

Student Development Outcome 2024-2025

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Template:

Outcome Results

Outcome Name:

Student Development Outcome 2024-2025

Start:

7/1/2024

End:

6/30/2025

Providing Department:

Institution

Responsible Users:

Benchmark Met?:

Some

Outcomes:

SDO

Benchmark Summary for the Unit (see the meeting minutes for details in each area)

SDO 1: **Communication:** *Students will practice effective communication through a variety of appropriate means in a co-curricular setting.*

Benchmark and results:

- The Assessments:** This SDO has two assessments: RAs (the communication section of the RA Performance Assessment) and Student Workers (the leadership category of the Student Worker Evaluation).
- The Benchmarks:** for both assessments was exceeded, so overall the benchmark was exceeded.
 - RAs showed a slight decrease in the number of students that exceeded results.
 - Student workers, however, had an increase of 3% of students scoring above average and an 8% in students exceeding expectations from last year.
- Changes Made:** Changes we made include moving the Student Worker survey to a digital form—a goal we have had for a few years! This year the decision was made to track ‘not attempted’ surveys for student workers so we could work on increasing the response rate. We were also able to assess TAs, which was a recommendation from last year.
- Opportunities for Learning:** Opportunities for student learning is to continue to train student workers to communicate better when they reach a problem that they are unable to solve. We also see an opportunity to do campus-wide communication training with our student workers on specific communication principles (SBAR, UVF communication policy, phone greetings, etc.).

Highlight:

- The RA Assessment continues to be a great example of regular, ongoing use of assessment as an educational tool even though the results were down this year. RAs are given a copy of the assessment at key points in the semester and use it to assess themselves. Then they discuss the results and an action plan for improvement with their RA coach.

SDO 2: **Information Literacy/Critical Thinking:** *Students will be able to locate and analyze information in order to solve problems and make evidence-based decisions in a variety of co-curricular settings.*

- The Assessments:** This SDO has four assessments: Financial Services (a financial literacy quiz), Orientation (location of offices and functions), Student Success (articulation of goals), and Tutoring (rating of sessions). Tutoring was not assessed this year for the second year in a row.

- The Benchmarks:** Overall, the results were encouraging, with the only negative change due primarily to staff changes. We took a dip in our Student Success results (partly due to fewer students being assessed: 7 this year vs 23 last year). We met the benchmark for the first time in Orientation, and met the benchmark in Financial Services in both fall and spring which was an improvement over last year.

- Changes Made:**

- In Student Success, we changed Directors in the beginning of September, and did not have a full number of student links, which influenced the number of students that could be assessed.
- Orientation has been of particular focus for us in the last couple of years. Adjustments made to the way in which location information is presented in Orientation were successful!
- The Financial Services quiz was moved to Canvas, which increase the completion rate and the ease of administering the assessment. We believe because this quiz is NOT anonymous, student care more about their responses.

- Opportunities for Learning:** The opportunity exists to see how we can better present information to students BEFORE they arrive to campus (Orientation). Additional questions will be added to the Financial Services quiz next year to assess the learning of new information. We may also consider a different assessment to better assess students' ability to use information literacy/critical thinking to meet their goals (this assessment has typically scored 100%).

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- Despite the decrease in the number of students meeting the benchmark in the 'interpersonal skills' area (below), the intentional focus on increasing student learning through Orientation has resulted in measurable improvement in Student Learning.
- Process changes with the Financial Services assessment have yielded better results that are more reflective, we believe, of student learning.

SDO 3: Interpersonal Skills: *Students will demonstrate respectful and responsible personal behavior; interpersonal relationships, and leadership in a variety of co-curricular settings.*

- The Assessments:** This SDO has six assessments: RAs (the interpersonal section of the RA Performance Assessment), Residence Life (incident reports), Orientation (new student and faculty/staff relationships), Student Organizations (Teamwork rubric), Athletics (responsible behavior and violations) and FYE (pre-registration for classes).

- The Benchmarks:** This year, 430 students were assessed through this SDO. Overall, 77% of student met or exceeded the unit benchmark, 2% partially met, 21 % either did not meet or did not attempt.

- This is actually a decrease of 4% meeting the benchmark. Several key assessments contributed to this.
- Residence Life was down again slightly from last year as last year was the first time the benchmark had been met. Last year may have been an anomaly; we will continue to evaluate.
- Orientation was down slightly this year, but last year was the first time the benchmark had been met.
- Assessment leaders in two areas, Missions and Student Success, had turnover which likely impacted the assessment results--both in educating students and gathering data.
- FYE was down which may have been the result of changes in the FYE Coordinator and Student Success positions and lack of communication with FYE teachers about their role in assisting students with removal of financial services holds.

- Changes Made:** In the Athletics category, the benchmark was increased by 10% and still met. Last year's goals included resourcing student advisors on how to best utilize the Teamwork rubric; we saw improvement in SLMs and UVF Worship.

- Opportunities for Learning:** We would like to see investment in student learning through the Teamwork assessment among Student Leadership groups and in supporting FYE teachers/advisors in the registration period.

