

ASSESSMENT CYCLE 2023-2024

Student Affairs in Higher Education (574)

College: Gallaspy College of Education and Human Development Department:

School of Education

Prepared by: Paula Christensen & Yonna Pasch

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Approved by: Dr. Greg Handel

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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

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effective postsecondary education system in support of Louisiana's economy. The continuing attention to access is joined with a strong emphasis on success: guiding students from freshman enrollment through to completion. It addresses the challenge to provide what the State, its communities, its businesses, and its residents need – more college-educated men and women who are prepared to contribute to the economy, culture, and general societal well-being of Louisiana. We recognize that student affairs professionals play an important role in supporting student learning and achievement in higher education. The SAHE program sees 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. Candidates demonstrate a knowledge of discipline-specific content in Student Affairs in Higher Education equally in the written and oral portions of the comprehensive examination either by passing or failing the comprehensive exam but there are two levels of passing scores (Acceptable or Target with Target being the highest score). 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:

AC 2023-2024: Target was met.

Analysis:

In AC 2022-2023, the target was not met. Based on the analysis of the AC 2022-2023 results faculty made 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 evaluated 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). These changes improved the candidate's ability to demonstrate discipline-specific content knowledge and growth in competency areas equally in writing and orally, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2023-2024 the target was met. Analysis of the data revealed the scores of target (83.3%, n=6) and acceptable (14.3%, n=1) for the written portion of the comprehensive examinations. The scores of target (71.4%, n=5) and acceptable (28.6%, n=2) for the oral portion of the comprehensive examinations. The changes clearly impacted on the written portion as the scores remained high. The changes also indicated influence on the scores in the oral portion as well. Having implemented the plan of action, candidates were able to adequately describe their competencies through the comprehensive exam written and oral defense process. These changes improved the candidate's ability to demonstrate discipline-specific content knowledge and growth in competency areas equally in writing and orally, thereby continuing to push the cycle of improvement forward.

Action - Decision or Recommendation:

In AC 2023-2024 the target was met. Based on analysis of the AC 2023-2024 results the faculty will implement the following changes in AC 2024-2025 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). 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 at an equally high level 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 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.	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 2023-2024: Target was met.

Analysis:

In AC 2022-23, Target was met. Based on the analysis of 2022-2023 results, the faculty made the following changes in AC 2023-2024 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.

As a result of these changes, the target was met in AC 2023-2024. According to the scores from the final case study, students had minor difficulties regarding the steps to restore harmonious environment (84.1%), focus & sequencing (86.4%), and conclusion (77.3%) sections of the rubric. Editing conventions (86.4%) and APA formatting and citing (88.6%) were additional problem areas. 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, 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.

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Action - Decision or Recommendation:

In AC 2023-2024, the target was met. Based on the analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. The case study instructions will continue to be reviewed and edited. Additionally, activities related to writing by providing focus and sequence and appropriate conclusions will be developed to enhance content knowledge and formal writing skills and knowledge of 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 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.

Findings:

AC 2023-2024: Target was met.

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Analysis:

In AC 2022-2023, the target was met (86% completed internship, n=6, 14% did not complete internship, n=1). Based on the analysis of 2022-2023 results, faculty implemented the following changes in AC 2023-2024 to drive the cycle of improvement. The faculty revised 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 was also important. A revised protocol improved the intern's ability to model professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2023-2024, the target was met (100% completed internship, n=5). 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, there was also indication that the interview protocol had little impact on the candidate's growth in competencies. There were indications from the mid-term and final reviews that maintaining the internship log was more problematic than necessary.

Action - Decision or Recommendation:

In AC 2023-2024, the Target was met. Based on information gathered as part of the analysis of the 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. An additional face-to-face or virtual meeting between the faculty supervisor and the candidate will take place between the Learning Contract meeting and the mid-term review to ensure that reporting through the internship log is following protocol and is accurate. The internship log indicates the candidate's ability to model professional behaviors and characteristics through appropriate logging of indirect and direct hours in the internship experience.

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.	Candidates demonstrate creativity, ideas, processes, and experiences in designing college student development programming.

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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.

Findings:

AC 2023-2024: Target was met.

