

ASSESSMENT CYCLE 2022-2023

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.

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

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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 2022-2023: Target was met.

AC 2021-2022: Target was met.

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Analysis:

In AC 2021-2022, the target was met.

Analysis of AC 2021-2022 data revealed 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 the AC 2021-2022 results faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. With significant improvement in the performance AC 2020-2021 on the written and oral comprehensive examinations, faculty completed an analysis and revision of specific activities and assessments as there was a need for improvement that addressed specific issues that were currently affecting campus environments. The specific activities and assessments were 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).

As a result of these changes, in AC 2022-2023 the target was met. Analysis of data revealed the scores of target (80.0%, n=4) and acceptable (20.0%, n=1) for the written portion of the comprehensive examinations. The scores of target (20.0%, n=1) and acceptable (80.0%, n=4) for the oral portion of the comprehensive examinations were the direct opposite of the written portion. 2022-2023 scores were a bit lower than AC 2021-2022, however, aggregate scores still meet established goals. The changes impacted the written portion as the scores remained high. However, the scores in the oral portion indicated the changes had no impact. Having implemented the plan of action, candidates were able to adequately describe their competencies through the comprehensive exam written but the oral defense process needs improvement.

Action - Decision or Recommendation:

In AC 2022-2023 the target was met.

Based on analysis of the AC 2022-2023 results the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. To ensure improvement in performance for both the written and oral comprehensive examinations, faculty will evaluate activities in SAHE courses to ensure proper scope and sequence of content knowledge to improve candidates' demonstration of knowledge of content in Student Affairs in Higher Education as aligned with the ACPC/NASPA Professional Competency Areas for Student Affairs Educators (2015). Improvements through appropriate analysis and revision of activities and assessments throughout the competency areas in the SAHE courses will ensure that candidates demonstrate knowledge of content in Student Affairs in Higher Education equally in the written and oral portions of the comprehensive examination.

These changes will improve the candidate's ability to demonstrate discipline-specific content knowledge and growth in competency areas equally in writing and orally, thereby

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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 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 2022-2023: Target was met. 100% of candidates achieved 80% or higher.

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

Analysis:

In AC 2021-22, Target was not met.

In AC 2021-2022 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 2021-2022 results, the faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. The case study instructions and rubric were reviewed and edited. Additionally, an outline was developed as a template for writing the case study.

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As a result of these changes, in AC 2022-2023: Target was met. According to the scores from the final case study, students had minor difficulties regarding the introduction (89.3 %), content presentation (89.3 %), focus & sequencing (89.3 %), and conclusion (89.3 %) sections of the rubric. Editing conventions (85.7%) appeared to give the students the most problems which included surface area writing issues as well as minor APA formatting issues. The sections falling below 90% lacked some required information but overall presented information succinctly with proper transitions from section to section. Some components were missing, such as headings and sub-headings, as well as some grammar and editing issues were found. Due to this course involving a good deal of effort, time management, and a working knowledge of program expectations, a first-year student may have a difficult time completing the assignments on time and on a mastery writing level. The revised outline and rubric for the case study appeared to help students with content requirements.

Action - Decision or Recommendation:

In AC 2022-2023, the target was met.

Based on the analysis of the AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. The case study instructions will be reviewed and edited. Additionally, activities related to content knowledge and the outline will be developed along with the 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. 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

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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 2022-2023: Target was met. 100% of interns earned a grade of "B" or above.

AC 2021-2022: Target was met.

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). 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 indicated 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.

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As a result of these changes, in AC 2022-2023, 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, based on feedback from interns and site supervisors, the questions did not necessarily fit the internship experience and the consistency was given more emphasis than the accuracy of the questions in the development of the interview protocol. The interview protocol had little impact on the candidates' growth in competencies.

Action - Decision or Recommendation:

In AC 2022-2023, the Target was met.

Based on information gathered as part of the analysis of the 2022-2023 results, the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. The faculty will revise the mid-term evaluation process to ensure there is accuracy, as well as consistency in questioning the interns using an 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 2022-2023: Target was met. 100% of candidates achieved 80% or higher.

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

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Analysis:

In AC 2021-2022, the target was met.

Eighty-six percent of candidates scored 97 or higher on the rubric for the college student development programming paper. The remaining 14% scored 95 on the paper. Based on faculty revised instructions and guidelines related to both programming and writing, candidates demonstrated improvement in ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the student programming project and discipline.

Based on the analysis of AC 2021-2022 faculty had implemented the following changes in AC 2022-2023 to drive the cycle of improvement by using the aggregate data between the two cycles as baseline for continuing improvement since the target was not met the previous three years. This analysis determined 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 by delineating problems or issues that need to be addressed through 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.

As a result of these changes, in AC 2022-2023, the target was met.

Seventy-five percent of candidates scored 97 or higher on the rubric for the college student development programming paper. The remaining candidates (25%) scored 95 on the paper. Although the percentage of students scoring 97 or higher was less than the percentage from the previous year, the target was met and using the aggregate data from this two-year cycle provided information related to continuing improvement. Comparing the aggregate data, indicated a direct impact on the student's writing ability by improvement in providing appropriate evidence and editing conventions.

Action - Decision or Recommendation:

AC 2022-2023: Target was met.

Based on the analysis of AC 2022-2023 results, faculty will implement the following changes of continuing to provide additional instructional activities in mastery writing and APA formatting to enhance candidates' ability in formal report writing regarding college student development programming in AC 2023-2024 to drive the cycle of improvement.

