

Annual Academic Assessment Report

M.Ed. in Higher Education

2024-2025

Program Goals and Objectives

HIED-MED program equips students with the skills and knowledge to be able to:

1. Exhibit professional competencies as practitioner scholars and educators at postsecondary institutions, including a commitment to continuous professional development.
2. Make evidence-based decisions and solve problems through processes that recognize a wide variety of environmental factors, constituents, and influences.
3. Communicate effectively through written and verbal means and via technology to a variety of audiences and stakeholders.
4. Contribute to more diverse and inclusive institutions, programs, and policies for students, faculty, and staff.
5. Understand basic tenants of research and interpret findings to inform practice.

Learning Outcomes

Upon completion of the HIED-MED program, students will be able to:

1. Understand the relationship between postsecondary education institutions and social, economic, and political systems.
2. Apply knowledge from the field of higher education and student affairs to solve problems and make decisions.
3. Appreciate how historical and contemporary trends and inequities affect access to and experiences in higher education.
4. Operationalize a theory-practice-theory approach to work, especially as it relates to promoting student development.
5. Assess risk and develop strategies for creating acceptable levels of legal risk.
6. Conduct themselves in a professional, thoughtful, and ethical manner with students, colleagues, and stakeholder

Assessment of Student Learning

Timeline and process for assessment and analysis:

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

Direct means of assessment for all learning outcomes:

Course projects, including program milestones such as:

- Poster Presentation or Case Study Theory Application Essay (Student Development)
- Professional Development Portfolio (Intro to HESA)

- Documentary (History)
- Final issue papers (various courses)
- Reflective practice (internship) site-supervisor and self-evaluations
- Reflective practice (internship) e-portfolios
- Comprehensive master's examination

Continued implementation from program assessments (out of state focus groups, research studies on student experiences).

Student Accomplishments

There are many examples of student accomplishments from this academic year such as students being involved on campus and in national professional associations, as well as students being selected for competitive internships and full time HIED positions.

Use of Results

Course Projects and Program Milestones

During this academic year, students created conference-style poster presentations or a case study theory application essay (student choice) in Student Development Theory, created a personalized professional development portfolio in Intro to HESA that includes use of professional competencies, a student affairs philosophy statement, and updated resume, 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

All students who took comprehensive exams passed.

Reflective Practice Internships

Student performance in Reflective Practice internships (HIED 56403 *Reflective Practice in Higher Education and Student Affairs*) is reflected in course final surveys. 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”). Students met or exceeded expectations overall.

Reflective practice students also completed the 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).

Out-of-State Focus Group

We also held an out-of-state student focus group to see what drew students from out of the area (including international students) to our program, and to learn more about what they experienced when searching with other programs. Student feedback re-emphasized the importance of us removing the GRE requirement in recent years to enhance accessibility and commitment to diversity, feeling particularly welcomed by faculty and receiving prompt, personalized follow-up in the recruitment process from the Program Coordinator, and learning outreach information from updated marketing on social media. Student improvement feedback was to include more international students in the program (Note: international applicants were up this year, but we do not have application waivers which were often requested, nor were these candidates selected for Division of Student Affairs GA interviews, generally – neither of these are program-level decisions, and negatively impact our ability to get international students here, especially re: visa

requirements).

Action Items

- We will continue with breakout small group advising sessions at program orientation, and based on observations, the Program Coordinator is providing even more structured conversation prompts to guide each group.
- Based on student feedback, we moved evening classes last year from a 6pm start to 5:30pm start to accommodate student schedules. Student feedback has been positive and we will continue this time change.
- The program hosted multiple virtual recruitment sessions for students to meet with the program coordinator and current students, including program-based and national-association based recruitment events.
- The Program Coordinator finalized an updated and faculty-approved comprehensive exam process based in national benchmarking (new exam began in fall 2024 with positive student feedback).