Student Affairs Department	Illinois Leadership Center
Unit (if needed)	
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Date Completed:	1/31/17 – Last Updated:9/13/2019

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 – i-Program

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

Students who attend the programs/services offered by the Illinois Leadership Center will…

1. Personal/Self - Recognize that the practice of effective leadership begins with oneself
    a. Possess an accurate sense of one's current interests, values, and goals (Self-Knowledge).
    b. Manage one's self and actions (Self-Management).
    c. Engage in self-reflection (Reflection).
    d. Understands the perspectives of others (Empathy).
    e. Values new experiences and people (Openness).
    f. Engages in ethically-responsible decision making (Integrity).
2. Interpersonal/Team- Understand and demonstrate that effective leadership requires working with and influencing others to achieve common goals
    a. Builds a sense of commitment from team members (Common Purpose).
    b. Utilizes communication skills to share perspectives and gather viewpoints (Communication).
    c. Builds and maintains healthy and productive relationships (Relationship Management).
    d. Recognizes relationships within groups and manage conflict (Group Dynamics).
    e. Supports other leaders and their initiatives (Followership).
    f. Possesses the skills, knowledge and attitude necessary to create authentic relationships across difference (Cultural Competency).
3. Organization- Effectively navigate organizational systems and influence people.
    a. Create change in organizations through a planned process and engages others in developing a strategic future (Change Management).
    b. Promote and advocate a culture of diversity and inclusion (Diversity/Advocacy).

    c. Create standard processes for ongoing takes and organize work systematically (Systems Thinking).

    d. Value continuous improvement and challenge the traditional ways of doing things. (Innovation).

4. Community/Society-Identify and positively influence community values

    a. Value human rights and recognize the worth of all people (Human Dignity).

    b. Recognizes and understands the value of global perspectives (Global Competence).

    c. Models services to others (Service-Minded).

    d. Analyze the impact of work for an organization and broader society. Improve environmental conditions (Sustainability).

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 (Illinois Leadership Competencies)
1. Personal/Self	2.1, 2.2., 2.3	3, 4	L201, L204, L227, L203, L307, L310 L 339 (Insight), L 336 (Integrity) L331 (Inclusion)	Self Knowledge, Self Management Reflection Empathy Openness Integrity
2. Interpersonal/Team	2.1, 2.2., 2.3	3, 4	L201, L204, L227, L203, L307, L310 L 339 L333 (Intersect)	Common Purpose Communication Relationship Management Group Dynamics Followership Cultural Competency
3. Organization	2.1, 2.2., 2.3	3, 4	L201, L204, L227, L203, L307, L310 L 339 L342 (Ignite)	Change Management Diversity Advocacy Systems Thinking

			L 332 (Innovation)	Innovation
4. Community/Society	2.1, 2.2., 2.3	3, 4, 5	L201, L204, L227, L203, L307, L310 L 339 L 207, L210, L 345	Human Dignity Social Justice Global Competence Service Minded Sustainability

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		i-Programs
	Question(s)	What are students learning at i-programs? Does students reported learning align with each programs learning outcomes? What is their level of satisfaction with i-programs? What marketing strategies are effective?
	Dept/Unit-Level Learning Outcome(s)	ILC Unit – Level Learning Outcome: 1-4
	Project Dates	2015-2016
	Other	
Program, Service, or Experience		Insight – Longitudinal
	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 Unit – Level Learning Outcome: 1- Personal/Self
	Project Dates	2015-2016
	Other	
Program, Service, or Experience		Multi-Institutional Study of Leadership (MSL)
	Question(s)	How are Illinois students scoring on the Socially Responsible Leadership Scale? How do their scores compare to peers? What campus experiences promote leadership development?

