

ASSESSMENT CYCLE 2025-2026

Student Affairs in Higher Education (574)

College: Gallaspy College of Education and Human Development

Department: School of Education

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Date: July 6, 2026

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 its highest priority of 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

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 (acceptable or higher) or failing the comprehensive exam. The benchmark performance is that 80% of candidates will score acceptable or higher to demonstrate knowledge of content in Student Affairs in Higher Education.

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Finding:

AC 2025-2026: Target was met.

Analysis:

In AC 2024-2025, the target was met. Analysis of data revealed 100% (n=8) scored acceptable or higher for the written portion of the comprehensive examinations. The same was indicated for the oral portion of the comprehensive examinations with 100% scoring acceptable or higher. 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 AC 2024-2025 data, faculty implemented the following changes in AC 2025-2026 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.

As a result of these changes, in AC 2025-2026 the target was met. Analysis of data revealed 100% of the candidates (n=10) scored acceptable or higher for both the written and oral portions 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. There was an improvement of scores in both the written and oral comprehensive examinations from AC 2024-2025 to the AC 2025-2026.

Decision:

In AC 2025-2026 the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 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 monitor the proper scope and sequence of content knowledge in Student Affairs in Higher Education as aligned with the current ACPA/NASPA Professional Areas for Student Affairs Educators (2015) with the knowledge that the competencies may be updated in this calendar year. The assessment rubric of the written and oral comprehensive examinations will be revised to confirm appropriate precision and consistency in accessing the program content aligned with the ACPA/NASPA Professional

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Areas for Student Affairs Educators ensuring that candidates perform equally well in the written and oral portions of the comprehensive examination.

These changes will help push the cycle of improvement forward by ensuring that all candidates consistently demonstrate mastery of Student Affairs competencies at the Target level across both the written and oral components of the comprehensive examination.

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

Finding:

AC 2025- 2026, the target was met.

Analysis:

In AC 2024-2025, Target was met. In AC 2024-2025 analysis of the data indicated that 100% of the candidates demonstrated the ability to apply and adhere to the 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

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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 competency, 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 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. A template for writing a case study was also developed.

Based on the analysis of 2024-2025 results, the faculty made the following changes in AC 2025-2026 to review and revise the instructions for writing the case study. The case study instructions were reviewed and edited. Additionally, activities related to content knowledge and the outline were developed along with the template for writing the case study.

As a result of these changes, in AC 2025-2026 the target was met. The candidates (n=7) demonstrated the ability to apply and adhere to the ethical and legal standards in the student affairs profession through the analysis of a case study addressing a student affairs compliance scenario as 100% received a grade of 80% or higher. According to the scores from the final case study, students demonstrated competency across all rubric categories. Relevant Guidelines and Legitimate Claim/Legal Issues achieved the highest scores (26 each, representing 10.0% of the total score), indicating that candidates are increasingly proficient in identifying and applying legal and ethical frameworks, including Title IX and student conduct codes. Introduction (25, 9.6%), Mission Statement/Professional Roles (24, 9.2%), Conclusion (24, 9.2%), Focus and Sequencing (24, 9.2%), and Composition (24, 9.2%) all demonstrated solid and consistent performance, reflecting the benefit of the structured case study template introduced in AC 2024-2025. Areas requiring continued attention include Citations and References (20, 7.7%), which recorded the lowest score and represents a continued challenge across assessment cycles, and Editing Conventions (23, 8.8%) and Content Presentation (22, 8.4%), which declined slightly from the prior year. Steps to Restore Harmonious Environment (23, 8.8%) remained a relative area of challenge, consistent with prior year observations. Overall, the instructional revisions and structured template appeared to have positively contributed to improved performance in

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legal and policy analysis areas, while academic writing conventions continue to require targeted support.

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the AC 2025-2026 data, faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. The faculty will incorporate a dedicated citation assignment in SAHE 5960 to address persistent weaknesses in Citations and References, including the use of annotated examples and a citation checklist integrated into the case study template. The faculty will also reintroduce structured emphasis on grammar, proofreading, and formatting standards through peer review activities to address the decline in Editing Conventions.

These changes will continue to push the cycle of improvement forward by targeting the specific rubric areas where candidates demonstrated the greatest need for additional support, while preserving the instructional strategies that have proven effective in strengthening legal analysis and ethical application skills.

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 supervised experience in a specific student affairs functional area. Interns are supervised by faculty and 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

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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 2025-2026: Target was met.

Analysis:

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

Based on the analysis of 2024-2025 results, faculty implemented the following changes in AC 2025-2026 to drive the cycle of improvement. The program faculty implemented 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 from the written reports from the interns contributed to the mid-term evaluation process improving the intern's ability to model professional behaviors and characteristics.

