

ASSESSMENT CYCLE 2021-2022

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 committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

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 continuing attention to access is joined with a strong emphasis on success:

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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 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.

Findings:

AC 2021-2022: Target was met. 100% of candidates scored Acceptable or Target.

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

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

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

Analysis:

In AC 2021-2022, the target was met.

Analysis of AC 2020-2021 data reveals the target (100.0%) scores for the written portion of the comprehensive examinations and Target (100.0%) scores for 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.

Based on the analysis of AC 2020-2021 faculty implemented 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 evaluated 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 ensured that candidates demonstrated knowledge of content in Student Affairs in Higher Education.

As a result, these changes improved the student's ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward.

Action - Decision or Recommendation:

AC 2021-2022: Target was met.

Based on analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. With improvement in the performance overall on the written and oral comprehensive examinations, faculty will complete an analysis and revision of specific activities and assessments as there is a need for improvement that will address specific issues that are currently affecting campus environments. The specific activities and assessments will be those aligned with the two competency areas of Social Justice and Inclusion (SJI) and Student Learning and Development (SLD) in the courses COUN 5610 and SAHE 5920 (ACPA/NASPA Competency Areas for Student Affairs Educators, 2015).

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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.

Findings:

AC 2021-2022: Target was not met. 82% of candidates achieved 80% or higher.

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 2020-21, Target was not met. In AC 2020-2021 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, 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 articulating, analyzing, and synthesizing 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).

Based on the analysis of 2020-2021 results, the faculty provided additional instructional activities on mastery writing, APA formatting, and learning content regarding specific legitimate and legal issues in student affairs and higher education.

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This improved the candidates' ability in case study reporting. Candidates received additional instructions and opportunities to demonstrate mastery of writing and APA formatting in other courses of the SAHE program.

Revised instructions and assessment for the case study helped candidates improve in demonstrating the ability to apply and adhere to ethical and legal standards in the student affairs profession.

As a result of these changes, in AC 2021-2022: Target was Not Met.

Based on the analysis of AC 2021-2022 results, data reveals that candidates had difficulties with the introduction and conclusion sections of the assignment. A common mistake made was that there was not an introduction and/or conclusion within the case study. Content presentation, steps to restore harmonious environment, focus and sequencing, and editing conventions lacked the required information. The writing was not clear nor coherent, and there was a lack of transitions from section to section. The legitimate and legal issues section proved to be well represented within the writing, as most adequately conveyed enough legal knowledge. The case studies had minimal APA errors indicating that candidates were able to demonstrate mastery writing and APA formatting.

Action - Decision or Recommendation:

In AC 2021-2022, the target was not met.

Based on information gathered from the analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. The case study instructions and rubric will be reviewed and edited. Additionally, an outline will be developed as a template for writing the case study.

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.

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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:

AC 2021-2022: Target was met. 100% of interns earned a grade of "B" or above.

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 2021-2022, the target was met.

Based on the analysis of 2020-2021 results, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty modified the mid-term evaluation process with a faculty-developed supplemental interview protocol. The interview protocol was to determine internship competencies following the ACPA/NASPA Professional Competency Areas for Student Affairs Educators. The candidates were 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), 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).

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As a result of these changes, in AC 2021-2022, the Target was met and the mid-term supplemental interview protocol may have improved the intern's ability to model professional behaviors and characteristics, possibly contributing to the cycle of improvement. However, analysis of the AC 2021-2022 indicate that the mid-term supplemental interview protocol was more hindrance than help in assessing the intern. Feedback from site supervisors and interns indicated that the interview protocol had consistent questions, but the questions did not necessarily fit the internship experience. Perhaps the consistency was given more emphasis than the accuracy of the questions in the development of the interview protocol.

Action - Decision or Recommendation:

In AC 2021-2022, the Target was met.

Based on information gathered as part of the analysis of the 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

In AC 2022-2023, faculty will revise the mid-term evaluation process to ensure there is accuracy, as well as consistency in questioning the interns using the interview protocol. Ensuring appropriate alignment with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators would also be important. A revised 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 2021-2022: Target was met. 100% of candidates achieved 80% or higher.

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.

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

Analysis:

In **AC 2021-2022**, the target was met. After the three previous years of the Target not being met, there was significant improvement as this year Target was met.

Based on the analysis of AC 2021-2022 faculty had implemented the following changes to drive the cycle of improvement. Faculty provided additional instructional activities on mastery writing and APA formatting to enhance candidates' ability in formal report writing regarding college student development programming. Additionally, faculty revised 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 had additional instruction and opportunities to demonstrate mastery of writing and APA formatting in other courses of the SAHE program. As a result of these changes, analysis of 2021-2022 date indicated improvement in candidates' ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the student programming project and discipline, thereby continuing to push the cycle of improvement forward.

