

Assessment Cycle Plan

Academic Year 2017 – 2018

Program: [Student Affairs in Higher Education Program \(574\)](#)

College: 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 (draft). 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 Gallaspy College of Education and Human Development 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.

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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 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.

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Student Learning Outcome (SLO) 1:

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, Skills)

SLO 1 is assessed through a comprehensive exam and an oral defense. The assessment is evaluated using a rubric, and the benchmark performance is that 80% of students will score at the Acceptable level or higher.

Finding: 100% of students scored Acceptable or Target on identified assessment

Analysis: The comprehensive exam and oral defense assessment is aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners which were revised in 2015. The assessment was revised to align with the revised standards. Candidates demonstrated knowledge of content in Student Affairs in Higher Education but further iteration of data will determine any effects based on the revisions and what future goals will be established.

Action - Decision or Recommendation: Assessment has been revised to align with revised ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners and further iteration of data will determine changes to goals.

Student Learning Outcome (SLO) 2:

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #2)	Complete SAHE Internship successfully, as evidenced by completing all required hours and by earning a grade of “B” or above.

Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is assessed through completion of field experience hours and satisfactory performance. The assessment is evaluated using the final grade, and the benchmark performance is that 80% of student will earn a grade of “B” or above.

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Finding: 100% of students earned an “A” in the field experience hours.

Analysis: Assessments of performance in the internship were revised to align with revised ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners. Candidates demonstrated discipline specific-content knowledge in professional practice but further iteration of data will determine any effects based on the revisions and what future goals will be established.

Action - Decision or Recommendation: Assessments in internship have been revised to align with revised ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners and further iteration of data will determine changes to goals.

Student Learning Outcome (SLO) 3:

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics	Demonstrate the ability to apply and adhere to ethical and legal standards in the Student Affairs profession

Measure: 3.1. (Direct – Skills, Dispositions)

SLO 3 is assessed through a student programming paper in SAHE 5920. The assessment is evaluated using a rubric, and the benchmark performance is that 80% of students will score at the Acceptable level or higher.

Finding: 100% of students earned a score at the Acceptable level or above on the identified assessment.

Analysis: Candidates demonstrated the ability to apply and adhere to ethical and legal standards in the Student Affairs profession. Assessment for the paper in SAHE 5920 has been revised to align with the revised Personal and Ethical Foundations of the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners but further iteration of data will determine any effects based on the revisions and what future goals will be established.

Action - Decision or Recommendation: Assessment in SAHE 5920 has been revised to align with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners and further iteration of data will determine changes to goals.

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Student Learning Outcome (SLO) 4:

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)	Demonstrate ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners competencies in the internship setting

Measure: 4.1. (Direct – Knowledge, Skills)

SLO 4 is assessed through a case study in SAHE 5960. The assessment is evaluated using a rubric, and the benchmark performance is that 80% of students will score at the Acceptable level or higher.

Finding: 100% of students earned a score at the Acceptable level or above on the identified assessment.

Analysis: Candidates demonstrated ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners competencies in the internship setting. Assessments have been revised to align with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners but further iteration of data will determine any effects based on the revisions and what future goals will be established.

Action - Decision or Recommendation: Assessments in the internship have been revised to align with revised ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners and further iteration of data will determine changes to goals.

Student Learning Outcome (SLO) 5:

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5)	Demonstrate the ability to recognize his/her own limitations as a Student Affairs professional and seek supervision when appropriate
	Apply relevant research findings to inform professional practice

Measure: 5.1. (Direct – Knowledge, Skills)

SLO 5 is assessed through a CAS paper in SAHE 5570. The assessment is evaluated using a

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rubric, and the benchmark performance is that 80% of students will score at the Acceptable level or higher.

Finding: 100% of students earned a score at the Acceptable level or above on the identified assessment.

Analysis: Candidates demonstrated the ability to recognize his/her own limitations as a Student Affairs professional through understanding and use of the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners in the internship setting. Candidates further demonstrated making responsible decisions and problem-solving, using data to inform actions, and seeking supervision when appropriate. The assessment has been revised to align with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners but further iteration of data will determine any effects based on the revisions and what future goals will be established.

Action - Decision or Recommendation: The assessment of the internship paper rubric has been revised to align with revised ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners and further iteration of data will determine changes to goals.

Comprehensive Summary of key findings and or decisions: Because the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners were revised in 2015, the assessments were revised to ensure alignment with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners. Further iteration of data will determine changes to goals during the subsequent academic year.