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NASPA Board Action Items

None at this time.

NASPA Mission

To be the principal source for leadership, scholarship, professional development, and advocacy for students.

Leadership

- Continued individual contacts with regional representatives, in advance of two conference calls leading up to the March, 2014 convention meeting and divisional presentation. Awaiting word re: appointment of a new Region IV-E Rep.
- Conference call topics: divisional meeting and presentation preparation, review of Technology KC proposal to add technology to the Areas of Professional Competency, ramp-up of planning for certificates, in response to work being done by Stephanie Gordon and others at the central office.

Scholarship

Region IV-W (Shana Meyer)

- Worked with the research chair to accomplish the following:
 1. Develop a list of research projects and find folks to conduct said research through our grant funds (NPI, MLI, NASPA/ACPA Top 10 Research Agenda items).

2. Research Paper sessions at the regional Conference.
 3. Continue research publishing support for NASPA IV-West Members. (Announce in newsletter and at regional conference.)
 4. Research/ publishing support in newsletter.
 5. Research/publishing presentation at regional conference.
- Jerrid Freeman presented a session on publishing at the fall Regional Conference; he also assisted with the Case Study presentations at the fall Regional Conference.

Professional Development

Region IV-W (Shana Meyer)

- Utilized the professional competencies at the NASPA Annual Conference as well as at other NASPA institutes, conferences, and initiatives.
 - I presented “Reflecting on the NASPA / ACPA Professional Competency Areas: Potential for Leadership,” at the NASPA IV-W / ArCPA Conference in Hot Springs, Arkansas, November 3-6.
 - We utilized the professional competencies as part of the New Professionals Institute, NUFP Institute, and discussed them at the SSAO Institute & SSAO Breakfast at the NASPA IV-W / ArCPA Conference.
- Worked with our Region IV-W faculty liaison to identify ways to incorporate the professional competencies into graduate programs & spread the word (Faculty Liaison); presented the competencies at the SSAO breakfast; generated some good ideas with the Faculty Liaison at this meeting.
- Assisted the Conference chairs in reviewing Professional Competency ‘labels’ for each conference session & utilized the icons in the program booklets.
 - Every Professional Competency was presented twice (or more) at the fall Regional Conference.
- Assisted the Conference chairs in providing competency evaluation information on the fall Regional Conference evaluation. It was a good starting point to gather more information from regional members, but the process became long as I tried to incorporate a pre- / post- knowledge assessment. Some of the key take-aways:
 - Of the 160 respondents, 101 “agreed” or “strongly agreed” that they are more aware of the Professional Competency Areas for Student Affairs Practitioners because of their participation in the NASPA IV-W Regional Conference. Only 28 disagreed or strongly disagreed, and 28 were neutral. 3 did not respond.
 - Of the 160 respondents, 72 agreed or strongly agreed with the following statement: “I used the Professional Competency icons provided in the NASPA IV-W Regional Conference guide to help determine which sessions I would attend.” 29 were neutral; 51 disagreed or strongly disagreed; 8 chose N/A.

- Respondents were asked which Professional Competency areas they would like more sessions based around at future conferences. The top 5 are: Student Learning & Development (83); Law, Policy, Governance (69); Equity, Diversity, & Inclusion (67); Leadership (66); Assessment, Evaluation, & Research (52). 26 “specific topics” were then listed.
- 45 respondents provided ways in which the Professional Competency Areas for Student Affairs Practitioners are currently being used on their campus. Some of these are:
 - During meeting with supervisors to evaluate skills & mentor to the next level
 - In annual reviews & goal setting
 - As a discussion topic
 - Graduate preparation program, particularly in assistantship performance feedback & professional development
 - In graduate school curriculum
 - Personally—in developing annual smart goals
 - In programming, hiring practices, & goal setting
 - Featured as part of a professional development series
 - In revisiting Student Affairs strategic plans, in relation to the Institution’s mission; to define the Housing mission statement
 - In training & updates
 - In program review & assessment cycles
 - Through daily work
 - In position descriptions

Region VI (John Hoffman)

