

## AY 2017-2018 Assessment

### Program: Student Affairs in Higher Education (574)

**College: Gallaspy College of Education and Human Development**

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**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

**Gallaspy College of Education and Human Development Mission.** The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

**Department of Teaching, Leadership, and Counseling Mission.** The Department of Teaching, Leadership, and Counseling offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

**Program Mission Statement:** In keeping with the Board of Regents Master Plan for Higher Education of 2011 (p. 14), the SAHE program seeks to prepare professionals that will: reaffirm and expand the State's commitment to developing a stronger and more effective postsecondary education system in support of Louisiana's economy. The continuing attention to access is joined with a strong emphasis on success: guiding students from freshman enrollment through to completion. It addresses the challenge to

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provide what the State, its communities, its businesses and its residents need – more college-educated men and women who are prepared to contribute to the economy, culture and general societal well-being of Louisiana.

We recognize that student affairs professionals play an important role in supporting student learning and achievement in higher education. The SAHE program sees as its primary mission to provide educational experiences for students that reflect the standards of best practice in the profession.

NSU is located in Natchitoches, a rural area of the state between the population centers of Alexandria and Shreveport. With the program redesign, the SAHE program is being offered completely online; thus, we serve students locally and nationally. The SAHE program attracts students with diverse undergraduate preparation such as humanities, social sciences, business, and education. A majority of the enrollment consists of students within the state. Other students are from across the country. To date, we have no international students enrolled in the program.

The faculty are expected to approach their pedagogy with intellectual vigor and enhance their preparation in their field through quality research and scholarship and service. The instructional efforts of program faculty are committed to ensuring a seamless integration of theory into practice.

**Methodology:** The assessment process for the program is as follows:

- (1) Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
- (2) Annually, program faculty and stakeholders review data to make data-driven, curricular decisions.

### Student Learning Outcomes (SLO)

#### SLO 1

**Course Map:** Foundation courses of Student Affairs in Higher Education program: SAHE 5500, SAHE 5570, SAHE 5920, SAHE 5930, SAHE 5950, SAHE 5960, SAHE 5970, COUN 5610, and EDUC 5010.

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1)	Demonstrate knowledge of content in Student Affairs in Higher Education

#### Measure 1.1. (Direct – Knowledge and Skills)

SLO 1 is assessed through a comprehensive exam and an oral defense. The assessment is evaluated using a rubric developed by SAHE faculty to align with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators (revised 2015). The rubric is a direct measure of knowledge of content in Student Affairs in Higher Education. The assessment was revised in 2016 to align with revised standards.

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The benchmark performance is that 80% of candidates will score at the Acceptable level or higher to demonstrate knowledge of content in Student Affairs in Higher Education.

### **Finding:**

**AY 2016-2017:** Target met. 100% of candidates scored Acceptable or Target on identified assessment. Fall 2016, 100% of candidates (N=8) scored Target. Spring 2017, 40% of candidates (N=2) scored Target and 60% of candidates (N=3) scored Acceptable.

**AY 2017-2018:** Target met. 100% of candidates scored Acceptable or Target on identified assessment. Fall 2017, 80% of students (N=4) scored Target, 20% of candidates (N=1) scored Acceptable. Spring 2018, 80% of candidates (N=4) scored Target, 20% of candidates (N=1) scored Acceptable.

### **Analysis:**

Candidates demonstrated knowledge of content in Student Affairs in Higher Education. The candidates from Fall 2016 were an especially strong group as indicated by a 100% scoring Target; however, the Fall 2017 and Spring 2018 candidates improved in scores achieved on their comprehensive exams and oral defenses as compared to the Spring 2017 candidates. The results of the improvement indicate that the plan of action for implementation of revisions in curriculum based on the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators was successful. Interns demonstrated professional practice indicating that the plan of action for implementation of revisions based on the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators was successful. The candidates were able to apply knowledge of content to professional practice in showing competencies in personal and ethical behaviors in student affairs (PEF); demonstrating competencies informed by an understanding of the values, philosophy, and history of student affairs and higher education (VPH); assessment, evaluation, and research competencies in student affairs and higher education (AER); law, policy, and governance competencies in student affairs and higher education (LPG); competencies of organization and management of human resources in student affairs (OHR); leadership competencies in student affairs (LEAD); incorporating social justice and inclusion in the practice of student affairs (SJI), applying student development and learning theory to practice in higher education (SLD); competencies in technology use for the advancement of student learning and development in higher education (TECH); and competencies in advising and supporting strategies in student affairs and higher education (A/S). Having implemented the plan of action, the analysis reflects improvement in knowledge of content is a direct result of the curriculum revisions.

