

**Assurance of Student Learning
2019-2020**

Education and Behavioral Sciences

Counseling and Student Affairs

Student Affairs in Higher Education 145

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Demonstrates an understanding of the core values of the student affairs profession.

Instrument 1	Comprehensive exam
Instrument 2	Individual course assignment (CNS 571): Documents Critique Assignment
Instrument 3	Internship supervisor evaluation of students completing Internship (CNS 595)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: Demonstrates an understanding of student development theory and its relationship to the promotion of student learning and development.

Instrument 1	Comprehensive Exam
Instrument 2	Individual course assignment (CNS 574): Compare and Critique #2 Assignment
Instrument 3	Internship supervisor evaluation of students completing Internship (CNS 595)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning Outcome 3: Demonstrates an understanding of diversity and has the ability to relate to students from different backgrounds/ cultures.

Instrument 1	Comprehensive exam
Instrument 2	Individual course assignment (CNS 572): Interview Assignment
Instrument 3	Internship supervisor evaluation of students completing Internship (CNS 595)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Students in the program demonstrate a clear understanding of the core values of the student affairs profession, an understanding of student development theory and its relationship to the promotion of student learning and development, and an understanding of diversity and has the ability to relate to students from different backgrounds/ cultures. Therefore, no follow-up actions are necessary.

Student Learning Outcome 1

Student Learning Outcome	Demonstrates an understanding of the core values of the student affairs profession.		
Measurement Instrument 1	Comprehensive exam. All students must pass a comprehensive examination that assesses the knowledge and skills acquired through the student affairs program. The comprehensive exam is designed to assess how well students have mastered the 10 core competencies needed for success in the student affairs profession as articulated in the “Professional Competency Areas for Student Affairs Practitioners,” which was published jointly by ACPA and NASPA (attached). These competencies, in turn, are based on the CAS Standards for Higher Education and Student Affairs Professional Preparation Programs (https://www.cas.edu/blog_home.asp?Display=101). Specifically, these areas are: 1) Advising and Helping, 2) Assessment, Evaluation, and Research, 3) Equity, Diversity, and Inclusion, 4) Ethical Professional Practice, 5) History, Philosophy, and Values , 6) Human and Organizational Resources, 7) Law, Policy, and Governance, 8) Leadership, 9) Personal Foundations, and 10) Student Learning and Development. Specifically, the Comprehensive Exam is comprised of 100 multiple-choice items (approximately 10 questions per competency area, and two essay questions designed to demonstrate the ability to apply these competencies).		
Criteria for Student Success	Students must achieve a passing score of 70% to graduate.		
Program Success Target for this Measurement	The over average score across students will be no less than 70% and on no dimension (competency area) will the average score across students be less than 60%.	Percent of Program Achieving Target	100% achieved the indicated target.
Methods	This examination is typically taken during their last semester of enrollment and has both an objective (100 multiple choice items) and a qualitative component (two essay questions).		
Measurement Instrument 2	Individual course assignment (CNS 571): Documents Critique Assignment		
Criteria for Student Success	The overall average score on the rubric will be 90% and on no individual rubric dimension will the average score be less than half the available points. Specifically, the number of points you earn for the Documents Critique Assignment will be determined as follows: Critical Thinking (20%) - the extent to which your critique demonstrates critical thinking skills appropriate to a graduate-level class; observations, conclusions, and inferences are reinforced by empirical evidence or outside research. Depth of Analysis (20%) - the extent to which your critique gets to the core issues discussed by the authors in a comprehensive and detailed manner. Integration (20%) - the extent to which you link the central themes on each of the documents to each other in a coherent and systematic way; there is an ongoing systematic evolution to these documents Articulation (20%) - the extent to which the language in your critique is clear and precise as well as technically accurate; i.e., you use correct spelling and grammar. Technical Competence/Visual Presentation (20%) - the extent to which your presentation is aesthetically pleasing and interesting to read; how well you are able to keep the attention of the reader. Graphics and visuals are always helpful in this regard – as long as the focus stays on what you are saying and not how you are saying it. Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.		
Program Success Target for this Measurement	One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available.	Percent of Program Achieving Target	100% achieved the indicated target.
Methods	Documents Critique Assignment. Each student is required to read, review and provide their reaction to the six documents in the “Documents Critique Assignment” folder in the “Course Content” section of Blackboard:		

