have found that they have difficulty reading literature and understanding the statistical implications of the information. Compounding this concern is that they avoid the reading and avoid disclosure about their deficiencies or apprehensions.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations: To consider implementing highly structured reading assignments, where students find and summarize A, B, or C – targeted, assisted training for content-area reading assignment. Strategies, including Think-Pair-Share, may assist here for content reinforcement.

**Reflections/Notes :** Reflections/Notes: Bringing diverse abilities together in the classroom brings with it both challenges and opportunities. Faculty embrace the obligation to recognize and nurture the healthy diversity that exists and will capitalize on this to better assist students at all ends of the achievement spectrum.

**Substantiating Evidence:**

 Aggregated Data Spreadsheet 2012-2013 (Excel Workbook (Open XML)) (See appendix)

**Objective 2: Students engage in and meaningfully contribute to diverse and complex communities and professional environments.**

• **Students will be able to describe their own cultural, gender, ethnic, religious, and social class background.**

▼ **Measure:** 1. Where I am From Assignments from SAHE 641 The Multicultural Campus  
Direct - Student Artifact

**Details/Description:** This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class, religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings for 1. Where I am From Assignments from SAHE 641 The Multicultural Campus**

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows: Students are coming in better prepared than prior with respect to diverse communities. The problem is that they know

"the drill" on "PC" vernacular, so it takes a bit of time to ascertain whether or not their behavior aligns with their values and assumptions. The department has very high expectations – core values – with respect to these areas of measurable outcomes. The data intrigues program faculty as to the preponderance of "meeting" standards, as they do not know whether or not adequate measures are still in place to gauge their proximal levels of development in these areas, as well as growth in these areas. This is an area that faculty believe needs further discussion.

Faculty mentioned "flags, foods, and festivals," as current, cultural tourism approaches to candidate understanding of diversity. This is a concern and is difficult to disclose until further discussions unearth the pain and growth – students' having worked through many things that the department has not seen in the past.

To the degree that students are inter-culturally competent, we are meeting the goals ... to the degree that we are changing lives, we are not quite there.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations: Critical in the program will be opportunities for "multicultural moments" to pause and explore avenues for making meaning and connections to build authenticity and enhance the critical conversations and disclosure necessary in order to make inroads for student growth, enhance, and personal reflection.

Opportunities for contextualization of these constructs and experiences – in multiple frameworks within the content-area classes – will be ensured over the next academic year. Faculty will see to it that this occurs.

**Reflections/Notes :** Reflections/Notes: It is hoped that the assumptions, values, and beliefs of the students in the program will be reflected in the behaviors of students, when entering the program and throughout. Faculty members realize their roles in discerning elements of cultural tourism and a hesitancy of disclosure until trust develops and authentic conversation occurs.

**Substantiating Evidence:**

 Aggregated Data Spreadsheet 2012-2013 (Excel Workbook (Open XML)) (See appendix)

▼ **Measure:** 2. Cultural Immersion Assignment from SAHE 641 The Multicultural Campus  
Direct - Student Artifact

**Details/Description:** This experiential and writing assignment requires students to participate in at least three distinctly different experiences with the same US cultural group. This immersion experience requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent descriptions and reflections.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings** for 2. Cultural Immersion Assignment from SAHE 641 The Multicultural Campus

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows: Students are coming in better prepared than prior with respect to diverse communities. The problem is that they know "the drill" on "PC" vernacular, so it takes a bit of time to ascertain whether or not their behavior aligns with their values and assumptions. The department has very high expectations – core values – with respect to these areas of measurable outcomes. The data intrigues program faculty as to the preponderance of "meeting" standards, as they do not know whether or not adequate measures are still in place to gauge their proximal levels of development in these areas, as well as growth in these areas. This is an area that faculty believe needs further discussion.

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**Results:** Target Achievement: Met

**Recommendations :** Recommendations: Critical in the program will be opportunities for “multicultural moments” to pause and explore avenues for making meaning and connections to build authenticity and enhance the critical conversations and disclosure necessary in order to make inroads for student growth, enhance, and personal reflection.

Opportunities for contextualization of these constructs and experiences – in multiple frameworks within the content-area classes – will be ensured over the next academic year. Faculty will see to it that this occurs.

**Reflections/Notes :** Reflections/Notes: It is hoped that the assumptions, values, and beliefs of the students in the program will be reflected in the behaviors of students, when entering the program and throughout. Faculty members realize their roles in discerning elements of cultural tourism and a hesitancy of disclosure until trust develops and authentic conversation occurs.

**Substantiating Evidence:**

 Aggregated Data Spreadsheet 2012-2013 (Excel Workbook (Open XML)) (See appendix)

● **Students will be able to identify the cultural, gender, ethnic, religious, and social class origins of their own and others’ behaviors.**

▼ **Measure:** 1. Where I am From Assignments from SAHE 641 The Multicultural Campus  
Direct - Student Artifact

**Details/Description:** This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class, religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average “2” or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings** for 1. Where I am From Assignments from SAHE 641 The Multicultural Campus

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows: Students are coming in better prepared than prior with respect to diverse communities. The problem is that they know “the drill” on “PC” vernacular, so it takes a bit of time to ascertain whether or not their behavior aligns with their values and assumptions. The department has very high expectations – core values – with respect to these areas of measurable outcomes. The data intrigues program faculty as to the preponderance of “meeting” standards, as they do not know whether or not adequate measures are still in place to gauge their proximal levels of development in these areas, as well as growth in these areas. This is an area that faculty believe needs further discussion.

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**Results:** Target Achievement: Met

**Recommendations :** Recommendations: Critical in the program will be opportunities for “multicultural moments” to pause and explore avenues for making meaning and connections to build authenticity and enhance the critical conversations and disclosure necessary in order to make inroads for student growth, enhance, and personal reflection.

Opportunities for contextualization of these constructs and experiences – in multiple frameworks within the content-area classes – will be ensured over the next academic year. Faculty will see to it that this occurs.

**Reflections/Notes :** Reflections/Notes: It is hoped that the assumptions, values, and beliefs of the students in the program will be reflected in the behaviors of students, when entering the program and throughout. Faculty members realize their roles in discerning elements of cultural tourism and a hesitancy of disclosure until trust develops and authentic conversation occurs.

**Substantiating Evidence:**

 Aggregated Data Spreadsheet 2012-2013 (Excel Workbook (Open XML)) (See appendix)

▼ **Measure:** 2. Cultural Immersion Assignment from SAHE 641 The Multicultural Campus  
Direct - Student Artifact

**Details/Description:** This experiential and writing assignment requires students to participate in at least three distinctly different experiences with the same US cultural group. This immersion experience requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent descriptions and reflections.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average “2” or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings** for 2. Cultural Immersion Assignment from SAHE 641 The Multicultural Campus

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows: Students are coming in better prepared than prior with respect to diverse communities. The problem is that they know “the drill” on “PC” vernacular, so it takes a bit of time to ascertain whether or not their behavior aligns with their values and assumptions. The department has very high expectations – core values – with respect to these areas of measurable outcomes. The data intrigues program faculty as to the preponderance of “meeting” standards, as they do not know whether or not adequate measures are still in place to gauge their proximal levels of development in these areas, as well as growth in these areas. This is an area that faculty believe needs further discussion.

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**Results:** Target Achievement: Met

**Recommendations :** Recommendations: Critical in the program will be opportunities for “multicultural moments” to pause and explore avenues for making meaning and connections to build authenticity and enhance the critical conversations and disclosure necessary in order to make inroads for student growth, enhance, and personal reflection.

Opportunities for contextualization of these constructs and experiences – in multiple frameworks within the content-area classes – will be ensured over the next academic year. Faculty will see to it that this occurs.

**Reflections/Notes :** Reflections/Notes: It is hoped that the assumptions, values, and beliefs of the students in the program will be reflected in the behaviors of students, when entering the program and throughout. Faculty members realize their roles in discerning elements of cultural tourism and a hesitancy of disclosure until trust develops and authentic conversation occurs.

**Substantiating Evidence:**

 Aggregated Data Spreadsheet 2012-2013 (Excel Workbook (Open XML)) (See appendix)

• **Students will be able to communicate in ways that reduce intercultural misunderstandings.**

▼ **Measure:** 1. Where I am From Assignments from SAHE 641 The Multicultural Campus  
Direct - Student Artifact

**Details/Description:** This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class, religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings** for 1. Where I am From Assignments from SAHE 641 The Multicultural Campus

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows: Students are coming in better prepared than prior with respect to diverse communities. The problem is that they know "the drill" on "PC" vernacular, so it takes a bit of time to ascertain whether or not their behavior aligns with their values and assumptions. The department has very high expectations – core values – with respect to these areas of measurable outcomes. The data intrigues program faculty as to the preponderance of "meeting" standards, as they do not know whether or not adequate measures are still in place to gauge their proximal levels of development in these areas, as well as growth in these areas. This is an area that faculty believe needs further discussion.

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Opportunities for contextualization of these constructs and experiences – in multiple frameworks within the content-area classes – will be ensured over the next academic year. Faculty will see to it that this occurs.

**Reflections/Notes :** Reflections/Notes: It is hoped that the assumptions, values, and beliefs of the students in the program will be reflected in the behaviors of students, when entering the program and throughout. Faculty members realize their roles in discerning elements of cultural

tourism and a hesitancy of disclosure until trust develops and authentic conversation occurs.

**Substantiating Evidence:**

 Aggregated Data Spreadsheet 2012-2013 (Excel Workbook (Open XML)) (See appendix)

▼ **Measure:** 2. Cultural Immersion Assignment from SAHE 641 The Multicultural Campus  
Direct - Student Artifact

**Details/Description:** This experiential and writing assignment requires students to participate in at least three distinctly different experiences with the same US cultural group. This immersion experience requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent descriptions and reflections.

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**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings** for 2. Cultural Immersion Assignment from SAHE 641 The Multicultural Campus

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows: Students are coming in better prepared than prior with respect to diverse communities. The problem is that they know "the drill" on "PC" vernacular, so it takes a bit of time to ascertain whether or not their behavior aligns with their values and assumptions. The department has very high expectations – core values – with respect to these areas of measurable outcomes. The data intrigues program faculty as to the preponderance of "meeting" standards, as they do not know whether or not adequate measures are still in place to gauge their proximal levels of development in these areas, as well as growth in these areas. This is an area that faculty believe needs further discussion.

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To the degree that students are inter-culturally competent, we are meeting the goals ... to the degree that we are changing lives, we are not quite there.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations: Critical in the program will be opportunities for "multicultural moments" to pause and explore avenues for making meaning and connections to build authenticity and enhance the critical conversations and disclosure necessary in order to make inroads for student growth, enhance, and personal reflection.

Opportunities for contextualization of these constructs and experiences – in multiple frameworks within the content-area classes – will be ensured over the next academic year. Faculty will see to it that this occurs.

**Reflections/Notes :** Reflections/Notes: It is hoped that the assumptions, values, and beliefs of the students in the program will be reflected in the behaviors of students, when entering the program and throughout. Faculty members realize their roles in discerning elements of cultural tourism and a hesitancy of disclosure until trust develops and authentic conversation occurs.

**Substantiating Evidence:**

 Aggregated Data Spreadsheet 2012-2013 (Excel Workbook (Open XML)) (See appendix)

## Overall Recommendations

Continue with Action Plans for the next academic year as designed, and hold quarterly program meetings, mindful of formative assessment obligations.

## Overall Reflection

The program is moving in a new direction with the mentorship of a new faculty member by outgoing faculty members. This nurturing of new talent and allowing him to establish his own identity, along with extending upon the shoulders of a program already successful, will be key in continued success. Data-rich discussions can serve as the platform for continued, programmatic improvement.

## Action Plan

### Actions

#### MA/MS in Student Affairs&Higher Educat

##### Students demonstrate professional written and oral communication proficiencies.

- Students will be able to use APA format and writing style.
- Students will be able to make clear, organized, and engaging presentations that make effective use of presentation software.
- Students will be able to communicate complex, theoretical, research, and practice concepts in a clear and effective manner.

