

M.Ed. in Higher Education 2018-2019

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.

1. 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 April.
- Program graduate exit survey occurs in the last month of the graduating semester.
- The 2018-2019 academic year was the external program review process.

2. Direct means of assessment for all learning outcomes:

- Course projects, including program milestones such as:
 - a. Site Visit and Poster Presentation (Overview)
 - b. Theory Application Essay (Student Development)
 - c. Documentary (History)
 - d. 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
- The 2018-2019 academic year was the external program review process: Reviewers met with faculty, students, and alumni to review learning outcomes and program feedback.

3. Reporting of Results

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 2018 and spring 2019, all students who took comprehensive exams passed, although several students required an addendum or 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 recently 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, an online HIED MEd recent graduate exit survey was created two years ago (May, 2017), and the program will again ask 2019 graduates to answer questions about 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?"

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.

Out-of-State Focus Group

We also held the second annual out-of-state student focus group to see what drew students from out of the area to our program, and to learn more about what they experienced when searching with other programs. This feedback, coupled with the external program review process, reflected common student feedback regarding the number of courses required for the program (lower credit hours than many peer institutions) and the need to consider requiring a second internship (reflective practice) although most students took a second one as an elective – both of these ideas supporting the desire to keep students in the program for the full two years vs. leaving after 1.5 years to take a full time job mid-year, which also impacts our graduate assistant pipeline.

Additional feedback from the external program review includes the following:

1. Out-of-Date Program Goals and Student Learning Outcomes

Departmental Response/Strategy (include timeline for first 12 months and years 2 – 5. Also, identify the individual(s) who will be responsible for completing the strategy): Over the next 12 months, program faculty will establish a committee to revise and update program goals and student learning outcomes for master's and doctoral program, with attention paid to national professional competencies and graduating student-centered professionals. The entire HIED faculty will consider, potentially amend, and approve the revised goals. In year 3, program faculty will revisit the goals to determine their relevance and make any adjustments as the next program review approaches.

2. Revise Degree Requirements and Curriculum; Conduct Curricular Mapping

Departmental Response/Strategy (include timeline for first 12 months and years 2 – 5. Also, identify the individual(s) who will be responsible for completing the strategy): Over the next 12 months, program faculty will establish a committee to benchmark and revise the master's degree curriculum. The committee will compare our overall credit-hour requirement along with curriculum to peer institutions, while being sensitive to the curricular strengths noted in the external review. As brought up in the external review, the committee will be attentive to the possibilities for students to learn assessment, budgeting, and cross-cultural/diversity skills in the revised curriculum. The entire HIED faculty will consider, potentially amend, and approve the proposed curriculum. As a part of this process, the faculty will conduct a curricular map to determine which courses advance program goals and meet national standards (e.g., ACPA/NASPA Professional Competencies). In year 3, program faculty will revisit the curriculum to determine its relevance and make any adjustments as the next program review approaches.

3. Greater Inclusion of On-Campus Professionals in Program

Departmental Response/Strategy (include timeline for first 12 months and years 2 – 5. Also, identify the individual(s) who will be responsible for completing the strategy): After a revised curriculum is approved in the next 12 months, program faculty will consider possibilities to improve the intentional inclusion of campus partners in the instruction of the higher education program. This could include selected opportunities to co-teach skill-based courses and a more formalized internship supervisor training and recognition. The entire HIED faculty will consider the most appropriate ways to more fully incorporate campus partners into the program.

4. Lack of Online Course Offerings

Departmental Response/Strategy (include timeline for first 12 months and years 2 – 5. Also, identify the individual(s) who will be responsible for completing the strategy): The Higher Education faculty have recently collaborated with colleagues in Adult and Lifelong Learning to establish a master's degree in Community College Leadership that will launch in Fall 2019. The Higher Education faculty anticipate that this program will help us advance the University of Arkansas's land-grant mission by reaching students who need advanced degrees for their career goals but are unable to physically attend the University of Arkansas. This online degree for community college educators also enables us to maintain face-to-face graduate programs for those who anticipate working at 4-year colleges and universities.

5. Lack of Website Visibility/Logical Navigation; Improved Strategic Approach to Marketing and Recruitment

Departmental Response/Strategy (include timeline for first 12 months and years 2 – 5. Also, identify the individual(s) who will be responsible for completing the strategy): The Higher Education Program faculty share the concern that the name of their current department does not lend itself to logical navigation of prospective students. However, once a prospective student does find the departmental website (<http://rhrc.uark.edu>), academic programs are prominently featured. In addition, the HIED Program implements several efforts to improve the visibility of the program. First, the Program maintains active social media on Facebook (153 followers), Instagram (467 followers), and Twitter (539 followers). The Program's social media engagement compares very favorably to nationally-prominent programs. In addition, the Program advertises its website (<http://hied.uark.edu>) as much as possible. Finally, the program coordinators annually (or as appropriate) send e-mails to regional higher education and student affairs leaders and program alumni that encourage them to send students to the program. Program coordinators are also working with new COEHP graduate recruiter to utilize Slate to also improve recruitment initiatives and prospective students' knowledge about the HIED Program. It seems unlikely that, even if the department renames itself, "higher education" would become part of its official name.

Student Accomplishments

Finally, there are many examples of student accomplishments from the 2018-2019 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.