

## Program Assessment Plan

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

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

#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
	<p>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?</p> <ul style="list-style-type: none"> <li>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</li> </ul>	<p>From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.</p>	<p>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?</p> <ul style="list-style-type: none"> <li>Note: the majority should provide direct, rather than indirect, evidence of achievement.</li> </ul> <p>Please note if a rubric is used and, if so, include it as an appendix to this plan.</p>	<p>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>How and when will the program evaluate the impact of assessment-informed changes made in previous years?</p>
1	<p>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.</p>	<p>EDH 5350 (Student Development Theory); EDH 5600 (Foundations); EDH 5360 (Student Development Theory II); and EDH 5640 (Social Justice and the College Student)</p> <p>Comprehensive Exams</p>	<p>Signature Assignments in each of these classes will be used to assess, by the instructor of record, based on a rubric.</p> <p>Comprehensive Exam Case Study, evaluated on Rubric</p>	<p>We will review data in May 2021. Data will inform the courses for academic year 2021-2022.</p>
2	<p>Graduates will be able to interpret and apply discipline related literature to higher education student affairs practice.</p>	<p>Comprehensive Exams</p> <p>EDH 5350 (Student Development Theory); EDH 5360 (Student Development Theory II); EDH 6050 (Disability in Higher Education and Society)</p> <p>Final Internship Assignments</p>	<p>Comprehensive Exam Case Study, evaluated on Rubric</p>	<p>We will review data in May 2022. Data will inform courses for academic year 2022 - 2023</p>
3	<p>Graduates will be able to integrate</p>	<p>EDH 5915 (Internship); EDH 5470</p>	<p>Signature Assignments in each of the</p>	<p>We will review data in May 2023. Data</p>

<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>
---	---	--	--

### 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.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

The School of Education uses 2 major points in the academic year to review programs: Fall Moving Forward Day and Spring Planning Period. However, we will also review data at the end of the Spring term to remain responsive for the coming academic years. Major changes will be planned during the School of Education assessment days.

**IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.**

Student Personnel Administration Rubric  
NAME

Student Product:

Task description:

<b>Knowledge/Understanding</b>	<b>Excellent (11-15 points)</b>	<b>Competent (6-10 points)</b>	<b>Needs Work (0-5 points)</b>	<b>Comments</b>
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.	<b>Points earned = X.</b>
<b>Analysis/Inquiry</b>	<b>Excellent (11-15 points)</b>	<b>Competent (6-10 points)</b>	<b>Needs Work (0-5 points)</b>	<b>Comments</b>
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.	<b>Points earned = X.</b>

<b>Interpretation and Application</b>	<b>Excellent (8-10 points)</b>	<b>Competent (7-4 points)</b>	<b>Needs Work (0-3 points)</b>	<b>Comments</b>
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.	<b>Points earned = X.</b>
<b>Integration in Practice</b>	<b>Excellent (4-5 points)</b>	<b>Competent (3 points)</b>	<b>Needs Work (0-2 points)</b>	<b>Comments</b>
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.	<b>Points earned = X.</b>
<b>Presentation</b>	<b>Excellent (4-5 points)</b>	<b>Competent (3 points)</b>	<b>Needs Work (0-2 points)</b>	<b>Comments</b>
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.	<b>Points earned = X.</b>
<b>Totals Points Received</b>				

Other Comments: