



*Annual Conference*

MARCH 9-13, 2019 ★ LOS ANGELES, CA

# Creating Pathways for Student Success through a Student Affairs Curriculum

Tuesday, March 12, 2019 | 3:40 PM  
Atrium III - JW Marriott LA Live

Dr. Anthony Altieri, Vice President of Student Affairs, Lynn University

Dr. Theresa Gallo, Associate Dean of Students, Lynn University

Dr. Anita Vorreyer, Assistant Dean of Students, Lynn University

#NASPA19   

# Introductions



Dr. Anthony Altieri  
Vice President of  
Student Affairs  
Lynn University



Dr. Theresa Gallo  
Associate Dean of  
Students  
Lynn University



Dr. Anita Vorreyer  
Assistant Dean of  
Students  
Lynn University

# Learning Outcomes

- Participants will be able to identify specific concepts from student development theories (especially from the Social Change Model of Leadership and Baxter Magolda's theory of self-authorship) used in their programs and services.
- Participants will be able to apply concepts from student development (especially from the Social Change Model of Leadership and Baxter Magolda's theory of self-authorship) to their programs and services.
- Participants will be able to examine how the concepts of the Lynn SA curriculum could be applied at their campus.
- Participants will leave with the overarching matrix of the Learning Objectives in the SA Curriculum developed by and used by Lynn University.

Will Power



Self-Esteem



Accountability



#NASPA19



# Implementing the Competencies

LYNN UNIVERSITY The First 40

For event locations, please download the Lynn Events app  
 \*\*Designates Required Program for First Year students

August/September 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2 7 p.m. Sip & Paint: Create Your Own Canvas	3 SAB Labor Day Getaways: 2-5 p.m. Galaxy Skateway 7-10 p.m. Movie Trip	4 1-3 p.m. #First40, Laundry 101 6 p.m. Staying Safe on Campus 7 p.m. Fraternity and Sorority Info Night	5 11:30 a.m.-1:30 p.m. Information TechnoLYNNing: Canvas, OneDrive, Office365 Marine v. Phillies Game Departing 5 p.m.	6 11 a.m.-1 p.m. Involvement Fair **6:30 p.m. EPIC Adventures: Beware Your Confidence for Success	7 1-4 p.m. Free HIV Testing 3-5 p.m. Feminist Fridays	8 7 p.m. SAB Interactive Latin Dance Party
9 10:30 a.m.-12 p.m. The R.A. Challenge	10 11 a.m.-1 p.m. #First40, Leadership 101 6-7:30 p.m. Diversity and Desserts	11 11:30 a.m.-1:30 p.m. Information TechnoLYNNing: Useful iPad Apps 5-7 p.m. Extremely Loud & Incredibly Close screening and dialogue	12 11 a.m.-1 p.m. Wellness Wednesdays 3 p.m. Library Book Club 7-8 p.m. Conflict Resolution Bingo	13 3:30-5:00 p.m. Therapy Dog Thursday 5:30 p.m. The Art of Conversation 7 p.m. I Am Jazz	14 3-5 p.m. Feminist Fridays 7 p.m. Trip Karaoke	15
16 10 a.m. Paddle Boarding 4-6 p.m. SAB Exotic Animal Interaction	17 11 a.m.-1 p.m. The Change Initiative: Constitution Day 4-6 p.m. Hispanic Heritage Month Event 7 p.m. Can I Kiss You?	18 10 a.m.-1 p.m. #First40, Creating Your Digital Brand 11 a.m.-1 p.m. The Change Initiative: Golden Key Spark & Change: Hygiene Kits **7:00 p.m. Lickins: No One Can Play Your Part 8-9 p.m. The Change Initiative: Beyond Lynn: Service Immersion Experience Interest Meeting	19 11:30 a.m.-1:30 p.m. Information TechnoLYNNing: Useful iPad Apps 11 a.m.-1 p.m. The Change Initiative: Social Change Fair 3:30 p.m. Craftsmenors at the Library 6 p.m. Women's Soccer Will Power Knight	20 11 a.m.-5 p.m. Decorate Your Space: CSI Poster Sale 12 p.m. The Change Initiative: Huracán Maris A Year Later 6:30-8:30 p.m. The Change Initiative: Trivia Knight Thursdays	21 11 a.m.-5 p.m. Decorate Your Space: CSI Poster Sale 1-5 p.m. The Change Initiative: First Year Day of Service 3-5 p.m. Feminist Fridays 7 p.m. Sex Ed Boot Camp	22 6 p.m. Men's Soccer v. Embury Riddle Tailgate
	28 12-2 p.m. #First40, Self-Care Packages 6 p.m. Meet Your Summer Texter	28 11:30 a.m.-1:30 p.m. Information TechnoLYNNing: Canvas, OneDrive, Office365 6:30 p.m. I Amaze Me: Building Self-Esteem	29 10 a.m.-2 p.m. Career Connections Open House 5-7 p.m. RecFest	30 12-1 p.m. Peace Prayer 6:30-8:30 p.m. Trivia Knight Thursdays	31 3-5 p.m. Feminist Fridays 7-10 p.m. Street Festival	September 1 1-4 p.m. CSI Pool Party: SMART Goal Splash

- Pre and Post tests
- Welcome Weekend programming
- First 40 Programming

# Pre and Post Test

Prior to Welcome Weekend, students are asked to complete a Pre-Test regarding the first year competencies: will power, self-esteem, and accountability. Beginning last year, only students 18 years of age or older were asked to take the Pre and Posttest for IRB purposes. The Post-Test is administered after the completion of the First 40, the final phase of the New Student Transitional Program.

When comparing the pre versus post, the matched analysis is the student versus themselves.

Significance Levels		
Greater than 1.645	$p < .10$	If $p \leq .10 \rightarrow$ "marginally significant"
Greater than 1.96	$p < .05$	If $p \leq .05 \rightarrow$ "significant"
Greater than 2.576	$p < .01$	If $p \leq .01 \rightarrow$ "highly significant."

	2015	2016	2017	2018
Will power	Highly Significant (8.392)	Significant (1.491)	Significant (2.01)	Highly Significant (3.525)
Self Esteem	Highly Significant (5.351)	Highly Significant (4.955)	Highly Significant (11.291)	Highly Significant (12.967)
Accountability	Highly Significant (5.490)	Highly Significant (3.760)	Not Significant (1.619)	Not Significant (1.471)

# Baxter Magolda's Theory of Self Authorship (1997,1999) and Astin and Astin's Social Change Model (1996)

Grounding in Self Authorship Themes			
	Foundational	Intermediate	Advanced
Cognitive Development	Will power	Defining Purpose	Living Purposefully
Intrapersonal Development	Self Esteem	Congruence	Commitment
Interpersonal Development	Accountability	Visibility & Presence	Engaged Citizenship

# Self-Authorship

- “The capacity to internally define a coherent belief system and identity that coordinates engagement in mutual relations with a larger world” (Baxter Magolda & King, 2004, p. xxii).
- *The ability to know yourself, know what you know, reflect upon it, and base judgments on it.*



Baxter Magolda found that her participants, while in their 20's, were concerned with resolving three questions:

- **Intellectual:** *How do I know?*
- **Intrapersonal:** *Who am I?*
- **Interpersonal:** *How do I want to construct relationships with others?*

# Baxter Magolda identified three elements of Self-Authorship:

- Trusting the internal voice
- Building an internal foundation
- Securing internal commitments

# Individuals move through four phases of Self-Authorship:

1. Following formulas
2. Crossroads
3. Becoming the author of one's life
4. Internal foundations

# Social Change Model (Astin and Astin)

- Individual Values
  - Developing consciousness of the self,
  - Developing congruency throughout all of their actions, and then
  - Committing to those values.
- Group values
  - Collaborate with others to find a common purpose.
  - Gain self-esteem (developing confidence)
  - Build their purpose within the campus and local community.
- Society/Community Values (Active Citizenship)
  - Students must first understand and demonstrate accountability to be active citizens.