##### Students will successfully complete a current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education

This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure.

▼ **Action:** Action Item Title: Enhance APA Mindfulness and Student Ability to Communicate.

##### This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

**Action Details:** Action Details: Implement strategies as noted above SAHE 637 and SAHE 680 in the next school year and assess students in Outcomes-specific capabilities with the two current measures at the conclusion of that school year.

**Implementation Plan (timeline):** Implementation Plan: Implement increased opportunities in these strategies throughout the duration of the 2013 – 2014 school year.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Current outcomes and measures in SAHE 637 and SAHE 680, as designed for the Student Affairs in Higher Education program.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** High

##### Supporting Attachments:

- 📎 Curriculum Meeting Minutes (Word Document (Open XML)) (See appendix)
- 📎 Meeting Minutes (Word Document (Open XML)) (See appendix)

##### Students will successfully complete a final paper and presentation from SAHE 680 Professional Seminar

▼ **Action:** Action Item Title: Enhance APA Mindfulness and Student Ability to Communicate.

##### This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty. This assignment will serve as a post learning experiences measure.

**Action Details:** Action Details: Implement strategies as noted above SAHE 637 and SAHE 680 in the next school year and assess students in Outcomes-specific capabilities with the two current measures at the conclusion of that school year.

**Implementation Plan (timeline):** Implementation Plan: Implement increased opportunities in these strategies throughout the duration of the 2013 – 2014 school year.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Current outcomes and measures in SAHE 637 and SAHE 680, as designed for the Student Affairs in Higher Education program.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** High

**Supporting Attachments:**

-  Curriculum Meeting Minutes (Word Document (Open XML)) (See appendix)
-  Meeting Minutes (Word Document (Open XML)) (See appendix)

**Students engage in and meaningfully contribute to diverse and complex communities and professional environments.**

- Students will be able to describe their own cultural, gender, ethnic, religious, and social class background.
- Students will be able to identify the cultural, gender, ethnic, religious, and social class origins of their own and others' behaviors.
- Students will be able to communicate in ways that reduce intercultural misunderstandings.

**Students will successfully complete a Where I am From Assignments from SAHE 641 The Multicultural Campus**

This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class, religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities.

▼ **Action:** Action Item Title: Critical Examination of Student Identity and Perspective on Diversity and Complex Communities.

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** Action Details: Critical in the program will be the department's need to strengthen and enhance opportunities for "multicultural moments" to pause and explore avenues for making meaning and connections to build authenticity and enhance the critical conversations and disclosure necessary to make inroads for student growth, enhance, and personal reflection. The need for contextualization of these constructs and experiences – in multiple frameworks within the content-area classes – will be great over the next academic year. Faculty will see to it that this occurs.

**Implementation Plan (timeline):** Implementation Plan: Implement increased opportunities in these strategies throughout the duration of the 2013 – 2014 school year.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Current outcomes and measures in SAHE 641, as designed for the Student Affairs in Higher Education program.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** High

**Supporting Attachments:**

-  Curriculum Meeting Minutes (Word Document (Open XML)) (See appendix)
-  Meeting Minutes (Word Document (Open XML)) (See appendix)

**Students will successfully complete a Cultural Immersion**

▼ **Action:** Action Item Title: Critical Examination of Student Identity and Perspective on Diversity and Complex Communities.

### Assignment from SAHE 641 The Multicultural Campus

This experiential and writing assignment requires students to participate in at least three distinctly different experiences with the same US cultural group. This immersion experience requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent descriptions and reflections.

#### This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

**Action Details:** Action Details: Critical in the program will be the department's need to strengthen and enhance opportunities for "multicultural moments" to pause and explore avenues for making meaning and connections to build authenticity and enhance the critical conversations and disclosure necessary to make inroads for student growth, enhance, and personal reflection. The need for contextualization of these constructs and experiences – in multiple frameworks within the content-area classes – will be great over the next academic year. Faculty will see to it that this occurs.

A critical examination of the content and process of SAHE 641 will take place by program faculty to address the assessment findings and faculty reflections.

**Implementation Plan (timeline):** Implementation Plan: Implement increased opportunities in these strategies throughout the duration of the 2013 – 2014 school year.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Current outcomes and measures in SAHE 641, as designed for the Student Affairs in Higher Education program.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** High

#### Supporting Attachments:

-  Curriculum Meeting Minutes (Word Document (Open XML)) (See appendix)
-  Meeting Minutes (Word Document (Open XML)) (See appendix)

## Status Report

### Action Statuses

#### MA/MS in Student Affairs&Higher Educat

##### Students demonstrate professional written and oral communication proficiencies.

- Students will be able to use APA format and writing style.
- Students will be able to make clear, organized, and engaging presentations that make effective use of presentation software.
- Students will be able to communicate complex, theoretical, research, and practice concepts in a clear and effective manner.

##### Students will successfully complete a current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education

This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure.

##### ▼ Action: Action Item Title: Enhance APA Mindfulness and Student Ability to Communicate.

**Action Details:** Action Details: Implement strategies as noted above SAHE 637 and SAHE 680 in the next school year and assess students in Outcomes-specific capabilities with the two current measures at the conclusion of that school year.

**Implementation Plan (timeline):** Implementation Plan: Implement increased opportunities in these strategies throughout the duration of the 2013 – 2014 school year.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Current outcomes and measures in SAHE 637 and SAHE 680, as designed for the Student Affairs in Higher Education program.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** High

**Supporting Attachments:**

-  Curriculum Meeting Minutes (Word Document (Open XML)) (See appendix)
-  Meeting Minutes (Word Document (Open XML)) (See appendix)

**Status** for Action Item Title: Enhance APA Mindfulness and Student Ability to Communicate.

**Current Status:** In Progress

**Resource Allocation(s) Status:** Now that we have new faculty involved with SAHE 637 and 680, we are not only evaluating instructional strategies, but also the assignments we are utilizing to assess student competencies. Program revisions and ongoing faculty discussions are ongoing at this time regarding the directions the program will take.

**Next Steps/Additional Information:** Continued mindful effort.

**Students will successfully complete a final paper and presentation from SAHE 680 Professional Seminar**

This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty. This assignment will serve as a post learning experiences measure.

▼ **Action:** Action Item Title: Enhance APA Mindfulness and Student Ability to Communicate.

**Action Details:** Action Details: Implement strategies as noted above SAHE 637 and SAHE 680 in the next school year and assess students in Outcomes-specific capabilities with the two current measures at the conclusion of that school year.

**Implementation Plan (timeline):** Implementation Plan: Implement increased opportunities in these strategies throughout the duration of the 2013 – 2014 school year.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Current outcomes and measures in SAHE 637 and SAHE 680, as designed for the Student Affairs in Higher Education program.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** High

**Supporting Attachments:**

-  Curriculum Meeting Minutes (Word Document (Open XML)) (See appendix)
-  Meeting Minutes (Word Document (Open XML)) (See appendix)

**Status** for Action Item Title: Enhance APA Mindfulness and Student Ability to Communicate.

**Current Status:** In Progress

**Resource Allocation(s) Status:** Now that we have new faculty involved with SAHE 637 and 680, we are not only evaluating instructional strategies, but also the assignments we are utilizing to assess student competencies. Program revisions and ongoing faculty discussions are ongoing at this time regarding the directions the program will take.

**Next Steps/Additional Information:** Continued mindful effort.

**Students engage in and meaningfully contribute to diverse and complex communities and professional environments.**

- Students will be able to describe their own cultural, gender, ethnic, religious, and social class background.

- Students will be able to identify the cultural, gender, ethnic, religious, and social class origins of their own and others' behaviors.
- Students will be able to communicate in ways that reduce intercultural misunderstandings.

**Students will successfully complete a Where I am From Assignments from SAHE 641 The Multicultural Campus**

This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class, religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities.

▼ **Action:** Action Item Title: Critical Examination of Student Identity and Perspective on Diversity and Complex Communities.

**Action Details:** Action Details: Critical in the program will be the department's need to strengthen and enhance opportunities for "multicultural moments" to pause and explore avenues for making meaning and connections to build authenticity and enhance the critical conversations and disclosure necessary to make inroads for student growth, enhance, and personal reflection. The need for contextualization of these constructs and experiences – in multiple frameworks within the content-area classes – will be great over the next academic year. Faculty will see to it that this occurs.

**Implementation Plan (timeline):** Implementation Plan: Implement increased opportunities in these strategies throughout the duration of the 2013 – 2014 school year.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Current outcomes and measures in SAHE 641, as designed for the Student Affairs in Higher Education program.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** High

**Supporting Attachments:**

- 📎 Curriculum Meeting Minutes (Word Document (Open XML)) (See appendix)
- 📎 Meeting Minutes (Word Document (Open XML)) (See appendix)

**Status** for Action Item Title: Critical Examination of Student Identity and Perspective on Diversity and Complex Communities.

**Current Status:** In Progress

**Resource Allocation(s) Status:** Now that we have new faculty involved with SAHE 637 and 680, we are not only evaluating instructional strategies, but also the assignments we are utilizing to assess student competencies. Program revisions and ongoing faculty discussions are ongoing at this time regarding the directions the program will take.

**Next Steps/Additional Information:** Continued mindful effort.

**Students will successfully complete a Cultural Immersion Assignment from SAHE 641 The Multicultural Campus**

This experiential and writing assignment requires students to participate in at least three distinctly different experiences with the same US cultural group. This immersion experience requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent

▼ **Action:** Action Item Title: Critical Examination of Student Identity and Perspective on Diversity and Complex Communities.

**Action Details:** Action Details: Critical in the program will be the department's need to strengthen and enhance opportunities for "multicultural moments" to pause and explore avenues for making meaning and connections to build authenticity and enhance the critical conversations and disclosure necessary to make inroads for student growth, enhance, and personal reflection. The need for contextualization of these constructs and experiences – in multiple frameworks within the content-area classes – will be great over the next academic year. Faculty will see to it that this occurs.

A critical examination of the content and process of SAHE 641 will take place by program faculty to address the assessment findings and faculty reflections.

**Implementation Plan (timeline):** Implementation Plan: Implement increased opportunities in these strategies throughout the duration of the 2013 – 2014 school year.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

descriptions and reflections.

**Measures:** Measures: Current outcomes and measures in SAHE 641, as designed for the Student Affairs in Higher Education program.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** High

**Supporting Attachments:**

-  Curriculum Meeting Minutes (Word Document (Open XML)) (See appendix)
-  Meeting Minutes (Word Document (Open XML)) (See appendix)

**Status** for Action Item Title: Critical Examination of Student Identity and Perspective on Diversity and Complex Communities.

**Current Status:** In Progress

**Resource Allocation(s) Status:** Now that we have new faculty involved with SAHE 637 and 680, we are not only evaluating instructional strategies, but also the assignments we are utilizing to assess student competencies. Program revisions and ongoing faculty discussions are ongoing at this time regarding the directions the program will take.

**Next Steps/Additional Information:** Continued mindful effort.

### Status Summary

This really summarizes where we are at this point: New faculty are involved with SAHE 637 and 680; thus, the instructional strategies and assignments are being evaluated at this time.

### Summary of Next Steps

Transition of program directorship will continue in the next Assessment Cycle.

## 2013-2014 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

#### Student Affairs and Higher Education Outcomes Set

#### Objective 3: Students recognize and act on professional and ethical challenges that arise in their field or discipline.

• Students will be able to identify ethical issues within contemporary events in higher education.

▼ **Measure:** Law Link of the Week Assignment  
Direct - Other

**Details/Description:** This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** This measure will be implemented each time EDLR 655 is taught during the school year. Data are collected in May and June of each year for assessment purposes.

**Responsible Individual(s):** Dr. Ryan Donlan

▼ **Measure:** Professional Ethics Assignment  
Direct - Student Artifact

**Details/Description:** Currently under revision with the appointment of Dr. Brian McGowan to the SAHE program.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

• Students will be able to apply the ethical standards of professional organizations to ethical problems.

