Program-Level Assessment: Annual Report (Due October 1, 2023)

Program Name: Higher Education and Student Affairs Administration

Department: Higher Education Administration

Degree or Certificate Level: M.A.

College/School: School of Education

Date (Month/Year): September 2023

Assessment Contact: Mark Pousson

In what year was the data upon which this report is based collected? 2022 - 2023

In what year was the program's assessment plan most recently reviewed/updated? 2023

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? No

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

1. **Student Learning Outcomes**
    Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

    Graduates will be able to integrate knowledge from the field of student affairs and the professional competencies into their practice.

2. **Assessment Methods: Artifacts of Student Learning**
    Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

    Artifacts used to determine achievement of this learning outcome included final exam results in EDH 5650 Intervention Skills in Higher Education. Other artifacts included internship evaluations by student and supervisor, internships journals in EDH 5915 Internship in Higher Education. Lastly, exit interviews from graduating master students were included in the collection of artifacts. EDH 5650 met in person throughout the semester. EDH 5915 met in person once a month through the semester. The exit interviews were conducted in person in April 2023.

    Initially, EDH 5470 Leadership in Higher Education was to be included as one of the courses contributing to this learning outcome. The course was not offered during AY 2022-2023.

3. **Assessment Methods: Evaluation Process**
    What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

    The process used to evaluate the artifacts within EDH 5650 was a rubric used to determine depth of course knowledge and application to practice. The data from EDH 5915 was analyzed by the instructor on file using qualitative analysis methods where levels of learning were determined. The information from the exit interviews was analyzed by the program director in a similar manner where emerging themes were gleaned.

4. **Data/Results**

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The results from assessing the final exam for EDH 5650 suggests that students were able to integrate knowledge from the field of student affairs and the professional competencies into their practice. The students were able to apply the course content to a scenario thinking through what they know from what they learned.

The results from the qualitative analysis from the artifacts associated with EDH 5915 suggests a mixed perspective on whether they were able to integrate knowledge from their internships sites and the professional competencies into their scope of practice in higher education. Some gained a great deal of knowledge toward their practice while others floundered in their internships and reported no insights to apply to their practice.

The results from the exit interviews suggest students' experience of the Higher Education and Student Affairs Administration program overall increased their competency and confidence to work successfully in the field of Higher Education. Some learning experiences were highlighted over others, yet the strengths of those learning experiences aided in resolving the deficit of learning in other courses.

5. **Findings: Interpretations & Conclusions**

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

The data regarding EDH 5650 suggests keeping the foundational content the same yet adding other elements based on the context of higher education and needs of the students.

The data from EDH 5915 suggests evaluating the effectiveness of the internship particularly for those students already working full-time in their chosen area in higher education. A conversation for us as faculty will be looking at a practicum experience rather than internship to gain skill. We will need to differentiate the tasks within a practicum and internship.

The data from the exit interviews suggests students are gaining the knowledge base that informs their competency and confidence to integrate knowledge from the field of student affairs and the professional competencies into their practice. We will need to continue resolving any courses where learning gaps occur paying attention to the pedagogical methods and course design. There is a renewed interest in attending to the neurodiversity of students and the use of universal design. We, as faculty, will continue discussing these in our faculty meetings.

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

We began discussion of the results and findings in our September 2023 faculty meeting. We will continue discussion in our October faculty meeting.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	● Course content ● Teaching techniques ● Improvements in technology ● Prerequisites	● Course sequence ● New courses ● Deletion of courses ● Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	● Student learning outcomes ● Artifacts of student learning ● Evaluation process	● Evaluation tools (e.g., rubrics) ● Data collection methods ● Frequency of data collection

Please describe the actions you are taking as a result of these findings.

> I will be bringing up discussion about our teaching techniques in the internship courses, and course design. I will also address the frequency of data collection as well. It may behoove us to gather the data at different points in the semester.

If no changes are being made, please explain why.

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**

   A. What is at least one change your program has implemented in recent years **as a result of previous assessment data**?

   B. How has the change/have these changes identified in 7A been assessed?

   C. What were the findings of the assessment?

   D. How do you plan to (continue to) use this information moving forward?

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

Student Product:

Task description:

Knowledge/Understanding	Excellent (11-15 points)	Competent (6-10 points)	Needs Work (0-5 points)	Comments
Content is comprehensive and thorough	The product is complete and all important aspects of the topic are addressed.	The product is substantially complete, but important aspects of the topic are not addressed.	The product is clearly incomplete with many important aspects of the topic omitted.	**Points earned = X.**
Analysis/Inquiry	**Excellent (11-15 points)**	**Competent (6-10 points)**	**Needs Work (0-5 points)**	**Comments**
Conclusions/inferences are logical, and based on the literature and theoretical frameworks related to student development, organizational, environmental and social justice theories and frameworks	The product includes sound and logical analysis that reveals a clear understanding of the relevant issues, and the inferences drawn are clearly supported by or are in opposition to the literature and theoretical frameworks presented.	The product includes analysis that is generally sound, but there are gaps in logic and/or understanding; and the product shows an understanding of relevant issues but lacks depth; connection to or integration of the literature and theoretical frameworks presented is loosely associated with the inferences drawn.	The product includes analysis that is superficial and/or illogical, and shows a lack of understanding of the relevant issues; key issues are misunderstood or omitted; connection to or integration of the literature or theoretical frameworks is substantially omitted.	**Points earned = X.**

Interpretation and Application	Excellent (8-10 points)	Competent (7-4 points)	Needs Work (0-3 points)	Comments
Literature is interpreted and applied appropriately	The product includes appropriate interpretation and application of literature that is clearly connected to the topic presented.	The product includes discussion/presentation of literature that is applied appropriately but not fully interpreted or associated with the topic presented.	The product includes discussion/presentation of literature that is not interpreted or applied appropriately to the topic presented.	**Points earned = X.**
Integration in Practice	**Excellent (4-5 points)**	**Competent (3 points)**	**Needs Work (0-2 points)**	**Comments**
Product shows integration of knowledge and professional competencies into student's practice	The product shows evidence that student has integrated learning of knowledge, development of skills and disposition into their practice.	The product shows evidence that the student has some minor knowledge, skill or dispositional gaps in their practice	The product shows evidence that the student has significant gaps in knowledge, skills or dispositions for effective practice.	**Points earned = X.**
Presentation	**Excellent (4-5 points)**	**Competent (3 points)**	**Needs Work (0-2 points)**	**Comments**
Technical writing, APA format, grammar	The product includes a clear thesis; employs APA format; is comprised of focused and coherent paragraphs with correct grammar usage; is 8-10 pages in length excluding the title page.	The product includes a thesis that is ambiguous and/or unfocused; employs APA format with errors; is comprised of paragraphs that occasionally lack focus and/or are frequently incoherent with frequent grammatical errors; is 11 - 15 pages in length excluding the title page.	The product excludes a clear thesis; employs APA format with frequent errors or incorrect format; is comprised of paragraphs that substantially lack focus and/or are substantially incoherent with significant grammatical errors; is less than 8 pages or more than 15 pages in length, excluding the title page. Pages more than 15 will not be read or graded.	**Points earned = X.**
Totals Points Received				

Other Comments: