# 2023 NASPA
## ANNUAL CONFERENCE
APRIL 1 - 5, 2023 | BOSTON, MA

# CSAEd Bootcamp Preconference

Sunday, April 2, 2023 | 9:00 a.m. - 12:00 p.m.

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# Presenters

Brooke Lecky Supple, PhD, Consultant, NASPA

Stephanie Gordon, PhD, Vice President, NASPA

Joseph DeSanto Jones, Executive Director, Higher Education Consortium for Student Affairs Certification

Helen Mulhern Halasz, PhD, Assistant Director of Assessment, Research, & Planning, East Carolina University

Brian Regan, CSAEd-HRL, Associate Director, Residential Education, Boston College

Justin M. Sipes, EdD, CSAEd-FSL, Director, Center for Community-Based Learning, University of North Florida

Rayna A.I. Tagalicod, PhD, Director, National Student Exchange Program, University of Hawai'i at Manoa

# Land Acknowledgement

We may often overlook that this land was inhabited by Native Americans and Indigenous Peoples for hundreds of generations before Europeans arrived on these shores. This is reflected in some place names we use today — such as Massachusetts, Mattapan, Merrimack, Neponset, and Shawmut.

This land is the territory of the Massachusett, Pawtucket, and their neighbors the Wampanoag, and Nipmuc Peoples, who have stewarded this land for hundreds of generations. We recognize the repeated violations of sovereignty, territory, and water perpetrated by invaders that have impacted the original inhabitants of this land for 400 years.

We extend our respect to citizens of these Nations who live here today, and their ancestors who have lived here for over five hundred generations, and to all Indigenous people. We also affirm that this acknowledgement is insufficient. It does not undo the harm that has been done and continues to be perpetrated now against Indigenous people, their land and water.

*(Boston City Council, 2021)*

**#NASPA23**

# Welcome & Overview of CSAEd

**Stephanie Gordon**, NASPA

**Joseph DeSanto Jones**, Higher Education Consortium for Student Affairs Certification

# Purpose

Learning

Practice

Recognition

Advancement

# Exam Overview

- **Focus**: Designed to measure candidate's performance against the level of knowledge and competency in eight established domains that can be reasonably expected of mid-level student affairs educators, including within six specific functional areas.

- **Development:** Engaged over 130 SMEs in item development, review, and determining passing score.

- **Format**: quantitative, multiple choice, including scenarios.

# Exam Type & Resources

- All exams are quantitative, multiple choice:

    Core: 150 questions (Three hour maximum)

    Specialty: 50 questions (Two hour maximum)

- Occur entirely online with live proctor

- Content outlines available in Candidate Handbook

- Suggested resources for Core exam on Consortium website

# Exam Live Experience: What to Expect

- Block additional 20-30 minutes on calendar
- Conduct technology check: review technical requirements, one monitor allowed, permissions
- Secure, private location
- Identity verification and visual scan of room space
- Allowed: clear beverage container
- Not Allowed: books/notes/papers, resources, smart devices (including watch)
- One optional 15-minute break

# Exam Results

- Confidential

- Total passing score and your individual score

- Feedback on domains to inform professional development (and potential exam retake)

- Ability to join public registry

- Certificate and digital badge

# Foundations of the Profession Domain

1. Connect student affairs to the cultures, histories, and contexts of higher education systems.

2. Through a foundational understanding of social justice,connect inclusive histories, philosophies, and values to the student affairs profession and to one's professional practice.

3. Make individual decisions, support others' decisions, and model behavior that is congruent with research, professional standards and codes of practice, law, and organizational policies.

# Foundations of Higher Education

How do the histories and contexts of higher education systems connect social justice, inclusive histories and philosophies to the profession?

Get into groups of two and discuss how you would create a course in foundations in higher education. What five critical topics would be essential to teach incoming student affairs practitioners?

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# Student Learning, Development & Success Domain

Rayna A.I. Tagalicod, PhD, Director,
National Student Exchange Program, University of Hawai'i at Manoa

# Student Learning, Development & Success Domain

1. Apply models and theories of student learning, development, and success to daily practice.

2. Develop and implement programs and services for holistic student success.

3. Center and advocate for student learning, development, and success.

# Student Learning, Development, and Success

You are tasked with determining a new program to assist with student retention and success. There is $10,000 annual budget provided to assist with program needs. Identify the project and all needs including staff, office management, space, learning outcomes and outline of program along with projected costs of each.

