



SAINT LOUIS
UNIVERSITY

Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Master of Arts in Student Personnel Administration [program title change may be proposed]

Department: Higher Education Administration

College/School: School of Education

Person(s) Responsible for Implementing the Plan: Karen Myers; Joseph Nichols

Date Submitted: November 2, 2015 **REVISED** October 13, 2017 **DARK GREY = revisions to original plan**

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<i>What do you expect all students who complete the program to know, or be able to do?</i>	<i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i>	<i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i>	<i>How does the program use assessment results to recognize success and “close the loop” to inform additional program improvement? How/when is this data shared, and with whom?</i>
Graduates will use guided practice in student development, organizational, and environmental theories to analyze issues related to college students and higher education student affairs.	<u>EDH 5350</u> Student development theory I <u>EDH 5360</u> Student development theory II <u>EDH 5640</u> The student in higher education <u>EDH 6050</u> Disability in higher education and society	<u>EDH 5350</u> Case-study based final exam <u>EDH 5360</u> Case-study based final exam <u>EDH 5640</u> Case-study based final exam <u>EDH 6050</u> Signature project/paper in course Assessments at end of program Comprehensive written exam Exit interviews	EDH 5350 paper evaluated via rubric; feedback to student and for program EDH 5360 project/paper evaluated via rubric; feedback to student and for program EDH 5640 project/paper evaluated via rubric; feedback to student and for program EDH 6050 project/paper evaluated via rubric; feedback to student and for program Comp exam evaluated via rubric See explanation below table***

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<p>Graduates will interpret and apply discipline-related literature to higher education student affairs practice.</p>	<p><u>EDR 5100 & EDR 5600</u> OMITTED</p> <p><u>EDH 5350</u> Student development theory I</p> <p><u>EDH 5360</u> Student development theory II</p> <p><u>EDH 5600</u> Student personnel administration</p> <p><u>EDH 5470</u> Legal and ethical issues in higher education</p> <p><u>EDH 6050</u> Disability in higher education and society</p>	<p><u>EDR 5100 & EDR 5600</u> OMITTED</p> <p><u>EDH 5350</u> Case-study based final exam</p> <p><u>EDH 5360</u> Case-study based final exam</p> <p><u>EDH 5600</u> Simulation University project in course</p> <p><u>EDH 5470</u> Signature project/paper in course</p> <p><u>EDH 6050</u> Signature project/paper in course</p> <p><u>Assessments at end of program</u> Comprehensive written exam Exist interview</p>	<p>EDH 5350 exam evaluated via rubric; feedback to student and for program</p> <p>EDH 5360 exam valuated via rubric; feedback to student and for program</p> <p>EDH 5600 project evaluated via rubric; feedback to student and for program</p> <p>EDH 5470 project/paper evaluated via rubric; feedback to student and for program</p> <p>EDH 6050 project evaluated via rubric; feedback to student and for program</p> <p>Comp exam evaluated via rubric</p> <p>See explanation below table.***</p>

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<p>Graduates will apply guided practice in leadership, communication, organizational, financial, assessment, management, and disability education to higher education student affairs.</p>	<p><u>EDH 5600</u> Student personnel administration</p> <p><u>EDH 5470</u> Legal and ethical issues in higher education</p> <p><u>EDH 6050</u> Disability in higher education and society</p> <p><u>EDH 5915</u> Internship in student affairs administration</p> <p>AND/OR</p> <p><u>EDH 5916</u> Internship in college teaching OMMITTED</p>	<p><u>EDH 5600</u> Simulation University project in course.</p> <p><u>EDH 5470</u> Signature project/paper in course</p> <p><u>EDH 6050</u> Signature project/paper in course</p> <p><u>EDH 5915</u> Self-assessment in internship using ACPA/NASPA Professional Competencies</p> <p><u>EDH 5916</u> Self-assessment in internship OMMITTED</p> <p><u>Assessments at end of program</u> Comprehensive written exam Exit interview</p>	<p>EDH 5600 project evaluated via rubric; feedback to student and for program</p> <p>EDH 5400 project evaluated via rubric; feedback to student and for program</p> <p>EDH 6050 project evaluated via rubric; feedback to student and for program</p> <p>Comp exam evaluated via rubric</p> <p>See explanation below table***</p>

*** The assessment data will be both formative and summative. The results will be used to revise and improve courses and programs while they are in progress and to enhance student learning and performance and to refine instructor teaching practices. The assessment results will be used at the end of the courses and at the end of a student's program to...

- enhance student learning and performance.
- refine instructor teaching practices.
- determine the revision and/or continuation of a course, the sequence of a course(s), and the content of the program curriculum.
- examine how well the curriculum and programs complement and enhance the program, School of Education, and institutional missions and educational effectiveness.

The individual course grades will be shared by the instructor with the program director. The comprehensive exam, oral exam, and exit interview results will be shared by the program director with the full-time higher education administration faculty. A summary of program assessment results will be shared by the program director to with the full-time and part-time faculty in the higher education administration program, the school's dean and staff, program directors, and the Provost's office. It will be determined if results will be shared with graduate admissions, graduate education, and other enrollment management professionals at the university as well as current and former students in the program for the purpose of transparency and effective change.

1. **It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

The learning outcomes outlined in this plan were developed during the 2015-2016 academic year with initial data collected beginning Fall 2016. The learning outcomes were revised in the 2016-17 academic year. As such, results based on the revised learning outcomes will be collected beginning in Spring 2017

The first year of results will be used to determine the outcome around which the higher education program will focus its improvement efforts. Higher education program faculty will examine the summary results from this assessment plan on a yearly basis, write a program improvement plan focused on one learning outcome per year, and implement and monitor that plan for changes as necessary.

2. **Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

This question is not applicable to this program.

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

This assessment plan will be reviewed and revised on a 3-year cycle. One learning outcome will be assessed each year. At the end of 3 years, the assessment plan will be reviewed.

The School of Education's assessment committee—in consultation with the higher education program director and faculty—will review and revise this plan every 3 years.

b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

Students are included in this assessment plan through the exit interviews and course evaluations. The exit interviews provide higher education administration students the opportunity to give their direct input about the learning outcomes, program structure, etc. The student evaluations help program faculty make decisions about individual courses.

c. What external sources were consulted in the development of this assessment plan?

The Council of Advancement and Standards (CAS) in Higher Education (www.cas.edu) standards and guidelines guided the development and assessment of the higher education administration graduate programs, including the Ph.D. in higher education administration, Master's degree in student personnel administration, and the student personnel administration online specialty program. CAS identifies 16 learning and development domains on which the curricula in these programs are designed and which are reflective in the learning outcomes in this plan. The 16 learning and development domains are: intellectual growth; effective communication; enhanced self-esteem; realistic self-appraisal; clarified values; career choices; leadership development; healthy behavior; meaningful interpersonal relationships; independence; collaboration; social responsibility; satisfying and productive lifestyles; appreciating diversity; spiritual awareness; and personal and educational goals.

In addition to CAS in higher education standards and guidelines, the ACPA/NASPA professional skills and competences document (www.myacpa.org/professional-competencies) is used in several courses to guide and assess professional competency areas for student affairs practitioners at the basic, intermediate, and advanced levels. Competencies include: advising and helping; assessment, evaluation, and research; equity, diversity, and inclusion; ethical professional practice; history, philosophy, and values; human and organization resources; law, policy, and governance; leadership; personal foundations; and student learning and development.

The ACPA/NASPA professional skills and competencies document is and will be used in the:

- Student personnel administration course as a foundation document in simulation university, a semester-long activity in which students simulate the positions of directors of various student services functional areas.
- Internships in higher education administration, student personnel administration, and college teaching for self-assessment of growth, development, and areas of improvement.
- The self-evaluation document at the beginning of the program within the first month and at the end of the program following passing the comprehensive exam in preparation for the exit interview in the master's in student personnel administration program and, possibly, in the Ph.D. in higher education administration program.

d. Assessment of the manageability of the plan in relation to departmental resources and personnel.

The School of Education has the personnel and resources to manage this plan. The School of Education has an assessment committee, assessment coordinator, and technical staff who can provide support as necessary.