▼ **Measure:** Law Link of the Week Assignment  
Direct - Other

**Details/Description:** This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** This measure will be implemented each time EDLR 655 is taught during the school year. Data are collected in May and June of each year for assessment

purposes.

**Responsible Individual(s):** Dr. Ryan Donlan

▼ **Measure:** Professional Ethics Assignment  
Direct - Student Artifact

**Details/Description:** Currently under revision with the appointment of Dr. Brian McGowan to the SAHE program.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

● **Students will be able to deconstruct statements of ethical standards to explore the values on which they are based.**

▼ **Measure:** Law Link of the Week Assignment  
Direct - Other

**Details/Description:** This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** This measure will be implemented each time EDLR 655 is taught during the school year. Data are collected in May and June of each year for assessment purposes.

**Responsible Individual(s):** Dr. Ryan Donlan

▼ **Measure:** Professional Ethics Assignment  
Direct - Student Artifact

**Details/Description:** Currently under revision with the appointment of Dr. Brian McGowan to the SAHE program.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

**Objective 4: Students achieve mastery of the knowledge required in their discipline or profession.**

● **Students will know models of leadership and will be able to articulate their own position on leadership.**

▼ **Measure:** Current Issues Writing Assignment

**Details/Description:** Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education: This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 =

does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

● **Students will know models of diversity.**

▼ **Measure:** Current Issues Writing Assignment

**Details/Description:** Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education: This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

● **Students will know models of student growth, learning, and development.**

▼ **Measure:** Current Issues Writing Assignment

**Details/Description:** Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education: This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

## Assessment Findings

### Finding per Measure

#### Student Affairs and Higher Education Outcomes Set

**Objective 3: Students recognize and act on professional and ethical challenges that arise in their field or discipline.**

• **Students will be able to identify ethical issues within contemporary events in higher education.**

▼ **Measure:** Law Link of the Week Assignment  
Direct - Other

**Details/Description:** This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** This measure will be implemented each time EDLR 655 is taught during the school year. Data are collected in May and June of each year for assessment purposes.

**Responsible Individual(s):** Dr. Ryan Donlan

#### Findings for Law Link of the Week Assignment

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure One: Law Link of the Week

Measure One 3.1 Exceeds 13%; Meets 53%; Developing 34%; Does Not Meet 0%

These topics actually start in the introductory classes in the semester prior to law, using practical examples and scholarship to make applications to practice. Students over time, are able to use these ethical lenses cross-contextually; others struggle. The Master's students can apply these ethical concepts to others; however, they have more difficulty applying these principles to themselves. Students often will think that if they apply the policies, that they will be sound on principle. Literally every week in the law class, a case was examined.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations:

The SAHE program will consider incorporating additional assignments or an end-of-semester paper in order to hone their skills and deepen their reflective abilities regarding ethnical situations in terms of identification, application, and deconstruction.

**Reflections/Notes :** Reflections/Notes: Looking at things ethically is a good first step, yet looking at things more holistically will be a need as the program grows or develops.

**Substantiating Evidence:**

 SAHE Data 2013-2014 (Excel Workbook (Open XML)) (See appendix)

**These Findings are associated with the following Actions:**

**General Curricular Examination**

(Action Plan; 2013-2014 Assessment Cycle)

#### ▼ **Measure:** Professional Ethics Assignment

Direct - Student Artifact

**Details/Description:** Currently under revision with the appointment of Dr. Brian McGowan to the SAHE program.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

#### **Findings** for Professional Ethics Assignment

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure Two: Professional Ethics Assignment

Measure Two 3.1 Exceeds 30%; Meets 50%; Developing 20%; Does Not Meet 0%

These topics actually start in the introductory classes in the semester prior to law, using practical examples and scholarship to make applications to practice. Students over time, are able to use these ethical lenses cross-contextually; others struggle. The Master's students can apply these ethical concepts to others; however, they have more difficulty applying these principles to themselves. Students often will think that if they apply the policies, that they will be sound on principle. Literally every week in the law class, a case was examined.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations:

The SAHE program will consider incorporating additional assignments or an end-of-semester paper in order to hone their skills and deepen their reflective abilities regarding ethnical situations in terms of identification, application, and deconstruction.

**Reflections/Notes :** Reflections/Notes: Looking at things ethically is a good first step, yet looking at things more holistically will be a need as the program grows or develops.

**These Findings are associated with the following Actions:**

**General Curricular Examination**  
(Action Plan; 2013-2014 Assessment Cycle)

• **Students will be able to apply the ethical standards of professional organizations to ethical problems.**

▼ **Measure:** Law Link of the Week Assignment  
Direct - Other

**Details/Description:** This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** This measure will be implemented each time EDLR 655 is taught during the school year. Data are collected in May and June of each year for assessment purposes.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings for Law Link of the Week Assignment**

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure One: Law Link of the Week  
Measure One 3.2 Exceeds 19%; Meets 69%; Developing 12%; Does Not Meet 0%

These topics actually start in the introductory classes in the semester prior to law, using practical examples and scholarship to make applications to practice. Students over time, are able to use these ethical lenses cross-contextually; others struggle. The Master's students can apply these ethical concepts to others; however, they have more difficulty applying these principles to themselves. Students often will think that if they apply the policies, that they will be sound on principle. Literally every week in the law class, a case was examined.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations:

The SAHE program will consider incorporating additional assignments or an end-of-semester paper in order to hone their skills and deepen their reflective abilities regarding ethnical situations in terms of identification, application, and deconstruction.

**Reflections/Notes :** Reflections/Notes: Looking at things ethically is a good first step, yet looking at things more holistically will be a need as the program grows or develops.

**These Findings are associated with the following Actions:**

**General Curricular Examination**  
(Action Plan; 2013-2014 Assessment Cycle)

▼ **Measure:** Professional Ethics Assignment  
Direct - Student Artifact

**Details/Description:** Currently under revision with the appointment of Dr. Brian McGowan to the SAHE program.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the

outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

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### Findings for Professional Ethics Assignment

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure Two: Professional Ethics Assignment  
Measure Two 3.2 Exceeds 10%; Meets 80%; Developing 10%; Does Not Meet 0%

These topics actually start in the introductory classes in the semester prior to law, using practical examples and scholarship to make applications to practice. Students over time, are able to use these ethical lenses cross-contextually; others struggle. The Master's students can apply these ethical concepts to others; however, they have more difficulty applying these principles to themselves. Students often will think that if they apply the policies, that they will be sound on principle. Literally every week in the law class, a case was examined.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations:

The SAHE program will consider incorporating additional assignments or an end-of-semester paper in order to hone their skills and deepen their reflective abilities regarding ethnical situations in terms of identification, application, and deconstruction.

**Reflections/Notes :** Reflections/Notes: Looking at things ethically is a good first step, yet looking at things more holistically will be a need as the program grows or develops.

### These Findings are associated with the following Actions:

**General Curricular Examination**  
(Action Plan; 2013-2014 Assessment Cycle)

• Students will be able to deconstruct statements of ethical standards to explore the values on which they are based.

▼ **Measure:** Law Link of the Week Assignment  
Direct - Other

**Details/Description:** This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** This measure will be implemented each time EDLR 655 is taught during the school year. Data are collected in May and June of each year for assessment purposes.

**Responsible Individual(s):** Dr. Ryan Donlan

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### Findings for Law Link of the Week Assignment

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure One: Law Link of the Week  
Measure One 3.3 Exceeds 16%; Meets 50%; Developing 34%; Does Not Meet 0%

These topics actually start in the introductory classes in the semester prior to law, using practical examples and scholarship to make applications to practice. Students over time, are able to use these ethical lenses cross-contextually; others struggle. The Master's students can apply these ethical concepts to others; however, they have more difficulty applying these principles to themselves. Students often will think that if they apply the policies, that they will be sound on principle. Literally every week in the law class, a case was examined.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations:

The SAHE program will consider incorporating additional assignments or an end-of-semester paper in order to hone their skills and deepen their reflective abilities regarding ethnical situations in terms of identification, application, and deconstruction.

**Reflections/Notes :** Reflections/Notes: Looking at things ethically is a good first step, yet looking at things more holistically will be a need as the program grows or develops.

**These Findings are associated with the following Actions:**

**General Curricular Examination**

(Action Plan; 2013-2014 Assessment Cycle)

▼ **Measure:** Professional Ethics Assignment

Direct - Student Artifact

**Details/Description:** Currently under revision with the appointment of Dr. Brian McGowan to the SAHE program.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings for Professional Ethics Assignment**

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure Two: Professional Ethics Assignment  
Measure Two 3.3 Exceeds 10%; Meets 80%; Developing 10%; Does Not Meet 0%

These topics actually start in the introductory classes in the semester prior to law, using practical examples and scholarship to make applications to practice. Students over time, are able to use these ethical lenses cross-contextually; others struggle. The Master's students can apply these ethical concepts to others; however, they have more difficulty applying these principles to themselves. Students often will think that if they apply the policies, that they will be sound on principle. Literally every week in the law class, a case was examined.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations:

The SAHE program will consider incorporating additional assignments or an end-of-semester paper in order to hone their skills and deepen their reflective abilities regarding ethnical situations in terms of identification, application, and deconstruction.

**Reflections/Notes :** Reflections/Notes: Looking at things ethically is a good first step, yet looking at things more holistically will be a need as the program grows or develops.

**These Findings are associated with the following Actions:**

**General Curricular Examination**  
(Action Plan; 2013-2014 Assessment Cycle)

**Objective 4: Students achieve mastery of the knowledge required in their discipline or profession.**

● **Students will know models of leadership and will be able to articulate their own position on leadership.**

▼ **Measure:** Current Issues Writing Assignment

**Details/Description:** Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education: This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings for Current Issues Writing Assignment**

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure One: Current Issues Assignment  
Measure One 4.1 Exceeds 37%; Meets 51%; Developing 12%; Does Not Meet 0%

The numbers are reflective of students' abilities in their mastery of knowledge required in their disciplines. With myriad assignments, they are demonstrating openness and embracing difference. They are seeing the world through a different lens from when they entered the program. We still have a ways to go, but they are working diligently to grapple with these concepts. In terms of leadership, they are coming into their own – demonstrated through different responsibilities that they have taken on, beyond the curriculum and leadership theories into application. They are coming back from internships across the country demonstrating growth, making connections between in-class and out-of-class contexts. We are curious to see who they will become this year.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations: Curricular improvements.

**Reflections/Notes :** Reflections/Notes: Around diversity issues, program faculty do not necessarily want students to agree with their perspectives, yet rather to understand that there are different perspectives.

**These Findings are associated with the following Actions:**

**Perspective Assignment Piloting**  
(Action Plan; 2013-2014 Assessment Cycle)

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

### Findings for Final paper and presentation from SAHE 680 Professional Seminar

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure Two: Final Paper for 680

Measure Two 4.1 Exceeds 36%; Meets 55%; Developing 9%; Does Not Meet 0%

The numbers are reflective of students' abilities in their mastery of knowledge required in their disciplines. With myriad assignments, they are demonstrating openness and embracing difference. They are seeing the world through a different lens from when they entered the program. We still have a ways to go, but they are working diligently to grapple with these concepts. In terms of leadership, they are coming into their own – demonstrated through different responsibilities that they have taken on, beyond the curriculum and leadership theories into application. They are coming back from internships across the country demonstrating growth, making connections between in-class and out-of-class contexts. We are curious to see who they will become this year.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations: Curricular Improvements

**Reflections/Notes :** Reflections/Notes: Around diversity issues, program faculty do not necessarily want students to agree with their perspectives, yet rather to understand that there are different perspectives.