# Why Competency in Assessment, Evaluation, Research (AER) Matters

- One of the *CSAEd exam* domains the AND one of 10 *ACPA/NASPA Professional Competencies*, Assessment, Evaluation, & Research (AER)

- Critical knowledge and skills to *provide evidence* of student learning in Student Affairs programs and services

- Enables SA Educators to *prioritize* limited strategic resources to most impactful programs/services

# Assessment & Evaluation- Key Terms

**Assessment:**

*Collecting, analyzing, interpreting, and disseminating data applied for accountability and program and learning improvement* (Henning & Roberts, 2016).

**Evaluation:**

*Interpreting assessment evidence and using results to improve...effectiveness* (Schuh et. al, 2009).

**Research:**

*Using rigorous, replicable empirical research studies to test theories and make broad generalizations* (Suskie, 2018) *to generate new knowledge*

# Equity-centered Assessment Benefits Everyone

Addressing diversity, equity, and inclusion is the responsibility of *all* Student Affairs Educators. A few strategies using an equity lens:

- Expand how success is defined

- Invite and encourage diverse student voices, institutional partners to participate

- Incorporate evidence-based strategies to increase inclusion and belonging

# Assessment Cycle

- Assessment is a process of continuous improvement with many parts
- A cycle tracks steps of an assessment process
- The *Close the Loop Assessment Cycle* from the University of San Diego highlights how actions operate within mission, vision, & values



University of San Diego.
https://www.sandiego.edu/student-affairs/assessment/resource-guide.php

# Assessment & Evaluation- Developing Goals & Outcomes

- **Goal-** broad statement, aspirational

- **Outcome**- what you expect to happen

- Outcome has 2 components

    1. **Means of Assessment-** *"How will we measure the outcome?"*

    2. **Criteria for Success-** *"At what level will we determine success in achieving the outcome?"*

# Assessment & Eval-Developing Goals & Outcomes 2

- ABCD model- **A**udience, **B**ehavior, **C**ondition, **D**egree/to what extent

- Sample Outcome 1-

*Students who participate in Multicultural Student Center programs and services will report increased understanding of individuals identifying as members of Black, Indigenous, and People of Color communities.*

- Sample Outcome 2

*As a result of participating in a 10-week comprehensive Student Media practicum, students will be able to apply fundamental mass communication knowledge and skills.*

# Methods, Measures, & Techniques

**Sample scenario:** *Your portfolio includes units that include (a) community engagement/service-learning; (b)diversity, equity, and inclusion; (c) registered student organizations; and, (d) campus events. How might you show these units contribute to the institutional strategic plan for increasing the* ***frequency and quality*** *of civil discourse among students?*

Now what?
- **How** might the question be answered
- **What else** is part of the bigger picture, other factors
- **Consider how technology** can make data collection/analysis easier

# Using Results to Improve Practice

**Sample scenario**: *Your portfolio includes the campus food pantry operations. Four years of usage data indicates a steady increase of out-of-state sophomore, junior, and senior "shoppers." The VPSA and Cabinet requested you present about current strengths and areas for improvement.*

Now what?
- **Know** who your audience is
- **Tailor your results** in a context most helpful to them
- **Don't forget the visuals**
- **Using results** to recommend change/improvements

# Take-aways for Assessment & Evaluation

✔ Articulate why important
✔ Learn how to generate insights from data analysis
✔ Disseminate findings and engage with key stakeholders
✔ Propose data-informed recommendations for improvement
✔ Situate data insights/meanings in a larger context- politics, planning, and systems of oppression

Resources:
Henning G., & Roberts, D. (2016). *Student affairs assessment: Theory to Practice.* Stylus.

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# Social Justice & Inclusion Domain

Rayna A.I. Tagalicod, PhD, Director,
National Student Exchange Program, University of Hawai'i at Manoa

# Social Justice & Inclusion

Professional development within this competency area assumes that student affairs educators need to understand oppression, privilege, and power before they can understand social justice. Intermediate and advanced level outcomes reflect social justice oriented applications in practice and then interconnections between leadership and advocacy.

