

**Student Learning Summary Form AY2016-17**

Due to your dean by the college deadline

Due from dean to Assessment Office via Blackboard by Sept. 1

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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 One**

<p><b>a. What learning outcomes did you assess this year?</b></p> <p>If this is a graduate program, identify the <a href="#">Graduate Student Learning Outcome*</a> each outcome aligns with.</p>	<p><b>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?</b></p>	<p><b>c. What were your expectations for student performance?</b></p>	<p><b>d. What were the actual results?</b></p>	<p><b>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</b></p>
<p><b>1.1 Comprehensive Knowledge</b> knowledge of different theories on leadership and management, in a manner that evidences reflective leadership proficiency.</p> <p><i>Aligned with Graduate Student Learning Outcome: Students achieve mastery of the knowledge required in their discipline or profession.</i></p>	<ul style="list-style-type: none"> <li>Other courses that attain this outcome: SAHE 637: Introduction to Student Affairs and Higher Education, SAHE 638: Student Development Theory, Assessment &amp; Application,</li> <li>Completion of <b>Capstone Project</b> in SAHE 680:Professional Seminar</li> </ul>	<p>We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4= Exceeds Expectations) in order for achievement of this outcome.</p>		
<p><b>1.2 Critical Reflection</b> 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>	<ul style="list-style-type: none"> <li>Completion of <b>Capstone Project</b> in SAHE 680:Professional Seminar</li> <li>SAHE 634: Practicum I, II, &amp; III, SAHE 641: The Multicultural Campus, SAHE 638: Student Development Theory, Assessment &amp; Application, ELAF 655: Legal Aspects of Administration</li> </ul>	<p>We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4= Exceeds Expectations) in order for achievement of this outcome.</p>		

<p><i>Aligned with Graduate Student Learning Outcome: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</i></p>				
<p><b>1.3 Articulate a Philosophy</b> ability to articulate an integrated philosophy of education and leadership, in a manner that evidences reflective leadership proficiency.</p> <p><i>Aligned with Graduate Student Learning Outcome: Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</i></p>	<ul style="list-style-type: none"> <li>• SAHE 650: Leadership &amp; Administration in Student Affairs</li> <li>• Completion of <b>Capstone Project</b> in SAHE 680:Professional Seminar</li> </ul>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4= Exceeds Expectations) in order for achievement of this outcome.</p>		
<p><b>1.4 Exercise Leadership</b> ability to exercise leadership within an educational setting, in a manner that evidences reflective leadership proficiency.</p> <p><i>Aligned with Graduate Student Learning Outcome: Students recognize and act on professional and ethical challenges that arise in their field or discipline. And Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</i></p>	<ul style="list-style-type: none"> <li>• SAHE 650: Leadership &amp; Administration in Student Affairs</li> <li>• Completion of <b>Capstone Project</b> in SAHE 680:Professional Seminar</li> </ul>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4= Exceeds Expectations) in order for achievement of this outcome.</p>		
<p><b>2.1 Construct and Support Interpretations and Arguments</b></p>	<ul style="list-style-type: none"> <li>• Completion of <b>Capstone Project</b> in SAHE 680:Professional Seminar</li> </ul>	<p>We established a performance expectation that 80% of our students would average at least a</p>		

<p>ability to apply knowledge, comprehension, and application, in analyzing, synthesizing, and evaluating persuasive information and claims regarding application of research.</p> <p><i>Aligned with Graduate Student Learning Outcome: Students demonstrate professional communication proficiencies.</i></p>	<ul style="list-style-type: none"> <li>SAHE 533: Techniques of Interpersonal Interactions, , SAHE 652: Group Dynamics and Leadership</li> </ul>	<p>“3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4= Exceeds Expectations) in order for achievement of this outcome.</p>		
<p><b>2.2 Employ Multiple Perspectives and Theoretical Frames</b> 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.</p> <p><i>Aligned with Graduate Student Learning Outcome: Students engage in and meaningfully contribute to diverse and complex communities and professional environments.</i></p>	<ul style="list-style-type: none"> <li>Completion of <b>Capstone Project</b> in SAHE 680:Professional Seminar</li> <li>SAHE 634: Practicum I, II, &amp; III, SAHE 641: The Multicultural Campus, SAHE 638: Student Development Theory, Assessment &amp; Application, ELAF 655: Legal Aspects of Administration</li> </ul>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4= Exceeds Expectations) in order for achievement of this outcome.</p>		
<p><b>3.1 Communication, Interpersonal and Process Skills</b> communication, interpersonal, and process skills necessary to function effectively in</p>	<ul style="list-style-type: none"> <li>Development and Completion of (Enter SAHE 533: Techniques of Interpersonal Interaction</li> <li>Completion of <b>Capstone Project</b> in SAHE 680:Professional Seminar</li> </ul>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=</p>		

<p>academic and professional situations, including written and oral communication, listening to and working collegially with diverse groups, and facilitating intra - and inter- group relations, in a manner that evidences communication proficiency.</p> <p><i>Aligned with Graduate Student Learning Outcome: Students demonstrate professional communication proficiencies</i></p>		<p>Exceeds Expectations) in order for achievement of this outcome.</p>		
<p><b>4.1 Understanding Student Affairs &amp; Higher Education</b> understanding of the appropriate educational system and the ability to relate theory to practice.</p> <p><i>Aligned with Graduate Student Learning Outcome: Students achieve mastery of the knowledge required in their discipline or profession.</i></p>	<ul style="list-style-type: none"> <li>• Completion of <b>Capstone Project</b> in SAHE 680:Professional Seminar</li> </ul>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4= Exceeds Expectations) in order for achievement of this outcome.</p>		
<p><b>4.2 Plan and Evaluate Policies and Programs</b> ability to plan and evaluate policies and programs within student affairs in a manner that evidences field content area proficiency.</p> <p><i>Aligned with Graduate Student Learning Outcome:</i></p>	<ul style="list-style-type: none"> <li>• Completion of <b>Program Evaluation Assessment Report</b> in Fall 2017 during SAHE 651: Program Evaluation</li> <li>• Completion of <b>Capstone Project</b> in SAHE 680:Professional Seminar</li> </ul>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4= Exceeds Expectations) in order for achievement of this outcome.</p>		