**These Findings are associated with the following Actions:**

**Perspective Assignment Piloting**

(Action Plan; 2013-2014 Assessment Cycle)

### ● Students will know models of diversity.

#### ▼ Measure: Current Issues Writing Assignment

**Details/Description:** Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education: This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

### Findings for Current Issues Writing Assignment

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure One: Current Issues Assignment

Measure One 4.2 Exceeds 20%; Meets 46%; Developing 34%; Does Not Meet 0%

The numbers are reflective of students' abilities in their mastery of knowledge required in their disciplines. With myriad assignments, they are demonstrating openness and embracing difference. They are seeing the world through a different lens from when they entered the program. We still have a ways to go, but they are working diligently to grapple with these concepts. In terms of leadership, they are coming into their own – demonstrated through different responsibilities that they have taken on, beyond the curriculum and leadership theories into application. They are coming back from internships across the country demonstrating growth, making connections between in-class and out-of-class contexts. We are curious to see who they will become this year.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations: Curricular Improvements

**Reflections/Notes :** Reflections/Notes: Around diversity issues, program faculty do not necessarily want students to agree with their perspectives, yet rather to understand that there are different perspectives.

**These Findings are associated with the following Actions:**

**Perspective Assignment Piloting**

(Action Plan; 2013-2014 Assessment Cycle)

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings for Final paper and presentation from SAHE 680 Professional Seminar**

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure Two: Final Paper for 680  
Measure Two 4.2 Exceeds 0%; Meets 91%; Developing 0%; Does Not Meet 0%

The numbers are reflective of students' abilities in their mastery of knowledge required in their disciplines. With myriad assignments, they are demonstrating openness and embracing difference. They are seeing the world through a different lens from when they entered the program. We still have a ways to go, but they are working diligently to grapple with these concepts. In terms of leadership, they are coming into their own – demonstrated through different responsibilities that they have taken on, beyond the curriculum and leadership theories into application. They are coming back from internships across the country demonstrating growth, making connections between in-class and out-of-class contexts. We are curious to see who they will become this year.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations: Curricular Improvements

**Reflections/Notes :** Reflections/Notes: Around diversity issues, program faculty do not necessarily want students to agree with their perspectives, yet rather to understand that there are different perspectives.

**These Findings are associated with the following Actions:**

**Perspective Assignment Piloting**

(Action Plan; 2013-2014 Assessment Cycle)

• **Students will know models of student growth, learning, and development.**

▼ **Measure:** Current Issues Writing Assignment

**Details/Description:** Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education: This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings** for Current Issues Writing Assignment

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure One: Current Issues Assignment  
Measure One 4.3 Exceeds 23%; Meets 66%; Developing 11%; Does Not Meet 0%

The numbers are reflective of students' abilities in their mastery of knowledge required in their disciplines. With myriad assignments, they are demonstrating openness and embracing difference. They are seeing the world through a different lens from when they entered the program. We still have a ways to go, but they are working diligently to grapple with these concepts. In terms of leadership, they are coming into their own – demonstrated through different responsibilities that they have taken on, beyond the curriculum and leadership theories into application. They are coming back from internships across the country demonstrating growth, making connections between in-class and out-of-class contexts. We are curious to see who they will become this year.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations: Curricular Improvements

**Reflections/Notes :** Reflections/Notes: Around diversity issues, program faculty do not necessarily want students to agree with their perspectives, yet rather to understand that there are different perspectives.

**These Findings are associated with the following Actions:**

**Perspective Assignment Piloting**  
(Action Plan; 2013-2014 Assessment Cycle)

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings for Final paper and presentation from SAHE 680 Professional Seminar**

**Summary of Findings:** ummary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure Two: Final Paper for 680  
Measure Two 4.3 Exceeds 9%; Meets 73%; Developing 18%; Does Not Meet 0%

The numbers are reflective of students' abilities in their mastery of knowledge required in their disciplines. With myriad assignments, they are demonstrating openness and embracing difference. They are seeing the world through a different lens from when they entered the program. We still have a ways to go, but they are working diligently to grapple with these concepts. In terms of leadership, they are coming into their own – demonstrated through different responsibilities that they have taken on, beyond the curriculum and leadership theories into application. They are coming back from internships across the country demonstrating growth, making connections between in-class and out-of-class contexts. We are curious to see who they will become this year.

**Results:** Target Achievement: Met

**Recommendations :** Recommendations: Curricular Improvements

**Reflections/Notes :** Reflections/Notes: Around diversity issues, program faculty do not necessarily want students to agree with their perspectives, yet rather to understand that there are different perspectives.

**These Findings are associated with the following Actions:**

**Perspective Assignment Piloting**  
(Action Plan; 2013-2014 Assessment Cycle)

**Overall Recommendations**

Thorough curriculum analysis in line with the new direction the program may be taking, with input and involvement of stakeholders across campus and beyond.

**Overall Reflection**

This past year has been one of challenge and transition. New ownership of programmatic responsibilities is exciting, yet faculty is a bit apprehensive in not knowing if the retiring faculty member's line will be replaced to assist in long-term planning and program improvements.

 **Action Plan**

**Actions**

**Student Affairs and Higher Education Outcomes Set**

**Objective 3: Students recognize and act on professional and ethical challenges that arise in their field or discipline.**

• **Students will be able to identify ethical issues within contemporary events in higher education.**

▼ **Action:** General Curricular Examination

**This Action is associated with the following Findings**

**Findings for Law Link of the Week Assignment**  
(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure One: Law Link of the Week

Measure One 3.1 Exceeds 13%; Meets 53%; Developing 34%; Does Not Meet 0%

These topics actually start in the introductory classes in the semester prior to law, using practical examples and scholarship to make applications to practice. Students over time, are able to use these ethical lenses cross-contextually; others struggle. The Master's students can apply these ethical concepts to others; however, they have more difficulty applying these principles to themselves. Students often will think that if they apply the policies, that they will be sound on principle. Literally every week in the law class, a case was examined.

#### **Findings for Professional Ethics Assignment**

(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure Two: Professional Ethics Assignment

Measure Two 3.1 Exceeds 30%; Meets 50%; Developing 20%; Does Not Meet 0%

These topics actually start in the introductory classes in the semester prior to law, using practical examples and scholarship to make applications to practice. Students over time, are able to use these ethical lenses cross-contextually; others struggle. The Master's students can apply these ethical concepts to others; however, they have more difficulty applying these principles to themselves. Students often will think that if they apply the policies, that they will be sound on principle. Literally every week in the law class, a case was examined.

**Action Details:** Action Details: Intent on examining how additional assignments can encourage students to deepen their self-perspective regarding ethical application and deconstruction.

**Implementation Plan (timeline):** Implementation Plan: To be implemented in 2014-2015.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Continued measurement as per this assessment plan with the tools currently used.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** Medium

• Students will be able to apply the ethical standards of professional organizations to ethical problems.

#### ▼ **Action:** General Curricular Examination

##### **This Action is associated with the following Findings**

##### **Findings for Law Link of the Week Assignment**

(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure One: Law Link of the Week

Measure One 3.2 Exceeds 19%; Meets 69%; Developing 12%; Does Not Meet 0%

These topics actually start in the introductory classes in the semester prior to law, using practical examples and scholarship to make applications to practice. Students over time, are able to use these ethical lenses cross-contextually; others struggle. The Master's students can apply these ethical concepts to others; however, they have more difficulty applying these principles to themselves. Students often will think that if they apply the policies, that they will be sound on principle. Literally every week in the law class, a case was examined.

**Findings for Professional Ethics Assignment**

(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure Two: Professional Ethics Assignment  
Measure Two 3.2 Exceeds 10%; Meets 80%; Developing 10%; Does Not Meet 0%

These topics actually start in the introductory classes in the semester prior to law, using practical examples and scholarship to make applications to practice. Students over time, are able to use these ethical lenses cross-contextually; others struggle. The Master's students can apply these ethical concepts to others; however, they have more difficulty applying these principles to themselves. Students often will think that if they apply the policies, that they will be sound on principle. Literally every week in the law class, a case was examined.

**Action Details:** Action Details: Intent on examining how additional assignments can encourage students to deepen their self-perspective regarding ethical application and deconstruction.

**Implementation Plan (timeline):** Implementation Plan: To be implemented in 2014-2015.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Continued measurement as per this assessment plan with the tools currently used.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** Medium

● Students will be able to deconstruct statements of ethical standards to explore the values on which they are based.

▼ **Action:** General Curricular Examination

**This Action is associated with the following Findings**

**Findings for Law Link of the Week Assignment**

(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure One: Law Link of the Week  
Measure One 3.3 Exceeds 16%; Meets 50%; Developing 34%; Does Not Meet 0%

These topics actually start in the introductory classes in the semester prior to law, using practical examples and scholarship to make applications to practice. Students over time, are able to use these ethical lenses cross-contextually; others struggle. The Master's students can apply these ethical concepts to others; however, they have more difficulty applying these principles to themselves. Students often will think that if they apply the policies, that they will be sound on principle. Literally every week in the law class, a case was examined.

**Findings for Professional Ethics Assignment**

(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under

outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure Two: Professional Ethics Assignment  
Measure Two 3.3 Exceeds 10%; Meets 80%; Developing 10%; Does Not Meet 0%

These topics actually start in the introductory classes in the semester prior to law, using practical examples and scholarship to make applications to practice. Students over time, are able to use these ethical lenses cross-contextually; others struggle. The Master's students can apply these ethical concepts to others; however, they have more difficulty applying these principles to themselves. Students often will think that if they apply the policies, that they will be sound on principle. Literally every week in the law class, a case was examined.

**Action Details:** Action Details: Intent on examining how additional assignments can encourage students to deepen their self-perspective regarding ethical application and deconstruction.

**Implementation Plan (timeline):** Implementation Plan: To be implemented in 2014-2015.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Continued measurement as per this assessment plan with the tools currently used.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** Medium

#### Objective 4: Students achieve mastery of the knowledge required in their discipline or profession.

● **Students will know models of leadership and will be able to articulate their own position on leadership.**

##### ▼ **Action:** Perspective Assignment Piloting

**This Action is associated with the following Findings**

##### **Findings for Current Issues Writing Assignment**

(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure One: Current Issues Assignment  
Measure One 4.1 Exceeds 37%; Meets 51%; Developing 12%; Does Not Meet 0%

The numbers are reflective of students' abilities in their mastery of knowledge required in their disciplines. With myriad assignments, they are demonstrating openness and embracing difference. They are seeing the world through a different lens from when they entered the program. We still have a ways to go, but they are working diligently to grapple with these concepts. In terms of leadership, they are coming into their own – demonstrated through different responsibilities that they have taken on, beyond the curriculum and leadership theories into application. They are coming back from internships across the country demonstrating growth, making connections between in-class and out-of-class contexts. We are curious to see who they will become this year.

##### **Findings for Final paper and presentation from SAHE 680 Professional Seminar**

(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure Two: Final Paper for 680  
Measure Two 4.1 Exceeds 36%; Meets 55%; Developing 9%; Does Not Meet 0%

The numbers are reflective of students' abilities in their mastery of knowledge required in their disciplines. With myriad assignments, they are demonstrating openness and embracing difference. They are seeing the world through a different lens from when they entered the program. We still have a ways to go, but they are working diligently to grapple with these concepts. In terms of leadership, they are coming into their own – demonstrated through different responsibilities that they have taken on, beyond the curriculum and leadership theories into application. They are coming back from internships across the country demonstrating growth, making connections between in-class and out-of-class contexts. We are curious to see who they will become this year.

**Action Details:** Action Details: An assignment will be implemented that will require students to deliver the opposing side of a perspective that they have on an important issue.

**Implementation Plan (timeline):** Implementation Plan: Implemented in 2014 – 2015.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** Medium

• **Students will know models of diversity.**

▼ **Action: Perspective Assignment Piloting**

**This Action is associated with the following Findings**

**Findings for Current Issues Writing Assignment**

(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure One: Current Issues Assignment

Measure One 4.2 Exceeds 20%; Meets 46%; Developing 34%; Does Not Meet 0%

The numbers are reflective of students' abilities in their mastery of knowledge required in their disciplines. With myriad assignments, they are demonstrating openness and embracing difference. They are seeing the world through a different lens from when they entered the program. We still have a ways to go, but they are working diligently to grapple with these concepts. In terms of leadership, they are coming into their own – demonstrated through different responsibilities that they have taken on, beyond the curriculum and leadership theories into application. They are coming back from internships across the country demonstrating growth, making connections between in-class and out-of-class contexts. We are curious to see who they will become this year.

**Findings for Final paper and presentation from SAHE 680 Professional Seminar**

(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure Two: Final Paper for 680

Measure Two 4.2 Exceeds 0%; Meets 91%; Developing 0%; Does Not Meet 0%

The numbers are reflective of students' abilities in their mastery of knowledge required in their disciplines. With myriad assignments, they are demonstrating openness and embracing difference. They are seeing the world through a different lens from when they entered the program. We still have a ways to go, but they are working diligently to grapple with these concepts. In terms of leadership, they are coming into their own – demonstrated through different responsibilities that they have taken on, beyond the curriculum and leadership theories into application. They are coming back from internships across the country demonstrating growth, making connections

between in-class and out-of-class contexts. We are curious to see who they will become this year.

**Action Details:** Action Details: An assignment will be implemented that will require students to deliver the opposing side of a perspective that they have on an important issue.

**Implementation Plan (timeline):** Implementation Plan: Implemented in 2014 – 2015.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** Medium

• Students will know models of student growth, learning, and development.

#### ▼ Action: Perspective Assignment Piloting

##### This Action is associated with the following Findings

###### Findings for Current Issues Writing Assignment

(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure One: Current Issues Assignment

Measure One 4.3 Exceeds 23%; Meets 66%; Developing 11%; Does Not Meet 0%

The numbers are reflective of students' abilities in their mastery of knowledge required in their disciplines. With myriad assignments, they are demonstrating openness and embracing difference. They are seeing the world through a different lens from when they entered the program. We still have a ways to go, but they are working diligently to grapple with these concepts. In terms of leadership, they are coming into their own – demonstrated through different responsibilities that they have taken on, beyond the curriculum and leadership theories into application. They are coming back from internships across the country demonstrating growth, making connections between in-class and out-of-class contexts. We are curious to see who they will become this year.

###### Findings for Final paper and presentation from SAHE 680 Professional Seminar

(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Summary of Findings: Faculty summarized the following findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in a finite number of tangible action steps from which to move the program forward. Findings are as follows:

Measure Two: Final Paper for 680

Measure Two 4.3 Exceeds 9%; Meets 73%; Developing 18%; Does Not Meet 0%

The numbers are reflective of students' abilities in their mastery of knowledge required in their disciplines. With myriad assignments, they are demonstrating openness and embracing difference. They are seeing the world through a different lens from when they entered the program. We still have a ways to go, but they are working diligently to grapple with these concepts. In terms of leadership, they are coming into their own – demonstrated through different responsibilities that they have taken on, beyond the curriculum and leadership theories into application. They are coming back from internships across the country demonstrating growth, making connections between in-class and out-of-class contexts. We are curious to see who they will become this year.

**Action Details:** Action Details: An assignment will be implemented that will require students to deliver the opposing side of a perspective that they have on an important issue.

**Implementation Plan (timeline):** Implementation Plan: Implemented in 2014 – 2015.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** Medium

## 📄 Status Report

### Action Statuses

#### Student Affairs and Higher Education Outcomes Set

##### Objective 3: Students recognize and act on professional and ethical challenges that arise in their field or discipline.

● Students will be able to identify ethical issues within contemporary events in higher education.

###### ▼ Action: General Curricular Examination

**Action Details:** Action Details: Intent on examining how additional assignments can encourage students to deepen their self-perspective regarding ethical application and deconstruction.

**Implementation Plan (timeline):** Implementation Plan: To be implemented in 2014-2015.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Continued measurement as per this assessment plan with the tools currently used.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** Medium

###### Status for General Curricular Examination

**Current Status:** In Progress

**Resource Allocation(s) Status:** As Planned

**Next Steps/Additional Information:** SAHE is currently in a state of flux with a May 2015 retirement of a long-time Professor and resignation of an Assistant Professor and current Program Coordinator who was in charge of curriculum and scheduling. We are satisfied that curricular examinations and assignment piloting have resulted in an enhanced student learning outcome experience and are working with a current graduate assistant and higher education faculty to provide a smooth transition and continued work in programmatic enhancement. We are hopeful that our status report in May 2016 will positively reflect continuity of operation and a successful student experience, as we continue examining our data and assessing our programs.

● Students will be able to apply the ethical

###### ▼ Action: General Curricular Examination

**standards of professional organizations to ethical problems.**

**Action Details:** Action Details: Intent on examining how additional assignments can encourage students to deepen their self-perspective regarding ethical application and deconstruction.

**Implementation Plan (timeline):** Implementation Plan: To be implemented in 2014-2015.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Continued measurement as per this assessment plan with the tools currently used.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** Medium

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**Status for General Curricular Examination**

**Current Status:** In Progress

**Resource Allocation(s) Status:** As Planned

**Next Steps/Additional Information:** SAHE is currently in a state of flux with a May 2015 retirement of a long-time Professor and resignation of an Assistant Professor and current Program Coordinator who was in charge of curriculum and scheduling. We are satisfied that curricular examinations and assignment piloting have resulted in an enhanced student learning outcome experience and are working with a current graduate assistant and higher education faculty to provide a smooth transition and continued work in programmatic enhancement. We are hopeful that our status report in May 2016 will positively reflect continuity of operation and a successful student experience, as we continue examining our data and assessing our programs.

**• Students will be able to deconstruct statements of ethical standards to explore the values on which they are based.**

▼ **Action:** General Curricular Examination

**Action Details:** Action Details: Intent on examining how additional assignments can encourage students to deepen their self-perspective regarding ethical application and deconstruction.

**Implementation Plan (timeline):** Implementation Plan: To be implemented in 2014-2015.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Continued measurement as per this assessment plan with the tools currently used.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** Medium

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**Status for General Curricular Examination**

**Current Status:** In Progress

**Resource Allocation(s) Status:** As Planned

**Next Steps/Additional Information:** SAHE is currently in a state of flux with a May 2015 retirement of a long-time Professor and resignation of an Assistant Professor and current Program Coordinator who was in charge of curriculum and scheduling. We are satisfied that curricular examinations and assignment piloting have resulted in an enhanced student learning outcome experience and are working with a current graduate assistant and higher education faculty to

provide a smooth transition and continued work in programmatic enhancement. We are hopeful that our status report in May 2016 will positively reflect continuity of operation and a successful student experience, as we continue examining our data and assessing our programs.

**Objective 4: Students achieve mastery of the knowledge required in their discipline or profession.**

● **Students will know models of leadership and will be able to articulate their own position on leadership.**

▼ **Action:** Perspective Assignment Piloting

**Action Details:** Action Details: An assignment will be implemented that will require students to deliver the opposing side of a perspective that they have on an important issue.

**Implementation Plan (timeline):** Implementation Plan: Implemented in 2014 – 2015.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** Medium

**Status** for Perspective Assignment Piloting

**Current Status:** In Progress

**Resource Allocation(s) Status:** As Planned

**Next Steps/Additional Information:** SAHE is currently in a state of flux with a May 2015 retirement of a long-time Professor and resignation of an Assistant Professor and current Program Coordinator who was in charge of curriculum and scheduling. We are satisfied that curricular examinations and assignment piloting have resulted in an enhanced student learning outcome experience and are working with a current graduate assistant and higher education faculty to provide a smooth transition and continued work in programmatic enhancement. We are hopeful that our status report in May 2016 will positively reflect continuity of operation and a successful student experience, as we continue examining our data and assessing our programs.

● **Students will know models of diversity.**

▼ **Action:** Perspective Assignment Piloting

**Action Details:** Action Details: An assignment will be implemented that will require students to deliver the opposing side of a perspective that they have on an important issue.

**Implementation Plan (timeline):** Implementation Plan: Implemented in 2014 – 2015.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** Medium

**Status** for Perspective Assignment Piloting

**Current Status:** In Progress

**Resource Allocation(s) Status:** As Planned

**Next Steps/Additional Information:** SAHE is currently in a state of flux with a May 2015 retirement of a long-time Professor and resignation of an Assistant Professor and current Program Coordinator who was in charge of curriculum and scheduling. We are satisfied that curricular examinations and assignment piloting have resulted in an enhanced student learning outcome experience and are working with a current graduate assistant and higher education faculty to provide a smooth transition and continued work in programmatic enhancement. We are hopeful that our status report in May 2016 will positively reflect continuity of operation and a successful student experience, as we continue examining our data and assessing our programs.

● **Students will know models of student growth, learning, and development.**

▼ **Action:** Perspective Assignment Piloting

**Action Details:** Action Details: An assignment will be implemented that will require students to deliver the opposing side of a perspective that they have on an important issue.

**Implementation Plan (timeline):** Implementation Plan: Implemented in 2014 – 2015.

**Key/Responsible Personnel:** Key Responsible Persons: Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Measures: Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** Resource Allocation: No financial allocation needed at this time.

**Priority:** Medium

**Status for Perspective Assignment Piloting**

**Current Status:** In Progress

**Resource Allocation(s) Status:** As Planned

**Next Steps/Additional Information:** SAHE is currently in a state of flux with a May 2015 retirement of a long-time Professor and resignation of an Assistant Professor and current Program Coordinator who was in charge of curriculum and scheduling. We are satisfied that curricular examinations and assignment piloting have resulted in an enhanced student learning outcome experience and are working with a current graduate assistant and higher education faculty to provide a smooth transition and continued work in programmatic enhancement. We are hopeful that our status report in May 2016 will positively reflect continuity of operation and a successful student experience, as we continue examining our data and assessing our programs.

**Status Summary**

SAHE is currently in a state of flux with a May 2015 retirement of a long-time Professor and resignation of an Assistant Professor and current Program Coordinator who was in charge of curriculum and scheduling. We are satisfied that curricular examinations and assignment piloting have resulted in an enhanced student learning outcome experience and are working with a current graduate assistant and higher education faculty to provide a smooth transition and continued work in programmatic enhancement. We are hopeful that our status report in May 2016 will positively reflect continuity of operation and a successful student experience, as we continue examining our data and assessing our programs.

**Summary of Next Steps**

Hiring of Program Coordinator and Instructor to continue programmatic reflection, assessment, and instructional

planning.



## 2014-2015 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### Student Affairs and Higher Education Outcomes Set

#### Objective 1: Students demonstrate professional written and oral communication proficiencies.

• Students will be able to use APA format and writing style.

▼ **Measure:** 1. Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education  
Direct - Student Artifact

**Details/Description:** This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

• Students will be able to make clear, organized, and engaging presentations that make effective use of presentation software.

▼ **Measure:** 1. Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education  
Direct - Student Artifact

**Details/Description:** This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated

for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

• **Students will be able to communicate complex, theoretical, research, and practice concepts in a clear and effective manner.**

▼ **Measure:** 1. Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education  
Direct - Student Artifact

**Details/Description:** This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

**Objective 5: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.**

• **Students will have effective interpersonal communication skills.**

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very

high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

▼ **Measure:** SAHE 533 Techniques of Interpersonal Interaction  
Direct - Student Artifact

**Details/Description:** Techniques of interpersonal interaction in the final assignment will be used to assess learning. This requires students to conduct a recorded interpersonal session and write a reflection on that experience.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in June of each year and analyzed during the summer months in collaboration with SAHE program faculty.

**Responsible Individual(s):** All program faculty for data collection; Ryan Donlan for tabulation and analysis tasks, with collaboration of faculty in interpretation, assessment, and planning.

● **Students will have effective presentation skills.**

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

▼ **Measure:** SAHE 533 Techniques of Interpersonal Interaction  
Direct - Student Artifact

**Details/Description:** Techniques of interpersonal interaction in the final assignment will be used to assess learning. This requires students to conduct a recorded interpersonal session and write a reflection on that experience.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in June of each year and analyzed during the summer months in collaboration with SAHE program faculty.

**Responsible Individual(s):** All program faculty for data collection; Ryan Donlan for tabulation and analysis tasks, with collaboration of faculty in interpretation, assessment, and planning.