# Social Justice & Inclusion

Take 5 minutes to fill out the SJI Self-Assessment Worksheet.

Based on your answers, identify 2-3 SJI sub-domain task areas that you'd like to focus on for future knowledge acquisition.

Use this QR code to access the SJI Resources Matrix to explore various content for your SJI educational efforts.

# Social Justice & Inclusion

Pair up with someone nearby to discuss:

- Which subdomain tasks will you be focusing on?

- What aspects of SJI work have excited you during your career?

- What challenges do you face in furthering your SJI educational efforts?

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# Finance & Facilities Management Domain

**Brooke Lecky Supple, NASPA**

# JEOPARDY!

CSAEd Edition

JEOPARDY BOARD

| DOES THE MONEY GROW ON THE QUAD | AND I THOUGHT ACCOUNTING WAS BORING | SUPER MODELS | MAKING THE ASK | KEEPING THE ROOF ON |
|---|---|---|---|---|
| $100 | $100 | $100 | $100 | $100 |
| $200 | $200 | $200 | $200 | $200 |
| $300 | $300 | $300 | $300 | $300 |
| $400 | $400 | $400 | $400 | $400 |
| $500 | $500 | $500 | $500 | $500 |

Dollars students pay to attend classes and use university facilities.

# What is tuition and fees?

Funds provided by government agencies, foundations, corporations, or individual donors to support specific programs or initiatives

Click to see answer

# What are grants and donations?

Funding provided by government agencies, foundations or corporations to support research activities at the university.

Click to see answer

# What is sponsored research?

Collaboration between the university and businesses to fund research or other programs.

Click to see answer

# What are corporate sponsorships?

Loans taken out by the university, backed by the promise of future revenue, to finance construction or other capital projects.

# What is bond financing?

Numerical representation of the institution's or department's priorities and mission.

# What is a budget?

Financial report that is sometimes referred to as the balance sheet.

What is the Statement of Financial Position or the Statement of Net Position?

In the business world this report is called the Profit and Loss statement or P&L

# What is the Statement of Revenues, Expenses and Changes in Net Assets?

This type of accounting used mainly by nonprofit and governmental entities focuses on accountability, not profit.

# What is fund accounting?

In fund accounting, this term refers to the allocation of funds for a specific purpose or project, which may limit the availability of those funds for other uses.

Click to see answer

# What is an encumbrance?

The most common budgeting model that uses the current year budget as the base to increase or decrease dollar amounts.

# What is incremental budgeting?

The budgeting model starts from scratch each year and all budget needs are analyzed and justified.

Click to see answer

# What is zero-based budgeting?

This model promotes desired activities or outcomes that see the greatest return on investment.

Click to see answer

# What is activity-based budgeting?

In this model, unit budgets are based on defined outcomes and based on a predetermined method.

Click to see answer

What is formula-based budgeting or performance-based budgeting?

A decentralized budget model which delegates operational authority to units, but also makes them responsible for their revenues and expenditures.

Click to see answer

What is Responsibility Centered Management (RCM)?

Identification, qualification, cultivation, solicitation, and stewardship are the foundations of this process.

Click to see answer

# What is the fundraising cycle?

A gift designated to the University or a specific area in a donor's will or estate.

# What is a planned gift?

The term to describe an individual who is supposed to have the capacity to make a gift of some level to your initiative or cause.

Click to see answer

# What is a prospect?

The financial resources collected and invested over time by the University Foundation to support paying scholarships and other programs funded by donors.

Click to see answer

# What is the endowment?

# The process of acknowledging, engaging, and continuing to build relationships with donors for future engagement and asks.

Click to see answer

# What is stewardship?

The practice of postponing maintenance tasks on equipment or facilities, often due to budget constraints or other priorities that lead to larger programs and costly repairs in the future.

Click to see answer

# What is deferred maintenance?

This is the practice of performing regular maintenance tasks on equipment to prevent breakdowns and prolong its useful life.

Click to see answer

# What is preventive maintenance?

The relationship between Universities and private industry to build, manage, and contribute various elements of facilities.

Click to see answer

What are public-private partnerships or PPPs or P3's?

The practice of using resources and managing operations in a way that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Click to see answer

# What is sustainability?

Companies that universities or colleges engage to execute construction and renovation projects.

