

Assessment Cycle 2018-2019

Student Affairs in Higher Education (574)

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.

School of Education Mission. The School of Education 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 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.

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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. 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.

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Finding: Met

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.

AY 2018-2019: Target met. 100% of candidates scored Acceptable or Target on identified assessment. Fall 2018, 100% of candidates (N=2) scored Target. Spring 2019, 91% of candidates (N=10) scored Target and 9% 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 candidates from Fall 2018 and Spring 2019 were again a strong group with all but one candidate scoring Target. Candidates demonstrated professional practice indicating that the plan of action for implementation of revisions throughout the program 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). Specifically, the analysis indicated candidates were able 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) to the 92%/8% Target/Acceptable scores (AY 2018-2019). 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 in AY 2018-2019 indicate the need to use the data to ensure candidates learn content and develop competencies in Student Affairs. Having implemented the plan of action, the analysis

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reflects that improvement in knowledge of content is as a direct result of the curriculum revisions.

Action - Decision or Recommendation:

Based on the analysis of the results in 2018-2019, in 2019-2020 the following action will be taken: revising courses activities and assessments will be taken to maintain a pattern of improvement. Implementing revisions in curriculum based on the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators provided evidence of improvement shown in the analysis of the last two year's results. In 2019-20, improvement of curriculum through appropriate analysis of activities and assessments in SAHE courses with appropriate revisions will ensure that candidates demonstrate knowledge of content in Student Affairs in Higher Education.

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: Met

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.

AY 2018-2019: SAHE 5960 target met. 100% of candidates achieved 80% or higher.

Analysis:

In AY 2016-2017 and AY 2017-2018, the target of 100% of candidates achieving 80% or higher on the assessment of the case study was met. Candidates demonstrated 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.

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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, compliance/policy issues, and the understanding of governance structures in student affairs in higher education (ACPA/NASPA Professional Competencies PEF and LPG). The analysis between AY 2016-2017 and AY 2017-2018 reflected that candidates appropriately demonstrate the ability to overall apply and adhere to ethical and legal standards in the student affairs profession; however, the assessment did 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. Having implemented the plan of action to ensure the competencies were aligned and accurately assessed, there was improvement in AY 2018-2019 as target was met with 100% candidates achieving 80% or higher. The analysis reflects candidates appropriately demonstrated the ability to apply and adhere to ethical and legal standards in the student affairs profession; however, the primary challenges for candidates were their ability to use resources, to describe current legal and ethical issues and problems, and to demonstrate scholarly writing style. The assessment was revised and appropriately aligns with the ACPA/NASPA Professional Competencies PEF and LPG which indicates candidates can apply knowledge to professional practice regarding ethics, law, policy, and governance, the assessment does not yet adequately disaggregate data to ascertain candidates' specific knowledge, skills, and dispositions related to 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:

Based on the analysis of the results in 2018-2019, in 2019-2020 the faculty will assess specific areas of knowledge, skills, and dispositions related to the Case Study in SAHE 5960. Data will be taken to assure a pattern of improvement in the candidates' ability to apply and adhere to ethical and legal standards in the student affairs profession.

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)

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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 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: Met

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

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

AY 2018-2019: Target met. 100% of interns earned an "A" grade.

Analysis:

In 2017-2018 the target was met. Based on the analysis of the 2017-2018 results in 2018-2019 the following changes were made to drive improvement: The 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%

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achievement for this SLO was evidence of Interns demonstrating discipline specific-content knowledge in professional practice but can improve with strict adherence to a 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. In comparison, the AY 2017-2018 having implemented the plan of action from AY 2016-2017 to align the internship experience with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators resulted 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. The plan of action for AY 2018-2019 to change the process of completing the Learning Contract for internship following a strict adherence in developing and approving the Learning Contract before beginning the internship experience is successful as indicated by the 100% of interns completing the internship with an "A" grade and supports a positive learning experience for the interns.

Action - Decision or Recommendation:

Based on the analysis of results in 2018-2019, preparation for the internship is as important as the active involvement in the internship and in 2019-2020 the action of assessing and revising the application process as part of gatekeeping for the internship will be taken to uphold a pattern of improvement.

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: Not met

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

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

AY 2018-2019: SAHE 5920 target not met. 78.6% of candidates achieved 80% or higher.

Analysis:

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, persisted to appropriately demonstrate creativity, ideas, processes, and experiences in designing college student development programming. Having implemented the plan of action AY 2017-2018 to ensure the competencies were aligned and accurately and specifically assessed, the analysis of AY 2018-2019 reflect that most candidates appropriately demonstrated creativity, ideas, processes, and experiences in designing college student development programming. Specifically, knowledge and skills 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. The analysis indicates that candidates' primary difficulties were with clearly defining the college student development program and organization in writing following APA formatting, especially references.