● **Students will have effective written communication skills.**

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other



**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

▼ **Measure:** SAHE 533 Techniques of Interpersonal Interaction  
Direct - Student Artifact

**Details/Description:** Techniques of interpersonal interaction in the final assignment will be used to assess learning. This requires students to conduct a recorded interpersonal session and write a reflection on that experience.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in June of each year and analyzed during the summer months in collaboration with SAHE program faculty.

**Responsible Individual(s):** All program faculty for data collection; Ryan Donlan for tabulation and analysis tasks, with collaboration of faculty in interpretation, assessment, and planning.

📊 **Assessment Findings**

**Finding per Measure**

**Student Affairs and Higher Education Outcomes Set**

**Objective 1: Students demonstrate professional written and oral communication proficiencies.**

● **Students will be able to use APA format and writing style.**

▼ **Measure:** 1. Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education  
Direct - Student Artifact

**Details/Description:** This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings for 1. Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education**

**Summary of Findings:** Measure One 1.1 Exceeds 32%; Meets 64%; Developing 4%; Does Not Meet 0%

Summary: Faculty again presented findings through an analytical approach that first considered

each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in action steps from which to move the program forward. Findings are as follows: Students continue to increase proficiency in their communication skills as they progress through the program. This has been assisted both with the addition of new faculty in recent years, as well as the experience and wisdom of those veteran faculty who have provided guidance. Faculty continue to report that as students get exposed to clearer and more organized presentation expectations, as well as faculty's discussing complex research and concepts, and they get much feedback on APA. Faculty expectations increase as students progress through the curriculum.

Different activities are occurring in the two courses, which lend themselves to enhancement of 1.1 – 1.3. In SAHE 680 as a capstone experience, students have demonstrated through multiple opportunities that they are increasing proficiency in APA and communications skills in terms of referencing, in-text citations, and overall writing content and style. In a few cases, students have been inspired to publish their capstone projects. In SAHE 637, as indicated in the data, students are not at the developmental level with respect to these skills as they are in SAHE 680. A majority of students demonstrated a good command of the data, yet as Student Affairs is interdisciplinary and this particular course is an introductory course, students come from a variety of different academic programs, and their skills regarding 1.1 – 1.3 are where they need to be at this time, with the support and guidance of faculty.

**Results:** Target Achievement: Met

**Recommendations :** In EDLR 637, SAHE must provide students more opportunities in this introductory course for students to become familiar with, practice, develop, and be assessed on these skills as measured in this assessment. The idea would be that students would have more intentional opportunities for guided practice and academic accountability in these communication areas.

**Reflections/Notes :** Transitioning to new faculty will be key in carrying these recommendations forward, as the entire program faculty will be replaced through retirements and resignations for the coming academic year.

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings for Final paper and presentation from SAHE 680 Professional Seminar**

**Summary of Findings:** Measure Two 1.1 Exceeds 38%; Meets 57%; Developing 5%; Does Not Meet 0%

Summary: Faculty again presented findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in action steps from which to move the program forward. Findings are as follows: Students continue to increase proficiency in their communication skills as they progress through the program. This has been assisted both with the addition of new faculty in recent years, as well as the experience and wisdom of those veteran faculty who have provided guidance. Faculty continue to report that as students get exposed to clearer and more organized presentation expectations, as well as faculty's discussing complex research and concepts, and they get much feedback on APA. Faculty expectations increase as students progress through the curriculum.

Different activities are occurring in the two courses, which lend themselves to enhancement of 1.1 – 1.3. In SAHE 680 as a capstone experience, students have demonstrated through multiple opportunities that they are increasing proficiency in APA and communications skills in terms of referencing, in-text citations, and overall writing content and style. In a few cases, students have been inspired to publish their capstone projects. In SAHE 637, as indicated in the data, students

are not at the developmental level with respect to these skills as they are in SAHE 680. A majority of students demonstrated a good command of the data, yet as Student Affairs is interdisciplinary and this particular course is an introductory course, students come from a variety of different academic programs, and their skills regarding 1.1 – 1.3 are where they need to be at this time, with the support and guidance of faculty.

**Results:** Target Achievement: Met

**Recommendations :** In EDLR 637, SAHE must provide students more opportunities in this introductory course for students to become familiar with, practice, develop, and be assessed on these skills as measured in this assessment. The idea would be that students would have more intentional opportunities for guided practice and academic accountability in these communication areas.

**Reflections/Notes :** Transitioning to new faculty will be key in carrying these recommendations forward, as the entire program faculty will be replaced through retirements and resignations for the coming academic year.

• **Students will be able to make clear, organized, and engaging presentations that make effective use of presentation software.**

▼ **Measure:** 1. Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education  
Direct - Student Artifact

**Details/Description:** This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings** for 1. Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education

**Summary of Findings:** Measure One 1.2 Exceeds 14%; Meets 73%; Developing 13%; Does Not Meet 0%

Faculty again presented findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in action steps from which to move the program forward. Findings are as follows: Students continue to increase proficiency in their communication skills as they progress through the program. This has been assisted both with the addition of new faculty in recent years, as well as the experience and wisdom of those veteran faculty who have provided guidance. Faculty continue to report that as students get exposed to clearer and more organized presentation expectations, as well as faculty's discussing complex research and concepts, and they get much feedback on APA. Faculty expectations increase as students progress through the curriculum.

Different activities are occurring in the two courses, which lend themselves to enhancement of 1.1 – 1.3. In SAHE 680 as a capstone experience, students have demonstrated through multiple opportunities that they are increasing proficiency in APA and communications skills in terms of referencing, in-text citations, and overall writing content and style. In a few cases, students have been inspired to publish their capstone projects. In SAHE 637, as indicated in the data, students are not at the developmental level with respect to these skills as they are in SAHE 680. A majority of students demonstrated a good command of the data, yet as Student Affairs is interdisciplinary and this particular course is an introductory course, students come from a variety of different academic programs, and their skills regarding 1.1 – 1.3 are where they need to be at this time, with the support and guidance of faculty.

**Results:** Target Achievement: Met

**Recommendations :** In EDLR 637, SAHE must provide students more opportunities in this introductory course for students to become familiar with, practice, develop, and be assessed on these skills as measured in this assessment. The idea would be that students would have more

intentional opportunities for guided practice and academic accountability in these communication areas.

**Reflections/Notes :** Transitioning to new faculty will be key in carrying these recommendations forward, as the entire program faculty will be replaced through retirements and resignations for the coming academic year.

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings** for Final paper and presentation from SAHE 680 Professional Seminar

**Summary of Findings:** Measure Two 1.2 Exceeds 48%; Meets 52%; Developing 0%; Does Not Meet 0%

Summary: Faculty again presented findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in action steps from which to move the program forward. Findings are as follows: Students continue to increase proficiency in their communication skills as they progress through the program. This has been assisted both with the addition of new faculty in recent years, as well as the experience and wisdom of those veteran faculty who have provided guidance. Faculty continue to report that as students get exposed to clearer and more organized presentation expectations, as well as faculty's discussing complex research and concepts, and they get much feedback on APA. Faculty expectations increase as students progress through the curriculum.

Different activities are occurring in the two courses, which lend themselves to enhancement of 1.1 – 1.3. In SAHE 680 as a capstone experience, students have demonstrated through multiple opportunities that they are increasing proficiency in APA and communications skills in terms of referencing, in-text citations, and overall writing content and style. In a few cases, students have been inspired to publish their capstone projects. In SAHE 637, as indicated in the data, students are not at the developmental level with respect to these skills as they are in SAHE 680. A majority of students demonstrated a good command of the data, yet as Student Affairs is interdisciplinary and this particular course is an introductory course, students come from a variety of different academic programs, and their skills regarding 1.1 – 1.3 are where they need to be at this time, with the support and guidance of faculty.

**Results:** Target Achievement: Met

**Recommendations :** In EDLR 637, SAHE must provide students more opportunities in this introductory course for students to become familiar with, practice, develop, and be assessed on these skills as measured in this assessment. The idea would be that students would have more intentional opportunities for guided practice and academic accountability in these communication areas.

**Reflections/Notes :** Transitioning to new faculty will be key in carrying these recommendations forward, as the entire program faculty will be replaced through retirements and resignations for the coming academic year.

• Students will be able to communicate complex, theoretical, research, and practice concepts in a clear and effective manner.

▼ **Measure:** 1. Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education  
Direct - Student Artifact

**Details/Description:** This 4-5 page writing assignment requires students to identify and critically analyze a contemporary issue and support their argument with contemporary literature. The criteria above will be used to both grade the paper and to provide information on student learning. This assignment will serve as a pre learning experiences measure

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings** for 1. Current Issues writing assignment from SAHE 637 Introduction to Student Affairs and Higher Education

**Summary of Findings:** Measure One 1.3 Exceeds 27%; Meets 64%; Developing 9%; Does Not Meet 0%

Summary: Faculty again presented findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in action steps from which to move the program forward. Findings are as follows: Students continue to increase proficiency in their communication skills as they progress through the program. This has been assisted both with the addition of new faculty in recent years, as well as the experience and wisdom of those veteran faculty who have provided guidance. Faculty continue to report that as students get exposed to clearer and more organized presentation expectations, as well as faculty's discussing complex research and concepts, and they get much feedback on APA. Faculty expectations increase as students progress through the curriculum.

Different activities are occurring in the two courses, which lend themselves to enhancement of 1.1 - 1.3. In SAHE 680 as a capstone experience, students have demonstrated through multiple opportunities that they are increasing proficiency in APA and communications skills in terms of referencing, in-text citations, and overall writing content and style. In a few cases, students have been inspired to publish their capstone projects. In SAHE 637, as indicated in the data, students are not at the developmental level with respect to these skills as they are in SAHE 680. A majority of students demonstrated a good command of the data, yet as Student Affairs is interdisciplinary and this particular course is an introductory course, students come from a variety of different academic programs, and their skills regarding 1.1 - 1.3 are where they need to be at this time, with the support and guidance of faculty.

**Results:** Target Achievement: Met

**Recommendations :** In EDLR 637, SAHE must provide students more opportunities in this introductory course for students to become familiar with, practice, develop, and be assessed on these skills as measured in this assessment. The idea would be that students would have more intentional opportunities for guided practice and academic accountability in these communication areas.

**Reflections/Notes :** Transitioning to new faculty will be key in carrying these recommendations forward, as the entire program faculty will be replaced through retirements and resignations for the coming academic year.

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 =

does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings for Final paper and presentation from SAHE 680 Professional Seminar**

**Summary of Findings:** Measure Two 1.3 Exceeds 38%; Meets 62%; Developing 0%; Does Not Meet 0%

Summary: Faculty again presented findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in action steps from which to move the program forward. Findings are as follows: Students continue to increase proficiency in their communication skills as they progress through the program. This has been assisted both with the addition of new faculty in recent years, as well as the experience and wisdom of those veteran faculty who have provided guidance. Faculty continue to report that as students get exposed to clearer and more organized presentation expectations, as well as faculty's discussing complex research and concepts, and they get much feedback on APA. Faculty expectations increase as students progress through the curriculum.

Different activities are occurring in the two courses, which lend themselves to enhancement of 1.1 – 1.3. In SAHE 680 as a capstone experience, students have demonstrated through multiple opportunities that they are increasing proficiency in APA and communications skills in terms of referencing, in-text citations, and overall writing content and style. In a few cases, students have been inspired to publish their capstone projects. In SAHE 637, as indicated in the data, students are not at the developmental level with respect to these skills as they are in SAHE 680. A majority of students demonstrated a good command of the data, yet as Student Affairs is interdisciplinary and this particular course is an introductory course, students come from a variety of different academic programs, and their skills regarding 1.1 – 1.3 are where they need to be at this time, with the support and guidance of faculty.

**Results:** Target Achievement: Met

**Recommendations :** In EDLR 637, SAHE must provide students more opportunities in this introductory course for students to become familiar with, practice, develop, and be assessed on these skills as measured in this assessment. The idea would be that students would have more intentional opportunities for guided practice and academic accountability in these communication areas.

