



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: 2020-2021

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 was a 100% success rate with the e-portfolios for the graduating students. Graduates said they felt prepared for job interviews. 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 “loved that we weren’t micromanaged!” Every supervisor had a fairly “hands-off” approach and allowing that freedom to learn was very important. 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 to be one of the most valuable out-of-class experiences. Other feedback from the focus group included the following Diverse Learning Experience and Research Projects Each of the students valued opportunities for research within their in-class assignments. The two projects that seemed most meaningful to them were the Diverse Learning Experience Workshop and the Final Capstone Presentation (6-week prep). a. Diverse Learning Experience. Students felt this assignment was a relevant, practical, hands-on assignment. They appreciated the requirement to create an interactive workshop in which they planned a program, conducted the program, and worked in ways to be engaging and creative. When COVID struck, they had to “quickly think on our feet,” “be flexible,” and “redesign the program for a virtual environment.” Additionally, the students felt their own learning was enhanced through seeing others’ projects. b. Research Projects. Each student agreed the Capstone Presentation of the program, which took 6 weeks of planning and preparation, was very rewarding. They were able to conduct deep research, read scholarly articles, and “felt like we had actual content” by the time they presented. The students also enjoyed the 1st Semester research project, in which they had some flexibility to pick a research topic, create a survey, analyze, and see the results “We got great experience to conduct research with no limitation of the topic.” 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. Sometimes it is difficult to meet out of class,

though, due to the distance some of the students live from campus, and the requirements of their day jobs. Final Impressions. The students, as a group, thoroughly enjoyed their program and look forward to serving in Student Affairs in Higher Education. There is a consensus that many of the students feel some trepidation, if handed a large budget right away; however, they feel very prepared for job interviews and the work ahead of them.

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

Every year we make revisions to the program based on informal and formal feedback from our students. This past year we made significant revisions to the e-portfolio which were very successful. 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 also implemented uAchieve for our students. The past two years, 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. A meeting will be planned with adjuncts Spring 2022. Pre-covid, we met regularly, and it will be nice to meet again. Program improvement is always our focus. In the last feedback from the formal focus group, the students suggested that we make our two credit hour Diversity Issues course three credit hours. It used to be one credit hour and then the students suggested we make it two (which we did), now three credit hours which we will discuss doing. It is great that they value diversity which is what our field is about. 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.

V. SUPPORTING DOCUMENTS

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