

## ASSESSMENT CYCLE 2024-2025

### 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. Mary Edith Stacy

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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.

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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: Demonstrate discipline-specific content knowledge.**

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge.	Demonstrate knowledge of content in Student Affairs in Higher Education.

**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.

#### 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:** Target was met.

### **Analysis:**

In AC 2024-2025, the target was met. Analysis of data revealed the scores of target (75.0%, n=6) and acceptable (25.0%, n=2) for the written portion of the comprehensive examinations. The scores of target (100.0%, n=8) were indicated 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 in both written and oral defense. Based on the analysis of the AC 2023-2024 results faculty made the following changes in AC 2024-2025 to drive the cycle of improvement. 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). Improvements through appropriate analysis and revision of activities and assessments throughout the competency areas in the SAHE courses ensured that candidates demonstrated 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

### **Decision:**

In AC 2024-2025 the target was met. Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Based on their latest performance, candidates scored high in all areas of the written and oral defense. The program faculty will implement monitoring of the proper scope and sequence of content knowledge in Student Affairs in Higher Education as aligned with the ACPC/NASPA Professional Areas for Student Affairs Educators (2015) through appropriate activities and assessments in the SAHE courses to ensure that candidates perform equally well in the written and oral portions of the comprehensive examination thereby continuing to push the cycle of improvement forward.

### **SLO 2: Apply discipline-specific content knowledge in professional practice.**

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.

**Course Map:** SAHE 5960

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### 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, ramifications codes of student conduct, and governing boards in higher education.

**Findings:** Target was met.

#### Analysis:

Based on the analysis of 2023-2024 results, the faculty made the following changes in AC 2024-2025 to review and revise the instructions for writing the case study. Also, a template for writing a case study was developed, thereby continuing to push the cycle of improvement forward.

In AC 2024-2025, Target was met. In AC 2024-2025 all candidates demonstrated the ability to apply and adhere to ethical and legal standards in the student affairs profession through the analysis of a case study addressing a student affairs compliance scenario. Candidates identified key components related to the problem scenario, ethical and legal issues, and/or guidelines based on the ethical and legal issues. According to the scores from the final case study, students demonstrated strong performance across most assessment categories, with several areas showing improvement from the previous year. The Introduction and Content Presentation sections achieved perfect scores (100%), indicating that students successfully conveyed their understanding and presented information clearly and comprehensively. The Mission Statement/Professional Roles section scored 94.44%, representing a notable improvement in students' ability to articulate professional expectations and ethical frameworks. Similarly, the Relevant Guidelines section maintained a perfect score (100%), demonstrating students' proficiency in identifying and applying appropriate policies such as Student Handbook provisions and Title IX regulations. Areas requiring attention include Legitimate Claim/Legal Issues (88.89%) and Steps to Restore Harmonious Environment (91.67%). While these scores show competence, they suggest that some students continue to struggle with the complex legal analysis required and the development of comprehensive remediation strategies. The legal analysis component remains challenging, requiring students to not only identify issues but also apply legal frameworks appropriately. Conclusion (88.89%) and Citations and References (88.89%) fell below the 90% threshold, suggesting persistent issues with summarizing key points effectively and adhering to proper citation standards. Composition (91.67%) and Editing Conventions (97.22%) showed solid performance, with most students demonstrating adequate writing skills and attention to grammar and formatting.

Compared to the previous year, students showed marked improvement in content knowledge areas while continuing to face challenges with concluding their analyses and maintaining

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consistent citation practices. The structured rubric and outline continue to support student success, though additional guidance on conclusion writing and citation formatting may enhance overall performance. Given the course's demanding nature requiring significant effort, time management, and mastery-level writing, these results demonstrate reasonable progress while highlighting specific areas for targeted support.

### Decision:

In AC 2024-2025, the target was met. Based on the analysis of the AC 2024-2025 data, faculty will implement the following changes in AC 2025-2026 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: Model professional behaviors and characteristics.

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.

**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.

### 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.

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**Finding:** The target was met.

### Analysis:

Based on the analysis of 2023-2024 results, faculty implemented the following changes in AC 2024-2025 to drive the cycle of improvement. The faculty revised the mid-term evaluation process to ensure there was accuracy, as well as consistency in questioning the interns while also ensuring appropriate alignment with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators (2015) improving the intern's ability to model professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward.

In AC 2024-2025, the target was met (100% completed internship, n=8).

### Decision:

Based on information gathered as part of the analysis of the 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. The program faculty will implement monitoring of the mid-term evaluation process to ensure accuracy and consistency in questioning interns while ensuring appropriate alignment with the ACPC/NASPA Professional Areas for Student Affairs Educators (2015). Additionally, monitoring and providing feedback of the written reports from the interns will contribute to the mid-term evaluation process improving the intern's ability to model professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward.

**SLO 4: Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for discipline.**

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.

**Course Map:** SAHE 5920

### 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.

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**Finding:** Target was met.

### **Analysis:**

Based on the analysis of AC 2023-2024 faculty implemented 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 2024-2025 to drive the cycle of improvement. 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 may have 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, thereby continuing to push the cycle of improvement forward.

In AC 2024-2025, the target was met. All candidates scored 97 or higher on the rubric for the college student development programming paper. This was higher than the previous year where 75% of the candidates scored 97 or higher on the paper. Using the aggregate data from the last three-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.

### **Decision:**

In AC 2024-2025: Target was met. Based on the analysis of AC 2024-2025 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 2025-2026. 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, thereby continuing to push the cycle of improvement forward.



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**SLO 5: Make responsible decisions and problem-solve, using data to inform actions when appropriate.**

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate.	Demonstrate the ability to recognize own limitations as a Student Affairs professional seeking supervision when appropriate and using data to inform professional practice.

**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.

### 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:** Target was met.

### Analysis:

Based on analysis of 2023-2024 results, faculty made the following changes in 2024-2025 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 helped 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 2024-2025 the target was met. Interns 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, thereby continuing to push the cycle of improvement forward.



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In AC 2024-2025, 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. Interns improved in writing mastery and providing excellent reviews of internship sites.

### Decision:

Based on the analysis of results in AC 2024-2025 faculty will implement the following changes in AC 2025-2026 of continuing to provide feedback and instructions helping 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. These changes will assist interns to continue to demonstrate the ability to recognize their own limitations as a student affairs professional seeking supervision when appropriate, thereby continuing to push the cycle of improvement forward.

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

Faculty reviewed and used data from AC 2023-2024 to improve candidate learning and provide program improvement in AC 2024-2025. In AC 2024- 2025, the program faculty took the following actions:

- **SLO 1:** Faculty completed an analysis and revision of scope and sequence of activities and assessments throughout all the SAHE courses to ensure knowledge and growth of content aligned with the ACPA/NASPA Competency Areas for Student Affairs Educators (2015). The changes clearly impacted scores in both the written portion and oral portion of the comprehensive examination. Having implemented the plan of action, candidates were able to adequately describe their competencies through the comprehensive exam written and oral defense process, thereby continuing to push the cycle of improvement forward.
- **SLO 2:** Faculty reviewed and revised case study instructions and rubric and a template for writing the case study was developed. Candidates had minor difficulties regarding the conclusion and editing conventions including minor APA formatting issues. Overall, the changes to help candidates with content requirements and writing the case study.
- **SLO 3:** The revision of the mid-term evaluation process to ensure accuracy and consistency in questioning interns while also ensuring appropriate alignment with ACPA/NASPA Professional Competency Areas for Student Affairs Educators (2015) improving the intern's ability to model professional behaviors and characteristics.

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- **SLO 4:** Faculty used the aggregate data from the last three years to determine an appropriate course of action to improve and 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.
- **SLO 5:** Faculty reviewed and revised the weekly reporting as part of faculty supervision to enhance the interns' use of observation and assessment to progress in competencies. These changes helped interns to demonstrate the ability to make responsible decisions and problem-solve through building skills in using observation and assessment to review internship sites and report the reviews including plans for improvement of the internship site based on the Council for Advancement of Standards in Higher Education (CAS). Further, interns demonstrated the ability to assess internship sites while recognizing their own limitations as a student affairs professional seeking supervision when appropriate as part of the process.

### Plan of Action Moving Forward:

Faculty will review and use data, revise, or change assessments to gain data specificity, in order to improve candidate learning and provide program improvement. In AC 2025-2026, the program faculty will take the following actions:

- **SLO 1:** Faculty will monitor the scope and sequence of content knowledge through specific activities and assessments in the SAHE courses 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 monitoring and making appropriate changes and revisions of activities and assessments based on student needs 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.
- **SLO 2:** Faculty will monitor the revised 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, the template for writing the case study will be reviewed and edited as needed.

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- **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 monitor the revision of the mid-term evaluation process for consistency, accuracy, and alignment with the ACPA/NASPA Professional Competency Areas for Student Affairs Educators. Providing further feedback to the written reports from the interns will contribute to the mid-term evaluation process.
- **SLO 4:** 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.
- **SLO 5:** The faculty will provide feedback and instructions in the weekly reporting that is part of faculty supervision to enhance the interns ability to make responsible decisions and problem-solve through building skills in using observation and assessment to progress in competencies, recognize their own limitations as a student affairs professional seeking supervision when appropriate, and inform professional practice and plan for improvement when appropriate..