Analysis:

In AC 2022-2023, the target was met. Based on the analysis of 2022-2023 results, faculty implemented the following changes in AC 2023-2024 to drive the cycle of improvement. The faculty implemented additional instructional activities in mastery writing and APA formatting to enhance candidates' ability in formal report writing regarding college student development programming. These changes may have helped to 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 enhanced the candidate's ability to demonstrate mastery of writing and APA formatting in this course requirement and in other courses in the SAHE program.

As a result of these changes, in AC 2023-2024, the target was met. Seventy-eight percent of candidates scored between 90% and 93% on the rubric for the college student development programming paper. The remaining candidates (22%) scored 87.5% on the paper. These changes helped to 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. However, the lower overall scoring indicated difficulties in composition.

Action - Decision or Recommendation:

In AC 2023-2024 the target was met. Based on analysis of the AC 2023-2024 results the faculty will implement the following changes in AC 2024-2025. Faculty will provide the additional instructions and activities in mastery writing and APA formatting to enhance candidates' ability in formal report writing regarding college student development programming to drive the cycle of improvement. Activities related to the composition of formal reports will also be added.

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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.

Findings:

AC 2023-2024: Target was met.

Analysis:

In AC 2022-2023 target was met. Based on analysis of 2022-2023 results faculty made the following changes in 2023-2024 to drive the cycle of improvement. The weekly reporting as part of faculty supervision was reviewed and revised to enhance the interns' use of observation and assessment to progress in competencies. These changes allowed 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.

As a result of these changes, in AC 2023-2024 the target was met. All interns 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.

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Action - Decision or Recommendation:

In AC 2023-2024 the target was met. Based on the analysis of results in AC 2023-2024 faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Interns will engage in writing activities to improve APA formatting related to citing references.

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

Faculty reviewed and used data from AC 2022-2023 to improve candidate learning and provide program improvement in AC 2023-2024. In AC 2023- 2024, the program faculty took the following actions:

SLO 1: Faculty evaluated 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 ACPA/NASPA Competency Areas for Student Affairs Educators (2015). The changes clearly impacted on the written portion as the scores remained high. The scores in the oral portion indicated that there was an influence. Having implemented the plan of action, candidates were able to adequately describe their competencies through the comprehensive exam written and oral defense process. Candidates were able to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement.

SLO 2: Faculty reviewed and edited case study instructions and rubric. Candidates had some 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 some grammar and editing issues were found. The revised outline and rubric for the case study 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, but feedback from site supervisors and interns indicated that the interview protocol was more hindrance than help in assessing the intern. The interview protocol had little impact on the candidates' growth in competencies, but interns were able to demonstrate applying knowledge of content in showing competencies in personal and ethical behaviors in professional practice in student affairs. There were indications from the mid-term and final reviews that maintaining the internship log was more problematic and needed addressing.

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SLO 4: To drive the cycle of improvement, faculty used the aggregate data to analyze 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. Those same analyses will afford the opportunity to address the difficulties in composition.

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:

Based on analysis of results from AC 2023 – 2024, program faculty will make the following changes and take these actions in AC 2024- 2025.

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). Revision of activities 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 writing by providing focus and sequence and appropriate conclusions will be developed to enhance content knowledge and formal writing skills and knowledge of the case study.

SLO 3: Faculty will implement an additional face-to-face or virtual meeting between the faculty supervisor and the intern to ascertain a pattern of improvement to model professional behavior and characteristics through appropriate reporting. The internship course is a growth course of knowledge, skills, and dispositions of professional roles in Student Affairs which must be accurately reported through the internship log following a

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specific protocol of consistency and alignment with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators.

SLO 4: Faculty will provide additional instructions and activities in mastery writing and APA formatting to enhance Candidates' ability to demonstrate 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. Activities related to composition of formal reports will be added to 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, and devising an evaluation of the programming.

SLO 5: The faculty will review and revise the weekly reporting that is part of faculty supervision to engage the interns in writing activities to improve APA formatting related to citing references. The changes to improve citing evidence appropriately will help interns demonstrate the ability to make responsible decisions and problem-solve through building skills in using observation and assessment to inform professional practice, progress in competencies, and plan for improvement when appropriate.