Highlights

- The Orientation, Interpersonal Skills assessment is an example of focused change. Two years ago, we knew we could do better. Changes were made to the timing of the survey, to the 'curriculum' and who was involved. The result was a 29.3% increase in the number of students meeting the benchmark, and an increase in the number of students participating in the assessment. In 2022-2023, 58% met the benchmark, but after implementing strategies, this increased to 87.3%. In 2023-2024, we dropped to 71%, which is significant; however, it is still an improvement over 2022-2023, and we are refining our strategies through Orientation.
- The Athletics violations assessment is an example of use of results. The assessment was adjusted to better reflect our institutional KPIs. In 2022-2023, of the 156 student assessed, 36 were involved in a violation report. Of the 36 student athletes who had at least a single violation, 1/3 did not return in the spring or the fall. This year, of 152 students assessed, 27 had violations and it appears 25% may not return. We continue to explore these numbers as retention indicators.

SDO 4: Christian Worldview: *Students will practice a Christian worldview as indicated by articulating the Gospel, abiding in God's presence, following Jesus, and fulfilling God's mission through a Spirit-empowered life in a variety of co-curricular settings.*

- The Assessments:** This SDO has five assessments: Chapel (Gospel fluency); Student Conduct (redemptive path educational component), Missions (testimony rubric), SLMs (testimony rubric), Small Groups (assessment rubric of various categories).

●**The Benchmarks:** Overall, 92.5 % met the benchmark (which is down 1.5% from 2023-2024).

- Our students continue to be Gospel-fluent. Interestingly, two questions which were traditionally lower scored, were the highest correct since 2021.
- In the small group assessment, more groups met the standard than in all prior years.
- Only SLMs did not meet the benchmark.

●**Changes Made:** We continued utilizing Small Group Coaches, which may has continued to yield strong results. We intended to address works-based theology and prosperity teaching and saw an uptick in correct answers on the Gospel Fluency quiz. We were also more intentional about instructing mentors on the educational requirements of student disciplinary contracts.

●**Opportunities for Learning:** We can dig deeper into the results of our Gospel Fluency quiz, and continue to utilize and expand the work/influence of small group coaches.

Highlights:

- One of our goals was to increase student learning related to the Gospel—“Plan to utilize teaching pastors or small group discussions to address works-based theology or prosperity teaching.” This year’s numbers may reflect that intentional goal, although we want to dig a little deeper.
- The Student Conduct assessment used process change to improve results. In 2022-2023 year we had 57% of students completing the requirements of the contract, and in 2023-2024, we had 76% of students completing these requirements. Overall, this was a 19% increase. Recommendations also resulted in improved training of mentors who administered the contracts, a change which contributed to the improved completion rate. In 2024-2025, the recommendation was to give mentors a list of potential assignments to ensure educational requirements were clear. This year, 94% of students completed the requirements.

SDO 5: Holistic Development: *Students will practice a holistic lifestyle with attention to mental/emotional, physical, spiritual, and social dimensions of personhood in a variety of co-curricular settings.*

●**The Assessments:** This SDO has five assessments: Health & Wellness Center (treatment plans), Dining (Sodexo healthy options survey), Counseling Growth survey (student self-reported), Counseling Matrix (counselor-reported), and the Mental Health Awareness Survey.

●**The Benchmarks:** Overall the results were mixed:

- The treatment plans always score high—students must be able to ‘teach back’ to nurse Lauren what they learned. In Dining, we saw a slight decrease in student satisfaction and awareness of healthy options; unfortunately, this has occurred year over year now for a few years. In Mental Health, we met the benchmarks for self-awareness, growth of students in counseling (both assessments)

●**Changes Made:** We added two new mental health assessments. We are testing to see which will help us best assess student learning.

●**Opportunities for Learning:** We can review how we communicate about healthy food choices to our student body in the Dining Commons. One new assessment didn’t get run (FYE quiz), and we think that can help us gauge student learning next year.

Highlight

- We have taken great strides over the years in assessing mental health awareness and resources. We look forward to using results to impact student learning in the years ahead.

SDO 6: Professional: *Students will demonstrate the essential knowledge and skills necessary to lead in specific co-curricular settings.*

●**The Assessments:** This SDO has three assessments; Student Employment (professionalism and attendance and punctuality on the Student Worker Evaluation), Career Services (seniors completing a 3-point Career Services Action Plan), and Travel Teams (score on ministry team evaluations).

●**The Benchmarks:** Overall, 2 of the 3 assessments met their benchmark—Student Employment and UVF Worship evaluations. The one that did not meet the benchmark, Career Services, did not have data this year (see highlights below).

●**Changes Made:** the student worker evaluation was digitized and TAs were evaluated. We had a staff change in Student Success and Career Services and took a hit in our assessment in that area.

●**Opportunities for Learning:** We want to keep in mind comments from last year that professionalism is an issue across the larger student body. Here we are assessing student workers (the positions of which are competitive), and student leaders. We can explore ways to assess/teach the larger student population (30-40% do not work according to our Residence Life Survey). As in SDO 1, we want to explore how student worker supervisors can teach/train on professionalism through our HR office (HR GA).