# Intrapersonal Development

## Group Values

- Collaboration
- Common Purpose
- Controversy with Civility

A

B

C

D

E

F

Cognitive Development

Interpersonal Development

Individual Values

Society/Community Values



	<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>
	With much guidance, student will be able to:	With some guidance, student will be able to:	With minimal to no guidance, student will be able to:
<b>Cognitive Development</b> <i>The evolution of thought process.</i>	Develop their <b>willpower</b> , which is their ability to control their own thoughts and behaviors in their everyday life.	<b>Define their purpose</b> by Understanding their why through their values and priorities	<b>Live purposefully</b> by focusing on what's important and not being distracted.
<b>Intrapersonal Development</b> <i>The sense of "who I am" and "what I believe".</i>	Develop their <b>self-esteem</b> through their confidence in one's own worth or abilities.	Display <b>congruence</b> by making a conscious effort to live their values in their everyday life.	<b>Commit</b> to give their time and energy to something that they believe in.
<b>Interpersonal Development</b> <i>The ability to develop effective relationships with others.</i>	Be <b>accountable</b> by taking responsibility of their own actions.	Be <b>visible and present</b> by being present in the now, visible where others know who they are, standing out for their actions and beliefs.	Be an <b>engaged citizen</b> by understanding the world around them, caring for what is happening in their communities, making the world a better place, and being the positive change in the world.

**Cognitive Development** *The evolution of thought process.*

	<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>
	Develop their <b>willpower</b> , which is their ability to control their own thoughts and behaviors in their everyday life.	<b>Define their purpose</b> by Understanding their why through their values and priorities	<b>Live purposefully</b> by focusing on what's important and not being distracted.
	<b>Students will be able to...</b>		
With much guidance, students will be able to:	Practice self-control	Have a personal understanding of mission, values, and their strengths	Understand their limits and capabilities by living their values.
With some guidance, student will be able to:	Create implementation intentions and follow through.	Question the status quo	Overcome fear of failure by not dwelling in the past.
With minimal to no guidance, student will be able to:	Track behavioral choices and use patterns to make healthy choices  Develop positive habits and display task persistence	Receive critical feedback and offer the same to others	Define their self-pride by setting their own standards.

**Intrapersonal Development** *The sense of “who I am” and “what I believe”.*

	<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>
	Develop their <b>self-esteem</b> through their confidence in one’s own worth or abilities.	Display <b>congruence</b> by making a conscious effort to live their values in their everyday life.	<b>Commit</b> to give their time and energy to something that they believe in.
With much guidance, students will be able to:	Understand the importance and how to self-advocate	Understand one’s own values and beliefs	Address problems effectively and confidently
With some guidance, student will be able to:	Set challenges and determine ways on how to accomplish them	Match thoughts and behaviors	Demonstrate reliability and a strong work ethic
With minimal to no guidance, student will be able to:	Believe in self and their abilities.	Reflect and learn from all experiences	Create a vision of making a positive change in the world

