

Leadership Studies (Student Affairs in Higher Education) – MA/MED

Enrollment and Graduate History Data in PED

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	50	41	44	40	46
Degrees Awarded	28	13	22	17	15

Note: SAHE is a two year program and the enrollment numbers are for two cohorts plus students who attend part-time and who on average take 3 years to complete the program. This causes the degrees awarded numbers to fluctuate and to not match precisely with the enrollment numbers. The program completion rate is more than 90%.

Program description

The Student Affairs in Higher Education (SAHE) program is a 43-semester hour masters program designed to meet the student affairs profession's Council for the Advancement of Standards (CAS) guidelines for graduate preparation programs. The curriculum is specifically structured to develop administrative skills needed for entry and mid-level student affairs related positions in higher education. Our focus is the education of highly skilled practitioners for a variety of higher education sectors, e.g. public, private, 4-year, community college, religiously affiliated, and HBCU institutions.

Alignment with university mission, strategic plan

The SAHE graduate program aligns with the Wright State University Mission and Empower 2013-2018 Strategic Plan in several direct ways. First and foremost SAHE contributes to Goal 4 of the strategic plan, Community and Economic Development. The program provides students the opportunity to develop academic and administrative credentials needed by the workforce of the more than 20 higher education institutions in the immediate region. More than 100 graduates of the SAHE program work in full-time administrative positions in higher education institutions located in the Miami Valley region. In addition, while completing their graduate degrees, many students are interns at these institutions on a regular basis.

The SAHE program contributes in significant ways to Goal 2, Student Access and Educational Attainment. The majority of our students are place bound due to personal reasons and can only participate in a program that is within easy commuting distance and designed in a flexible manner that allows students to meet other personal obligations. For example, the required classes in the SAHE program start at 4:20 or later and meet once a week, allowing both full and part-time students to complete the program in a reasonable amount of time.

Strategic Goal 2 also highlights the commitment to the success of a diverse student body. One of the hallmarks of the SAHE program is the diversity of each of our cohorts, including race, ethnicity, age, GLBT, gender, and disability. More than 90% of the students who are accepted into the SAHE program graduate and are successful in attaining a job in the student affairs profession.

Strategic Goal 1, Academic Quality and Program Distinctiveness is addressed by the unique structure of the SAHE program that includes a 9-10 semester hour focus area, directly related to the student's career goal, in addition to 34 semester hours of core requirements including both foundational and administrative skill courses identified as essential by national professional associations in student affairs. When asked in the program admission interview why WSU program is of interest, the number 1 reason stated is the inclusion of a focus area related directly to placement that is not found in similar graduate programs at other institutions. Another important indication of program quality is the increasing number of students who submit and have program proposals accepted for local, state, regional and national professional conferences.

Program distinctiveness

1. Program structure includes 34 core credit hours plus 9-10 credit hours aligned with student's individual career goals. In addition to meeting CAS Standards, the required coursework supports development of skills and knowledge outlined in the ACPA and NASPA Student Affairs Competencies document, published in 2010.
2. Clear strength in administrative skill development. 19 credits of core course requirements are focused on administrative skill development
3. International internship available for those interested.
4. Broad diversity of students accepted for admission and graduate from the program.
5. High level of professional and financial support from the Division of Student Affairs (e.g. GA positions, conference registration support, professional development opportunities)
6. Collaboration with Southwest Ohio Council of Higher Education (SOCHE) institutions for internship placements and hiring of full-time staff.
7. In addition to the Student Affairs Division, Graduate Assistant (GA) positions are available in the Enrollment Management, Multicultural and Community Engagement, and the Academic Affairs divisions at WSU. There also are three externally funded GA positions at community colleges in the Miami Valley area.

Recognitions of quality of the program

1. Application for admission to the program is strong, with an annual waiting list since 2010. Fall cohort is closed by approximately May 1. Annual cohort is limited to 20-22 new students.
2. Area institutions actively seek our students for interns and full-time employment.
3. Common to receive requests for our graduate students to fill positions on an interim or permanent basis when local institutions have unexpected staff openings.
4. Student submissions for state, regional and national conference presentations are frequently accepted.
5. Student submissions for publication based on thesis research are successful.
6. Program alumni application and acceptance into doctoral programs is increasing.