Highlight: (This was a highlight in 2023-2024 but we keep it because we want to give attention to it this year. Although we did not maintain the momentum with the staff change, we intend to re-engage and continue to see increases in the benchmarks met) The Career Services assessment shows year over year improvement. There were significantly more students who partially reached the benchmark than in previous years:

2023-2024: 63 total--30 met, 16 partially met, 17 did not meet.48% met

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Key Discussion Points or Overall Trends

- Training the people administering the assessments: The assessment is a tool for learning. When we have invested in the people administering the assessments, teaching them to use it as a tool throughout the year or as part of their coaching conversations with students, student learning increases. This shows us we need not only SDO leader and assessment leaders to ‘own’ the assessments, but those administering the assessments as well. They need to know the ‘why’ behind it.
- Campus-wide trainings: We want to consider how we can train specific skill campus-wide. We have still we train in various setting—can we identify key communication and professional skills that we want all students to learn, and then identify the settings where they will learn them? Another area identified that needs growth is working on teams. This would help us ensure that all students are getting the training.
- Staff transition and assessment: We still need to grow in this! We have experienced it now several times but still see challenges when staff transition. Can we provide accountability through SDO leaders of success in terms of updated job descriptions and process folders?
- Going deeper: Can we take some of our assessment and go deeper? We are thinking about Orientation and tying it to retention, or continuing to explore retention numbers and student athletes’ violation reports. What can we learn from going deeper?

We were able to take some positive steps forward this year and have these recommendations for next year:

SDO 1 and SDO 6

- Make and record decisions/process on how to evaluate students with multiple student worker positions.
- Create a November/December student worker advisor email/reminder to review the student worker evaluation with the student as a mid-point review to coach student workers.
- Utilize the new GA role to train student worker supervisors on key skills they can teach their student worker that could be evaluated by the student worker assessment.
- Consider a ‘communication’ assessment that assesses the larger student population in order to get a grasp of the learning of the average student outside the classroom (if possible).

SDO 2

- Review Orientation Scavenger Hunt and Financial Services results and process to see if we can increase the ability of students to retain location information.
- Ensure Tutoring assessment leaders are identified and trained, and that assessment leader is added to their job description.
- Ensure Student Success assessment processes are well documented and those participating in processes are trained each fall (add to task calendar).
- Recruit more student links to increase the number of people the Student Success Office can meet with, which will increase the number of students that can be assessed.

SDO 3

- Give students the opportunity to list 2 faculty/staff members which may help them meet the benchmark if one of those they name is a student.
- Reevaluate the Residence Life assessment as we are not hitting our benchmark. Is it measuring the right things? How can we help students grow?
- Resource student advisors on how to best utilize the Teamwork is our Spirit Rubric within student organizations.
- Change the benchmark for Athletics to the following: 80% of student athletes will not be involved in a violation report.
- Continue to remind FYE instructors to support individual students in clearing their financial holds so they can participate in the registration process.
- Work with Campus Security to help improve training for new employees.

SDO 4

- Consider going back to the chapel survey as chapel replacement rather than extra chapel credit to increase number of results.
- Write a process on how to conduct the Gospel Fluency assessment each year.
- Have advisors hold post-missions trip follow up meetings with Advisor Coaches to complete the rubric and discuss what they would like to do differently in the future.
- Recruit more student conduct mentors from outside of the Student Life Office next year.
- Conduct more training with SLM advisors and leaders about recruiting and succession of leadership.
- Take feedback from the small group facilitators regarding the prompts and use this information to create deeper and clearer prompts.

SDO 5

- Plan to compensate for changes in the ability to offer “Stress Less” groups and free pastoral counseling in order to keep mental health options accessible for students.
- Use Mental Health Awareness Survey results to strategically invite attendees to Mental Health First Aid training.
- Reconsider the benchmark of counselors rating student growth. If it is still desired, provide a student consent form for the Counseling Student Growth Matrix.
- Work with Sodexo to explore the drop in student satisfaction with healthy options and create a plan to increase visibility of healthy options. Document efforts made in 2025-2026.
- Utilize the Health Center resources to further promote a healthy lifestyle.
- Implement the Health and Wellness survey in FYE as a possible replacement for the treatment plans assessment.

SDO 6

- Revisit the Worship Team assessment that always scores 100%--is there anything we should adjust or change about the assessment, or that should replace it as a better measure? We wanted to replace it last year, but it is a good measure of professionalism. What can we add that will assess what we want?

All SDOs/Assessments

- Carefully review when reporting is due (fall/spring/summer) to ensure we are reporting at the best time for that assessment, AND (if reporting in spring) what semester(s) the results should cover.
 - Clarify assessments that take place in summer (Missions/Travel Teams) when they are to report and for what year (always for the year ahead).
 - SDO leaders to review the assessment process with assessment leaders—as our assessment process has matured, look again at the assessment in terms of student learning. What can each assessment leader do this year to help students learn in this area? Is this assessment tracking the kind of learning we are looking for?
 - SDO leaders choose a learning outcome or goal where we can ‘move the needle.’
- 1.When we ‘zero in’ on an outcome or a goal in order to improve student learning, we do! Keep the progress made this part year while identifying areas we can strengthen student learning this year.
 - 2.Work with supervisors to ensure the transferability of assessment knowledge when positions turn over. Assessment needs to be written into job descriptions and on task calendars if not done so already.
 - 3.Consider how we can better equip the ‘average’ student in the areas of communication and professionalism if they are not student workers or student leaders.
 - 4.Can we use AI to help us gain insights or trends we may not be identifying on our own?

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- Work with Sodexo to explore the drop in student satisfaction with healthy options and create a plan to increase visibility of healthy options. Document efforts made in 2025-2026.
- Utilize the Health Center resources to further promote a healthy lifestyle.
- Implement the Health and Wellness survey in FYE as a possible replacement for the treatment plans assessment.

SDO 6

- Revisit the Worship Team assessment that always scores 100%--is there anything we should adjust or change about the assessment, or that should replace it as a better measure? We wanted to replace it last year, but it is a good measure of professionalism. What can we add that will assess what we want?