### **Action - Decision or Recommendation:**

Implementing revisions in curriculum based on the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators provides evidence of improvement based on the analysis of this year's results. The analysis indicates candidates were able

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to adequately describe their competencies through the comprehensive exam and oral defense process. Candidate learning of content in Student Affairs in Higher Education was illustrated by the improvement from 40%/60% Target/Acceptable scores (AY 2016-2017) to the 80%/20% Target/Acceptable scores (AY 2017-2018). The distinct difference in candidates scores within the academic year 2016-2017 may have been an anomaly based on the strength of one group of candidates compared to another and the transition based on the revisions in the curriculum. The improvement from the previous year and comparable scoring between groups in the academic year 2017-2018 indicates the need to use the data to ensure candidates learn content and develop competencies in Student Affairs. Continuous improvement of curriculum alignment with ACPA/NASPA Professional Competency Areas for Student Affairs Educators will be accomplished through scope and sequence analysis of course work in the program with integration of appropriate revisions.

### SLO 2

**Course Map:** SAHE 5960

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #4)	Demonstrate the ability to apply and adhere to ethical and legal standards in the student affairs profession

### Measure 2.1. (Direct – Knowledge, Skills, and Dispositions)

SLO 2 is assessed using a rubric developed by faculty with the benchmark performance that students score 80% or higher. The rubric is a direct measure of the ability to demonstrate knowledge, skills, and dispositions related to the ethical and legal standards in the student affairs profession. Candidates enrolled in SAHE 5960, a required course in the program, complete a case study involving a scenario demonstrating their understanding and application of missions, Title IX guidelines, laws and ethical issues, codes of student conduct, and governing boards in higher education.

### Finding:

**AY 2016-2017:** SAHE 5960 target met. 100% of candidates achieved 80% or higher.

**AY 2017-2018:** SAHE 5960 target met. 100% of candidates achieved 80% or higher.

### Analysis:

In AY 2016-2017, the target of 100% of candidates achieving 80% or higher on the assessment of the case study was met. Candidates demonstrate the ability to apply and adhere to ethical and legal standards in the student affairs profession through the analysis of a case study addressing a student affairs compliance scenario. Candidates identified key components related to the problem scenario, ethical and legal issues, and ramifications and/or guidelines based on the ethical and legal issues. The plan of action was to ensure the case study was aligned with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators. Specifically, the candidates can articulate, analyze, and synthesize content knowledge in policy development processes used in various contexts, the application of ethical standards and legal constructs,

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compliance/policy issues, and the understanding of governance structures in student affairs in higher education (ACPA/NASPA Professional Competencies PEF and LPG). Having implemented the plan of action to ensure the competencies were aligned and accurately assessed, the AY 2017-2018 target was met with 100% candidates achieving 80% or higher. The analysis reflects candidates continue to appropriately demonstrate the ability to overall apply and adhere to ethical and legal standards in the student affairs profession; however, the assessment does not adequately disaggregate data to ascertain candidates' specific knowledge, skills, and dispositions related to the ethical and legal standards in the student affairs profession. Specifically, the assessment should measure the candidates' ability to demonstrate their understanding and application in each of the areas required in the case study: missions, Title IX guidelines, laws and ethical issues, codes of student conduct, and governing boards in higher education

### Action - Decision or Recommendation:

Implementing the plan of action from AY 2016-2017 provides evidence of improvement based on the analysis of the AY 2017-2018 results. Candidates have shown improvement in appropriately demonstrating the ability to apply and adhere to ethical and legal standards in the student affairs profession that are aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators. The faculty will build upon assessment of the candidates' learning experience and review the assessment to be sure that learning is aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators but also revise the assessment to specify learning and growth in knowledge, skills, and dispositions regarding policy development processes used in various contexts, the application of ethical standards and legal constructs, compliance/policy issues, and the understanding of governance structures in student affairs in higher education.