**Reflections/Notes :** Transitioning to new faculty will be key in carrying these recommendations forward, as the entire program faculty will be replaced through retirements and resignations for the coming academic year.

**Objective 5: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.**

● **Students will have effective interpersonal communication skills.**

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings for Final paper and presentation from SAHE 680 Professional Seminar**

**Summary of Findings:** Measure One 5.1 Exceeds 32%; Meets 45%; Developing 23%; Does Not Meet 0%

Summary: Faculty again presented findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in action steps from which to move the program forward. Findings are as follows:

SAHE 533 occurs earlier in the course sequence than SAHE 680, so a review of data would demonstrate that skill development, in terms of communication and/or mastery of skills within one's discipline, is not as refined in the introductory course, as it is in the capstone course. This is congruent with other data findings in the program, from other program assessments, which speaks to natural, developing proficiencies as students matriculate through the program.

**Results:** Target Achievement: Met

**Recommendations :** As new faculty are being hired to replace those faculty who have been directly teaching and assessing for the last few years, the recommendation at this time is to introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Reflections/Notes :** Transitioning to new faculty will be key in carrying these recommendations forward, as the entire program faculty will be replaced through retirements and resignations for the coming academic year.

#### ▼ **Measure:** SAHE 533 Techniques of Interpersonal Interaction Direct - Student Artifact

**Details/Description:** Techniques of interpersonal interaction in the final assignment will be used to assess learning. This requires students to conduct a recorded interpersonal session and write a reflection on that experience.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in June of each year and analyzed during the summer months in collaboration with SAHE program faculty.

**Responsible Individual(s):** All program faculty for data collection; Ryan Donlan for tabulation and analysis tasks, with collaboration of faculty in interpretation, assessment, and planning.

#### **Findings** for SAHE 533 Techniques of Interpersonal Interaction

**Summary of Findings:** Measure Two 5.1 Exceeds 24%; Meets 66%; Developing 10%; Does Not Meet 0%

Summary: Faculty again presented findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in action steps from which to move the program forward. Findings are as follows:

SAHE 533 occurs earlier in the course sequence than SAHE 680, so a review of data would demonstrate that skill development, in terms of communication and/or mastery of skills within one's discipline, is not as refined in the introductory course, as it is in the capstone course. This is congruent with other data findings in the program, from other program assessments, which speaks to natural, developing proficiencies as students matriculate through the program.

**Results:** Target Achievement: Met

**Recommendations :** As new faculty are being hired to replace those faculty who have been directly teaching and assessing for the last few years, the recommendation at this time is to introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Reflections/Notes :** Transitioning to new faculty will be key in carrying these recommendations forward, as the entire program faculty will be replaced through retirements and resignations for the coming academic year.

• **Students will have effective presentation skills.**

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings** for Final paper and presentation from SAHE 680 Professional Seminar

**Summary of Findings:** Measure One 5.2 Exceeds 18%; Meets 73%; Developing 9%; Does Not Meet 0%

Summary: Faculty again presented findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in action steps from which to move the program forward. Findings are as follows:

SAHE 533 occurs earlier in the course sequence than SAHE 680, so a review of data would demonstrate that skill development, in terms of communication and/or mastery of skills within one's discipline, is not as refined in the introductory course, as it is in the capstone course. This is congruent with other data findings in the program, from other program assessments, which speaks to natural, developing proficiencies as students matriculate through the program.

**Results:** Target Achievement: Met

**Recommendations :** As new faculty are being hired to replace those faculty who have been directly teaching and assessing for the last few years, the recommendation at this time is to introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Reflections/Notes :** Transitioning to new faculty will be key in carrying these recommendations forward, as the entire program faculty will be replaced through retirements and resignations for the coming academic year.

▼ **Measure:** SAHE 533 Techniques of Interpersonal Interaction  
Direct - Student Artifact

**Details/Description:** Techniques of interpersonal interaction in the final assignment will be used to assess learning. This requires students to conduct a recorded interpersonal session and write a reflection on that experience.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in June of each year and analyzed during the summer months in collaboration with SAHE program faculty.

**Responsible Individual(s):** All program faculty for data collection; Ryan Donlan for tabulation and analysis tasks, with collaboration of faculty in interpretation, assessment, and planning.

**Findings** for SAHE 533 Techniques of Interpersonal Interaction

**Summary of Findings:** Measure Two 5.2 Exceeds 33%; Meets 48%; Developing 19%; Does Not

Meet 0%

Summary: Faculty again presented findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in action steps from which to move the program forward. Findings are as follows:

SAHE 533 occurs earlier in the course sequence than SAHE 680, so a review of data would demonstrate that skill development, in terms of communication and/or mastery of skills within one's discipline, is not as refined in the introductory course, as it is in the capstone course. This is congruent with other data findings in the program, from other program assessments, which speaks to natural, developing proficiencies as students matriculate through the program.

**Recommendations :** As new faculty are being hired to replace those faculty who have been directly teaching and assessing for the last few years, the recommendation at this time is to introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Reflections/Notes :** Transitioning to new faculty will be key in carrying these recommendations forward, as the entire program faculty will be replaced through retirements and resignations for the coming academic year.

● **Students will have effective written communication skills.**

▼ **Measure:** Final paper and presentation from SAHE 680 Professional Seminar  
Direct - Other

**Details/Description:** This final assignment combines a publication ready paper and a 15 minute presentation. It is considered the culminating experience for each student and should reflect a very high level of content and analysis. The presentation is evaluated by other students, guests to class, and the faculty. The paper is evaluated by the course faculty.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** Dr. Ryan Donlan

**Findings** for Final paper and presentation from SAHE 680 Professional Seminar

**Summary of Findings:** Measure One 5.3 Exceeds 7%; Meets 15%; Developing 0%; Does Not Meet 0%

Summary: Faculty again presented findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in action steps from which to move the program forward. Findings are as follows:

SAHE 533 occurs earlier in the course sequence than SAHE 680, so a review of data would demonstrate that skill development, in terms of communication and/or mastery of skills within one's discipline, is not as refined in the introductory course, as it is in the capstone course. This is congruent with other data findings in the program, from other program assessments, which speaks to natural, developing proficiencies as students matriculate through the program.

**Results:** Target Achievement: Met

**Recommendations :** As new faculty are being hired to replace those faculty who have been directly teaching and assessing for the last few years, the recommendation at this time is to introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Reflections/Notes :** Transitioning to new faculty will be key in carrying these recommendations forward, as the entire program faculty will be replaced through retirements and resignations for the coming academic year.

▼ **Measure: SAHE 533 Techniques of Interpersonal Interaction**  
Direct - Student Artifact

**Details/Description:** Techniques of interpersonal interaction in the final assignment will be used to assess learning. This requires students to conduct a recorded interpersonal session and write a reflection on that experience.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 3 (1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in June of each year and analyzed during the summer months in collaboration with SAHE program faculty.

**Responsible Individual(s):** All program faculty for data collection; Ryan Donlan for tabulation and analysis tasks, with collaboration of faculty in interpretation, assessment, and planning.

**Findings for SAHE 533 Techniques of Interpersonal Interaction**

**Summary of Findings:** Measure Two 5.3 Exceeds 43%; Meets 52%; Developing 5%; Does Not Meet 0%

Summary: Faculty again presented findings through an analytical approach that first considered each measure separately, then synthesized under outcome to coalesce under objective. This process resulted in action steps from which to move the program forward. Findings are as follows:

SAHE 533 occurs earlier in the course sequence than SAHE 680, so a review of data would demonstrate that skill development, in terms of communication and/or mastery of skills within one's discipline, is not as refined in the introductory course, as it is in the capstone course. This is congruent with other data findings in the program, from other program assessments, which speaks to natural, developing proficiencies as students matriculate through the program.

**Results:** Target Achievement: Met

**Recommendations :** As new faculty are being hired to replace those faculty who have been directly teaching and assessing for the last few years, the recommendation at this time is to introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Reflections/Notes :** Transitioning to new faculty will be key in carrying these recommendations forward, as the entire program faculty will be replaced through retirements and resignations for the coming academic year.

**Overall Recommendations**

As new faculty are being hired to replace those faculty who have been directly teaching and assessing for the last few years, the recommendation at this time is to introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Overall Reflection**

The entire Program faculty have changed, as per this past school year. To say that this has caused some deep reflection on the part of Department members would be an understatement, and those who have come on board are very much a part of a positive culture of Assessment, standing upon the wonderful contributions of those before them.

◆ **Action Plan**

**Actions**

**Student Affairs and Higher Education Outcomes Set**

**Objective 1: Students demonstrate professional written and oral communication proficiencies.**

• Students will be able to use APA format and writing style.

▼ **Action: New Faculty Familiarity**

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** To introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Implementation Plan (timeline):** Implemented in 2015 – 2016.

**Key/Responsible Personnel:** Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** No financial allocation needed at this time.

**Priority:** Medium

• Students will be able to make clear, organized, and engaging presentations that make effective use of presentation software.

▼ **Action: New Faculty Familiarity**

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** To introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Implementation Plan (timeline):** Implemented in 2015 – 2016.

**Key/Responsible Personnel:** Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** No financial allocation needed at this time.

**Priority:** Medium

• Students will be able to communicate complex, theoretical, research, and practice concepts in a clear and effective manner.

▼ **Action: New Faculty Familiarity**

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** To introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Implementation Plan (timeline):** Implemented in 2015 – 2016.

**Key/Responsible Personnel:** Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** No financial allocation needed at this time.

**Priority:** Medium

**Objective 5: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.**

**• Students will have effective interpersonal communication skills.**

▼ **Action: New Faculty Familiarity**

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** To introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Implementation Plan (timeline):** Implemented in 2015 – 2016.

**Key/Responsible Personnel:** Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** No financial allocation needed at this time.

**Priority:** Medium

**• Students will have effective presentation skills.**

▼ **Action: New Faculty Familiarity**

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** To introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Implementation Plan (timeline):** Implemented in 2015 – 2016.

**Key/Responsible Personnel:** Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** No financial allocation needed at this time.

**Priority:** Medium

**• Students will have effective written communication skills.**

▼ **Action: New Faculty Familiarity**

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** To introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Implementation Plan (timeline):** Implemented in 2015 – 2016.

**Key/Responsible Personnel:** Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** No financial allocation needed at this time.

**Priority:** Medium

## 📄 Status Report

### Action Statuses

#### Student Affairs and Higher Education Outcomes Set

##### Objective 1: Students demonstrate professional written and oral communication proficiencies.

• Students will be able to use APA format and writing style.

###### ▼ Action: New Faculty Familiarity

**Action Details:** To introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Implementation Plan (timeline):** Implemented in 2015 – 2016.

**Key/Responsible Personnel:** Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** No financial allocation needed at this time.

**Priority:** Medium

###### Status for New Faculty Familiarity

*No Status Added*

• Students will be able to make clear, organized, and engaging presentations that make effective use of presentation software.

###### ▼ Action: New Faculty Familiarity

**Action Details:** To introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Implementation Plan (timeline):** Implemented in 2015 – 2016.

**Key/Responsible Personnel:** Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** No financial allocation needed at this time.

**Priority:** Medium

###### Status for New Faculty Familiarity

*No Status Added*

● **Students will be able to communicate complex, theoretical, research, and practice concepts in a clear and effective manner.**

▼ **Action: New Faculty Familiarity**

**Action Details:** To introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Implementation Plan (timeline):** Implemented in 2015 – 2016.

**Key/Responsible Personnel:** Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** No financial allocation needed at this time.

**Priority:** Medium

**Status for New Faculty Familiarity**

*No Status Added*

**Objective 5: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.**

● **Students will have effective interpersonal communication skills.**

▼ **Action: New Faculty Familiarity**

**Action Details:** To introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Implementation Plan (timeline):** Implemented in 2015 – 2016.

**Key/Responsible Personnel:** Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** No financial allocation needed at this time.

