

**2019-2020 Student Affairs Department-Wide
Student Learning Outcomes Assessment Plan Template**
University of Illinois at Urbana-Champaign

Student Affairs Department	Illinois Leadership Center
Unit (if needed)	
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Step 1. Target Student Audience – This Assessment Plan is for: (*Select One*)

- Students who use programs, services, or other experiences offered by the Student Affairs Department/Unit
- Student Employees of the Student Affairs Department/Unit

Step 2. Student Learning Outcomes for Illinois Leadership Center – Undergraduate Student Employees

List all department or unit-wide student learning outcomes for your target student audience. Additional rows may be added as necessary.

1. Students will enhance their personal communication skills (oral, written, and listening) by giving oral presentations, creating written reports, identifying their personal listening style, engaging in digital communication, and pitching the ILC's Philosophy and Model of Leadership by May 2017 and 2018.
2. Students will develop a greater appreciation of diversity by learning more about their own social identity and personal privilege, interacting across difference, and engaging in discussion regarding difference by May 2017 and 2018.
3. Students will demonstrate effective teamwork/collaboration skills by working within teams to solve problems and generate ideas, collaboratively plan programs, prioritize and delegate team task, and manage conflict within teams.
4. Students will exercise responsible independence by utilizing professional judgement to make decisions, manage complex tasks, and employ time management skills by May 2017 and 2018.
5. Students will enhance their leadership development skills by creating a personal definition of leadership and designing and implementing a personal development plan (2 competencies).
6. Students will demonstrate customer service skills by applying ILC policies/procedures to solve problems, manage in person, phone and email communication, and articulate professional norms.
7. Students will develop career readiness by identifying two goals that align with future career, engage in reflective activities which connect work to career, practice networking skills, and self-advocate for opportunities in the workplace.
8. Students will reflect upon, identify, and articulate connections between their classroom learning, student employment experience, and career pursuits

Step 3. Acknowledge Connections

Using the table below, link the Student Learning Outcomes for your Student Affairs Department/Unit to:

- The Student Affairs Strategic Plan
- The Campus-Wide Student Learning Outcomes
- Metrics that your Student Affairs Department/Unit tracks in the Strategic Profile Metrics hosted by DMI
- Other relevant documents and resources that are meaningful to your office

Additional rows may be added as necessary.

SA Dept/Unit SLO	SA Strategic Plan Initiatives	Campus-Wide SLO	Strategic Profile Metrics	Other (please specify: Illinois Leadership Competencies)
1. Communication	2.1	3	L124, L213	Communication
2. Appreciation of Diversity	2.1, 2.2, 3.1	3, 4	L213	Openness, Cultural Competency,
3. Teamwork/Collaboration	2.1, 3.1	3	L213	Group Dynamics
4. Responsible Independence	3.1	2, 3	L213	Self-Knowledge, Self-Management, Common Purpose, Integrity
5. Leadership Development	3.1	3	L213	All
6. Customer Service			L213	Communication, Relationship Management, Integrity
7. Career Readiness	2.1, 2.5	2	L213	Self-Knowledge, Self-Management
8. Connections	1.2, 2.5, 2.1	3	L213	Reflection

Step 4. Reflect on Past Student Learning Outcomes Assessments

List the student learning outcomes assessment projects that your Student Affairs Department/Unit has carried out (formally or informally) in the past 2 years, including the: (a) program, service or experience explored, (b) the question or program learning outcome assessed, (c) the related department/unit-level learning outcome, and (d) the approximate dates the project was carried out. The box marked “Other” is optional and can include information such as participants, methods, results, briefly reflections on use or impact, etc. You may add rows as necessary.

Program, Service, or Experience		Undergraduate Student Employee Program – Division Wide Survey
	Question(s)	What are student employees in student affairs learning?
	Dept/Unit-Level Learning Outcome(s)	NA – ILC Student Learning Outcomes were created after this occurred
	Project Dates	2015-2016
	Other	
Program, Service, or Experience		Undergraduate Student Employee Program – Literature Review
	Question(s)	What are the best practices in student employment? What experiences/situations promote learning and developmental growth?
	Dept/Unit-Level Learning Outcome(s)	NA – ILC Student Learning Outcomes were created after this occurred
	Project Dates	2015-2016
	Other	
Program, Service, or Experience		Undergraduate Student Employee Research Project (Years 1-2)
	Question(s)	What are the best practices in student employment? What experiences/situations promote learning and developmental growth?
	Dept/Unit-Level Learning Outcome(s)	ILC Student Employee Learning Outcome 1-8
	Project Dates	2017 – 2017, 2017 - 2018
	Other	See LOA plan update for more information

Briefly reflect (1) on individual assessment projects OR (2) across projects: How has assessing student learning outcomes impacted your practice, if at all? (Reflections may be brief, e.g., 1-2 paragraphs.)