	<ul style="list-style-type: none"> • <i>The Student Personnel Point of View (1937)</i> • <i>The History of Student Governance in Higher Education</i> • <i>How Women Impacted the Historical Development of Student Affairs</i> • <i>The Student Learning Imperative</i> • <i>Professional Competency Areas for Student Affairs Practitioners</i> • <i>Toward a Sustainable Future: The Role of Student Affairs in Creating Healthy Environments, Social Justice, and Strong Economies</i> <p>All of the documents are to be reviewed collectively; i.e., develop one PowerPoint presentation that captures your review/reaction to the entire set of documents in this folder.</p>			
Measurement Instrument 3	Internship supervisor evaluation of students completing Internship (CNS 595)			
Criteria for Student Success	Internship supervisors would indicate in their formal evaluation of the students they supervised that these students demonstrated an understanding of the core values of the student affairs profession. The Student Evaluation completed by the Site Supervisor is attached. The formal evaluation process asks Internship supervisors to rate items on a 6-point scale, with 1=Poor, 2=Fair, 3=Average, 4=Good, and 5=Excellent. There is also a NA (Non-Applicable category). The overall average score on the rubric will be 4.0 and on no individual rubric item will the score be less than 2.0.			
Program Success Target for this Measurement	Ninety (90%) of the students will achieve an average score of at least 4.0 across the items measured by the instrument.	Percent of Program Achieving Target	100% achieved the indicated target.	
Methods	All Internship supervisors complete a formal evaluation of the students they supervised for CNS 595 (Internship). The evaluation includes items related to students' understanding of the core values of the student affairs profession.			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)				
Students in the program demonstrate a clear understanding of the core values of the student affairs profession; no follow-up actions needed.				
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
N/A				

Student Learning Outcome 2

Student Learning Outcome	Demonstrates an understanding of student development theory and its relationship to the promotion of student learning and development.		
Measurement Instrument 1	Comprehensive exam. All students must pass a comprehensive examination that assesses the knowledge and skills acquired through the student affairs program. The comprehensive exam is designed to assess how well students have mastered the 10 core competencies needed for success in the student affairs profession as articulated in the “Professional Competency Areas for Student Affairs Practitioners,” which was published jointly by ACPA and NASPA (attached). These competencies, in turn, are based on the CAS Standards for Higher Education and Student Affairs Professional Preparation Programs (https://www.cas.edu/blog_home.asp?Display=101). Specifically, these areas are: 1) Advising and Helping, 2) Assessment, Evaluation, and Research, 3) Equity, Diversity, and Inclusion, 4) Ethical professional Practice, 5) History, Philosophy, and Values, 6) Human and Organizational Resources, 7) Law, Policy, and Governance, 8) Leadership, 9) Personal Foundations, and 10) Student Learning and Development . Specifically, the Comprehensive Exam is comprised of 100 multiple-choice items (approximately 10 questions per competency area, and two essay questions designed to demonstrate the ability to apply these competencies.		
Criteria for Student Success	Students must achieve a passing score of 70% to graduate.		
Program Success Target for this Measurement	The over average score across students will be no less than 70% and on no dimension (competency area) will the average score across students be less than 60%.	Percent of Program Achieving Target	100% achieved the indicated target.
Methods	This examination is typically taken during their last semester of enrollment and has both an objective (100 multiple choice items) and a qualitative component (two essay questions).		
Measurement Instrument 2	Individual course assignment (CNS 574): Compare and Critique #2 Assignment		
Criteria for Student Success	<p>The overall average score on the rubric will be 90% and on no individual rubric dimension will the average score be less than half the available points. Specifically, the number of points you earn for the Compare and Critique #2 Assignment will be determined as follows:</p> <p>Critical Thinking (20%) - the extent to which your critique demonstrates critical thinking skills appropriate to a graduate-level class; observations, conclusions, and inferences are reinforced by empirical evidence or outside research.</p> <p>Depth of Analysis (20%) - the extent to which your critique gets to the core issues discussed by the authors in a comprehensive and detailed manner.</p> <p>Integration (20%) - the extent to which you link the central themes on each of the documents to each other in a coherent and systematic way; there is an ongoing systematic evolution to these documents</p> <p>Articulation (20%) - the extent to which the language in your critique is clear and precise as well as technically accurate; i.e., you use correct spelling and grammar.</p> <p>Technical Competence/Visual Presentation (20%) - the extent to which your presentation is aesthetically pleasing and interesting to read; how well you are able to keep the attention of the reader. Graphics and visuals are always helpful in this regard – as long as the focus stays on what you are saying and not how you are saying it.</p> <p>Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.</p>		
Program Success Target for this Measurement	One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available.	Percent of Program Achieving Target	100% achieved the indicated target.