Action - Decision or Recommendation:

Based on the analysis of the results in 2018-2019, in 2019-2020 the following actions will be taken to improve student learning: assessing candidates' learning and reviewing 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. The analysis of the AY 2018-2019 results indicate candidates' improvement in demonstrating creativity, ideas, processes, and experiences in designing college student development programming in student affairs in higher education aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators; however, candidates struggle with formal writing in presenting the ideas, processes, and experiences. The plan of action for 2019-20 is to improve knowledge and skills in student affairs in higher education by creating experiences to appropriately define college student development programming as well as improve writing organization and formatting.

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.

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 own limitations as a Student Affairs professional seeking supervision when

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	appropriate and using data to inform professional practice
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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 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: Met

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.

AY 2018-2019: SAHE 5570 target met. 100% of candidates achieved 80% or higher.

Analysis:

Analysis:

In 2017-2018 the target was met. Based on the analysis of the 2017-2018 results in 2018-2019 the following changes of revision to the assessment to align with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators were made to drive improvement. Having implemented the plan of action to ensure the competencies were aligned and accurately assessed candidates' ability to assess the strengths and deficiencies of the internship site and plan for improvements, the AY 2018-2019 target was met as 100% candidates achieved 80% or higher indicating the analysis reflects that candidates demonstrated professional practice through the ability to recognize their 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 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

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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).

Action - Decision or Recommendation:

Based on the analysis of the results in 2018-2019, in 2019-2020 action will be taken to strengthen candidates' experiences in the internship by using data to inform practice. After implementing revisions in the assessment to align with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators, data indicate 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 when assessing the internship site according to the Council for Advancement of Standards in Higher Education (CAS). In further iteration of data, candidates need to improve in using data to inform decisions and recommend specific plans for improvement.

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

- The program was improved through having aligned assessments to the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators and revising learning experiences and processes and analyzing assessments.
- In SLO 1 the analysis reflected improvement in knowledge of content as a direct result of curriculum changes. Candidates learned content and developed competencies as student affairs professional through appropriate revisions of activities and assessments in the SAHE courses that aligned with the revised ACPA/NASPA Professional Competencies.
- In SLO 2 the assessment was revised and appropriately aligned with the ACPA/NASPA Professional Competencies PEF and LPG which indicated candidates can apply knowledge to professional practice regarding ethics, law, policy, and governance, the assessment did not yet adequately disaggregate data to ascertain candidates' specific knowledge, skills, and dispositions related to 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.
- In SLO 3 the interns demonstrated professional practice based on the plan of action for AY 2018-2019 to change the process of completing the Learning Contract for internship following a strict adherence in developing and approving the Learning Contract before beginning the internship experience was successful and supported a positive learning experience for the interns.

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- In SLO 4 the analysis reflected that candidates appropriately demonstrated creativity, ideas, processes, and experiences in designing college student development programming based on the change in the assessment to align with the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators. Specifically, the ACPA/NASPA Professional Competencies SLD, LEAD, and AER.
- In SLO 5 the analysis reflected candidates were able to demonstrate making responsible decisions and problem-solving when assessing the strengths and deficiencies of the internship site according to the Council for Advancement of Standards in Higher Education (CAS). Specifically, assessment revisions were made to ensure competencies were aligned and accurately assessed candidates' ability to assess and plan for improvements.

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 2019-20, 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; however, analysis indicates the following action of the faculty to assess specific areas of knowledge, skills, and dispositions related to the Case Study in SAHE 5960 will be taken to assure a pattern of improvement.
- 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; thus, preparation for the internship is as important as the active involvement in the internship and the action of assessing and revising the application process as part of gatekeeping for the internship will be taken to uphold a pattern of improvement.
- SLO 4: Candidates have shown improvement in demonstrating creativity, ideas, processes, and experiences in designing college student development programming through applying theory to practice; envision, plan, and affect change in organizations and respond to issues; and evaluate programming

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aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators; however candidates struggle with formal writing in presenting the ideas, processes, and experiences. The plan of action is to improve knowledge and skills in student affairs in higher education by creating experiences to appropriately define college student development programming as well as improve writing organization and formatting.

- SLO 5: Candidates demonstrated making responsible decisions and problem-solving in their ability to recognize their own limitations seeking supervision when appropriate as a student affair professional and using data to inform actions when assessing the strengths and deficiencies and plan for improvement of the internship site. The plan of action is to strengthen the candidates' experiences using data to inform practice in the internship.