

M.Ed. in Higher Education 2017-2018

HIED M.Ed. Program Learning Goals

The goal of the HIED M.Ed. program is to produce graduates who:

- Provide effective leadership and administrative direction to institutions of higher education.
- Make decisions and solve problems through, logical, rational, and delineated processes that recognize a wide variety of environmental factors, constituents, and influences.
- Respect ideas, perspectives, motivations, and behaviors of fellow professionals and understand their unique roles and responsibilities within institutions of higher education.

HIED M.Ed. Program Learning Outcomes

Upon completion of the HIED M.Ed. program, graduates will:

- Possess the basic knowledge of student and administrative theory and practice related to higher education and be able to apply this knowledge to solving problems and making decisions as entry-level professionals in institutions of higher education.
- Be able understand the importance of human interaction skills and apply best practices to their professional capacity as college and university administrators.
- Be able to evaluate the different purposes and functions of higher education and how they are applied to various settings within institutions.
- Be able to demonstrate sufficient understanding of leadership, management, change, and culture to ensure competence and confidence in leading and managing institutions, which is necessary of entry-level professionals within institutions of postsecondary education.
- Be able to conduct themselves in a professional, thoughtful, and ethical manner that represent best practices in college and university management and leadership.

Direct means of assessment for all learning outcomes:

- Course projects, including program milestones such as:
 - Site Visit and Poster Presentation (Overview)
 - Theory Application Essay (Student Development)
 - Documentary (History)
 - Final issue papers (various courses)
- Reflective practice (internship) site-supervisor and self-evaluations
- Reflective practice (internship) portfolios
- Comprehensive master's examination
- Program graduate exit survey

Timeline and process for assessment and analysis:

- Completion of internships occurs each semester (spring, summer, fall) throughout the academic year.

- Indirect measures of overall master's grade point average and grades in master's core courses will be collected and analyzed annually in March and April.
- Program graduate exit survey occurs in the last month of the graduating semester.

Results of Assessment

Course Projects and Program Milestones

During this academic year, students completed a site visit project covering various college and university campuses, and also created poster presentations in the Overview of American HIED course. Master's students successfully completed a student development theory application essay final project, completed a History documentary, and engaged in the opportunity to tailor final projects into issue papers on areas of interest within the course topics.

Comprehensive Exams

In fall 2017 and spring 2018, all students who took comprehensive exams passed, although several students required an addendum or rewrite, and one student (Fall) required a third rewrite.

Reflective Practice Internships

Student performance in Reflective Practice internships (HIED 5643 *Reflective Practice in Higher Education and Student Affairs*) is reflected in course final surveys. The site supervisor survey and student self-evaluation documents were updated last year to reflect new questions through a new Qualtrics format. In the site supervisor evaluation, students are rated on a 4-point scale (1 = "Did not meet minimal performance expectations" to 4 = "Performed at an exceptional level").

Supervisor responses gave the following ratings: "met minimal performance expectations," "exceeded minimal performance expectations, and "Performed at an exceptional level." Nine additional questions ask about specific areas such as "was reliable, punctual, and responsible" and "took advantage of learning opportunities." All students earned a "meets minimal expectations" or above for all nine categories.

Reflective practice students also completed the newly updated Reflective Practice (internship) portfolio, which includes an online capstone project that is reflective in nature and includes the ACPA/NASPA technology competency (such as a blog or webpage developed for the course).

Graduate Exit Survey

Finally, a new online HIED MEd recent graduate exit survey was created last year (May, 2017), and as of May 22, 2018 there are 4 new responses from spring 2018 graduates to questions experiences in the program ranging from "What did you enjoy most about the program," to "What was the most meaningful learning opportunity you experienced during the program," and "Can you think of a skill or ability that you wish your experience as a graduate student had better developed?" to "What are your main, specific suggestions for improving the program?"

This year, respondents again noted relationships with faculty and classmates as a highlight, as well as meaningful experiences in internships and graduate assistantships, learning about current events in HIED, and learning through a variety of in-class approaches and projects with faculty

who demonstrate support and intentional learning efforts. Recent graduates highlighted the internship seminar, especially regarding learning about the job search and salary negotiation, hands-on GA and reflective practice work, and overall time management as key learning opportunities.