**Priority:** Medium

**Status for New Faculty Familiarity**

*No Status Added*

● **Students will have effective presentation skills.**

▼ **Action: New Faculty Familiarity**

**Action Details:** To introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Implementation Plan (timeline):** Implemented in 2015 – 2016.

**Key/Responsible Personnel:** Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** No financial allocation needed at this time.

**Priority:** Medium

**Status** for New Faculty Familiarity

*No Status Added*

● **Students will have effective written communication skills.**

▼ **Action:** New Faculty Familiarity

**Action Details:** To introduce new faculty to the SAHE Assessment process, and allow them to be actively involved in developing future assessments in future cycles.

**Implementation Plan (timeline):** Implemented in 2015 – 2016.

**Key/Responsible Personnel:** Dr. Ryan Donlan for data collection; Program faculty for implementation.

**Measures:** Program measures as they are currently applied will cover this action plan.

**Resource Allocations:** No financial allocation needed at this time.

**Priority:** Medium

**Status** for New Faculty Familiarity

*No Status Added*

### Status Summary

*No text specified*

### Summary of Next Steps

*No text specified*

## 2015-2016 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

#### Student Affairs and Higher Education Outcomes Set

#### Objective 2: Students engage in and meaningfully contribute to diverse and complex communities and professional environments.

• Students will be able to describe their own cultural, gender, ethnic, religious, and social class background.

▼ **Measure:** Cultural Immersion Assignment from SAHE 641 The Multicultural Campus  
Direct - Student Artifact  
Direct - Student Artifact

**Details/Description:** This experiential and writing assignment requires students to participate in at least three distinctly different experiences with the same US cultural group. This immersion experience requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent descriptions and reflections.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** All faculty members

▼ **Measure:** Where I am From Assignments from SAHE 641 The Multicultural Campus  
Direct - Student Artifact

**Details/Description:** This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class, religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** All faculty members

• Students will be able to identify the cultural, gender, ethnic, religious, and social class origins of their own and others' behaviors.

▼ **Measure:** Cultural Immersion Assignment from SAHE 641 The Multicultural Campus  
Direct - Student Artifact  
Direct - Student Artifact

**Details/Description:** This experiential and writing assignment requires students to participate in at least three distinctly different experiences with the same US cultural group. This immersion experience requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent descriptions and reflections.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 =

does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** All faculty members

▼ **Measure:** Where I am From Assignments from SAHE 641 The Multicultural Campus  
Direct - Student Artifact

**Details/Description:** This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class, religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** All faculty members

● **Students will be able to communicate in ways that reduce intercultural misunderstandings.**

▼ **Measure:** Cultural Immersion Assignment from SAHE 641 The Multicultural Campus  
Direct - Student Artifact  
Direct - Student Artifact

**Details/Description:** This experiential and writing assignment requires students to participate in at least three distinctly different experiences with the same US cultural group. This immersion experience requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent descriptions and reflections.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** All faculty members

▼ **Measure:** Where I am From Assignments from SAHE 641 The Multicultural Campus  
Direct - Student Artifact

**Details/Description:** This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class, religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** All faculty members

**Objective 3: Students recognize and act on professional and ethical challenges that arise in their field or discipline.**

● **Students will be able to identify ethical issues within**

▼ **Measure:** Law Link of the Week Assignment  
Direct - Other

**contemporary events  
in higher education.**

**Details/Description:** This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** This measure will be implemented each time EDLR 655 is taught during the school year. Data are collected in May and June of each year for assessment purposes.

**Responsible Individual(s):** All faculty members

▼ **Measure:** Professional Ethics Assignment  
Direct - Student Artifact

**Details/Description:** Currently under revision with the appointment of Dr. Brian McGowan to the SAHE program.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** All faculty members

● **Students will be able  
to apply the ethical  
standards of  
professional  
organizations to  
ethical problems.**

▼ **Measure:** Law Link of the Week Assignment  
Direct - Other

**Details/Description:** This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** This measure will be implemented each time EDLR 655 is taught during the school year. Data are collected in May and June of each year for assessment purposes.

**Responsible Individual(s):** All faculty members

▼ **Measure:** Professional Ethics Assignment  
Direct - Student Artifact

**Details/Description:** Currently under revision with the appointment of Dr. Brian McGowan to the SAHE program.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** All faculty members

• **Students will be able to deconstruct statements of ethical standards to explore the values on which they are based.**

▼ **Measure:** Law Link of the Week Assignment  
Direct - Other

**Details/Description:** This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** This measure will be implemented each time EDLR 655 is taught during the school year. Data are collected in May and June of each year for assessment purposes.

**Responsible Individual(s):** All faculty members

▼ **Measure:** Professional Ethics Assignment  
Direct - Student Artifact

**Details/Description:** Currently under revision with the appointment of Dr. Brian McGowan to the SAHE program.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** All faculty members

## Assessment Findings

### Finding per Measure

#### Student Affairs and Higher Education Outcomes Set

**Objective 2: Students engage in and meaningfully contribute to diverse and complex communities and professional environments.**

• **Students will be able to describe their own cultural, gender, ethnic, religious, and social class background.**

▼ **Measure:** Cultural Immersion Assignment from SAHE 641 The Multicultural Campus  
Direct - Student Artifact  
Direct - Student Artifact

**Details/Description:** This experiential and writing assignment requires students to participate in at least three distinctly different experiences with the same US cultural group. This immersion experience requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent descriptions and reflections.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** All faculty members

**Findings** for Cultural Immersion Assignment from SAHE 641 The Multicultural Campus Direct - Student Artifact

*No Findings Added*

▼ **Measure:** Where I am From Assignments from SAHE 641 The Multicultural Campus  
Direct - Student Artifact

**Details/Description:** This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class, religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** All faculty members

**Findings** for Where I am From Assignments from SAHE 641 The Multicultural Campus

*No Findings Added*

● **Students will be able to identify the cultural, gender, ethnic, religious, and social class origins of their own and others' behaviors.**

▼ **Measure:** Cultural Immersion Assignment from SAHE 641 The Multicultural Campus  
Direct - Student Artifact  
Direct - Student Artifact

**Details/Description:** This experiential and writing assignment requires students to participate in at least three distinctly different experiences with the same US cultural group. This immersion experience requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent descriptions and reflections.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** All faculty members

**Findings** for Cultural Immersion Assignment from SAHE 641 The Multicultural Campus Direct - Student Artifact

*No Findings Added*

▼ **Measure:** Where I am From Assignments from SAHE 641 The Multicultural Campus  
Direct - Student Artifact

**Details/Description:** This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class, religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** All faculty members

**Findings** for Where I am From Assignments from SAHE 641 The Multicultural Campus

*No Findings Added*

• **Students will be able to communicate in ways that reduce intercultural misunderstandings.**

▼ **Measure:** Cultural Immersion Assignment from SAHE 641 The Multicultural Campus  
Direct - Student Artifact  
Direct - Student Artifact

**Details/Description:** This experiential and writing assignment requires students to participate in at least three distinctly different experiences with the same US cultural group. This immersion experience requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent descriptions and reflections.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** All faculty members

**Findings** for Cultural Immersion Assignment from SAHE 641 The Multicultural Campus Direct - Student Artifact

*No Findings Added*

▼ **Measure:** Where I am From Assignments from SAHE 641 The Multicultural Campus  
Direct - Student Artifact

**Details/Description:** This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class, religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data are collected in May and June each year and tabulated for analysis and programmatic decisions.

**Responsible Individual(s):** All faculty members

**Findings** for Where I am From Assignments from SAHE 641 The Multicultural Campus

*No Findings Added*

**Objective 3: Students recognize and act on professional and ethical challenges that arise in their field or discipline.**

• **Students will be able to identify ethical issues within contemporary events in higher education.**

▼ **Measure:** Law Link of the Week Assignment  
Direct - Other

**Details/Description:** This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** This measure will be implemented each time EDLR 655 is taught during the school year. Data are collected in May and June of each year for assessment purposes.

**Responsible Individual(s):** All faculty members

**Findings for Law Link of the Week Assignment**

*No Findings Added*

▼ **Measure:** Professional Ethics Assignment  
Direct - Student Artifact

**Details/Description:** Currently under revision with the appointment of Dr. Brian McGowan to the SAHE program.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** All faculty members

**Findings for Professional Ethics Assignment**

*No Findings Added*

• **Students will be able to apply the ethical standards of professional organizations to ethical problems.**

▼ **Measure:** Law Link of the Week Assignment  
Direct - Other

**Details/Description:** This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** This measure will be implemented each time EDLR 655 is taught during the school year. Data are collected in May and June of each year for assessment purposes.

**Responsible Individual(s):** All faculty members

**Findings for Law Link of the Week Assignment**

*No Findings Added*

▼ **Measure:** Professional Ethics Assignment  
Direct - Student Artifact

**Details/Description:** Currently under revision with the appointment of Dr. Brian McGowan to the SAHE program.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** All faculty members

**Findings** for Professional Ethics Assignment

*No Findings Added*

• **Students will be able to deconstruct statements of ethical standards to explore the values on which they are based.**

▼ **Measure:** Law Link of the Week Assignment  
Direct - Other

**Details/Description:** This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** This measure will be implemented each time EDLR 655 is taught during the school year. Data are collected in May and June of each year for assessment purposes.

**Responsible Individual(s):** All faculty members

**Findings** for Law Link of the Week Assignment

*No Findings Added*

▼ **Measure:** Professional Ethics Assignment  
Direct - Student Artifact

**Details/Description:** Currently under revision with the appointment of Dr. Brian McGowan to the SAHE program.

**Target:** The target threshold that indicates the minimal acceptable level of achievement of the outcome is that students average "2" or higher on this assessment on a scaled score of 1 - 4 (1 = does not meet expectations; 2 = developing; 3= meets expectations; 4 = exceeds expectations).

**Implementation Plan (timeline):** Data will be collected and analyzed in May and June of each calendar year.

**Responsible Individual(s):** All faculty members

**Findings** for Professional Ethics Assignment

*No Findings Added*

### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*

### Action Plan

### Status Report

## 2016-2017 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

## 2017-2018 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

## 2018-2019 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

## 2019-2020 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

# Appendix

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- A. **New Curriculum Map 4-30-13** (Curriculum Map)
  - B. **Test** (Curriculum Map)
  - C. **Aggregated Data Spreadsheet 2012-2013** (Excel Workbook (Open XML))
  - D. **Aggregated Data Spreadsheet 2012-2013** (Excel Workbook (Open XML))
  - E. **Aggregated Data Spreadsheet 2012-2013** (Excel Workbook (Open XML))
  - F. **Aggregated Data Spreadsheet 2012-2013** (Excel Workbook (Open XML))
  - G. **Aggregated Data Spreadsheet 2012-2013** (Excel Workbook (Open XML))
  - H. **Aggregated Data Spreadsheet 2012-2013** (Excel Workbook (Open XML))
  - I. **Aggregated Data Spreadsheet 2012-2013** (Excel Workbook (Open XML))
  - J. **Aggregated Data Spreadsheet 2012-2013** (Excel Workbook (Open XML))
  - K. **Aggregated Data Spreadsheet 2012-2013** (Excel Workbook (Open XML))
  - L. **Aggregated Data Spreadsheet 2012-2013** (Excel Workbook (Open XML))
  - M. **Aggregated Data Spreadsheet 2012-2013** (Excel Workbook (Open XML))
  - N. **Aggregated Data Spreadsheet 2012-2013** (Excel Workbook (Open XML))
  - O. **Curriculum Meeting Minutes** (Word Document (Open XML))
  - P. **Curriculum Meeting Minutes** (Word Document (Open XML))
  - Q. **Curriculum Meeting Minutes** (Word Document (Open XML))
  - R. **Curriculum Meeting Minutes** (Word Document (Open XML))
  - S. **Meeting Minutes** (Word Document (Open XML))
  - T. **Meeting Minutes** (Word Document (Open XML))
  - U. **Meeting Minutes** (Word Document (Open XML))

- V. **Meeting Minutes** (Word Document (Open XML))
  - W. **SAHE Data 2013-2014** (Excel Workbook (Open XML))
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