Overview

• What are the NASPA Excellence Awards?
• Highlights from 2016-2017 Grand Winners
• Overview of nomination/application process
• Best practices for a quality submission
What are the NASPA Excellence Awards?

• Premier NASPA awards
• Recognize outstanding contributions of NASPA members who are transforming higher education through exceptional programs, innovative services, and effective administration
• Focus on student learning, student success, and continued growth of student affairs profession

Overview of Application Process

• Applications open June - November 2017
• Online submission process
• Rubric is posted online
• Diverse selection committee reviews
• Gold, Silver, & Bronze for every category
• Grand Gold, Silver, & Bronze overall
### Eleven Categories Recognized

<table>
<thead>
<tr>
<th>Civic Learning, Democratic Engagement, Service-Learning and related</th>
<th>Violence Education and Prevention, Crisis Management, Campus Security, and related</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative, Assessment, IT, Fundraising, Professional Development, and related</td>
<td>Athletics, Recreation, Physical Fitness, Non-Varsity Sports, and related</td>
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<tr>
<td>Off-campus, Commuter, Non-traditional, Graduate, Professional, and related</td>
<td>Careers, Academic Advising and Support, and related</td>
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### Eleven Categories Recognized

<table>
<thead>
<tr>
<th>International, Multicultural, Gender, LGBTQ, Spirituality, Disability, and related</th>
<th>Student Health, Wellness, Counseling, and related</th>
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<tbody>
<tr>
<td>Enrollment Management, Financial Aid, Orientation, Parents, Persistence, First-year, Other-year, and related</td>
<td>Student Union, Student Activities, Greek Life, Leadership, and related</td>
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<tr>
<td>Housing, Residence Life, Contracted Services, Judicial and related</td>
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Student Employment for the Real World

Chris Fishpaw
Associate Director
Center for Student Involvement

Problem

• Students were not meeting our espoused learning outcomes
• Research\(^1\) shows that employers are only “somewhat satisfied” with new graduates’ demonstration of job-related skills
• Our employment experience did not meet the standards of a high-impact educational practice\(^2\).

⭐ Vice President for Student Development called for more assessment and evidence of data-driven decisions

Theoretical Framework

- Baxter Magolda (2004)3
  - Learning Partnerships Model
    - Validate learners as knowers
    - Situate learning in the learner’s experience
    - Define learning as mutually constructing meaning

- George Kuh (2008)2
  - High Impact Educational Practices
    - Allow for considerable time devoted to meaningful tasks
    - Interaction with staff and peers about substantive matters
    - Increase interactions with diverse populations
    - Promote frequent feedback
    - Demonstrate various learning styles

- Britton (2010)4
  - Engaging in meaningful reflection
    - Experience
    - Appraisal
    - Analysis
    - Discovery
    - Integration
    - Informed action

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Learning Outcomes

- Students who work in the Center for Student Involvement will be able to:
  - demonstrate a commitment to professionalism by following office policies and procedures and articulating an understanding of the ability to transfer each policy to a future career.
  - identify procedures for dealing with peer-to-peer conflict including the Marianist strategy of staying at the table.
  - become more comfortable having difficult conversations with peers.
  - identify and work through challenges or encountered difficulties.
  - understand the importance of setting goals and demonstrate SMART goals in a personal and professional setting.
  - articulate dimensions of their personal identity and ways in which this relates to the identities of others.
Staff Training & Development

• Initial Interview
  – Buy-in
• Annual Training
  – Setting the foundation for learning
• Weekly Reflections
  – Reflection and meaning making
• One-on-Ones
  – Regular interaction with peers about substantive matters
• Ongoing Trainings
  – Fill in gaps

Weekly Reflections

• Every Tuesday, students are asked to engage in reflection on how their experiences on the job relate to our learning outcomes, their professional goals, and their field of study. These reflections are the core of our development program, as they bring together all the elements of a High-Impact Educational Practice and allow students to make meaning of their work experiences in the context of their academic work and future vocation.
Outcomes & Assessment

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<tbody>
<tr>
<td>Professionalism</td>
<td>83%*</td>
<td>57%</td>
<td>67%</td>
<td>97%</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>35%</td>
<td>66%</td>
<td>89%</td>
<td>x</td>
<td>87%</td>
<td>80%</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>65%</td>
<td>68%</td>
<td>75%</td>
<td>87%</td>
<td>85%</td>
<td>92.50%</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>38%</td>
<td>50%</td>
<td>64%</td>
<td>86%</td>
<td>86%</td>
<td>93%</td>
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<tr>
<td>Diversity &amp; Multicultural</td>
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<td>Competence</td>
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<td>76%</td>
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<tr>
<td>% of Students Demonstrating Accomplished or Advanced Levels of Learning Outcomes</td>
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Assessment

- Statistically significant success on MSL outcomes, including:
  - Social Change Behaviors
  - Commitment
  - Collaboration
  - Citizenship
  - Leadership Capacity
  - Leadership Efficacy
  - Resilience
### How did we do it?