Graduates expressed concern they were not required to take as many courses as other HIED programs, so they felt they may not be as prepared for the job search. Another respondent suggested a solution to this concern by requiring a minimum of two internships and requiring a minimum of two years in the program (versus early graduation or taking a job early, pre-graduation). A respondent suggested a continued focus on professional development, mentoring matches with full time professionals, and more focus on the competencies to help with full time work post-graduation. Another graduate suggested adopting more of a cohort model and making sure course offerings are clearly noted in a logical rotation (this student had to take an outside research course and was hoping for our HIED course).

Student Accomplishments

Finally, there are many examples of student accomplishments from the 2017-2018 academic year such as multiple students holding elected leadership positions on campus and in national professional associations, as well as several students being selected for nationally competitive internships and one international summer internship.

Changes Made or Planned

During the 2017-2018 academic year, faculty discussed how to better market the assessment and evaluation course for master's students, and how to further emphasize the finances and budgeting piece in Overview and Student Affairs in HIED courses. Discussions about curricular mapping for ACPA/NASPA competencies are ongoing. Curricular changes have been made to reflect current scholarship on higher education. M.Ed. comprehensive exams are taken from current Inside Higher Education and Chronicle of Higher Education articles, and many course materials are situated within an ecological perspective of higher education.

- M.Ed. New HESA-specific research methods course developed and offered twice a year
- Additional faculty in program to support program growth
- Increased emphasis on practical experience via internships (restructured reflective practice and increased emphasis on two, if not three, internships); Newly compiled internship log list of site options for students to easily access
- Full time working student still a part of M.Ed. and all but one of the Ed.D. students
- Newly developed HIED in International Context course (offered once, in demand since)
- Focus on internationalization, including new HIED in International Contexts course (offered once and since then student demand has led to independent studies on the course), bringing in nationally prominent rising HIED scholar to share research on supporting international students (held four sessions on campus during visit), increased emphasis on connecting students with study abroad and internship abroad opportunities, creation of international student recruitment plan, and some faculty members studying international-related topics which are then shared in courses with students (including the internationalization of HESA graduate preparation programs)

- New Diversity in HIED course offered each spring, along with two new faculty members who specialize in issues of diversity, equity, and inclusion in their scholarship and bring this expertise to the classroom; Several faculty members producing scholarship in this area which they are working on with students and bring to the classroom
- Reflective Practice (seminar) has been updated (curriculum, course projects, final portfolio, self and supervisor evaluation)
- Prior feedback regarding program insulation and consideration of higher education as a part of a larger system (economic, social, etc.) - Curricular updates have been made to reflect current scholarship on HIED, as well as program updates made based on program coordinator sessions at national conferences (ASHE, ACPA, NASPA), M.Ed. comprehensive exams are taken from current Inside HIED and Chronicle of HIED articles, and many course materials are situated within an ecological perspective of HIED and current events students grapple with in class address current sociopolitical contexts impacting HIED; Updated course materials such as the core student development theory textbook emphasize critical scholarship and social identities that acknowledge issues of privilege in HIED as situated within a broader global matrix of oppression

Changes Made of Planned Assessment and Evaluation Process

- Newly created HIED M.Ed. graduating student exit survey completed and compiled online through Google docs
- Newly created Reflective Practice (Internship) HIED M.Ed. course evaluations (self-evaluation and site supervisor evaluation done at completion of internship hours) that is completed in new format electronically and compiled in Qualtrics that allows for consistent storage of data accessible across semesters by program coordinator; Content also updated to reflect ACPA/NASPA competencies
- Updated Reflective Practice (Internship) capstone project. The final portfolio used to be all previously completed course documents compiled in one physical binder. In an effort to focus on the reflective piece and to emphasize the ACPA/NASPA technology competency, the new portfolio requirement (as of 2017) is an online blog or personal website that incorporates reflective elements, an updated resume, photos, and other interactive deliverables presented in an online format that can be added to in the future and used during student job searches.
- M.Ed. comprehensive exams – new faculty coordinator and graders
- New GA supervisor survey to be implemented summer 2018 to learn more about student GA experiences and any areas supervisors identify that students may be missing in coursework/classroom experiences