Action - Decision or Recommendation:

AC 2021-2022: Target was met

Based on the analysis of AC 2021-2022, faculty will implement a change in analysis in AC 2022-2023 to drive the cycle of improvement. The aggregate of data from AC 2021-2022 as baseline will be compared with the aggregate of data from AC 2022-2023. This analysis will determine an appropriate course of action to sustain candidate performance in the ability to demonstrate knowledge and skills in creativity, ideas, processes, and experiences in designing college student development programming.

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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 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 2021-2022: Target was met. 100% of candidates achieved 80% or higher.

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 2021-2022, the target was met.

Based on analysis of 2021-2022, results indicated that candidates demonstrate the ability to recognize their own limitations as a student affairs professional seeking supervision when appropriate. Faculty provided additional instructional activities on mastery writing and APA formatting, which improved 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) improved through practice in writing and editing. As a result of these changes in AC 2021-2022, target was met which indicated that candidates demonstrated the ability to make responsible decisions and problem-solve, using data to inform professional practice when appropriate.

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Action - Decision or Recommendation:

In AC 2021-2022: Target was met.

Based on the analysis of results in AC 2021-2022, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. Candidates will demonstrate the ability to make responsible decisions and problem-solve through building skills in using observation and assessment to inform professional practice and plan for improvement when appropriate.

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

Faculty reviewed and used data from AC 2020-2021 to improve candidate learning and provide program improvement in AC 2021-2022. In AC 2021- 2022, the program faculty took the following actions:

- **SLO 1:** Faculty evaluated 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) to maintain a pattern of improvement of candidates' ability to use decision-making. The candidates were able to apply knowledge of content to professional practice in Student Affairs in Higher Education. Improvements through appropriate analysis and revision of activities and assessments in SAHE courses ensured that candidates demonstrated knowledge of content in Student Affairs in Higher Education. These changes improved the student's ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward.
- **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 were able to articulate, analyze, and synthesize content knowledge as the legitimate and legal issues section proved to be well represented within the writing, as most candidates adequately conveyed enough legal knowledge. The case studies had minimal APA errors indicating that candidates were able to demonstrate mastery writing and APA formatting. However, candidates had difficulties with the introduction and conclusion sections of the assignment. A common mistake made was that there was not an introduction and/or conclusion within the case study. Content presentation, steps to restore harmonious environment, focus and sequencing, and editing

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conventions lacked the required information. The writing was not clear nor coherent, and there was a lack of transitions from section to section.

- **SLO 3:** To ensure active involvement in the internship, faculty assessed and revised the midterm evaluation interview protocol and may have 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 bases on the ACPA/NASPA Professional Competency Areas for Student Affairs Educators (2015). Revised weekly meetings and written reports from the previous year contributed more to the improvement for the interns and the entire internship process and experience than the newly introduced mid-term evaluation interview protocol.
- **SLO 4:** Faculty assessed candidates' learning to ascertain the specifics of how well the candidates were able to demonstrate creativity, ideas, processes, and experiences in designing college student development programming. Faculty provided additional instructional activities on mastery writing and APA formatting to enhance candidates' ability in formal report writing regarding college student development programming. Additionally, faculty revised 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 had additional instruction and opportunities to demonstrate mastery of writing and APA formatting in other courses of the SAHE program. As a result of these changes, improvement in candidates' ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the student programming project and discipline was attained and will, thereby continue to push the cycle of improvement forward.
- **SLO 5:** Faculty continued to develop and deliver 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 improvement in making responsible decisions and problem-solving in their ability to assess internship site strengths and deficiencies in the internship recognizing their own limitations as part of the process.

Plan of Action Moving Forward:

Faculty will review and use data, revise or change assessments to gain data specificity,

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in order to improve candidate learning and provide program improvement. In AC 2022-2023, the program faculty will take the following actions:

- **SLO 1:** Faculty will support the improvement of candidates' ability to demonstrate specific competencies by using appropriate resources for educational decisions. Faculty will complete an analysis and revision of specific activities and assessments as there is a need for improvement that will address specific issues that are currently affecting campus environments. The specific activities and assessments will be those aligned with the two competency areas of Social Justice and Inclusion (SJI) and Student Learning and Development (SLD) in the courses COUN 5610 and SAHE 5920 (ACPA/NASPA Competency Areas for Student Affairs Educators, 2015).
- **SLO 2:** Faculty will review and edit case study instructions and rubric to help candidates improve in demonstrating the ability to apply and adhere to ethical and legal standards in the student affairs profession. Additionally, an outline will be developed as a template for writing the case study.
- **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 revise the mid-term supplemental interview protocol for consistency, accuracy, and alignment 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. Based on additional instructional activities on mastery writing and APA formatting that enhanced candidates' ability in formal report writing. Faculty will implement a change in analysis by using the aggregate of data from this year as baseline to compare with the data collected next year. The two years of data analysis, if the target is met again, will determine an appropriate course of action to sustain candidate performance in the ability to demonstrate knowledge and skills in creativity, ideas, processes, and experiences in designing college student development programming.
- **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. To ascertain a pattern of improvement, faculty will provide activities to assist candidates in their decision-making and problem-solving through building skills in using observation and assessment to inform professional practice and plan for improvement in the internship site when appropriate.