These changes will improve and sustain exceptional candidate performance in the ability to demonstrate knowledge and skills in creativity, ideas, processes, and experiences in designing college student development programming. These changes will improve the candidate's ability to demonstrate mastery of writing and APA formatting in this course requirement and in other courses in the SAHE program.

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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 2022-2023: Target was met.

AC 2021-2022: Target was met.

Analysis:

In AC 2021-2022, the target was met.

In AC 2021-2022 candidates demonstrated the ability to recognize their own limitations as a student affairs professional seeking supervision when appropriate. The interns (100%) demonstrated writing appropriate reports that reviewed internship site strengths and deficiencies and plans for improvement according to the Council for Advancement of Standards in Higher Education (CAS). Interns demonstrated the ability to make responsible decisions and problem-solve, using data to inform professional practice when appropriate.

Based on analysis of 2021-2022 results faculty made the following changes in 2022-2023 to drive the cycle of improvement. Additional instructional activities on mastery writing and APA formatting provided increased ability in reporting reviews of internship sites and plans for improvement.

As a result of these changes, in AC 2022-2023 the target was met. All interns

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successfully demonstrated the ability to make responsible decisions and problem-solve, using data to inform professional practice when appropriate through the review of the internship site. Only 40% (n=2) made mistakes in APA formatting and that was in citing of references. Interns improved in writing mastery and providing excellent reviews of internship sites. Interns improved in using observation and assessment as part of reviewing internship sites.

Action - Decision or Recommendation:

In AC 2022-2023: Target was met.

Based on the analysis of results in AC 2022-2023 faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. The weekly reporting as part of faculty supervision will be reviewed and revised to enhance the interns' use of observation and assessment to progress in competencies. These changes will help interns to 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 2021-2022 to improve candidate learning and provide program improvement in AC 2022-2023. In AC 2022- 2023, the program faculty took the following actions:

- **SLO 1:** Faculty completed an analysis and revision of specific activities and assessments as there was a need for improvement that addressed specific issues that were currently affecting campus environments. The specific activities and assessments were 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). the oral portion of the comprehensive examinations were the direct opposite of the written portion. The changes clearly impacted the written portion as the scores remained high. However, the scores in the oral portion indicated the changes had no impact. Having implemented the plan of action, candidates were able to adequately describe their competencies through the comprehensive exam written but the oral defense process needs improvement.
- **SLO 2:** Faculty review and revision of case study instructions and rubric were reviewed and edited. Additionally, an outline was developed as a template for writing the case study. Candidates had minor difficulties regarding the introduction, content presentation, focus & sequencing, and conclusion. Editing conventions appeared to give the candidates the most problems which included surface area writing issues as well as minor APA formatting issues. Even though some sections lacked information, overall information was presented succinctly with proper transitions. Some components were missing, such as headings and subheadings, and some grammar and editing issues were found. The revised outline and rubric for the case study

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appeared to help candidates with content requirements.

- **SLO 3:** 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, feedback from site supervisors and interns indicated that the interview protocol was more hindrance than help in assessing the intern and 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. The interview protocol had little impact on the candidates' growth in competencies, but interns demonstrated ability to apply knowledge of content in showing competencies in personal and ethical behaviors in professional practice in student affairs. The revisions to written reports by the interns 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:** To drive the cycle of improvement, faculty used the aggregate data between two cycles as baseline for continuing improvement since the target had not been met the previous three years. This analysis determined 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 by delineating problems or issues that need to be addressed through 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. Using the aggregate data, indicated a direct impact on the student's writing ability by improvement in providing appropriate evidence and editing conventions. Using the aggregate data of the two cycles, indicated a direct impact on the student's writing ability by improvement in providing appropriate evidence and editing conventions.
- **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). Citing references remained difficult but candidates developed in using observation and assessment to continue to improve writing mastery and providing excellent reviews of internship sites. Candidates demonstrated improvement in making responsible decisions and problem-solving in their ability to assess internship sites while 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, to improve candidate learning and provide program improvement. In AC 2023- 2024, the program faculty will take the following actions:

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- **SLO 1:** Faculty will evaluate activities in SAHE courses to ensure proper scope and sequence of content knowledge to improve candidates' demonstration of knowledge of content in Student Affairs in Higher Education as aligned with the ACPC/NASPA Professional Competency Areas for Student Affairs Educators (2015). Improvements through appropriate analysis and revision of activities and assessments throughout the competency areas in the SAHE courses will ensure that candidates demonstrate knowledge of discipline-specific content in Student Affairs in Higher Education equally in the written and oral portions of the comprehensive examination, thereby continuing to push the cycle of improvement forward.
- **SLO 2:** Faculty will review and edit case study instructions to help candidates improve in demonstrating the ability to apply and adhere to ethical and legal standards in the student affairs profession. Additionally, activities related to content knowledge and the outline will be developed along with the 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 to model professional behaviors and characteristics, 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. Faculty will provide additional instructional activities in mastery writing and APA formatting to enhance candidates' ability in formal report writing. These changes will improve and sustain exceptional candidate performance in the ability to demonstrate knowledge and skills in designing college student development programming by delineating problems or issues that need to be addressed through 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. Changes that lead to improvement in this course should have a similar effect in formal report writing in other courses in the SAHE program.
- **SLO 5:** The faculty will review and revise the weekly reporting that is part of faculty supervision to enhance the interns' use of observation and assessment to progress in competencies. These changes will help interns to 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.