- In Fall, 2012, we piloted an assessment of educational sessions at the NASPA Region V-VI Western Regional Conference in which we disaggregated session evaluations based on the professional competencies. For this conference, individuals identified 1-2 of the 10 professional competencies when submitting presentation proposals for the conference. We used these identified competencies to calculate the number of sessions aligned with each competency, the number of participants who attended sessions aligned with each competency, and the average response to the question “How well did the presenter(s) accomplish the session’s learning outcomes?” for each competency. We reported the results to the NASPA Region VI Advisory Board and forwarded them to the planning committee for the 2012 Region V-VI conference held in Salt Lake City, Utah.
- As a means of continuing this work, I have met with Andi Sims, Interim Director of Student Life and Leadership at Cal State Fullerton and conference chair for the 2014 NASPA WRC, as well as with members of the program committee regarding means to utilize this approach for the upcoming 2014 Region V-VI conference, which will be held in Anaheim, CA. The program committee and assessment representative for the conference are exploring multiple options for utilizing and/or expanding upon this approach when assessing the conference. Three potential assessment models have emerged from the dialog:

1. OPTION #1: Use the same assessment approach from the 2012 Region V-VI Conference. The survey logic would ask participants to (a) identify which educational session they attended for each session block and (b) respond to the question, “How well did the presenter(s) accomplish the session’s learning outcomes?”
 2. OPTION #2: Expand upon Option #1 by using survey logic to populate questions with the 1-2 competencies to which the presenters aligned their sessions. Thus, the survey logic would ask participants to (a) identify which educational session they attended for each session block and (b) respond to the following three questions:
 - a. To what degree did this session contribute to your knowledge, skill, and dispositions related to <<1st populated competency>>?
 - b. To what degree did this session contribute to your knowledge, skill, and dispositions related to <<2nd populated competency>>?
 - c. Overall, how well did the presenter(s) accomplish the session’s learning outcomes?
 3. OPTION #3: The third option would expand upon Option #2 by changing the third question to state “Overall, how well did the presenter(s) accomplish the following learning outcome?” and then list the session learning outcomes from the proposal. This would require a change in the fields for calls for presentations by separating out a field for learning outcomes with a limited number of characters to keep the field manageable.
- In addition to this effort related to the Region V-VI Conference, Dr. Dyrell Foster, Dean of Students at Rio Hondo College and Executive Chair for Southern California, has worked to align content from regional drive-in conferences to the professional competency framework. Collectively, these efforts should contribute to our Regional planning to help ensure that we are providing holistic and comprehensive professional development for our members. This should be especially valuable once NASPA implements its competency-based professional development portfolio tool.

Advocacy

Region IV-W (Shana Meyer)

- I will support our faculty liaison’s work in her goals:
 - Will advocate for faculty inclusion related to conference program sessions and networking
 - Will advocate for scholar/practitioner models for Student Affairs Divisions in our region
 - Will advocate for research being conducted throughout our region!

NASPA Strategic Plan

Goal 1

1. Build the capacity to create knowledge and use data to provide evidence that will support excellence in practice.

Objectives

- 1.1 Be the primary source of data on the experience of college and university students.
- 1.2 Demonstrate the impact of student affairs on student learning, persistence, and success through scholarship, assessment, evaluation, and research.
- 1.3 Tighten and align the connections among theory, research, and practice.

Region III – Pamela Havice

- Successfully Completed: 1 Summer Symposium presentation; 2 SACSA Conference presentations; Provided Region III newsletter items to encourage using competencies.
 - Worked with SACSA and SCCPA/NCCPA to incorporate competencies in conference materials.
- 1.4 Enhance skills and provide tools to conduct student affairs program reviews in support of best practice and institutional effectiveness.

Goal 4

4. Strengthen NASPA by making it a more responsive, vital and sustainable organization.

Objectives

- 4.1 Diversify and strengthen the sources of NASPA's revenue.
- 4.2 Increase collaboration and partnerships with higher education and other organizations.
- 4.3 Review and redefine the roles and responsibilities of the NASPA President, Executive Director, Regional Vice Presidents, and Board structure and composition.
- 4.4 Increase opportunities for innovation through technology.
- 4.5 Strengthen NASPA's contributions to student affairs graduate preparation programs.

Region III (Pamela Havice)

- Distributed email message to region faculty to encourage discussions at conferences on using competencies; participated in NASPA conference presentation with faculty.
- Discussed ideas & strategies for utilizing competencies in 2012 & 2013 Faculty Forums at SACSA conferences.
- Included a faculty and professionals panel to discuss using professional competencies at 2013 SACSA conference.