REVIEW PROCESS

The report review subcommittee reviewed all data submitted by August 23, 2018. Note that data from the Students Taking Active Roles (STAR) program in OSD was not available for review. Committee members reviewed all data submissions and were assigned

submission report and generate reflections and recommendations. A draft report was composed and then reviewed by the entire subcommittee before soliciting feedback from all co-curricular units. Feedback was integrated into this final report.

In reviewing data, the reporting subcommittee considered 1) institutional data as a framework to understand student perception of learning and development across   and 2) the breadth of the experience and data submitted (e.g., how many students engaged in program/service; N assessed). In reviewing data, reflections of strength or areas of growth in student learning were made in the context of benchmarks provided by departments.

REFLECTION

Prior to reflecting on areas of strength and growth outlined below, the reporting subcommittee considered both institutional data and breadth of students engaging in programs assessed.

Institutional Data:

Cheers *These are areas of learning that particularly stand out as strengths or successes:*

The following stand out as strengths in the context of benchmarks or developmental expectations

‹ Student employment (LO A1-A5): Embedded in performance evaluations, data related to development of life skills due to employment at Marquette suggest consistent evidence of learning across all learning outcomes assessed. Evidence supports progressive or developmentally appropriate learning. For example, a larger proportion of students were rated as meeting or exceeding performance expectations with longer tenures (81-91% with only 1-2 semesters of employment versus 91-95% with 3+ semesters of employment. Similarly, a larger proportion of students in supervisory roles were rated as meeting or exceeding performance expectations (85-94% of non-supervisors versus 94-97% of supervisors). Of note, student employment is a student experience available to all students and accessed by a large proportion of the student body (e.g., 3500-4500 student employment placements last year per Marquette Central). The current data represents performance evaluations for 15% of student population.

‹ Career development (LO A5): Considering that less than half of students are reporting having discussions with faculty about career plans, outside the classroom career development experiences are critical in student development on this learning outcome. Consistent with institutional survey data, direct evaluation of students engaging in individual career counseling development in career exploration and management skills during their time at Marquette. Evidence is consistent with developmental expectations. For example, for early career development, students demonstrate major/career decisions that are somewhat or mostly relevant to interests or some attention to career management (57% have a Progressing or Partial Mastery rubric rating). Students seeking internship and job (middle and end of career development process) placements show progressively more mastery in decisions around internship/jobs being relevant to career interests and career management (35%/27% showing partial mastery/mastery in internship planning; 37%/39% showing partial master/mastery in job search). Students show the greatest ability to speak or write about career interests and the job prospect during skills based appointments (e.g., resume; interview prep) as these topics are more readily teachable or concrete. Of note, individual career counseling is available to all students and accessed by 8.5% of the student body.

In addition, most departments were able to provide evidence that learning is occurring within the context of their programming or interventions. For example:

‹ Recidivism rates for students engaged in the conduct process are low with approximately one-third of students having repeat conduct offenses (and among these repeat offenders two-thirds having only one additional offense). This data is consistent with student reports related to taking responsibility for their behavior and intentions regarding future behavior.

‹ Alcohol and Drug programming yields evidence of intention or reported changes to behavior around alcohol and/or drug use. For example, Red Watch Band training yielded a pre-post test increase of 87%-95% of students reporting willingness to intervene in an alcohol related emergency. Of those responding to a post-BASICS survey, over half report making changes to their use of alcohol, 78% reporting increasing protective factors and experiences less negative consequences as a result of the intervention.

‹ Three-fourths of athletes engaged in the Students Taking Active Roles (STAR) leadership program demonstrate an adequate or developed reflection of experiences, learning, practices, and takeaways and demonstrate self-awareness, applying concepts to real life and identifying strengths and weaknesses.

‹ Students engaging in study skills or tutoring services reported learning a variety of study skills to enhance critical thinking.