Students achieve mastery of the knowledge required in their discipline or profession.				
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\* 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 Two

**In no more than one page, summarize 1) the specific discoveries assessment has enabled you to make about student learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator’s feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.**

1. This assessment plan has been revised to accommodate for this transitional year of 2016-2017. With a new tenure-track faculty member in the program and increased dependency on adjunct faculty, the program coordinator determined it necessary to evaluate the pre-existing assessment plan to ensure adequate care be given to student learning. Upon meeting with the faculty, the 2015-2016 plan was deemed cumbersome and difficult to follow. Additional consideration had to be given to maintain academic freedom for faculty, as some of the assignments relied heavily on antiquated assignments. To summarize, the plan in use from 2013-2016 relied heavily on a rotating schedule that assessed certain learning outcomes each year, but unpacking which outcomes were to be measured each year was cumbersome, particularly given faculty turnover. After consultation with the Assessment and Accreditation Coordinator, the faculty in the department decided it best to step away from the pre-determined assignment protocol and focus on the development of a more streamlined assessment protocol that 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. This plan will go into effect 2017-2018, with first data being collected during Fall 2017. This new plan is also in alignment with the model set forth by other programs in the Educational Leadership department.
2. Student learning will be measured during the first semester of a student’s enrollment in the program (during SAHE 637: Introduction to Student Affairs and Higher Education) and during the last semester (during SAHE 680: Professional Seminar). Indirect assessment will occur at benchmarks scheduled by the faculty at the start of each academic year.

*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.*

**Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University**

Degree Program: Student Affairs in Higher Education      Date: 10.28.17

	<b>Level 0 – Undeveloped</b>	<b>Level 1 – Developing</b>	<b>Level 2 – Mature</b>	<b>Level 3 – Exemplary</b>
<b>1. Student Learning Outcomes</b>	<input type="checkbox"/> No outcomes were identified.  <input type="checkbox"/> No Curriculum Map was provided.	<input checked="" type="checkbox"/> Outcomes were identified.  <input checked="" type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes.  <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes.  <input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals.  <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed.  <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains.  <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals.  <input type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization).  <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.)  <input checked="" type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders.  <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is

				addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes. <input type="checkbox"/> Two or more outcomes were assessed in this cycle.
<b>2. Measures &amp; Performance Goals</b>	<input type="checkbox"/> No measures are provided.  <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.  <input type="checkbox"/> Measures are primarily indirect.  <input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.  <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.	<input checked="" type="checkbox"/> At least one direct measure was provided for each outcome.  <input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.  <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified.  <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes.  <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.	<input type="checkbox"/> Multiple measures were employed, and most are direct.  <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.  <input type="checkbox"/> Measures assess some <a href="#">high impact practices</a> (internships, capstone course projects, undergraduate research, etc.)  <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.  <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.  <input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation



				<p>is offered to substantiate that this is appropriate.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do.</p> <p><input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p>
<p><b>3. Results</b></p>	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected and analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance</p>	<p><input type="checkbox"/> Data are being collected and analyzed.</p> <p><input type="checkbox"/> Results are provided.</p> <p><input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to</p>

		standards expected of them.		achieve/achieve less well.  <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
<b>4. Engagement &amp; Improvement</b>	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures.  <input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified.  <input type="checkbox"/> No reflection is offered about previous results or plans.	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.  <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.  <input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results.  <input type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.  <input type="checkbox"/> Results regularly are shared with the faculty.  <input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.  <input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.  <input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.  <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines.  <input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.  <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.  <input type="checkbox"/> Outcomes and results are easily accessible to

				stakeholders on/from the program website.  <input type="checkbox"/> Assessment is integrated with teaching and learning.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Level 0 – Undeveloped</b>	<input type="checkbox"/> <b>Level 1 - Developing</b>	<input type="checkbox"/> <b>Level 2 – Mature</b>	<input type="checkbox"/> <b>Level 3 – Exemplary</b>

**COMMENTS**

Because you redesigned the assessment plan and processes and so had no results to report this year, I did not complete the SLSR rubric. But I did want to make a couple of observations.

You provided two new documents, an outcomes library and a curriculum map. The latter demonstrates that learning outcomes are appropriately covered in the curriculum. The former addresses important learning domains, but because the outcomes are not written as traditional outcomes statements, they do not provide as clear direction to students as they might (compare “Knowledge of different theories on leadership and management” to “Compare different theories on leadership and management”). I would also guess that since outcome 3.1 combines five discrete skills, writing, speaking, listening, working collegially, and facilitating group relations, it may be difficult to effectively assess each individual outcome with one project, and certainly with one rubric.

Your new assessment plan relies on four important measures: The capstone project, a high-impact practice; three practica; and the program evaluation report. No details were provided about these activities, so it is difficult for me to determine how well they align with the related outcomes. Also, what sort of indirect measure are you planning to implement next year?

Because we are gearing up for the Higher Learning Commission reaffirmation process, it is particularly important for us to be able to provide evidence that we are systematically assessing our curricular and co-curricular programs; using the information we derive from that process to develop actionable plans for improvement in student learning; and documenting the improvements that result. I hope that your staffing situation improves soon, and that you are able to make progress that you can report next year.