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: 2021-2022

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 ORGANZATIONAL 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, presentatons, captsone assignment, written research assignments, legal research briefs, legal issue debates and presentations, internsip evaluations, weekly reports, fieldwork, mentor evaluations, journals, interviews, program/project proposals, website/social media analysis, speacker reactions and speaker reflections, and program design. All students also complete an e-portfolio.

C. Indirect Assessment

All students enrolled in SAA 7620, Adminstration 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.

As with the previous years, there was a 100% success rate with the e-portfolios for the graduating students. Graduates said they felt prepared for job interviews and going in to the field. Also, there was a 100% success rate with students completing Internship I and Internship II. All supervisors complete a formal evaluation on the student intern, and the students complete an evaluation as well. From the formal focus group their last semester, the students graduating unanimously agreed that they learned a lot from their Internships. Supervisor always have a fairly "hands-off" approach and allowing that freedom to learn was very important. One suggestion was made to allow Internship to spread out over a year but our Council for the Advancement of Standards (CAS) require that our students complete two Internships for a 150 clock hours each (to be completed different semesters.) 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. As stated, the last semester of students graduating, they participated in a formal focus group which was completed by a professional outside the College. Students found the Internship and the graduate assistantship (GA) (for those who had a GA) to be one of the most valuable out-of-class experiences. For the GA, they valued the experience because it provided hands-on experience with faculty, staff, and students, thereby offering an opportunity to apply what they were learning in the classroom (i.e., theory) with what they were seeing day-to-day (i.e., practice). The students particularly enjoyed the special programming (i.e., workshops led by the Internship instructor who is also the program director). They felt that each opportunity provided networking with people from other institutions. A suggestion was made to do the workshops over the lunch hour which will certainly be considered for spring 2023, as they are arranged based on the students' availability. Students spoke very highly about their In-Class Learning Experiences. They were very happy to switch back to in-person classes, following Covid. The students felt that the switch to in-person classes improved thier learning experiences significantly and led to feeling better, as a group, about the work they were accomplishing. The in-class experiences the students felt benefited them the most were the Law class, programming in which the students were introduced to deans from other universities, role-playing in the Helping Skills course, itinerary building, creating a podcast in the Diversity Issues class, and the Voice Journal from the Student Development Theory course. One student mentioned that it "helped me challenge my personal beliefs." Commenting further on the Law Class (one of their final main courses the last semester), the exposure to the language of law and conduct was vital, according to the students; and the guest speakers were phenomenal. One student stated, "I now understand why certain policies and procedures exist and will be better able to support the student and the university." A VPSA who teaches their capstone course their last semester was recommended to also teach their Diversity Issues course for Spring 2023, and we made that change. The entire group understood,

and agreed with, the importance of "establishing rapport" by creating strong relationships. The cohort model is an excellent model, and they enjoyed growing together. In addition, they found that by working in groups, this allowed strong collaboration, thereby strengthening that relationship. The program encourages out-of-class participation of activities (i.e., SAGA). SAGA is our Student Affairs Graduate Association. SAGA created a phenomenal mentoring program for our students which they are very happy about. Final Impressions. As with previous groups, the students, as a group, thoroughly enjoyed their program and look forward to serving in Student Affairs in Higher Education. They feel very prepared for job interviews and the work ahead of them. They greatly appreciated the check-ins by the program director during the program. The students expressed concern with the departure (which was a retirement) of a full-time faculty member with the program in December 2021.

Students succesfully 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 wete 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

Some of the changes were noted in the previous section (Assessment Results/Information). This year as with previous years, we made revisions to the program based on informal and formal feedback from our students. We made significant revisions to the e-portfolio which were very successful that went into effect during this year. We are always considering feedback from alumni as well to make improvements. All graduates participate in a focus group as noted to provide us with feedback on the program to make improvements. The faculty meet monthly to discuss the program. We made changes with instructors teaching a few courses as we always strive to make sure they have the best faculty in the classroom. All classes were returned to face-to-face, following Covid, which made the students very happy. Our students value seeing us, so it is great that we are back face-to-face to be able to see how they are doing. As previously stated, the students felt that the switch to in-person classes improved thier learning experiences significantly and led to feeling better, as a group, about the work they were accomplishing. Out of class programming has been very successful which we will consider doing also during the lunch hour, per the students recommendation. Our Student Affairs Graduate Association (SAGA) created a Mentoring Program for the students. Monthly sessions and events were held with

mentors who are phenomenal Student Affairs practitioners at WSU and other institutions. Program improvement is always our focus. As previously noted, the students expressed concerns with the departure of a full-time faculty member who retired December 2021. A proposal was drafted last year to replace this faculty member, and this needs to be explored with our new Dean.

V. SUPPORTING DOCUMENTS

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