SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program: Student Personnel Administration	Department: Higher Education
Degree or Certificate Level: Master's	College/School: School of Education
Date (Month/Year): 1/2021	Primary Assessment Contact: Molly Schaller
In what year was the data upon which this report is based collected? AY 2019/2020	
In what year was the program's assessment plan most recently reviewed/updated? 2020	

1. **Student Learning Outcomes**
   Which of the program's student learning outcomes were assessed in this annual assessment cycle?

   LO 3 Graduates will be able to integrate knowledge from the field of student affairs and the professional competencies into their practice.

2. **Assessment Methods: Artifacts of Student Learning**
   Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

   ## LO 3

   EDH 5915 (Internship) – Three Structured Reflection Assignments focuses on the alignment of curriculum content and professional competencies in a practice setting.

   EDH 5650 (Intervention Skills in Higher Education) – Weekly Role Play Assignments and End of Semester Final Exam focuses on students' synthesis of course content and professional competencies either in a role play scenario or written case study.

3. **Assessment Methods: Evaluation Process**
   What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

   EDH 5650 Intervention Skills: Weekly Role Play Assignments are assessed using a "Structured Interview" outline where the instructor provided direct feedback. Peer to peer feedback using the same outline also occurred weekly.

   The End of the Semester Final Exam is evaluated using a rubric based on synthesis of intervention theory and technique related to a written case study.

   EDH 5915 Internship – Three Structured Reflection Assignments are assessed by the instructor on file using a "critical reflection prompt" rubric. Three group sessions allow for students to summarize their reflection and to receive feedback from peers and instructor.

4. **Data/Results**

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The results of the assessment of the artifacts measuring the learning outcomes are as follows: EDH 5650 included a sample size of 8 students. After reviewing the aggregate feedback of weekly role plays and scores of the final exam at the end of the semester, it appears these students' level of competency in the areas of active listening, providing an effective response to conflict and crisis situations, and knowledge of and use of campus resources ranged from foundational to intermediate. This data suggests that the students were able to integrate course knowledge related to the field of student affairs and professional competencies into their practice.

EDH 5915 included a sample size of 8 students. After reviewing the aggregate feedback of the three structured reflection assignments at the end of the semester, it appears these students' level of competency in the areas of leadership, understanding of learning and developmental theories and its use in creating learning outcomes, and advising skills ranged from foundational to intermediate. This data suggests that the students were able to integrate course knowledge related to the field of student affairs and professional competencies into their practice.

The data indicate that our students are gaining the content necessary to walk in to the profession with the skills needed to apply their knowledge at a "foundational" level using the ACPA/Professional Competencies. Our data showed no concerns with competencies, however, in our analysis and discussion, we became concerned that the competencies were not integrated fully enough into our coursework.

5. **Findings: Interpretations & Conclusions**

What have you learned from these results? What does the data tell you?

Not enough attention is being applied to the ACPA/NASPA Competencies. Students are leaving our program with a foundational level of competencies in numerous areas some are broadening into intermediate competencies.

We do think that we need to identify what are the foundation, intermediate, and advanced abilities for application of knowledge.

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Program faculty met at the end of the semester to review the results of data and discussed the strengths of students' product. We discussed the use of the ACPA/NASPA competencies and are concerned that we are not encouraging development beyond the foundational level.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan	• Student learning outcomes • Artifacts of student learning • Evaluation process	• Evaluation tools (e.g., rubrics) • Data collection methods • Frequency of data collection

Please describe the actions you are taking as a result of these findings.

We plan to move the initial review of the ACPA/NASPA competencies into the Foundations in Higher Education course, focusing on the competencies more specifically in both Internship courses and are going to alter our "Exit Interview" to include a review of the competencies. We are currently restructuring the Exit Interview to include reflection on the competencies.

If no changes are being made, please explain why.

7. **Closing the Loop: Review of Previous Assessment Findings and Changes**
   A. What is at least one change your program has implemented in recent years as a result of assessment data?

   We are still in the midst of the two major changes: addition of the Social Justice and the College Student and the Leadership class are so new, we are continuing to monitor their impact on student learning.

   B. How has this change/have these changes been assessed?

   Since these changes have just been made in the past year, we have a ways to go before we can assess their impact. The Exit Interview this year will be our first comprehensive look at the impact of the changes.

   C. What were the findings of the assessment?

   D. How do you plan to (continue to) use this information moving forward?

   IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.