All SDOs/Assessments

- Carefully review when reporting is due (fall/spring/summer) to ensure we are reporting at the best time for that assessment, AND (if reporting in spring) what semester(s) the results should cover.
 - Clarify assessments that take place in summer (Missions/Travel Teams) when they are to report and for what year (always for the year ahead).
 - SDO leaders to review the assessment process with assessment leaders—as our assessment process has matured, look again at the assessment in terms of student learning. What can each assessment leader do this year to help students learn in this area? Is this assessment tracking the kind of learning we are looking for?
 - SDO leaders choose a learning outcome or goal where we can ‘move the needle.’
- 1.When we ‘zero in’ on an outcome or a goal in order to improve student learning, we do! Keep the progress made this part year while identifying areas we can strengthen student learning this year.
 - 2.Work with supervisors to ensure the transferability of assessment knowledge when positions turn over. Assessment needs to be written into job descriptions and on task calendars if not done so already.
 - 3.Consider how we can better equip the ‘average’ student in the areas of communication and professionalism if they are not student workers or student leaders.
 - 4.Can we use AI to help us gain insights or trends we may not be identifying on our own?

Analysis/Interpretation (Consideration):

ISLO Report Summary: SDO Assessment Analysis

Student Development Outcomes (SDO) Assessment Summary

SDO 1: COMMUNICATION

Outcome Statement: Students will practice effective communication through a variety of appropriate means in a co-curricular setting.

Analysis/Interpretation

Two assessment measures (RAs and Student Workers) both exceeded benchmarks, indicating overall strong communication skill development. The RA assessment demonstrates exemplary use of ongoing assessment as an educational tool through self-assessment and coaching conversations. Student worker communication showed improvement with increased percentages scoring

above average and exceeding expectations.

Strengths

- **Overall benchmark exceeded** across both assessment measures
- **Student Workers:** 3% increase in above-average scores; 8% increase in exceeding expectations from prior year
- **RA Performance Assessment:** Continues to serve as excellent model of assessment as educational tool
- **Process improvements:** Successfully moved Student Worker survey to digital format
- **Expanded assessment scope:** Successfully assessed Teaching Assistants (TAs) as recommended from previous year
- **Enhanced tracking:** Implemented tracking of "not attempted" surveys to improve response rates

Challenges

- **RA results decline:** Slight decrease in number of RAs exceeding benchmark
- **Student worker problem-solving:** Need to improve communication when students encounter problems they cannot solve independently

Action Plan

- Continue campus-wide communication training with student workers on specific principles (SBAR, UVF communication policy, phone greetings, etc.)
- Provide additional training for student workers on escalation and communication protocols when problems arise
- Create November/December student worker advisor email/reminder to review evaluation with students as mid-point review coaching opportunity
- Utilize new GA role to train student worker supervisors on key communication skills they can teach and evaluate
- Consider broader "communication" assessment for general student population outside classroom (if possible)
- Make and record decisions/process on evaluating students with multiple student worker positions

SDO 2: INFORMATION LITERACY/CRITICAL THINKING

Outcome Statement: Students will be able to locate and analyze information in order to solve problems and make evidence-based decisions in a variety of co-curricular settings.

Analysis/Interpretation

Overall encouraging results with three of four assessment measures showing positive outcomes. Orientation assessment met benchmark for the first time following intentional curriculum and delivery modifications. Financial Services met benchmark in both fall and spring, representing improvement over prior year. Student Success results declined, primarily due to staffing transitions affecting both student assessment numbers and quality of assessment implementation.

Strengths

- **Orientation:** Met benchmark for first time after focused improvement efforts
- **Financial Services:** Met benchmark in both fall and spring semesters (improvement over previous year)
- **Process improvements:** Financial Services quiz moved to Canvas, increasing completion rate and administration ease
- **Accountability through transparency:** Non-anonymous quiz format appears to increase student care about responses
- **Measurable impact:** Intentional focus on information presentation in Orientation yielded measurable student learning improvement

Challenges

- **Student Success decline:** Decreased results compared to prior year (7 students assessed vs. 23 previous year)
- **Staffing disruptions:** Director change in early September impacted assessment consistency
- **Student Links shortage:** Insufficient number of Student Links reduced assessment capacity
- **Tutoring not assessed:** Second consecutive year without Tutoring assessment data
- **Assessment tool questions:** Student Success assessment may need revision (typically scores 100%, may not adequately assess information literacy/critical thinking for goal achievement)

Action Plan

- Review Orientation Scavenger Hunt and Financial Services results/process to increase student retention of location information
 - Ensure Tutoring assessment leaders are identified, trained, and added to job descriptions
 - Ensure Student Success assessment processes are well-documented with fall training for all participants (add to task calendar)
 - Recruit more Student Links to increase Student Success Office capacity and number of students assessed
 - Add additional questions to Financial Services quiz to assess learning of new information
 - Consider different/additional assessment to better measure students' ability to use information literacy/critical thinking for goal achievement
-

SDO 3: INTERPERSONAL SKILLS

Outcome Statement: Students will demonstrate respectful and responsible personal behavior, interpersonal relationships, and leadership in a variety of co-curricular settings.