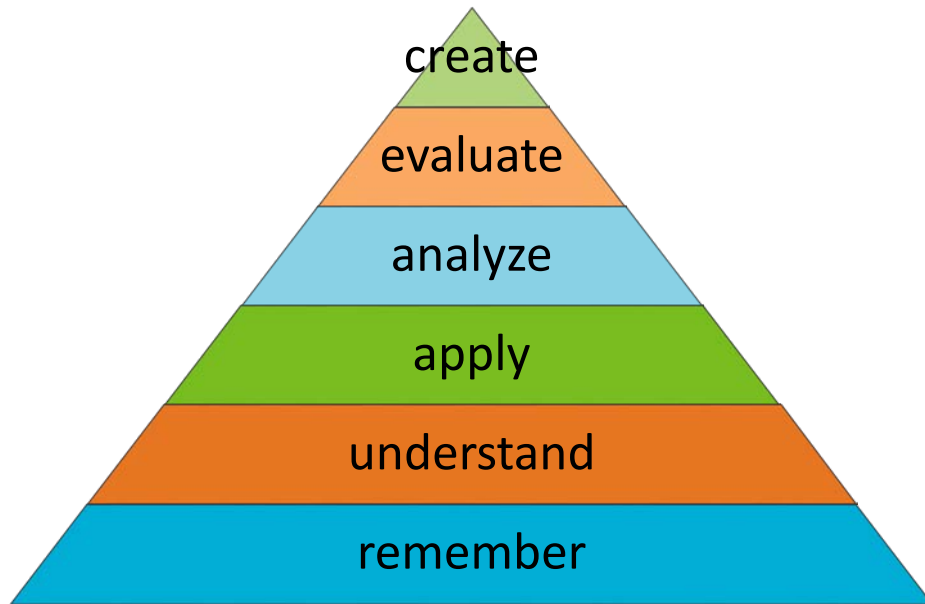


**Interpersonal Development** *The ability to develop effective relationships with others.*

	<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>
	Be <b>accountable</b> by taking responsibility of their own actions.	Be <b>visible and present</b> by being present in the now, visible where others know who they are, standing out for their actions and beliefs.	Be an <b>engaged citizen</b> by understanding the world around them, caring for what is happening in their communities, making the world a better place, and being the positive change in the world.
With much guidance, students will be able to:	Understand how to successfully compromise and resolve their own conflicts.	Actively engage with their peers as a positive role model	Have the confidence to lead.
With some guidance, student will be able to:	Demonstrate trustworthiness through honesty and action	Contribute proactively in discussion and groups	Advocate for others through civic engagement
With minimal to no guidance, student will be able to:	Effectively use various forms of communication to accomplish desired results with faculty, staff, and peers	Prepare for interactions with others including research and information sharing	Have a strong understanding in the areas of diversity and social justice, along with a global perspective.

# Implementing and Assessing

## Bloom's Taxonomy



- ABCD Method of writing SLOs
  - **A**udience – participants in the program, course, etc.
  - **B**ehavior -- Indicator of knowledge, skills or attitudes – use a specific action verb.
  - **C**ondition/Circumstances -- in what environment will a student perform?
  - **D**egree – at what level does the behavior need to be performed, to what degree?

# Examples of SLOs

- **Health Center Goal:** Nursing staff will have intentional conversations with students during their clinic visit concerning the health issue they sought treatment for at the Health Center. Those intentional conversations will include information on the diagnosis, treatment/medication plan, and healthy behaviors related to the specific health concern. These conversations contribute to students further developing skills related to self-advocacy (self-esteem), effective communication and accepting constructive feedback (accountability).
- **Objectives:**
  - The Health Center will create talking points for the most common health concerns which students present at the Health Center (e.g. upper respiratory, GI, gyn/men's health, cuts/wounds/rashes).
  - The Health Center will create a brief survey for each common health concern which students present at the Health Center (one for each of the talking point protocols).
  - The Health Center will engage in intentional conversation with a student who present health concerns at the center. The conversation will be specific to the presenting illness.
  - The Health Center will give students who are seen in the center a brief survey specific to the illness presented (and matched to the specific intentional conversation) as a part of their exit process.

# Examples of SLOs

- **Student Learning Outcomes:**

- Student Learning Outcome: At least 75% of the students treated in the Health Center who complete the exit survey will report that the intentional conversation with the nurse has increased the likelihood they will make better decisions related to health/healthy behaviors.
- Student Learning Outcome: At least 75% of the students treated in the Health Center who complete the exit survey, will report that as a result of engaging in the intentional conversation, they understand the diagnosis.
- Student Learning Outcome: At least 75% of the students treated in the health Center who complete the exit survey will report that they understand the treatment plan.

# Housing and Residence Life example

- **Department Goal #1:** Provide ongoing training for residence life student staff regarding the student affairs curriculum throughout the academic year 18-19.
- **Objectives:**
  - Community Advisors and Resident Assistants can identify the three overarching Student Affairs competencies.
  - All Community Advisor and Resident Assistants training sessions will have student learning outcomes designed around the student affairs curriculum.
- **Student Learning Outcomes:**
  - After residence life student staff training in August, the Community Advisors and Resident Assistants will be able to list the three foundational core competencies.
  - Student employees will be able to articulate and define the three foundational competencies areas for the Student Affairs curriculum.

# Questions?

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Thank you!



See you next year in Austin, Texas!

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