

Assessment Cycle 2020-2021

Student Affairs in Higher Education (574)

College: Gallaspy College of Education and Human Development

Department: School of Education

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Date: June 7, 2021

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Date: July 22, 2021

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.

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

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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.

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 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 (2015). The rubric is a direct measure of knowledge of content in Student Affairs in Higher Education. 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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Findings: Target was Met

AC 2020-2021: Target met. 100% of candidates scored Acceptable or Target.

AC 2019-2020: Target met. 100% of candidates scored Acceptable or Target

AC 2018-2019: Target met. 100% of candidates scored Acceptable or Target

Analysis:

In AC 2019-2020, the target was met. 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 examinations and Target (81.8%) and Acceptable (18.2%) scores on the oral portion of the comprehensive examinations. Based on the analysis of the AC 2019-2020 results, the following change was implemented to drive improvement: faculty developed and delivered resources in SAHE courses to maintain a pattern of improvement of candidates' ability to use decision-making in demonstrating competencies. As a result of these changes, in AC 2020-2021, the target was met. Analysis of AC 2020-2021 data reveal Target (100.0%) scores for the written portion of the comprehensive examinations and Target (100.0%) scores on the oral portion of the comprehensive examinations. Having implemented the plan of action, candidates were able to adequately describe their competencies through the comprehensive exam written and oral defense process.

Action - Decision or Recommendation:

In AC 2020-2021, the target was met.

Based on analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement.

With significant improvement in the performance AC 2020-2021 on the written and oral comprehensive examinations, faculty will evaluate activities in courses to ensure proper scope and sequence of content knowledge to improve candidates' demonstrated knowledge of content in Student Affairs in Higher Education as aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators (2015). 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.

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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 100% of 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 2020-2021: Target was not met. 80% of candidates achieved 80% or higher.

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.

Analysis:

In AC 2019-2020, the target was not met. In AC 2019-2020, only 50% of candidates met the benchmark measuring the demonstration of ethical and legal standards within the student affairs profession.

In accordance with the plan of action from AC 2019-2020, in AC 2020-2021 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 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 Competencies (PEF and LPG).

Despite these changes, in AC 2020-2021, the target was not met. All candidates did not demonstrate the ability to apply and adhere to ethical and legal standards in the student affairs profession through the analysis of a case study addressing a student affairs compliance scenario. Candidates identified key components related to the problem scenario, ethical and legal issues, and ramifications and/or guidelines based on the ethical and legal issues.

According to the scores from the final case study assessment, candidates had difficulty with the areas of APA formatting (28% met target) and following the written instructions (28% met target). Additionally, throughout the report, writing was not clear nor coherent,

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and there was a lack of transitions from section to section. Composition focus and sequencing, and some content areas lacked required information, specifically the conversation with a vice-president or dean of students. Strengths were noted in areas of 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).

Action - Decision or Recommendation:

In AC 2020-2021, the target was not met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. 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. This will improve candidates' ability in case study reporting. Revising the instructions and assessment for the case study should help candidates improve in demonstrating the ability to apply and adhere to ethical and legal standards in the student affairs profession. Furthermore, candidates will have additional instruction and opportunities to demonstrate mastery of writing and APA formatting in other courses of the SAHE program. 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

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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:

AC 2020-2021: Target was met. 100% of interns earned a grade of "B" or above.

AC 2019-2020: Target was met. 100% of interns earned a grade of "B" or above.

AC 2018-2019: Target was met. 100% of interns earned a grade of "B" or above.

Analysis:

In AC 2019-2020, the target was met. Based on analysis of the AC 2019-2020 results, faculty made the following changes in AC 2020-2021 to drive the cycle of improvement. To ascertain a pattern of improvement, faculty revised the evaluation of weekly meetings and written reports of interns regarding the internship experience. The assessment identified internship competencies following the ACPA/NASPA Professional Competency Areas for Student Affairs Educators.

As a result of these changes, in AC 2020-2021 the target was met. Analysis of the 100% achievement for this SLO was evidence of Interns demonstrating discipline specific content knowledge in professional practice.

Action - Decision or Recommendation:

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement.

In AC 2021-2022, faculty will modify the mid-term evaluation process with a faculty-developed supplemental interview protocol. The interview protocol will determine internship competencies following the ACPA/NASPA Professional Competency Areas for Student Affairs Educators. 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); leadership competencies in student affairs (LEAD); incorporating social justice and inclusion in the practice of student affairs (SJI),

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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 mid-term supplemental interview protocol will improve the intern'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 of 100% of 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.

Finding:

AC 2020-2021: Target was not met: 75% of candidates achieved 80% or higher.

AC 2019-2020: Target was not met: 90% of candidates achieved 80% or higher.

AC 2018-2019: Target was not met: 78.6% of candidates achieved 80% or higher.

Analysis:

In AC 2019-2020, the target was not met. Based on analysis of the AC 2019-2020 results, faculty made the following changes in AC 2020-2021 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. Although changes were made, in AC 2020-2021 the target was not met.

In AC 2020-2021, analysis of data revealed that 75% of candidates achieved 80% or higher on the assessment. The candidates were able to define the theoretical

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foundation (85% met target) but had difficulty with relating theory to practice (65% met target) or providing appropriate evidence (55% met target). Other difficulties were editing (40% met target) and properly citing (15% met target).

Action - Decision or Recommendation:

In AC 2020-2021, the target was not met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement.

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. Additionally, faculty will revise the instructions and assessment for the college student development programming report by providing a guidelines document 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. Furthermore, candidates will have additional instruction and opportunities to demonstrate master of writing and APA formatting in other courses of the SAHE program. 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 100% students will score 80% or higher. 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

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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 2020-2021: Target was met. 100% of candidates achieved 80% or higher.

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.

Analysis:

In AC 2019-2020, the target was met. 100% of 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 through the candidates' ability to assess internship site strengths and deficiencies and plan for improvement. Aggregate analysis of AC 2019-2020 data indicated candidates continual need for improvement in mastery writing and editing conventions. 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.

As a result of these changes, in AC 2020-2021, the target was met. Analysis of AC 2020-2021 data indicated that candidates demonstrate the ability to recognize their own limitations as a student affairs professional seeking supervision when appropriate.

Action - Decision or Recommendation:

In AC 2020-2021, the target was met.

Based on the analysis of results in AC 2020-2021, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement.

Faculty will provide additional instructional activities on mastery writing and APA formatting, which will improve candidates' ability in reporting reviews of internship sites and plans for improvement. Candidates' capacity to demonstrate writing appropriate reports that review internship site strengths and deficiencies and plan for improvement according to the Council for Advancement of Standards in Higher Education (CAS) would improve through practice in writing and editing. These changes will improve the student's ability to make responsible decisions and problem-solve in reviewing the internship experience, thereby continuing to push the cycle of improvement forward.

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

Faculty reviewed and used data from AC 2019-2020 to improve candidate learning and provide program improvement in AC 2020-2021. In AC 2020-2021, the program faculty took the following actions:

- **SLO 1:** Faculty developed and delivered resources in SAHE courses to maintain a pattern of improvement of candidates' ability to use decision-making in demonstrating competencies. The candidates were able to apply knowledge of content to professional practice 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 development and delivery of additional resources in the SAHE courses which led to the candidates' ability to adequately describe their competencies through the comprehensive examination written and oral defense process.

- **SLO 2:** Faculty assessment of 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

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education (ACPA/NASPA Professional Competencies PEF and LPG). However, the candidates had difficulty following written instructions, APA formatting, and proofreading in writing the case study report. 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 active involvement in the internship, faculty assessed and revised the evaluation process of weekly meetings and written reports regarding the internship involvement 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 weekly meetings and written reports reflected the active involvement in the internship 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. The faculty revised instructions and assessment indicated candidate's improvement to envision, plan, and affect change in organizations, respond to issues; and evaluate programming in student affairs.
 - 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. Specifically, the candidates were able to envision, plan, and affect change in organizations and respond to issues; and evaluate programming (ACPA/NASPA Professional Competencies SLD, LEAD, and AER).
- **SLO 5:** Faculty developed and delivered additional instructional activities on mastery writing and APA formatting to improve candidates' ability to report the reviews and plans for improvement of the internship site based on Council for Advancement of Standards in Higher Education (CAS).
 - Candidates demonstrated making responsible decisions in recognizing their own limitations as student affairs professionals by seeking

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supervision when appropriate and problem-solving when assessing internship site according to the Council for Advancement of Standards in Higher Education (CAS). Specific improvement was indicated in the candidates' ability 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 2021-2022, the program faculty will take the following actions:

- **SLO 1:** Faculty will support the improvement of candidates' ability to demonstrate competencies indicated by using appropriate resources for educational decisions. Faculty will support academic improvements through appropriate evaluation of activities in courses to ensure proper scope and sequence of content knowledge to improve candidates' demonstrated knowledge of content in Student Affairs in Higher Education as aligned with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators (2015).
- **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 and APA formatting that 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 enhance the weekly meetings and written reports of interns regarding the internship experience and provide a mid-term supplemental interview protocol aligned with 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 that would enhance candidates' ability in formal report writing. Faculty will revise the instructions and assessment for the college student development programming report by providing a guidelines document 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.

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- **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 when assessing the strengths and deficiencies and plan for improvement of the internship site. Candidates' capacity to improve writing appropriate reports that review internship sites according to the Council for Advancement of Standards in Higher Education (CAS) would improve through practice in writing and editing. Faculty will develop and deliver additional instructional activities on mastery writing and APA formatting that 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).