



## Program Assessment Report (PAR)

**Education Leadership (EDL): Stu Affairs High Ed Adm (SAHE) Masters Degree**

**REPORT PREPARED by: Patitu, Carol Logan**

**ACADEMIC YEAR COVERED BY THIS REPORT: [AcademicYear]**

### I. PROGRAM LEARNING OUTCOMES

Graduates will be able to demonstrate knowledge in 10 competency areas identified as necessary by the Student Affairs Profession. The 10 Student Affairs competency areas defined by ACPA and NASPA (revised in 2015) are: Advising and Supporting, Assessment, Evaluation and Research, Social Justice and Inclusion, Personal and Ethical Foundations, Values, Philosophy and History, Organizational and Human Resources, Law, Policy and Governance, Leadership, Technology, and Student Learning and Development.

### II. PROCEDURES USED FOR ASSESSMENT

#### A. Direct Assessment

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, 2015. 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 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

## **B. Scoring of Student Work**

Depending on the class, the following evaluations are used Papers, research papers, surveys, reports, position papers, reaction papers, reflection papers, issue papers, discussion papers, reviews, video critiques, learning summaries, article reviews, case studies, exercises, philosophy statement, projects, quizzes, mid-term exams, final exams, voice project, workshop projects, group projects, leader expert assessment, presentations, capstone assignment, written research assignments, legal research briefs, legal issue debates and presentations, internship evaluations, weekly reports, fieldwork, mentor evaluations, journals, interviews, program/project proposals, website/social media analysis, speaker reactions and speaker reflections, and program design. All students also complete an e-portfolio.

## **C. Indirect Assessment**

All students enrolled in SAA 7620, Administration in Student Affairs, our capstone class, participate in a focus group at the end of the semester. The focus group is conducted by someone not affiliated with the program. We also maintain self-reported placement information of those graduating.

## **III. ASSESSMENT RESULTS/INFORMATION:**

The Internship site supervisor evaluations continued to be very positive with rankings always a 4 or 5-point on the Likert scale, with 5 being the highest. The e-portfolios of all graduating students are always very professionally prepared and listed appropriate learning outcomes related to the SA competencies in the reflection statements for individual classes. Placement rate in student

affairs related positions after graduation continues to remain high. Students obtain jobs in- and out-of-state.

There is a 100% success rate with the e-portfolios for the graduating students. Also, there is a 100% success rate with students completing Internship I and Internship II. We continue to have a high graduation rate and job placement rate. The overwhelming majority of the students obtain positions in student affairs. One student on average may pursue the Ph.D. On average in a given year 0-2 students might work in fields outside of student affairs. Our diversity in the program continued to grow which is important as the students are able to learn from each other.

Students successfully met the learning outcomes, completed the courses, and graduated. A few years ago, we revised our Career/Advising track which has been very successful. We had implemented a more consistent schedule of advising sessions which has been very successful. Our group advising that we initiated has also been very successful. Fall of 2020, it was done virtually due to COVID. Additionally, the program director started visiting a class several times a semester to meet with the students to answer questions and to make sure their needs were met. This has been a success and embraced by the students. Last year, modifications to the timing of the International Internship has been a success to better meet the needs of second year students and to include first year students. Fall 2020 the faculty made revisions to the "Guidelines for Developing the Executive E-Portfolio for the Student Affairs in Higher Education Program" which goes in effect for 2021.

#### **IV. ACTIONS TO IMPROVE STUDENT LEARNING**

I previously made comments on revisions we made in 2020 with our International Internship and e-portfolio. We are always considering feedback from students and alumni to make improvements. All graduates participate in a focus group to provide us with feedback on the program to make improvements. The faculty meet monthly to discuss the program. We also implemented uAchieve for our students the last academic year. Last year, when everything was taught online due to COVID, the program director shared with the adjuncts all of the training workshops announced from the Center for Teaching and Learning to help them prepare for teaching online. Program improvement is always our focus.

#### **V. SUPPORTING DOCUMENTS**

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.