Analysis/Interpretation

This SDO assessed 430 students across six assessment measures, with 77% meeting or exceeding benchmark. However, this represents a 4% decrease from previous year. Several assessments contributed to decline, including Residence Life (slight decrease after meeting benchmark previous year), Orientation (down after first-time benchmark achievement), and assessments in areas experiencing staff turnover (Missions, Student Success). FYE registration results declined, potentially due to coordinator transitions and communication gaps. Athletics benchmark was increased 10% and still met, demonstrating strong performance. Notable success in Student Leadership groups (SLMs, UVF Worship) utilizing Teamwork rubric showed improvement.

Strengths

- **Overall:** 77% of 430 students met or exceeded benchmark
- **Athletics:** Benchmark increased 10% and still met; demonstrates strong violation prevention
- **Student Organizations:** Improved assessment results in SLMs and UVF Worship following advisor training on Teamwork rubric utilization
- **Retention correlation:** Athletics violations assessment provides valuable retention indicators (25-33% of students with violations do not return)
- **Targeted improvement demonstrated:** When resources invested in teaching rubric use, student learning outcomes improve

Challenges

- **Overall decline:** 4% decrease in students meeting benchmark compared to previous year
- **Residence Life:** Second year of slight decline after achieving benchmark two years ago (previous year may have been anomaly)
- **Orientation interpersonal skills:** Decreased from 87.3% (2023-2024) to 71% (2024-2025), though still above 2022-2023 baseline of 58%
- **Staff turnover impact:** Assessment results in Missions and Student Success affected by leadership changes
- **FYE registration support:** Decreased results likely due to coordinator transitions and lack of communication with FYE teachers about their role in assisting students with financial holds
- **Inconsistent rubric utilization:** Not all student organizations consistently using Teamwork rubric effectively

Action Plan

- Give students opportunity to list 2 faculty/staff members in Orientation assessment (may help meet benchmark if one named person is student)
- Re-evaluate Residence Life assessment: Is it measuring the right things? How can we help students grow?
- Continue resourcing student advisors on how to best utilize "Teamwork is our Spirit" rubric within student organizations
- Change Athletics benchmark: "80% of student athletes will not be involved in a violation report"
- Continue reminding FYE instructors to support individual students in clearing financial holds for registration participation
- Work with Campus Security to improve training for new employees
- Investment in student learning through Teamwork assessment among Student Leadership groups
- Support FYE teachers/advisors during registration period

SDO 4: CHRISTIAN WORLDVIEW

Outcome Statement: Students will practice a Christian worldview as indicated by articulating the Gospel, abiding in God's presence, following Jesus, and fulfilling God's mission through a Spirit-empowered life in a variety of co-curricular settings.

Analysis/Interpretation

Overall 92.5% of students met benchmark (1.5% decrease from previous year), indicating consistently strong Christian worldview development. Students continue to demonstrate Gospel fluency with notable improvements in historically lower-scoring questions. Small Group assessment achieved highest percentage of groups meeting standard in all prior years. Student Conduct educational component showed exceptional improvement (94% completion rate vs. 76% prior year, 57% two years ago) following mentor training improvements. Only SLMs failed to meet benchmark.

Strengths

- **Overall strong performance:** 92.5% met benchmark
- **Gospel fluency maintained:** Students continue demonstrating strong Gospel knowledge
- **Targeted improvement success:** Two traditionally lower-scored questions showed highest correct responses since 2021 after intentional teaching on works-based theology and prosperity teaching
- **Small Groups excellence:** More groups met standard than in all prior years
- **Student Conduct dramatic improvement:** 94% completion rate (up from 76% and 57% in prior years)

- 19% increase between 2022-2023 and 2023-2024
 - Additional improvement to 94% in 2024-2025
- **Mentor training effectiveness:** Improved mentor training contributed significantly to Student Conduct completion improvements
- **Small Group Coaches impact:** Continued use of coaches appears to yield strong results
- **Clear educational requirements:** Providing mentors with list of potential assignments improved completion rates

Challenges

- **SLMs benchmark:** Did not meet benchmark this year
- **Sustained improvement needed:** Need to maintain momentum on Gospel fluency teaching
- **Mentor recruitment:** Need to expand mentor pool beyond Student Life Office

Action Plan

- Consider returning to chapel survey as chapel replacement (rather than extra credit) to increase participation
- Write formal process document on conducting Gospel Fluency assessment annually
- Have advisors hold post-missions trip follow-up meetings with Advisor Coaches to complete rubric and discuss future improvements
- Recruit more student conduct mentors from outside Student Life Office
- Conduct additional training with SLM advisors and leaders about recruiting and leadership succession
- Take feedback from small group facilitators regarding prompts; create deeper and clearer prompts
- Continue utilizing teaching pastors/small group discussions to address works-based theology or prosperity teaching
- Dig deeper into Gospel Fluency quiz results to identify ongoing teaching opportunities

SDO 5: HOLISTIC DEVELOPMENT

Outcome Statement: Students will practice a holistic lifestyle with attention to mental/emotional, physical, spiritual, and social dimensions of personhood in a variety of co-curricular settings.

Analysis/Interpretation

Results were mixed across the five assessment measures. Health & Wellness treatment plans consistently score high due to "teach back" methodology ensuring student comprehension. Mental health assessments (self-awareness and counselor-reported growth) met benchmarks, representing progress in assessing this critical area. However, Dining satisfaction with healthy options has declined year-over-year for several consecutive years. Two new mental health assessments were added to determine which better assesses student learning.