- Started Small
- Made changes based on assessment data
- Continued to seek student feedback
- Developed program one piece at a time
- Focus on minimizing full-time staff time investment and maximizing student manager capacity
- Well-documented program history

### Application Highlights

- Focus on student development which translates to institutional advancement
- Sustainable efforts & historic timeline of changes
- Solid theoretical and research framework
- Assessment of impact
Get Sexy. Get Consent.

UT Austin
Counseling and Mental Health Center

Amissa Miller, MFA
Theatre for Dialogue specialist

Katy Redd, MPH, MSW, CHES
Associate Director, Prevention & Outreach

Description of Intervention

Get Sexy. Get Consent, is a highly interactive 90-minute program that examines how people negotiate sexual consent, boundaries, and safety. Student actor-facilitators engage audiences through scenes, monologues, and conversations about consent. Get Sexy. Get Consent, is inclusive of all romantic and sexual relationships, is relevant for all genders and sexualities, and explores situations of abstinence, long-term relationships and one-night-stands.

Find more at: tinyurl.com/UTNASPA17
What makes GSGC stand out?

• innovation
• Meeting a campus need
• Strong institutional collaboration/partnerships
• Application of theory and research
Initial Results

73% of students reported that they now intend to act differently in future sexual situations.

Those who did not plan to change their behavior reported that they either already practiced clear communication around consent or were abstinent.

35% → 57%
Increased percentage of students rating themselves as "very" or "extremely comfortable" discussing consent.

81% → 94%
Increased percentage of students rating the importance of obtaining clear consent as "very" or "extremely important".

Follow-Up Results

Students were invited to "opt in" to receive a follow up survey by email 6 - 9 months later to assess longitudinal changes in attitudes and behaviors.

Think: 86%
Share: 84%
Act: 51%

Many students who did not behave differently reported that they were either currently abstinent or already practicing clear consent.
Student Voices
What did you learn?

“Consent is an enthusiastic yes.”
“Absence of a no isn’t a yes.”
“Consent is sexy.”
“Continuous consent is important.”
“Consent must be clear and conscious.
“It’s okay to talk about sex. It needs to be talked about.”

Other comments:
“I understand now that I can talk about consent in sexual situations without ‘killing the mood.’
“It was so awesome to see queer representation in this!”
“Very innovative way to talk about the topic of consent!”
“It’s okay to talk about sex. It needs to be talked about.”

People involved who made GSGC a reality

• Amissa Miller, MFA (current Theatre for Dialogue specialist)
• Lynn Hoare, MFA (former Theatre for Dialogue specialist)
• Jane Bost, Ph.D. (former Associate Director for Prevention and Outreach)
• Chris Brownson, Ph.D. (director of CMHC and AVP for Student Affairs)
• Spring Snyder, MFA (former graduate assistant)
Assessment Symposium
Student Affairs in Higher Education Graduate Program

BACKGROUND
Each February, students participating in the Student Affairs in Higher Education (SAHE) Program at Missouri State University host an Assessment Symposium for the University, where summaries of literature reviews are made available to participants, poster presentations describe the research projects underway from our newest cohort, and second year students provide presentations of their completed assessment projects. The projects are requested by faculty and staff members of both the Division of Student Affairs and the Division of Academic Affairs. The Symposium has led to a stark increase in assessment projects campus-wide. More offices are engaging in assessment and using other research methods to improve their programs, as well as incorporate results into regular, recurring CAS reviews. This increase in demand and interest in assessment has led to a strong degree of collaboration between Student Affairs, Academic Affairs, and the College of Education’s SAHE program.