In 2015-2016 the Division of Student Affairs conducted a study to measure the student employment learning outcomes across the division. The ILC received disaggregated data to show that our students were reporting gains in many areas including interacting with others across difference, leadership skills, collaboration, and connecting employment to classroom learning. Additionally, the survey found that although ILC student employees scored high in all areas, the areas for improvement were understanding strengths/weaknesses, communication skills, time management, and conflict-mediation.

The ILC staff utilized this data and conducted a comprehensive literature review to determine best practices in student employment nation-wide. We then re-organized our student employment program to meet these best practices by incorporating more reflective activities, setting specific learning goals, creating a team-based designed, and incorporating increased peer supervision.

In 2016 - 2017, 2017 - 2018, 2018 - 2019 we collected data on the student employee learning outcomes. This data has been used to improve our student employment learning experiences each year. For example, throughout the study we discovered that one team was not learning at the rates of their peers. We then eliminated this team and reassigned duties to ensure all students were getting higher levels of responsibility and challenging learning opportunity. In 2019 - 2020 we will be looking at the three-year trends of the data and writing a final report. We will also continue to use this data to inform learning in our student employment positions.

Step 5. Assessment Planning

What do you want to know about student learning in the programs, services, and experiences offered by your student affairs department/unit? Looking at your department/unit-level student learning outcomes, write at **least three questions** you would like to pursue to learn more about student learning at the department/unit-level. Describe what information you need to answer the questions and the timeline it would take you to answer the question. While not every learning outcome needs to be assessed every year, the aim should be to assess them over a **3-5 year period**. The expectation is for some assessment work to take place every year, such as collecting evidence, interpreting evidence, or implementing changes. Add more rows if needed.

Program, Service, or Experience		Undergraduate Student Employee Program
	Question(s)	<ul style="list-style-type: none"> • Have ILC undergraduate student employees shown learning gains in the seven key areas as a result of their employment? (communication, appreciation for diversity, teamwork, responsible independence, leadership, customer service). • To what extent, do ILC student employees, believe their employment has influenced their learning in the seven key areas?
	Dept/Unit-Level Learning Outcome(s)	Student Employment Learning Outcome: 1-7
	Sources/Methods for acquiring evidence	<p>Pre-Post Test to be administrated in August and April that assesses growth in the seven key areas. Paired T-tests will be conducted regarding differences in learning gains. (Indirect)</p> <p>Student Employment Presentation (Direct)</p>
	Timeline	<ul style="list-style-type: none"> ▪ August: 2-day employee training focused on learning outcomes ▪ August: Pre-test administered ▪ Sept: Students submit goals and personal development plan ▪ November/December: IOWA Grow ▪ Jan/Feb: Goals and Personal Development Plans revisited ▪ March/April: IOWA Grow ▪ April: Student Employment Presentation ▪ April: Post-test administered <p>On-going: Monthly staff meetings each focused on a learning outcome</p> <p>On-going: Working in teams to practice learning skills</p> <p>On-Going: Data used to recruit new employees and adapt training and development experiences</p>
	Additional Information	<p>IRB Approved for three years, SARA approved</p> <p>Target Metric</p> <ul style="list-style-type: none"> • Statistically significant learning gains in at least 4 of the 7 learning areas.

Program, Service, or Experience		Undergraduate Student Employee Program
	Question(s)	• What connections have student employees made between their employment, academics, and future career?
	Dept/Unit-Level Learning Outcome(s)	Student Employment Learning Outcome: 7-8
	Sources/Methods for acquiring evidence	<p>Student will create and deliver a presentation connecting work experience to Illinois Leadership competencies which will be assessed using a rubric. (Direct)</p> <p>Reflective discussions/writing based on IOWA GROW questions. Responses will be coded and themed. (Direct)</p> <p>Creation and Completion of Personal Development Plan. Assessed on completion. (Direct)</p>
	Timeline	<p>August: 2-day employee training focused on learning outcomes</p> <p>Sept: Students submit goals and personal development plan</p> <p>October: Guided Reflection on Work Discussion</p> <p>Jan/Feb: Goals and Personal Development Plans revisited</p> <p>April: Guided Reflection on Work Discussion</p> <p>April: Student Employment Presentation</p> <p>On-Going: Data used to recruit new employees and adapt training and development experiences</p>
	Additional Information	<p>IRB Approved in for three years, SARA approved</p> <p>Target Metric</p> <ul style="list-style-type: none"> • 75% of all students identify connections between work, academics, and future career • 75% of presentations rank in the competent/advanced category.

Note:

Please see the accompanying “**Resource Packet**” for the **Student Affairs Department-Wide Student Learning Outcomes Assessment Plan Template.**” That document provides several resources and references that are helpful in completing an assessment plan.