### SLO 3

**Course Map:** SAHE 5570 Internship supported through course work in Student Affairs in Higher Education program: SAHE 5500, SAHE 5920, SAHE 5930, SAHE 5950, SAHE 5960, SAHE 5970, COUN 5610, and EDUC 5010.

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and Characteristics.	Complete SAHE Internship successfully, as evidenced by completing all required hours and by earning a grade of "B" or above.

### Measure 3.1. (Direct – Knowledge, Skills, and Dispositions)

SLO 3 is assessed through completion of field experience hours and satisfactory performance in SAHE 5570 Internship. Internship provides a supervised experience in a specific student affairs functional area. Interns are supervised by faculty and a qualified on-site professional. A Learning Contract is completed identifying the skills and knowledge to be learned from the experience and the activities to be performed. The Learning Contract is collaboratively developed between the student and the on-site

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supervisor and then signed by the on-site supervisor, the student, and the faculty supervisor. The activities of the Learning Contract are aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators. The interns meet and provide written reports weekly regarding the internship experience. Midterm and final evaluations of the interns' performance are conducted with both the site supervisor and faculty. The internship course is a growth course of knowledge, skills, and dispositions of professional roles in Student Affairs. The final grade is determined based on performance according to direct professional observation and direct assessment of work presented for review of the knowledge, skills, and dispositions as interns in the role of a student affairs professional. The assessment of applying content knowledge, skills, and dispositions in professional practice is evaluated using the final grade, and the benchmark performance is that 80% of interns will earn a grade of "B" or above.

### **Finding:**

**AY 2016-2017:** Target met. 100% of interns earned an "A" grade.

**AY 2017-2018:** Target met. 94% of interns earned an "A" grade.

### **Analysis:**

Assessments of performance in the internship were revised to align with revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators. Interns demonstrated discipline specific-content knowledge in professional practice. In AY 2016-2017 the target of 80% was met as 100% of interns earned an "A" grade. In AY 2017-2018 the target was also met as 94% of interns earned an "A" grade. Interns demonstrated professional practice indicating that the plan of action for implementation of revisions based on the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators was successful. The candidates were able to apply knowledge of content to professional practice in showing competencies in personal and ethical behaviors in student affairs; demonstrating competencies in personal and ethical behaviors in student affairs (PEF); demonstrating competencies informed by an understanding of the values, philosophy, and history of student affairs and higher education (VPH); assessment, evaluation, and research competencies in student affairs and higher education (AER); law, policy, and governance competencies in student affairs and higher education (LPG); competencies of organization and management of human resources in student affairs (OHR); leadership competencies in student affairs (LEAD); incorporating social justice and inclusion in the practice of student affairs (SJI), applying student development and learning theory to practice in higher education (SLD); competencies in technology use for the advancement of student learning and development in higher education (TECH); and competencies in advising and supporting strategies in student affairs and higher education (A/S). Analysis of the 94% achievement for this SLO is evidence of Interns demonstrating discipline specific-content knowledge in professional practice but can improve with strict adherence to deadline in developing and approving the Learning Contract at the beginning of the semester. Although Interns demonstrated professional practice indicating that the plan of action for implementation of revisions based on the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators was successful there was not improvement from last year. In comparison, this year's (AY 2017-2018) having implemented the plan of action form AY 2016-2017 to align the internship experience with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators

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resulting in 94% of interns completing the internship with an “A” grade. All interns except one, met the expectations of a supervised experience in a specific student affairs functional area. The one intern did not successfully complete the Learning Contract at the beginning of the semester and neglected to meet with the faculty and provide weekly written reports regarding the internship experience.

### Action - Decision or Recommendation:

Overall, the interns were successful in the internship experience with last year 100% target met (AY 2016-2017) and this year 94% target met (AY 2017-2018). The interns are expected to assume professional responsibilities and acquire a personal/philosophical orientation, skill in interpersonal facilitation, knowledge of basic theories, and a demonstrated commitment to professional ethics. The exercise of these skills and the practical application of the knowledge should customize these general academic principles into a functional and congruent set of techniques which fit the personality and career choice of the intern. The assessment process of the internship experience of applying discipline-specific content knowledge in professional practice has been successful in ascertaining the exemplary as well as the deficient. Changes in the process of completing the Learning Contract will be implemented for program improvement. The strict adherence in developing and approving the Learning Contract before beginning of the internship experience would support the positive, learning experience of the internship.

### SLO 4

**Course Map:** SAHE 5920

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)	Candidates demonstrate creativity, ideas, processes, and experiences in designing college student development programming

### Measure 4.1. (Direct – Knowledge and Skills)

SLO 4 is assessed using a rubric developed by faculty with the benchmark performance that students score 80% or higher. The rubric is a direct measure of the ability to demonstrate knowledge and skills in creativity, ideas, processes, and experiences in designing college student development programming. Candidates enrolled in SAHE 5920, a required course in the program, complete a paper involving a needs assessment, rationale for the theoretical base selected, a description of the program(s), evaluation method.

### Finding:

**AY 2016-2017:** SAHE 5920 target met. 100% of candidates achieved 80% or higher.

**AY 2017-2018:** SAHE 5920 target not met. 95.5% of candidates achieved 80% or higher.

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### **Analysis:**

In AY 2016-2017, the target of 100% of candidates achieving 80% or higher on the assessment of the college student development programming project was met. Candidates demonstrate creativity, ideas, processes, and experiences in designing college student development programming by delineating problems or issues that need to be addressed by programming, relating theory to practice, thoroughly describing the programming process, and devising an evaluation of the programming. The plan of action was to ensure the college student development programming project was aligned with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators. Specifically, the candidates were able to demonstrate creativity, ideas, processes, and experiences in designing college student development programming by applying theory to practice in student affairs in higher education; envision, plan, and affect change in organizations and respond to issues; and evaluate programming (ACPA/NASPA Professional Competencies SLD, LEAD, and AER). Having implemented the plan of action to ensure the competencies were aligned and accurately assessed, the AY 2017-2018 target was not met as 95.5% candidates achieved 80% or higher; however, the analysis reflects that all the candidates, except one, continue to appropriately demonstrate creativity, ideas, processes, and experiences in designing college student development programming.

### **Action - Decision or Recommendation:**

Implementing the plan of action from AY 2016-2017 provides evidence of improvement based on the analysis of the AY 2017-2018 results, except one candidate who failed to meet expectations for college student development programming. Candidates have shown improvement in demonstrating creativity, ideas, processes, and experiences in designing college student development programming in student affairs in higher education that are aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators. The faculty will build upon assessment of the candidates' learning experience and review the assessment to be sure that learning is aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators but also revise the assessment to ascertain the specifics of how well the candidates were able to demonstrate creativity, ideas, processes, and experiences in designing college student development programming by applying theory to practice in student affairs in higher education; envision, plan, and affect change in organizations and respond to issues; and evaluate programming.

### **SLO 5**

**Course Map:** SAHE 5570 Internship supported through course work in Student Affairs in Higher Education program: SAHE 5500, SAHE 5920, SAHE 5930, SAHE 5950, SAHE 5960, SAHE 5970, COUN 5610, and EDUC 5010.

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<b>Departmental Student Learning Goal</b>	<b>Program Student Learning Outcome</b>
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5)	Demonstrate the ability to recognize own limitations as a Student Affairs professional seeking supervision when appropriate and using data to inform professional practice

### **Measure 5.1. (Direct – Knowledge, Skills, and Dispositions)**

SLO 5 is assessed using a rubric developed by faculty with the benchmark performance that students score 80% or higher. The rubric is a direct measure of the ability to demonstrate knowledge, skills, and dispositions of the candidates' ability to demonstrate recognition of their own limitations as well as the strengths and limitations of the internship site, so they will be able to seek supervision when appropriate and use data to inform their professional practice. Candidates enrolled in SAHE 5570, internship, complete a paper assessing their experience at the internship site and identifying three strengths and three deficiencies of the internship site according to the Council for Advancement of Standards in Higher Education (CAS). Through this process, candidates demonstrate the ability to recognize their own limitations as well as the strengths and limitations of the internship site, so they will be able to seek supervision when appropriate and use data to inform their professional practice.