Strengths

- **Treatment plans:** Consistently high scores through effective "teach back" methodology with Nurse Lauren
- **Mental health benchmarks met:** Both self-awareness and growth assessments met targets
- **Assessment expansion:** Successfully added two new mental health assessments for evaluation
- **Mental health assessment development:** Making strides in assessing mental health awareness and resources over multiple years
- **Proactive mental health focus:** Positioning to use results to impact student learning in future

Challenges

- **Dining satisfaction decline:** Year-over-year decrease in student satisfaction and awareness of healthy options (multi-year trend)
- **New assessment not implemented:** FYE Health and Wellness quiz not administered; could provide valuable baseline data
- **Counseling accessibility concerns:** Need to compensate for changes in "Stress Less" groups and free pastoral counseling availability
- **Counselor growth matrix concerns:** May need student consent form if continuing this assessment

Action Plan

- Review communication strategies about healthy food choices in Dining Commons with Sodexo
- Work with Sodexo to explore satisfaction decline and create plan to increase healthy option visibility; document 2025-2026 efforts
- Utilize Health Center resources to further promote healthy lifestyle
- Implement Health and Wellness survey in FYE as possible replacement for treatment plans assessment
- Plan to compensate for changes in "Stress Less" groups and free pastoral counseling accessibility to keep mental health options available
- Use Mental Health Awareness Survey results to strategically invite attendees to Mental Health First Aid training
- Reconsider counselor growth rating benchmark; provide student consent form for Counseling Student Growth Matrix if continuing

- Continue developing and refining mental health assessments to best measure student learning

SDO 6: PROFESSIONAL DEVELOPMENT

Outcome Statement: Students will demonstrate the essential knowledge and skills necessary to lead in specific co-curricular settings.

Analysis/Interpretation

Two of three assessments met benchmarks (Student Employment and UVF Worship evaluations). Career Services did not have data this year due to staff transition in Student Success and Career Services. Previous year showed significant improvement in Career Services (48% met benchmark vs. 14% prior year), but this momentum was lost with staffing changes. Student worker evaluation was successfully digitized and expanded to include TAs.

Strengths

- **Student Employment:** Met benchmark for professionalism, attendance, and punctuality
- **UVF Worship:** Travel team evaluations met benchmark
- **Process improvement:** Successfully digitized student worker evaluation
- **Assessment expansion:** TAs now included in evaluation process
- **Prior year momentum:** Career Services showed dramatic improvement before staffing disruption (48% vs. 14% previously)

Challenges

- **Career Services data gap:** No assessment data collected this year due to staff transition
- **Momentum loss:** Previous year's significant Career Services improvements not sustained
- **Limited population assessment:** Only assessing student workers (competitive positions) and student leaders, not general student body
- **General student professionalism:** Professionalism identified as broader campus issue, but only 60-70% of students work
- **UVF Worship assessment ceiling:** Always scores 100%—may not be adequately challenging or discriminating

Action Plan

- Re-engage Career Services assessment to restore previous year's momentum and continue improvement trajectory
- Make and record decisions/process on evaluating students with multiple student worker positions
- Create November/December student worker advisor email/reminder for mid-point evaluation review and coaching
- Utilize new GA role to train student worker supervisors on key skills they can teach and evaluate
- Explore ways to assess/teach professionalism to larger student population (30-40% who don't work according to Residence Life Survey)
- Explore how student worker supervisors can teach/train on professionalism through HR office (HR GA)
- Revisit UVF Worship Team assessment that always scores 100%: Should it be adjusted, changed, or replaced with better measure? Consider what additional elements could assess desired professionalism outcomes

CROSS-SDO THEMES AND INSTITUTIONAL RECOMMENDATIONS

Key Discussion Points and Overall Trends

1. Training Assessment Administrators

Finding: Assessment is most effective as a tool for learning when those administering assessments are trained to use it throughout the year or as part of coaching conversations with students.

Implication: Need investment in training not only SDO leaders and assessment leaders, but also those directly administering assessments. They need to understand the "why" behind assessments.

Action: Develop comprehensive training for all assessment administrators, emphasizing assessment as educational tool rather than compliance exercise.

2. Campus-Wide Skills Training

Finding: Specific skills (communication, professionalism, teamwork) need development across entire student body, not just student workers and leaders.

Implication: Current approach may leave 30-40% of students without critical professional skill development.

Action:

- Identify key communication and professional skills all students should learn
- Identify settings where all students will learn these skills
- Ensure comprehensive coverage rather than limiting to competitive positions
- Develop campus-wide training initiatives for identified critical skills

3. Staff Transition and Assessment Continuity

Finding: Staff transitions consistently impact assessment quality and results (observed in Student Success, Career Services, FYE, Missions).

Implication: Assessment knowledge and responsibility not adequately documented or transferred during transitions.

Action:

- Provide accountability through SDO leaders for successful transitions
- Ensure updated job descriptions include assessment responsibilities
- Maintain current process folders for all assessment positions
- Add assessment tasks to task calendars
- Document assessment processes for all roles

4. Going Deeper with Data

Finding: Opportunities exist to extract additional insights from assessment data, particularly regarding retention indicators.