Methods	Compare and Critique #2 Assignment. Read the following two articles: “ <i>Theories and Models of Student Development</i> ,” and “ <i>Identity Development Theories in Student Affairs: Origins, Current Status, and New Approaches</i> .” Then prepare a summary and integrated critique (PowerPoint presentation) comparing and contrasting the two perspectives, with an applications-oriented emphasis on how the information contained in these articles can be used to inform Student Affairs practice.			
Measurement Instrument 3	Internship supervisor evaluation of students completing internship			
Criteria for Student Success	Internship supervisors would indicate in their formal evaluation of the students they supervised that these students demonstrated an understanding of student development theory and its relationship to the promotion of student learning and development. The Student Evaluation completed by the Site Supervisor is attached. The formal evaluation process asks Internship supervisors to rate items on a 6-point scale, with 1=Poor, 2=Fair, 3=Average, 4=Good, and 5=Excellent. There is also a NA (Non-Applicable category). The overall average score on the rubric will be 4.0 and on no individual rubric item will the score be less than 2.0.			
Program Success Target for this Measurement	Ninety (90%) of the students will achieve an average score of at least 4.0 across the items measured by the instrument.	Percent of Program Achieving Target	100% achieved the indicated target.	
Methods	All Internship supervisors complete a formal evaluation of the students they supervised for CNS 595 (Internship). The evaluation includes items related to students’ understanding of student development theory and its relationship to the promotion of student learning and development.			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)				
Students in the program demonstrate a clear understanding of student development theory and its relationship to the promotion of student learning and development; no follow-up actions needed.				
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
N/A				

