

Student Outcomes Assessment and Success Report AY2018-19 *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

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

Part 1a: Summary of Student Learning Outcomes Assessment

a. What learning outcomes did you assess this past year?	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 data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.
If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	SAHE 650- Leadership & Administration in Student Affairs and Higher Education – Students demonstrated proficiency in exercising leadership ability through the development, execution, and presentation of an innovative RFP (request for proposal) higher education project. They also demonstrated this outcome through the Late Night Dance project, wherein they researched, interviewed, and conducted a focus group regarding the ethics, law, and leadership issues associated with the late night dances- here at ISU and across the country.	Students were expected to understand the organizational and governance structures within higher education. Further, they had to present on the administrative, racial, legal, and budgetary concerns associated with their RFP within the context of a campus.	100% of students successfully completed the RFP grant and presented it to upper level student affairs professionals and met the established benchmarks. The student's ability to engage in scholarly and practitioner dialogue regarding the issues indicated their proficiencies. The results indicated that all of the graduating students could engage in scholarly discussion, identify complexities associated with leadership, and engage in such discourse with upper level administrators.	We will continue collecting data on the assignments and activities to enhance student learning.
2. 3.1 Communication, Interpersonal and Process Skills communication, interpersonal, and process skills necessary to function effectively in academic and professional situations,	Students practice and harness their ability to communicate interpersonally throughout the curriculum. Specifically, SAHE 634 allows students an opportunity to practice and perfect their inter and intrapersonal communication skills.	Students were expected to complete a SAHE practicum experience, complete a Multicultural Organization Development checklist (which offers a guide to assess institutions and practicum sites from a multicultural lens). Students must work	All (100%) students were able to demonstrate effective communication skills when working with groups and met the established benchmarks. Their site supervisor evaluations indicated an ability to communicate, both written and orally, in effective	This past year we made an active effort to collect this information from site supervisors. This has helped with our assessment efforts.

<p>including written and oral communication, listening to and working collegially with diverse groups, and facilitating intra - and inter- group relations, in a manner that evidences communication proficiency</p>		<p>with campus professionals and practicum supervisors, in addition to their classmates to complete this involved learning activity.</p>	<p>manners within professional situations.</p>	
<p>3. 1.2 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.</p>	<p>EDLR 655 – Legal Aspects of Educational Administration – Course readings and class discussions included consideration of the roles that sexism and racism play in current higher education legal issues such as sexual assault/harassment and campus hate speech. Additionally, as part of the midterm assessment, students applied key concepts from Critical Race Theory and Feminist Legal Theory to their own practice in student affairs. As part of the course students were also required to attend the annual ISU Educational Leadership Law Conference where experts presented information on the latest legal, mental health, and educational issues related to bullying and harassment in schools and campuses. They also participated in a case study exercise focused on the application of legal knowledge to practice.</p>	<p>Students were expected to demonstrate both understanding of complex social-legal theory, and the ability to consider how the theory might inform higher education policy and their own practice within the constraints of law and policy. Additionally, students were expected to put knowledge from class into conversation with the workshops and panel information and experiences at the Law Conference.</p>	<p>Students' comments and questions during class discussions showed complex and nuanced reflection about the relationship between social inequities, the law, and higher education. Students were able to demonstrate sufficient knowledge and application of the social-legal concepts (the average score on the midterm was an "A"). Students made explicit connections with the Law Conference during class discussions.</p>	<p>We will continue to infuse critical reflection about socio-political contexts and application of theory into coursework, and will have students attend the ISU Law Conference again.</p>

Note: 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.

Helpful Hints for Completing this Table

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.

- b. Each outcome should 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 should 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. Describe or attach any evaluation tools such as rubrics, scales, etc.
- 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).

Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you):

- | | |
|---------------------------|-----|
| 1) Cohort Sizes | 54 |
| 2) Year-to-Year Retention | 76% |
| 3) 2-Year Graduation Rate | |

The 2 year graduation rate takes into account the distance and on-campus student groups. It is important to distinguish the two, as the on-campus students are advised on a 2 year schedule and the distance students are advised on a 3 year schedule.