#### **Finding:**

**AY 2016-2017:** SAHE 5570 target met. 100% of candidates achieved 80% or higher.

**AY 2017-2018:** SAHE 5570 target met. 100% of candidates achieved 80% or higher.

#### **Analysis:**

In AY 2016-2017, the target of 100% of candidates achieving 80% or higher on the assessment of the internship was met. Candidates demonstrated the ability to recognize his/her own limitations seeking supervision when appropriate as a Student Affairs professional through understanding and use of the ACPA/NASPA Professional Competency Areas for Student Affairs Educators in the internship setting. Candidates further demonstrated making responsible decisions and problem-solving, using data to inform actions, when assessing the strengths and deficiencies of the internship site according to the Council for Advancement of Standards in Higher Education (CAS). The plan of action was to ensure the assessment of the internship was aligned with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators and further iteration of data to determine changes to goals. Interns demonstrated professional practice indicating that the plan of action for implementation of revisions based on the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators was successful. The candidates were able to apply knowledge of content to professional practice in showing competencies in personal and ethical behaviors in student affairs (PEF); demonstrating competencies informed by an understanding of the values, philosophy, and history of student affairs and higher education (VPH); assessment, evaluation, and research competencies in student affairs and higher education (AER); law, policy, and governance competencies in student affairs and higher education (LPG); competencies of organization and management of human resources in student affairs (OHR); leadership competencies in student affairs (LEAD);

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incorporating social justice and inclusion in the practice of student affairs (SJI), applying student development and learning theory to practice in higher education (SLD); competencies in technology use for the advancement of student learning and development in higher education (TECH); and competencies in advising and supporting strategies in student affairs and higher education (A/S). Having implemented the plan of action to ensure the competencies were aligned and accurately assessed, the AY 2017-2018 target was met as 100% candidates achieved 80% or higher indicating the analysis reflects that candidates are able to demonstrate the ability to recognize own limitations as a Student Affairs professional seeking supervision when appropriate and using data to inform professional practice. Specific improvement was indicated in the candidates' ability to assess internship site strengths and deficiencies.

### **Action - Decision or Recommendation:**

Implementing the plan of action from AY 2016-2017 provides evidence of improvement based on the analysis of the AY 2017-2018 results. Implementing revisions in the assessment to align with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators indicated that candidates demonstrated the ability to recognize his/her own limitations seeking supervision when appropriate as a Student Affairs professional through understanding and use of the ACPA/NASPA Professional Competency Areas for Student Affairs Educators in the internship setting. Candidates further demonstrated making responsible decisions and problem-solving, using data to inform actions, when assessing the strengths and deficiencies of the internship site according to the Council for Advancement of Standards in Higher Education (CAS). In further iteration of data specific improvement was indicated in the candidates' ability to assess internship site strengths and deficiencies. Based on the analysis and evidence of candidate learning reflected in this year's results, the faculty will build upon the candidates learning experience by incorporating an additional requirement to identify possible plans for improvement in the internship site in the paper submitted assessing the internship.

### **Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:**

- The program was improved by aligning assessments to the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators.
- In SLO 1 the analysis reflected improvement in knowledge of content is a direct result of the curriculum revisions to align with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators.
- In SLO 2 the analysis reflects candidates appropriately demonstrate the ability to apply and adhere to ethical and legal standards in the student affairs profession based on the revising the assessment of the case study to align with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators. Specifically, the candidates were able to articulate, analyze, and synthesize content knowledge in policy development processes used in various contexts, the application of ethical standards and legal constructs, compliance/policy

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issues, and the understanding of governance structures in student affairs in higher education (ACPA/NASPA Professional Competencies PEF and LPG).