Examples:

- Orientation assessment tied to retention outcomes
- Athletics violation reports correlated with student retention (25-33% non-return rate)

Action:

- Conduct deeper analysis of existing assessments for retention indicators
- Explore correlations between assessment results and student success metrics
- Consider longitudinal studies of assessment performance and persistence
- Investigate using AI to identify trends and insights not currently recognized

INSTITUTIONAL STRENGTHS

1. **Assessment as Educational Tool:** RA assessment exemplifies using assessment for ongoing student development rather than summative evaluation
2. **Responsive Process Improvement:** Multiple examples of digitization, format changes, and timing adjustments improving data quality and completion rates
3. **Focused Improvement Success:** When resources target specific outcomes (Orientation, Student Conduct), measurable improvements result
4. **Retention Data Integration:** Beginning to connect assessment results with retention indicators
5. **Sustained Performance:** Overall strong performance across most SDOs (92.5% SDO 4, 77% SDO 3, benchmarks exceeded in SDO 1)
6. **Mental Health Assessment Development:** Multi-year commitment to developing appropriate mental health awareness and growth assessments

INSTITUTIONAL CHALLENGES

1. **Staff Transition Vulnerability:** Repeated evidence that position changes disrupt assessment continuity and quality
2. **Limited Population Coverage:** Many assessments only reach student workers and leaders, missing 30-40% of student body
3. **Sustained Improvement Maintenance:** Difficulty maintaining momentum when achieving benchmark success (Residence Life, Orientation, Career Services)
4. **Year-Over-Year Declines:** Some assessments showing multi-year declining trends (Dining satisfaction)
5. **Assessment Administrator Training:** Inconsistent understanding of assessment purposes and procedures among those implementing assessments
6. **Documentation Gaps:** Assessment processes not consistently documented for continuity during transitions

Action Plan (Use):

ISLO Report Summary: SDO Assessment Analysis

Student Development Outcomes (SDO) Assessment Summary

SDO 1: COMMUNICATION

Action Plan

- Continue campus-wide communication training with student workers on specific principles (SBAR, UVF communication policy, phone greetings, etc.)
 - Provide additional training for student workers on escalation and communication protocols when problems arise
 - Create November/December student worker advisor email/reminder to review evaluation with students as mid-point review coaching opportunity
 - Utilize new GA role to train student worker supervisors on key communication skills they can teach and evaluate
 - Consider broader "communication" assessment for general student population outside classroom (if possible)
 - Make and record decisions/process on evaluating students with multiple student worker positions
-

SDO 2: INFORMATION LITERACY/CRITICAL THINKING

Action Plan

- Review Orientation Scavenger Hunt and Financial Services results/process to increase student retention of location information
 - Ensure Tutoring assessment leaders are identified, trained, and added to job descriptions
 - Ensure Student Success assessment processes are well-documented with fall training for all participants (add to task calendar)
 - Recruit more Student Links to increase Student Success Office capacity and number of students assessed
 - Add additional questions to Financial Services quiz to assess learning of new information
 - Consider different/additional assessment to better measure students' ability to use information literacy/critical thinking for goal achievement
-

SDO 3: INTERPERSONAL SKILLS

Action Plan

- Give students opportunity to list 2 faculty/staff members in Orientation assessment (may help meet benchmark if one named person is student)
 - Re-evaluate Residence Life assessment: Is it measuring the right things? How can we help students grow?
 - Continue resourcing student advisors on how to best utilize "Teamwork is our Spirit" rubric within student organizations
 - Change Athletics benchmark: "80% of student athletes will not be involved in a violation report"
 - Continue reminding FYE instructors to support individual students in clearing financial holds for registration participation
 - Work with Campus Security to improve training for new employees
 - Investment in student learning through Teamwork assessment among Student Leadership groups
 - Support FYE teachers/advisors during registration period
-

SDO 4: CHRISTIAN WORLDVIEW

Action Plan

- Consider returning to chapel survey as chapel replacement (rather than extra credit) to increase participation
 - Write formal process document on conducting Gospel Fluency assessment annually
 - Have advisors hold post-missions trip follow-up meetings with Advisor Coaches to complete rubric and discuss future improvements
 - Recruit more student conduct mentors from outside Student Life Office
 - Conduct additional training with SLM advisors and leaders about recruiting and leadership succession
 - Take feedback from small group facilitators regarding prompts; create deeper and clearer prompts
 - Continue utilizing teaching pastors/small group discussions to address works-based theology or prosperity teaching
 - Dig deeper into Gospel Fluency quiz results to identify ongoing teaching opportunities
-

SDO 5: HOLISTIC DEVELOPMENT

Action Plan

- Review communication strategies about healthy food choices in Dining Commons with Sodexo
- Work with Sodexo to explore satisfaction decline and create plan to increase healthy option visibility; document 2025-2026 efforts
- Utilize Health Center resources to further promote healthy lifestyle
- Implement Health and Wellness survey in FYE as possible replacement for treatment plans assessment

- Plan to compensate for changes in "Stress Less" groups and free pastoral counseling accessibility to keep mental health options available
 - Use Mental Health Awareness Survey results to strategically invite attendees to Mental Health First Aid training
 - Reconsider counselor growth rating benchmark; provide student consent form for Counseling Student Growth Matrix if continuing
 - Continue developing and refining mental health assessments to best measure student learning
-

SDO 6: PROFESSIONAL DEVELOPMENT

Action Plan

- Re-engage Career Services assessment to restore previous year's momentum and continue improvement trajectory
 - Make and record decisions/process on evaluating students with multiple student worker positions
 - Create November/December student worker advisor email/reminder for mid-point evaluation review and coaching
 - Utilize new GA role to train student worker supervisors on key skills they can teach and evaluate
 - Explore ways to assess/teach professionalism to larger student population (30-40% who don't work according to Residence Life Survey)
 - Explore how student worker supervisors can teach/train on professionalism through HR office (HR GA)
 - Revisit UVF Worship Team assessment that always scores 100%: Should it be adjusted, changed, or replaced with better measure? Consider what additional elements could assess desired professionalism outcomes
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PRIORITY RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT

Immediate Priorities (2025-2026)

SDO 1 & 6 - Communication and Professional Development:

- Implement mid-year student worker evaluation review process
- Develop campus-wide communication and professionalism assessment for general student population
- Formalize multiple-position evaluation decisions
- Launch GA-led supervisor training program

SDO 2 - Information Literacy/Critical Thinking:

- Restore Tutoring assessment with identified, trained leaders
- Increase Student Links recruitment for Student Success capacity
- Enhance Financial Services quiz to assess new learning
- Review and potentially revise Student Success assessment tool

SDO 3 - Interpersonal Skills:

- Re-evaluate Residence Life assessment effectiveness
- Expand Teamwork rubric training for student organization advisors
- Modify Orientation assessment to allow multiple faculty/staff listings
- Strengthen FYE instructor support for student registration

SDO 4 - Christian Worldview:

- Document Gospel Fluency assessment process
- Expand Student Conduct mentor recruitment beyond Student Life
- Enhance SLM advisor training on leadership succession
- Refine Small Group discussion prompts based on facilitator feedback

SDO 5 - Holistic Development:

- Address Dining satisfaction decline with Sodexo partnership
- Implement FYE Health and Wellness survey
- Strategically use Mental Health Awareness Survey for MHFA training recruitment
- Ensure mental health service accessibility despite resource changes

SDO 6 - Professional Development:

- Restore Career Services assessment and rebuild momentum
 - Review UVF Worship assessment for appropriateness
 - Expand professionalism training beyond student workers
-

Strategic Initiatives (Long-Term)

1. **Assessment Infrastructure Strengthening**

- Create comprehensive onboarding/training program for all assessment administrators
- Develop standardized documentation for all assessment processes
- Build assessment responsibilities into all relevant job descriptions
- Establish succession planning protocols for assessment-related positions

2. **Comprehensive Student Coverage**

- Design assessments reaching all students, not only workers/leaders
- Identify core competencies all students must develop
- Map learning opportunities across entire student experience
- Ensure equity of skill development opportunities

3. **Data-Driven Decision Making Enhancement**

- Conduct deeper analyses of assessment-retention correlations
- Explore AI tools for pattern and trend identification
- Develop longitudinal tracking of student development across SDOs
- Create predictive models for student success intervention

4. **Sustainability and Momentum**

- Develop protocols for maintaining improvement gains
- Create alert systems when assessment results decline
- Build redundancy into critical assessment processes
- Establish clear accountability for sustained performance

5. **Campus Culture Development**

- Position assessment as student development tool, not compliance requirement
- Celebrate assessment-driven improvements publicly
- Engage students as active participants in their own assessment
- Foster assessment literacy among all stakeholders

YEAR-OVER-YEAR IMPROVEMENT TRACKING

Significant Improvements Achieved:

- **Student Conduct completion:** 57% → 76% → 94% (37-point improvement over 2 years)
- **Career Services benchmark achievement:** 14% → 48% (34-point improvement) [momentum lost in current year]
- **Orientation interpersonal skills:** 58% → 87.3% → 71% (13-point improvement over baseline despite recent decline)
- **Small Groups:** Highest standard-meeting percentage in program history
- **Financial Services:** First year meeting benchmark both fall and spring semesters
- **Orientation information literacy:** First year meeting benchmark

Areas Requiring Attention:

- **Dining satisfaction:** Multi-year declining trend
- **Residence Life:** Two consecutive years of decline after benchmark achievement
- **Overall SDO 3:** 4% decline despite strong individual performances
- **Career Services:** Data gap preventing progress measurement
- **Distance learner engagement:** Persistent challenges across multiple SDOs

ASSESSMENT MATURITY INDICATORS

Evidence of Maturing Assessment Culture:

- Moving beyond data collection to using results for targeted improvement
- Connecting assessment results to retention and student success outcomes
- Expanding assessment scope (TAs added, new mental health measures)
- Questioning assessment appropriateness and effectiveness (UVF Worship, Student Success tool)
- Focusing on assessment as educational intervention rather than measurement only
- Developing redundancy and sustainability in assessment practices

Opportunities for Further Maturation:

- Consistent documentation across all assessment areas
- Standardized training for all assessment administrators
- Systematic analysis of year-over-year trends
- Integration of assessment results across SDOs for holistic student development picture
- Predictive use of assessment data for early intervention
- Student engagement in own assessment and goal-setting

CONCLUSION

The SDO assessment program demonstrates strong overall performance with 92.5% of students meeting Christian Worldview outcomes and communication benchmarks exceeded. However, the 4% interpersonal skills decline and persistent staff transition impacts highlight vulnerability in assessment sustainability.

Key priorities include: (1) strengthening assessment infrastructure through comprehensive administrator training and documentation, (2) expanding assessment reach beyond student workers and leaders to entire student body, (3) developing protocols to maintain improvement momentum, and (4) deepening data analysis to identify retention indicators and early intervention opportunities.

The institution shows readiness to advance from data collection to strategic use of assessment for student development and success. With focused attention on identified challenges and systematic implementation of recommended actions, the SDO program can achieve more consistent, sustained, and comprehensive student learning outcomes.

Progress:

Completed

Related Items

No connections made