What worked well in supporting student success this year?

- We provided them with financial support to attend regional and national conferences for professional development.
- Dr. French maintains group advising in addition to one-on-one advising sessions, when necessary.
- We host a welcome cookout each fall to encourage comradery between the faculty and students.
- We engaged in scholarly discussion with faculty and student affairs professionals through the culminating capstone project.
- A peer mentorship program was revived in 2018 where 2nd year SAHE students mentor incoming 1st year students. The pairing is announced at the annual "welcome cookout", which is another student success effort.

What are the most significant opportunities for improvement upon which to focus in the coming year?

- A welcomed opportunity is the addition of Dr. Jon Iftikar into our department as a tenure-track faculty. This addition will allow us a greater opportunity for comprehensive assessment. As a program heavily reliant on adjuncts for instruction, this adds an element of difficulty to our assessment plans.
- We have a protocol to collect site supervisor evaluations from SAHE 634 in a comprehensive manner, which will be an opportunity for us to gather data more efficiently from those courses.

Part 1c: Summary of Career Readiness Activities (OPTIONAL FOR GRADUATE PROGRAMS)

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. The template was sent to you with this form via email.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)

- Students are exceptionally well versed in written and oral communication skills, as well as inter- and intra-personal communication. This manifests in their coursework within the SAHE 634, SAHE 650, and EDLR 655. They are able to think critically, analyze cases, and demonstrate leadership skills. Successful completion of their coursework, in addition to the high success rate of job placement post-graduation, indicate success. Our collaboration with student affairs practitioners within the curricula also allows for appropriate career readiness overlap.

2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)

- We will continue collecting data on the assignments and activities to enhance student learning. The faculty will discuss assessment protocols and explore possibilities of ways to collect data. Presently we do not have a repository for assessment data to be housed. Faculty will engage in discussions to rectify this and develop a plan to more effectively and efficiently collect data.

3) What your assessment plan will focus on in the coming year

- Our assessment plan will continue to focus on student learning and preparing the students for success in the student affairs profession upon completion of the program. In the coming year we will focus on the scholar-practitioner approach found within the program to explore enhanced ways to assess those components. Students currently are demonstrating proficiency in the classroom as well as in their practicum and graduate assistantship placements, so our assessment will focus on capturing data that foster student learning within courses focused on these components.

4) how this information will be shared with other stakeholders

- We will provide information to all stakeholders on an annual basis. Through conversations with current students, alumni, and prospective students, we will demonstrate our proficiency in student learning. Annually, the program coordinator meets with the graduate student assistantship supervisors to share programmatic information. Additionally, the data will be shared and disseminated at department and program meetings.

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 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were 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: M.S. Student Affairs & Higher Education	Overall Rating: Mature (2.13/3.00)
Strengths	Recommendations
<ul style="list-style-type: none">Learning outcomes are clear and measurable.Clear information provided about courses for assessment, and the assignments used are described in good detail.The concepts that students are to master through their assignments are well described.Actual student performance reported with some description of how performance was evaluated (e.g., site supervisor evaluations).Clear information is provided about how results will be used and shared. Plan for sharing results is robust and inclusive of many different stakeholders.Great ideas about improving assessment practice by capturing a wider array of student performances and finding a way to organize assessment data and findings for future use.	<ul style="list-style-type: none">Provide information on alignment between program learning outcomes and related Graduate Student Learning Outcomes.It is noted that students met benchmarks, but the expectations for student performance/benchmarks are not described clearly in column c (e.g., 90% of students will score 3 or better on the rubric, indicating "mastery").More information about how student performance is evaluated and how findings are analyzed would be helpful in understanding the process. If rubrics, checklists, etc. were used, just note that or attach if you would like feedback on those tools. For instance, I can better provide suggestions on how to get more granular insight into student performance if I know more about the evaluative tools.

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

Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
Sharing & Use of Results for Continuous Improvement	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped