

Program Assessment Plan

Program Master's in Student Personnel Administration
Department: Higher Education
College/School: School of Education
Date: August 1, 2020
Primary Assessment Contact: Molly Schaller, Ph.D.

Note: Each cell in the table below will expand as needed to accommodate your responses.

| # | Program Learning Outcomes What do the program faculty expect all students to know, or be able to do as a result of completing this program? Note: These should be measurable, and manageable in number (typically 4-6 are sufficient). | Assessment Mapping From what specific courses (or other | What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? Note: the majority should provide direct, rather than indirect, evidence of achievement. Please note if a rubric is used and if so, include it as an appendix to this plan. | Use of Assessment Data How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes made in previous years? |
|---|--|---|--|--|
| 1 | Graduates will be able to analyze issues related to student affairs practice using student development, organizational, environmental and social justice theories and professional conceptual frameworks. | EDH 5350 (Student Development Theory); EDH 5600 (Foundations); EDH 5360 (Student Development Theory II); and EDH 5640 (Social Justice and the College Student) Comprehensive Exams | Signature Assignments in each of these classes will be used to assess, by the instructor of record, based on a rubric. Comprehensive Exam Case Study, evaluated on Rubric | We will review data in May 2021. Data will inform the courses for academic year 2021-2022. |

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| <p>knowledge from the field of student affairs and the professional competencies into their practice.</p> | <p>(Leadership in Higher Education); EDH 5650 (Intervention Skills in Higher Education)</p> | <p>classes will be used to assess, by the instructor of record, based on a rubric.</p> <p>Internship evaluations by student and supervisor</p> <p>Internship journals, assessed by instructor of record.</p> <p>Exit Interviews.</p> | <p>will inform courses in academic year 2023–2024.</p> |
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Additional Questions

1. On what schedule/cycle will faculty assess each of the above noted program learning outcomes? (It is not recommended to try to assess every outcome every year.)

Schedule is listed above.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

All program faculty met about new learning outcomes, the program assessment plan and agreed upon the above.

Student Personnel Administration Rubric
NAME

Student Product:

Task description:

| | | |
|-------------------------|-------------------------|------------------------|
| Knowledge/Understanding | Excellent(11-15 points) | Competent(6-10 points) |
|-------------------------|-------------------------|------------------------|

| 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 →. |
| Integration in Practice Product shows integration of knowledge and professional competencies into student's practice | Excellent (4-5 points) The product shows evidence that student has integrated learning of knowledge, development of skills and disposition into | Competent (3 points) | Needs Work (0-2 points) | Comments |