	Dept/Unit-Level Learning Outcome(s)	ILC Unit – Level Learning Outcome: 1-4
	Project Dates	2006, 2008, 2010, 2012, 2015
	Other	

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 i-program evaluation process was updated to focus on program-level student learning outcomes. Overall, students indicated they were achieving program learning outcomes at high rates (80-90% indicating they achieved each learning outcomes). Our pilot i-programs had slightly lower rates in select learning outcomes. Due to this we made changes to the curriculum to enhance the education around select outcomes. For example, in Inclusion we increased our focus on understanding personal privilege and global competence.

Our longitudinal study of Insight revealed that students had utilized the knowledge they had gained about their personal strengths in job interviews and internships. Students reported discussing their strengths and indicated increase comfortability engaging in socio-cultural discussions.

The Multi-Institutional Study of Leadership indicated that Illinois students had lower overall leadership capacity than peer institutions. Although, students who attend the ILC's i-programs had higher leadership capacity than their peers. We used this data to examine ways of marketing our programs and services and increasing the delivery methods. We have since shorten the i-programs to make them more appealing, reached out to academic units, and designed shorter 1-hour workshops to reach more students. Additionally, we examined the MSL data and shared the report with various campus units such as Fraternity Sorority Affairs, Career Center, and Rec Sports. This showed both usage data of services as well as the effect various programs/initiatives had on developing leadership capacity and efficacy.

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, Experience		Summer Inbound/Intersect Variation – 2017 – 2020
	Question(s)	• What is the sustained impact of leadership training experiences? • Are their gender differences in the delivery and impact of leadership training? • Are students gaining leadership efficacy or increasing their motivation to lead by attending Inbound leadership program? • Are students showing gains in Citizenship or Transformational Leadership?
	Department Learning Outcomes	ILC Unit – Level Learning Outcome: 1- Personal/Self
	Sources/Methods	This is an experimental design study with a Control and Treatment group. The NSP Inbound program will provide the context for the project. Inbound in a 3-day orientation program, students from the first two sessions will not receive leadership trainings, while student from the last 1-2 will. Surveys will be given to both the Control and Treatment groups at the end of the program. Student records will be data matched. Follow up surveys will be completed in October and March. Measures • Demo • Past Leadership Experiences • Current Student Involvement (Follow up) • CIZ- Citizenship Scale • Motivation to Lead • SEL – Self-Efficacy Leadership Scale • TLS – Transformational Leadership Scale
	Timeline	▪ Spring 2018 – Planning with research team (Beth Hoag, V Chunoo Dave Rosch, Jennifer Delany, Jenn Smist, Woo-Jeong Shim) ▪ Summer 2018 – Inbound Sessions ▪ October 2018 – First Follow up ▪ Feb. 2019 – Second Follow up ▪ Spring – Summer 2019 – Analyze Data, New Inbound ▪ October 2019 – First Follow up ▪ Feb 2020 – Second Follow up
	Additional Information	IRB and SARA approved (Spring 2018)
Program, Service, or Experience		Annual Assessment: All i-programs (Conducted annually)

	Question(s)	• To what degree are students achieving the stated learning goals for each program? • How well does the curriculum align with the learning goals? • How can we implement/adjust our curriculum or pedagogy to enhance student learning? • Are there significant learning differences between demographic groups (gender, race, international status, James Scholar etc.)?
	Dept/Unit-Level Learning Outcome(s)	ILC Unit – Level Learning Outcome: 1-4. (Varies by program)
	Sources/Methods for acquiring evidence	• i-program evaluation • Facilitator evaluation
	Timeline	• Evaluation conducted immediately following each program • Data is entered, coded, and analyzed one week following the program • A report is created for each program that details both quantitative and qualitative findings. An infographic also created to visualize the data. • The Assessment and Research Team, meets with i-program team to discuss findings. • Some findings may be implemented immediately others may take more time (i.e. curricular changes) • At the end of the academic year, data is compiled and inferential statistics are performed.
	Additional Information	

Note:

Please see the accompanying **"Resource Packet" for the 2016-2017 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.