Program learning outcomes

SAHE Learning Outcome Areas are compatible with those competencies identified in ACPA and NAPA Professional Competency Areas for Student Affairs Practitioners, 2010. Courses that focus on each of the learning outcomes are listed. It should also be recognized that some learning outcomes are included in many, if not all, of our courses, e.g. ethical professional practice, equity, diversity and inclusion, student learning and development, and leadership.

ADVISING AND HELPING SAA 7610 Student Development Theory, SAA 6660 Helping Skills, SAA 6630, Career Development Theory and Skills Application, SAA 6640 Career Assessment and Employability, SAA 6650 Career Program and Service Development, SPM 7030 Academic Support Services for Student Athletes

ASSESSMENT, EVALUATION, AND RESEARCH SAA 7640 Program Evaluation and Assessment in Student Affairs, LDR 7300 Research Methods for Leadership, SAA 9880 Research and the Educational Leader, SAA 6620 Literature Review, LDR 9990 Thesis

EQUITY, DIVERSITY, AND INCLUSION SAA 7630 Diversity Issues, SAA 7690 Designing Diverse Learning Experiences, SAA 6651 Study Abroad, SAA 6652 International Internship, SAA 6620 International Student Services

ETHICAL PROFESSIONAL PRACTICE SAA 7600 Introduction to Student Affairs, SAA 7620 Administration of Student Affairs, SAA 7640 Program Evaluation and Program Assessment in Student Affairs.

HISTORY, PHILOSOPHY, AND VALUES SAA 7600 Introduction to Student Affairs, HEA 9290 Role of Athletics in Higher Education

HUMAN AND ORGANIZATIONAL RESOURCES SAA 7620 Administration of Student Affairs, SAA 7680 Finance and Budget Management in Higher Education, SPM 7080 Marketing and Public Relations

LAW, POLICY AND GOVERNANCE HEA 9220 Law in Higher Education, SAA 7620 Administration of Student Affairs, SPM 7050 Compliance and Regulation

LEADERSHIP SAA 7600 Introduction to Student Affairs, SAA 7650 Internship I in Student Affairs, SAA 7670 Internship II in Student Affairs HEA 9620 The Community College, SAA 7620 Administration of Student Affairs, SPM 7010 Current Issues in American Sports, SPM 7060 Facilities and Event Management, SPM 7040 Recreational Management

PERSONAL FOUNDATIONS SAA 6660 Helping Skills, SAA 7600 Introduction to Student Affairs, SAA 7610 Student Development Theory, SAA 7650 Internship I in Student Affairs, SAA 7670 Internship II in Student Affairs

STUDENT LEARNING AND DEVELOPMENT SAA 7610 Student Development Theory, SAA 7690 Designing Diverse Learning Experiences, HEA 9290 Role of Athletics in Higher Education

Description of learning outcomes assessment program

Listed below are five assessment measures utilized by the SAHE program.

1 Each of the two internship classes require a site supervisor evaluation be completed using the Student Affairs competency areas appropriate for the specific experience.

2 Review of E-portfolio for those graduating

3 Annual focus group of 2nd year students is conducted as part of the capstone SAA 7620 Administration in Student Affairs class. This information provides student perception of strengths and weaknesses of the program which guide faculty in program enhancement.

4 Alumni survey completed in 2013-14

5 For the past two cohorts data have been collected from a Self-assessment of Student Affairs competencies in the Introduction to Student Affairs class and then again in the Administration of Student Affairs class, the program's capstone class. Analysis of this data shows change in competency areas while in the SAHE program. Students are encouraged/expected to use the assessment from the Introduction to Student Affairs class to select experiences that promote growth in their weaker areas. We plan to introduce data collection at the end of the first year in our program starting spring semester 2015.

Summary of assessment findings for past five years

The information provided follows the listing of assessment measures outlined in the preceding section.

1. Site Supervisor evaluations from internship classes have been consistently positive regarding the quality of preparation, work ethic and professionalism. On a five point Likert scale with 5 being highest, the vast majority of rankings have been 4 or 5, and the qualitative comments confirmed the students' contributions during the internship and their ability to become outstanding student affairs professionals.