CRITICAL NEED
Ideas being shared across both Academic and Student Affairs Divisions for the betterment of the University is a unique feature of the Assessment Symposium. It is an opportunity for
• Lasting collaboration
• Creation of a forum where student affairs can come together with the SAHE program and academic affairs
• Presenting practices and techniques that can be used to better serve all students

COLLABORATION
Members of the SAHE program have worked with the following offices on projects presented at the Assessment Symposium:
- New Student and Family Programs
- Admissions
- Campus Recreation
- Student Conduct
- Multicultural Programs
- Enrollment Management
- Residence Life and Housing

RELATION TO STUDENT AFFAIRS MISSION
• Working in collaboration with campus departments to aid in CAS study reviews
• Enhancing the culture of assessment
• Contributing to studies related to the University’s Strategic Plan

STUDENT LEARNING AND SUCCESS
Leading up to the Assessment Symposium, the students learn how to use the resources available to support student affairs positions including books, published articles and monographs, the publications of professional organizations, conference papers, news sources and programs and practices described in the internet. The topics addressed in the courses include the history and development of assessment in academic and co-curricular programming and practice, writing learning/development outcomes, the use of criteria and rubrics, and the role of CAS standards benchmarking; best practices; peer review and external review. The students are encouraged to use existing methods of data collection when working on their projects.

When preparing for the Assessment Symposium, not only do students learn how to conduct research, but they are also developing the research component of the ACPA/NASPA Assessment, Evaluation, and Research Competency required for effective student affairs practice. These skills include the ability to conduct research in ethical manner in a university setting. Throughout the process students also learn how to plan and implement assessment projects, ranging from initial efforts that focus on the needs, utilization and satisfaction and those that measure learning and development outcomes. Students also learn how to share the results of assessment in formats appropriate for different audiences.

RESEARCH, THEORY, AND ASSESSMENT BASIS
• Kolb and Perry served as theoretical foundations
• Utilizes Project Based Learning
• IRB application experience

Outcomes:
1. As a result of the Assessment Symposium, all of the students participating in the Student Affairs in Higher Education graduate program will have a thorough understanding of how to conduct assessment practically in a university setting.
2. As a result of the Assessment Symposium, all of the stakeholders in the projects done by students in the Student Affairs in Higher Education will see their data in a full presentation where they can ask questions and hear more in-depth about the research process and results.
3. As a result of the Assessment Symposium, all of the students in the Student Affairs in Higher Education program will have experience presenting research that they have conducted over the course of their graduate careers.

PROGRAM IMPACT
“The Missouri State Assessment Symposium and the project assessed for Parent & Family Programs serves as a basis for the work that I do here at Missouri State. In 2014, I had little experience in assessment but with the support and diligent work of the graduate students preparing for the Assessment Symposium, I learned the importance of assessment and the key ways to use assessment to further grow my program.”

Prisca Childress, Assistant Director of New Student and Family Programs

Questions
What are tips for a quality submission?

- Begin drafting in word processing program, then copy and paste into online application.
- Break the application into chunks or sections. You can start the application and then come back to it later.
- Write professionally and succinctly.
  - Reader immediately understands executive summary
  - Clearly makes connections to your award category

What are tips for a quality submission?

- Innovative in your specific field
- Focuses on need
- Addresses hot topics
- Assessment data validates efforts and demonstrates impact
- Clear theoretical ties
- Addresses all areas of the rubric including long-term sustainability of the program or service
Lessons Learned from Past Applicants

**Brainstorm**
We put out a call for nominations to our entire division of student affairs and brainstormed as a team about innovative programs that have strong data and are built on collaboration. – Erin, Florida State University

**Utilize Resources**
I found the rubric and webinar/sample writing video online the most helpful pieces when going through this process. – James, The Ohio State University

**Connect with Partners**
Have strong recommendations that can show the strength of campus partnerships. – Will, University of Florida

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**Lessons Learned from Past Applicants**

**Collaborate**
I approached the process as a collaborative one...We wanted insight and guidance from our students, community partners, and colleagues on campus to help us truly identify the strengths of our program. – Jake, The Ohio State University

**Learn from Data**
...the process of applying for NASPA Excellence Awards has helped our assessment of our programs improve by thinking about what data would really tell our story for the award submission. – Adam, Stephen F. Austin State University
Lessons Learned from Past Applicants

Start Early!

Give yourself time. This isn't something that can easily be completed overnight or even within a week. Our nomination went through many drafts and had input from many people across campus that had been involved with the program. - Jamie, Case Western Reserve University

It takes a lot of time, but the reward/recognition for your staff is worth the effort! Make sure you dedicate sufficient time (well ahead of the deadline) to draft the nomination. – Jerry, Texas A&M University

The amount of time needed to submit a quality submission is longer than you think...Start early to be sure all of the significant elements of the report, especially those beyond your purview, can be edited to include as part of the final report. – Amber, University of South Carolina

Questions & Discussion
Additional questions?

Melissa Shehane  
Excellence Awards Co-Chair  
mshehane@stuact.tamu.edu

Carolyn Golz  
Excellence Awards Co-Chair  
cgolz@ucsc.edu

Teri Gillmor  
NASPA Professional Development Assistant  
tgillmor@naspa.org

THANK YOU!