Student Outcomes Assessment and Success Report AY2017-18 *Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

Unit/Program Name: Student Affairs and Higher Education   **Contact Name(s) and Email(s)** Amy French, amy.french@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the assessment website.

Part 1a: Summary of Assessment Activities

a. What learning outcomes did you assess this year? If this is a graduate program, identify the **Graduate Student Learning Outcome*** each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual results?	e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?
1.1 Critical Reflection ability to reflect critically on historical and contemporary issues within education and to relate them to leadership and practice, in a manner that evidences reflective leadership proficiency. *Aligned with Graduate Student Learning Outcome: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.*	• **SAHE 680:Professional Seminar** Completion of Capstone Project • **SAHE 634: Practicum I, II, & III** Reflective journals completed biweekly throughout the semester that require students to connect student affairs issues with practical application and theory • **SAHE 641: The Multicultural Campus** Students reflect on their identities and are introduced to diversity and inclusion throughout the semester. Through individual reflections, group dialogue, and presentations, students are called to reflect throughout the	Expected outcomes include: • Continued critical reflection throughout the SAHE program • Students can recognize that reflection is a vital component to professional practice. • Students can articulate personal growth points in their college journey.	With reflection serving a central role in the professional and personal development of the students in the SAHE program, the results indicate that over the course of 2 years (through practicums, multicultural course, and professional seminar), students regularly reflected. Particularly during the 3rd practicum and the multicultural campus course, students shared that reflection helped them to engage more deeply with their students with whom they work with regularly.	Data was collected from the faculty teaching the courses identified. Data was shared with the program faculty through the compilation and dissemination of an external review in the summer of 2018.

	duration of the SAHE 641 course.			
1.2 Articulate a Philosophy ability to articulate an integrated philosophy of education and leadership, in a manner that evidences reflective leadership proficiency. *Aligned with Graduate Student Learning Outcome: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.*	• **SAHE 650: Leadership & Administration in Student Affairs** Students craft a professional philosophy through a written proposal and oral presentation. • **SAHE 680:Professional Seminar** Completion of capstone that encompasses the student's professional values, knowledge, and aptitudes.	Expected outcomes include: • Students can describe leadership. • Students can create their own philosophy. • Students will be able to write the philosophy and articulate it by connecting to theory and practical application.	During SAHE 650 and SAHE 680, students submit philosophy statements as assignments. Then they present on those philosophies during class to their peers and faculty. Critical to the successful completion of this exercise is the connection of the philosophy to their personal background, values, and professional goals.	Data was collected from the faculty teaching the courses identified. Data was shared with the program faculty through the compilation and dissemination of an external review in the summer of 2018.
4.1 Understanding Student Affairs & Higher Education understanding of the appropriate educational system and the ability to relate theory to practice. *Aligned with Graduate Student Learning Outcome: Students achieve mastery of the knowledge required in their discipline or profession.*	• **SAHE 680:Professional Seminar** Completion of Capstone Project	Expected outcomes include: • Successful completion of Capstone Project.	Capstone presentation grade distribution is as follows: A+ (3), A (8), A-(1), B (3), F (2).	Data was collected from the faculty teaching the courses identified. Data was shared with the program faculty through the compilation and dissemination of an external review in the summer of 2018.

* See https://www2.indstate.edu/graduate/forms/review.pdf.

If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Notes
   a. Use your outcomes library as a reference.
   b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.

c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark."

d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark").

e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

Part 1b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

1. The SAHE assessment plan between 2013-2016 relied on student artifacts and evaluations from three courses that were selected on a scheduled rotation. After consultation with the university assessment director and the department assessment liaison, the decision was made in 2017 to simplify the approach to SAHE's assessment practices because the new program coordinator found the existing assessment plan disjointed, cumbersome, and dependent upon a set course assignment protocol that was antiquated. Considering the increased reliance on adjunct faculty, this plan was necessary in order to acquire meaningful data.