Student Learning Outcome 3

Student Learning Outcome	Demonstrates an understanding of diversity and has the ability to relate to students from different backgrounds/ cultures.		
Measurement Instrument 1	Comprehensive exam. All students must pass a comprehensive examination that assesses the knowledge and skills acquired through the student affairs program. The comprehensive exam is designed to assess how well students have mastered the 10 core competencies needed for success in the student affairs profession as articulated in the “Professional Competency Areas for Student Affairs Practitioners,” which was published jointly by ACPA and NASPA (attached). These competencies, in turn, are based on the CAS Standards for Higher Education and Student Affairs Professional Preparation Programs (https://www.cas.edu/blog_home.asp?Display=101). Specifically, these areas are: 1) Advising and Helping, 2) Assessment, Evaluation, and Research, 3) Equity, Diversity, and Inclusion , 4) Ethical professional Practice, 5) History, Philosophy, and Values, 6) Human and Organizational Resources, 7) Law, Policy, and Governance, 8) Leadership, 9) Personal Foundations, and 10) Student Learning and Development. Specifically, the Comprehensive Exam is comprised of 100 multiple-choice items (approximately 10 questions per competency area, and two essay questions designed to demonstrate the ability to apply these competencies.		
Criteria for Student Success	Students must achieve a passing score of 70% to graduate.		
Program Success Target for this Measurement	The over average score across students will be no less than 70% and on no dimension (competency area) will the average score across students be less than 60%.	Percent of Program Achieving Target	100% achieved the indicated target.
Methods	This examination is typically taken during their last semester of enrollment and has both an objective (100 multiple choice items) and a qualitative component (two essay questions).		
Measurement Instrument 2	Individual course assignment (CNS 572): Interview Assignment		
Criteria for Student Success	<p>The overall average score on the rubric will be 90% and on no individual rubric dimension will the average score be less than half the available points. Specifically, the number of points you earn for the Interview Assignment will be determined as follows:</p> <p>Critical Thinking (20%) - the extent to which your critique demonstrates critical thinking skills appropriate to a graduate-level class; observations, conclusions, and inferences are reinforced by empirical evidence or outside research.</p> <p>Depth of Analysis (20%) - the extent to which your critique gets to the core issues discussed by the authors in a comprehensive and detailed manner.</p> <p>Integration (20%) - the extent to which you link the central themes on each of the documents to each other in a coherent and systematic way; there is an ongoing systematic evolution to these documents</p> <p>Articulation (20%) - the extent to which the language in your critique is clear and precise as well as technically accurate; i.e., you use correct spelling and grammar.</p> <p>Technical Competence/Visual Presentation (20%) - the extent to which your presentation is aesthetically pleasing and interesting to read; how well you are able to keep the attention of the reader. Graphics and visuals are always helpful in this regard – as long as the focus stays on what you are saying and not how you are saying it.</p> <p>Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.</p>		
Program Success Target for this Measurement	One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available.	Percent of Program Achieving Target	100% achieved the indicated target.

Methods	<p>Interview Assignment. Each student is to interview three students and prepare a PowerPoint that summarizes these interviews. If you interview three students from the same institution, please be sure to exhibit diversity in your selection process (i.e., for example, do not interview three students with similar backgrounds – include students from different age categories, genders, racial/ethnic and socioeconomic backgrounds, religious preferences, sexual orientations, etc.). If you interview students from different institutions, it is more acceptable to interview students with similar demographic characteristics (i.e., for example, three traditional age, Greek-affiliated students from three different undergraduate institutions would be acceptable). Ask students about their college experience, for example:</p> <ul style="list-style-type: none"> • Why did you enroll at the undergraduate institution you are attending? • If they were given the chance to decide again, would you still choose to attend the same institution? • How many members of your family attended college? • What do you like about college? • What do you not like about college? • Is college what you thought it was going to be like? • What have been the biggest challenges/barriers/obstacles you have encountered in college? • What would make your college experience more enjoyable? Rewarding? Effective? • Are your needs (physical, psychological, educational, emotional, spiritual) being met in college? • What services/support would make your college experience more successful? • Do you see college as essential to future success in your career? Life? • And any other questions you feel would be appropriate, interesting, insightful or revealing. <p>Prepare a single PowerPoint in which you summarize, compare and contrast, and interpret what you think the information you obtained through these interviews means. Also include what you feel are the implications for practice in your presentation.</p>		
Measurement Instrument 3	Internship supervisor evaluation of students completing internship		
Criteria for Student Success	Internship supervisors would indicate in their formal evaluation of the students they supervised that these students demonstrated a clear understanding of diversity and has the ability to relate to students from different backgrounds/ cultures. The formal evaluation process asks Internship supervisors to rate items on a 6-point scale, with 1=Poor, 2=Fair, 3=Average, 4=Good, and 5=Excellent. There is also a NA (Non-Applicable category). Students who receive an average score of 3 or above on the designated items are considered to meet the criteria.		
Program Success Target for this Measurement	Ninety (90%) of the students will achieve an average score of at least 4.0 across the items measured by the instrument.	Percent of Program Achieving Target	100% achieved the indicated target.
Methods	All Internship supervisors complete a formal evaluation of the students they supervised for CNS 595 (Internship). The evaluation includes items related to students' understanding of diversity and the ability to relate to students from different backgrounds/ cultures.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Students in the program demonstrate a clear understanding of diversity and the ability to relate to students from different backgrounds/ cultures.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
N/A			