

AC 2019-2020 Assessment

Student Affairs in Higher Education (574)

College: Gallaspy College of Education and Human Development

Department: School of Education

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Mission Statements:

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 committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

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.

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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.

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

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Measure 1.1. (Direct – Knowledge and Skills)

SLO 1 is assessed through a comprehensive exam which includes a written 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.

Findings: Target was Met

- **AC 2019-2020:** Target met. 100% of candidates scored Acceptable or Target
- **AC 2018-2019:** Target met. 100% of candidates scored Acceptable or Target
- **AC 2017-2018:** Target met. 100% of candidates scored Acceptable or Target
- **AC 2016-2017:** Target met. 100% of candidates scored Acceptable or Target

Analysis:

In AC 2018-2019, the target was met. All but one candidate scored Target from Fall 2018 and Spring 2019. 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 (AC 2016-2017) to the 80%/20% Target/Acceptable scores (AC 2017-2018) to the 92%/8% Target/Acceptable scores (AC 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

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transition based on the revisions in the curriculum. The improvement in AC 2018-2019 indicate the need to use the data to ensure candidates learn content and develop competencies in Student Affairs.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. Faculty revised course activities and assessments to maintain a pattern of improvement. Faculty implemented revisions in curriculum based on the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators which have provided evidence of improvement shown in the analysis of the last two year's results. In AC 2019- 20, faculty improved curriculum through appropriate analysis of activities and assessments in SAHE courses with appropriate revisions to ensure that candidates demonstrated knowledge of content in Student Affairs in Higher Education.

These changes had a direct impact on the student's ability to demonstrate discipline-specific content knowledge.

As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-2020, the target was met. Based on the analysis of the results in AC 2019-2020, candidate learning of content in Student Affairs in Higher Education was illustrated by the Target (60.6%) and Acceptable (39.4%) for the written portion of the comprehensive exams and Target (81.8%) and Acceptable (18.2%) scores for the oral portion of the comprehensive exams. Candidates demonstrated knowledge of content in Student Affairs in Higher Education based on the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators. 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 that improvement in knowledge of content was a direct result of the curriculum revisions. In accordance with the plan of action from the AC 2018-2019, in AC 2019-2020 the following action of revising activities and assessments in courses were taken to maintain a pattern of improvement. The implementation of revisions in curriculum based on the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators indicated candidates were able to adequately describe their competencies through the comprehensive exam written and oral defense process.

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Action - Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will revise activities and assessment in courses to improve candidates' demonstrated knowledge of content in Student Affairs in Higher Education. Faculty will develop and deliver resources that support the improvement of candidates' ability to demonstrate competencies indicate the need to use the data for educational decisions. Improvements through appropriate analysis and revision of activities and assessments in SAHE courses will ensure that candidates demonstrate knowledge of content in Student Affairs in Higher Education.

These changes will improve the student's ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward.

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 all candidates 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:

- **AC 2019-2020:** Target was not met. 50% of candidates achieved 80% or higher.
- **AC 2018-2019:** Target was met. 100% of candidates achieved 80% or higher.
- **AC 2017-2016:** Target was met. 100% of candidates achieved 80% or higher.
- **AC 2016-2017:** Target was met. 100% of candidates achieved 80% or higher.

Analysis:

In AC 2018-2019, the target was met. 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

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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.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In accordance with the plan of action from AC 2018-2019, in AC 2019-2020 faculty assessed specific areas of knowledge, skills, and dispositions related to the Case Study in SAHE 5960 was 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 that are aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators (PEF and LPG).

These changes had a direct impact on the student's ability to apply discipline-specific content knowledge in professional practice.

Although changes were made, in AC 2019-2020 the target was not met.

In AC 2019-2020, the target of 100% of all candidates achieving 80% or higher on the assessment of the case study was not met. Based on the analysis of the AC 2019-2020 results, we found that 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. According to the scores from the final case study assessment, it appears that candidates had difficulties with the introduction (only 20% met target) and conclusion (40% met target) sections of the assignment. A common mistake was that candidates neglected to include an introduction and/or conclusion in their case study report. Additionally, throughout the report, writing was not clear nor coherent, and there was a lack of transitions from section to section. Composition focus and sequencing, and some content areas lacked required information. 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). However, the candidates had difficulty applying specific legitimate and legal issues of the scenario for the case study.

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Action - Decision or Recommendation:

In AC 2019-2020, the target was not met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will provide additional instructional activities on mastery writing, APA formatting, and learning content regarding specific legitimate and legal issues in student affairs and higher education would improve candidates' ability in case study reporting. Faculty will revise the instructions and assessment for the case study to help candidates improve in demonstrating the ability to apply and adhere to ethical and legal standards in the student affairs profession.

These changes will improve the student's ability to apply discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.

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 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

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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:

- **AC 2019-2020:** Target was met. 100% of interns earned an “A” grade.
- **AC 2018-2019:** Target was met. 100% of interns earned an “A” grade.
- **AC 2017-2018:** Target was met. 94% of interns earned an “A” grade.
- **AC 2016-2017:** Target was met. 100% of interns earned an “A” grade.

Analysis:

In AC 2018-2019, the target was met. 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 100% 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.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In accordance with the plan of action from AC 2018-2019, in AC 2019-2020 to ensure the preparation for the internship became as important as the active involvement in the internship, faculty assessed and revised of the application process as part of gatekeeping for the internship was taken and contributed to improvement for the interns and the entire internship process and experience.

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These changes had a direct impact on the student's ability to model professional behaviors and characteristics.

As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-2020, the target was met as 100% of interns completed the internship with an "A" grade which supported a positive learning experience for the interns. Interns demonstrated competencies in professional practice based on the ACPA/NASPA Professional Competency Areas for Student Affairs Educators. 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).

Action - Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will assess the internship experience through the internship weekly reports. Although the weekly reports have been part of the requirement for the final grade, the final grade will no longer be the Target goal. To ascertain whether the target will be met or not for AC 2020-2021, the assessment will be based on the interns' meeting and providing written reports weekly regarding the internship experience and evaluated through a faculty developed rubric. The internship course is a growth course of knowledge, skills, and dispositions of professional roles in Student Affairs. The assessment will determine internship competencies following the ACPA/NASPA Professional Competency Areas for Student Affairs Educators based on performance according to direct assessment of work presented for review of the knowledge, skills, and dispositions as interns in the role of a student affairs professional. The candidates will be assessed on their ability 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);

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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). The assessment of applying content knowledge, skills, and dispositions in professional practice will be evaluated to ascertain the benchmark performance of 100% of interns scoring 80% or higher.

These changes will improve the student's ability to model professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward.

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:

- **AC 2019-2020:** Target was not met as 90% of candidates achieved 80% or higher.
- **AC 2018-2019:** Target was not met as 78.6% of candidates achieved 80% or higher.
- **AC 2017-2018:** Target was not met as 95.5% of candidates achieved 80% or higher.
- **AC 2016-2017:** Target was met as 100% of candidates achieved 80% or higher.

Analysis:

In AC 2018-2019, the target was met. Analysis of AC 2018-2019 reflected that most candidates appropriately demonstrated creativity, ideas, processes, and experiences in

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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.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, faculty assessed candidates' learning and reviewed 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 AC 2018-2019 results indicated 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 struggled with formal writing in presenting the ideas, processes, and experiences. In AC 2019-20 faculty improved students' 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. In accordance with the plan of action from AC 2018-2019, in AC 2019-2020 faculty assessed the candidates 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.

These changes had a direct impact on the student's ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.

As a result of these changes, in AC 2019-2020 the target was not met, though demonstrable growth of over 10 percentage points was evident.

In AC 2019-2020, the target of 100% of candidates achieving 80% or higher was not met as 90.1% of candidates achieved 80% or higher on the assessment of the college student development programming project. Based on analysis of the AC 2019-2020 results, faculty found that candidates demonstrated creativity, ideas, processes, and experiences in designing college student development programming by delineating problems or issues that need to be addressed by programming (100% met target), thoroughly describing the programming process (100% met target), and devising an evaluation of the programming (100% met target) but had difficulty with relating theory to practice (80% met target), editing (80% met target), providing appropriate evidence (80% met target), and properly citing (45.5% met target). The college student development programming project was aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators. Specifically, the candidates were able

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to envision, plan, and affect change in organizations and respond to issues; and evaluate programming (ACPA/NASPA Professional Competencies SLD, LEAD, and AER).

Action - Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will provide additional instructional activities on mastery writing and APA formatting would enhance candidates' ability in formal report writing regarding college student development programming. The APA manual changed from the 6th edition to the 7th edition this year, so this is an important time to ensure candidates will be learning the revised writing format. Additionally, faculty will revise the instructions and assessment for the college student development programming report to help candidates improve in demonstrating 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, devising an evaluation of the programming, and providing appropriate evidence, editing, and citing of references.

These changes will improve the student's ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.

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 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 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

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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:

- **AC 2019-2020:** Target was met. 100% of candidates achieved 80% or higher.
- **AC 2018-2019:** Target was met. 100% of candidates achieved 80% or higher.
- **AC 2017-2018:** Target was met. 100% of candidates achieved 80% or higher.
- **AC 2016-2017:** Target was met. 100% of candidates achieved 80% or higher.

Analysis:

In AC 2018-2019, the target was met. The AC 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 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).

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, faculty strengthened 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 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

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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, faculty supported candidates in improving in using data to inform decisions and recommend specific plans for improvement. In accordance with the plan of action from AC 2018-2019, in AC 2019-2020, specific improvement was indicated in the candidates' ability to use data to assess internship site strengths and deficiencies based on Council for Advancement of Standards in Higher Education (CAS), and plan for improvement.

These changes had a direct impact on the student's ability to make responsible decisions and problem-solve, using data to inform actions when appropriate.

As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-2020, the target was met as 100% candidates achieved 80% or higher indicating that candidates demonstrate the ability to recognize their own limitations as a student affairs professional seeking supervision when appropriate and using data to inform professional practice through the candidates' ability to assess internship site strengths and deficiencies and plan for improvement. Based on the analysis of the AC 2019-2020 results, candidates demonstrated 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). Interns demonstrated competencies of professional practice based on the ACPA/NASPA Professional Competency Areas for Student Affairs Educators. 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).

Action - Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on the analysis of results in AC 2019-2020, the following action of providing additional instructional activities on mastery writing and APA formatting (7th ed.) would improve candidates' ability in reporting reviews of internship sites and plans for

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improvement. Using data to inform practice would improve candidates capacity to demonstrate making responsible decisions to recognize their own limitations as a student affairs professional seeking supervision when appropriate and problem-solving in reviewing internship site strengths and deficiencies and plan for improvement according to the Council for Advancement of Standards in Higher Education (CAS).

These changes will improve the student's ability to make responsible decisions and problem-solve, using data to inform actions when appropriate, thereby continuing to push the cycle of improvement forward.

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

Faculty reviewed and used data from AC 2018-2019 to improve candidate learning and provide program improvement in AC 2019-2010. In AC 2019-2020, the program faculty took the following actions:

- **SLO 1:** Faculty revised course activities and assessments to maintain a pattern of improvement. Faculty implemented revisions in curriculum based on the revised ACPA/NASPA Professional Competency Areas for Student Affairs Educators which have provided evidence of improvement shown in the analysis of the last two year's results. Faculty improved curriculum through appropriate analysis of activities and assessments in SAHE courses with appropriate revisions to ensure that candidates demonstrated knowledge of content in Student Affairs in Higher Education.
 - Candidates are demonstrating knowledge of content in Student Affairs in Higher Education based on the ACPA/NASPA Professional Competency Areas for Student Affairs Educators. 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). The analysis reflected that improvement in knowledge of content was a direct result of the curriculum revisions which led to the candidates'

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ability to adequately describe their competencies through the comprehensive exam written and oral defense process.

- **SLO 2:** Faculty assessed specific areas of knowledge, skills, and dispositions related to the Case Study in SAHE 5960 was 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 that are aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators (PEF and LPG).
 - 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 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 issues, and the understanding of governance structures in student affairs in higher education (ACPA/NASPA Professional Competencies PEF and LPG). However, the candidates had difficulty applying specific legitimate and legal issues of the scenario for the case study and a common mistake in writing the case study report was that candidates neglected to include a well-defined introduction and/or conclusion. Additionally, throughout the report, writing was not clear nor coherent, and there was a lack of transitions from section to section. The following action of the faculty to assess specific areas of knowledge, skills, and dispositions related to the Case Study in SAHE 5960 was taken to assure a pattern of improvement.
- **SLO 3:** To ensure the preparation for the internship became as important as the active involvement in the internship, faculty assessed and revised of the application process as part of gatekeeping for the internship was taken and contributed to improvement for the interns and the entire internship process and experience.
 - Interns demonstrated ability to apply knowledge of content in showing competencies in personal and ethical behaviors in professional practice in student affairs based on the ACPA/NASPA Professional Competency Areas for Student Affairs Educators. The preparation for the internship became as important as the active involvement in the internship, assessment and revision of the application process as part of gatekeeping for the internship was taken and contributed to improvement for the interns and the entire internship process and experience.
- **SLO 4:** Faculty assessed candidates' learning and reviewed 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. Faculty improved students' knowledge and

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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. Faculty assessed the candidates 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.

- Candidates demonstrated creativity, ideas, processes, and experiences in designing college student development programming by delineating problems or issues that need to be addressed by programming, thoroughly describing the programming process, and devising an evaluation of the programming but had difficulty with relating theory to practice, editing, providing appropriate evidence, and properly citing. The college student development programming project indicated improvement in content 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:** Faculty strengthened 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 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. Faculty supported candidates in improving in using data to inform decisions and recommend specific plans for improvement. Faculty supported specific improvement in the candidates' ability to use data to assess internship site strengths and deficiencies based on Council for Advancement of Standards in Higher Education (CAS), and plan for improvement.
 - Candidates demonstrated making responsible decisions in recognizing their own limitations as student affairs professionals by seeking supervision when appropriate and problem-solving when assessing internship site to the Council for Advancement of Standards in Higher Education (CAS). Specific improvement was indicated in the candidates' ability to use data to assess internship site strengths and deficiencies and plan for improvement.

Plan of Action Moving Forward:

Faculty will review and use data, revise or change assessments to gain data specificity, in order to improve candidate learning and provide program improvement. In AC 2020-2021, the program faculty will take the following actions:

- **SLO 1:** Faculty will support the improvement of candidates' ability to demonstrate competencies indicated by the need to use data for educational decisions. Faculty will support academic improvements through appropriate analysis and revision of activities and assessments in SAHE courses to ensure that

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candidates demonstrate knowledge of content in Student Affairs in Higher Education.

- **SLO 2:** Faculty will revise the instructions and assessment for the case study to help candidates improve in demonstrating the ability to apply and adhere to ethical and legal standards in the student affairs profession. Faculty will provide additional instructional activities on mastery writing, APA formatting, and learning content regarding specific legitimate and legal issues in student affairs and higher education would improve candidates' ability in case study reporting.
- **SLO 3:** The internship course is a growth course of knowledge, skills, and dispositions of professional roles in Student Affairs. To ascertain a pattern of improvement, faculty will evaluate the weekly meetings and written reports of interns regarding the internship experience through a faculty developed rubric. The assessment will determine internship competencies following the ACPA/NASPA Professional Competency Areas for Student Affairs Educators.
- **SLO 4:** Candidates have shown improvement in demonstrating creativity, ideas, processes, and experiences in designing college student development programming. Faculty will provide additional instructional activities on mastery writing and APA formatting would enhance candidates' ability in formal report writing. Faculty will revise the instructions and assessment for the college student development programming report to help candidates improve in demonstrating 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, devising an evaluation of the programming, and providing appropriate evidence, editing, and citing of references.
- **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 affairs professional and using data to inform actions when assessing the strengths and deficiencies and plan for improvement of the internship site. Faculty will develop and deliver additional instructional activities on mastery writing and APA formatting (7th ed.) would improve candidates' ability to report the reviews and plans for improvement of the internship site according to the Council for Advancement of Standards in Higher Education (CAS).