2. The new plan requires data collection from SAHE 637: Introduction to Student Affairs and Higher Education, SAHE 638: Student Development Theory, Assessment and Application, and SAHE 680: Professional Seminar, SAHE 651: Program Evaluation, SAHE 533: Techniques of Interpersonal Interaction, and SAHE 641: The Multicultural Campus. This plan values both direct and indirect measures in a more holistic manner. New student learning outcomes were created and the curriculum map was updated to reflect the modifications in the assessment plan. The SAHE program faculty rely on feedback from students and current student affairs professionals when considering adjusting program curriculum and delivery. Emphasis is placed on recent trends in the discipline, best practices, and advances in the field when making decisions about curriculum shifts. The faculty rely on the ACPA and NASPA (2015) professional competencies and the CAS Standards (2015) when making these decisions.

   The new student learning outcomes are:
   ● **Comprehensive Knowledge:** knowledge of different theories on leadership and management, in a manner that evidences reflective leadership proficiency.
   ● **Critical Reflection:** ability to reflect critically on historical and contemporary issues within education and to relate them to leadership and practice, in a manner that evidences reflective leadership proficiency.
   ● **Articulate a Philosophy:** ability to articulate an integrated philosophy of education and leadership, in a manner that evidences reflective leadership proficiency.
   ● **Exercise Leadership:** ability to exercise leadership within an educational setting, in a manner that evidences reflective leadership proficiency.
   ● **Construct and Support Interpretations and Arguments:** ability to apply knowledge,
   comprehension, and application, in analyzing, synthesizing, and evaluating persuasive information and claims regarding application of research.
   ● **Employ Multiple Perspectives and Theoretical Frames:** facility to employ multiple perspectives and theoretical frames to assess educational and organizational structures, policies, and practices, in a manner that evidences analytic inquiry and research proficiencies.
   ● **Communication, Interpersonal, and Process Skills:** communication, interpersonal, and process skills necessary to function effectively in academic and professional situations, including written and oral communication, listening to and working collegially with diverse groups, and facilitating intra - and inter- group relations, in a manner that evidences communication proficiency.
   ● **Understanding Student Affairs and Higher Education:** understanding of the appropriate educational system and the ability to relate theory to practice.
   ● **Plan and Evaluate Policies and Programs:** ability to plan and evaluate policies and programs within student affairs in a manner that evidences field content area proficiency.

3. The SAHE program will complete an external review process in fall 2018. Following this review, we will determine assessment foci.

Please save this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific-- assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Part 2a: Summary of Student Success Activities
Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
1. Course syllabi will be reviewed by faculty, with the intent of revising them to ensure they are current and up-to-date.	Program coordinator, along with faculty within the Department of Educational Leadership, will engage in audit of syllabi.	The syllabi collection serve as data for achieving the goal. Additionally, meetings will occur among the faculty to indicate progress.	The program coordinator collected all current syllabi, as well as the syllabi used during the previous year, to conduct the audit. This collection of syllabi serve as an accomplishment in that it showcases the commitment to achieve this goal.	This will remain a continued process. Ensuring that syllabi are current is essential in providing quality and relevant information to our students.
2. Student programs of study are being audited, with an effort to identify planned, future classes with the graduate course rotations in mind.	• With the assistance of the administrative staff of educational leadership, we have revised the program of study protocol. • Advisors will meet with students to confirm plans for coursework necessary to complete their programs.	Group advising meetings will occur in Fall 2018.	A course-specific blackboard platform was developed with the assistance of OIT to better collect and compile programs of study.	This heightened attention to streamlining the program of study forms for our graduate students will allow for more comprehensive adivising.

Notes
a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See Blue Reports database (access from Linda Ferguson in Institutional Research) or the Office of Institutional Research for ideas.

Part 2b: Continuous Quality Improvement
In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

There are three significant findings in regarding the SAHE program, that are taken from the 2018 External Review:
1. The master's program has a 98% job placement rate after the completion of the degree.
2. The online master's program is very successful and enrolls 10-20 students per year.
3. The master's program is highly diverse with students who are LBGTQ, international, African American, Latinx, and women.

The SAHE program has only one tenure-track faculty that teaches 80% of the courses. There has been a reduction in assistantship availability for master's students due to funding decreases (assistantships are required for admission). SAHE on-campus students have an increased inclination to leave the on-campus cohort and opt to take classes online to accelerate their careers, this deviation is discouraged because the students are not prepared and have not mastered the skills to successfully launch their careers. The university pilots new technology and distance education platforms without piloting the platforms off-line prior to introducing to students causing a disturbance in course delivery.

With the high job placement rate, our program is a pillar of student success. The students we recruit into the program align with the mission of the program and are able to graduate within the scheduled time frame.

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials
(e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Dear Amy,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Student Affairs and Higher Education	
Assessment Practice Overall Rating: Developing (1.625/3.00) **Student Success Practice Overall Rating (notes below in blue):** Developing (1.50/3.00)	
Strengths	**Recommendations**
• Mostly clear learning outcomes paired with the appropriate CGPS outcomes. • Specific measures applied at specific times during the curriculum with clear expectations for student performance. Strong distribution of assessment of student learning throughout multiple points of the curriculum, allowing for a full picture of student learning at multiple points over time. • Clear and comprehensive information on sharing results. Excellent, collaborative approach to planning. • **Clear information is provided about action steps and responsible faculty and staff.**	• For outcomes 1.1 and 1.2, narrative description of findings provided is useful for understanding some of the observations of student performance relative to the learning outcomes. Describing the goal for student learning acquisition more specifically by doing so in relation to the criteria for evaluation would be useful in future analysis to specifically understand whether students are meeting expectations. For instance, if a rubric is used to indicate the engagement in and quality of reflections and connections to practice, share your goals for student performance and their actual performance. This could be for the overall assignment, or your findings could be split into the categories covered by the rubric to allow you to see a more granular picture of student strengths and challenges. • Outcome 4.1 can be more clear as to what students are expected to learn, and notes could be added regarding how the capstone project gives students the opportunity to achieve this learning. • What does "successful completion" mean for the capstone project? Is there a certain score you would expect most students to achieve? • For the capstone project findings, was the whole capstone project related to this one outcome, or just part of it? If just part, reporting

	the scores from the related part only will give you a more specific understanding of student performance relative to this outcome (ex: one category score from an analytical rubric, one section score from the corresponding section, etc.) • More information is needed about what was learned from results of student performance and what actions will be taken as a result. Add some discussion about the variation in scores among students, as well as what might be done to support improvement of student learning regarding this outcome or this assignment. • **Connect the goals to the concerns for student success that they are intended to influence (student learning, performance, retention, persistence, completion, etc.);** • **This will help direct what type of data you are collecting to better inform ongoing decisions for these goal areas, and it will allow you to center outcomes for students. For example, future reports on how group advising has helped reduce unnecessary extra-time to degree or course overload/underload could be useful evidence of the success of group advising.**

Assessment Scoring Rubric is included below. Student Success Scoring Rubric is included on the last page for reference only.

Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
Student Learning Outcomes	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.) Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcomes(s) is measurable.	No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.
Performance Goals & Measures	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal(s) is identified for each learning outcome. Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures. Tools or processes for evaluating student performance on measures are not described.	No goals for student performance of learning outcomes is identified, and/or no measures are provided.

| Analysis & Results | Data is collected using the measures and tools identified.

Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).

Results are shared in relation to performance goals.

Results are discussed in relation to college, institutional, and/or accreditor goals/standards. | Data is collected using the measures and tools identified.

Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).

Results are shared in relation to performance goals. | Data is collected using the measures and tools identified.

Results are reported with little description of analysis. | No data is being collected.

No results are provided. (in terms of what is missing from the table) |
|---|---|---|---|---|
| Sharing & Use of Results for Continuous Improvement | Clear information is provided about sharing and using results to inform practice.

Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.

A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined. | Clear information is provided about sharing and using results to inform practice.

Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice. | Limited information is provided about sharing or using results to inform practice.

Some discussion of what was learned from results is provided. | No information is provided about sharing or using results to inform practice.

No evidence of reflection on results is provided (ex: discussion, conclusions drawn) |
| Overall Rating | □ Exemplary | □ Mature | X Developing | □ Undeveloped |

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)
Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
Action Steps	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
Data that Informs Progress on Each Goal/Objective	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
Assessment of Outcomes and Continuous Improvement	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/ challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
Overall Rating	**□ Undeveloped**	**□ Developing**	**□ Mature**	**□ Exemplary**