- In SLO 3 Interns demonstrated professional practice based on the implementation of revisions based on alignment with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators was successful. The candidates were able to apply knowledge of content to professional practice in showing competencies in personal and ethical behaviors in student affairs (PEF); demonstrating competencies informed by an understanding of the values, philosophy, and history of student affairs and higher education (VPH); assessment, evaluation, and research competencies in student affairs and higher education (AER); law, policy, and governance competencies in student affairs and higher education (LPG); competencies of organization and management of human resources in student affairs (OHR); leadership competencies in student affairs (LEAD); incorporating social justice and inclusion in the practice of student affairs (SJI), applying student development and learning theory to practice in higher education (SLD); competencies in technology use for the advancement of student learning and development in higher education (TECH); and competencies in advising and supporting strategies in student affairs and higher education (A/S).
- In SLO 4 the analysis reflects candidates appropriately demonstrate creativity, ideas, processes, and experiences in designing college student development programming based on revising the assessment of the college student development programming paper to align with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators. Specifically, candidates were able to apply theory to practice in student affairs in higher education; envision, plan, and affect change in organizations and respond to issues; and evaluate programming (ACPA/NASPA Professional Competencies SLD, LEAD, and AER).
- In SLO 5 the analysis reflects candidates were able to demonstrate the ability to recognize own limitations as a Student Affairs professional seeking supervision when appropriate and using data to inform professional practice. Specific improvement was indicated in the candidates' ability to assess internship site strengths and deficiencies based on revising the assessment to align with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators and further iteration of data to determine changes to goals. The candidates were able to apply knowledge of content to professional practice in showing competencies in personal and ethical behaviors in student affairs (PEF); demonstrating competencies informed by an understanding of the values, philosophy, and history of student affairs and higher education (VPH); assessment, evaluation, and research competencies in student affairs and higher education (AER); law, policy, and governance competencies in student affairs and higher education (LPG); competencies of organization and management of human resources in student affairs (OHR); leadership competencies in student affairs (LEAD); incorporating social justice and inclusion in the practice of student affairs (SJI), applying student development and learning theory to practice in higher education (SLD); competencies in technology use for the advancement of student learning and development in higher education (TECH); and

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competencies in advising and supporting strategies in student affairs and higher education (A/S).

### Plan of Action Moving Forward:

Because the ACPA/NASPA Professional Competency Areas for Student Affairs Educators were revised in 2015, assessments and curriculum were revised to ensure alignment with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators. For the AY 2018-2019, the program faculty will take the following actions.

- SLO 1: The improvements indicate the need to use the data to ensure candidates learn content and develop competencies in Student Affairs. Continuous improvement of curriculum alignment with ACPA/NASPA Professional Competency Areas for Student Affairs Educators will be accomplished through scope and sequence analysis of course work in the program with integration of appropriate revisions.
- SLO 2: Candidates have shown improvement in appropriately demonstrating the ability to apply and adhere to ethical and legal standards in the student affairs profession that are aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators. The faculty will review the assessment to be sure that learning is aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators but also revise the assessment to specify learning and growth in content knowledge in policy development processes used in various contexts, the application of ethical standards and legal constructs, compliance/policy issues, and the understanding of governance structures in student affairs in higher education.
- SLO 3: The interns are expected to assume professional responsibilities and acquire a personal/philosophical orientation, skill in interpersonal facilitation, knowledge of basic theories, and a demonstrated commitment to professional ethics. The assessment process of the internship experience of applying discipline-specific content knowledge in professional practice has been successful in ascertaining the exemplary as well as the deficient. Changes in the process of completing the Learning Contract will be implemented for program improvement. The strict adherence in developing and approving the Learning Contract before beginning of the internship experience would support the positive, learning experience of the internship.
- SLO 4: Candidates have shown improvement in demonstrating creativity, ideas, processes, and experiences in designing college student development programming by applying theory to practice; envision, plan, and affect change in organizations and respond to issues; and evaluate programming in student affairs in higher education aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators. The faculty will review the assessment to be sure that student learning is aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators but also revise the

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assessment to ascertain the specifics of how well the candidates were able to design college student development programming.

- SLO 5: Candidates demonstrated the ability to recognize his/her own limitations seeking supervision when appropriate as a Student Affairs professional through understanding and use of the ACPA/NASPA Professional Competency Areas for Student Affairs Educators in the internship setting. Candidates further demonstrated making responsible decisions and problem-solving, using data to inform actions, when assessing the strengths and deficiencies of the internship site according to the Council for Advancement of Standards in Higher Education (CAS). In further iteration of data specific improvement was indicated in the candidates' ability to assess internship site strengths and deficiencies. The faculty will build upon the candidates learning experience by incorporating additional requirements in assessing the internship by addressing possible plans for improvement in the internship site.