2. The faculty advisor reviews of E-portfolios prepared by students who are completing the program have been positive and students document a high level of accomplishment during their time in the program. Students demonstrate creativity in the web-design of their portfolios and include significant projects from their individual classes, in addition to the evaluations from the internship classes and noted accomplishments during their graduate assistantship and other professionally related activities such as conference presentations and leadership positions held.

3. The annual focus group of the 2nd year students provides a wealth of valuable information regarding both the strengths of the program and the changes that may be needed. The strengths reported in the focus groups consistently include the following: the extensive practitioner experience of the teaching faculty; a focus on practical application of the class material; the variety of internship possibilities; the diversity of the cohort and the manner in which this enriches the peer to peer learning and classroom discussions; class times that accommodate working professionals and that allow part-time students to

complete the program in a reasonable amount of time; and the level of support and opportunities for professional development beyond the classroom.

For the most part the need for changes have been different each year and provided the platform for changes to be considered and implemented by the faculty. One somewhat consistent call for change came from those writing a thesis. More structure was needed in this process and this has been successfully implemented. Many suggested changes were implemented when the semester system was implemented in fall 2012 and are highlighted in other sections of this review. In some cases suggested changes did not apply to a majority of the students and while valuable to know did not result in change.

4 In Summer 2013 a survey of our program alumnae was conducted with more than 90 responses received. Completed surveys were received from graduates from 1992 through 2013, with years of experience in the profession ranging from 1 to 10+. Eighteen percent hold positions of Director or above, which shows a pattern of progressive advancement in responsibilities, with 2 currently holding the position of Vice President. The data show that 75% are currently employed in higher education and that 12% either have completed or are currently in doctoral programs in higher education.

The noted strengths of the program included: flexibility and convenience of working full-time and completing the program, relevance of classes to current issues in higher education, experiences of the teaching faculty, limited size and diversity of cohorts allowing for individual attention, and support provided by the division of student affairs.

Interest in continuing a connection to the SAHE program was high. More than 50% of respondents indicated interest in assisting in recruiting student to the SAHE program by recommending students to faculty in the program, providing program materials to prospective students, making presentations to prospective students, or staffing a recruitment table while attending a professional conference. Since many of our graduates work in close proximity to the university it was reassuring that 66% of respondents indicated a willingness to serve as a mentor to a current SAHE student and 80% indicated a willingness to serve on an advisory committee.

5 The self-assessment data show positive development of the student affairs competency areas listed.

Major curricular changes since last review (or past five years)

1. Changes that apply to all SAHE students:

Redesigned program to replace electives with focused tracks based on career interest. The focused track are Career and Advising, Research (MA degree) Sports Management (certificate), International Programs, and Individualized. Each track requires 9-10 semester hours.

Added HEA 8620 Community College Administration course as core required course.

Revised required research course to LDR 7300 course which includes both qualitative and quantitative methodologies.

2. Changes that apply to the focus areas

Redesigned Thesis option to include 2-credit SAA 6620 Literature Review (Special Topics) course.

Added SAA 6660 Helping Skills Course.

Added SAA 6651 Study Abroad Course

Added SAA 6620 Fundraising Course (Special Topics)

Added option for an international internship at Anglia Ruskin University, SSA 6652. Priority is given to those in International focus. Other SAHE students may participate on a space available basis.

3. Offered International study tour opportunity to Paris, France in summer 2014, and plan to offer similar experience every two years.

Graduate placement data, employer satisfaction

2014 20 grads, currently 14 employed in SA (Note: 2014 data not included in program data from PEDS above)

2013 15 grads, currently 14 employed in SA

2012 17 grads, 13 currently employed in SA (Note, one of the grads reported in PEDS data is deceased)

2011, 22 grads, 14 currently employed in SA

2010 13 grads, 12 currently employed in SA

2009 28 grads 18 currently employed in SA

If program has professional accreditation, attach most recent review findings and recommendations

There is no professional accreditation in student affairs. However, the SAHE program in compliance with recommendations of the Council for the Advancement of Standards in Higher Education related to graduate preparation programs.

Please complete the information below as applicable so that it can be summarized for the Departmental Program Review Report.

Faculty accomplishments and recognitions

The teaching faculty in the core SAHE program includes seven individuals, all of whom have doctoral degrees. Three are full-time faculty, 1 is half-time faculty and 3 are adjuncts who are full-time, senior level student affairs practitioners. An additional 7 adjuncts support the courses in the Sports

Management and Career/Advising tracks, all of whom have significant experience and expertise, three have doctoral degrees.

Anglia Ruskin University Cambridge, UK Memo of Understanding regarding international internship signed.

Dr. Patitu initiated a 3 week study tour to France in summer of 2014. Ambassador Program to Paris (Study Abroad Trip). University Center for International Education (UCIE). Wright State University. Dayton, Ohio.

CEHS Outstanding Teaching Award—Dr. Carol Patitu in 2013

Nominated for 2013 Gerald L. Saddlemirer Award presented by OCPA—Dr. Joanne Risacher

Recipient of 2015 Fayette M. Paulsen Accomplished Leader Award presented by OCPA—Dr. Roxanne DuVivier

DuVivier, R.S.L. & Wilburn, D. (2014, October). Making course adjustments in real time: Using data to facilitate student transformations. Presentation at the Network for Education Renewal Conference, Cincinnati, OH.

DuVivier, R.S.L. (2014, March). Transformative learning theory. Presentation at the Personality Assessment System Conference, Akron OH.

DuVivier, R.S.L. & Davis, S. (2013, October). International exposure that impacts student learning and builds collaborative sustainable global relationships. Presentation at the National Network for Educational Renewal Conference, Albuquerque, NM.

DuVivier, R.S.L. & Davis, S. (2012, October). Engaging students through partnerships that enhance authentic learning and diverse perspectives. Presentation at the National Network for Education Renewal Conference, Denver, CO.

Patitu, C., & Stanley, C. et al. (2014). Preparing for full professor: Critical issues on gender and racial equity in research, scholarship, teaching, and policy making. (Invited Presentation – Council for Ethnic Participation). Annual Conference for the Association for the Study of Higher Education (ASHE), Washington, D.C.

Patitu, C., DeButz, M., La Torre, M. & Thobe, T. (2014). *The Voice Project*. Ohio Association of Student Personnel Administrators (OASPA) and Ohio College Personnel Association (OCPA) Annual Conference, Worthington, Ohio.

Risacher, J., Vlasnik, A., Black, C., DeButz, M. & Robinson, M. (2013, May) What makes for a successful student affairs internship experience: Insights from students, a site supervisor and faculty. SOCHE 6S Conference, Dayton, OH.

Programs and areas of recognized excellence with supporting evidence

SAHE program graduates have received the following awards:

3—WSU Presidential Awards, 1 for Excellence in Service and 2 for Spirit of Innovation

1--MLK Distinguished Service Award

3--CEHS Outstanding Alumni Award

3--Higher Education Resource Service Institute (HERS)--university representatives

3 SAHE program graduates have research articles published in reviewed professional journals

9 SAHE program graduates have completed a doctoral degree

4 SAHE program graduates are currently in doctoral programs, and 3 additional graduates have applied for doctoral program admission for 2015.

2 SAHE first year students awarded First Place in the 2015 Ohio College Personnel Association's Graduate Student Case Study Competition.

Capacity for growth of programs

Interest in the SAHE program is growing and it may be possible to expand to two cohorts at some point in the future. However, program faculty are cautious about expansion and see a distinct advantage in being selective, e.g. strength of those in the cohort is very good, especially in the past 2-3 years, graduation and placement rates are strong, and the reputation of the program is very solid. Program faculty are cautious about maintaining the current placement rate following graduation until more students seek placements outside of our region. Those willing to relocate is growing; however, slowly. Finally, expansion would require additional faculty positions to manage growth.

New program opportunities

SAHE plans to explore two new program opportunities in the next 1-2 years: 1) Developing graduate certificates in-line with SAHE focused tracks—especially the Career Advising track, which is the most popular focus track offered; and 2) Expanding the recruitment of non-degree graduate students to pursue the Sport Management Certificate.

Proposals to enhance programs (if desired)

January 23, 2015