As a result of these changes, in AC 2025-2026 the target was met (100% completed internship, n=8). The faculty supervisor and site supervisor for the internship ensured accuracy and consistency in providing feedback during the mid-term evaluation.

Decision:

AC 2025-2026: Target was met.

Based on the information gathered as part of the analysis of the 2025-2026 results, the faculty will implement the following changes in AC 2026-2027. The faculty supervisor will monitor and provide feedback to the interns ensuring appropriate professional content posting and peer feedback in weekly journal entries.

These changes will help push the cycle of improvement forward by maintaining consistent faculty oversight and targeted feedback, ensuring that interns continue to develop and demonstrate professional competency through meaningful reflection and peer engagement.

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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 2025-2026: Target was not met.

Analysis:

In AC 2024-2025, the target was met with 100% of the candidates (n=8) scored 80% or higher on the rubric for the college student development programming paper. Specifically, 100% scored 97% or higher. This was higher than the previous year when none of the candidates scored 97% or higher on the paper even though 100% of the candidates (n=9) scored 80% or higher. 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.

Based on the analysis of AC 2024-2025 faculty implemented the following changes 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 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 also 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.

As a result of these changes, in AC 2025-2026 the target was not met. Ten candidates, out of eleven, scored 80% or higher on the rubric for the college student development

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programming paper. The students demonstrated knowledge and skills in creating college student development programming. The difficulties were providing meaningful, appropriate evidence to support concepts and ideas. Students neglect to adequately present references and citations in APA format.

Decision:

In AC 2025-2026, the target was not met.

Based on the analysis of AC 2025-2026 results, faculty will implement the following changes 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 2026-2027. Faculty will provide writing activities to help students purposefully and meaningfully incorporate evidence in supporting concepts and ideas.

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.

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.

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Finding:

AC 2025-2026: Target was met.

Analysis:

In AC 2025-2026, the target was met. The interns (100%, n=8) 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.

Based on analysis of 2024-2025 results, faculty made the following changes in 2025-2026 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 2025-2026 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%, n=8) demonstrated writing appropriate reports that reviewed internship site strengths and deficiencies and plans for improvement and implementing appropriate interventions 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.

Decision:

Based on the analysis of results in AC 2025-2026 faculty will implement the following changes in AC 2026-2027 to provide weekly 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, plan for improvement when appropriate, and implement appropriate interventions.

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.

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Faculty reviewed and used data from AC 2024-2025 to improve candidate learning and provide program improvement in AC 2025-2026. In AC 2025-2026, 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 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.
- **SLO 2:** The case study instructions were reviewed and edited. Additionally, activities related to content knowledge and the outline were developed along with the template for writing the case study.
- **SLO 3:** The program faculty implemented 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 from the written reports from the interns contributed to the mid-term evaluation process improving the intern's ability to model professional behaviors and characteristics.
- **SLO 4:** Based on the analysis of AC 2024-2025 faculty implemented the following changes 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 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 also 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.
- **SLO 5:** 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.

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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 2026-2027, the program faculty will take the following actions:

- **SLO 1:** Based on their latest performance, candidates scored high in all areas of the written and oral defense. The program faculty will monitor the proper scope and sequence of content knowledge in Student Affairs in Higher Education as aligned with the current ACPA/NASPA Professional Areas for Student Affairs Educators (2015) with the knowledge that the competencies may be updated in this calendar year. The assessment rubric of the written and oral comprehensive examinations will be revised to confirm appropriate precision and consistency in accessing the program content aligned with the ACPA/NASPA Professional Areas for Student Affairs Educators ensuring that candidates perform equally well in the written and oral portions of the comprehensive examination.
- **SLO 2:** The faculty will incorporate a dedicated citation assignment in SAHE 5960 to address persistent weaknesses in Citations and References, including the use of annotated examples and a citation checklist integrated into the case study template. The faculty will also reintroduce structured emphasis on grammar, proofreading, and formatting standards through peer review activities to address the decline in Editing Conventions.
- **SLO 3:** The faculty supervisor will monitor and provide feedback to the interns ensuring appropriate professional content posting and peer feedback in weekly journal entries.
- **SLO 4:** Based on the analysis of AC 2025-2026 results, faculty will implement the following changes 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 2026-2027. Faculty will provide writing activities to help students purposefully and meaningfully incorporate evidence in supporting concepts and ideas.
- **SLO 5:** Based on the analysis of results in AC 2025-2026 faculty will implement the following changes in AC 2026-2027 to provide weekly 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, plan for improvement when appropriate, and implement appropriate interventions.