# Who is a contractor?

# JEOPARDY!

Topic: University Finance Tool

The process by which a college or university raises funds by selling tax-exempt bonds to investors.

# What is "bond issuance" or "bond financing?"

# Leadership Decision-Making Case Study

You are the director of your office and have been in your position for six months. During this time, you have worked to get to know your staff – their roles in the office and a little about them as people. One of your supervisees, Riley, is a single parent. Finances are tight so Riley relies on family for childcare. For the past few weeks, Riley's childcare plans have fallen through. This has caused Riley to either call in sick or to be late for work. Each time this happens, Riley's schedule of individual student appointments must be rescheduled, causing a backlog of appointments. Other staff in the office are starting to complain.

# Leadership Decision-Making Case Study

1. **Identify the core issues at play.**

2. **What would you do?**

3. **Who's affected by your decisions?**

4. **How do you accommodate for everyone's circumstances and concerns?**

5. **What resources do you have available (at your institution) to you to resolve this issue?**

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# Talent Management Domain

Brian Regan | Assoc Dir, Residential Education | Boston College

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# Why does Talent Management matter?

# Talent Management Domain

This domain encompasses the competencies needed to support the **talent life cycle** within an organization. By applying effective talent management practices, student affairs educators **attract, develop, and retain** staff who are enabled and empowered to set and reach personal and organizational goals. In this work, the student affairs educator plays an active role in the **continual assessment and relevant supports and interventions** to develop the full potential of all staff, including full time, part time, graduate and undergraduate members. The student affairs educator **addresses the individual needs** of staff members **to collectively engage** in mission-based work that advances student learning, development, and success.

# Talent Management Sub-Domains

1. Navigate and challenge politics, power, and privilege inherent in hierarchical structures.

2. Recruit and select staff.

3. Orient and train staff.

4. Supervise and develop staff (performance management, processes).

# Talent Management Position Description Review

1. Review the job description provided.

1. Identify by highlighting/underlining things that resonate with you.

1. Identify by marking with an "X" things that are concerning to you.

1. Identity things that are unclear or need clarification with a "?"

1. Discuss what you did with your table mates.

# Crisis and Risk Management Domain

This domain encompasses the ability to **understand,** educate, plan, and **apply** information pertinent to emergency situations and operationalize risk management; managing uncertainty; using data; and providing direction toward institutional objectives related to crisis response and risk management.

# Crisis and Risk Management Sub-Domains

1. Develop and implement risk and crisis preparation and management plans.

2. Respond to and manage information and data.

3. Evaluate the plans, implementation, and management of the risk or crisis.

# Pop Quiz!

Select the most accurate definition of **critical incident**

1. An incident that is unimportant or insignificant
2. A smaller, more localized event that significantly affects a subset of the campus population
3. An incident that has no potential to cause harm or danger
4. An event that happens to an individual that has no direct connection to the institution

# Pop Quiz!

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# Pop Quiz!

Identify the point below that is not part of the definition of a **crisis**

1. A sudden or unexpected event
2. An event that disrupts normal institutional operations
3. An event that generates a definitive set of responses
4. A threat to the well-being of stakeholders, property, finances, and/or institutional reputation

# Pop Quiz!

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# Pop Quiz!

Identify the point below that is not part of an **Enterprise Risk Management** approach

1. Practices that are incorporated into routine business practices
2. Practices that are designed to identify emerging events with the potential to affect the institution
3. Practices that eliminate risk to the institution
4. Practices that are used to continuously assess the potential impact of risks

# Pop Quiz!

Identify the point below that is not part of an **Enterprise Risk Management** approach

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# Bonus Point

Review the definitions and distinctions between:
- Crisis
- Critical incident
- Emergency
- Disaster

Helpful resource for taxonomies of crisis and crisis types/examples:
Gigliotti, R.A. (2019). Crisis Leadership in Higher Education: Theory and Practice. Rutgers University Press

# Fire in a Residence Hall

A fire has broken out in one of the rooms of a residence hall on the campus of your institution. The fire alarm has activated, and the fire department has been called. The residents have been evacuated from the building, but the fire is spreading, and an adjoining building may also need to be evacuated.

# Certification for Student Affairs Educators (CSAEd) Preparation Advisory Group

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# Closing & Questions

Words of Wisdom from CSAEd certified pros