

M.Ed. in Higher Education 2016-2017

Assessments

Two direct assessment measures are reported for the Master's Degree program in Higher Education (MEd) for the 2016-2017 academic year. First, written comprehensive examinations were administered to all students completing their coursework, exams are offered in the fall and spring semesters. The second direct measure reported is student performance in Reflective Practice internships (HIED 5643 *Reflective Practice in Higher Education and Student Affairs*). This measure was updated as of August, 2016 to an online Qualtrics survey for site supervisors and for student self-evaluation at the conclusion of the internship. Updated questions also reflect the updated [ACPA/NASPA professional competencies document](#). Finally, in Spring 2017 the HIED MEd program also implemented a new online HIED MEd alumni survey and a new HIED MEd graduating student exit survey.

Results of Assessment

In fall 2016, five students took comps. Four students passed without any remediation and one student passed after writing an addendum. In spring 2017, 16 students took comps and all students passed although six students had to write an addendum.

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 this 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”).

Out of 26 total responses, the following ratings were given: 1 “met minimal performance expectations”, 5 “exceeded minimal performance expectations, and 20 “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 26 students earned a “meets minimal expectations” or above for all nine categories.

A new online HIED MEd alumni survey was created (Spring, 2017), and as of May 1, 2017 there are 51 responses to questions experiences in the program ranging from “Can you think of a skill or ability in your work today that you wish your experience as a graduate student had better developed?” to “What is your favorite memory of the Higher Education Program?”

Respondents noted strong faculty mentoring and close peer connections in the “cohorts” of students as favorite memories of the program. 44 respondents noted the following skills or abilities they wish the program had better developed: Budgeting/finance, assessment, and some supervisory practice.

Finally, a new online HIED MEd recent graduate exit survey was created (May, 2017), and as of May 26, 2017 there are 11 responses 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?”

Respondents noted relationships with faculty and classmates as a highlight, as well as meaningful experiences in internships, class discussions, a focus on diversity, professional development and presentations. Suggestions included helping students build community through THEO, bolstering professional development opportunities, streamlining course offerings (content and times), and incorporating more learning around assessment and evaluation, as well as financial management in HIED.

Finally, there are many examples of student accomplishments from the 2016-2017 academic year such as multiple students holding elected leadership positions in national professional associations, as well as several students being selected for nationally competitive internships.

Changes Made or Planned

During the 2016-2017 academic year the following new courses were offered:

- HIED 6643 College Students in the United States (Spring 2017)
- HIED 699V Advancement in HIED (Fall 2016)
HIED 699V Critical Issues Facing the College President (Spring 2017)
HIED 669V Non-Profit Fund Raising (Spring 2017)

During the 2017-2018 academic year the following changes are on the agenda to consider in program meetings:

- Results from newly implemented surveys will be incorporated in upcoming program review (Spring 2018), such as discussing 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
- Curricular updates will be discussed including curricular mapping for ACPA/NASPA competencies (documented started in Google Jan, 2017)